

# Curriculum

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**“Social entrepreneurship youth work for a sustainable future with less conflict”**



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**TITLE:**

Curriculum "Social entrepreneurship youth work for a sustainable future with less conflict"

**PROJECT:**

"Social entrepreneurship for a sustainable future with less conflict", funded by the Nederlands Jeugdinstituut, the Netherlands National Agency for the Erasmus+ Youth programme.

Project partners are:

- STICHTING MASTERPEACE, Netherlands
- Youth Power Germany e.V., Germany
- Association for improvement of modern living skills "Realization", Croatia
- UNG KRAFT / Youth Power Sweden
- Centre for Non-formal education and Lifelong learning (CNELL), Serbia
- Wizard, obrt za savjetovanje, Croatia

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# PROJECT SUMMARY

Project title: "Social entrepreneurship for a sustainable future with less conflict"

In the field of youth work, an ideal society could be described as a fully inclusive community of active citizens and full of social justice. Important aspect of peace-building is prevention of conflicts, that is also being achieved by creating local perspectives. We find social entrepreneurship as the key approach to it. As proven through our activities, young people are increasingly aware of their roles and responsibilities in society, and have become eager to earn money while doing something good for "the world".

Developing educational approaches on entrepreneurship, and particularly social entrepreneurship among young people is the core of this project. Using their past experiences with entrepreneurship education, the project partners are planning to develop new methods to address the needs and constraints of their target group – NEET youngsters, young women, the target group characterised by high level of unemployment, low degree of financial independence and social power, and very low involvement in managerial and entrepreneurship positions.

The project aims to change the situation described above by equipping youth organisations and youth workers with tools and approaches they can use to support entrepreneurship of young women in a way that is socially and culturally appropriate. The project gathers organisations that already have experiences of supporting young women to be socially and economically active and allows them to develop new ways of dealing with the challenges they have identified. When implemented, it will result in a strengthened support system for NEET / young girls, particularly from rural, more traditional and disadvantaged communities.

Project objectives:

- Empower our youth workers and improve knowledge management of youth work organisations in theory and practice for building competences of youth workers in social entrepreneurship for a sustainable future with less conflict, for NEET youngsters, young women - through LTTA and innovative curriculum and online course for youth workers' training.
- Empower NEET youngsters, young women for social entrepreneurship start-up and quality social marketing of theirs, through development of inspiring, innovative and up-to-date handbook, toolkit, as well as the online courses.
- Exchange good practices and further develop quality strategic partnership among partners from 5 European countries with different realities in regards to youth social entrepreneurship for a sustainable future with less conflict.

Project activities are:

- A1 Project Management
- M1 Kick-off meeting
- O1 Curriculum "Social entrepreneurship youth work for a sustainable future with less conflict"
- M2 Second meeting
- O2 E-learning course for youth workers "Social entrepreneurship youth work for a sustainable future with less conflict"
- O3 Handbook "How to start-up the social enterprises for a sustainable future with less conflict"
- M3 Third meeting
- O4 E-learning course for youngsters "How to start-up the social enterprises for a sustainable future with less conflict"
- O5 Toolkit "Social marketing of social enterprises for a sustainable future with less conflict"
- M4 Fourth meeting
- O6 E-learning course for youngsters "Social marketing of social enterprises for a sustainable future with less conflict"
- M5 Fifth meeting
- C1 LTTA - Training of trainers
- E1, E2, E3, E4, E5 – Open conferences in HR, SE, RS, DE, NL
- M6 Final Evaluation meeting

At the end of this project, the project partners, as well as other organisations and stakeholders, will have at their disposal more effective tools and more competent staff to engage in entrepreneurship education for young women who come from the most disadvantaged backgrounds.

Project partners are:

- STICHTING MASTERPEACE, Netherlands
- Youth Power Germany e.V., Germany
- Association for improvement of modern living skills "Realization", Croatia
- UNG KRAFT / Youth Power Sweden
- Centre for Non-formal education and Lifelong learning (CNELL), Serbia
- Wizard, obrt za savjetovanje, Croatia

# ABOUT THE CURRICULUM

The Curriculum “Social entrepreneurship youth work for a sustainable future with less conflict” is an innovative resource for youth trainers / educators to organise an 8-day long training course and educate youth workers (current and future ones) to further develop organisational culture, mentoring and workshops for NEET youth / women on the topic of social entrepreneurship start-ups for sustainable development and peace building. It consists of detailed session descriptions.

Specific objectives of the training course are:

- To exchange local realities about social entrepreneurship for sustainable development and peace building;
- To explore peace building and sustainable development and how to connect it to youth work;
- To introduce the participants with the basic principles of non-formal education and its implementation in youth work;
- To learn about the Entrepreneurial learning and how to implement it within the framework of youth work;
- To understand the concept of the new era entrepreneurship and what that means for the youth workers and educators;
- To raise awareness of the importance of developing entrepreneurial intelligence and mind-set among youth;
- To learn about social, ethical and green enterprises;
- To learn about social entrepreneurship in connection to sustainable development and peace building;
- To learn about good practices of using social entrepreneurship for sustainable development and peace-building;
- To understand who is a social entrepreneur and which competences he/she should develop;
- To define basic concepts and values with defining stakeholders and supporters of social entrepreneurship;
- To develop workshops on the topic of social entrepreneurship for youth work activities and programmes.

The training course is based on the principles and methods of non-formal education. It consists of interactive methods to meet the learning needs of the participants including: theoretical input; individual / group activities; group challenges, presentations, role play; case studies; discussions; etc. The language of the training course is English.

Programme of the training course:

|       |   |
|-------|---|
| Day 1 |   |
| AM    | Introduction and Group building   |
| PM    | Sharing our realities with the situations about social entrepreneurship for sustainable development and peace building in our communities and different youth work programmes working on it |
| PM    | Reflection and Evaluation of the day  |
| Day 2 |   |
| AM    | Peace building and sustainable development (UN SDGs): what, how, when? And how to connect those with youth work?  |
| PM    | Non-formal education and youth work raising competences of youth  |
| PM    | Reflection and Evaluation of the day  |
| Day 3 |   |
| AM    | Entrepreneurial Learning – a way to enrich youth work   |
| PM    | New era entrepreneurship and what that means for educators and youth workers  |
| PM    | Reflection and Evaluation of the day  |
| Day 4 |   |
| AM    | Developing entrepreneurial Intelligence and mind-set among youth in our communities   |
| PM    | FREE AFTERNOON  |
| Day 5 |   |
| AM    | Social, ethical and green enterprise  |
| PM    | Introduction to social entrepreneurship, basic concepts, values and supporters to social entrepreneurship   |
| PM    | Reflection and Evaluation of the day  |
| Day 6 |   |
| AM    | Social entrepreneurship in connection to sustainable development and peace building   |
| PM    | Examples of good practices using social entrepreneurship for sustainable development and peace building   |
| PM    | Reflection and Evaluation of the day  |
| Day 7 |   |
| AM    | Who is a social entrepreneur?   |
| PM    | Basic concepts and values with defining stakeholders and supporters of social entrepreneurship  |
| PM    | Reflection and Evaluation of the day  |
| Day 8 |   |
| AM    | Youth Work for social entrepreneurship – workshops and recommendations  |
| PM    | Consultations, evaluation, closure  |
| PM    | Closing   |



# RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

This curriculum “Social entrepreneurship youth work for a sustainable future with less conflict” is created for the purpose of extending the impact of our project on other partner organisations and similar youth organisations and their youth workers and educators active in the topic of social entrepreneurship. Its goal is to further develop the capacity of organisations and youth workers to be able to provide support to youth in local communities.

This curriculum is a resource material for everyone interested in the topic of social entrepreneurship for sustainable development and peace building. It can be easily implemented in different realities and adapted to local needs, and it can also serve as an inspiration for similar activities.

In order to implement a quality training course based on this curriculum and to reach the desired learning objectives set in each of the sessions described in this curriculum, it is advised to ensure a quality learning environment for participants. This should be achieved through several stages.

## Stage 1: Before the training course

- Make sure that participants receive all the relevant information related to their participation (info pack, application form, safety and hygiene instructions). It is advised to ask participants to describe their motivation for participation in the training course in the application form, and select them based on their motivation.
- Project managers and sending organisations should hold preparatory meetings with the participants. They should present them with the aim of the training course, how it will look like and prepare them if needed on different levels – linguistically, culturally or emotionally. For some it could be a first time that they are participating in this kind of training courses, so it would be good to introduce them with the framework of non-formal education. Participants should also receive some kind of technical support if needed (e.g. help in booking the travel tickets).
- Inform the participants about the topics to research or prepare prior arriving to the training course to ensure smooth implementation of the sessions which require prior preparation. Participants should arrive with an understanding of the situation around social entrepreneurship and among youth in their local communities and countries to be able to develop workshops around this topic. This also includes understanding the challenges youth workers are facing when covering these topics.

- Sending organisations should prepare the participants for working and functioning in intercultural surroundings, as they will have information about the other sending organisations and their countries, as well as about the profile of participants.
- Participants should bring some materials about the sending organisations or social entrepreneurship with themselves to the training course to exchange with each other. Additionally, sending organisations should take care that the participants have all the necessary brochures, updated information about the local and international projects, links of web pages and organisations' contact information. If the participants want, it would be good to bring some local food or drinks to share with the others.

## Stage 2: During the training course

- Activities planned in this curriculum were developed by the trainers in this field and are suitable for youth workers and young people as well who want to learn about social entrepreneurship for sustainable development and peace building, or they want to start social enterprises. Please, bear in mind the difference in the level of the knowledge in the group, which can affect the dynamics as well. Therefore, if needed, feel free to adjust the sessions according to the needs of the group.
- Evaluation and learning is an important part of every training activity. This is also reinforced with this curriculum. In the beginning of the training course, participants should be introduced to the Youthpass certificate or some other form of reflection. It is important that the participants understand that self-reflection is an essential part of the learning journey. Thus, it is advised that participants receive a learning diary or some other tool, where they can write down their learning points throughout the week. Encourage them to set their learning goals and reflect on them throughout the week.
- Ensure enough time for the reflection on the daily basis. It can be done in pairs or smaller groups, to answer different questions (e.g. How was this day for you? What did you learn about yourself? What competencies did you improve? How can I be more proactive to learn even more?) The implementation of daily reflection will depend on the trainers or facilitators implementing this curriculum, however, it is a necessary precondition for quality implementation of the sessions.
- Take into consideration the social distancing, safety and hygiene measures if the training course is implemented during the times of the COVID-19 pandemic.

### Stage 3: After the training course

- The end of the training course itself is not the end of the learning journey of the participants. In order to check on the participants after the training course and to evaluate the long-term impact of the training course, it is advised that you conduct a short evaluation several months after the training course. Also, ask them openly for suggestions and possible improvements of the work done.
- If the participants are required to implement any follow-up activities with youth in their local communities, offer them support with implementation of those, and check up on their progress. It is advised to send them a form for feedback after implementation of the follow-up activity.

# GUIDELINESS ABOUT THE SOCIAL DISTANCING AND SAFETY MEASURES DURING THE COVID-19 PANDEMIC

The training course was designed in a way that it can be easily adapted to the measures in force at the moment of implementation of the face-to-face training. It is important to communicate the social distancing and safety measures applied in the country and the venue where the training course takes place to the participants before the face-to-face training, so that they know what to expect, and that they agree with the terms and the conditions of the training course. It is advised to communicate about the situation with the partner organisations to have support in the process of preparation of the participants before their arrival to the country and the venue.

It is advised to double-check the situation in the hosting country before the implementation of the training course since measures proposed by the government are usually changing on a weekly basis. If new measures come into force, the logistics and the flow of the training course should be adapted accordingly.

## BEFORE THE TRAINING COURSE

- Ensure that the venue can enforce the social distancing and safety measures in force at the time of the training course taking into consideration the current situation.
- Participants should be advised to stay at home if they are experiencing any symptoms of a COVID-19 infection before the training course. If they develop any symptoms during the training course, they should remain in their rooms.
- Participants and trainers should receive safety and hygiene instructions prior to the training course.

## DURING THE TRAINING COURSE

- Safety and hygiene instructions should be displayed in a visible place in the training room as well as around the venue.
- Participants should wear face masks and keep a 2-metre distance from each other.
- Participants should wash and disinfect their hands every time they are entering the training room and other facilities.
- Participants should have assigned seats in the training room.
- The trainers should remind about the measures when explaining a specific activity.
- It is advised to keep the same small groups for the duration of the whole training course.
- In order to reduce the chances for contact, it is advised to implement the sessions in both physical and online space.

- Training sessions should be implemented in smaller groups so that each participant has 2m<sup>2</sup> of space.
- Each participant should get a set of materials to be used during the whole training course.
- The trainers should hand out any materials to each participant separately instead of passing them around.
- Training equipment should not be shared between the participants or trainers.
- The trainers should instruct the participants step by step to ensure the social distance at all times.
- Every participant and trainer is personally responsible for themselves and respecting the measures.
- Ventilate the training room during each break, before and after the sessions.

