



**SET UP YOUR
SOCIAL ENTERPRISE**



RAZVOJNA AGENCIJA
KOZJANSKO



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Erasmus+



SET UP YOUR SOCIAL ENTERPRISE

“You can use your talents to make
the world a better place.”

This booklet is a product of the Erasmus+ strategic partnership project implemented by Mladinski Center Šentjur (Slovenia) in partnership with SUPER TINERI Association (South-East Romania).

The purpose of the project called “SET UP” was to develop supportive environment and two experiential learning programs (local and international one) for young people who are flirting with an idea to enter a world of entrepreneurship.

Together we created a six day long international training called “Set up your social enterprise” and a local program “From idea to realization” that guides young people through personal growth and supports them in a process of creating their own enterprise.

SET UP YOUR SOCIAL ENTERPRISE

“Think globally, act locally.”

“Set up your social enterprise” is a 6 day long training meant to introduce social entrepreneurship to young people and train them through a mixture of non-formal methodologies how to solve problems in the community by creating social change projects that are sustainable and profitable.

It is fully applicable training with energizers, games, team building and reflection activities, used to warm up the group, encourage interaction, liven up the atmosphere, learn the topic, get to know each other and oneself and reflect what was learned during the day and what could be improved.

Learning objectives of the training:



Introduction of the 6-day program, set up of daily activities, introduction of staff, get to know each other and the local community, start building team spirit and have fun together.

- Acquaint participants with social entrepreneurship.
 - Find out differences between social & classical entrepreneurship.
- Think about characteristics of entrepreneur.
 - Get to know national legislations on how to establish social enterprises.
 - Learn how to create solutions for community problems.



- Form teams ready to work on social enterprise.
- Turn solution into a business idea - create social lean canvas business.
- Present the product.
- Prepare to test the market.

- Arrange meetings for interviews for the following day.
- Explore examples of good practice in social entrepreneurship.
 - Intercultural evening.



- Contact target group and get their feedback (interviews).
- Revise social lean canvas.
- Learn about marketing – make lean marketing canvas.

Evaluation and follow up of the project.



Set up your social enterprise

	DAY 0	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
Breakfast 8:30 - 9:30							
9:30 - 11:00	Arrivals	Welcome & Introduction of the program	Morning energizer Introduction of the daily program Introduction to social entrepreneurship	Morning energizer Introduction of the daily program Defining social purpose of the potential business and set up a team	Morning energizer Introduction of the daily program Arranging meetings	Morning energizer Introduction of the daily program	Morning energizer - starting a day together
		Get to know each other (name games)	Social entrepreneurship & classical entrepreneurship	Choose a solution and turn it into a social business	Exploring local examples of good practice in the field of social entrepreneurship	Get out on the streets (interviews)	
Break 11:00 - 11:30							
11:30 - 13:00	Arrivals	Expectations–Fears–Contributions Rules Get to know each other & Team building	Entrepreneurs` characteristics & social entrepreneurs` ideas	Defining the product – creating Social lean canvas	Exploring local examples of good practice in the field of social entrepreneurship	Get out on the streets (interviews)	Youthpass
Lunch 13:00 - 15:00							
15:00 - 17:00	Arrivals	Teambuilding & discovering local community (Mission impossible)	Creating solutions for community problems and developing social change projects	Prepare for customers to check the product (interviews)	Exploring local examples of good practice in the field of social entrepreneurship	Marketing canvas	Evaluation
Break 17:00 - 17:30							
17:30 - 19:00	Arrivals	Presentations & debriefing of the teambuilding Mission impossible Evaluation of the day	Reflection & Evaluation of the day	Pitching the product & reflection	Evaluation of the day	Marketing canvas & Reflection	Evaluation & Conclusion
Dinner 19:00 - 20:00							
20:00 - 22:00		Evening program	Evening program	Evening program	Intercultural evening	Free time	Farewell party



OBJECTIVES OF THE DAY

Introduction of the 6 days program, set up of daily activities, introduction of staff, get to know each other and the local community, start building team spirit and have fun together.

9:00 - 11:00 **WELCOME & GET TO KNOW EACH OTHER**

WELCOME & INTRODUCTION OF THE PROGRAM (30 min)

Brief presentation of the project, its purpose and background:

- Introduction of partner organizations.
- Introduction of the financier (in our case Erasmus+ Youth in Action).
- Overall of the whole six-day program.
- Personal introduction of the staff (trainers, facilitators...) and their role.
- Acquaint participants with info – basics about accommodation, logistics...

