Train the Trainers
Manual

Entrepreneurial Citizenship for Social Change

Train the Trainers Manual

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Contents

Introduction

Purpose of the Handbook

Welcome to the Train the Trainers Manual of the EPIC Erasmus+ project! This handbook is your guide to teaching the EPIC Curriculum for Social Entrepreneurship and becoming a skilled and inspiring trainer in social entrepreneurship for young people in the Western Balkans. By joining this mission, you'll not only gain essential knowledge and practical skills but also become a catalyst for positive change, helping youth reach their potential to create enterprises that make a difference in their communities.

Inside, you'll find carefully curated resources like lesson plans, a glossary of essential terms, and hands-on facilitation techniques. These tools are designed to make your training engaging and impactful, helping you to lead young people towards becoming the next generation of social entrepreneurs. Let's get started!

Audience

Chances are, that you found yourself here with a purpose: The Train the Trainers Manual is crafted especially for you—youth and youth workers, and aspiring trainers in social entrepreneurship. This handbook is tailored to support trainers who are passionate about empowering young people to foster socially responsible businesses in their communities. Whether you have years of experience in training or are just starting, the manual provides valuable insights, guidance, and teaching materials to ensure successful and dynamic training sessions. As a trainer, you'll be working directly with young people, helping them envision new possibilities for themselves and their communities.

Importance of Social Entrepreneurship

Social entrepreneurship is a unique approach to addressing societal issues through entrepreneurial principles and sustainable business models. Unlike traditional businesses, which focus solely on profit generation, social enterprises strive to generate social value alongside economic returns.

According to Borstein and Davies (2010), social entrepreneurship is a process of building or transforming organisations to advance solutions to social problems, such as poverty, illness, illiteracy, environmental destruction, human rights abuses and corruption, to make life better for a great number of people.

Social entrepreneurship captures a lot of different company types. It includes socially responsible investors, corporate social responsibility, social innovators and others. These types of entities are not considered social enterprises unless they directly address social needs through their products or services or the numbers of disadvantaged people they employ.

In case of social enterprises, there exist certain conditions that make an organisation or a company qualified to be characterised as a social enterprise (European Commission, 2015):

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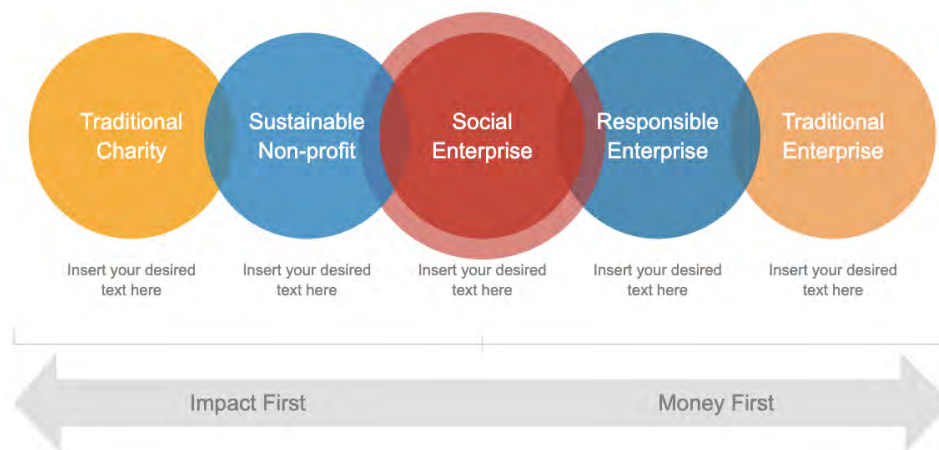

Figure 1. The social enterprise spectrum (YDEAS II Project, n.d.)

Getting Started

Initial Assessment of Trainers

1. Knowledge Assessment

Objective: To evaluate the trainer's existing knowledge of social entrepreneurship concepts and practices.

Format: Multiple-choice and short answer questions.

1. Multiple Choice:

What is social entrepreneurship?

a) A business model focused on maximizing profits
b) A model combining social objectives with entrepreneurial activities
c) A form of non-profit organization
d) None of the above

Which of the following best describes the EntreComp Framework?

a) A financial planning tool for businesses
b) A framework outlining entrepreneurial competencies
c) A guide for social marketing strategies
d) A network for social entrepreneurs

2. Short Answer:

Describe a successful social enterprise you are familiar with. What makes it successful?

_____
_____
_____

How do you define social impact in the context of social entrepreneurship?

_____
_____
_____

2. Skills Self-Assessment

Objective: To help trainers identify their proficiency in key skills related to social entrepreneurship training.

Format: Rating scale (1 to 5), where 1 is 'Not Proficient' and 5 is 'Highly Proficient'.

Skill Areas:

1. Leadership:

Ability to inspire and motivate trainees.

Not Proficient   ①   ②   ③   ④   ⑤   Highly Proficient

Effectiveness in guiding discussions and group activities.

Not Proficient   ①   ②   ③   ④   ⑤   Highly Proficient

2. Innovation:

Creativity in designing training materials and activities.

Not Proficient   ①   ②   ③   ④   ⑤   Highly Proficient

Ability to introduce and manage new ideas.

Not Proficient   ①   ②   ③   ④   ⑤   Highly Proficient

3. Problem-Solving:

Identifying and addressing challenges during training sessions.

Not Proficient   ①   ②   ③   ④   ⑤   Highly Proficient

Helping trainees develop problem-solving skills.

Not Proficient   ①   ②   ③   ④   ⑤   Highly Proficient

4. Communication:

Clarity in presenting information.

Not Proficient   ①   ②   ③   ④   ⑤   Highly Proficient

Effectiveness in listening and responding to trainees' needs.

Not Proficient   ①   ②   ③   ④   ⑤   Highly Proficient

5. Networking:

Building and maintaining professional relationships.

Not Proficient   ①   ②   ③   ④   ⑤   Highly Proficient

Facilitating connections between trainees and external resources.

Not Proficient   ①   ②   ③   ④   ⑤   Highly Proficient

Glossary of Terms

Business Model Canvas

A strategic tool for developing and visualising the essential components of a business. It includes nine building blocks: Customer Segments, Value Propositions, Channels, Customer Relationships, Revenue Streams, Key Resources, Key Activities, Key Partnerships, and Cost Structure.

EntreComp Framework

The European Entrepreneurship Competence Framework is a reference framework to explain what is meant by an entrepreneurial mindset and offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others.