# Introduction and Group building

**Session Title:** Introduction and group building

**Duration:** 180 minutes

**Background:**

Introductory session sets the foundation of the training course and for the whole group to learn, live and work together. This is the time when participants meet the organisers, the team, the trainers and each other for the first time. Everyone comes from different countries, partner organisations, personal and professional backgrounds, and have different experience in non-formal education activities which are implemented through the youth work mobility programmes on the level of the EU. This session serves to provide the participants with the most relevant information regarding the logistics, the venue and accommodation, the food, and the agenda. It is also the time for each participant to present themselves to other people in the group, to share their motivation for participation in the training course, and to start working together as a group to set up the foundation for the learning in the upcoming week.

**Aim of the session:** The general purpose of this session is to set up the foundation of the training course and to start the group building process.

**Objectives:**

- To introduce the training course and its background, the topics addressed, the agenda, the trainers, and the team;
- To get to know each other;
- To learn about the background of the participants and to learn about their motivation to join the training course;
- To set expectations participants have from the training course, and to present ways how they could contribute to the training course;
- To set working agreements for working together during the training course;
- To start the group building process.

**Competences addressed:**

- Multilingual competence;
- Personal, social and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence.

## Methodology and methods:

- Input (presentation);
- Four corners;
- Storytelling;
- Complex exercise with debriefing;
- Discussion.

## Session flow:

### I. Official Introduction and welcome (10 minutes)

Representative of the coordinating organisation / project coordinator opens the training course officially and describes shortly the background of the training course. S/he introduces the team and the trainers responsible for the training course programme and activities. They present themselves briefly.

### II. Round of names (10 minutes)

Participants sit in a circle and are invited to say their name and shortly explain how they arrived at the training course.

### III. Getting to know each other – The four corners (35 minutes)

The trainer gives instructions that participants should divide themselves in 4 groups (each group consists of participants from different countries/communities/organisations). Each group starts their journey in one of the 4 corners of the room. Each corner has a specific task for the group to get to know each other. The trainer explains what is there in each corner.

- Corner 1 has all kinds of different questions / topics on cards for participants to choose them and share about themselves. (Trainers can prepare their own questions, or use already ready-made cards. Possible questions: Where do I come from? What do I do? What is my professional background? What is my role in the organisation? Who am I in my private life? What are my hobbies? What is my favourite book? Who is my role model? What did I have to leave behind to participate in this training course? Etc.).
- Corner 2 has one dice on it. Each participant throws the dice. The number they get on the dice stands for the number of photos from their phone they need to share inside of their group, and share a short story about the photos and why they are important to them.
- Corner 3 has a pile of Dixit cards (or any other type of cards with illustrations). Each participant chooses one card that describes them in any way. When everyone has chosen their card, each participant shows the card and shares a short story why s/he chose it.
- Corner 4 has a paper with a question written on it – What was your motivation to join this training course? Each participant shares their story.

Each group starts from one corner. They have 7 minutes to exchange in that corner. After 7 minutes, the trainer makes a sound and the groups change to the other corner in the clockwise direction.

IV. Agenda of the training course (10 minutes)

The trainers present the detailed programme of the training course in the plenary through the use of visual materials and drawings before the coffee break.

V. Expectations and contributions (25 minutes)

The trainer continues the session by sharing an example of a person who arrived at a training course with expectations which were not connected to the objectives to the training course, and ended up disappointed with it. S/he emphasizes how important it is to have realistic expectations which are in the line with the objectives of the training course.

The trainer then invites the participants to look through Dixit cards (which are in the middle of the room), and find 2 cards – one card which represents their personal expectations and one card which represents their professional expectations from this training course.

After everyone has selected their two cards, they start walking around the room to meet in a trio. They exchange their expectations among each other in 3 minutes. When the time is up, the trainer gives a sign, and participants leave to form new trios. Again, they exchange their expectations, they change groups again. After three changes, the trainer invites them to sit back in the circle.

The trainer continues saying that each of them also brings a lot of experience, knowledge and skills with themselves to the training course, and asks them to think about the ways they could contribute to the training course – during the training course or in the free time. They write their contributions on a post-it paper with their name.

Each participant shortly shares how s/he can contribute to the training course and sticks the post-it on one common flipchart. The trainer hangs it on the wall so that it remains visible for the rest of the week. The trainer invites the participants to take initiative and offer to others activities they could contribute with, and self-organise, or ask the trainers for help.

### **COFEE BREAK**

VI. Building bridges - group building exercise (80 minutes)

The trainer invites the participants to walk around and to observe the people in the room as they are passing by, and organise themselves in 4 groups according to the season they were born in (Spring, Summer, Autumn, Winter). After everyone finds their group, the trainer asks the two groups born in opposite seasons to create one big group. As a result, two groups are created for the next exercise.

The trainer explains that each group consists of inhabitants who are separated by a river. After years of discussion, they decided to build a bridge to cross the river; one side of the town will make one half of the bridge, the other the second half. There is a problem however, since it is almost impossible to communicate with each other. Only one person will be able to speak with one person from the other group to discuss the design of the bridge in two intervals. This spokesperson will be elected within the group.

Each group then goes to a different room, from which it is impossible to see or hear the other group. In the room, they will find different kinds of materials to build the bridge from.



The only thing they know about the design of the bridge is that it should be in the scale of 1 meter, and that the bridge should support a toy car. They will have to work out with the other group how wide or high the bridge should be.

The group then has 5 minutes to elect their spokesperson, divide tasks and get started. After 15 minutes, the spokesperson can speak in private to the spokesperson of the other group for 5 minutes. They are only allowed to speak, not exchange designs or so. After that, the group has 20 minutes to hear the report of the spokesperson, work on the bridge and adjust the design if necessary. Then, there is again 10 minutes' time for deliberation between the spokesperson in another room. After that, the 15 minutes of work starts.

When the time passes, the two groups get together again and present their part of the bridge, and the bridge is tested.

After the test with the toy car, the group discusses the cooperation, both within their group and with the other group, and how tasks were divided.

Questions for reflection and evaluation:

- How did you organise the work?
- Did everyone participate?
- How did the negotiations work out?
- Did you stick to the original design or was it changed? Why?
- Did you notice any problems in communicating with the other group?

VII. Group agreement (10 minutes)

The trainer connects the previous exercise with the need to have common agreements for working together during the training course. The trainer starts the brainstorming session, and writes all the proposed rules on a flipchart. Final version of the agreed rules is written on the flipchart and glued to the wall to be visible during the whole training course.

Materials needed: cards with questions for getting to know each other, Dixit cards, a dice, all kinds of materials for building a bridge (papers, cardboard, tape, scissors, glue, balloons, etc.), flipchart paper, markers.

Background documents and further reading:

- More about the Building bridges exercise here: <https://www.salto-youth.net/tools/toolbox/tool/building-bridges.305/>
- Energisers, name games and warm up activities: <https://www.sessionlab.com/library/energiser>

Recommendations for future trainers multiplying this session:

- The activity of getting to know each other – Four corners – can be adjusted based on the group. Each corner can have a different theme. The main idea is to create a warm atmosphere for participants to share and learn about each other.
- The activity of building bridges can be extended in case there will be more time, or it can be implemented in a way that there is a constant time pressure to do the activity to challenge the participants.

# Sharing our realities with the situations about social entrepreneurship for sustainable development and peace building in our communities and different youth work programmes working on it

Session Title: Sharing our realities with the situations about social entrepreneurship for sustainable development and peace building in our communities and different youth work programmes working on it

Duration: 180 minutes

## Background:

Participants come from different countries and local communities which often face quite a different reality in terms of social and economic standards of a community. Since social entrepreneurship is a relatively new form of doing business, it is regulated differently in different countries inside of the EU. Some countries have established support systems for social enterprises while many still have not, and do not consider it important to put additional emphasis on it, or regulate it in a different way. As there is no legal framework, there are also no programmes for youth to learn about it, and start-up social entrepreneurs. This session is an opportunity for participants to continue learning about each other, as well as about the realities they all come from, and exchange information about the situation around social entrepreneurship for sustainable development and peace building through youth work activities.

Aim of the session: The general purpose of this session is to inform each other about the local and national realities in the field of social entrepreneurship for sustainable development and peace building in youth work programmes.

## Objectives:

- To learn about the situation of NEET youth and women in local communities;
- To learn about local realities in the field of social entrepreneurship development and peace building in youth work programmes;
- To identify things in common and differences between local realities;
- To share good case practices in the field of youth work.

Competences addressed:

- Multilingual competence;
- Personal, social and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Structured conversation;
- Group work;
- Pair work;
- Presentations.

Session flow:

I. Introduction into the session (15 minutes)

The trainer introduces the session with a short background story about different realities all the participants come from. Each community has a different situation regarding social entrepreneurship for sustainable development and peace building in youth work programmes. It is important that they exchange their experiences and learn from each other.

Their task is to have a structured conversation with 4 more people in the next hour, and create a list of things that they find in common and the things that are totally different in their realities. Each couple will have 15 minutes for their conversation.

The trainer instructs the participants to draw a circle on a paper, divide it in 4 parts (like a clock with 12:00, 15:00, 18:00, 21:00 in the clockwise direction). At each time, they will write a name of a person they arrange a meeting with.

The participants have 5 minutes to go around the room, and arrange whom they will meet at which time. Once their schedule is full, the trainer presents the questions each couple needs to go through in the 15 minutes of their conversation.

The questions:

- What is the reality of social entrepreneurship for sustainable development and peace building? Does it exist? How is it regulated?
- Are there any local / national examples of social enterprises? If yes, give examples?
- What does it mean to be a young NEET person in your reality? How does an average week of a young NEET person look like?
- What is the role of youth work and youth organisations in supporting youth to start-up social enterprises for sustainable development and peace building?
- What kind of youth work activities and programmes exist for youth to learn about social entrepreneurship?
- What are the main success stories and the main challenges?

II. Exchange time (60 minutes)

The trainer gives the sign, and everyone goes to talk to the first person they scheduled the meeting with. The pairs exchange after 15 minutes until all four rounds finish.

### III. National group meetings (15 minutes)

The trainer invites the participants to meet in their national groups, and to share with others what they have learned. They start making a poster and write down what they have learned in three categories:

- Things we have in common;
- Differences between different realities;
- Good case examples of a youth work programme which is/was implemented in our local community in the field of social entrepreneurship for sustainable development and peace building.

## **COFFEE BREAK**

### IV. National group meetings continue... (30 minutes)

Groups resume working in their national groups after the coffee break, and prepare a visual presentation for the whole group. Each group has 5-7 minutes to present.

### V. Presentation time (50 minutes)

Each group presents their poster. The trainer encourages the rest of the participants to ask additional questions to the presenters.

### VI. Closing time (10 minutes)

The trainer invites each participant to say one word which would describe his/her day to close the session.

Materials needed: A4 papers, markers, post-its, flipcharts

Background documents and further reading:

- Publication by the European Commission (2020), Social Enterprises and their Ecosystems in Europe – Comparative synthesis report (<https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8274>)
- Publication by the European Commission (2015), A map of social enterprises and their eco-systems in Europe

Recommendations for future trainers multiplying this session:

- Print out the questions for the conversations or write them down on a flipchart and make it visible to everyone in the room. Questions can be adapted or changed depending on the group which arrives to the training course,
- It would be advisable to give a preparation task to the participants before the training course – to research about the existing examples of social enterprises in their local communities or on the national level.

# Peace building and sustainable development. Youth work as a conductor of change.

Session Title: Peace building and sustainable development. Youth work as a conductor of change.

Duration: 180 minutes

## Background:

The modern realities, especially in post conflict areas, prove the existing search for the ways, solutions and tools to help the society finding a path to conflict prevention, building more sustainable communities and avoiding youth displacement and brain-drain from those areas. On the other hand, the developed countries are facing the challenges of a different level: refugees flow and religious crises, minorities integration into society, climate change and renewable energy discussion etc. Those are branches of the same tree in its nature - all these efforts aim to create a better and more sustainable future with less conflict and make the world a better place for everybody. These topics are the subject of global debate at various levels: from the United Nations Organisation to secondary schools and youth centres.

This session is important to be put already in the beginning of the training course, as it provides overview of the given topics. After the participants have got the chance to get to know each other better and to share their own realities about the topics, with this session we enter a bit deeper into all the peace building and sustainable development concepts and connect them to the youth work that we all do.

Aim of the session: The general purpose of this session is to get familiar with the Peace Building movement and the UN SDGs as a means of creating a sustainable future with less conflict and to understand the role of youth work in connection with it.

## Objectives:

- To learn about various peace definitions, peace movement and peace building strategies;
- To introduce the UN SDGs and show their connection to the peacebuilding movement;
- To show how SDGs are achieved through different types of social activities;
- To understand the role of youth work in creating perspective for youngsters in terms of identifying their potential in contributing to socially beneficial projects.

