



TRAINING MODULE ON ENTREPRENEURSHIP

“For me it was crucial to learn the differences between small business and enterprise. Learning how to turn ideas into enterprises with social impact, was enriching.”

“I loved the part where I could learn how to prepare, implement and evaluate a workshop. Having feedback from trainers was very good, it helps me to improve.”

“I learned how to do a SWOT analysis, how to deal with problems in a group, how to facilitate and how to be a good leader.”

“The TFT was very intensive but very good indeed. I learned which are the competencies of a good trainer and how to improve them. I also learned how to analyse myself as a trainer and how to improve.”

“When it comes to program flow it was very structured. We respected the agenda, the time and everything was correct. Very professional I would say, so Thank you BBA.”

“It was intensive, educative, fun & very inspiring. I was amazed on how good the educational part of the program was combined with the methods used. Our trainers were very professional, supportive & fun to have a round at every step.”



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Erasmus+ Programme
of the European Union

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The module: A training Module on entrepreneurship education, for trainers, youth workers and teachers to use in non-formal education settings. A collection of workshops created by participants and trainers of RAISE Project.

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Project: RAISE - Raising the Advantages of Youth through Innovation and Social Entrepreneurship

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WHAT IS RAISE?

RAISE (**Raising the Advantages of Youth through Innovation and Social Entrepreneurship**) is a project implemented by Beyond Barriers Association in collaboration with partners from WB and EU, with the financial support of Erasmus+ Youth in Action Programme, under KA2 -Capacity Building of Youth Workers. RAISE was composed of 3 activities, one **Training for Trainers**, one **Youth Exchange** and one **Seminar**, all of them aiming to provide a space for young people and youth workers to learn and develop together, to experience entrepreneurship education in an intercultural, international context, and to focus on exchange of good practice and identifying solutions to common challenges. SEE a Game Manual and Living Lab methodology are the core new elements that were introduced to the project and that shall allow young trainers to make use of them in their work in entrepreneurship education.

The **main aim** of the project was to improve the employability and competences of young people in partner organization through youth work and non-formal educational methods. The following were the project objectives:

- Developing youth workers' social entrepreneurship skills, including exchanging experience of young people's entrepreneurship initiatives implemented for the benefit of their communities and their peers, using the 'See a Game' handbook and the Living Lab methodology – the ToT course will focus on how to use the manual, what competencies are used etc.
- Developing youth workers' innovation skills – the project will be based on innovative and creative non-formal activities, including games and social theatre
- Fostering a sense of responsibility and initiative in young people through social entrepreneurship and innovation – we will discuss active citizenship principles and practice and how social entrepreneurship can help young people to address local and European problems
- Building a network of organisations and projects developing innovation and social entrepreneurship using 'See a Game', Living Labs concept and opportunities presented by the Erasmus+ Programme – we will present Erasmus+ Youth, assist participants in developing projects and also help in networking.

You can find out more about the whole project implementation by checking the project BLOG on this [Link](#).

ACKNOWLEDGEMENTS

This *Training Module of Entrepreneurship* contains 8 workshops and exercises prepared and tested by the participants of the Training for Trainers, which was held in Durres, Albania from 1-9 November 2016. 5 other workshops and exercises in the Module are proposed by the trainers involved in the project, which are experienced in entrepreneurship education and non-formal learning.

We hope that the MODULE can serve as a tool for other youth workers, trainers and educators in working with entrepreneurship education. It covers a variety of exercises and workshops that can be organized with young people aged 15-35 years old. They can be adapted to any context of the local, national or international level.

BBA and the trainers involved in RAISE project would like to THANK the Partners and participants of the project. Thank you for your energy, commitment, willingness to learn and improve, for supporting each other, and for inspiring your local communities. We would also like to especially express our gratitude and thankfulness to the participants of Training for Trainers which was a very intensive and demanding course. Thank you for bearing with us and being the champions of change through entrepreneurship and social innovation education.

The products of your work can now be used by other youth workers and we are proud of each one of you.

To all of you who will read this, we hope you find it useful in your daily work with young people across Europe.

Thank you,
BBA Staff

CONTENTS

WHAT IS RAISE?	2
ACKNOWLEDGEMENTS	3
WORKSHOP 1- THE LIFESTYLE OF AN ENTREPRENEUR	5
WORKSHOP 2 – WORKING CHALLENGES.....	6
WORKSHOP 3 – IT'S YOUR TIME.....	7
WORKSHOP 4- EXPLORING YOUTH ENTREPRENEURSHIP	8
WORKSHOP 5 – BE YOUR OWN BOSS.....	9
WORKSHOP 6 – THE UNBREAKABLE FLYING EGG	10
WORKSHOP 7 – COMMUNICATION BEYOND BARRIERS	11
WORKSHOP 8 – FOLLOW US	12
WORKSHOP 9 – INTRO TO ENTREPRENEURSHIP	13
WORKSHOP 10 – ENTREPRENEURSHIP EDUCATION.....	14
WORKSHOP 11 – WHAT IS A SUCCESSFUL ENTERPRISE.....	15
WORKSHOP 12 – MY ENTREPRENEURIAL COMPETENCIES	16
WORKSHOP 13 – BUILD YOUR SOCIAL ENTERPRISE.....	18
USEFUL RESOURCES.....	19
ANNEX 1 -W 3 Handout.....	20
ANNEX 2 -W 8 Handout.....	22

