WISE

Women Inclusion Through Social Enterprise

EUROPEAN TRAINING MODULE

What are **Social Enterprises** and why do they enable women to develop their own labour market opportunities

Co-funded by the Erasmus+ Programme of the European Union

Nº 2019-1-UK01-KA204-061876

MODULO DI FORMAZIONE EUROPEA

What are **social enterprises** and why they enable women to develop their opportunities in the job market

INTRODUZIONE

The **WISE – Women Inclusion through Social Enterprise p**roject aims to create leadership opportunities for women in the field of social entrepreneurship and to tackle gender-based segregation in the work environment in order to improve equality. The project targets Adult Educators, Women from marginalized groups aspiring to become social entrepreneurs and Women business leaders of Social Enterprises in the role of Mentors.

The project is co-funded by the Erasmus+ programme of the European Union and is implemented by a consortium of six partner organizations:
MEH – Merseyside Expanding Horizon (UK): www.expandinghorizons.co.uk
GRDR – Migration-Citoyenneté-Développement (France): www.grdr.org
Magenta Consultoria (Spain): www.magentaconsultoria.com
CIK Trebnje (Slovenia): www.ciktrebnje.si
ANUP-I (Romania): www.anupinternational-dalles.ro
Promimpresa Società Benefit (Italy): www.promimpresa.it/euprojects

All partners have contributed to the creation of the "**European Training Module - What are Social Enterprises and why do they enable women to develop their own labour market opportunities"**,

adopting a co-production approach and directly involving the targeted groups and incorporating their input into the development process. The course curriculum is aimed at Adult Educators, Trainers, Job Counsellor, Facilitators and Professionals who support Women, especially those from marginalised groups, to develop employment-related skills, access labour market opportunities, overcome barriers to inclusion or develop enterprise ventures.

In its entirety, the course is composed of 3 modules:
1) Understanding Social Enterprise
2) Supporting women from marginalised groups to develop their Social Enterprise idea in the real world
3) Toolkit of effective Business Planning Techniques

This output is a collection of various activities and tools, presented in a brief and visual format.
The goal is to enable Educators to cherry-pick different actions and methods in order to autonomously build their own personalised course, tailored to the needs of their learners and based on the WISE model.

More detailed and narrative descriptions of the course and its activities, as well as suggestions for its implementation can be found in the Step by Step Guide and WISE Course Manual for Adult Educators, freely available in all partner languages from wise-project.webnode.es.

EUROPEAN TRAINING MODULE

What are **Social Enterprises** and why do they enable women to develop their own labour market opportunities

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MODULE 1

UNDERSTANDING SOCIAL ENTERPRISE

1.1 Introduction and ice-breakers

1.2 Brainstorming and open discussion

1.3 Sharing a common definition

1.4 Different forms of social enterprise

1.5 Experiences from women in social enterprise

1.6 Mind map

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1.1 INTRODUCTION AND ICE-BREAKERS

45 minutes

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Format

In person or online group activity

Method

Oral presentation, image-based ice-breaker.

Materials

“Dixit” game or printouts of other images; board or flipchart; paper and pens; chronometer. If online: images to share on the screen; shared board.

Main aim

Introducing the **WISE** project, the **training module** (content, sequences, objectives, etc.) and creating an open **environment** for working and learning.

Specific Objectives

Participants:

- are informed, motivated and aware of their commitment in integrating this training process;
- feel secure in the group, free to share their opinions and they are caring for each other.

Description

Warm welcome of the participants.

PPT presentation of the project, the partners and various resources on the topic can be displayed.
Self-service tea/coffee can be offered.
(15 min before starting)

a. Initial stage: Presentation of the project, the objectives and the framework of the session (duration, type of activities, role of the facilitators (with a timekeeper), rules for regulating the group, watchwords, etc.). (15 min.)

b. Main stage: “Dixit” ice-breaker:

- Each participant chooses a card that represents a woman entrepreneur. (5 mins)

- Round table = each participant:
  1. introduces herself (name, age, background, etc.)
  2. describes her card and explains why she thinks it represents a woman entrepreneur. If possible, project the cards (previously digitized) and write the key words on the board.
  3. specifies its expectations and needs. The facilitator writes them down and leaves them on display. **(20 mins)**

c. Final stage: free exchanges between participants, questions, remarks before starting the next activity. **(5 min)**

d. Summary of the activity: the facilitator allows all participants to introduce and express themselves and reminds the watchwords in order to continue the session in good conditions.

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1.2 BRAINSTORMING AND OPEN DISCUSSION

35 minutes

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Format

Group activity:
In person for the moving debate or online for the colored debate

Method

Moving debate or colored debate, depending on format on Social Entrepreneurship's main topics

Materials

Questions handbook on SE/SSE - Board to write keywords - Colored card in case of colored debate, three per person

Main aim

Reveal the beliefs of each woman on social entrepreneurship.

Specific Objectives

Participants:

- Compare women's point of views on social entrepreneurship;
- Are able to justify and explain their choices;
- Share their doubts, questions and knowledge on social entrepreneurship.

Description

- **For the moving debate**

Put a neutral point in the middle of the room and fix for instance on the left 'I do agree' and on the right 'I do not agree'. The facilitator say 1 sentence and then participants move in the room to a point that represents their opinion. (For instance, I agree more or less with the sentence so I will go to a point between the neutral point and the left). Between each sentence, the facilitator will ask every participants why did they go to this point and what do they think.

Repeat the action 5 times for each sentence. (6 sentences in all) 5 minutes for each sentence.

Write on the board the main ideas that will be said during the debate.

Finally, with the words written on the board sum up the debate in 5 minutes.

- **For the colored debate, if it is not possible to move in the room because of health regulations.**

Give three cards to each participant (one red, one yellow and one green).

Yellow card = neutral point/maybe or I don't know
Red card = I do not agree
Green card = I do agree

Like for the moving debate, the facilitator say one sentence on social entrepreneurship and then participants put one card up to answer. Between each sentence, the facilitator will ask every participants why did they chose this card and what do they think.