#### Competences addressed:

- Communication on foreign languages;
- Sense of initiative and entrepreneurship;
- Social and civic competencies;
- Cultural expression;
- Learning to learn competence.

#### Methodology and methods:

- Inputs (presentations);
- Discussion;
- Personal reflection;
- Brainstorming;
- Small groups sharing and elaborating;
- Case-study;
- Plenary rounds.

#### Session flow:

##### I. Introduction to the session with energiser (5 minutes)

The trainer makes a link with the previous session, introduces the topics and methods of the current session and facilitates a quick energiser for the start of the session.

##### II. Exercise "Life priorities" (20 minutes)

This is an introduction bridge to the main content of the session. This activity should prepare the group to the topic of the session by bringing their focus to the shared values.

Participants are invited to write down 15 things that they consider to be the most important in life. Those may represent examples from personal life or own beliefs. 5 minutes are given to reflect on this topic. After the list is completed the participants are asked to cut it down to 5 things only (5 minutes are given for this activity as well), and then - to 3.

After the exercise is finished, the trainer asks participants to share, how did it feel to reflect on this topic and then to review the list of the most important things? What do you think others have in their top 5, top 10? The trainer writes on the white-board the most common values from the top-3 and the shared ones from the rest of the lists. Then the presenter brings the audience to a realisation of common values and how they serve as a foundation for the UN's activities.

##### III. Brainstorming and small groups on "peace in the society" (15 minutes)

The trainer presents the participants with the flipchart with a written following question on it: "What is relevant for the understanding of peace in the society?". The trainer then asks participants to fire off first things that come to their minds about it and writes down on the flipchart every input from all participants.

Participants are then invited to discuss the outcome of the brainstorming in the small groups consisting of 3-4 participants each. The task of each small group is to come up with one definition of the "peace in the society" and to present them in the plenary. These will be later used in the following parts of the session.

#### IV. Interactive presentation "Peacebuilding and SDGs" (50 minutes)

In this part, it is envisioned that the trainers organise an interactive presentation, with them giving the theoretical input prepared and at the same time facilitating the interactive participation and questions from participants about the theoretical input. The participants are invited to listen to the input and take notes while the trainer presents the concepts, and to be ready to ask the relevant questions when the trainer pauses the presentation. The trainer sets a timer for a random period of time while he presents and gives the theoretical input elements; and s/he addresses the listeners when the time is off.

Reflecting on the outcomes of the brainstorming, the trainer further explores the topic of peace understanding:

- What are peace definitions and why do they vary?
- What are peacebuilding and a peace movement?
- What are the peacebuilding strategies and how they are implemented on the global level?

The UN SDGs (Agenda 2030) are introduced to the listeners as a tangible implementation of the peacebuilding ideas. Sustainable development is a key to sustaining peace and vice versa. Sustaining peace, a concept endorsed by the UN General Assembly and Security Council, focuses on the importance of having a long-term, comprehensive vision in all responses to violent conflict, to end vicious cycles of lapse and relapse. Many countries in complex situations have embraced the SDGs as a part of the solution.

At the conclusion of the theoretical input, it is mentioned that when it comes to the implementation at the local level, SDGs should not become another checklist and drag attention and resources away from existing activities. Instead, the challenge is to mainstream Agenda 2030 into the work undertaken by the local organisations. To integrate and capitalise on existing processes and structures. To highlight the impact and to present in the different light and with higher purpose. Some examples of the activities at the primary level may be given, but further development of this topic is a part of the small groups work after the break.

### **COFFEE BREAK**

#### V. Plenary Discussion and exhibition "SDGs and local realities" (40 minutes)

Participants are invited to share in an open discussion the relevance of the topic to their professional situation and youth work practices in general. The trainer reminds the participants also on the previous sessions where they have shared their realities back home and participants now revisit those posters / visual presentations and in an exhibition method they reflect how each of those elements are connected to the UN SDGs and Agenda 2030.

#### VI. Group work "connecting Youth work and SDGs" (50 minutes)

The participants are then divided into groups of 5-6 people. Each group is assigned several SDGs randomly. The mission consists of the two equal parts. The first task is to match the current activities of their organisations and the topics covered in their daily youth work with the relevant SDGs. The goal is to realise current activities as already existing implementations of SDGs, to highlight the impact of those activities and to present in a different light of the higher purpose.

The second part is a “Brain-writing” exercise. Same groups are now assigned a task to come up with ideas of new activities and new ways of working to support SDGs in their list. All participants get an A4 paper and have to simply write down a few rough ideas on the task. Each piece of paper is then passed onto someone else, who reads it silently and adds their own ideas to the page. This process is repeated until everyone has had a chance to add to each original piece of paper. The notes can then be gathered, ready for discussion. Groups are then invited to present their findings in the plenary, in front of other participants. They should be precise and take time limits into consideration. The visual outcome of the presentations is put on the walls of the plenary room, to be referred to in the later stage of the training course when needed.

Materials needed: F2F - A4 papers, A3 papers, flipchart papers, post-it papers, pens, markers, colours, laptop, projector.

Background documents and further reading:

- <https://en.wikipedia.org/wiki/Peacebuilding>
- [https://en.wikipedia.org/wiki/Peace\\_movement](https://en.wikipedia.org/wiki/Peace_movement)
- <https://www.un.org/en/sections/issues-depth/peace-and-security/>
- <https://www.un.org/sustainabledevelopment/>
- <https://sdgs.un.org/>
- <http://www.oecd.org/dac/sustainable-development-goals.htm>
- <https://www.sdgnerland.nl/user/sdg+charter/>

Recommendations for future trainers multiplying this session:

- For the purpose of this session, the exercise “Life priorities” is used in order to help the participants to open up and get focused on the topic before the main part of the session. However, this activity can be also used to bring a group into a reflective mode and turn to themselves if it’s needed at the end of the session.
- In case the number of participants is low and will not allow thorough development of every SDG during the practical session, it is advisable to exclude some too particular SDGs (e.g., SDG 7, 9 or 15).
- In the practical task “Connecting Youth work and SDGs”, it is advisable to exchange SDGs between groups after the first round.



# Non-formal education and youth work raising competences of youth

Session Title: Non-formal education and youth work raising competences of youth.

Duration: 180 minutes

Background:

Non-formal education (NFE) is slowly becoming an essential part of the life-long learning process, and is considered equally or even more valuable in specific industries. Now it is recognised as an integral part of enriching, developing and supporting social, personal and professional development of youth and adults. The availability of public funding ensured accessibility of non-formal education to everyone, which started a new chapter in the life of many young people. It plays an important role in enhancing youth employability by providing opportunities for further development of their competences which are complementary with their formal education, or offers opportunities for a complete change of profession. Non-formal learning usually happens through the youth work activities, and it can provide a supportive learning environment for young people to meet their learning needs in order to raise their competences. The participants will learn about the non-formal education and youth work activities in order to understand later how to integrate entrepreneurial learning social entrepreneurship into the activities of their organisations.

Aim of the session: The general purpose of this session is to raise awareness of the role of non-formal education and youth work in raising competences of youth.

Objectives:

- To understand the difference between formal, non-formal and informal education;
- To learn about the non-formal education and its seven principles;
- To understand the importance of reflection on learning;
- To investigate the role of youth work in raising competences in youth through non-formal education;
- To understand how to develop Youthpass competences within the framework of Erasmus+ and non-formal education in general.

Competences addressed:

- Multilingual competence;
- Personal, social and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence.

## Methodology and methods:

- Brainstorming;
- Input;
- Visual presentation;
- Pair work;
- Presentations;
- Group work.

## Session flow:

### I. What is learning? (15 minutes)

The trainer starts the session by asking the participants what is learning for them. S/he writes their answers on a flipchart paper around the word "LEARNING".

The trainer asks additional questions like:

- How can we learn?
- In which situations can we learn?
- Where does learning happen?
- Which methods are efficient?

### II. Non-formal education and its seven principles (30 minutes)

The trainer continues by connecting what participants shared about learning by saying that it can happen in different contexts and through different methods.

The trainer gives more input about the difference between formal, non-formal and informal education, and their main characteristics:

- Formal education - focused on knowledge and content; happens inside of a formal educational institution; students receive a formal recognition in form of a diploma for the degree of education completed; relationship between teacher and student is hierarchical; it is obligatory until a certain level.
- Non-formal education – focused on lifelong learning which happens through experience; the learner is perceived as a constructor of own experience; it is based on learning needs, and it is learning centred; it happens in a specific context for in a specific time period; learner receives a certificate upon completing the programme; it is voluntary.
- Informal education – focused on the learner and the process; it is learning by doing approach of learning which is multidimensional, and happens over the course of life.

After the explanation of the three types of education, the trainer plays a video which tells them more about what non-formal education is and its 7 principles:

<https://www.youtube.com/watch?v=dPANb53ojME>

The trainer then invites the participants to share their main learning points, and asks them to add more principles of non-formal education to the list based on their own experience.

### III. My learning path (45 minutes)

The trainer continues the session by saying how important it is to recognise and reflect on the learning, which is one of the main characteristics of the non-formal education. S/he invites the participants to reflect on their learning up to the present moment.

Each participant takes an A3 paper, and various markers to draw their own learning path. Their task is to visualise their learning in a form of a drawing (e.g. chart, path, river, etc.) by referring to the important things they learned through formal, non-formal and informal education, their successes and failures, life's ups and downs, etc. After 25-30 minutes, the trainer invites the participants to sit in a circle, and say 1-2 sentences about their learning path.

## **COFFEE BREAK**

### **IV. Talk the walk (30 minutes)**

The session continues after the coffee break. The trainer says that after reflecting on their own learning experience they will step into the shoes of a young person and a youth worker who supports the learning of the young woman or a man.

Each person takes their learning path, and finds another person to work with. In each pair, one person chooses to be A or B. A people will be in the role of a young person in the first round, and B people will be in the role of the youth worker.

In the first round, the young person (A) reflects on their learning, while the youth worker (B) asks questions to support reflection. Examples of questions might include:

- What was the most important learning for you personally/professionally on your learning path?
- What and who helped you in that process?
- Which impact it had on you and your life?
- Which emotions did it bring to surface?
- What kind of person were you after that learning? What changed in you?
- What was the impact on the people around you?

Person A chooses another learning experience, and person B continues asking the same questions for the other experience.

Roles switch after 15 minutes, and the pair repeats the same process in different roles.

### **V. The role of youth work in raising competences in youth (10 minutes)**

Participants stay in the same pairs, and brainstorm to think of the role of youth work and youth workers in raising competences in youth, especially NEET youth and NEET women. The exercise they did is only one way of supporting it.

When they write down all the roles, the trainer invites them to form 8 smaller groups to proceed with the last part of the session – discovering ways how to develop Youthpass competences within the framework of Erasmus+ and non-formal education in general.

### **VI. Supporting youth in raising competences through youth work (40 minutes)**

The trainer starts by introducing Youthpass as a reflection tool and a recognition tool. All the participants who take part in Erasmus+ activities are eligible to receive a Youthpass certificate of participation. With having the Youthpass competences in mind, it is necessary to create a context for participants to develop or raise each of the competences.

The trainer introduces the 8 key competences and briefly explains them:

- Multilingual competence
- Personal, social and learning to learn competence
- Citizenship competence

- Entrepreneurship competence
- Cultural awareness and expression competence
- Digital competence
- Mathematical competence and competence in science, technology and engineering
- Literacy competence

Each small group starts from one key competence. Their task is to brainstorm all the ways how youth work can support youth in raising a specific competence (e.g. Citizenship competence) and write their ideas down.

Each group works on one competence for 5 minutes, then groups change, and continue changing for 3 or 4 rounds depending on the time. Each group adds more ideas on each flipchart.

#### VII. Presentations and closing (10 minutes)

Each group takes one competence and briefly presents all the ideas of how youth work can support youth in raising Youthpass competences.

Materials needed: laptop, projector, A3 papers, handout with questions for reflection, flipcharts with Youthpass competences (one competence per flipchart), markers.

Background documents and further reading:

- An expert group report on Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability (2014); European Commission ([http://ec.europa.eu/assets/eac/youth/news/2014/documents/report-creative-potential\\_en.pdf](http://ec.europa.eu/assets/eac/youth/news/2014/documents/report-creative-potential_en.pdf))
- Developments in recognition of youth work and NFE <https://www.salto-youth.net/rc/training-and-cooperation/recognition/>

Recommendations for future trainers multiplying this session:

- It is recommended to hang all the materials participants create on the walls around the training room.
- If possible, the part of the session "Talk the walk" can happen outside of the training room, so that each pair has enough space and privacy to talk. However, make sure that everyone stays close enough to hear when they need to switch.
- Prepare the papers with competences in advance, either printed or hand-written so that they can be put on the wall as well, and stay visible during the whole training course.