WORKSHOP 1- THE LIFESTYLE OF AN ENTREPRENEUR

Title	THE LIFESTYLE OF AN ENTREPRENEUR
Objectives	<ul style="list-style-type: none"> ○ To connect daily life and entrepreneurship; ○ Familiarizing youngsters with the entrepreneurship culture; ○ Mapping the problems that young entrepreneurs are facing;
Materials needed	Flipchart paper, markers, plenary room for group discussion and work.
Duration	90 minutes
Description (including timeline)	<ul style="list-style-type: none"> ○ Energizer (3 minutes) – Banana game to boost some energy and make participants active. Stand in a circle while asking the group if they like banana to initiate the exercise. Then lead them to a dancing exercise of gesturing peeling, cutting, shaking and eating the banana. ○ Briefing about the topic- more details about workshop topic – explaining in details about workshop connection between entrepreneur culture and private life. Definition of lifestyle; ○ Explaining what the lifestyle of entrepreneurship; ○ Barometer method with the following statement; <ul style="list-style-type: none"> 1. My government supports entrepreneurs; 2. I know how to be an entrepreneur; 3. I would like to be entrepreneur; 4. There are enough resources for starting an enterprise; ○ Group discussion: participants are divided into four groups with 3-5 participants and they are invited to discuss the next question; <ul style="list-style-type: none"> 1. How much does entrepreneurship influence lifestyle, and vice versa? 2. Which problems do young entrepreneurs face nowadays? 3. Why are young people today hesitant to take a risk? ○ Leave the group 15 minutes for discussion ○ Fishbowl method – presenting group ideas in format of the fishbowl discussion with guidance of facilitator/ trainer; (20 minutes) ○ Debriefing – Asking what they learned, how they felt, conclusion, question and answers to close the workshop. (20 minutes)
Method/s	Input, discussion, group work, fishbowl, barometer method and brainstorming.
Results	<ul style="list-style-type: none"> ○ Understanding connection between entrepreneurship and daily lifestyle;

	<ul style="list-style-type: none"> ○ Participants become aware and understand better the entrepreneurship culture and similar terms; ○ Boost critical thinking about problems of young entrepreneurs and trying to find solutions through discussion;
Recourses:	Internet for background information; Personal experiences; Salto toolbox;
DONE BY:	Aleksandar Petkovic, Arjeta Ajredini, Delila Bajric, Djellza

WORKSHOP 2 – WORKING CHALLENGES

Title	WORKING CHALLENGES
Objectives	<ul style="list-style-type: none"> ○ Comparing the relationship between working hours and productivity; ○ Practicing both ways of working; ○ Managing time in the working place;
Materials needed	1 pack of clips (21), 30 pieces of spaghetti, flipchart for presentation.
Duration	90 minutes
Description (including timeline)	<p>The workshop starts with an energizer and it aims to motivate and build team relation between participants.</p> <p>We divide the participants into 3 groups and give them the materials needed to perform the task.</p> <ul style="list-style-type: none"> ○ The 3 groups are formed of 4-6 participants and they need to construct the tallest structure out of the spaghetti sticks and clips provided. ○ Give them 20 minutes for this activity and observe the teams while working. Take notes if necessary. ○ After time has finished give them one round to check each other's work and collect the first feedback very briefly. ○ Start the debriefing of the exercise using the following questions: <ul style="list-style-type: none"> ‡ How did you feel doing the exercise? ‡ Are you happy with the end result? ‡ What was your role in the group? ‡ How did you share roles in the group? ‡ Was the time a stressful factor? ‡ Does this exercise reflect how you work in your daily life

	<ul style="list-style-type: none"> # What are your habits at work? Could you identify them during this exercise? ○ Trainer/facilitator summarizes the discussion, provide any relevant statistics and facts related to time management and productivity at work. Give theoretical input about time management and roles within a team at the end of the session.
Method/s	Learning by doing, small working groups, Discussion; Presentation;
Results	<ul style="list-style-type: none"> ○ Understanding the importance of time management and productivity ○ Participants reflect on working as a team and the importance of role division based on their abilities. ○ Emphasize and share methods and tools how to be productive at work ○ Share insights on time management tools
Recourses:	Online research on data, you can use Eurostat for statistics and other relevant sources.
DONE BY:	Antonela Tomco, Argjend Mahmuti, Tifrea Madalina and Rea Hystuna

