



PR 3

Open Guide for VET Providers

Leader: Exeo Lab



Co-funded by
the European Union

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PREAMBLE

Introduction to the project

“Beyond Capital - The next generation of social enterprises” - 2021-1-MT01-KA220-VET-000033099- is an Erasmus+ project in the field of Vocational Education and Training, selected under the action type KA220-VET - Cooperation partnerships in vocational education and training.

The project started from the challenges and needs those social enterprises faced during the deep economic crisis triggered by the Covid-19 pandemic, which affected numerous economic sectors and generated job losses. Social enterprises, on the one hand, were able to play an important role in supporting people, groups and organizations that faced the crisis, but on the other they have had to face the same challenges and adapt to an extremely changeable and complex environment. In most cases, the great difficulties that social enterprises have encountered and are encountering nowadays, can be traced back to an inefficient and ineffective management of financial assets. Today, more than ever, it is necessary to move towards effective and visionary financial planning and business management.

This need concerns all sectors and in particular the social economy, where the focus on financial management and related issues is very limited, as shown in a recent comparative report of the **European Commission ([Social Enterprises and their ecosystems in Europe - 2020](#))**.

Social enterprises - enterprises whose primary objective is to generate a positive social impact - exist in all European countries. They are an important part of the social economy, in which some 13.6 million Europeans work today. Some of them provide essential care services, others focus on providing employment opportunities for disadvantaged groups, and still others address a broader range of social challenges, such as achieving sustainable development goals.

Partnership

BEYOND CAPITAL project provides tools and know-how to early-stage social entrepreneurs and managers who are leading their own social business through the crucial phase of 'early-stage growth' (first 5 years). The creation of a sound finance function in this phase of the social business life cycle is indeed essential to ensure a sustainable and forward-looking development.

The project partnership, composed of highly specialized organisations in the domain of social economy and business development is composed as follows:



LEAD PARTNER: Maltese Italian Chamber of Commerce



PARTNER: Malta Stock Exchange Institute Ltd



PARTNER: Coopération Bancaire Pour L'Europe



PARTNER: European Center for Social Finance



PARTNER: Synthesis Center For Research and Adult Education



PARTNER: Gestion Estrategica e Innovacion SL



PARTNER: Exeo Lab Srl

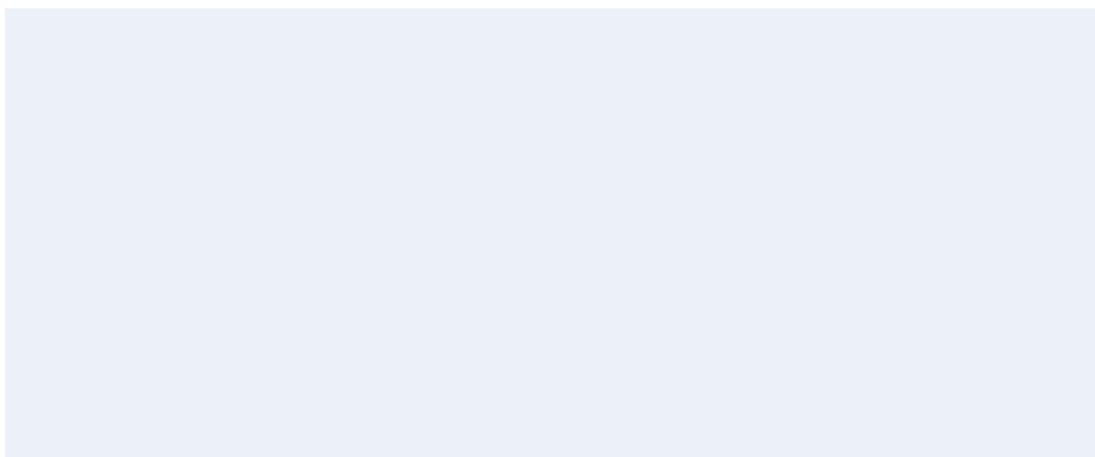
Objectives

BEYOND CAPITAL aims to reduce the risk of failure of start-ups in the social economy. The project supports **social entrepreneurs** and **early-stage managers** in developing sound financial planning and provides them with all elements to create an efficient financial function as:

- internal financing;
- external financing;
- needs analysis;
- working capital management;
- diversification of income and financial balance;
- financial planning and programming.

BEYOND CAPITAL aims to disseminate an in-depth knowledge of financial and banking market instruments, both traditional and more innovative ones.

BEYOND CAPITAL aims to have a significant and radical impact on project participants, partners, target groups and regional and national stakeholders. It is expected that the project target groups will strengthen their financial skills and competences, be prepared for a better, simpler and forward-looking management of social enterprises and be equipped with a social entrepreneurial culture.



Objectives

Provide advanced **training** for cooperatives and NGO, combining **business management knowledge** and **financial skills**

Disseminate advanced **knowledge** about the **supply of finance** and **promotes** sustainable **financing opportunities** for social enterprise

Promote a sense of **entrepreneurial culture** understood as the ability to act in an innovative way, especially when it comes to financial planning and management.

Target

BEYOND CAPITAL project will have a significant and radical impact on project participants, partners, target groups and regional and national stakeholders. The social entrepreneurs and managers will be supported and prepared to face and manage the start-up phase of their social business positively, especially in the current period, in which the effects of the pandemic have put many companies in crisis and significantly slowed down the growth of new enterprises.

Target

Early stage social entrepreneurs

Manager of social enterprises
with less than 5 years

Financial advisors

Outcomes

BEYOND CAPITAL project supports the sustainable growth of the social economy, focusing in particular on 'early stage' social enterprises, by providing:

→ **PR1:** [“Multi-method, iterative and user-centered needs assessment for the next generation of social enterprises”](#), with an innovative Research Report to facilitate the stakeholders' understanding of early-stage social entrepreneurs' and managers' wants, desires, demands, expectations, motivations, lacks, constraints and requirements regarding social enterprise financing.

→ **PR2:** [“Beyond Capital training curriculum”](#), focused on:

- a)** Social enterprises, management and operation: how to combine social and economic value;
- b)** Creating the strategic plan and building a finance function for early-stage enterprises: need analysis, financial planning, and management;
- c)** Financing the social enterprises: internal sources and external sources, conventional and non-conventional funding, troubleshooting;
- d)** Social Entrepreneurship and Business Ethics: approaches and best practices.

→ **PR3:** “[Open Guide for VET providers](#)”, a digital manual for designing, developing and delivering effective and engaging financial training for early-stage social entrepreneurs and managers.