# Entrepreneurial Learning – a way to enrich youth work

Session Title: Entrepreneurial Learning – a way to enrich youth work

Duration: 180 min

Background:

Entrepreneurial learning was perceived as something contradictory to the field of youth work for many years. Nowadays, entrepreneurial learning has become an essential part of youth work as a way to empower youth to start initiatives, develop projects, transform ideas into entrepreneurial activities, to develop skills desirable on the job market, or to develop themselves as self-employed entrepreneurs. Entrepreneurial learning can support young people to develop as those who transform societies, and create new values in the world of business, especially to be equipped for the new era entrepreneurship. That learning process happens through the field of non-formal education which is the medium through which youth workers reach out to youth. After exploring the field of non-formal education, and the role of youth workers in it, participants will dive deeper into the specifics of entrepreneurial learning, and how it can be used to enrich youth work activities and programmes. The topic of entrepreneurial learning will later serve as a foundation for youth workers to support youth develop competences which are needed for the new era entrepreneurship, as well as to develop entrepreneurial intelligence and mind-set.

Aim of the session: The general purpose of this session is to learn about entrepreneurial learning and how it can be implemented in youth work activities.

Objectives:

- To learn about entrepreneurial learning;
- To investigate the EntreComp competence framework and its areas;
- To discuss about the role of youth work in entrepreneurial learning, and how to integrate them together;
- To detect areas in which organisations need support when it comes to the implementation of entrepreneurial learning into youth work activities.

Competences addressed:

- Multilingual competence;
- Personal, social and learning to learn competence;
- Entrepreneurship competence;
- Literacy competence.

## Methodology and methods:

- Interactive presentations;
- Video;
- Group work;
- Walk and talk;
- Brainstorming;
- Plenary presentations.

## Session flow:

### I. Introduction into entrepreneurial learning (20 minutes)

The trainer starts the session by introducing the concept of entrepreneurial learning. There are many definitions. Here is the one from the Research report "Taking the future into their own hands":

- Entrepreneurial learning (EL) is a process by which an individual (a young person) assimilates entrepreneurial competences.
- It can take place in different settings (formal education, non-formal education, or through informal learning).

The trainer invites the participants to share their perspective on EL, and why it is important to develop in young people.

S/he continues by saying that many countries still lack a strategy on how to integrate entrepreneurial learning into formal and non-formal education because it was / still is not clear what competences an entrepreneur should have. As a result, a research was conducted, and a competence framework was proposed in the form of EntreComp (the European Entrepreneurship Competence Framework).

### II. Investigating EntreComp framework competence areas (40 minutes)

The session continues with a short video about the EntreComp, how and why it was created: <https://audiovisual.ec.europa.eu/en/video/I-163141?&lg=OR>

The trainer continues by presenting the three main competence areas EntreComp is divided into. All three areas are interrelated and interconnected, and each is made up of 5 competences which together constitute the building blocks of entrepreneurship as a competence. As a result, the model proposes all together 442 learning outcomes.

The competence areas and the accompanying competences:

- ideas and opportunities competence area which comprises spotting opportunities; creativity; vision; valuing ideas; ethical & sustainable thinking;
- resources competence area which comprises motivation & perseverance; self-awareness & self-efficacy; financial & economic literacy; mobilizing resources;
- into action competence area which comprises learning through experience; working with others; planning & management; taking the initiative; coping with ambiguity, uncertainty & risk.

Participants are invited to divide into 3 groups of mixed nationalities. Each group receives a handout with one competence area. Each group needs to investigate the competence area they were given, summarise the key points of each area, and the accompanying competences.

In their groups, participants also brainstorm how these competences can be developed through youth work.

Groups summarise their findings on a flipchart paper and prepare for a presentation to the rest of the participants.

### III. EntreComp presentations (30 minutes)

Groups present competence areas and ideas for their development through youth work. After each presentation, the trainer invites the rest of the participants to add more ideas about how to develop competences in the specific area of the EntreComp through youth work activities and programmes.

## COFFEE BREAK

### IV. Walk and talk discussion about entrepreneurial learning in youth work (45 minutes)

After the coffee break, the session about entrepreneurial learning continues. By exploring the EntreComp framework, participants got a chance to see that to be an entrepreneur, a young person has to develop many competences, or at least be aware of the need to develop them to be able to search for help or support from those who are experts in those fields.

The trainer continues by saying that in order to support young people in starting-up their businesses, the cooperation between formal and non-formal education is needed, as well as involvement of various other stakeholders on local and national levels.

In the first part of the session they will exchange their experiences and learn from each other about entrepreneurial learning in youth work, and propose solutions for specific questions. They will be working in pairs. Each round they will choose a new pair and get a new question for discussion. Their task is to walk and talk about the question in the given time of 5 minutes per round.

After explaining the process, the participants walk around and choose their first partner. The trainer tells them not to walk too far away to hear when the 5 minutes' pass. When pairs have formed, the trainer gives them the first question, and later all the other questions as they change.

The questions include:

- What am I already involved in that promotes entrepreneurial learning among young people?
- How/What else can we as youth workers do to create a learning context for young people to develop entrepreneurial competences and mind-set?
- How can formal and non-formal education cooperate for the benefit of youth to support entrepreneurial learning?
- What impact does entrepreneurial learning have on the young people and the local communities?
- What obstacles can we face when implementing entrepreneurial learning activities through youth work?
- What resources/help do I need?
- Which good case examples (projects, activities, programmes in youth work) already exist that promote the development of EL among youth?

V. Whose support do youth workers need in implementation of entrepreneurial learning in their activities (35 minutes)

After the walk and talk exercise, the trainer invites the participants to sit in their national groups. After exchanging experiences with other participants, the next step is to identify the expertise they already have, and to identify the competences that require external support and involvement of other stakeholders. Each group writes down three things in the form of a table. Taking into consideration the EntreComp framework, their expertise as youth workers, and expertise of their sending organisations, participants need to brainstorm the following:

| The competences we and the organisation have already developed, and can easily support youth in developing them. | The competences we and the organisation have not developed yet, but we can invest resources to expand our expertise to support youth. | The competences we and the organisation have not developed, don't plant to do it in the future, and we need external help. Who can help us with that? |
|--|---|---|
|  |   |   |

VI. Presentations of potential stakeholders / support people (15 minutes)

Each group shares in front of the whole group what they come up with in the last column – who can support them in implementing entrepreneurial learning activities with youth. The trainer writes down all the potential stakeholders proposed by all the groups on one flipchart.

**Materials needed:** EntreComp printed out – one competence area for one group, flipchart papers, markers, laptop, projector.

Background documents and further reading:

- More about EntreComp Framework (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016): <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>
- Frøhlich Hougaard, Karsten, et. al, 2017. Taking the future into their own hands: Youth work and entrepreneurial learning. European Commission; accessible at <https://publications.europa.eu/en/publication-detail/-/publication/8f5910d8-6b64-11e7-b2f2-01aa75ed71a1/language-en>
- Maria-Carmen Pantea (Ed.) 2014. Young People, Entrepreneurship and Non-Formal Learning: A Work in Progress. SALTO-Youth Participation Resource Centre, available at <https://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?referer=https://www.google.hr/&httpsredir=1&article=1440&context=intl>



Recommendations for future trainers multiplying this session:

- EntreComp Framework is quite big and comprises many subareas and competences. Estimate how important it is for the group to go into it in detail. If there is more time, it's good to explore each competence area in bigger details.

# New era entrepreneurship and what that means for educators and youth workers

Session Title: New era entrepreneurship and what that means for educators and youth workers

Duration: 180 minutes

Background:

The way of doing business has greatly changed all around the world due to the variety of factors, e.g. technology development, ICT, access to resources, distribution of goods, international and digital cooperation, different communication channels, etc. Entrepreneurship is slowly changing from being individualist, in pursuit of opportunities regardless of consequences, being based on financial values and exploiting resources, fuelled by debt, to a "new era entrepreneurship". It means that it is based on individual-team leadership, building networks and communities, social connection and inclusion, being ethically responsible and sensitive to the conservation and the re-use of resources. It is driven by creating value, based on economic and environmental sustainability, and driven by relationships, collaboration and intuition. To be equipped for working in a new era enterprises, youth workers need to support young people in developing entrepreneurial competences through entrepreneurial learning activities, programmes and projects to develop an entrepreneurial mind-set which will be driven by the values of the new era entrepreneurship, and as a result lead to start-up of social enterprises which contribute to a sustainable future with less conflict.

Aim of the session: The general purpose of this session is to explore the concept of new era entrepreneurship and what it means for educators and youth workers.

Objectives:

- To understand how changes over time have an impact on entrepreneurship;
- To show own understanding of the new era in different aspects of life;
- To understand the concept of the new era entrepreneurship, and its main characteristics;
- To discuss what new era entrepreneurship means for youth workers and educators.

Competences addressed:

- Multilingual competence;
- Personal, social and learning to learn competence;
- Entrepreneurship competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Role play;

- Group work;
- Brainstorming;
- Video;
- World Café;
- Input.

Session flow:

I. A time capsule (20 minutes)

The trainer introduces the session by saying how the world we live in has changed immensely in the last 10-50 years. Those changes are interconnected and somehow have an impact on each other.

The participants are invited to form 4-6 small groups in which they will create a short role play connected to a specific topic in 2 parts. The first part of their play should represent the topic BEFORE (in the past), and the second part will represent the topic NOW. Each group chooses one paper with topics, without showing the other groups. They have 15 minutes to prepare. All the participants need to participate in the role-play, which should last up to 1 minute.

The topics written on the papers are: SOCIAL LIFE, COMMUNICATION, TECHNOLOGIES, EDUCATION, HEALTH, and WORKING LIFE.

The groups can use all the available resources to prepare the play which shows the "BEFORE", and the "NOW" version of the same topic.

II. A time capsule – performance time (20 minutes)

Groups perform their plays. Other groups guess their topic. After each play the trainer asks all the participants to comment on the specific topic that was represented in the play.

The trainer asks the following question, and writes participants' answers on a flipchart:

- What new things emerged in the world / what has changed / what has been developed?

All groups perform, and participants share their thoughts on the changes that have happened in the world after each play, touching upon the topics of social life, communication, technologies, education, health, and working life.

III. What is new era entrepreneurship? (35 minutes)

The trainer continues the session by asking the participants how the changes which have happened in the society impact the area of entrepreneurship in general.

- How the changes around the world have an impact on how we do business?
- How do we work?
- How businesses are structured?
- How do we start businesses?

Participants brainstorm, and the trainer writes down their ideas on a flipchart.

Participants then watch a video about the essential checkpoints for entrepreneurs to have in the new era entrepreneurship. Their task is to write down the key points the speaker proposes.

The New Era of Entrepreneurship: SUCCESS Live Speech:

<https://www.youtube.com/watch?v=2gre6ba-8x8>

The trainer adds some input about the new era entrepreneurship, saying that it is: based on individual-team leadership; networked and collectivist; socially connected and inclusive; ethically responsible; sensitive to the use of resources; aims at creating multiple values; economically and environmentally sustainable; based on the feminine values of relationships, collaboration and intuition.

IV. New era entrepreneurship essentials (15 minutes)

After watching the video, participants are divided into 5 groups, and based on the input until that moment about the new era entrepreneurship, they agree on the 5 things which are essential for young entrepreneurs to develop in order to be successful in the new era entrepreneurship.

Each group briefly presents their findings until the coffee break.

**COFFEE BREAK**

V. World Café: What new era entrepreneurship means for educators and youth workers (50 minutes)

In order to understand what the new era entrepreneurship means for educators and youth workers, participants divide themselves into four groups. Each group starts sitting at one of the 4 tables in the room around one flipchart with a specific question written on it.

Each group has 10 minutes to discuss the question and write down their main conclusions. After 10 minutes, they shift to the next table and discuss the next question, until they return to the question from which they started. Topics and questions that they need to discuss and answer are the following:

- How can we as educators and youth workers support young people in developing skills essential for being successful in the new era entrepreneurship and economy? Which competencies do we need to have?
- What does new era entrepreneurship mean for youth work?
- What kind of programs / projects / activities should local organisations / youth workers / educators offer to youth to prepare them for the new era entrepreneurship?
- How does entrepreneurial learning and new era entrepreneurship connect together to support young people who want to start-up social enterprises for a sustainable future with less conflict?

VI. World Café presentations: What new era entrepreneurship means for educators and youth workers (30 minutes)

Afterwards, when each group returns to their starting point they need to go through everything other groups wrote down and prepare a short 5-7 minutes long presentation. Groups present the most important points written down in connection to their questions.

## VII. Wrapping-up round (10 minutes)

Materials needed: laptop, projector, flipchart paper, markers, 4 tables with chairs.

Background documents and further reading:

- More about entrepreneurial learning and the new era entrepreneurship:  
<https://www.slideshare.net/ZoneGlyndwr/entrepreneurial-learning-david-rae>
- More about the new era entrepreneurship:  
<https://highereducationplus.com/entrepreneurship-a-new-era/>

Recommendations for future trainers multiplying this session:

- Encourage participants to be as creative as possible during the role play task and that everyone participates in all parts of the process.
- During the World café time, rotate the groups in the clockwise direction after 10 minutes, until all groups visit all the tables, and return to the one where they started.