Advice: Introduce program daily (every morning) so everyone are familiar with it. Post it on a visible place. It can also be a part of the participants` info pack. It is very important for participants to know schedule and what is next step. Otherwise, they might feel lost and even frustrated.

GET TO KNOW EACH OTHER (90 min)

NAME SONG (10 min)

Each participant sings his/her name and the group sings it louder. Participants stand in a circle facing each other.

FIND SOMEONE WHO... (10 min)

Participants go around the room and find someone who can answer "yes" to a list of questions. ONE NAME can be used ONLY ONCE! Their goal is to answer as many questions as possible in give time.

1.loves to drink apple juice.
2.knows how to do a French braid.
3.prefers hamburgers to steak.
4.wants to visit New York City.
5.knows how to sail.
6.snores while he/she sleeps.
7.has difficulty pronouncing the "r" sound.
8.has a dream of being a movie star.
9.won an award in high school.
10.has a strange pet.
11.speaks more than four languages.
12.is allergic to peanuts.
13.wants to visit outer space.
14.can't whistle.
15.still sends "snail mail" sometimes.
16.bites his/her nails.
17.wears glasses for reading.
18.never eats breakfast.
19.talks to strangers regularly.
20.plays on a sports' team.

TOSS-A-NAME-GAME (10 minutes)

Everyone is standing in a circle. The purpose is gradually learning names of everyone. Aim is first throwing a soft object (ball, toy...) around/ across the circle with each person saying their name when they catch the object. After a few minutes of this, as well as saying their own name, they also say the name of the person they chose to throw the object.

They cannot throw to the person directly beside them. The game can be more challenging by throwing in more objects.

LOCATE AND CATCH (20 minutes)

A person stands in a middle of the circle with rolled up newspaper that looks like a sword. Facilitator says a name of one person standing in a circle. The one standing in the middle has to run to that person and touch the person with newspaper before he/she says a name of another participant. If the person in the middle is faster than the one saying new name, they change a place. The one that comes from the middle says a name of the other person that has to be located and touched.

SPEED DATING (30 min)

Ask everyone to draw the face of a clock on a paper with a small horizontal line next to each number (no digital clocks).

Once done, ask each person to walk around and find a “date” for each hour and write that person’s name on the line by the hour. No one can make a “date” with more than one person per hour. Each pair has to have the same time available in order for date to happen.

After they arranged dates and everyone has by each hour other name the activity can start. Explain that it is now 12 o’clock and everyone should go and find their dates. Allow 1 - 3 minutes for each pair to meet at each time on the clock. After time is up, you can say it is 1 o’clock now, go and find yourself new date.

Example questions:

1. What do you like to do for fun?
2. Why did you decide to come to this training?
3. What characteristics you admire in people and what you do not like?
4. What inspires and motivates you in life?

5. If you could live anywhere, where would it be?
6. What is something you have always wanted to try?
7. What did you want to be when you were small?
8. Do you like or dislike surprises? Why or why not?
9. Would you rather win the lottery or work at perfect job? Why?
10. If money were no object, what would you do all day?
11. If you could go back in time, what year would you travel to?
12. What’s your favorite animal and why?

You can find more icebreakers at:

<https://www.ocde.us/AVID/Documents/icebreakers.pdf>

11:30 - 13:00 **EXPECTATIONS - GET TO KNOW EACH OTHER - RULES**

EXPECTATIONS, FEARS AND CONTRIBUTIONS (20 min)

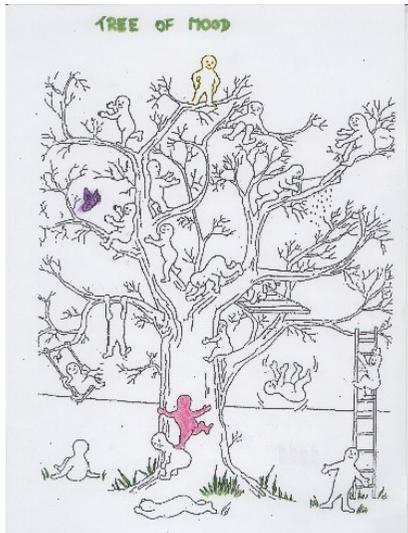
Activity is important for the trainers to find out participants’ expectations and fears, and for participants to be aware that their experiences and success of the projects depends also on their investment and readiness to learn and grow. Ask participants to write on different color post-its their:

- **Expectations** regarding the training.
- **Fears** that might be connected with training (the efficacy of the activities, their involvement...).
- **Contributions** (how they can contribute toward the success of the training).