Entrepreneurship

EntreComp defines entrepreneurship as a transversal capability, which applies to all spheres of life from nurturing development to labour sharing in society to (re) entering the job request as a hand or as a tone-employed person, and to starting up activities (artistic, social or marketable).

Financial Sustainability

The capacity of a business to consistently generate enough revenue to cover expenses over the long term.

Innovation

The act of introducing new ideas, products, or methods to improve or disrupt existing processes.

PESTEL analysis

A framework for analysing external factors (Political, Economic, Social, Technological, Environmental, Legal) that affect a business.

Social Entrepreneurship

A process of building or transforming organisations to advance solutions to social problems, such as poverty, illness, illiteracy, environmental destruction, human rights abuses and corruption, to make life better for a great number of people.

Social Entreprise

A business with a primary social mission that reinvests profits into achieving social goals.

SWOT analysis

A tool to identify a business's internal Strengths and Weaknesses, and external Opportunities and Threats.

Business Plan

A document that defines a business's goals, strategies, and market position, providing a roadmap for growth. It outlines core offerings, target audience, and operational structure. Financial projections and funding requirements are included to demonstrate viability and attract investment, guiding the company toward sustainable success.

Lesson Plans

4 Social Change

Module 1:
Introduction to
Social Entrepreneurship

Module 1: Introduction to Social Entrepreneurship

1. Short Description

This module introduces participants to the concept of social entrepreneurship, exploring its definition, current trends, and the key characteristics that define successful social enterprises. Participants will engage in discussions and practical exercises to deepen their understanding.

2. Lesson Objectives

By the end of this module, participants will be able to:

- **Explain** what social entrepreneurship is and its main features.
- **Identify** current global and regional (Western Balkans) trends in social entrepreneurship.
- **Recognize** key characteristics of successful social enterprises.

4. Lesson Duration

90 minutes

3. Materials Needed

Projector

Whiteboard and markers

Handouts (definitions, current trends, case studies)

Video clips (examples of successful social enterprises)

Group activity worksheets

Feedback forms (see Annex)

5. Lesson Outline and Instructions

Introduction (5 minutes)

- Welcome and brief overview of the module.
- Outline the lesson objectives and agenda.

Topic presentation (40 minutes)

- **Presentation (30 minutes): Key concepts, definitions, and trends.**

  Definition of Social Entrepreneurship: Social entrepreneurship refers to the practice of identifying and implementing innovative solutions to social problems through the creation of social enterprises. These enterprises seek to achieve social impact while maintaining financial sustainability.

  Current Trends:

  – Impact Investment: Increased focus on investments that generate social and environmental impact alongside financial returns.

  – Technology Integration: Utilising technology to enhance social impact and improve operational efficiencies.

  – Collaboration: Growing partnerships between social enterprises, governments, and private sectors to tackle complex social issues.

  Key Characteristics of Successful Social Enterprises:

  – Mission-Driven: A clear social mission that guides all activities.

  – Innovative Approach: Creative solutions to social issues that differentiate them from traditional nonprofits.

  – Financial Sustainability: Ability to generate revenue while delivering social value.

  – Community Engagement: Active involvement of the community in the development and execution of initiatives.

- **Group discussion (10 minutes): Facilitate a group discussion or brainstorming session where participants reflect on:**

  – Examples of social enterprises they know or admire.
  – How these enterprises embody the characteristics discussed.
  – Personal connections to social entrepreneurship.

Application and Practice (40 minutes)

- **Practical Exercise (20 minutes):**

  Participants work in small groups to develop a basic idea for a social enterprise based on the following prompt and on the template provided (see Annex 1).

  "Identify a social issue in your community and propose a unique social enterprise solution."

- **Encourage groups to incorporate the key characteristics of successful social enterprises in their proposals.**

- **Group Feedback (20 minutes):**

  Each group presents their social enterprise idea, focusing on:

  – The identified social issue.

  – How their solution addresses this issue.

  – The unique aspects of their approach.

- **Facilitate peer feedback, prompting questions such as:**

  – "What aspects of the idea are particularly innovative?"

  – "How does this enterprise ensure financial sustainability?".

Conclusion (5 minutes)

Provide additional resources and reading materials for further exploration, such as articles on successful social enterprises or case studies on impact investment.

Module 2:
The EntreComp Framework

Module 2: The EntreComp Framework

1. Short Description

This module on the EntreComp Framework would focus on fostering entrepreneurial competencies and mindset across various disciplines. The framework breaks down entrepreneurship into three key areas: Ideas and Opportunities, Resources, and Into Action, with 15 competencies that range from spotting opportunities and mobilising resources to taking initiative and managing risks. The Entrecomp would help social entrepreneurs, as well empowering and guiding them through challenges. Moreover, it is a tool for young people to develop their entrepreneurial skills and boost their motivation to take action.

2. Lesson Objectives

By the end of this module, participants will be able to:

- **Understand** the Entrepreneurship Competence Framework,
- **Adopt** Entrecomp to social entrepreneurship path,
- **Identify** competencies and skills to encourage young people's entrepreneurship mindset

4. Lesson Duration

90
minutes

3. Materials Needed

All the materials and resources required for the session:

Projector
Laptop
Handout – Wheel of Entrecomp
Coloured pencils
Paper A4
Pens
Markers
Flipcharts

5. Lesson Outline and Instructions

Introduction (5 minutes)

- Welcome and brief overview of the module.
- Outline the lesson objectives and agenda.

Topic presentation (35 minutes)

- **Presentation (25 minutes):**
- **Short description of Entrecomp Framework:**

  The European Commission has developed EntreComp: the European Entrepreneurship Competence Framework as a reference framework to explain what is meant by an entrepreneurial mindset. Since its launch in 2016 EntreComp has been used in both policy and practice across multiple sectors to support active citizenship, innovation, employability and learning through entrepreneurial thinking and action.

- **Applying Entrecomp Framework to social entrepreneurship environment in simple steps:**

  To choose competences that they want to improve, taking into account the table of entrepreneurial competence mastery levels. From level 1 – BASIC to level 8 – EXPERT there are some parameters to measure progress which could suggested:

  – autonomy;
  – effective and sustainable thinking;
  – ability to move from theory to practice.