# Developing Entrepreneurial intelligence and mind-set among youth in our communities

Session Title: Developing entrepreneurial Intelligence and mind-set among youth in our communities

Duration: 180 minutes

## Background:

As it was pointed in the previous sessions, the new era entrepreneurship requires from entrepreneurs to develop different competences to become successful entrepreneurs. Another important checkpoint on the path of becoming a successful entrepreneur is developing entrepreneurial intelligence and mind-set. Entrepreneurial learning activities implemented with youth in local communities can support young people to develop the entrepreneurial intelligence and mind-set to be able to recognise opportunities, and turn them into entrepreneurial activities which are solving social issues for the benefit of the whole community. According to Allan Bonsall and Mo Oladapo combined, the common signs that a person has developed their entrepreneurial Intelligence include: Vision, Passion, Brand, Emotional Intelligence, Creativity, Resourcefulness, Solution orientation, Leveraging, Proactivity, Negotiation and Time Management. Additionally, The Network for Teaching Entrepreneurship (NFTE), described the entrepreneurial mind-set as a way an entrepreneur thinks and acts. It is a set of characteristics, behaviours and skills that drive action. Eight core domains of entrepreneurial mind-set are: Future orientation; Comfort with risk; Opportunity recognition; Initiative and self-reliance; Communication and collaboration; Creativity and innovation; Critical thinking and problem solving; Flexibility and adaptability. After having explored the topics of entrepreneurial learning and the new era entrepreneurship, participants continue the training by digging deeper into how to develop entrepreneurial intelligence and mind-set among youth, which will later connect to starting-up social, ethical and green enterprises as an introduction into social entrepreneurship.

Aim of the session: The general purpose of this session is to raise awareness of the importance of developing entrepreneurial intelligence and mind-set among youth as a foundation for social entrepreneurship for a sustainable future with less conflict.

### Objectives:

- To learn about the aspects of entrepreneurial intelligence;
- To learn about the aspects of entrepreneurial mind-set;
- To reflect on the level of development of their own entrepreneurial intelligence and mind-set;
- To explore how to develop entrepreneurial intelligence and mind-set among youth;
- To share and exchange tools / activities which support the development of entrepreneurial intelligence and mind-set among youth.

### Competences addressed:

- Entrepreneurship competence;
- Multilingual competence;
- Literacy competence;
- Personal, social and learning to learn competence.

### Methodology and methods:

- Moving scale;
- Brainstorming;
- Pair work;
- Tool design;
- Tool fair;
- Sharing in the plenary.

### Session flow:

#### I. Moving scale about entrepreneurial mind-set and intelligence (30 minutes)

The trainer introduces the session by saying that to be a successful entrepreneur, entrepreneurial competences are many times not enough. Success and sustainability of an enterprise is often the result of many factors including entrepreneurial mind-set and entrepreneurial intelligence of an entrepreneur. To support young people in developing their own entrepreneurial mind-set and intelligence, they will investigate their own understanding of it, and explore how it can be developed in youth.

The trainer explains the concept of a moving scale, and shows in space where 1 is and where 10 is. The number 1 stands for very low, and number 10 for very high, according to the degree to which participants have developed each aspect of entrepreneurial mind-set and intelligence.

The trainer reads the statements connected to the aspects of entrepreneurial mind-set and intelligence. Participants position themselves on the scale from 1 to 10, according to their own current level of development for each of the statements. The trainer can ask each of them to share why they are standing at a specific point on the scale.

#### Statements are as follows:

- I am comfortable with taking risk;
- I am an innovative person;
- I am solution focused;
- I adapt easily to new environments and situations;

- I recognise opportunities easily;
- I implement ideas into action;
- I take initiative;
- I am open to expand my horizons;
- I am good at visualising future;
- I set goals and achieve them;
- I am comfortable communicating with others;
- I ask for help if I don't know something;
- I am future oriented;
- I collaborate with others easily.

## II. Aspects of entrepreneurial mind-set and intelligence (20 minutes)

The trainer asks the participants to draw conclusions about the main aspects of entrepreneurial mind-set and intelligence. The trainer writes on a flipchart what they brainstorm.

The trainer then adds more information about aspects of both – entrepreneurial mind-set and intelligence:

- Aspects of entrepreneurial intelligence (according to Allan Bonsall and Mo Oladapo combined): Vision, Passion, Brand, Emotional Intelligence, Creativity, Resourcefulness, Solution orientation, Leveraging, Proactivity, Negotiation and Time Management.
- Eight core domains of entrepreneurial mind-set (according to are The Network for Teaching Entrepreneurship): Future orientation; Comfort with risk; Opportunity recognition; Initiative and self-reliance; Communication and collaboration; Creativity and innovation; Critical thinking and problem solving; Flexibility and adaptability.

## III. How to develop entrepreneurial mind-set and intelligence among youth (15 minutes)

In order to investigate how to develop entrepreneurial mind-set and intelligence among youth as a foundation for social entrepreneurship for a sustainable future with less conflict, the trainer introduces this session element.

The trainer explains the following challenge. To exchange their knowledge and present tools / activities which would support the development of the entrepreneurial mind-set and intelligence among youth, participants are invited to form pairs. Each pair chooses one post-it paper, which contains one aspect of entrepreneurial mind-set and intelligence (Vision, Passion, Brand, Emotional Intelligence, Creativity, Resourcefulness, Solution orientation, Leveraging, Proactivity, Negotiation, Time Management, Future orientation, Comfort with risk, Opportunity recognition, Initiative and self-reliance, Communication and collaboration, Creativity and innovation, Critical thinking and problem solving, Flexibility and adaptability). The task for the couples is to share one tool / activity which would aim at developing a specific aspect of the entrepreneurial mind-set and intelligence connected to the topic on the post-it they chose. The tool or the activity can be an adaptation / extension of another activity / tool or it can be developed from the scratch.

They need to define the following: the name of the tool / activity, topic addressed, the objective of the tool / activity, needed materials, and steps on how it should be implemented. All of these elements should be written on a flipchart paper to be used later



during the presentation. They should be able to demonstrate it as well for other participants if possible.

IV. Developing activities (25 minutes)

Participants have until the coffee break to work on their tools / activities, and prepare everything they need.

### **COFFEE BREAK**

V. Organising tool / activity fair (15 minutes)

After the coffee break, participants have 10 minutes to arrange their activities in a visual way, on a flipchart paper.

Afterwards, the trainer explains that there will be 3 time slots available for presentations of tools / activities. There will be more presentations happening simultaneously.

VI. The tool / activity fair (60 minutes)

The trainer offers three time slots in the duration of 15 minutes, and each pair chooses when they will present, and where. There will be 5-6 couples presenting in each round.

When the logistics is arranged, the first round of presentations can begin. Participants presenting the tools stay in their positions, while the rest of the participants go around to hear and see the presentations of tools / activities to collect ideas. They are allowed to ask questions, and interact with the ones presenting.

While presenting, participants can choose to only describe the tools / activities, or they can also show them in practice.

The first round of presentations begins. After 15 minutes, there is a 5-minute break, for presenters to change and set up their presentation. The fair continues with the second and the third round with a 5-minute break in between.

VII. Sharing in the plenary (15 minutes)

The participants return into the plenary circle. The trainer firstly asks them to reflect on the experience and share how it was for them to prepare tools / activities and to present them. Afterwards, the trainer invites the participants to share how the experience was for them from the perspective of participants in the tool / activity fair.

Materials needed: post-it papers with topics; flipcharts, markers, empty post-its, additional materials participants might need for the tool / activity fair.

Background documents and further reading:

- Entrepreneurial mind-set by NFTE: <https://www.nfte.com/why-entrepreneurship/>
- How Successful Entrepreneurs Think: <https://www.youtube.com/watch?v=bV1bQ8oxc8k>
- How the Entrepreneurial Mind-set Can Change You: <https://www.youtube.com/watch?v=SjLhFdxnPJc>

- Case study of Allan Bonsall about the 4 principles of Entrepreneurial Intelligence: <https://www.businessacumen.biz/news-research-and-books/569-entrepreneurial-intelligence-develop-the-four-pillars>
- Case study of Mo Olandapo about the 9 signs of entrepreneurial Intelligence: <https://www.slideshare.net/MOoladapao/developing-entrepreneurial-intelligence-64558393>

Recommendations for future trainers multiplying this session:

- There are many aspects of entrepreneurial mind-set and intelligence development. Since the participants have different experiences of various aspects of it, encourage them to think of as many examples / tools as possible to share knowledge among each other and inspire each other.
- Tool fair can be organised in a more creative way, and be a real simulation of it if the time and resources allow it. Participants can organise themselves for it.

# Social, ethical and green enterprise

Session Title: Social, ethical and green enterprise

Duration: 180 minutes

Background:

As the economy is shifting according to the global changes, and there is more and more awareness of the importance of sustainability and tackling social issues, awareness of how resources are used and how much impact business have on the environments, more and more enterprises which are emerging call themselves social, ethical and green. Those types of enterprises are slowly building different working standards and principles having in mind sustainability which leads to a future with less conflict. Being just an entrepreneur and having all of those entrepreneurial competences, mind-set and intelligence is no longer enough. An entrepreneur needs to have prepared in advance and know the social and environmental impact that his/her business will have. This session is an extension of the previous session in which we move from the inner competences and capabilities of an entrepreneur to the external impact the enterprise might have, and how it could look like with having in mind social, ethical and environmental consequences.

Aim of the session: The general purpose of this session is to learn about social, ethical and green enterprises.

Objectives:

- To raise awareness of the importance of listening to the needs of local communities before starting-up an enterprise;
- To explore the forms of social, ethical and green enterprises;
- To define core values and the need a social, ethical and green enterprise should focus on;
- To develop a portfolio of a social, an ethical and a green enterprise.

Competences addressed:

- Entrepreneurship competence;
- Multilingual competence;
- Literacy competence;
- Digital competence;
- Personal, social and learning to learn competence.

Methodology and methods:

- Video;
- Research task;
- Group challenge;
- Developing a company portfolio;
- Presentations – open door format.

Session flow:

I. Introduction (5 minutes)

The trainer introduces the session by saying that the core of the new era enterprises – social, green and ethical is to listen to the needs of the society and the environment. To learn more about how to do it, and how to support young entrepreneurs who are just starting-up their enterprises, they will watch a TED talk of an entrepreneur who is helping young people to start-up their enterprises.

II. Video: Want to help someone? Shut up and listen! (35 minutes)

The trainer plays the video “Want to help someone? Shut up and listen!” by Ernesto Sirolli: <https://www.youtube.com/watch?v=chXsLtHqfdM&t=3s>

The participants write down the key points from the video. Later the trainer asks them to share what they have learned from the video that can be useful for the topic of social, ethical and green enterprises.

III. Research about social, ethical and green enterprises (30 minutes)

The trainer continues the session by saying that social, ethical and green enterprises are still a pretty new and fresh form of doing business, so not much information exists about them. Participants are invited to form 3 groups. Each group will choose one of the three forms of enterprises and do research about them online.

Each group takes a flipchart paper and available devices with an Internet connection to do research about one form of enterprise – social, ethical and green.

They should investigate following:

- the core values of the business;
- the business model;
- their purpose;
- the way they organise themselves;
- the types of products and services they offer; and
- any other additional information they find like concrete examples of companies.

IV. Preparing presentations about social, ethical and green enterprises (10 minutes)

The participants have 10 minutes to organise their findings in a visual way on a flipchart.

V. Presenting key points about social, ethical and green enterprises (10 minutes)

Each group takes 3 minutes to present their findings because after the coffee break they will continue building a portfolio of enterprises based on their findings.

**COFFEE BREAK**

VI. Defining the foundation of a social, ethical and green enterprise (15 minutes)

After the coffee break, each group returns to their presentations. They continue working together – their task is to build a concept of an enterprise together, and create its portfolio. They stay with the same topic / form of enterprise they were researching about. The first step is to define the need or an issue they recognise as important to address in their communities. It should correspond with the form of enterprise they are working on. They have time for brainstorming and choosing one issue to be the foundation of their future enterprise.

VII. Values of the social, ethical and green enterprise (15 minutes)

When each group has chosen the foundation of the enterprise, they continue working on their values of a future company they want to correspond with values of social, ethical or a green enterprise.

VIII. Defining vision and mission (15 minutes)

The next step is defining the vision and mission of each enterprise, so groups continue working on it.

IX. Developing a portfolio of a company (30 minutes)

Groups continue working on their enterprises, and need to have a portfolio of the enterprise as a final outcome to present to each other. Each group can choose one wall on which they will put all the elements of the portfolio. Next to the need the company is addressing, core values, vision and mission, the groups work on the name of the enterprise, a logo and a visual identity, roles of the team members, target customers, preferred communication channels, etc. Their challenge is to develop the portfolio of their enterprise in as much detail as possible.

X. Open door: visiting each enterprise (15 minutes)

It is time to show the enterprise to the public. The last part of the session will happen in the form of an open-door event. Participants go to visit each enterprise one by one, and each group has 5 minutes to present their company to the public, and ask questions if there will be time.