WORKSHOP 3 – IT'S YOUR TIME

Title	IT'S YOUR TIME
Objectives	<ul style="list-style-type: none"> ○ Foster critical thinking among participants ○ Familiarize with entrepreneurship terms and vocabulary ○ Improve time management skills ○ Foster creativity and active participation.
Materials needed	Crossword questions handout for each team, 1 copy of the crossword answers, Flip charts, markers, pens, plenary room, space for teams to work separately
Duration	60 minutes
Description (including timeline)	<ul style="list-style-type: none"> ○ Energizer (choose any depending on the time of the day you perform this workshop) (10 minutes) ○ Short intro of the workshop and its aim. Tell the group you are going to play and try to solve a crossword in small teams. Ask them not to use computers or phones. (5 minutes) ○ Divide the group into teams of 4-5 people and hand out the Crossword Handout and pens. Give them 15-20 minutes to work in groups and be strict with time. ○ When the group is back, check the answers in plenary. You can prepare a Flipchart with the answers and display it for the whole group. (10 minutes)

	<ul style="list-style-type: none"> ○ Debriefing of the exercise and closing the workshop. (15- 20 minutes)
Method/s	Learn by doing, small group work, brainstorming, reflection, debriefing
Results	<ul style="list-style-type: none"> ○ Critical thinking of participants is improved. Team cooperation and support is enhanced. ○ Participants are confronted with the idea of time management and sources management.
Resources:	<p>Handouts of crosswords questions and answers- See Annex 1</p> <p>Note: If you want to make a more complicated crossword, you can use https://wordmint.com to create puzzles and crosswords.</p>
DONE BY:	Enis Shkurti, Sergiu Pop, Ida, Xhezide Gurguri and Ivana Andrejic

WORKSHOP 4- EXPLORING YOUTH ENTREPRENEURSHIP

Title	EXPLORING YOUTH ENTREPRENEURSHIP
Objective	<ul style="list-style-type: none"> ○ Explore the situation of youth entrepreneurship at country level; ○ Find differences and similarities in different countries; ○ Explore the four dimensions of youth entrepreneurship ○ Provide space for sharing and learning from examples;
Materials needed	Flipchart, markers, plenary room for small group work.
Duration	90 minutes
Description (including timeline)	<ul style="list-style-type: none"> ○ Energizer / massage in circle- 5 minutes) ○ Introduction to the workshop- presenting the aim and the objectives of the workshop. – 5 minutes ○ Divide participants in 4 mixed nationality groups. Ask the groups to identify the strong and weak parts of youth entrepreneurship state of play in their countries by analyzing the 4 dimensions of entrepreneurship: Social, Political, Economic and Cultural. Give each group 1 dimension to analyze. – 10 minutes ○ Give groups 25 minutes to work and prepare flipchart presentation. ○ Presentation of the results for each group – 5 minutes each group; ○ Open discussion, debate on the ideas and questions raised from the presentation – 25 minutes;
Method/s	Small group work, online research, open discussion, presentation, debriefing
Results	<ul style="list-style-type: none"> ○ Exploring different dimension of youth entrepreneurship in each country

	<ul style="list-style-type: none"> ○ Fostering better knowledge of the state of play of youth entrepreneurship. ○ Space to analyze the pros and cons related to the topic
Recourses:	Possible information on different countries examples would be an added value.
DONE BY:	Saimir Boseta, Nikola Rizovski, Andreia Dumitru, Maria Koro

WORKSHOP 5 – BE YOUR OWN BOSS

Title	BE YOUR OWN BOSS
Objectives	<ul style="list-style-type: none"> ○ Encourage young people to take an adventure in entrepreneurship; ○ Motivate youngsters through successful stories; ○ Learning the basics of entrepreneurship; ○ Exploring ways how to start your own enterprise
Materials needed	Laptop, projector, flipchart, markers.
Duration	90 minutes
Description (including timeline)	<ul style="list-style-type: none"> ○ Introduction- presentation of the topic, explain what is entrepreneurship, what qualities entrepreneurs have. Introduce any successful motivation story related. It is best of its some young entrepreneur coming from any of the countries of the participants. Ask the group for examples. (40 minutes); ○ Divide the team into 4-5 small groups and ask them to work together to create an enterprise idea. ○ Presenting group work, questions and answers round(40 minutes); ○ Conclusion – discussion about what they have learned in the workshop (10 minutes)
Method/s	Brainstorming, Case study, PowerPoint presentation and/or video presentation, group presentations.
Results	<ul style="list-style-type: none"> ○ Clear understanding of what entrepreneurship is; ○ Getting motivated to start own enterprise; ○ Making connection of entrepreneurship and youth entrepreneurship
Resources	Internet, Previous experiences, life examples.
DONE BY	Antonela Gajdek, Lahorka Zec, Erson Cukaj, Hamza Hadzic