→ **PR4:** “[MOOC](#)”, a large-scale open online course in social finance based on the tried and tested course syllabus.



FOCUS ON

Social Enterprises and their ecosystems in Europe - 2020

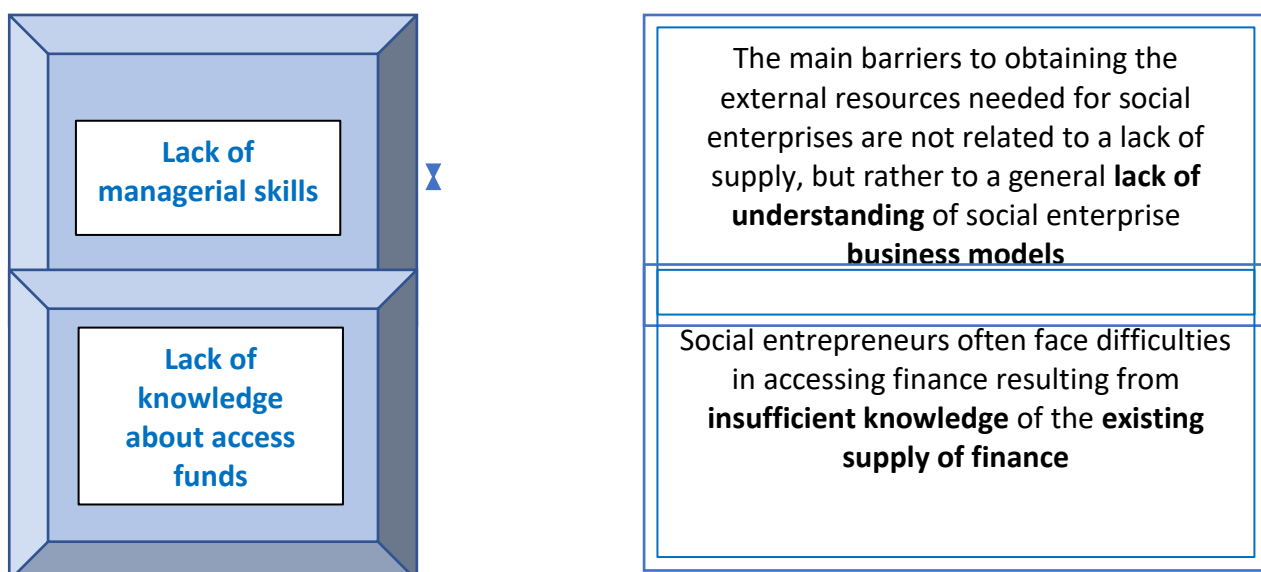
Across Europe, social enterprises have become an increasingly important business dynamic in recent decades. However, the characteristics of social enterprises differ a lot from country to country in terms of number, size, legal forms and fields of activity. The European Commission has launched two mapping studies as a follow-up to its 2011 Communication on the Social Business Initiative (SBI). The latest update 'Social Enterprises and their Ecosystems in Europe' was carried out by Euricse and the EMES International Research Network over the period 2018-2020. The results of the study are: 28 updated country reports for EU Member States, 7 country fact sheets for neighbouring countries participating in the EaSI programme (Albania, Iceland, Montenegro, North Macedonia, Norway, Serbia and Turkey), a comparative synthesis report.

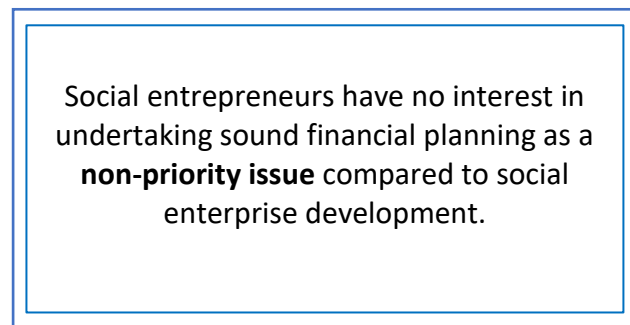
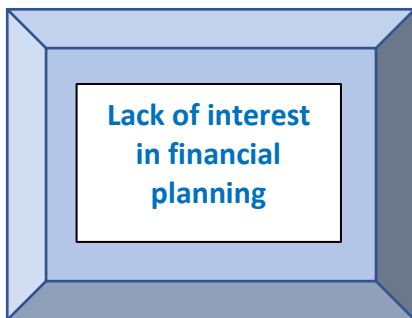
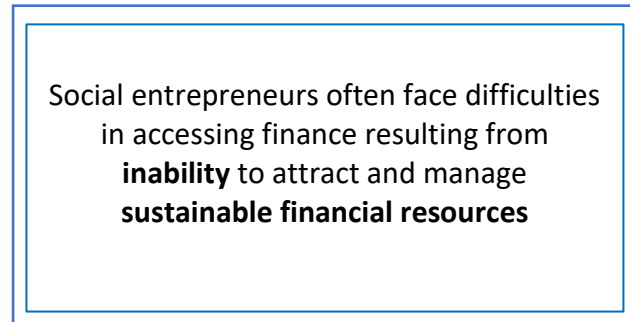
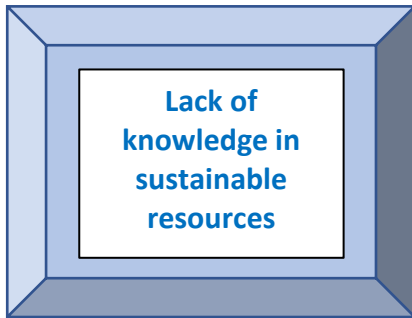
The updated mapping study covers:

- The historical context and conditions of birth of social enterprises;
- The evolution of the concept and the existing national policy and legal framework for social enterprise;
- The dimensions and characteristics of social enterprise activity;
- Networks and mutual support mechanisms;
- Research, education and skills development;
- The resources available to social enterprises.

The study provides insights into the factors that hinder the development of social enterprise, a reflection on the current debate in national contexts and an overview of possible development trends.

The European Commission report showed that the potential of social enterprise ecosystems is still far from being fully exploited. The findings confirm the general belief that access to financial resources for social enterprises is more complex than for traditional businesses, as:





INTRODUCTION



The purpose of Open Guide for VET providers

The purpose of this handbook is to help trainers, organisations and VET providers to deliver training courses, as well as to convey to trainers the evaluation methods they will carry out during training. The overall objective of Open Guide for VET providers is to support trainers in enabling social entrepreneurs and managers to act in an innovative and enterprising way, especially when it comes to financial planning.