  To analyse the thematic priorities of each competence and choose which ones are most useful for their social entrepreneurship development

  To find existing content, Open Educational Resources or join EntreComp Community to deepen more on the topic and be part of a broader community sharing the same interest

- **Key competencies and Skills to enhance entrepreneurship to young people:** Based on Entrecomp, there are well identified competencies and skills that may empower young people in becoming successful and achieve their goals. Exploring competences , hints and description of each competence area will allow enhancement of entrepreneurial skills of youth.

- **Open discussion (10 minutes): Questions and comments on the presentation and concepts explained**

  You may pose questions as below:

  Did you find Entrecomp difficult to understand?

  How will you use the Entrecomp Framework?

  What specific aspect rouses your interest?

Application and Practice (50 minutes)

- **Practical Exercise (30 minutes): Boosting Social Entrepreneurship through Entrecomp competences**

  Divide the participants into groups of 5-6 depending on the number of participants

  Distribute 3 flipcharts, one for each competence area, and instruct to write down how each competence of Ideas and Opportunities, Resources, and Into Action could be helpful to increase skills in a social entrepreneurship context. (They may even choose a real example of social entrepreneurship).

  Give them a Handout of the Entrecomp wheel to refer to

  Each group presents their work.

- **Group Feedback (15 minutes): Debriefing session after presentations:**

  Was it difficult to identify the use for each competence?

  Did you have any debates among the group to decide on the ideas?

  At what level do you think Entrecomp helps in creating social ventures?

Conclusion (5 minutes)

- **Provide link of videos to explore how Entrecomp could be useful is various settings**

  https://www.youtube.com/playlist?list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-

  You may also suggest to the participants to be part of Entrecomp Community of Practice to explore more in depth and create network:

  https://entrecomp.com/synergies/communities-of-practice/

Module 3:
Linking Social Work/Initiatives and Entrepreneurship

Module 3: Linking Social Work/Initiatives and Entrepreneurship

1. Short Description

This module explores the interconnectedness of social work principles and entrepreneurship through the lens of social enterprises. Participants will learn how social enterprises merge innovative business strategies with social values to address societal issues, highlighting advocacy, empowerment, and inclusivity.

2. Lesson Objectives

By the end of this module, participants will be able to:

- **Link** social work to entrepreneurship
- **Understand** current trends
- **Identify** key characteristics of successful social enterprises

4. Lesson Duration

90 minutes

3. Materials Needed

Projector

Whiteboard and markers

Handouts

Videos and readings

Case studies of specific social enterprises (GoodFairy, School Synergy Snacks, Black Light) (from the curriculum)

Feedback forms

5. Lesson Outline and Instructions

Introduction (5 minutes)

- Welcome and brief overview of the module.
- Outline the lesson objectives and agenda.

Topic presentation (40 minutes)

- **Presentation (30 minutes): Linking Social Work/Initiatives and Entrepreneurship: Key concepts, definitions, and trends.**

  Define Social Entrepreneurship: Explain the concept of social entrepreneurship as a blend of social mission and business principles.

  Highlight core social work values: advocacy, empowerment, inclusion, and participation.

  Discuss how social enterprises prioritise social impact over profit, aligning with the goals of social work.

- **Group discussion (10 minutes): Group discussion or brainstorming session.**

  You can pose guiding questions to the group such as:" What social issues do these enterprises address?, How do they integrate social work values into their business models?, What innovative strategies do they employ to achieve their social missions?" Encourage participants to share their insights.

Application and Practice (40 minutes)

- **Practical Exercise (20 minutes):**

  For the group activity, participants will be divided into small groups of 4-5 members. Each group will have the option to either select one of the social enterprises discussed during the presentation or choose a different social issue they are passionate about. The task is to brainstorm and develop a new initiative that effectively combines social work principles with entrepreneurial activities. Each group should outline their initiative's goals, specify the social issue it aims to address, identify the target audience who will benefit from the initiative, and discuss potential challenges related to sustainability and social impact. Groups will have 20 minutes to collaborate, engage in creative thinking, and prepare their ideas for presentation to the class.

- **Group Feedback (20 minutes): Presentation and peer feedback**.

  During the presentation and peer feedback segment, each group will have the opportunity to present their initiative to the class, with a time limit of 3-4 minutes per group. After each presentation, participants will be encouraged to provide constructive feedback, focusing on several key areas: the feasibility of the proposed initiative, the potential social impact it may have, and how well it aligns with core social work values. Additionally, participants are invited to offer suggestions for improvement or highlight any additional considerations that the presenting group may not have addressed.

Conclusion (5 minutes)

- **Provide additional resources and reading materials.**

  Video (15 minutes):Transforming communities through Social Entrepreneurship | Mr. Wasudev Mishra | TEDxAmbazariLake

Module 4: Social Entrepreneurship Skills

Module 4: Social Entrepreneurship Skills

1. Short Description

This module emphasises the unique skills and strategies essential for social entrepreneurship, including the importance of social and emotional intelligence, leadership, and innovation in addressing societal challenges. Social entrepreneurs must be adept in creating and tailoring narratives that communicate their mission, values, and social impact to diverse stakeholders. Effective communication and networking strategies, underpinned by empathy and the ability to read and adapt to complex social dynamics, are crucial. Additionally, social entrepreneurs are characterised by their commitment to social change, prioritising long-term impact over profit and navigating complex issues with both problem-solving and collaborative approaches.

2. Lesson Objectives

By the end of this module, participants will be able to:

- **Understand** the difference between a traditional and social entrepreneur
- **Understand** essential skills for social entrepreneurs
- **Recognize** the role of social and emotional intelligence in social entrepreneurship
- **Recognize** different types of social venture narratives in developing a communication and networking strategy

4. Lesson Duration

90 minutes

3. Materials Needed

Handouts
Projector
Laptop

5. Lesson Outline and Instructions

Introduction (5 minutes)

- Welcome and brief overview of the module.
- Outline of the lesson objectives and agenda.

Essential skills for social entrepreneurs (40 minutes)

Who is a social entrepreneur? What is a 'skill'? How are social entrepreneur skills developed? What is social intelligence? (30 minutes): Key concepts, definitions, and trends.

Reflection and brainstorming session (social responsibility, social beliefs, solving complex social issues) (10 minutes).

Application and Practice (20 minutes)

- **Practical Exercise (20 minutes):** Main narrative types (personal narratives, social good narratives, business narratives) – divide participants in three groups and allow each group to come up with its own narrative.
- **Group Feedback and open discussion (20 minutes)**: Presentation of narratives and peer feedback.