After they complete the lists, put them in small groups (4 or 5) to share with each other. When they are done, tell them to paste post-its to the same color flip charts on the wall.

You can resume and present posts briefly to everyone. **At the end of the training**, the participants remove the realized posts.

TREE OF MOOD (20 min)



After expectations, contribution and fears activity give participants the Tree of mood to fill. It was created by Pip Wilson, British psychologist. Each figure in this picture is in a different mood and has a different position on the tree. Let them find and color the one that resembles them at that moment. They share why they selected certain figure and color.

At the end of a day, they will pick and color one more figure to see the difference in their mood and if something has changed. It is a good way to reflect and find out the mood of participants.

GET TO KNOW EACH OTHER GAMES AND TEAM BUILDING (30 minutes)

SNAKE`S TAIL (10 – 15 minutes)

Make five lines of participants with everyone holding hands. On one end of the line is the head of the snake and the other is the tail of the snake (the last one can put a piece of colored textile in a pocket). The goal of the game is for the heads to try to catch the tail of other snakes. Once the tail is captured, the new longer snake tries to eat the other snakes. If possible, the line of existing snake should not brake.

BALL PASS (10 - 15 minutes)

Arrange the groups to form a line. The first person in each line should

be given a small ball (apple, orange...) and hold it between his/her chin and neck and pass it that way to the next person in line. That person will pass it to the next person and so on. If the object drops, or is touched by hands then the group must start again. No one can use other parts of their body such as hands, arms or legs. When the group is done they shout out and put up their hands.

SET GROUND RULES FOR YOUR TRAINING (20 minutes)

Explain to the group the importance of setting ground rules. Mention that ground rules are best when kept simple, basic and few in number. Ask for potential ground rules important for good running of the training and for well working of the whole group. Write several suggestions on a flip chart. Make sure everyone understands each rule and does not object with them. Ask for questions or concerns, and find out if anyone needs clarification about the terms.

When you feel sufficient, discussion has taken place, ask everyone who feels that can support and uphold these principles to raise their hands. You may also want to discuss consequences for straying from the ground rules. Post the rules for all to see.

The activity gives participants the opportunity to set boundaries before they begin working together.

15:00 - 17:00 TEAMBUILDING & DISCOVERING LOCAL COMMUNITY

MISSION IMPOSSIBLE (120 minutes)

Purpose of the activity is teambuilding; get to know the community & encourage the participants` entrepreneurial spirit. It is also activity to get ideas for potential social business (projects).

The group divides in intercultural teams. Each team needs a phone with photo and video camera, paper and pen and one souvenir. In one hour and half, they need to solve as many tasks as possible.

The tasks are:

1. Interview a local businessperson.
2. Create a story for a souvenir and sell it.
3. Recruit 3 young people for volunteering. Take their contacts.
4. Make a photo of 5 interesting places you see on the way.
5. Make a list with 10 problems or needs of the community, interviewing locals.
6. Make a list with 10 business opportunities in the community.
7. Find 5 differences and similarities of your hometown and the local one.
8. Make a creative video about the community.

Each team will need to make a short presentation and introduce the results of their mission.

17:30 - 19:00 DEBRIEFING & EVALUATION OF A DAY

PRESENTATION & DEBRIEFING OF THE TEAMBUILDING MISSION IMPOSSIBLE (60 minutes)

Each team introduces the results of the activity. For their lists of 10 problems/needs and business opportunities of the local community prepare special chart on the wall and let them stick it on. You will need those ideas for the activity in DAY 3.

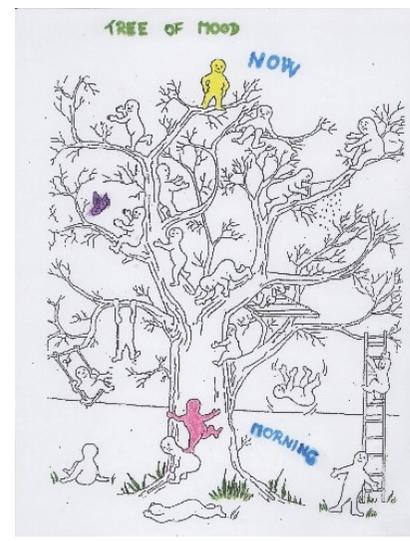
To end the activity you can ask groups about their:

- Teamwork and communication.