The training manual that will be aimed at social entrepreneurship was created to raise awareness of social entrepreneurship and to give the tools to create innovative, social sector-related businesses.

Educators that participate in the training, will help develop their entrepreneurial skills to improve the quality of teaching and learning.

This training aims to show the basics of what social entrepreneurs and social enterprises are. In addition, develop innovative ideas as a starting point for creating innovative enterprises.

In order for managers of early-stage social enterprises to be able to fully exploit the potential of proper financial asset management, training appropriate to the latest entrepreneurship is required. To provide this training, the competence and proficiency of VET (vocational education and training) providers in the field of social finance should first be developed.

Furthermore, the training for trainers will also emphasise the learning work taking place in the new online teaching contexts and explore the different roles played by VET providers and trainers in these dynamic environments.

Objectives

Provide general knowledge on the use of active training methods, explaining the concepts, principles and techniques of active training;

Describe how to use active training methods

The structure of the Open Guide and how to use it

The Open Guide for VET providers takes the form of a digital handbook for trainers to engage financial training for social entrepreneurs and start-up managers.

All educators, VET providers and even youth workers, should take the time to read and understand the complete manual.

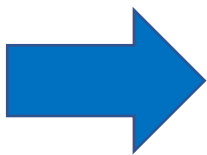
Most of the work consists of carefully preparing and delivering a training session.

This manual was created primarily with the intention of being a tool for trainers in the social entrepreneurship sector to be able to implement training courses for a local and international audience. By using this manual, trainers will be able to make better choices and will be better able to deal with situations they did not expect.

The manual contains information and activities that explain how peer education works and what value it has for information providers. Its purpose is to help trainers and facilitators design and implement quality active learning projects based on best practices and experiences.

Furthermore, the manual provides several activities to be used in the field of active learning, addressing in particular social finance issues at local and European level.

P.S.



This manual is intended as an **introductory guide**, a collection of information and useful **tips** for a first experience in the world of training.
It cannot and should not be considered as a single point of reference, as the subject of training is much broader, multifaceted and in-depth.
The manual is intended to support a deeper knowledge wide and in-depth understanding and developments in the field of training.

Methodology used: active training (AT)

In the essential work “*Active Learning: Creating Excitement in the Classroom*”, compiled in 1991 for the Association for the Study of Higher Education and for the ERIC Clearinghouse on Higher Education, Bonwell and Eison defined strategies that promote **active learning** as “*learning activities*”

that involve students in doing things and thinking about what they are doing" (Bonwell and Eison, 1991).

Approaches that promote active learning focus more on developing students' skills than on conveying information and require students to do something. They also tend to emphasise students' exploration of their own attitudes and values.

This definition is broad and Bonwell and Eison explicitly recognise that a range of activities can fall under it. They suggest a spectrum of activities to promote active learning, ranging from the very simple (e.g. suspending the lesson to allow students to clarify and organise their ideas by discussing with neighbours) to more complex ones (e.g. using case studies as a focal point for decision-making).

Some definitions

"Instructional activities involving students in doing things and thinking about what they are doing."
Bonwell and Eison, 1991

"Active learning implies that students are engaged in their own learning. Active teaching strategies have students do something other than taking notes or following directions... they participate in activities... [to] construct new knowledge and build new scientific skills."
Handelsman et al., 2007

"Active learning engages students in the process of learning through activities and/or discussion in class, as opposed to passively listening to an expert. It emphasizes higher-order thinking and often involves group work."
Freeman et al., 2014

"Students' efforts to actively construct their knowledge."
Carr et al., 2015

involvement of students with the...
role-playing and other methods.
...ty on the learner than passive
...s still crucial in the active learning

Active learning **helps** to promote higher order **thinking skills** such as application of knowledge, analysis

Active learning **engages** students in **deep rather than surface learning**, and enable students to

Active learning refers to a wide range of teaching strategies that involve students as active participants in their learning during class time with their instructor. Typically, these strategies involve students working together during the lesson, but may also involve individual work and/or reflection. These teaching approaches range from short and simple activities such as journal writing, problem solving and pair discussions, to longer and more challenging activities or pedagogical structures such as case studies, role-playing and structured group learning.

Since when given the opportunity to actively engage with the information they were learning, students perform better, let's find out what the benefits of active training are:

Active learning helps

In an active learning approach, **learning** is not only about content, but also **about process**. Active learning develops learners' autonomy and their ability to learn. Active learning gives learners more involvement and control over their learning.

students to become
“Lifelong learners”



Active learning
encourages
success



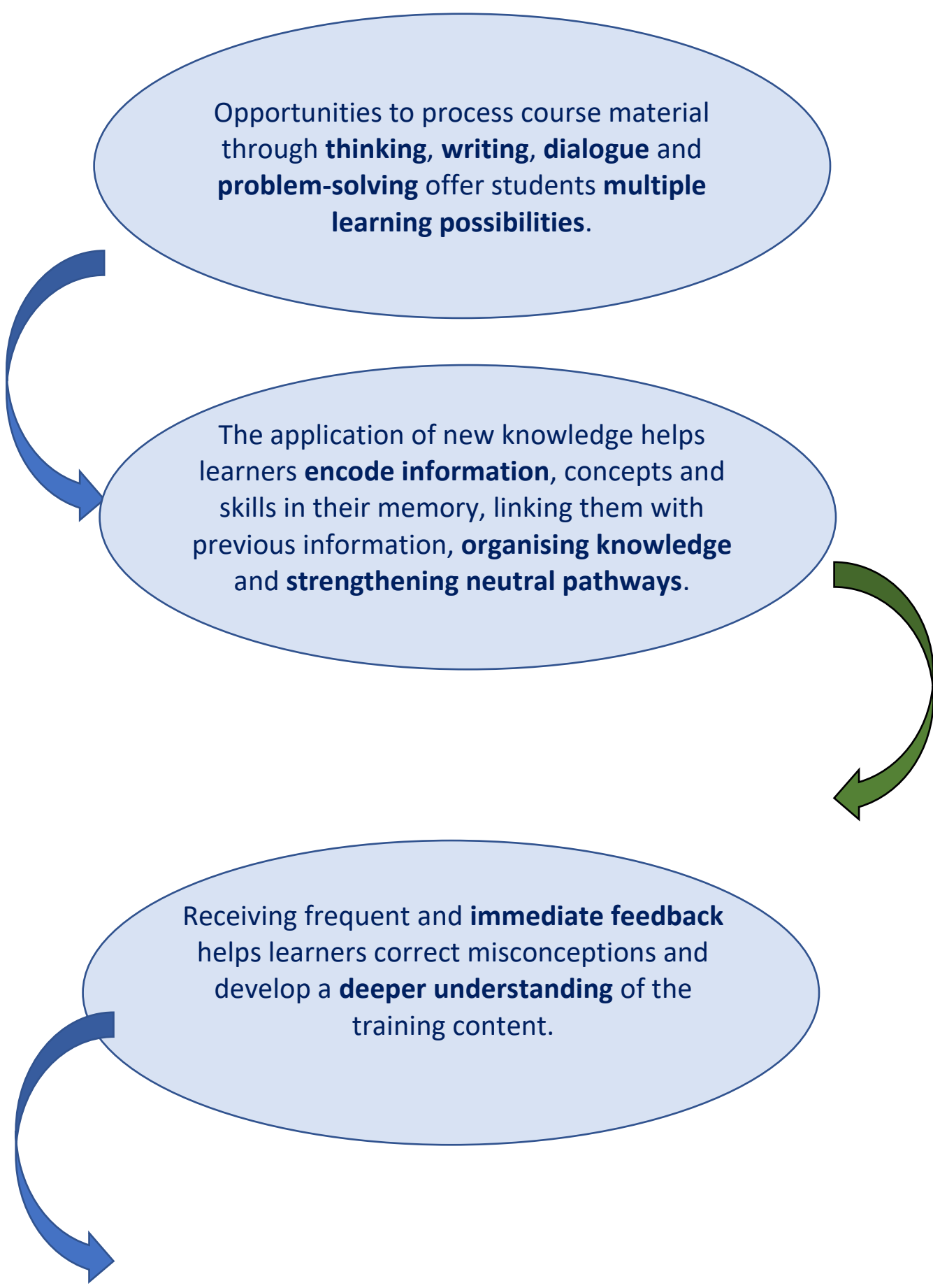
Encouraging active learning helps the learners obtain higher grades due to their **increased skills** and **understanding**. Since active learning encourages students to take a **central role** in their own learning, it better prepares them for both higher education and the world of work.