Materials needed: laptop, projector, several electronic devices with an Internet connection, materials for creating a wall portfolio.

Background documents and further reading:

- Entrepreneurship for sustainable development: <https://seed.uno/>
- Go green Europe: <https://cesie.org/en/project/go-green-europe/>

Recommendations for future trainers multiplying this session:

- The idea of creating a portfolio of an enterprise is to make it a bit challenging for the participants due to the time limitation, to challenge them to be as productive as possible in the role of young people who are just starting-up their enterprises.

# Introduction to social entrepreneurship, basic concepts, values and supporters to social entrepreneurship

Session Title: Introduction to social entrepreneurship, basic concepts, values and supporters to social entrepreneurship.

Duration: 180 minutes

Background:

Social entrepreneurship is a relatively new format of doing business together with ethical and green enterprises. Although there is a common definition of it on the level of European Union, each country has a different perspective on it and regulates it differently. Participants will learn about the basic concepts connected to social entrepreneurship as well as they will explore national frameworks, values and supporters of social entrepreneurship to gain a broader perspective on the topic. Later, this session expands to the topic of sustainable development and peace building.

Aim of the session: The general purpose of this session is to introduce the concept of social entrepreneurship, basic concepts and supporters of social entrepreneurship.

Objectives:

- To introduce the concept of social entrepreneurship and its dimensions;
- To investigate the existing national frameworks and policies regarding social entrepreneurship;
- To detect the network of supporters of social entrepreneurship.

Competences addressed:

- Entrepreneurship competence;
- Multilingual competence;
- Literacy competence;
- Digital competence;
- Personal, social and learning to learn competence.

Methodology and methods:

- Brainstorming;
- Input;
- Presentations;
- Mapping;
- Group work.

Session flow:

I. What is social entrepreneurship? (20 minutes)

The trainer invites the participants to form couples, and to write down their own definition of social entrepreneurship.

After 5-10 minutes, the trainer invites the participants to share their definitions with everyone.

The trainer gathers all the definitions in one place, and afterwards continues with additional information about social enterprises.

II. Input about social entrepreneurship (30 minutes)

The trainer continues the session with a presentation about social entrepreneurship, the official definition by the European Commission and the main dimensions of it.

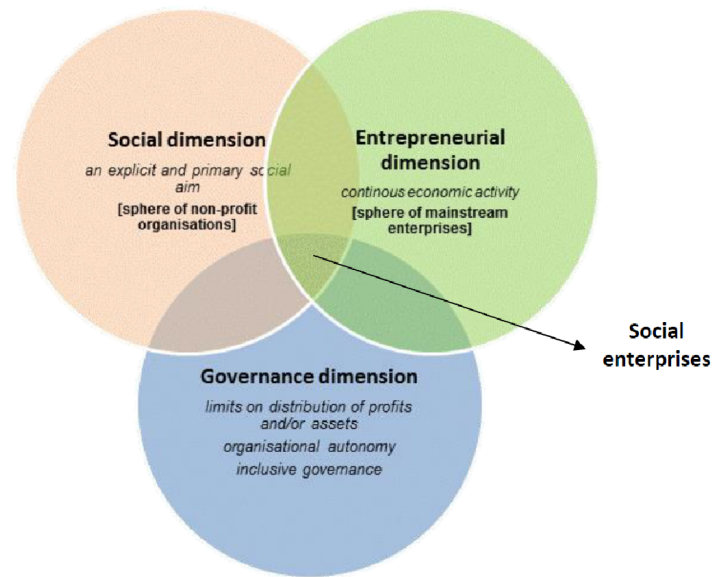
According to the European Commission a social enterprise is:

...an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities.

The European Commission uses the term 'social enterprise' to cover the following types of business:

- Those for who the social or societal objective of the common good is the reason for the commercial activity, often in the form of a high level of social innovation;
- Those whose profits are mainly reinvested to achieve this social objective;
- Those where the method of organisation or the ownership system reflects the enterprise's mission, using democratic or participatory principles or focusing on social justice;
- There is no single legal form for social enterprises. Many social enterprises operate in the form of social cooperatives, some are registered as private companies limited by guarantee, some are mutual, and a lot of them are non-profit-distributing organisations like provident societies, associations, voluntary organisations, charities or foundations.

According to the Publication "A map of social enterprises and their eco-systems in Europe", a social enterprise comprises the following three dimensions:



The three core dimensions explained:

- An entrepreneurial dimension, i.e. engagement in continuous economic activity, which distinguishes social enterprises from traditional non-profit organisations/ social economy entities (pursuing a social aim and generating some form of self-financing, but not necessarily engaged in regular trading activity);
- A social dimension, i.e. a primary and explicit social purpose, which distinguishes social enterprises from mainstream (for-profit) enterprises; and
- A governance dimension, i.e. the existence of mechanisms to 'lock in' the social goals of the organisation. The governance dimension, thus, distinguishes social enterprises even more sharply from mainstream enterprises and traditional non-profit organisations/ social economy entities.

Core criteria for defining itself as a social enterprise, the organisation must engage in economic activity: this means that it must engage in a continuous activity of production and/or exchange of goods and/or services;

- It must pursue an explicit and primary social aim: a social aim is one that benefits society;
- It must have limits on distribution of profits and/or assets: the purpose of such limits is to prioritise the social aim over profit making;
- It must be independent i.e. organisational autonomy from the State and other traditional for-profit organisations; and,
- It must have inclusive governance i.e. characterised by participatory and/ or democratic decision-making processes.

### III. Social entrepreneurship on local levels: research and presentations (40 + 20 minutes)

The participants form national groups to investigate the situation with social entrepreneurship on national levels of all the participating countries. If the participants did research prior to the training course about this topic, they can take their notes and materials about it. If not, they do research online about it in their countries.



Each group has 30 minutes to do research and to create a flipchart with the most important information about SE in their countries.

### **COFFEE BREAK**

After the coffee break, each group presents their findings, while the trainer summarises the common points and main differences on one flipchart.

#### **IV. Values associated with social entrepreneurship (20 minutes)**

The trainer asks the participants to brainstorm the values which are associated with social entrepreneurship in their countries. Participants are asked to put emphasis on social values, social change, social impact and social mission of an enterprise.

One common flipchart with values is created, and the trainer asks the group to vote for 5 values they consider the most important for social entrepreneurship on the EU level. After each group chooses their favourites, the whole group is invited to reach a consensus and produce a common list of values which should be at the core of social entrepreneurship.

#### **V. A map of supporters of social entrepreneurship (35 minutes)**

The groups remain the same, and the trainer continues by saying that social entrepreneurship needs and has supporters on local, national and European levels. Their next task is to detect the supporters of social entrepreneurship on all three levels.

Support can come in different forms, so they should investigate supporters in terms of financial support, providing resources, technical support, media who is promoting it, other organisations in the network, policy makers, youth organisations, various institutions, etc. Participants have 30 minutes to detect the supporters and create a map of them. They can use their devices and research about it online.

#### **VI. Maps of supporters of social entrepreneurship presentations (15 minutes)**

Groups present their maps to each other. The trainer encourages them to add information to their maps if they get ideas from what other groups have presented.

Materials needed: laptop, projector, more devices with Internet connection, flipchart papers, A4 papers, markers, post-its, etc.

Background documents and further reading:

- More about social enterprises in the Publication by the European Commission (2015) A map of social enterprises and their eco-systems in Europe
- More about social enterprises in the Publication by the European Commission (2020), Social Enterprises and their Ecosystems in Europe – Comparative synthesis report (<https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8274>)

Recommendations for future trainers multiplying this session:

- It is recommended to ask participants to prepare in advance, and do research regarding the social entrepreneurship in their countries – to check if there is any existing legislation that defines and regulates the social entrepreneurships, which frameworks exist, values promoted through SE, and to detect supporters of it.

# Social entrepreneurship in connection to sustainable development and peace building

Session Title: Social entrepreneurship in connection to sustainable development and peace building

Duration: 180 minutes

Background:

After having discussed the values connected to social entrepreneurship in general in the previous session, in this session we are focusing on more specific values and situations connected to the peace building and sustainable development in our communities and how social entrepreneurship and relevant youth work activities can contribute to those. This session comes just before the examples of successful peace building / social enterprise organisations, in which participants will be able to apply the points addressed in this one and the previous relevant sessions.

Aim of the session: The general purpose of this session is to investigate the connection between social entrepreneurship with relevant youth work activities on one side and the sustainable development / peace building in our communities on the other side.

Objectives:

- To explore and discuss the connection between social enterprises and peace building in communities;
- To draft recommendations to youth workers and youth work organisations on important aspects of combining social entrepreneurial learning and peace building / sustainable development education in regular activities.

Competences addressed:

- Entrepreneurship competence;
- Multilingual competence;
- Literacy competence;
- Digital competence;
- Personal, social and learning to learn competence.

Methodology and methods:

- Barometer exercise;
- Silent floor brainstorming;
- Small groups discussions;
- Presentations in plenary.

Session flow:

I. Silent floor brainstorming (20 minutes)

Trainers have four flipcharts with three different titles presented in the working room. The instructions given to the participants are that in the next 20 minutes they have to do a silent brainstorming according to the titles (papers) which are placed on the floor. Each participant has to contribute to all topics by giving his/her opinion and sharing their knowledge through writing in the flipchart.

The topics for the brainstorming are:

- Peace building in our communities
- Education and health
- Social inclusion and enterprises
- Youth work and economic growth

II. Plenary discussion (30 minutes)

After the time for brainstorming is done the trainer invites all participants to join the plenary. The trainers put all four papers on display in order to be visible for everyone and starts reading the inputs of each topic given in the previous exercise.

A discussion about each paper after one takes place with a special focus on the connection between the words and topics used.

III. Barometer (40 minutes)

The working room is empty without any chair or table while two papers are stuck on to the floor marking two different words/attitudes: Totally Agree and Totally Disagree. The both attitudes are placed in the end points of the working room facing each other.

The trainer invites participants to join the working room. He/she explains that in the following minutes there will be given several statements in regards of the social, economic, and environment topics. They have to mark their level of agreement for each statement by positioning themselves in the working room according to the papers set; closer to the 'Totally Agree' or 'Totally Disagree'. The trainer starts reading the statements, and after each one additional comments or explanations are asked from few participants the chosen positioning in the room.

Some of the examples for statements can be:

- It is okay having a high percentage of poverty in a country;
- Every person should have the right of proper food and nutrition;
- Health service is important aspect for all ages;
- Schools provide innovative methods for education nowadays;
- Enterprises have equal involvement of all genders;
- Rich families should have access to modern energy;
- Productivity and satisfaction in work contributes to economic growth;
- Anyone should be able to start a building wherever they want (without considering the needs of others);
- All communities should be treated equal and with respect in any country;
- The productive land should be used for plants and consumerism;
- Climate change does not affect our lives directly;
- People do not have to take of the sea resources when using the beach;

- Only veterinarians should take care of the animals' lives;
- Institutions should have Peace as a priority in their functions;
- Justice is not much important as long as communities lives in peace with each other;
- Individual impact is higher than collective impact;
- In post-conflict areas, we should constantly organise conflict management sessions and dealing with the past;
- Youth work activities bring youngsters from the opposite sides (in a post-conflict community) together;
- Social enterprises bring benefits to citizens of all the opposite sides in a post-conflict community;
- Etc.

After the statements, the trainer explains shortly that the statements are related to the 17 Sustainable Development Goals presented by the United Nations that aim peace and tolerance, and a sustainable future for all creatures and the earth. Moreover, he/she explains that this exercise serves as a starting point in connecting these goals to our everyday life and work in the community.

### **COFFEE BREAK**

#### IV. Small groups work (50 minutes)

Participants are divided into three small groups to do the next exercise for the session. The trainer explains that they have 50 minutes to work on the given topic, draft recommendations to youth workers and youth work organisations and prepare a presentation either in flipchart or through PPT presentations and other digital tools. There will be three topics shared among groups.

The tasks for small groups are:

- Recommendations on including Social entrepreneurial learning in youth work activities in a post-conflict community
- Recommendations on organising youth work activities addressing social entrepreneurship for sustainable development
- Recommendations on organising youth work activities that contribute to the SDGs for peaceful and sustainable future

The trainers remain available for assisting and helping the participants during the group work, as well as for finding trustful sources of information.

#### V. Presentations in plenary (40 minutes)

After the small groups work, everyone joins the plenary. The trainer gives space to each group to present their work in five-seven minutes. After each presentation, there is a few minutes space for questions and remarks from the participants and the trainer.

Materials needed: Flipcharts, A4 papers, markers and pencils, projector, laptops

Background documents and further reading:

- The 17 Goals by United Nations: <https://sdgs.un.org/goals>

Recommendations for future trainers multiplying this session:

- The trainer should be well knowledgeable about the SDGs and its status for this session. After the barometer exercise, when he/she explains the connection of the statements with SDGs, it is recommended to give a brief introduction about the adoption of these goals by the UN.
- After the presentations in plenary, it is important that any unclear information regarding the concepts is clarified to the participants before moving to the next working days when examples of social enterprises and sustainable peacebuilding are taking place.