- Most difficult parts of the tasks.
- Learning from the experience

EVALUATION OF THE DAY (30 minutes)

TREE OF MOOD



Sit in a circle and ask everyone to pick and color one more figure that resembles them after first day of getting to know each other and working together. Everyone explains why he/she selected certain figure and color. Ask them also to share one highlight of the day.

Reflection helps a group to facilitate their learning, growth and development.

Read more at:

https://www.uvm.edu/~dewey/reflection_manual/activities.html



OBJECTIVES OF THE DAY

- Acquaint participants with social entrepreneurship
- Find out differences between social & classical entrepreneurship.
- Get to know national legislations on how to establish social enterprises.
- Learn how to create solutions for community problems.

9:00 - 11:00 INTRODUCTION TO SOCIAL ENTREPRENEURSHIP

MORNING ENERGIZER: Truth and a lie (10 min)

Everyone writes down four pieces of information about themselves. One lie and three that are true. They go around and meet in pairs, showing their paper to each other, and try to guess which of the 'facts' is a lie.

INTRODUCTION OF THE DAILY PROGRAM AND ITS OBJECTIVES (5 min)

INTRODUCTION TO A SOCIAL ENTREPRENEURSHIP (10 min)

Video: Social Entrepreneurs: Pioneering Social Change

Introduction to social entrepreneurship through a 9 minutes short film made

by The Skoll Foundation:

https://www.youtube.com/watch?v=jk5LI_WcosQ

It starts with Mohammad Yunus (social entrepreneur, banker, economist, and civil society leader who received the Nobel Peace Prize for founding the Grammen Bank and pioneering the concept of micro-credits and microfinance and introduces a number of other social entrepreneurs.

SOCIAL ENTREPRENEURSHIP VS. CLASSICAL ENTREPRENEURSHIP (90 min)

Explain to participants that there is no commonly accepted definition of social enterprise in Europe. Other disciplines are often confused with and mistakenly associated with social entrepreneurship. Like philanthropists, social activists and environmentalists who are socially responsible and do socially oriented activities but they are not social entrepreneurs.

The purpose of the activity is to find out basic differences between classical and social entrepreneurs.

Divide participants into four groups. Hand out white cards with four different color dots on the other side of the cards. Group members find each other by the same color dot.

Each group gets a set of definitions and has 40 minutes to discuss and prepare 5 minutes presentation for everyone. Definitions are from article Social Entrepreneurship: Definition and Boundaries (Samer, Abu – Saifan, <https://timreview.ca/article/523>).

They have to explain it with their own words and understanding so anyone can understand them.

GROUP 1 receives definitions of social entrepreneur

SOCIAL ENTREPRENEUR

A social entrepreneur is a path breaker with a powerful new idea who combines visionary and real-world problem-solving creativity, has a strong ethical fiber, and is totally possessed by his or her vision for change. *Bornstein (1998)*

Social entrepreneurs are people who realize where there is an opportunity to satisfy some unmet need that the state welfare system will not or cannot meet, and who gather the necessary resources (generally people, often volunteers, money, and premises) and use these to “make a difference”. *Thompson et al. (2000)*

Social entrepreneurs play the role of change agents in the social sector by:

- Adopting a mission to create and sustain social value;
- Recognizing and relentlessly pursuing new opportunities to serve that mission;
- Engaging in a process of continuous innovation, adaptation, and learning;
- Acting boldly without being limited by resources currently in hand. *Dees (1998)*

Social entrepreneurs are entrepreneurial, innovative, and “transformatory” individuals who are also: leaders, storytellers, people managers, visionary opportunists and alliance builders. They recognize a social problem and organize, create, and manage a venture to make social change. *Leadbeater (1997)*

Social entrepreneurs are individuals with innovative solutions to society’s most pressing social problems [...] They are both visionaries and ultimate realists, concerned with the practical implementation of their vision above all else. *Ashoka (2012)*

GROUP 2 receives definitions of classical entrepreneur

CLASSICAL ENTREPRENEUR

The entrepreneur recognizes and acts upon market opportunities. The entrepreneur is essentially an arbitrageur. *Kirzner (1978)*

The entrepreneur is a person with a high need for achievement. This need for achievement is directly related to the process of entrepreneurship [...] Entrepreneur is an energetic moderate risk taker. *McClelland (1961)*

An entrepreneur is an innovator who implements entrepreneurial change within markets, where entrepreneurial change has five manifestations:

1. the introduction of a new/improved good;
2. the introduction of a new method of production;
3. the opening of a new market;
4. the exploitation of a new source of supply; and
5. the carrying out of the new organization of any industry.