Active learning
is intellectually
interesting



An active learning approach encourages all learners to stay **focused on learning**, which often makes them more enthusiastic about studying.

ADDED VALUE OF ACTIVE TRAINING



Opportunities to process course material through **thinking, writing, dialogue** and **problem-solving** offer students **multiple learning possibilities**.

The application of new knowledge helps learners **encode information**, concepts and skills in their memory, linking them with previous information, **organising knowledge** and **strengthening neural pathways**.

Receiving frequent and **immediate feedback** helps learners correct misconceptions and develop a **deeper understanding** of the training content.

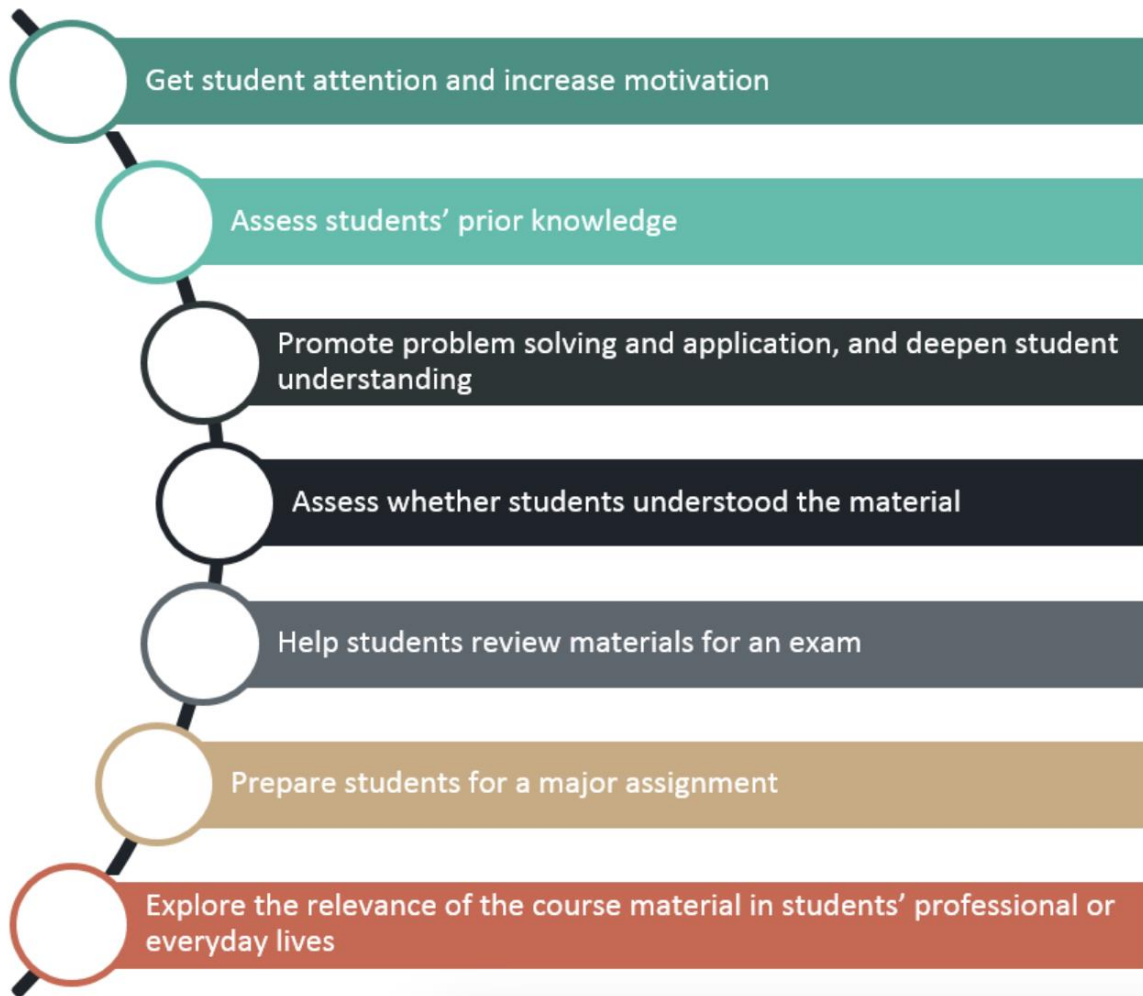
Working on activities helps create **personal connections** with the material, increasing learners' motivation to learn.

Regular interaction with the facilitator and peers around shared activities and goals contributes to a **sense of community** in the learning environment.

Educators can gain **greater insight** into learners' thinking by observing and talking to them as they work.