WORKSHOP 6 – THE UNBREAKABLE FLYING EGG

Title	THE UNBREAKABLE FLYING EGG
Objectives	<ul style="list-style-type: none"> ○ Learning how to be innovative and efficient while dealing with limited time and recourses; ○ Learning how to be creative; practical; and how to work as a team;
Materials needed	Boiled eggs (1 per group); Pencils; Markers; Scissors; Glue; Tape; Papers; Plastic spoons. Each material needs to be calculated for as many groups as you have AND must have a price tag on it.
Duration	60 minutes
Description (including timeline)	<ul style="list-style-type: none"> ○ Energizer ‘Kiss the bunny’ (or any other you like); - 10 minutes ○ A short introduction of the activity, to give guidance of what will happen. ○ Explain the team that their task in small groups will be to construct a flying object that will protect the egg from breaking when hitting the floor. Explain that each material provided has a Price tag, being the cost and it is participant’s group decision to take it to consideration or not while building the most effective construction. – 10 minutes ○ Divide them into groups and display the material in the middle of the working space. Explain that they can take whatever they need for the construction. – 5 minutes ○ Small group work - Building the construction practical activity. – 20 minutes ○ Displaying and Testing the flying objects by letting them fall down; - 10 Minutes ○ 15 minutes - debriefing and evaluation
Method/s	Small group work, Simulations, learning by doing, open group discussion.
Results /outcomes	<ul style="list-style-type: none"> ○ Raised awareness of the importance of collaboration, creativity and managing with limited time and recourses in an innovative way. ○ Participants increase their awareness of cost-related issues, use of creativity and complex problem-solving.
Resources	The price tag in each of the material used for the simulation exercise.
DONE BY:	Doris Brala, Jovan Vickov, Irina Goldstein, Hatim Oruqi

WORKSHOP 7 – COMMUNICATION BEYOND BARRIERS

Title	COMMUNICATION BEYOND BARRIERS
Objective	<ul style="list-style-type: none"> ○ To guide participants how they can use communication in their team and how they can solve a problem through effective communication; ○ To foster critical thinking and problem-solving skills; ○ Stress the importance of active listening and roles in a team
Materials needed	Flipcharts, markers, 1 copy of the handout with the story, chairs for all participants, large room, pens and papers for testimonials.
Duration	90 minutes
Description (including timeline)	<ul style="list-style-type: none"> ○ Energizer –10 minutes ○ Remind participants of the game “Broken telephone” also known as Chinese Whispers and ask if they ever played it before. Explain how the game goes and make sure they understood. Ask for the first 2 volunteers (Reader and listener) to stay in the room and 2-3 volunteers to be the testimonials (their role is to listen, observe and take notes during the exercise). –5 minutes ○ Ask the Reader and Listener to sit in chairs in front of each other, and Testimonials sit somewhere where they can listen to the exercise well. Give to the reader a handout with a short story and/or definition of social entrepreneurship, and ask him to read it to the Listener, whose task is to remember and tell it to the next person. Then have someone support you by calling inside participants one by one, where they listen to the story and then tell it to the next one. It’s important that while they sit in the plenary room they have to be quiet and not interfere with the Listener and teller. – 30 minutes ○ Lead a debriefing and open group discussion on the exercise, by including the feedback and notes collected by testimonials.- 20 minutes ○ Close the workshop with theoretical input on effective communication approach and its importance in social entrepreneurship field. -25 minutes
Method/s	Exercise, simulation, active listening, open discussion, presentation, theoretical input.
Results	<ul style="list-style-type: none"> ○ Share information about effective communication, communication strategies in social entrepreneurship. ○ Stress importance of active listening to improve communication;
Resources	A handout with a short story/definition of social enterprise, Input on effective communication, communication styles and communication strategies.
DONE BY:	Adrian Ivan, Sonja Sokolov, Dzenita Cizmic, Genta Bedri

WORKSHOP 8 – FOLLOW US

Title	FOLLOW US
Objectives	<ul style="list-style-type: none"> ○ How to motivate the young people to start a business and learn about the entrepreneurship process, ○ Steps to follow to have a successful business venture
Materials needed	Flipchart, markers, computer and video projector,
Duration	60 minutes
Description (including timeline)	<ul style="list-style-type: none"> ○ Energizer – Find the Leader: Ask participants to stay in a circle, and ask one volunteer to go outside the room. The rest of the group in the circle should choose a leader who has to initiate movements or gestures like clapping, blinking, moving his/her body, while others should follow. Ask the volunteer to come in the circle and try to find who is the leader initiating the movements. Each time he/she guesses, another volunteer goes in the middle and the first returns to the circle. – 10 minutes ○ Introduce briefly the session and start with the opening. ○ Show participants a motivating entrepreneur story (we chose the founder of IKEA, everyone knows IKEA but maybe not all know the story). You can use any inspiring story you know. – 5 minutes ○ Introduce the participants with the empty Entrepreneurship Clock drawn on a flip chart. Brainstorm with them what could be the most important phases for an entrepreneur. Take notes on the flipchart while participants give their ideas. Lead a discussion and finalize it with showing the Model Clock. (See Annex 2 for the clock we used). ○ Close with theoretical input and final remarks on starting an enterprise.
Method/s	Theoretical input, brainstorming, open group discussion; video display.
Results	We want the participants to learn how to create a good business, by following some good examples of successful entrepreneurs
Resources	Internet examples of good practice, youtube video Why is IKEA a non-profit?.
DONE BY:	Zvonimir Rajkovic, Kristina Talevska, Teada Bebri, Enea Marjani