Repeat the action 5 times for each sentence. (6 sentences in all) **5 minutes** for each sentence.
Write on the board the main ideas that will be said during the debate.
Conclude the same way as for the moving debate.

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1.3 SHARING A COMMON DEFINITION

60 minutes

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Format

In person or online, group activity

Method

« Métaplan » or « Post-it method »

Materials

Large sheets of paper, post-it, pens.
Virtual tools: Jamboard, or www.postit.colibris-outilslibres.org

Main aim

Ensure that participants have a common and shared vision of social entrepreneurship, the practices it promotes and its goals.

Specific Objectives

- To take into account each participant's vision of social entrepreneurship;
- Agreeing on a common working basis.

Description

- Form two groups (or more depending on the number of participants)
- Each participant writes on post-its the elements that define in her mind social entrepreneurship and then presents them to her group (one idea = one post-it)

20 minutes

- -Pooling : the two groups get together, form categories with all their post-it and name them –

20 minutes

- Debate / discussion : the group agrees on key aspects of each category to arrive at its own definition of social entrepreneurship

20 minutes (the trainer can add or lead the reflection on aspects not mentioned).

Evaluation

In the evaluation at the end of the session, ask participants if the definition of "social entrepreneurship" is clear to them and illustrate it by citing 3 most important aspects.

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1.4 DIFFERENT FORMS OF SOCIAL ENTERPRISE

1.5 hours

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Format

In person or online

Method

Oral presentation by the facilitator (explanation of the theoretical content).
Combination of different techniques (brainstorming, group discussion and revision) in the practical workshop.

Materials

A projector
A flipchart, paper and pens (during the group discussion.)

Main aim

Specific Objectives

Participants will be:

1. learning and remembering the different types of Social Enterprises
2. understanding the differences between the models of SE presented
3. implementing the knowledge learned into a practical workshop.

Description

a. Initial stage.
The group is presented with a PowerPoint containing all the theoretical content about Social Enterprises, the different types existing and all their variations. Only a projector and some paper in case participants want to take some notes will be needed.
(30 mins)

b. Main stage.
At this stage, the group is divided into smaller groups. Each group will have to choose one model of SE and create their own, developing a name, a social goal, etc. A flipchart, paper, pens and post-its may be needed during the creation process.
(30 mins)

c. Final stage.
All the groups will have to present their own Social Enterprise to the others, going through the name and goals they chose, why they took these decisions, explaining the specific characteristics of that model, etc. They can present their model as they like (just by words, using the flipchart, recreating a play…)
(20 mins)

d. Summary of the activity.
The facilitator, along with the group, will go over the different models of Social Enterprises to end the session with a brief summary about each model.
(10 mins)

Evaluation

I AM ABLE TO	VERY GOOD	GOOD	SUFFICIENT	POOR
Understand what is a social enterprise and the different models that exist				
Put into practice the skills needed to set up a social enterprise in the specific model I'm interested in				
Integrate the new knowledge into my every day work from now on				
	Congratulations! You can be really proud of yourself	Bravo! It's really good, but you can always improve!	You are on the right track. You need to work a little bit harder!	You are capable of doing much more. Keep trying and see how good you'll feel when you don't have to cross this section!

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1.5 EXPERIENCES FROM WOMEN IN SOCIAL ENTERPRISE

60 minutes

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Format

In person or online. Group activity.

Method

Debate in small groups and group discussion

Materials

Paper, pens, the sheet with the testimonies, highlghters and post-its.

Main aim

Getting to know the experience and motivation both of women in social enterprise and of women who want to start their enterprise, at different national contexts

Specific Objectives

- To find relatable testimonies and find common aspects with own experience
- To find motivation and reflect on their own experience with the course
- To find similar situations in their life that could motivate starting their project
- To reflect on the potential barriers to overcome

Description

- Division into 2 groups (or more depending on the number of participants) and division of the testimonies among the groups (the number of experiencer per groups will depend on the number of groups)

(5 minutes)

- Each group highlights the aspects of the experiences they can relate the most to, and then, each participant writes down their own experience with the training so far

(20 minutes)

- Each participant will share with the rest their experience and the experience they relate the most to, and the one that inspires them the most to start their own path

(20 minutes)

- Group discussion about potential barriers for starting their project

(15 minutes)

Evaluation

Oral evaluation: at the end of the session, ask participants if they feel more motivated now to start their own project than before