INCO

Activ



DELIVER TRAINING COURSE

Involve learners in the training process

Anyone who has participated in corporate training courses has learnt that, to be successful, training must be engaging. When people like what they do and find the inner motivation to do it, they are more likely to concentrate and invest time.

As corporate trainers, you need to know how to increase employee engagement and how to keep their attention. Learner engagement measures their participation in training. Engaged learners actively participate in training, they do so willingly, they do not regret having to devote time and effort to it. In short, they have an internal motivation to participate in training. Engaged learners successfully complete their tasks, participate in discussions and produce good results.

Many believe that training is engaging if it is humorous. Of course, everyone likes to have fun and humour can improve retention of new knowledge, but this does not mean that it is sufficient to engage learners.

Although there is no one-size-fits-all approach to successful engagement, there are several strategies that can put your learning and development department on the road to success in engaging learners participating in formal training programmes. Here is a roadmap for learning how to engage audiences in training:

Learning culture → a strong learning culture significantly increases business impact;

Engaging content → start with creativity, make the programme interactive and ensure that it clearly communicates key concepts;

Accessible opportunities → beyond logistics, the content itself needs to be delivered in a way that is accessible to all;

Reinforcement plan → make sure the programme has a plan to reinforce the knowledge or skills learnt beyond the classroom;

Needs-based approach → it is necessary to understand the learners' competencies and needs, as well as the organisation's objectives, to ensure alignment of both.

To make training more engaging for employees in your organisation, trainer can:

- Analyse the needs and skills of the participants and identify gaps;
- Explain why they should participate in the training and how it will help them in their daily tasks;
- Recognise their participation in the training;
- Customise the training courses in order to be creative with the content;

- Use online courses, gamification, blended learning, mobile learning and social learning to make the process as beneficial as possible;
- Use forums and social media to create communication channels for learners to express and share their thoughts and opinions;
- Make training active so that learners are not bored;
- Add stimulating questions to challenge participants;
- Allow participants to make mistakes and fail, but give them the opportunity to resume the course;
- Create a learning experience, not just a learning course.

Create a positive and stimulating environment

The learning environment refers to the different physical places, contexts and cultures in which learners learn. Trainers must strive to create a positive learning environment with learners. A positive learning environment makes trainees feel safe and valued. It will help them experience learning as something positive and valuable. A positive learning environment also encourages trainees to open up to others and fosters team-building and other social skills. When creating a positive learning environment it is important to consider both the material learning environment and the learning climate.

MATERIAL LEARNING ENVIRONMENT

The material environment refers to all **physical factors** associated with the training venue. If training is conducted in a hybrid or mixed mode, it includes the learner's physical environment and the virtual learning space. It is the task of the course provider to ensure adequate classrooms for their training courses. It is also advisable for the trainer to check before the start of the course that everything is available and functional.

LEARNING CLIMATE

Besides the physical space, learning is also strongly influenced by the learning climate. This is the prevailing **mood, attitudes, norms** and **tone** in the classroom. A positive learning climate will foster a healthy coexistence between the trainees and the trainer, promoting positive relationships and improving the participation and motivation of trainees.

A good orientation model for implementing a positive learning climate is Martin Seligman's PERMA Model (Flourish, a new vision of happiness by Martin Seligman). PERMA identifies five elements:

- Positive emotions;
- Engagement;
- positive Relationships;
- Meaning;
- Accomplishment.

Positive emotions can be increased through gratitude activities, e.g. by writing down the good things that happened recently that caused positive emotions.

Engagement is achieved by encouraging learners to focus on the present moment and facilitating moments of flow, a state of intense concentration on the task at hand e.g. discussions, creative exercises or challenges.

Positive relationships between trainees can be facilitated through ice-breaking and regular exercises of team building.

Meaning for the trainee can be achieved by making them aware of their own values and strengths character strengths. Wherever possible, the trainer can create a powerful narrative in which the trainee is the protagonist and the trainer his/her guide.

All these elements come together to form the concept of personal well-being.

Focus on learners: how to improve soft skills and managerial competences

Hard skills are the job-specific skills and knowledge we all need to perform a job, which can be acquired and improved through education and training programmes. They are typically quantifiable skills that can be easily defined and evaluated.

Soft skills, on the contrary, are defined as a large group of intra- and inter-personal characteristics of self-knowledge, self-management, attitude, disposition and personality necessary for personal well-being and, consequently, for success at work.

The classification of soft skills varies. However, there is no single list of soft skills but common elements can be found, namely that soft skills are divided into three main groups:

→ **Personal skills:** learning ability, stress tolerance, work ethic, self-awareness, commitment, life balance, creativity and innovation.

→ **Social skills:** communication, teamwork, networking, negotiation, conflict management, leadership, adaptability to cultures.

→ **Content/methodological skills:** i.e. customer/user orientation, continuous improvement, adaptability to change, results, analytical and decision-making skills, management skills, research and information management (Five, 2016).

Recently, companies have been looking for employees with soft skills. Many studies and surveys have highlighted a problem in the labour market, pointing to a skills shortage among employees, especially in the case of the younger generations. Entrepreneurs often face difficulties in their careers, especially at the beginning, so it is essential to keep in mind that soft-skills are as important as knowledge.

Finally, a trainer should handle different situations that require the best of his or her soft skills.

Soft skills and their importance in the corporate world are defined below:

→ Self-knowledge

Self-knowledge is the state in which a person is deeply aware of his or her personality at all levels: strengths and weaknesses, passions and motivations, traumas, limitations, fears and dreams, mechanisms and tools, etc. In addition to recognising one's personal characteristics, a person who knows oneself well will continue to have an introspective attitude to balance one's strengths and weaknesses and pursue the best version of oneself.

TIP

Introspection is the main key. It is important to be able to look inside oneself and to observe without judging. To be aware of one's strengths and weaknesses in order to be prepared in advance to face challenges.

→ Self-confidence

Self-confidence is the state in which a person accepts all the characteristics discovered by self-knowledge, feels right with both her strengths and weaknesses.

A person with self-confidence is able to take care of and value themselves independently of the evaluations of others and places themselves in first place without being selfish.

TIP

As trainers and especially when dealing with entrepreneurs, it is important that failure or difficulties should not affect their self-confidence. They need to be confident and aware that nobody is perfect.

→ Trust

Trust is a feeling of confidence and belief in oneself. A self-confident person is proud of what of who he is, does not feel inferior or superior to others and sees himself on the same level as others.

This type of person encourages people to do things and uses language that is gentle and encouraging towards him/herself. In the case of entrepreneurs, it is very important that they are confident in their business ideas and are willing to work for it.