Conclusion and closing remarks (5 minutes)

Additional resources and reading materials.
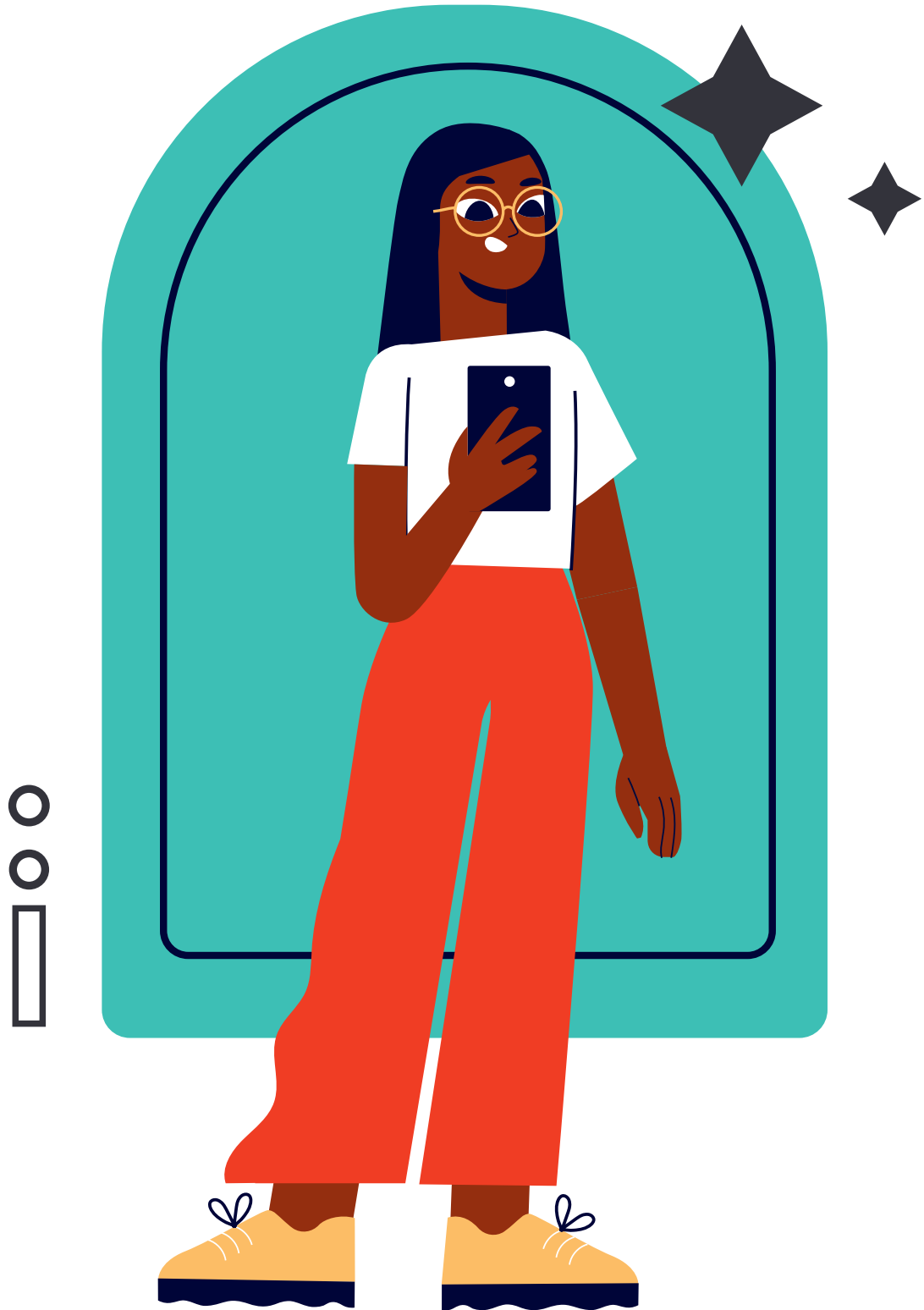
Module 5:
Social Business Model and Planning for Social Innovation

Module 5: Social Business Model and Planning for Social Innovation

1. Short Description

This module provides a comprehensive exploration of social entrepreneurship, focusing on the principles and practices that drive social innovation and sustainability. Participants will learn to identify the key characteristics of social businesses and develop effective strategies to implement impactful social initiatives. Additionally, participants will gain insights into engaging stakeholders to foster support for social initiatives and apply social procurement principles to integrate social enterprises into supply chains, ultimately driving sustainable impact and enhancing competitive advantage.

2. Lesson Objectives

By the end of this module, participants will be able to:

- **Understand** the principles and practices of social entrepreneurship that drive social innovation and sustainability.
- **Gain** insights into engaging and managing stakeholders to foster support for social initiatives.
- **Apply** social procurement principles to integrate social enterprises into supply chains.
- **Drive** sustainable impact while enhancing competitive advantage through strategic social entrepreneurship.

4. Lesson Duration

90 minutes

3. Materials Needed

Training venue with IT equipment, and space for all participants

Flipchart and markers

Sign-in sheet

Pens and note-taking materials for participants

Laptop and TV screen or projector for the facilitator to present PowerPoint slides if needed

5. Lesson Outline and Instructions

Introduction (5 minutes)

- Welcome and brief overview of the module.
- Outline the lesson objectives and agenda.
- If needed to provide more practical insights, the facilitator should take the participants through a case study: https://socialbusinessdesign.org/recyclepoints-business-model-case-study/

Topic presentation (35 minutes)

- Ask participants to brainstorm about the concept of the business plan (what this is, when we do it, why it is important).
- They can write their ideas on post-it notes and present them quickly to the rest of the group.

Application and Practice – Where shall they start then? (35 minutes)

- Ask participants to form groups according to the ideas they liked more and come up with a business idea they would be interested in pitching. Where shall we start then? Drafting a business may be a daunting process.
- Introduce the concept of the SBMC. Play the below video: Social enterprise business model canvas explained - https://www.youtube.com/watch?v=Oxn7y5CM-ws
- Ask participants to draft a SBMC using a flip chart they can draw on and note-taking materials, to put everything down. Encourage the completion of all sections (alternatively, you can provide them with the template found in Annex 5).

Conclusion (15 minutes)

- At the end, groups need to present their SBMC to the rest of the groups.
- All groups need to vote for the top 3 most viable ideas.