WORKSHOP 9 – INTRO TO ENTREPRENEURSHIP

Title	INTRO TO ENTREPRENEURSHIP
Objectives	<ul style="list-style-type: none"> ○ strengthen participants' knowledge of entrepreneurship and its associated concepts, ○ Identify and clarify other related issues and dilemmas linked to the entrepreneurship.
Materials needed	A4 paper, microphone, hand out with statements, computer and projector for the video.
Duration	90 minutes
Description (including timeline)	<ul style="list-style-type: none"> ○ Start by brainstorming of word “Entrepreneurship”. Ask participants what they first think when they hear it, what does it mean to them. - 10 minutes ○ Introduce the “Where do you stand” exercise and use the following statements, where participants have to choose if they Agree and stand on one side of the room; Disagree and go on the other side or they are undecided and stand in the middle. – 5 minutes ○ Read each statement out loud, allow the group to take a position and give them the Microphone to express their opinion. -50 minutes <ul style="list-style-type: none"> Statements prepared from trainers: ≠ <i>Everyone can be an entrepreneur.</i> ≠ <i>Social enterprises do not need a lot of money to be started/run.</i> ≠ <i>One needs to have the proper education to be able to start a business.</i> ≠ <i>Profit is very important for social enterprise.</i> ≠ <i>The private sector has the resources and entrepreneurial skills to create big social change.</i> ≠ <i>Big private companies in the development sphere can make changes at far larger scale than much smaller NGO-s combined.</i> ≠ <i>Blending profit and non-profit organisation might lead to abuse or potential conflict of interests.</i> ≠ <i>Man can be a better entrepreneur than woman.</i> ≠ <i>A businessman and an entrepreneur are the same people?</i> ○ Make a summary of the exercise and give theoretical input on definitions on social entrepreneurship, startup and entrepreneurship. -20 minutes ○ Close the session with the video on S.E made by the international network of S.E organisations: http://sens.rs/en/social-entrepreneurship - 5 minutes
Method/s	Debate, open group discussion, video, presentation, input from trainers
Results	<ul style="list-style-type: none"> ○ Clarify confusing vocabulary terms related to different forms of entrepreneurship.

	<ul style="list-style-type: none"> ○ Participant developed debating and critical thinking skills ○ Participants are given the opportunity to ask questions in order to clarify their own understanding of the subject matter. ○ Participants get information of what is youth entrepreneurship, start-up, social entrepreneurship and other related concepts.
Recourses	<p>video on S.E made by the international network of S.E organisations: http://sens.rs/en/social-entrepreneurship</p>
DONE BY:	Ana Mullanji – Trainer in RAISE Project

WORKSHOP 10 – ENTREPRENEURSHIP EDUCATION

Title	ENTREPRENEURSHIP EDUCATION
Objectives	<ul style="list-style-type: none"> ○ To reflect on the subject of entrepreneurship education ○ To encourage participants to generate ideas through minutes mapping ○ To explore the concept of entrepreneurship education and other key related concepts.
Materials needed	Flipcharts, markers, pens and paper for each participant
Duration	120 minutes
Description (including timeline)	<ul style="list-style-type: none"> ○ Briefly, introduce the session and ask participants to write the word “entrepreneurship education” and write down words which they associate with it while creating a mind-map. Allow them to work individually for 10 minutes. -15 minutes ○ Ask participants to create pairs and share their mind-maps.- 20 minutes. ○ Divide the team into 4 groups and give them one of the following topics to discuss to discuss: - 30 minutes <ul style="list-style-type: none"> ‡ Concrete knowledge provided by entrepreneurship education ‡ Concrete skills that are improved through entrepreneurship education ‡ Concrete Attitudes and values that promote entrepreneurship education ‡ Role of youth workers in entrepreneurship education ○ Call participants back in plenary and ask a round of feedback on what they discussed. – 30 minutes ○ Give theoretical input on entrepreneurship education concept based on Knowledge, Skills and Attitudes. Emphasize the 4 dimensions (political, social, economic and cultural dimension) of entrepreneurship. - 25 minutes

Method/s	Brainstorming, mind-mapping, open group discussion, small working group, presentation, input from trainers
Results	<ul style="list-style-type: none"> ○ Participants reflected on the subject of entrepreneurship education. ○ The concept of entrepreneurship education and other key concepts related to it from participant's perspective was discussed in detail. ○ Critical thinking of participants was fostered and their learning process through exchanging ideas was elaborated. ○ Knowledge, skills and attitudes of entrepreneurship education were discussed in detail highlighting the role that youth worker should play in guiding and motivating young people to be active in community life.
DONE BY:	Ana Mullanji – Trainer in RAISE Project