TIP

As a trainer, it is important to be able to convey confidence to learners so that they feel in a safe environment.

→ Emotional awareness

Emotional awareness is the ability to recognise, identify, accept and understand our emotions, moment by moment, without judging them.

The workplace will certainly host different types of situations with different types of people and the ability to be aware of our emotions will be an important skill to better manage and understand circumstances.

TIP

It is crucial to identify and analyse why and how differently we feel that way. This will help to manage and prevent unwanted emotional responses. Self-analysis is essential.

→ Emotional regulation

Emotional regulation is the ability to manage emotions, the ability with which a person deals with, channels and controls emotions in an efficient and beneficial way for themselves and those around them.

In the workplace, the regulation of certain emotions is crucial, for example in the case of anger, frustration or sadness. The reactions a person may have to these emotions can have consequences for his or her career.

TIP

It is essential to be able to remain objective and not let emotions control us. As a trainer it is important to maintain a professional attitude even if we are going through a very emotional experience (positive or negative).

→ Emotional intelligence

Emotional intelligence is the ability with which a person notices and accepts all emotions and impulses, understanding how they influence his or her thinking and responses and is able to manage them. Emotional intelligence is therefore the sum of emotional awareness and emotional regulation.

The workplace is a place full of social interactions between superiors, colleagues, customers, partners and so on, where emotional intelligence plays a crucial role in the well-being of the employee and his or her team.

TIP

Identifying, recognising, controlling and managing emotions is crucial, not only in the personal but also in the professional domain.

→ Teamwork

Teamwork skills comprise the set of interactive, interpersonal, problem-solving and communication skills necessary for a group of people working on a common task, to achieve a common goal whose results are superior to those achievable by a single person working independently. Teamwork is about being able to operate smoothly and efficiently within a group, being adaptable and flexible. Today, the corporate world demands of its employees that they often work in teams. Therefore, it is necessary to be able to adapt to the way team work is done. Even if a person is very good at working alone, if he or she is not able to work in a team, this will have a negative impact on his or her career. On the other hand, a good ability to work in group can have a very positive impact.

TIP

Communicate with others ask for feedback, mobilise others, be assertive, deliver work on time, do not criticise, help others and ask for help if needed.
As a trainer, encourage them to work in a team.

→ Communication

Communicating means interacting with others, both verbally and non-verbally, through gestures, body language and the actions themselves.

Good communication is the ability to identify and use the appropriate resources needed at specific moments: words, expressions, intonation, voice modulation.

In the workplace, a person will need to communicate all the time, and whether the communication is effective and appropriate or not will have consequences, especially if the message is important or urgent.

TIP

Communication needs to be adapted to the situation and in particular to the addressee. As a trainer, a preliminary analysis of your target will help you find a suitable strategy.

respects others.

It is a necessary skill in the workplace, because the person will have to clearly state their needs and beliefs in various situations.

For example, assertiveness is indispensable when negotiating, expressing an opinion on something in the company or talking to superiors. In the case of entrepreneurs, they need to be assertive in the beginning and be able to defend their idea.

TIP

As a trainer, assertiveness is essential, but one should always keep in mind that being assertive is also about respecting others.

→ Social skills

Social skills are a set of naturally learned behaviours that enable a person to induce socially accepted situations when communicating with others.

In the corporate world, communication, assertiveness and teamwork skills are particularly important, as they will definitely have an impact on one's career, whether used positively or negatively.

TIP

As a trainer, social skills also facilitate the delivery of training. However, remember to set a line and always keep in mind your role.

Make the training a personal learning experience – impact of training course on trainers

TRAINER AS A LEADER

The trainer, being a leader, is an expert in managing the group and stimulating its development. The members of the group usually recognise his/her professional competence and this makes it easier to establish norms that are important for successful training management. His/her position as an expert not only allows him/her to set certain rules of behaviour, allows him/her to intervene (or not to intervene) to guide participants to respect the rules (directly or indirectly).

It is therefore not possible to say how and with what tools or contents the trainer can concretely assume this important leadership role.

To succeed in assuming the role of leader, the trainer should be able to combine a genuine and credible style with his theoretical (and practical) knowledge about groups and their development. A further role of the trainer is to be a role model. A characteristic aspect of training is that it requires the experimentation and development of new attitudes and behaviour. The trainer as leader, by demonstrating that such elements are safe and adoptable, can be a model for their introduction. Several experiments show that members of a group modify their behaviour through observation and imitation of the trainer.

The fact that the trainer represents a model does not mean that group members need the image of an infallible leader. On the contrary, they need a realistic image, which also reflects weaknesses, but with awareness, self-esteem and self-confidence. It is precisely self-confidence that can help the trainer to become a role model and set standards with his behaviour.

There are different opinions and beliefs, based on experience, about the personal characteristics that can be considered positive for a trainer:

→ **SPONTANEITY:** a good leader is spontaneous, quick to respond, natural and immediate;

→ **CONFIDENCE:** the trainer should first have confidence in himself, then in the group. Spontaneity does not work without self-confidence. Having self-confidence requires courage and the ability to cope with the unexpected without despairing. Confidence in the group, on the other hand, is what makes working with participants possible;

→ **STYLE:** in many cases the leader needs to be good at giving instructions, handling reactions and reactions and explanations, in explaining to the group what they want done. He/she needs to be good at manage conflicts and have to communicate his/her opinion in a credible way;

→ **FALLIBILITY:** a trainer/leader can also make mistakes. He/she should therefore allow the group to present them and correct them. He/she should not think of it as a failure, on the contrary, and above all, he or she should not lose his or her legitimate position as a leader.

A leader is not the main protagonist of training. He/she defines the skills to be acquired, plans the training, manages the course of work and helps the participants, but what is most important is what the participants learn by working together.

In any case, the trainer must be responsible for ensuring that the activities he/she is carrying out with the group coincide with his/her possibilities.

group coincide with his possibilities and capabilities. This is the only way to be credible and to be a good trainer.

A trainer needs to constantly update in order to keep his skills and his knowledge, experience is not enough. Other important characteristics and ways of behaviour of the trainer will be presented below:

Qualities of a good trainer

- Competence
- Credibility
- Method
- Ability to enjoy
- Knowledge of objectives
- Engaging
- Passion
- Desire to improve
- Making together
- Creativity
- Observation
- Analytical skills
- Availability
- Aware of the limits of one's trade
- Intellectual honesty
- Preparedness

MODULE 1

Social enterprises, management and operation

The module aims to provide social entrepreneurs with a general knowledge of what a social enterprise is in Europe, exploring its definition and history.