Module 6: Identifying Social Entrepreneurship Opportunities

Module 6: Identifying Social Entrepreneurship Opportunities

1. Short Description

This module provides students with the skills and knowledge to identify social entrepreneurship opportunities by understanding social needs, conducting market research, and developing and testing social enterprise ideas.

2. Lesson Objectives

By the end of this module, participants will be able to:

- **Identify** and analyse social needs and opportunities in a given context.
- **Conduct** market research and feasibility studies to inform social enterprise ideas.
- **Apply** SWOT and PESTEL analysis to evaluate social enterprise ideas.
- **Develop** and **test** social enterprise ideas using various frameworks and tools.

4. Lesson Duration

90 minutes

3. Materials Needed

Training venue with IT equipment, and space for all participants

Flipchart and markers

Sign-in sheet

Pens and note-taking materials for participants

Laptop and TV screen or projector for the facilitator to present PowerPoint slides if needed

5. Lesson Outline and Instructions

Introduction (5 minutes)

- Welcome and brief overview of the module.
- Outline the lesson objectives and agenda.
- Quick reminder on the definition of Social Entrepreneurship from Module 1 (1.1)

Topic presentation (40 minutes)

- Presentation

Identifying social needs and methods (10 minutes)

"For example, a social entrepreneur might identify a need for affordable healthcare services in a rural area. This could lead to an opportunity to create a mobile health clinic or telemedicine service."

SWOT analysis (6 minutes): Explain the theoretical part based on the curriculum (5 minutes) and then present the video below

https://www.youtube.com/watch?v=JXXHqM6RzZQ

PESTEL (Political, Economic, Social, Technological, Legal, and Environmental) analysis (5 minutes): explain the theoretical part based on the curriculum and then **present the video below (3 minutes)**

https://www.youtube.com/watch?v=GFVKKTwkANY

Methods of Market Research (5 minutes): focus on the key concepts based on the curriculum

Feasibility studies (5 minutes): prepare a presentation based on the curriculum

Group discussion (10 minutes): Group discussion or brainstorming session. Discuss the understanding of the identification of the social needs as an opportunity for feasible business ideas with social impact and financial stability. Thus will serve as a teaser for the practice.

Application and Practice (40 minutes)

- **Provide** the slide with the key steps in the process of identification of developing and testing the social enterprise idea from the curriculum and let this slide on the screen during the Practical Exercise. Briefly explain the key steps from the curriculum.

- **Divide** participants into groups (no more than 4 per group), provide some ideas/ identity the needs (e.g. a community with limited access to healthcare services, or extracurricular activities, or access to education on IT) or let the group decide on their own idea (10 minutes).

- **Ask** each group to apply either SWOT or PESTEL analysis to identify potential strengths, weaknesses, opportunities, and threats related to addressing this social need and present the same into a flip chart.

- **Encourage** groups to share their findings with the class in a pitching format where they present their idea for 2 minutes in front of their peers (10 minutes).

Group Feedback (20 minutes): Feedback to each presentation by other groups.

Conclusion (5 minutes)

- Provide additional resources and reading materials.

Bornstein, D. (2007). How to Change the World: Social Entrepreneurs and the Power of New Ideas.

Dees, J. G. (1998). The Meaning of Social Entrepreneurship.

Online courses on Coursera or edX on social entrepreneurship

Books on social entrepreneurship, such as "Start Something That Matters" by Blake Mycoskie

Facilitation techniques

Strategies for engaging participants

In order to capture participant's interest and ensure their active involvement throughout the training, it is important to find ways to engage them. A great start is using icebreakers and energisers, to create a comfortable environment by getting everyone moving and interacting. For example, ice breaking activities like "Two Truths and a Lie", can help participants relax and connect quickly. Also, hands-on activities can strengthen learning through direct experience, allowing youth to engage actively with the topic—this could include role-playing scenarios, brainstorming, and working in smaller groups. In addition, integrating technology can also boost engagement, especially with youth, by incorporating polls, interactive quizzes, and multimedia presentations that make learning interactive and visually stimulating (Kahoot, WordCloud). Gamification is another effective strategy, transforming content into game-like experiences where youth earn rewards or complete challenges. Lastly, personalising the activities to the individual interests and strengths of the team, can enhance motivation and make the training more relatable and impactful for each participant. Together, these strategies create an engaging environment that resonates with youth!
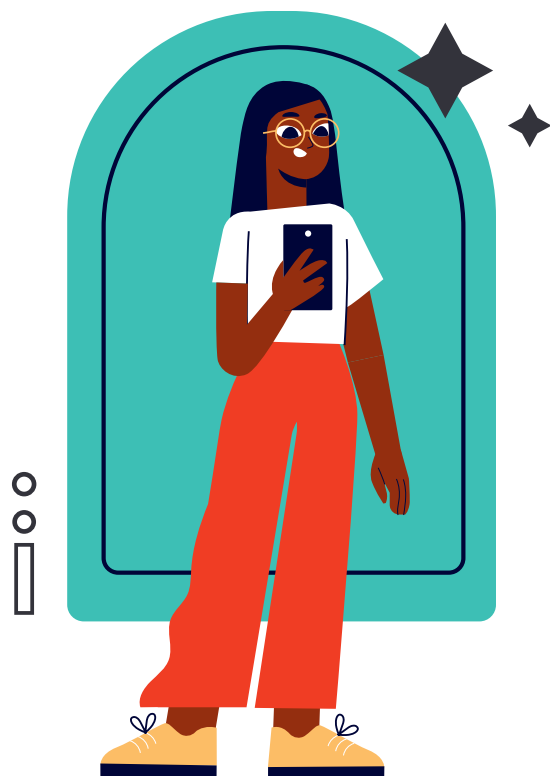
Handling group dynamics and fostering collaboration.

Creating strong group dynamics and encouraging collaboration is key when working with youth. Start out by asking them to think about why they are there. Then you encourage them to share it with the group using two or three sentences. You write keywords on the whiteboard, and you ask the group to help you determine the common features among the group members. This may create a sense of affiliation and fellowship. Also, role-playing scenarios are also super effective for learning social skills and conflict resolution. Through role-play scenarios, participants get to step into others' shoes and build empathy, which strengthens the group's understanding and trust. For example: "Imagine that you are a social entrepreneur …". Finally, you can have reflective feedback sessions. This can work as a debriefing and give everyone a chance to talk about what worked well, what could be improved, and what they learned. It's a simple but powerful way to promote self-awareness and help everyone keep growing!