WORKSHOP 11 – WHAT IS A SUCCESSFUL ENTERPRISE

Title	WHAT IS A SUCCESSFUL ENTERPRISE?
Objectives	<ul style="list-style-type: none"> ○ To reflect on key elements of the successful enterprise. ○ To discuss essential concepts related to entrepreneurship such as vision, ethics, marketing strategy, human resources, financial strategy, communication, innovation, customer care etc. ○ To foster participant critical thinking about how to improve the necessary skills to become an entrepreneur. ○ To share different opinions how to work with young people to improve the skills necessary to enter into entrepreneurship ventures.
Materials needed	Flipcharts, markers, lap top and projector
Duration	90 minutes

Description (including timeline)	<ul style="list-style-type: none"> ○ Energizer and introduction to the workshop topic. – 5 minutes ○ Divide the team into 4-5 small groups and ask them to write down the elements of a successful enterprise. Following a brief theoretical input on what leads to success, invite the small groups to brainstorm, discuss and make a list of 25 skills/knowledge/attitudes that are needed to start an enterprise. - 35 minutes ○ Ask the groups to come back in plenary and give 5 minutes each team to present their results 20-25 minutes ○ Give theoretical input and/or add the missing elements based on participants presentation and materials prepared in advanced. - 10 minutes ○ Open group discussion how to improve our skills in entrepreneurship ventures, sharing concrete examples from successful entrepreneurs. Summarize and close the session. -20 minutes
Method/s	Brainstorming, reflection, small working group, learning by doing, powerpoint presentation, theoretical input.
Results	<ul style="list-style-type: none"> ○ Reflection on elements of the successful enterprise. ○ Discussion of important concepts like vision, ethics, marketing strategy, human resources, financial strategy, communication, innovation, customer cares etc. ○ The top personal competencies of an entrepreneur were explored. ○ Participants foster critical thinking about how to improve the necessary skills to become an entrepreneur. ○ Participants shared different opinions how to work with young people to improve the skills necessary to enter into entrepreneurship ventures. ○ Participants improve their knowledge how to build a successful enterprise.
Recourses	Background information on entrepreneurship, desk research on the topic based on online resources.
DONE BY:	Ana Mullanji – Trainer in RAISE Project

WORKSHOP 12 – MY ENTREPRENEURIAL COMPETENCIES

Title	MY ENTREPRENEURIAL COMPETENCIES
Objectives	<ul style="list-style-type: none"> ○ To improve participants skills on teamwork and foster creative ideas. ○ To encourage creative thinking and business ideas. ○ Guide participants to select the best ideas and encourage youngsters in undertaking entrepreneurship venture.

	<ul style="list-style-type: none"> ○ To be able to assess needs in the community regarding new business ideas.
Materials needed	Markers, flipcharts, projector
Duration	120 minutes
Description (including timeline)	<ul style="list-style-type: none"> ○ Open the session with asking participants to reflect on their own skills. Ask them to list their skills and rank them from the strongest to the weakest. Ensure that they cover a broad range of skills, such as planning skills, personal skills, and health and safety skills, in addition to their technical skills. Let them work individually. -20 minutes ○ Ask them to gather in plenary and share these skills with the big group. -20 minutes. ○ Ask them to reflect on what are the needs they can observe in their community that would require their skills. Put them on a flip chart paper as they share their ideas. Then ask participants to match their strongest skills with the needs in the community by drawing lines between their skills and the needs. - 10 minutes ○ Divide the team into groups of 3 people, based on their similar thoughts/interests and community needs identified. The task in small groups is now to create the plan to initiate a business idea. - 30 minutes ○ When teams are back, give 5 minutes each to introduce their business ideas. - 20 minutes ○ Close the workshop with theoretical input about methods and criteria used to assess demand for a product or service, sizing the market, marketing strategy etc. – 20 minutes
Method/s	Individual reflection, small working group, theoretical input, presentation.
Results	<ul style="list-style-type: none"> ○ participants improve skills on teamwork and creative ideas ○ participants generate a viable business idea ○ Learn how to identify their skills for entrepreneurship venture ○ Learn how to identify a need in the local community and use their skills to fulfil that need ○ get knowledge in sizing the market, criteria to use and marketing strategy
DONE BY:	Ana Mullanji – Trainer in RAISE Project