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1.5 EXPERIENCES FROM WOMEN IN SOCIAL ENTERPRISE

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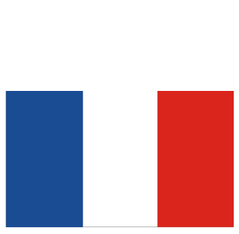
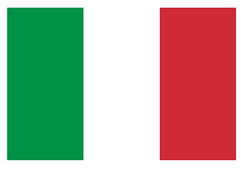
	Interviews (Adult Educators)	Focus Groups (aspiring entrepreneurs)
	The majority of the women interviewed (5 out of 6) had a social enterprise and share the values of the social and solidarity economy. All of their projects have been influenced by their personal experience: promoting African culture, empowering women, the upcycling brand, meeting the communication needs of associations, promoting the general interest, open access sewing, organic products from fair trade, promoting women's rights, equity...). In terms of feelings, they had very positive experiences and feel an autonomy that allows them to develop their own ideas. For these entrepreneurs, their project was built around their values.	This session was a great experience to meet other women involved in similar situations to theirs. Although they had previous knowledge on social enterprise, they see this kind of business as an unstructured form and not stable enough to make a living out of it. They see different obstacles in the process: finding funding, targeting clients, or making a decent living out of a social enterprise. For these women, they need first to create something that can support them, to then focus on their values.
	All the women interviewed during the process emphasise that their motivation to start their projects was to do something better for their community. Their hardest experience was dealing with bureaucracy and the very unclear legislative frame in the domain.	The women who participated in this session did not have any business (except for one), and they had no idea about what a social enterprise was. For that reason, this session served as an introduction and a debate on the topic. They had a discussion on different ideas of social business, debating which one was most suitable for each of them. From this, they came to the conclusion that an association for different agriculture products would be the most successful within their rural community.
	Although all the women had different backgrounds and life experiences, similarities can be found in their testimonies. Their main motivation was their need for independence and passion for their field of work. In the majority of the cases, their project was somehow connected to their previous working experience or their studies. The main obstacles they faced were bureaucracy, finding funds, and the general lack of support they encountered during the process.	Their main motivation was pursuing their dream job and establishing in their local area, trying to avoid moving to other cities. For those who were immigrants, there was also a desire of sharing some parts of their culture of origin. The main obstacles they see is, again, the bureaucracy to access entrepreneurship, the fear of not being taken serious, and not having enough economic resources.
	These women stated that their motive for starting their own business was to do something for themselves and for their community. All of them acknowledge that they had had support from external parts, and that they found a way to integrate their families into the business so they understand what they are going through, and they do not feel so alone in the process.	Adult educators are not really familiar with the term social enterprise, and those who did recognise that women are not sure about what the term entails, and that most of the times they don't have a clear vision of what they want to do. These adult educators recognise that educational programmes aimed at women entrepreneurs are too theoretical, but they lack the practical part.
	These women stated that their main motivation was their situation of unemployment, along with the desire of working in their area of expertise or passion. They all recognised that they felt the support from their environment, and that the main difficulties faced where the economic factor (funding) and the bureaucracy. Also, the lack of information about the process of starting their own company was also a great challenge.	Women leaders find the world of social entrepreneurship mainly positive, although many of them recognise the difficult process and the big challenges they faced. They also recognised the lack of training and programmes that promote this type of business, which make it even more difficult to access it. Adult educators recognise two main fears in the women that they work with: bureaucracy and economic factors. The risk of starting their own business is too high, and women may feel taken aback by it. They all recognise that there is a lack of training programmes oriented to this type of business in the actual society, which makes the process of these women more difficult, and also gender and all its components and consequences is not taken into account in these processes.

What we can conclude from the findings gathered in all the participating countries is that, in terms of women who want to start their own social business, financial issues are their main concern. This is the main issue that governments and counsellors should tackle, giving these women the necessary tools and knowledge to know how to properly proceed in their start-up process. In general, their initiative came from both the desire to keep on working on their field of experience, and also the desire to contribute to their community.

Those women who already have their business running also recognise that their main difficulty was the financial part, as they felt lost and without the appropriate knowledge to carry out the first steps. They would have liked more counselling on these regards. Also, the majority of them acknowledge the big support they had from their environment, which created a very good network where they felt comfortable enough to embark themselves in their new adventure, and they knew they could rely on these people in case they needed help.

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1.6 MiND MAP

60 minutes

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Format

In person or online. Group activity.

Method

Revision, brainstorming

Materials

Paper, pens, mind map template (can be displayed on Jamboard if done online)

Main aim

To create a mind map collecting the main concepts and ideas of **Module I**

Specific Objectives

- To reflect upon the content and activities done so far
- To evaluate gained knowledge about social enterprises
- To put in common the different inputs from every participant

Description

- Participants are given the template.
- They fill in the first questions through brainstorming and group discussion

(**20 minutes)**

- Participants go, commonly, through each of the content on the Module and reflect upon

1. Most basic concepts
2. Most useful knowledge

(20 minutes)

- Group discussion about how they will use the acquired knowledge when starting their own project. Everything is reflected in the template.

(20 minutes)

Evaluation

Oral evaluation based on a questionnaire

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MODULE 2

SUPPORTING WOMEN FROM MARGINALISED GROUPS TO DEVELOP THEIR SOCIAL ENTERPRISE IDEA IN THE REAL WORLD

2.1 Empowerment as a motiviational tool

2.2 Empowerment: 3 reflection exercises

2.3 Emotional intelligence

2.4 My social enterprise

2.5 Business plan check-list

2.6 The GROW Model

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2.1 EMPOWERMENT AS A MOTIVATIONAL TOOL

45 minutes

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Format

Group activity and individual setting.
In person at the beginning; online or in person after understanding and practicing.

Method

Group discussion and debate in small groups

Materials

Classroom; paper and pens.
A list of basic concepts, terms related to the theme of empowerment.

Main aim

The main aim of the concept of empowerment is to **increase** self-confidence to achieve goals and autonomy in decision-making.
Going through the material can also help you gain a better understanding of your inherent interests.

This is a strong tool to motivate women in taking decisions, as a basis for their personal development, both individually and collectively.

The material offers information about the techniques a woman may need to know in terms of: how to shape a business idea, how to find the power in herself to continue to define her strengths and how to face the obstacles, by avoiding them, not to kill them.

Specific Objectives

The outcome of this part of empowerment is:

- to remember the message: motivation to create a social business, not to abandon it and getting information on how to acquire the necessary competencies;
- to understand the mission and the vision of business idea: what are the values and the talent to achieve it;
- to have the necessary courage and knowledge to implement the idea, to go through the 5 steps of the idea of empowerment in order to put the idea into practice.

Description

- Presentation of PPT material (14 slides), containing the concept and the 5 steps of empowering with their characteristics

(**20 minutes)** presentation and content input

- The Matrix of needs and desires

(10 minutes) debates in small groups

- The Daisy of Possibilities

(15 minutes) debates in small groups

Evaluation

Oral evaluation based on a questionnaire

Sources

Professor Massimo Bruscaglioni on Self-empowerment.
For further reference: Risfor Network www.risfor.net

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2.1 EMPOWERMENT: 3 REFLECTION EXERCISES

35 minutes

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Format

Individual; online/or/in-person after the understanding and practicing of the concept of empowerment

Method

Self refelction exercise

Materials

Paper, pen. After going through the concept of empowerment and the first exercises i.e. Matrix of needs and desires and Daisy of possibilities.

Main aim

These are questions for .

Self-reflection is an ongoing process - you do it all the time, in all aspects of your life. You are likely not the same person you were some years ago, and will continue to develop all the time.
If you want to open a business the first step is to understand who you are and identify your interests, skills, competences and values. Engaging in self-reflection is critical because it enhances your ability to make informed, practical career decisions now and in the future.