Techniques for inclusive and participatory training.

Creating an inclusive environment as a trainer is vital for effective learning experiences. One key aspect is the use of inclusive language. By being mindful of our word choices—such as using gender pronouns respectfully and opting for gender-neutral terms like "participants" or "individuals"—we ensure that everyone feels represented and respected. Additionally, flexible learning formats are essential to accommodate diverse learning styles. Try to incorporate a mix of teaching methods—like visual aids for visual learners, interactive discussions, hands-on activities, and written materials—ensures that everyone can participate effectively. Finally, choosing an inclusive space for the training is crucial. This means finding a place that provides both physical accessibility, such as barrier-free entrances and wheelchair-accessible seating, as well as making adjustments for sensory sensitivities. For online training, implementing features like screen reader compatibility and captions enhances accessibility, making the learning experience inclusive for everyone.

Reflection and Feedback for the trainer after each session

What aspects of the session do you believe were most effective?

_____
_____
_____
_____

What aspects of the session were more challenging?

_____
_____
_____
_____

What are 3 key takeaways you will take with you after the specific session?

_____
_____
_____
_____

What would you change/improve for future sessions?

_____
_____
_____
_____

Assessment Tools

- Pre-Training and Post-Training Self-Evaluations for the Trainee (see Curriculum)
- Self-Assessment Wheel (see Curriculum)
- Feedback form for the Trainee (see Annex 8)

References

EPIC project. (2024). Curriculum for Social Entrepreneurship.

Session Plan 3

Georgia Alexandrou, Camille Petersen-Leduc, Katarina Vuksan, Vanja Kožić Komar, Sara Strejček, 2024, EDI GO Curriculum - Breaking Barriers, Building Bridges: The Trainer's Blueprint for EDI Success

The Seven Factors in the Transfer of Learning Process retrieved from: https://www.sarclearningcentral.ca/

Session Plan 6

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Dees, J.G. (1998) The Meaning of Social Entrepreneurship. The Kauffman Center for Entrepreneurial Leadership. Kansas City, MO and Palo Alto, CA.

Mycoskie, B. (2011). Start something that matters. New York, Spiegel & Grau.