WORKSHOP 13 – BUILD YOUR SOCIAL ENTERPRISE

Title	BUILD YOUR SOCIAL ENTERPRISE
Objectives	<ul style="list-style-type: none"> ○ Foster creativity and innovation among participants ○ Encourage teamwork among the participants ○ Build team spirit while working on common ideas ○ Promote learning about the social entrepreneurship among the group
Materials needed	Colorful Paper, A4 paper, markers
Duration	180 minutes
Description (including timeline)	<p><i>Note:</i> This session is ideally done after participants have received prior theoretical input about the topic. It could be done after having explored the topic deeply, and this will transform the knowledge into practice.</p> <ul style="list-style-type: none"> ○ Explain the whole group that they will be working together in small teams to create their social enterprise ideas. Make a summary of the previous sessions to remind them what was learned. Give them the following input, written on a flip chart so they can all take notes (or prepare it as a handout, one per each team). – 10 minutes ○ Divide them into small teams of maximum 3-4 people per team, give them the handout, flipchart paper and markers and let them work. Upon return, they must be ready with a presentation of their idea. – 120 minutes Participants have to discuss and respond to the following questions: <ul style="list-style-type: none"> ≠ WHAT? – What kind of social enterprise do you want to set up? It can be a product or a service. ≠ WHY? – What makes it useful and convenient, and a winning idea? What community needs does it answer to? What makes it innovative? ≠ HOW? – What do you need to start in terms of resources (financial, human and other kinds of resources)? How are you going to make it successful? What would be its slogan or campaign to launch it? ≠ WHEN? – How much time do you need to launch it in the market? How do you think it can develop and in how much time? ≠ WHERE? – Will your enterprise be local, national or international level? Are you going to use some opportunities (such as funding, or materials, etc.) from somewhere else? ○ Presentation of group work on social enterprises created by participants followed by feedback provided by participants and trainers. Allow enough time for each group to introduce and the participants to ask or clarify any questions they might have. Close the session with a debriefing and a round of applause for all the good work. – 50 minutes

Method/s	Brainstorming, small group work, presentation, learning by doing, feedback from trainer's team.
Results	<ul style="list-style-type: none"> ○ Knowledge how to set up a social enterprise based in community needs, specific information on steps to follow for opening a social enterprise. ○ Skills improved: Creative thinking, solving problems, making decisions, observing surroundings, basing actions on needs and opportunities of the immediate context, working in a team and accepting other ideas.
DONE BY:	Ana Mullanji – Trainer in RAISE Project

USEFUL RESOURCES

Here you can find some useful and very professional resources to deepen your understanding and training skills about social enterprise. These Manuals have been a core bases we use in entrepreneurship education with young people. They are valid source to give you detailed understanding, key notions and approaches when delivering entrepreneurship education though the proposed workshops.

1. [A business planning guide to developing a social enterprise](http://www.forthsectordevelopment.org.uk) by <http://www.forthsectordevelopment.org.uk>
2. [Starting my own small business - Facilitators Guide](#) and [Starting my own small business guide - Participant Workbook](#) by UNESCO and UNEVOC.

ANNEX 1 -W 3 Handout

ENTREPRENEURSHIP CROSSWORD – QUESTIONS SHEET

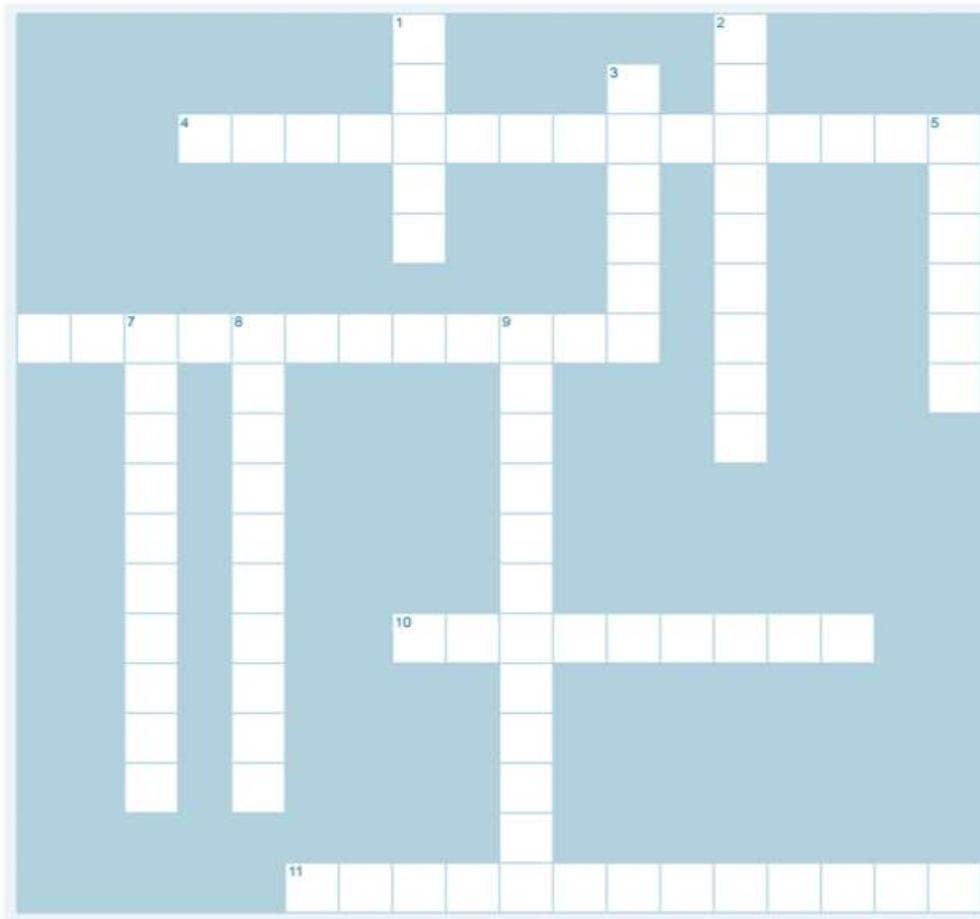
Across:

4. There are certain _____ that an entrepreneur needs to be successful.
6. Entrepreneurs help the economy by reducing _____.
10. A business needs _____ to attract customers.
11. A good entrepreneur can spot _____ and act on them.