These **3 reflexive exercises** are designed to help you to find out your vocational interests, talents , skills and competencies, as well as values and you will be invited to reflect on your experience and answer in each of the 3 reflexive exercises some questions.

Description

*Each of the 3 reflexive exercises needs about **35 minutes.***

Below you see a list of career values which might be important for you. Mark the values that are important for you in your career/job. You can mark as many values as you like.

- Expertise
- Quiet work environment
- Being the best
- Physical Challenge
- Hard challenges
- Self-development
- Traveling
- Adventure
- Arrange my own time
- Working under pressure
- Intellectual challenge
- Aiming for ideals
- Security and stability
- Creativity
- Knowledge development
- Working in nature
- Being precise in work
- Being successful
- Taking decisions
- Work according to my (religious) identity
- Variety and change
- Being independent
- Complicated challenges
- Artistic creativity
- Making enough money
- Working independently
- Status (standing)
- Managing others
- Honesty and justice
- Pleasure and happiness
- Cooperating with others
- Contribute something to society
- Making friends
- Helping others
- Time schedule of my own

Specific Objectives

- Personal Assessment and Goal Setting **(Knowing yourself)**
- Assessment of life situation – knowing personal aims, values and resources.

Evaluation

Empowerment – test

Sources

http://alumni.brandeis.edu/careers/search/reflection.html

www.e-mentoring.eu

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2.3 EMOTIONAL INTELLIGENCE

45 minutes

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Format

Online, in person or hybrid group activity/individual

Method

Brainstorming, group discussion, debate in small groups, revision

Materials

Paper, posts it , a room, pens..
A list of basic concepts, terms, closely related to the topic of the lesson.
A YouTube video explaining **Emotional Intelligence**

Main aim

- By going through this introduction into the concept of Emotional Intelligence you will have increased emotional self-awareness about your own emotions and their subconscious character.
- You will also gain an improved understanding about the abilities and weaknesses and biases in the way our brains work.
- You will also become more aware about the way you are processing information and making decisions. This level is also one of the most important foundations for increased self-confidence.

Description

- PPT about the Emotional Intelligence

(15 minutes)

- Video with the Metaphore of „ The Elephant and the rider” , 2-3 times of projection, followed by group discussion

(**15 minutes)**

Specific Objectives

Participants should acquire knowledge and skills in the aspect of:

1. Remembering the message of being motivated to dare in creating a social business and self-motivation through realising the power of internal motivators
2. Understanding the social dimension of the social entrepreneurship
3. implementation of the message by knowing the threaths , but also the opportunities, the way to choose for the business to put it into practice

Evaluation

Quiz : The Elephant and the rider- 15 minutes

Sources

YouTube for the video The Elephant and the Rider:

Are you curious to learn one of the most famous metaphors about motivation?
Please click here : https://www.youtube.com/wach?v=X9KP8uiGZTs

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2.4 MY SOCIAL ENTERPRENEURSHIP

60 minutes

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Format

Online, in person or hybrid group activity/individual

Method

- Finding different pictures from internet
- Designing collage of different photos and words
- Brainstorming
- Presentation

Materials

- Pens, paper, cut-outs and glue (if paper based)
- Online platform such as Paint, or Canva (if computer based)

Main aim

The scope of this exercise is to shape the business idea

Specific Objectives

- Write down your idea on paper
- Creating more complex an realistic ideas
- Promoting innovative thinking

Description

STEP1
In the middle (or on the top) of the paper write the name of your business (if you already have one, if not just write some main ideas).

STEP2
Around the name/ideas post/paste/crop/write or draw different pictures and words about your idea that you have in mind.

STEP3
Ask yourself, what would be your main goal? Where would you be located? What about finances-where would you get them, what kind support you already have, do you want to hire different workers?

Just put everything you have in your mind –even if all of these are just the ideas.
Everything you have in mind when you are thinking about you business idea.
(25 minutes)

Evaluation

Short Presentations of different ideas to others and discussing about different possibilities.

(10 minutes)

Sources

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2.5 BUSINESS PLAN CHECK-LIST

30 minutes

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Format

Online, in person or hybrid group activity/individual

Method

- Marking wits cross and writing notes
- Encourage Critical thinking

Materials

- Collage of photos from the Activity 1
- Sheet of Paper to make notes

Main aim

The scope of this exercise is to shape the business idea

Description

- Based on the previous activity, go through the following checklist and mark with cross which of the statement/activities you already established or thought about.
- In the column "NOTES" make a note if you need to think or need to do just a segment of the activity or if you just remembered something about the subject/topic.
- Your previous collage of photos can help you see, which of the segments you already covered with brainstorming

Specific Objectives

Finding out which of the main activities necessary to do when starting a business our participants have already done or just thought about and which they need to do next.

Evaluation

Short presentation of the results.

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2.5 BUSINESS PLAN CHECK-LIST

30 minutes

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I NEED	I HAVE ✓	NOTES
Innovative **Business idea**		
Search on internet for different information about starting up a business		
Visit local/regional spot for business counselling (getting more information and guidance)		
Data analysis – finding out what could be crucial for your business		
Get to know someone in the field of social entrepreneurship (exchanging experience, advice)		
Explain your family/closest friends what do you want to achieve and get their **support** – you will need it		
Define your **main goal** – what do you what to achieve, why do you want to start a business		
Define your biggest obstacles, fears		
What are you **biggest competences** – what would you do in your business? Are you competent enough or do you need some more education?		
Experience - do you have experience in running a business or do you need education or. Someone with good experience and knowledge		
Where would you get your finances – **financial plan** (how much money do you need for opening up a business)		
Location - where would you be located? Your workplace (Do you need to buy/rent, costs,…)		
Timeline – when do you want to achieve all your goals?		
Extra help - Do you want to hire someone /maybe want volunteers)? Who would it be and what would he/she do?		
Evaluation – how would you check if your work is successful or if your goals are achieved?		
Define your **positive and negative aspects** of your idea		

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2.6 THE GROW MODEL

45 minutes

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Format

Online, in person or hybrid group activity. Individual

Method

Creative thinking; critical thinking; self-evaluation

Materials

Materials collected in the previous activities

Main aim

The scope of this exercise is to shape the business idea

Specific Objectives

- Defining further steps
- Creative thinking
- Decision making

Description

Explaining the **GROW** model in easy way.
Individual/group work on the **GROW** model based on the previous results.