The module offers new social entrepreneurs the opportunity to learn more about Benefit Societies and B-Corp certification.

Through an analysis of social enterprise legislation in European countries, this module aims to ensure the perception of different types of social enterprises in Europe.

LEARNING OUTCOMES

SKILLS

Being able to understand what a social enterprise makes

Being able to understand the difference between Benefit Corporations

Being able to get a B.Corp certificate

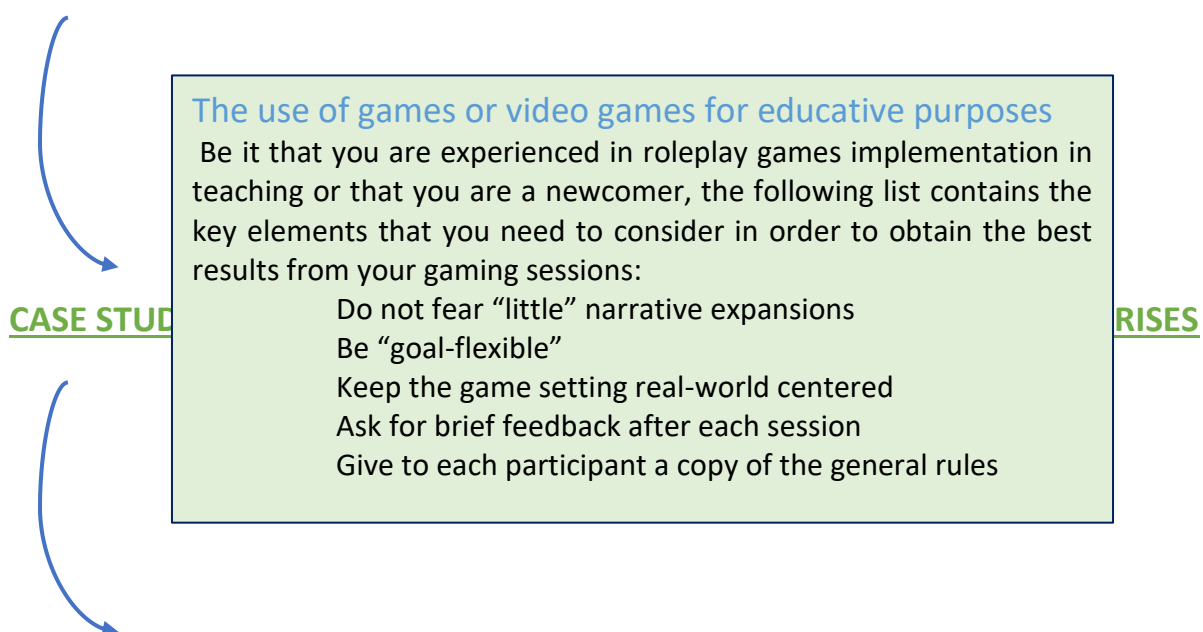
Knowing the requirement essential for the creation of the social and economic dimension

Knowing how to create a multi-stakeholder system

Knowing how to use the European legislative system

LEARNING ACTIVITIES BASED ON AT

ROLEPLAY - GAMIFICATION



A social enterprise, called "SustainCo," was founded in a low-income community to address the lack of access to fresh produce. The founders of SustainCo realized that the community lacked grocery stores and supermarkets, and most residents had to rely on processed and packaged foods, leading to health problems.

SustainCo decided to set up a community garden where residents could grow their own produce. They also created a farmers' market where residents could sell their excess produce to each other. To fund the project, SustainCo applied for grants and received donations from the local community.

Despite its success, SustainCo faced several challenges. The biggest challenge was the lack of funding. Grants and donations were not enough to sustain the project in the long run. SustainCo had to come up with a sustainable business model that would generate revenue.

To overcome this challenge, SustainCo started offering gardening classes to residents for a fee. They also started selling their produce to local restaurants and grocery stores, generating revenue that could be reinvested in the community garden.

Discussion Questions:

What are some of the challenges faced by social enterprises, and how can they be overcome?

What are some of the advantages of using a social enterprise model to address community issues?

How can social enterprises contribute to economic development in a community?

Reflection Activity:

In groups, the interns will discuss what they learned from the case study and the group discussion. They will also reflect on how they can apply the lessons learned to their future careers.

MODULE 2

Creating the strategic plan and building a finance function for early-stage enterprises: need analysis, financial planning, and management

This module aims to provide social entrepreneurs with the skills to create a business plan and manage financial processes also through innovative and digital tools.

The ability to understand the concept of planning a strategy and financial resources to be allocated according to previously established objectives through an innovative management model is the criterion against which the skills will be acquired by entrepreneurs.

LEARNING OUTCOMES

SKILLS

To define and focus on business ideas, strategies and vision

Identify potential pitfalls as well as strengths

Planning strategies in both the short and long term

To acquire a concrete entrepreneurial vision that can guarantee the success of the social enterprise

Plan strategically the necessary financial resources for the enterprise

Market and feasibility analysis

Adapt to changing situations of the social enterprise and the context in which it operates through problem

LEARNING ACTIVITIES BASED ON AT

BUZZ GROUPS



Buzz groups are short discussions that are done in pairs or groups of three people at the most. They are called buzz groups because, as participants start talking, they will generate a buzzing noise in the class with their chat.

Ask your participants a question; ask them to solve a problem or to agree on a definition.

Other good types of questions for buzz groups include asking participants to find similarities and differences between concepts; discussing pros and cons or discussing the participants' opinions on something. The question needs to be simple and to the point. Write the question somewhere where the participants can easily see it, such as on a board, a ppt slides, or a handout. Buzz groups are best when they are kept short, so give your participants up to 5 minutes and try to limit it to that timeframe.

At the end, ask each pair to report their answers to the rest of the class and then you summarize them.

LEADER'S VIEW



This exercise is designed to encourage students to think carefully about their current views on leadership and to stimulate their interest in enhancing their managerial skills.

The teacher asks students to complete a questionnaire, either in class or before coming to class, and facilitates a class discussion on the questions.

The questionnaire will cover questions such as:

- Who do you draw inspiration from as an ideal leader and why?
- What's your leadership style?
- How do you motivate a team?
- How do you delegate tasks?
- How do you evaluate the capabilities of a new team member?

MODULE 3

Financing the social enterprise

This module delves into cash flow cycles and the resulting financing needs, exploring the different sources of funding you can draw on to meet them. It examines the financing strategy and some of the issues that are worth addressing to ensure that it best serves to support the enterprise.