# Examples of good practices using social entrepreneurship for sustainable development and peace building

Session Title: Examples of good practices using social entrepreneurship for sustainable development and peace building

Duration: 180 minutes

Background:

As participants have now explored and discussed how sustainable development and peace building are interconnected and how social entrepreneurship youth work represents those values in its activities in theory, it's time to get acquainted with real examples of such organisations and find out what their values are, what drives them and how they operate in their markets. This very practical part of the course summarises the knowledge from previous sessions as well as prepares the ground for further exploration of the social entrepreneurship phenomenon.

Aim of the session: The general purpose of this session is to explore existing and good practice examples to see and learn from successful organisations putting theory and ambition into practice.

Objectives:

- To introduce different types of organisations when it comes to peace building and social entrepreneurship and how they are set up and managed;
- To understand the role of such organisations and their connection with the needs in the society;
- To research existing business models of social enterprises operating locally and globally;
- to identify commonalities, challenges and differences of social enterprises with contribution to peace building and sustainable development.

Competences addressed:

- Analytical skills;
- Business and financial awareness;
- Communication and interview skills;
- Social and civic competencies;
- Learning to learn competence.

Methodology and methods:

- inputs (presentations);

- discussion;
- personal reflection;
- brainstorming;
- small groups sharing and elaborating;
- case-study;
- open space technology;
- plenary rounds.

Session flow:

I. Introduction to the session with energiser (10 minutes)

The trainer makes a link with the previous sessions, introduces the topics and methods of the current session. Then s/he facilitates a short energiser for the better concentration on cognitive tasks afterwards.

II. Case study peace building organisation (40 minutes)

The session starts with a case study on a peace building organisation: MasterPeace. Participants are asked to desk-research the website and online annual report of MasterPeace and try to answer the following questions on outlines:

- Which social problem/SDG is the organisation trying to solve?
- What strategy does the organisation follow?
- What key activities are implemented to achieve the organisation ambitions?
- How is the organisation organised?
- How is the organisation financed?

Allow 15 minutes for this activity. Present above questions in random order to every participant to make sure that all questions will be addressed by the group total.

In the following 25 minutes, all participants are first asked to write down on post-it papers what they like about the organisation, what not, what is unclear to them and what they would add to the organisation. Every single input is written down on a single post-it paper. Allow 5 minutes for this activity.

The trainer asks the first participant to stick their post-its one by one to 4 separate flipcharts (like, don't like, unclear, new idea) and elaborate on it in an open discussion with all participants. Let the other participants add their post-it to the flip-over when their input is similar to the topic discussed. Group similar post-it papers on every flipchart. Continue the process until all input is discussed or until the time limit of 20 minutes is reached.

III. Case study social enterprise (40 minutes)

In the next case study participants are asked to repeat the same exercise but now with a focus on the social entrepreneurship aspect.

There are two case studies recommended to use during this part of the session:

- Return to Sender; <https://www.returntosender.nl/en/>
- Dopper; <https://dopper.com/>



Again, participants are asked to answer the same set of questions based on the website and annual report:

- Which social problem/SDG is the organisation trying to solve?
- What strategy does the organisation follow?
- What key activities are implemented to achieve the organisation ambitions?
- How is the organisation organised?
- How is the organisation financed?

Allow 15 minutes for this activity. Present above questions in random order to every participant to make sure that all questions will be addressed by the group total.

In the following 25 minutes, all participants are first asked to write down on post-it papers what they like about the organisation, what not, what is unclear to them and what they would add to the organisation. Every single input is written down on a single post-it. Allow 5 minutes for this activity

The trainer asks the first participant to stick their post-its one by one to 4 separate flipcharts (like, don't like, unclear, new idea) and elaborate on it in an open discussion. Let the other participants add their post-it to the flipchart when their input is similar to the topic. Continue the process until all input is discussed or until the time limit of 20 minutes is reached.

### **COFFEE BREAK**

#### **IV. Open discussion on the explored case studies (15 minutes)**

After the break, participants are invited to share in open discussion the insights they got from the two (or three) case studies. The similarities and the differences. Advantages or disadvantages of both organisation types, etc. All opinions and questions are welcomed. The presenter summarises the discussion and moves to the final part of the session.

#### **V. Successful local social entrepreneurs for peace building and SDGs - guest speakers (70 minutes)**

For this session 3 local social entrepreneurs are invited to present their organisation and share their story to learn from. The trainer welcomes the guests, introduces them shortly and explains the methodology of this part of the session, with first having a round of plenary presentation of the guest speakers and then following the Open Space Technology method put in practice for more interactive discussion between the guest speakers and the participants.

The guest speakers then add a few words presenting themselves in the plenary, in front of the all participants and each of them shortly presents their own social enterprise. Each guest speaker is given 10 minutes for their presentations.

After those presentations to the whole group of participants in the plenary, the three guest speakers are positioned in the three different corners of the training room and the trainers explain the methodology of "Open Space Technology" (OST), its guiding principles and laws; that will be used in this part of the session.

The four principles of OST are:

- Whoever comes is the right people;
- Whenever it starts is the right time;
- Whatever happens is the only thing that could have happened;
- When it's over, it's over.

The "Law" of the OST:

- the "Law of Two Feet" or The Law of Mobility

Then, the trainer asks participants to start with the activity and join whichever corner or guest speaker they wish. The time devoted for this OST part of the session is around 40 minutes. Participants can choose themselves how much time they stay at which corner and with which guest speaker.

#### VI. Wrapping-up (5 minutes)

The trainers and the organisers thank all the guest speakers in plenary and participants are invited to say any concluding messages to the guest speakers at the end of the session.

Materials needed: F2F - A4 papers, A3 papers, flipchart papers, post-it papers, pens, markers, colours, laptop, projector.

Background documents and further reading:

- <https://masterpeace.org/>
- <https://www.returntosender.nl/en/>
- <https://dopper.com>

Recommendations for future trainers multiplying this session:

- The size of post-it papers forces participants to narrow down their feedback to short statements or opinions and be as concrete as possible. It benefits group discussion as it helps prevent extensive explanations.
- When choosing the case studies for this session and the guest speakers, best is to wait for after the participants present their local realities and examples in the first few days of the training course; and then to choose case studies that none of the participants mentioned before. Thus, the case studies and the guest speakers in this session will bring something new to all participants present.
- If there is no possibility to invite the guest speakers face-to-face to join the group, then the session should/could be organised in a way that the guest speakers are invited over the Skype or Zoom. In that case, if you still wish to keep the "OST" part of the session, then it is needed to have three different laptops/screens for three different corners and three different guest speakers.
- Or, you might wish to make the whole session simpler by just providing each guest speaker a time slot of 25-30 minutes for both the presentation and the discussion with participants. In which case, all participants will be in the plenary and the big group for each guest speaker and the session will be organised in a way that is least time consuming for the guest speakers.

# Who is a social entrepreneur?

Session Title: Who is a social entrepreneur?

Duration: 180 minutes

Background:

Social entrepreneurs are individuals which need to develop the usual entrepreneurial competences, and have in mind that a social enterprise needs to be based on solving a specific social issue which is in the core of the enterprise. With having in mind the EntreComp Framework, the aspects of entrepreneurial intelligence and mind-set, the definition and core values of social entrepreneurship, participants continue to explore the competences which are essential for young people to develop to become social entrepreneurs. Afterwards, they will build on it by exploring the relevant stakeholders to support them with entrepreneurial activities for youth.

Aim of the session: The general purpose of this session is to understand which competences a social entrepreneur needs to have within the framework of SKA model (skills, knowledge, attitudes), and how youth work can support young people to develop into social entrepreneurs who work towards a sustainable future.

Objectives:

- To explore competences needed for a young person to become a social entrepreneur;
- To define the SKA competences essential for a social entrepreneur;
- To discuss the competences which are not essential and which can be outsourced;
- To discuss how youth work can support young people in developing SKA competences to become social entrepreneurs.

Competences addressed:

- Entrepreneurship competence;
- Multilingual competence;
- Literacy competence;
- Personal, social and learning to learn competence.

Methodology and methods:

- Presentation and pitching;
- Debriefing;
- Input;
- Fishbowl.

Session flow:

I. Magical pen which solves social issues – preparing a pitch (20 minutes)

The trainer introduces the session by explaining how a social entrepreneur needs to have in focus a specific social issue he or she wants to solve, and needs to offer solutions in form of a service or a product which responds to the social need.

The participants are invited to take one regular pen, and imagine that that pen is a metaphor for a product or a service which would solve a specific social problem in their local communities. They have 15 minutes to think of the “magical” properties of the pen, and prepare a short pitch which will respond to the questions: What? Why? and How?

They should not use any additional resources except for a pen. After 15 minutes, they will pitch to each other, and they will be able to invest in other people’s ideas as well as to get investments from others.

II. Pitching time (25 minutes)

When the participants finish with preparations, it is time for them to pitch to attract investments, as well as to invest themselves. Each participant receives 5 candies from the trainer. They will have time to mingle around the room, and find a pair. Each person needs to pitch and present their pen to the other, and each person decides how much they want to invest in the idea of the other person. They can also choose not to invest if the pitch was not convincing and the service or the product doesn’t help to solve a social issue. They exchange couples as many times as they can, and pitch to as many people as possible in 20 minutes.

III. Debriefing and the social entrepreneur competence (25 minutes)

After finishing the task, participants sit in the big circle and share their experience and thoughts regarding the following questions:

- How was it to be in the role of a social entrepreneur who is pitching his/her idea to potential investors or clients?
- Which criteria did you follow to invest in other ideas?
- In which cases you decided not to invest?
- Which skills, knowledge, attitude did you have to use to be able to create and sell the idea?

IV. SKA competence model (20 minutes)

After the debriefing the trainer continues by saying that in order to be able to develop a competence it is necessary to address and develop the three elements a competence consists of:

- Skills (S) – mental and physical capabilities (respond to the question HOW?)
- Knowledge (K) – facts, information, and cognitive knowledge about a specific topic (respond to the question WHAT?)
- Attitudes (A) – values, behaviour, norms, understanding, beliefs about a specific topic (respond to the question WHY?)

The trainer can give a personal example of a competence broken down in the form of the SKA model to clarify it.

## COFFEE BREAK

### V. Competences of a social entrepreneur (50 minutes)

After the coffee break, the session resumes with defining the competences of a social entrepreneur. The trainer reminds the participants of the previous sessions in the training - the EntreComp Framework, and aspects of entrepreneurial mind-set and intelligence.

- Entrepreneurship Competence Framework (EntreComp) and its three competence areas that an individual needs to work on and to develop, to be a holistic entrepreneur: (1) ideas and opportunities; (2) Resources, and (3) Into action.
- Aspects of entrepreneurial intelligence (according to Allan Bonsall and Mo Oladapo combined): Vision, Passion, Brand, Emotional Intelligence, Creativity, Resourcefulness, Solution orientation, Leveraging, Proactivity, Negotiation and Time Management.
- Eight core domains of entrepreneurial mind-set (according to The Network for Teaching Entrepreneurship): Future orientation; Comfort with risk; Opportunity recognition; Initiative and self-reliance; Communication and collaboration; Creativity and innovation; Critical thinking and problem solving; Flexibility and adaptability.

The trainer continues by saying that an ideal social entrepreneur would have all of the above-mentioned competences and have the ability to contribute to society by solving a specific social issue. However, ideal entrepreneurs do not exist, and it is not realistic that one person develops all the competences. It is rather more important to recognise the competences which a social entrepreneur needs to have developed on a basic level, which is more advanced, and which could be outsourced or delegated to someone else who is a professional in a specific field.

Participants form 5 groups. Each group takes one flipchart paper with the outline of the human body. Their task is to write down the following:

- SKILLS – they write the skills a social entrepreneur should have inside of the hands and legs area (emphasize which skills should be only on the basic level, and which should be advanced by using different markers, or post-its or any other way);
- KNOWLEDGE – they write down the knowledge a social entrepreneur should have inside of the head/brain area (emphasize which knowledge should be only on the basic level, and which should be advanced by using different markers, or post-its or any other way);
- ATTITUDES – they write down the attitudes a social entrepreneur should have inside of the chest and stomach area;
- OUTSOURCE – they write all the competences that are not essential for the entrepreneur to have, and which could be outsourced to someone who is an expert in it, outside of the outline of the entrepreneur.

### VI. Presenting SKA competences of a social entrepreneur (20 minutes)

After completing the flipcharts, each group presents their ideas and conclusions about the SKA competences of a social entrepreneur.

Trainer can ask them additional questions to explain reasons why they consider specific knowledge and skills as basic necessities while others as advanced.