- **G** Define what would be your next steps: what do you want to do next – what are you next goals?
- **R** Are all the steps/goals realistic? What do you need to make them happen or. achieve them? Who can help you with that?
- **O** What are the main obstacles in achieving the goals? How can you overcome this obstacles? Different ways around them.
- **W** What are you decisions or further way in the following month? What would you do first? What is the most urgent and important step? What are your main decisions in this exercise?

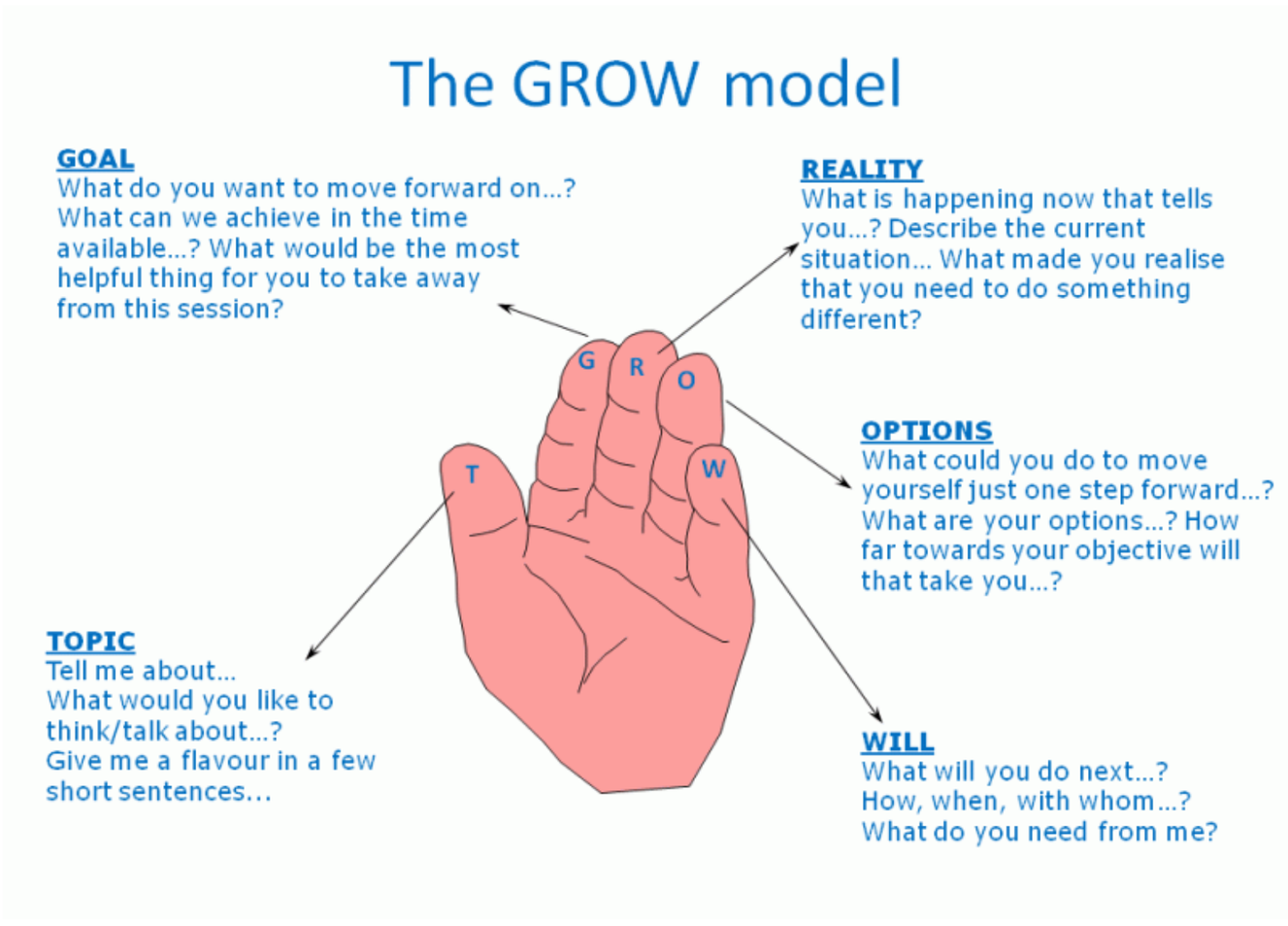
Evaluation

Discussion between participants.

What are the main dilemmas/questions...

45 minutes

- Presentation of the activity: **10 min.**
- Individual/group work: **20 min.**
- Presentation and dicussion: **15min.**
- All together circa. **45 min**



Sources

Sir John Whitmore's GROW Model: www.performanceconsultants.com/grow-model

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EUROPEAN TRAINING MODULE

What are **Social Enterprises** and why do they enable women to develop their own labour market opportunities

WISE
Women Inclusion Through Social Enterprise

MODULE 3

TOOLKIT OF EFFECTIVE BUSINESS PLANNING TECHNIQUES

3.1 A guide to draft your business plan

3.2 Co-Production Readiness Assessment

3.3 Armsteins ladder of participation exercise

3.4 Virtual Entrepreneur

3.5 Entrepreneur Profiling

3.6 Circles of Support

3.7 One page profile

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3.1 A GUIDE TO DRAFT YOUR BUSINESS PLAN

1.5 hours

Women Inclusion Through Social Enterprise

Format

Online or in person; individual or small groups up to 3 people

Method

One-to-one mentoring or small group workshop

Materials

Business Model Canvas explanatory video or presentation and template; visual tools; Business Plan item list.

Main aim

This guide aims to provide basic guidelines to explore and define the core elements of a business structure, in order to ultimately draft the Business Plan.