4 Social Change

Annex 1

EPIC entrepreneurial citizenship

Co-funded by the European Union

BUSINESS MODEL CANVAS

KEY PARTNERS	KEY ACTIVITIES	VALUE PROPOSITIONS	CUSTOMER RELATIONSHIP	CUSTOMER SEGMENTS
	KEY RESOURCES		CHANNELS	

COST STRUCTURE	REVENUE STREAM
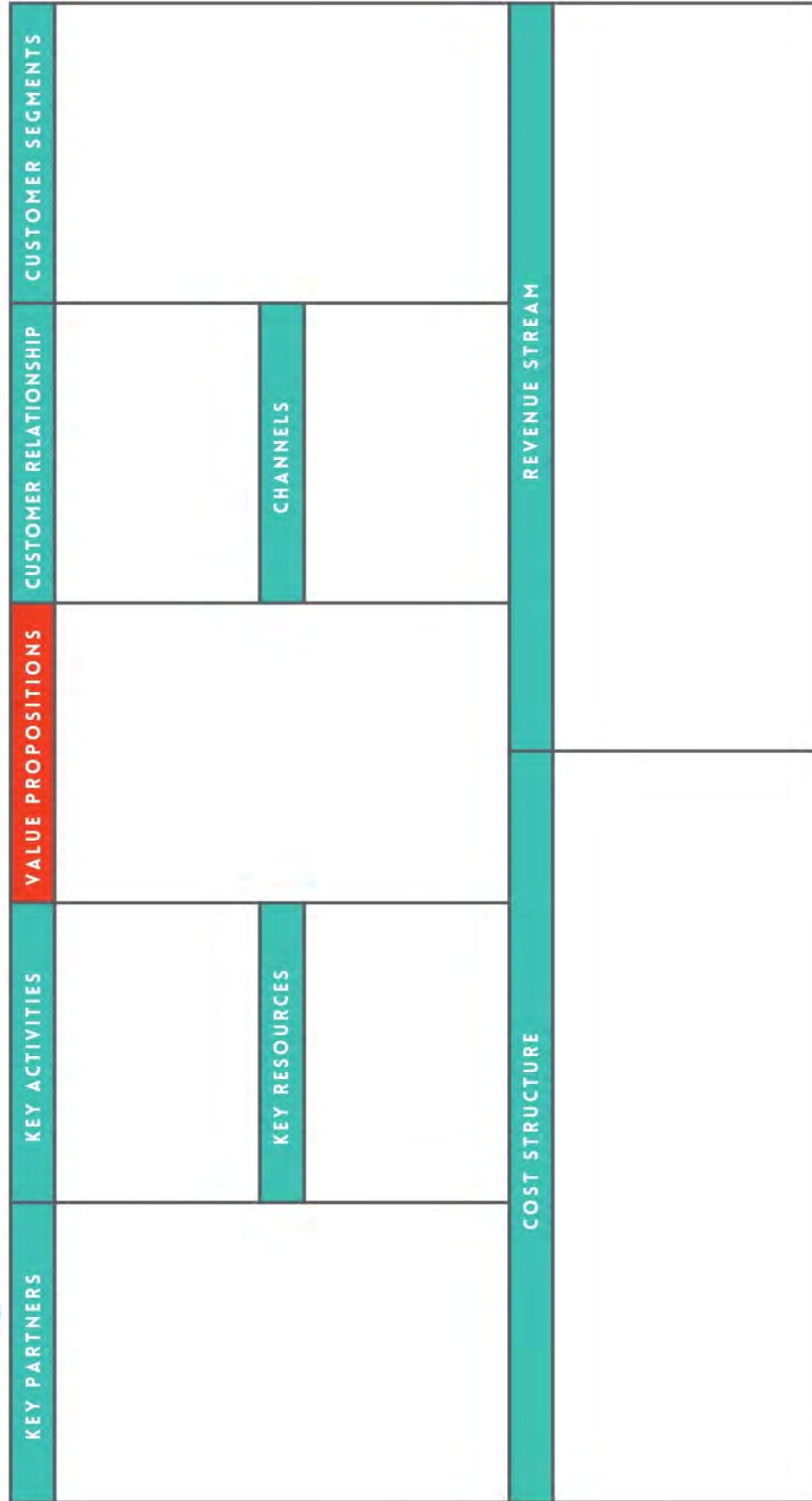
Annex 2

The Entrecomp Wheel

Annex 3

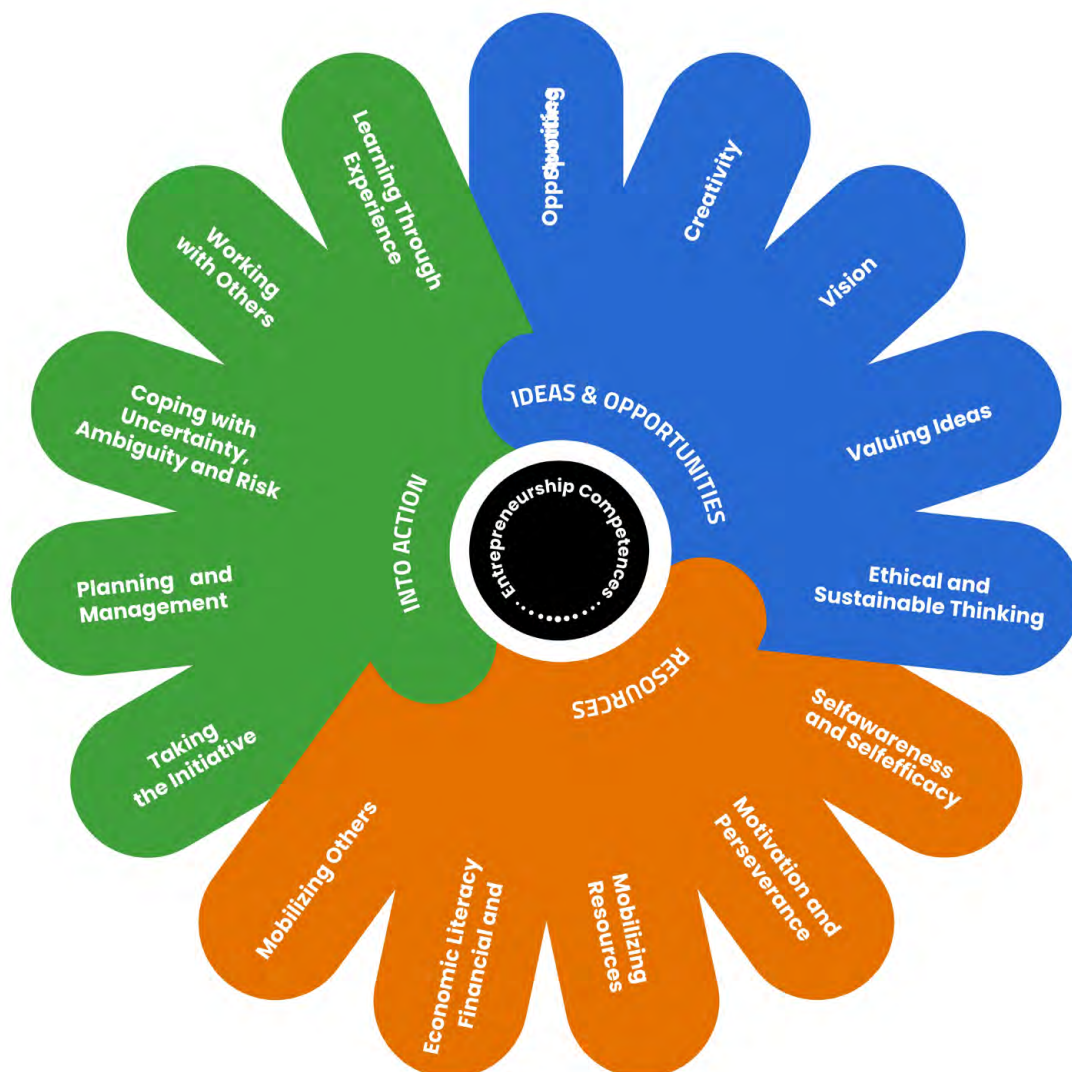Extra resources for the trainer: Extract from The Seven Factors in the Transfer of Learning Process, Tips for Trainers retrieved from: https://www.sarclearningcentral.ca/wp-content/up-loads/2021/07/Tips-for-Trainers.pdf
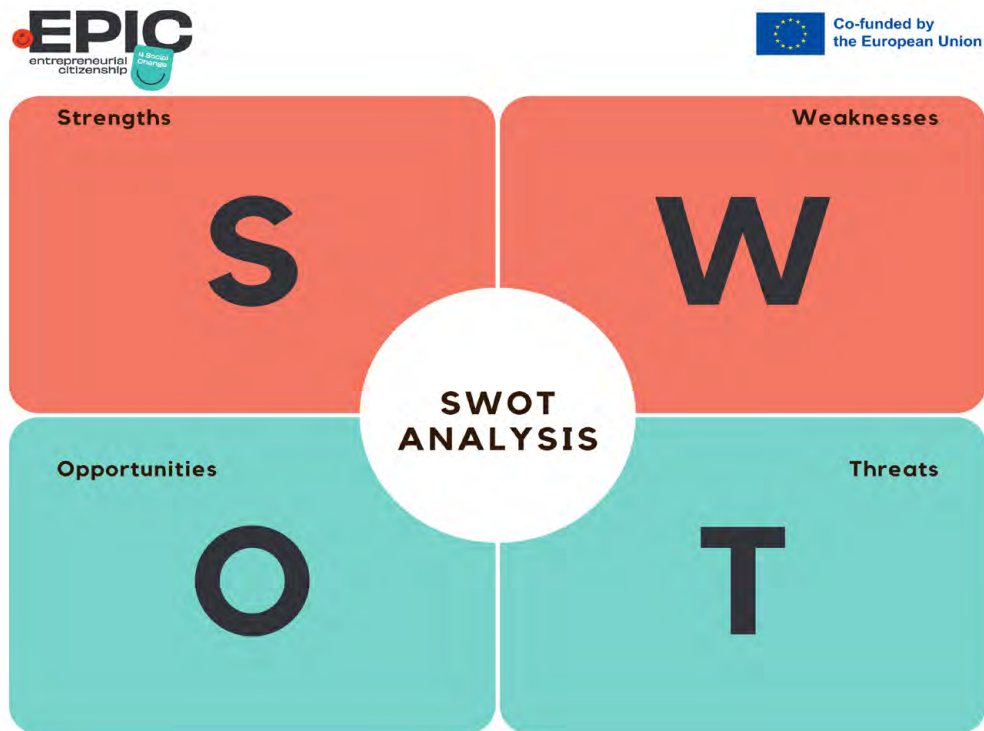
Annex 4