Schumpeter (1934)

Entrepreneurs take initiative, organize some social and economic mechanisms and accept risks of failure. *Shapero (1975)*

The entrepreneur is characterized principally by innovative behavior and will employ strategic management practices in the business. *Carland et al. (1984)*



GROUP 3 receives definitions of social and classical enterprise/ship

Social entrepreneurship encompasses the activities and processes undertaken to discover, define, and exploit opportunities in order to enhance social wealth by creating new ventures or managing existing organizations in an innovative manner.
Zahra et al. (2008)

Entrepreneurship is an attempt to create value through recognition of business opportunities.
Kao and Stevenson (1985)

Entrepreneurship is a way of thinking, reasoning, and acting that is opportunity obsessed, holistic in approach and leadership balanced.
Timmons and Spinelli (2008)

Social Enterprise

Focus to create social change.

A social entrepreneur may generate profits, but for him/her that is not the primary reason for starting the enterprise.

Wealth is social and/or environmental capital.

Enterprise

Focus on building a business and earning profits.

A business entrepreneur may create changes in the society, but that is not the primary purpose of starting the enterprise.

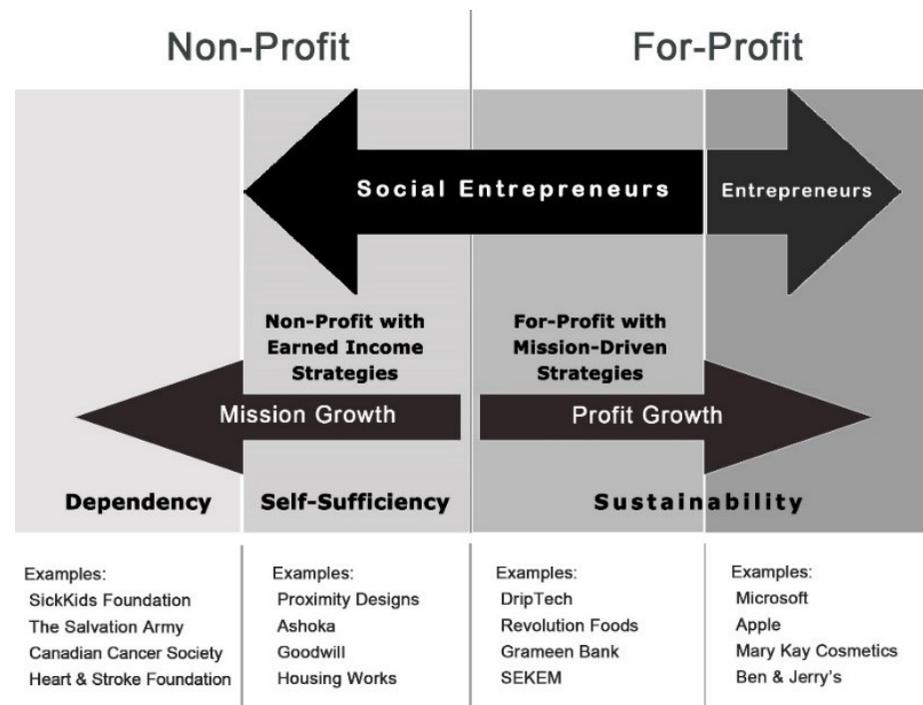
Wealth is profit.

GROUP 4 receives explanation of the boundaries of business strategies that social entrepreneurs can operate within:

1. Non-profit with earned income strategies: a social enterprise performing hybrid social and commercial entrepreneurial activity to achieve self-sufficiency. In this scenario, a social entrepreneur operates an organization that is both social and commercial; revenues and profits generated are used only to further improve the delivery of social values.

2. For-profit with mission-driven strategies: a social-purpose business performing social and commercial entrepreneurial activities simultaneously to achieve sustainability. In this scenario, a social entrepreneur operates an organization that is both social and commercial; the organization is financially independent and the founders and investors can benefit from personal monetary gain.

The entrepreneurship spectrum illustrating the boundaries of social entrepreneurship



After presentations, have questions and discussions.

FOR DEBRIEFING

Defining Social Entrepreneur

“The social entrepreneur is a mission-driven individual who uses a set of entrepreneurial behaviors to deliver a social value to the less privileged, all through an entrepreneurially oriented entity that is financially independent, self-sufficient, or sustainable.”