### VII. How to support young people in developing SKA competences (20 minutes)

After seeing the presentations, the trainer draws a connection between developing competences in youth and becoming social entrepreneurs. The trainer invites participants to take a seat and introduces the fishbowl method (setting of the room: chairs in a big circle with 4 inside in a smaller circle. In the middle, we have the fish bowl with the statements. 4 initial volunteers. Only the ones in the centre speak, the outside circle is practising active listening, to move to the inner circle just touch the shoulder of one of the persons).

The participants in the fishbowl take out papers one at a time and discuss some of the following statements:

- Youth work activities should aim at developing SKA competences needed for young people to become social entrepreneurs;
- Youth work activities should focus only on the social aspect of social entrepreneurship;
- Youth work activities should support young people in developing all competences needed to become social entrepreneurs;
- Youth workers and youth organisations should connect with other stakeholders and social entrepreneurs to support each other;
- Starting social enterprises is a good solution for society and for young unemployed people.

Materials needed: one pen per participant, candies (5 pieces for each participant); 5 flipcharts with the outline of a human body; markers, post-it papers in different colours.

Background documents and further reading:

- More about the fishbowl conversation:  
[https://en.wikipedia.org/wiki/Fishbowl\\_\(conversation\)](https://en.wikipedia.org/wiki/Fishbowl_(conversation))

Recommendations for future trainers multiplying this session:

- The setting of the task with pitching can be adjusted to the venue and the group. The candies participants use as a form of currency can be replaced with some other resource.
- Encourage participants to be as detailed and realistic with the SKA competences of social entrepreneurs, and challenge them to think which competences are really essential, and which can be outsourced and to whom.

# Basic concepts and values with defining stakeholders and supporters of social entrepreneurship

Session Title: Basic concepts and values with defining stakeholders and supporters of social entrepreneurship

Duration: 180 minutes

Background:

Every youth organisation is often limited in their capacities and resources. To develop and implement programmes, activities and projects which give a bigger perspective to young people / women who are considering becoming social entrepreneurs, it is important to include various stakeholders on different levels in the process. After exploring who a social entrepreneur is, or should be, the next step is to discover who can be helpful and support us as organisations or youth workers in promoting and implementing social entrepreneurship activities among young people / women.

Aim of the session: The general purpose of this session is to investigate the basic concepts and values with defining stakeholders and supporters of social entrepreneurship.

Objectives:

- To introduce the basic concepts around the topic of stakeholders;
- To map stakeholders and supporters of entrepreneurship based on their interest and the level of power;
- To define criteria for establishing future cooperation with potential stakeholders and supporters of social entrepreneurship;
- To build a persona of a preferred stakeholder or supporter for future cooperation.

Competences addressed:

- Entrepreneurship competence;
- Multilingual competence;
- Literacy competence;
- Personal, social and learning to learn competence.

Methodology and methods:

- Input;
- Mapping;
- Group work;
- Check list;
- Persona building.

Session flow:

I. Basic concepts (20 minutes)

The trainer starts the session by introducing the concept of stakeholders.

According to EurWork:

- A stakeholder is an individual, group of persons or organisation that can affect or is affected by the decisions of another organisation. This definition also includes interest groups related to the organisation. A stakeholder's relationship with the focal organisation is generally determined by three main attributes: the power to influence the organisation; a legitimate relationship with the organisation; and an urgent claim on the organisation
- Some stakeholders are more significant than others, so we have the internal or primary stakeholders which are necessary to ensure the activity of the organisation, and external or secondary stakeholders which do not participate directly in the organisation's activities.
- Examples of stakeholders: employees, volunteers, the board, the council, policy makers, donors, users of services, other organisations, institutions, various companies, associations, young people / women, schools and universities, media, governmental institutions, entrepreneurial hubs, initiatives, etc.

II. Mapping stakeholders and supporters of social entrepreneurship (50 minutes)

The trainer continues with saying that stakeholders and supporters can be mapped according to the principle of being internal and external to the organisation or an enterprise. Another way of mapping them is according to their level of interest and power in participating in social entrepreneurship activities.

Participants return to their national groups, and continue working together on mapping relevant stakeholders and supporters of social entrepreneurship which would be relevant for them as organisations, youth workers or educators who work with youth on the topics of social entrepreneurship start-ups.

Each group takes an A3 or a flipchart paper, and draws the following grid. In the first box, they need to detect stakeholders and supporters with low power and low interest. In the second, those with high power and low interest. In the third, those with high interest and low power. And, in the fourth, those with high power and high interest.



| INTEREST / POWER | LOW POWER       | HIGH POWER      |
|------------------|-----------------|-----------------|
| LOW INTEREST     | 1 <sup>st</sup> | 2 <sup>nd</sup> |
| HIGH INTEREST    | 3 <sup>rd</sup> | 4 <sup>th</sup> |

III. Presenting stakeholders and supporters (20 minutes)

Each group presents their findings and explains who their most relevant stakeholders are. Groups can also learn from each other, and add more stakeholders and supporters on their lists based on the finding of other groups.

**COFFEE BREAK**

IV. Defining criteria for the most relevant stakeholders and supporters (40 minutes)

After the coffee break, the groups continue working in the same format. After having detected all or majority of the stakeholders and supporters of social entrepreneurship, the next step is to define criteria and values according to which they as organisations of youth workers / educators would get in touch and collaborate with stakeholders and supporters which would be beneficial for youth work activities with young people / women in the domain of social entrepreneurship start-ups.

In groups, they create a checklist of the most relevant criteria for choosing potential stakeholders and supporters in the future.

After 25 minutes, each group shortly presents their findings, and other groups expand their lists if they hear something useful from other groups.

V. Stakeholder's / supporter's persona (35 minutes)

With checklists in their hands, the groups continue expanding their list. The trainer introduces the following aspects to take into consideration if they haven't done it already:

- Demographics (age, location, level of education, etc.)
- Values they hold
- Their mission and vision
- What motivates them to support social entrepreneurship

To summarise, each group writes a short summary of the persona of the stakeholders or supporters they wish to cooperate with for the benefit of developing youth work activities about social entrepreneurship for sustainable development and peace building.

## VI. Presenting personas (15 minutes)

Each group shares their summary.

Materials needed: A3 paper, flipchart paper, markers, laptop, projector.

Background documents and further reading:

- More about stakeholders:  
<https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/stakeholder>
- Stakeholder theory in social entrepreneurship:  
<https://link.springer.com/article/10.1186/s40497-016-0049-8>

Recommendations for future trainers multiplying this session:

- Encourage the participants to write down as many stakeholders and supporters of social entrepreneurship in their communities or countries. Later it is easier to detect the ones which are the most important ones for them as organisations or your workers / educators.
- Persona building - If there is additional time, the trainer can ask the whole group about the similarities and differences of the personas they created.

# Youth work for Social entrepreneurship - Workshops and Recommendations

Session Title: Youth work for Social entrepreneurship – Workshops and Recommendations

Duration: 180 minutes

Background:

Participants have explored all the relevant topics connected to social entrepreneurship for sustainable development and peace-building. In order to share their experience and competencies developed in this training course, a part of their learning is to develop workshops and implement them with youth in their local communities. Each participant needs to choose what is relevant for him/her and the target group they work with to be able to develop a workshop which would answer to their needs.

Aim of the session: The general purpose of this session is to develop workshops on the topic of social entrepreneurship for sustainable development and peace building for implementation in local youth work activities.

Objectives:

- To develop workshops on the topic of social entrepreneurship for sustainable development and peace building for youth;
- To present workshop plans and exchange perspectives with other participants;
- To receive feedback from the trainers and the other participants;
- To give recommendations for implementation of the workshops with the local youth.

Competences addressed:

- Entrepreneurship competence;
- Multilingual competence;
- Literacy competence;
- Personal, social and learning to learn competence.

Methodology and methods:

- Brainstorming;
- Small group work;
- Workshop design;
- Presentations;
- Feedback;
- Recommendations.

Session flow:

I. Choosing topics for developing workshops (20 minutes)

After having been through the whole training course, the trainer reminds the participants of all the topics which were addressed. The participants are invited to take several minutes by themselves and to think about the three topics / areas within social entrepreneurship they would like to work on, and develop workshops to implement with local youth after the training course. They need to take into consideration their competences and the target group they work with when choosing the three topics. They write each topic and their name on one post-it.

After 5 minutes, each participant shares their three choices, and puts them on the wall. Next participants continue adding their papers and group them together with similar topics others have already shared. Once all the papers are on the wall, participants look around to see which participants have similar choices, and in the end small groups of 3 are formed. Each group will continue working on the chosen topic, and their task is to develop one 90-minute workshop per group on the topic of social entrepreneurship for sustainable development and peace building for youth

II. Workshop outline (10 minutes)

The trainer presents the outline of the workshop plan. Each group needs to write down the following:

- Workshop name
- Duration
- Target group
- Aim(s) of the workshop
- Necessary materials
- Expected outcomes
- Flow of the workshop with a short description
- Stakeholders to involve (if necessary)

III. Developing workshop plans (60 minutes)

Groups are working on developing their workshops. They have all the materials at disposal to use.

Trainers go around and check how groups are progressing, ask questions and give recommendations if groups ask for it.

**COFFEE BREAK**

IV. Preparing the presentations (10 minutes)

Groups get additional 10 minutes after the coffee break to prepare their presentations visually. Each group will have 5 minutes to present their workshop plan, and there will be additional 2 minutes for the rest of the group to give feedback and ask questions.

V. Presenting workshop plans (60 minutes)

It's time to present the workshop plans. Groups come forward in a random order. They have 5 minutes to present their plan in any way they imagined. Afterwards, there are 2 more minutes for feedback from the participants and space for asking questions.

The process continues until all the groups have presented.

VI. Additional touches to the workshop plans (20 minutes)

After having seen and heard all the presentations, participants have 20 more minutes to change their workshop plans in any way, develop it in greater detail, add more creative touches, etc.

The idea is to develop the workshops so that they would be able to implement them as soon as they return from the training.

They will have additional time for consultations with the trainers in the afternoon session.

Materials needed: A4 papers, flipchart papers, markers, post-its.

Recommendations for future trainers multiplying this session:

- Encourage and challenge groups to make their workshop plans as detailed as possible by asking additional questions, especially if someone finishes before time.
- Ask the participants to send their workshop plans in a digital form before the end of the training course if possible, so all the workshops can be shared with everyone as a source of inspiration.

# Consultations, evaluation and closure

Session Title: Consultations, evaluation and closure

Duration: 180 minutes

Background:

Closing the training course is equally important as it is the beginning of it and its main part. This session gives the participants the opportunity to reflect on their learning experience, self-reflect on the learning outcomes, and to give feedback to the organisers regarding the training course and all aspects of it.

Aim of the session: The general purpose of this session is to evaluate and close the training course.

Objectives:

- To receive feedback from the trainers regarding the workshop plans;
- To self-reflect on the learning journey of the week;
- To evaluate the training course and give feedback to the organisers;
- To close the training course.

Competences addressed:

- Multilingual competence;
- Literacy competence;
- Personal, social and learning to learn competence.

Methodology and methods:

- Consultations;
- Self-reflection;
- Learning assessment;
- Written evaluation form;
- Group reflection on learning;
- Open sharing.

Session flow:

## I. Consultations (45 minutes)

Each group has time to meet with the trainers to present the final version of their workshop plan. The trainers ask each group to state the first step they will do after the training course to implement the workshop, and when it will happen.

II. Self-reflection (45 minutes)

Participants self-reflect on their learning and create a list of their learning points for this training course. They can do it by writing or drawing.

**COFFEE BREAK**

III. Youth pass competences self-reflection (20 minutes)

Participants go through the Youthpass competences and formulate which competences they developed and through which activities in the training course.

IV. Evaluation of the training course – written evaluation (20 minutes)

The participants receive a written evaluation form (or it can be digital) to evaluate the training course, the level of satisfaction with the learning outcomes and the impact the training course had on them.

V. Group reflection on learning (20 minutes)

The trainer invites the participants to reflect on their learning during the training course. There are 4 flipcharts with questions set up around the room. The trainer invites the participants to visit each flipchart and answer the questions written on them.

Examples of questions for reflection:

- 1) What will I put in the fridge? (Tools, thoughts, ideas I will not use in a nearby future, but I will keep in mind because I might use them later)
- 2) What will I put in the oven? (Tools, thoughts, ideas I will use as soon as I am back home... or in a short time)
- 3) What will I put in the washing machine? (Tools, thoughts, ideas I liked but I will change them to better fit my needs)
- 4) What will I put in the trash? (Tools, thoughts, ideas I won't use or that I don't find relevant)

VI. The final round (30 minutes)

The participants sit in the circle for the last time. The trainer invites each of them to share with each other the most significant moment of the training they are carrying home with themselves.

The training course is finished.

Materials needed: evaluation forms, Youthpass competences, flipcharts with questions for reflection, markers, digital devices (if needed for evaluation).

Recommendations for future trainers multiplying this session:

- Make sure to have a written evaluation prepared and printed down / available in a digital form for each participant. It is valuable to get feedback from the participants about different aspects of the training course – venue, accommodation, food, training room, agenda, the content of the training course, atmosphere, and their learning outcomes.