After completing all the previous steps, drafting the Business Plan is a matter of gathering all of the elements already identified, and putting them into writing in a detailed and structured way.

Specific Objectives

The session aims to:

- Define the business idea in all of its and represent it by using the Business Model Canvas
- Provide visual and practical tools to perform a Risk Analysis
- Plan a branding, communication and marketing strategy
- Draft a Business Plan to use as a strategic guide and in order to apply for funding.

Description

The session is broken down into **4** stages:

1. **Define your business:** by using the Business Model Canvas and writing mission and vision statements;
2. **Consider Risk:** by performing a SWOT analysis and carrying out a Risk Analysis using a Risk Assessment Matrix;
3. **Build a Marketing Strategy:** aim to build a consistend brand; identify your audience and the best means to reach it. Use the four Ps: product, price, promotion, and place;
4. **Draft your Business Plan:** bring together all the elements of the business idea and draft a Business Plan document.

Evaluation

The Adult Educator should support the Aspiring Entrepreneur assess and evaluate each step of the Business Plan drafting process, in order to revise and finalise the content and formulation.

Sources

Propel Nonprofits: Social Enterprise Business Plan;
Live Plan, Noah Parsons: What Is a SWOT Analysis and How to Do It Right;
REDFworkshops: Business Operations SWOT Analysis;
Indiafreenotes: Market Planning;
BigCommerce: How to write a powerful mission statement that resonates;
ClearVoice, Britt Skrabanek: Difference Between Vision and Mission Statement;
Natasha Burtenshaw-deVries: 6 Best Practices for Marketing Your Social Enterprise; Coschedule.
Ben Sailer: Marketing Basics: The 101 Guide to Everything You Need to Know;
Heidi Cohen: 4Ps Of Marketing Mix: The Best Guide To Show You How To Triumph;
Enterprising non-profits: Social Enterprise Learning Toolkit (Risk Management Module);
Inspire2Enterpirse, Elaine Denny: An Introduction to Social Enterprise Risk Management;
Queensland Government, Business: Preparing a risk management plan and business impact analysis.

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3.2 CO-PRODUCTION READINESS ASSESSMENT

60-120 minutes

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Format

In-person; individual or group activity

Method

- one to one mentoring sessions
- interactive group activity

Materials

SMART ACTION PLAN Template
Co-Production Readiness Template

Main aim

The readiness assessment check list provides organisations with a simple to use checklist based on all key aspects of co-production

Specific Objectives

Understand how their organisations/projects existing good practice in relation to co-production and identify priority areas for improvement or action going forward

Description

The questions will help you reflect on the level of co-production in the service you work in, your project and others you may come across. Before beginning a cycle of co-production or a co-production project, take some time to consider your answers, you may wish to involve others in asking these questions.
(**25-45 minutes)**

Consider the questions then use the diagram to map out your answers against each of the key principles of co-production. Examine the diagram and identify elements which have gaps or less satisfactory answers. Use the action plan template to set **SMART** goals to improve fidelity to the key principles of co-production:

Specific
Measureable
Agreed
Realistic
Timed

Evaluation

One to one mentoring sessions following exercise

Sources

Developed byMerseyside Expanding Horizons (https://www.expandinghorizons.co.uk/)

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3.3 ARMSTEIN LADDER OF PARTICIPATION EXERCISE

30 minutes

Women Inclusion Through Social Enterprise

Format

In-person; individual or group activity

Method

- One to one mentoring sessions
- interactive group activity

Materials

Armstein's Ladder of Particiption *Template*
Armstein's Ladd'er of Participation *exercise sheet*

Main aim

This exercise provides a model to help practitioners consider where they are in their journey towards working with individuals in a **co-productive way**.

It uses Armsteins Ladder of Participation to encourage reflection on personal practice and to highlight how working co- productively may mean getting a **better outcome.**

Description

Examine the ladder of participation , thinking about how the various headings relate to your day to day work. Concentrate particularly on doing to, doing for and doing with.

Now think of specific examples in your individual practice when you have worked in the ways described – doing to, doing with and doing for – and complete the exercise sheet.

Specific Objectives

The learner will understand how different teaching methodologies may lead to them "**doing to"**, **"doing for"** and **"doing with".**

They will reflect on how „doing with" learner may bring about more positive results in relation to working women social entrepreneurs as opposed to working informal classroom based scenarios.

Evaluation

One to one mentoring sessions following exercise

Sources

A Ladder Of Citizen Participation
Sherry R. Arnstein
Pages 216-224 | Published online: 26 Nov 2007

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3.4 VIRTUAL ENTREPRENEUR

60 minutes

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Format

In-person; group activity/individual

Method

Group discussion
Follow up one to one coaching sessions

Materials

Large piece of paper to fit the outline of a body with wring inside and out.
Wall paper lining paper(if you have a group)if not flip chart paper stuck together.

Main aim

This exercise enables and empowers entrepreneurs to discuss freely **business needs**, **challenges** and personal **circumstances** using a character rather than themselves.

This will provide an insight not only into the business idea but also the characteristics of the participants who have created the entrepreneur profile

Description

Introduction: **5 minutes**

Drawing activity: **10-15 mintutes**

Main Body exercise: **25 minutes**

Group presentation and feedback: **15 minutes**

Specific Objectives

- Supports entrepreneurs to develop a vision for an entrepreneurial future.
- ·Gain an understanding of the skills and attributes needed ny entrepreneurs
- Build awareness of the challenges faced by female entrepreneurs

Evaluation

Group discusssion
One to one mentoring sessions following exercise.