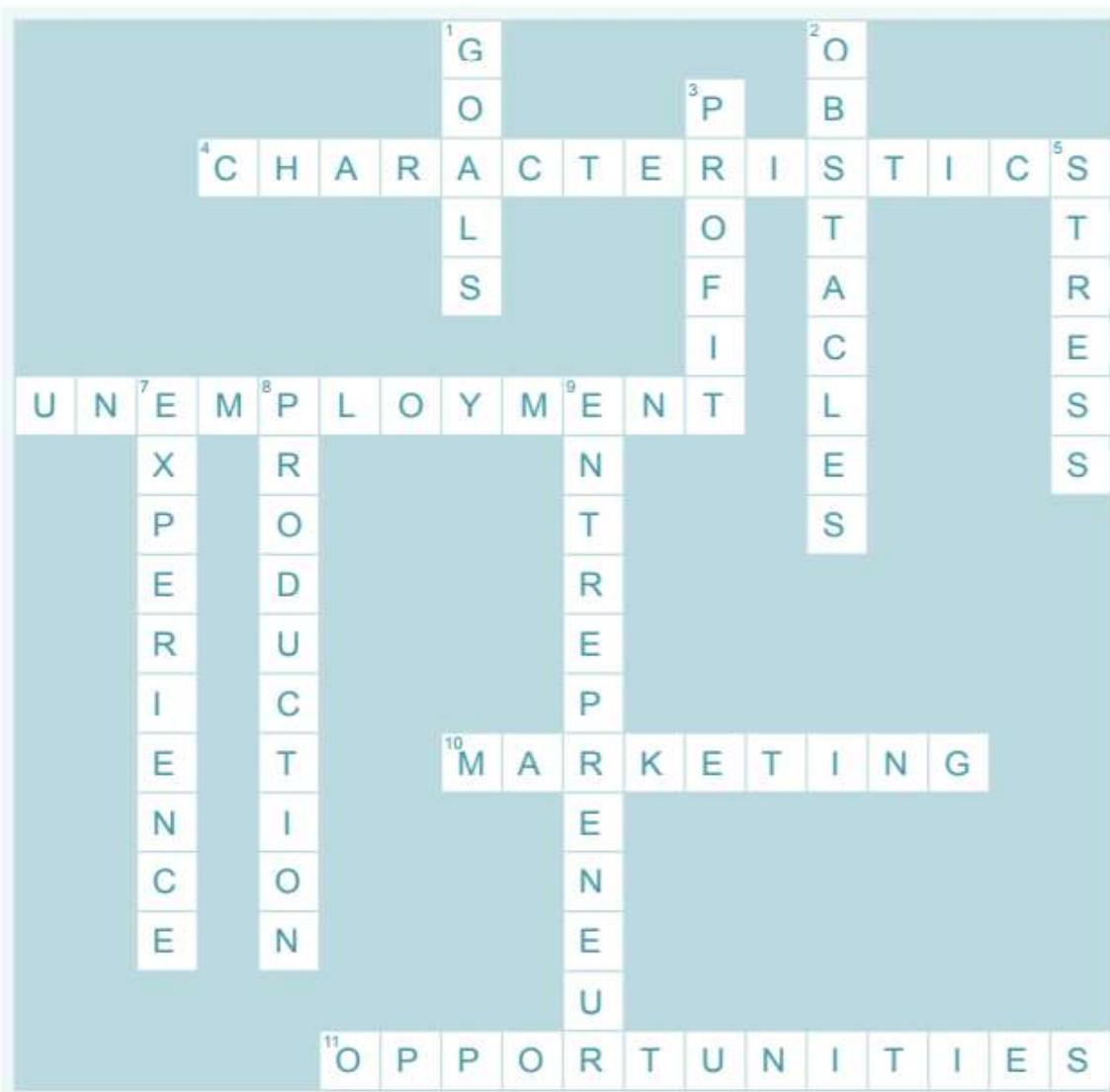
Down:

1. Successful entrepreneurs set themselves _____ and then strive to achieve them.

2. _____ are often thrown in the way of the entrepreneur.
3. The aim of running a business is to make a _____.
5. Business owners must try to look after themselves and manage _____.
7. It helps if the entrepreneur has previous business _____.
8. The process of changing raw materials into finished goods is known as _____.
9. A person who owns and runs their own business and assumes risk for the potential of profit.



ENTREPRENEURSHIP CROSSWORD – ANSWERS SHEET



ANNEX 2 -W 8 Handout

THE ENTREPRENEURS CLOCK





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RAISE

Raising the Advantages of Youth through Innovation and Social Entrepreneurship



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