LEARNING OUTCOMES

SKILLS

Being able to differentiate and plan short term and long-term business and cash needs

Ability to analyse and manage the internal sources of finance of the business

Ability to analyse and manage the external sources of finance of the business

Ability to predict and manage relationships and processes to positively affect the sources of finance

Plan strategically the necessary financial resources for the enterprise

Skills required to manage sources of conflict and crisis

LEARNING ACTIVITIES BASED ON AT

DIAGRAMMING WITH CARDS



Diagramming the process and financial / other documents needed in order to apply for external finances.


Trainees will be given a number of activity / action cards that need to be put in order of priority where appropriate and depending on the source of finance. Trainees are put into groups of 3, and each are asked to place the cards in order of priority and appropriateness in respect of sourcing capital through:

- a Bank loan or overdraft
- Issue of a bond on the capital market
- applying for a grant
- requesting crowdfunding

The cards, to be given at random, are:

- create business plan
- establish 5-year cash flow forecast
- carry out feasibility study on investment being considered
- contact business advisor / accountant
- contact the Bank lending office
- contact the stockbroker/ sponsor
- prepare statement of assets and liabilities
- identify potential sources of security / guarantors
- Create prospectus / offering document
- carry out stress test on loan interest rate options / variability
- obtain a tax compliance certificate
- Create a risk profile
- identify social proof of the project
- identify possible rewards for investors
- Property valuation (if used as security)
- Create a succession plan for the enterprise
- Create an enterprise organigram
- Carry out a stock take / debtor assessment

CASE STUDY - FUNNYBEAUTY



Funnybeauty is a social enterprise collecting fruits and vegetables noncompliant with traditional retail (too big, strange looking), direct from farmers, and reselling them to consumers in weekly boxes. They reached breakeven last year and are now making benefits.

The team has an opportunity to develop towards local communities (schools, local public services and the like) which would represent a growth of 30% in their turnover by year 1.

They estimated at 80ke the level of investment they need to secure to be able to serve this market (ebikes, a truck, new premises to rent and adapt and move to) - operational expenses such as new hires set aside.

MODULE 4

Social Entrepreneurship and Business Ethics: approaches and best practices

This module explores the concept of social entrepreneurship and business ethics. Modern companies and organizations seem increasingly concerned about the 'moral' or 'ethical' imprint of their brand, as this can significantly influence brand recognition, brand loyalty, brand image, as well as sales and revenue streams. In addition, companies and organizations that do not describe themselves as 'social enterprises' may also be interested and eager to explore a more sustainable and ethical business model, accompanied by business practices and policies with similar issues. In these cases, Corporate Social Responsibility offers a range of tools and options that can motivate companies and organizations to greater engagement with the local and wider community, as well as greater visibility, sustainability and long-term growth.

LEARNING OUTCOMES

SKILLS

Know the characteristics of a social entrepreneur and how this structure can be created and exist in a sustainable manner within the framework for Social Entrepreneurship in the partner countries

Create a Business Ethics strategic policy and to present Business Ethics best practices as part of a policy document

Create a Corporate Social Responsibility strategy, and

LEARNING ACTIVITIES BASED ON AT

GROUP DISCUSSION & ROLE PLAY



Theme: Convince your supervisor/manager/director that business ethics can help in advancing the enterprise/company.

In this active training activity the facilitator encourages the trainees to consider the case of business ethics and to reflect on concrete examples and arguments of how following a path of integrity and ethics can be good for an enterprise/company.

The facilitator divides the trainees into small groups (2-4 per group) and asks them to discuss and brainstorm on how following an ethical business path can be positive for an enterprise/company. The trainees should also be encouraged to think of possible consequences for lack of ethics in business. To further unpack and develop their brainstormed ideas and

GROUP DISCUSSION & ACTION PLANS



Task: to create a CSR policy document that can be used as the social enterprise to be the guide that governs its CSR initiatives for the next 5 years.

Brain storm the various initiatives that can be included in the organisation's CSR policy, by addressing the following key areas:

Profitability/ liquidity

realistic targets that will ensure that the organisation remains profitable/viable

identify key activities that are sources of finance

FACILITATION TIPS

Training online

In the globalized and hyper-connected world in which we live, new technologies and devices This is also the case in education, where a wide range of teaching possibilities have arisen. Digital devices can be used as a support tool for teaching, in order to enrich the method of education. Modern education is increasingly incorporating online elements. The recent closure of educational institutions due to the pandemic have accelerated this trend. As a result, learners and trainees have needed to develop their digital skills in order to succeed. Online learning can increase motivation, make lessons more interactive and facilitate effective self-study. However, these new methodologies require new competences and skills and current trainers may be unfamiliar with them.

Tips to improve online training

- Record lessons, when possible
- Shorten presentations
- Search for free resource
- Collect feedback from learners
- Priorities personal contacts

Training in presence

Face-to-face training has come to a standstill due to the Covid-19 pandemic. However, there is a revival of this mode of training as this method, with decades of consolidation over time, continues to offer numerous advantages. The first, and perhaps the most obvious, is the human contact between trainer and learner. The skills of a good trainer mean that the presence of a physical

person, their timbre of voice and gestures allow for more effective and stimulating communication, as well as easier memory of the information transmitted. Another positive aspect is the possibility to interact with the trainer by asking questions during the lesson. This makes the involvement of learners greater than in an online training course.

Tips to improve in presence training

Have a detailed project to follow
Preparing effective slide to prevent learners from losing attention by just listening
Care for communication techniques

Use of e-learning platform

The rise of online learning is particularly beneficial for international training courses. By connecting via the Internet, physical distance is no longer a limiting factor for education and training. Moreover, interactive online content allows learners to learn at their own pace, often without the need for a teacher or trainer to be present. This concept has led to the development of large-scale open online courses (MOOCs), which can be accessed by anyone with an Internet connection.

ADVANTAGES AND DISADVANTAGES OF ONLINE TRAINING

ADVANTAGES	DISADVANTAGES

Allows greater flexibility for trainee's schedule training	The lack of social interactions can reduce group building and bonding between trainees, making it more difficult for the trainer assess the trainees' emotional state and psychological well-being and may leave trainees feeling isolated and demotivated.
Trainee's knowledge and progress can be quickly assessed progress	Learning can be content-heavy and less engaging for trainees. Working in pairs and of groups are more restrictive.
Reduces administrative and travel costs for both trainees and training providers.	Problems with technology and ICT skills may prevent trainees from fully participating.
The number of apprentices who can access training can easily be increased.	It requires students to be disciplined and self-motivated.

Online tools examples

[Padlet](#)

[Neatboard.me](#)

[Wakelet](#)

[Linoit.com](#)