Sources

Developed byMerseyside Expanding Horizons (https://www.expandinghorizons.co.uk/)

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3.5 ENTREPRENEUR PROFILING

To be completed over a series of one to one mentoring sessions depending on the needs of the individidual learner

Women Inclusion Through Social Enterprise

Format

In-person; individual mentoring sessions

Method

one to one mentoring sessions

Materials

Wise Entrepreneur profile

Main aim

The entrepreneur profile is designed the business coach/peer mentor to have constructive conversations with the entrepreneur focussing on different parts of their life including:

- Education and training
- Other achievements whilst in education
- Previous employment
- Current weekly schedule and ideal working hours for the business (in order to fit in with current weekly schedule)
- Current living arrangements
- Ideal for business to be run in for example home, office mobile, rented space etc.
- The types of people or individuals that the entrepreneur would like to work with in the business.
- The role that the entrepreneur sees themselves in within the business, and what tasks would they like to perform. This gives an indication as to who else is or needs to be involved in the business to make it a success.
- Travel arrangements for the entrepreneur to operate the business.
- Business creation action plan, this is not the same as the business plan but may include as an action working on a business plan, it also might include actions such market research with customers, desk-based research, further education etc.

Description

A series of one to one coaching sessions lasting approximately an hour

Specific Objectives

- Supports entrepreneurs to develop a vision for their own social enterprise
- Gain an understanding of the skills and attributes they already have and what they would like to gain.
- Understanding of their current personal circumstances and the challenges they face
- Develop an individual action plan.

Evaluation

One to one mentoring sessions following exercise

Sources

Developed byMerseyside Expanding Horizons (https://www.expandinghorizons.co.uk/)

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3.5 ENTREPRENEUR PROFILING

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Entrepreneur	Business Advisor/Coach
ADDRESS:	**The sort of Enterprise I am looking to start:**
TELEPHONE:	**Enterprise Idea Developed:**
REFERRING AGENT (IF APPLICABLE):	**Business Plan Start Date**
TELEPHONE:	**Business Plan Completed:**
EMAIL:	**Business Plan Review Date**

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3.5 ENTREPRENEUR PROFILING

Women Inclusion Through Social Enterprise

To be completed by Business Advisor/Coach

ACTIONS	Completed:	Date:	N/A:
Meet Entrepreneur and obtain permission to proceed			
Contact and meet people who could support the entrepreneur to start their business			
Personal Survival Budget done			
Introduction to accountant/bookkeeper			
Referral to other specialist service			
Entrepreneur support plan/work star action plan review date set			

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3.5 ENTREPRENEUR PROFILING

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Education and training

School, College or Institution:	From:	To:	Examinations Taken and results achieved:

Membership of Professional Organisations:

Other Achievements Whilst in Education:

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3.5 ENTREPRENEUR PROFILING

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Previous Employment

Name and address of employer (include nature of business):	Post held and Responsibilities:	From:	To:	Reason for leaving:

The most enjoyable aspects of your previous work are:

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3.5 ENTREPRENEUR PROFILING

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Current weekly schedule

Any entrepreneur commitments that must be taken into consideration when developing the business?

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3.5 ENTREPRENEUR PROFILING

Women Inclusion Through Social Enterprise

My ideal working hours would be:

	09:00	10:00	11:00	12:00	13:00	14:00	15:00	16:00	17:00	18:00	19:00	20:00	21:00	22:00
MONDAY														
TUESDAY														
WEDNESDAY														
THURSDAY														
FRIDAY														
SATURDAY														
SUNDAY														

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3.5 ENTREPRENEUR PROFILING

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Current living arrangements:

HOME OWNER	
TENANT	
TENANT (SHARED ACCOMODATION)	
GROUP HOME	
HOMELESS HOSTEL	
HOSPITAL	
NURSING HOME	
OTHER (specify)	

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3.5 ENTREPRENEUR PROFILING

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My idea about the sort of place I would like to run my business from:

My idea about the people I would like to work alongside in my business:

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3.5 ENTREPRENEUR PROFILING

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My idea about the sorts of things I would like to do as part of my business, and what I see my role being:

My idea about how I will travel around in running my business:

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3.5 ENTREPRENEUR PROFILING

Women Inclusion Through Social Enterprise

Business creation action plan:

ACTION NEEDED	BY WHO?	BY WHEN?

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3.6 CIRCLES OF SUPPORT

30-45 minutes

Women Inclusion Through Social Enterprise

Format

In-person; individual mentoring sessions

Method

one to one mentoring sessions

interactive activity

Materials

Wise Circle of Support template

Main aim

The circle of support exercise aims to help individuals imagine himself/herself in the **centre of the circles**.

It can also be used to understand **how** someone can be very **socially isolated** and may result to have more professionals than friends and family.

Description

Using the template below, the facilitator gives a case study of a person who does not have many (if any family and friends, some acquaintances and lots of professionals.

Participants are asked to then complete the template for themselves. identifying all the people in their life,

- the closest circle to them representing the people who love them for example parents, partners, maybe brothers and sisters (these should be only people who the person can completely rely upon)
- The second circle represents people they see on a regular basis who they really appreciate being in their life and that who would be a significant loss to them if they weren't there for example close friends
- The third circle represents friends and people who they get on with, these might be people who they share a hobby with or work as peers with. The fourth circle represents people who are in the persons life because they are paid to be.

Once this is done participants are asked to reflect on the difference and similarities between the 2 circles of support

Specific Objectives

The exercise enables the adult educator to understand who the key actors are in the support of the individual.

This may lead the Business Coach to understand that part of their role will be to include the individual in activities within the community which they of interested in and with likeminded community members.

Evaluation

One to one mentoring sessions following exercise

Sources

Developed byMerseyside Expanding Horizons (https://www.expandinghorizons.co.uk/)