Extra resources for the trainer: Extract from EDI GO Curriculum - Breaking Barriers, Building Bridges: The Trainer's Blueprint for EDI Success. Pages 10-11, retrieved from https://edi-go.eu/media/edigo-curriculum.pdf
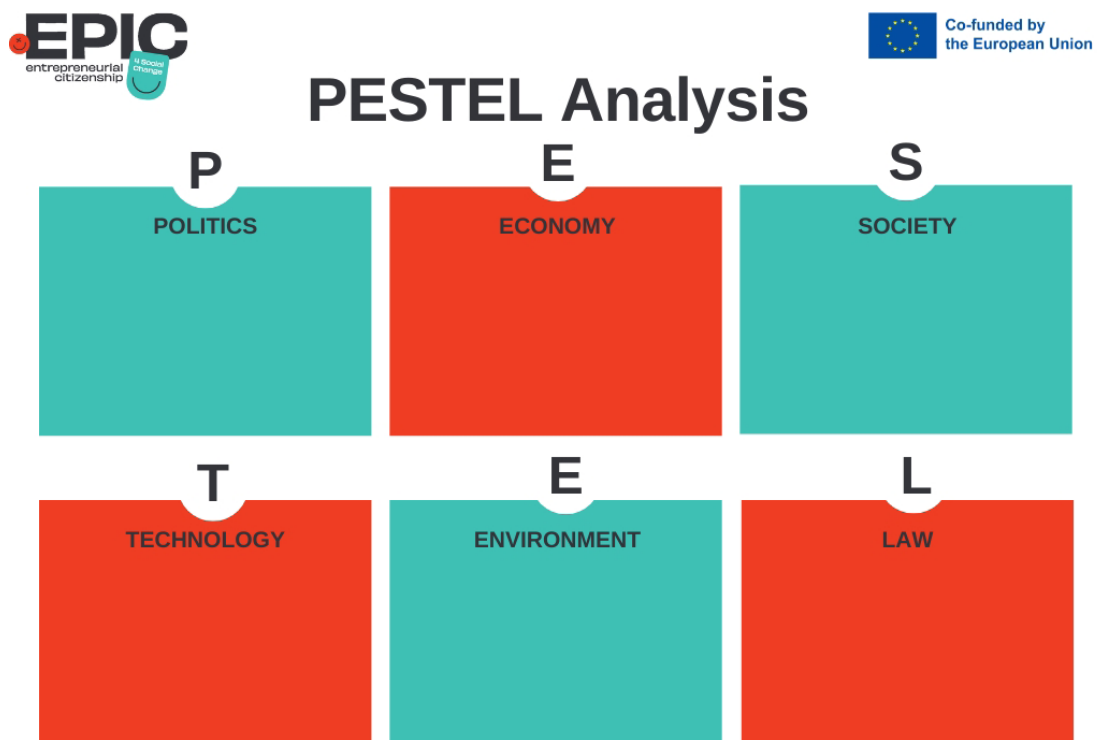
Annex 5

SOCIAL BUSINESS MODEL CANVAS

Key Resources
What resources will you need to run your activities? People, finance, access?

Partners + Key Stakeholders
Who are the essential groups you will need to involve to deliver your programme? Do you need special access or permissions?

Cost Structure
What are your biggest expenditure areas? How do they change as you scale up?

Key Activities
What programme and non-programme activities will your organisation be carrying out?

Type of Intervention
What is the format of your intervention? Is it a workshop? A service? A product?

Channels
How are you reaching your beneficiaries and customers?

Surplus
Where do you plan to invest your profits?

Segments
Who are the people or organisations who will pay to address this issue?

Beneficiary

Customer

Revenue
Break down your revenue sources by %

Value Proposition

Social Value Proposition
How will you show that you are creating social impact?

Impact Measures
What do your customers want to get out of this initiative?

Customer Value Proposition

Co-funded by the European Union

Annex 6

Annex 7

Annex 8

Feedback Form

PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE STATEMENTS LISTED BELOW
(from 1 – Strongly disagree to 5 – Strongly agree):

1. The objectives of the training were clearly defined.

Strongly disagree   ① ② ③ ④ ⑤   Strongly agree

2.The training met my expectations.

Strongly disagree   ① ② ③ ④ ⑤   Strongly agree

3.Participation and interaction were encouraged.

Strongly disagree   ① ② ③ ④ ⑤   Strongly agree

4.The topics covered were relevant to the objectives of the training.

Strongly disagree   ① ② ③ ④ ⑤   Strongly agree

5.The topics covered were relevant to me.

Strongly disagree   ① ② ③ ④ ⑤   Strongly agree

6.The content was well-organized and easy to follow.

Strongly disagree   ① ② ③ ④ ⑤   Strongly agree

7.The materials distributed were helpful.

Strongly disagree   ① ② ③ ④ ⑤   Strongly agree

8.The trainer presented content in an organized manner.

Strongly disagree   ① ② ③ ④ ⑤   Strongly agree

9. The trainer explained concepts clearly.

Not Proficient   ① ② ③ ④ ⑤   Strongly agree

10. The trainer provided clear constructive feedback.

Strongly disagree   (1)   (2)   (3)   (4)   (5)   Strongly agree

11. The trainer was knowledgeable about the training topics and well prepared.

Strongly disagree   (1)   (2)   (3)   (4)   (5)   Strongly agree

12. During the workshop I learned things with regard to the objective of the project which were new to me.

Strongly disagree   (1)   (2)   (3)   (4)   (5)   Strongly agree

13. The course developed my abilities and skills for the subject.

Strongly disagree   (1)   (2)   (3)   (4)   (5)   Strongly agree

14. The workshop objectives were met.

Strongly disagree   (1)   (2)   (3)   (4)   (5)   Strongly agree

15. The training facilities (e.g. room, equipment, access etc.) met my expectations.

Strongly disagree   (1)   (2)   (3)   (4)   (5)   Strongly agree

16. Please identify what you consider to be the strengths of the training.

_____
_____
_____

17. Please identify the area(s) where you think the workshop could be improved.

_____
_____
_____

18. How do you hope to change your practice as a result of this workshop?

_____
_____
_____

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