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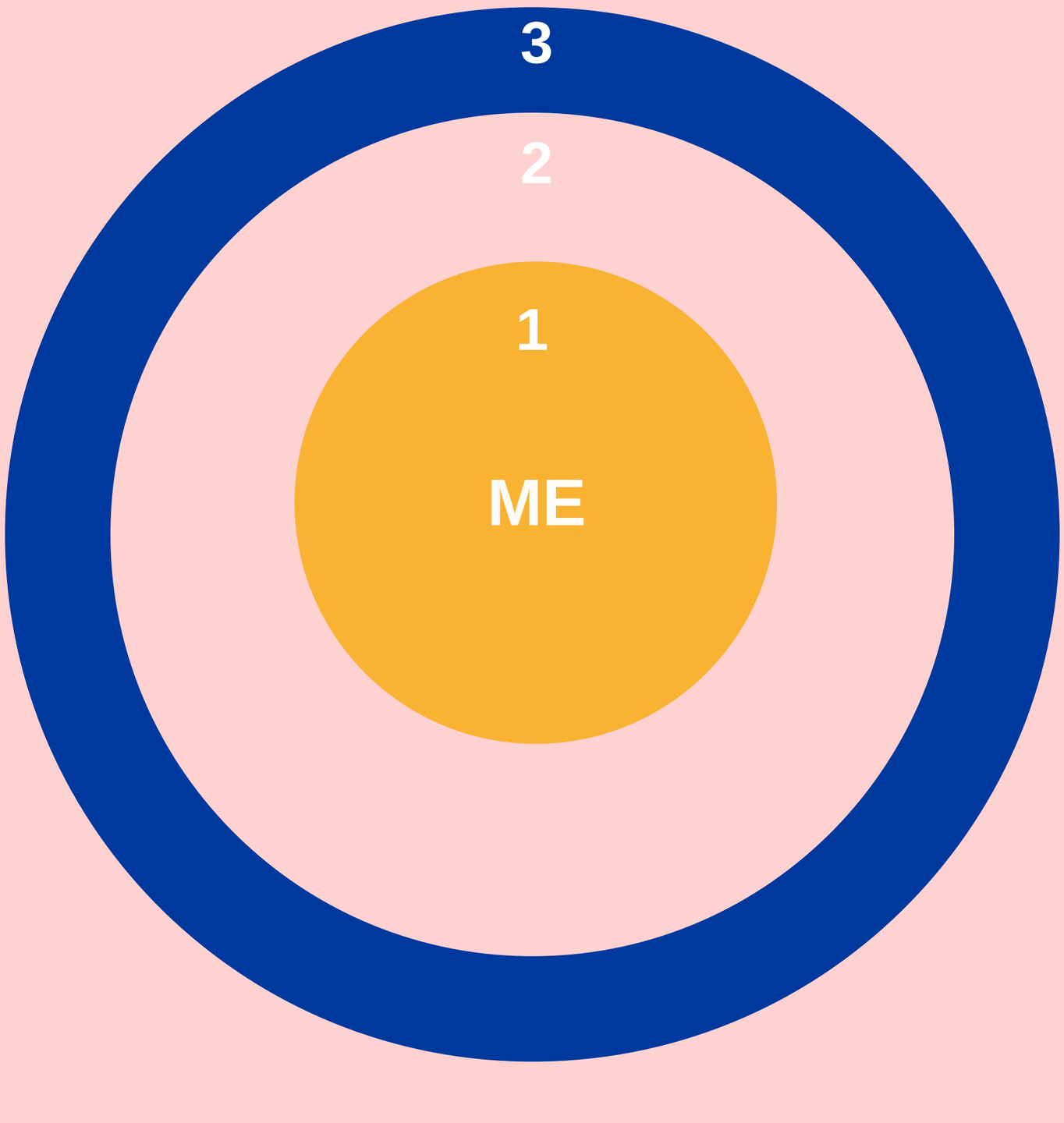
3.6 CIRCLES OF SUPPORT

Women Inclusion Through Social Enterprise

CIRCLES OF SUPPORT



CIRCLE ONE	CIRCLE TWO	CIRCLE THREE	CIRCLE FOUR

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3.7 ONE PAGE PROFILE

30-45 minutes

Women Inclusion Through Social Enterprise

Format

In-person; individual mentoring sessions

Method

one to one mentoring sessions

interactive activity

Materials

Wise One Page Profile Template

Main aim

A one-page profile captures the important information about a person on a single sheet of paper; including what the like and dislike, what changes they would like to make in their lives, important happenings in a person's life, their hopes and dreams and also their fears

Description

Instructions

There are six key sections to a one-page profile:

1. The likes and dislikes of the individual;
2. What changes the individual would like to make in their life
3. Important happenings in the person's life so far.
4. How the person likes to be supported.
5. Hopes and dreams of the person;
6. Any fears that they may have'

Specific Objectives

The exercise enables the adult educator to understand who the key factors are in the support of the individual.
This may lead the Business Coach to understand that part of their role will be in supporting them to reach their hopes and dreams and staying safe from their fears.

Most importantly it helps educators to learn how an individual wants to be supported through the soical enterprise development

Evaluation

One to one mentoring sessions following exercise

Sources

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3.7 ONE PAGE PROFILE

Women Inclusion Through Social Enterprise

ONE PAGE PROFILE

LIKES:

DISLIKES:

CHANGES:

IMPORTANT HAPPENINGS:

ME

HOPES AND DREAMS:

FEARS:

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EUROPEAN TRAINING MODULE

What are **Social Enterprises** and why do they enable women to develop their own labour market opportunities

WISE
Women Inclusion Through Social Enterprise

CONCLUSION

Through this manual, we aimed to provide educators with the opportunity to build a **tailor-made** course for the target group with whom they work. More specifically, we saw the need for a comprehensive guide that would look at the world of Social Enterprise from different aspects.

In fact, this output is intended and structured as a roadmap for the educators, encouraging them to make their own decisions and adapt the tools to their local or national contexts, having in mind essential elements such as duration, format, objectives and content.
To do so, during the production of the material, we referred back to the results deriving from our initial research. Thus we attempted to **fill the gaps** existing in the overall pool of knowledge related to Social Enterprises, all of which came to the surface throughout the partner countries.

The way the content is structured is done to tackle both **theoretical** and **practical** aspects, therefore giving the educators and the learners a full picture of the Social Enterprise world and its many characteristics.

All of the activities and the material have been developed and put together by the consortium, albeit relying on theories and know-how cited in the respective modules.

Based on the above, the modules have been developed in a consistent manner and they have been tested in multiple training sessions, in order to be able to adapt and adjust the activities and its contents according to the participants' feedbacks.

The partnership encourages all those users to modify and adapt the content of this training according to their own requirements. the training modules are completely free of charge, it is only asked that you cite sources and inform the lead partner of the use of the material.

We wish everyone a good use

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Women Inclusion Through Social Enterprise

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