It acts within financially independent organizations that plan and execute earned-income strategies. The objective is to deliver the intended social value while remaining financially self-sufficient. This is achieved by blending social and profit-oriented activities to achieve self-sufficiency, reduce reliance on donations and government funding, and increase the potential of expanding the delivery of proposed social value (Bacq et al., 2011).

Very simplified way to make a distinction between the two enterprises is:

If the number one aim is to solve a social problem and your second aim is to get profit in order to cover your operative costs, then you are running a social enterprise.

If your number one aim is to generate profit and the second one is to have a social impact, then you are a social responsible business.

11:30 - 13:00 **ENTREPRENEURS` CHARACTERISTICS & SOCIAL ENTREPRENEURS IDEAS**

ENERGIZER: Don't look at me (10 min)

Participants stand in a circle. The facilitator says...

1..2..3... Look down (and everyone looks at the shoes of someone).

1..2..3... Look up (everyone look at the eyes of that person whose shoes they were looking at).

When two people look at each other they shout and they are out! This is repeated until only the winners remain in the circle:

<https://aimstandingteam.wordpress.com/2012/12/04/dont-look-at-me/>

UNIQUE AND COMMON CHARACTERISTICS OF ENTREPRENEURS (45 min)

The purpose of the task is to think about traits of high achieving individuals and find out some differences between both types of entrepreneurs.



Put each characteristic from the below table on a small paper so that each participant can pull one. Prepare flip chart with an empty table where participants one by one stick the paper with the characteristic in a column that they think it belongs. Along that goes also a prompt discussion of everyone (agreements, disagreements,...).

Unique characteristics of the profit-oriented entrepreneur	Characteristics common to both types	Unique characteristics of the social entrepreneur
High achiever	Innovator	Mission leader
Risk bearer	Dedicated	Emotionally charged
Organizer	Initiative taker	Change agent
Strategic thinker	Leader	Opinion leader
Value creator	Opportunity alert	Social value creator
Holistic	Persistent	Socially alert
Arbitrageur	Committed	Manager
		Visionary
		Highly accountable

It is good to mention:

There is no “one size, fits all”.

Personal qualities are one of determining factors for our success or failure. While social and business entrepreneurs are similar in their skills and temperaments, **they differ markedly in their primary objectives:**

- The goal of an entrepreneur is to create economic wealth.
- For a social entrepreneur, the priority is to fulfill their social mission. Social entrepreneurs design their income generating strategies to deliver social value and directly fulfill their social mission.

To create any type of enterprise is not an easy task. However, the point is that people who start their own business are driven by passion and motivation.

They are ready to take a risk (but they also keep resources and plans to deal with unknown). They enjoy in what they do. They believe in themselves and are confident and dedicated to their project. They have to be quite adoptable and flexible to deal with different situations and challenges.

End activity with 15 minutes long video:

15 SOCIAL ENTREPRENEURS AND THEIR CRAZY IDEAS (Rainer Höll, Ashoka): <https://www.youtube.com/watch?v=nIXKcpgPP6M>

It introduces social entrepreneurs and shows fifteen examples of what Social Entrepreneurship really means.

NATIONAL LEGISLATIONS OF INVOLVED COUNTRIES (30 min)

The purpose of the activity is to find out how to establish social enterprise in involved countries.

Each group prepares short presentation of their country situation and legal demands. They also introduce one or two examples of good practice of social enterprise in their country.

National groups can prepare before the arrival or if that is not the case, you prepare fiches with most relevant information for everyone to present it. After presentations, summarize main national similarities and differences.

15:00 - 17:00 **CREATING SOLUTIONS FOR COMMUNITY PROBLEMS AND DEVELOPING SOCIAL CHANGE PROJECTS**

ENERGIZER: Ha ha ha ... (10 min)

Have the group sit in a circle and tell them this exercise is to be done without laughing. Person1 says “Ha”. The person to his/her right repeats the “Ha” and adds new “Ha”. Person 3 repeats the two Ha`s and adds another. The exercise ends when all participants, trying not to laugh (which is nearly impossible), have repeated and added the “Ha”.

CREATING SOLUTIONS FOR COMMUNITY PROBLEMS AND SOCIAL CHANGE PROJECTS ... (100 min)

Participants will learn a method called “**Problem tree & Solution tree**” that will help them to identify causes of the community problems and how to find necessary interventions/solutions for them.

Put on the wall the problems and needs of the community collected in the activity Mission impossible (Day 1). Ask participants to take a color pen and mark three problems that they would potentially like to work on.

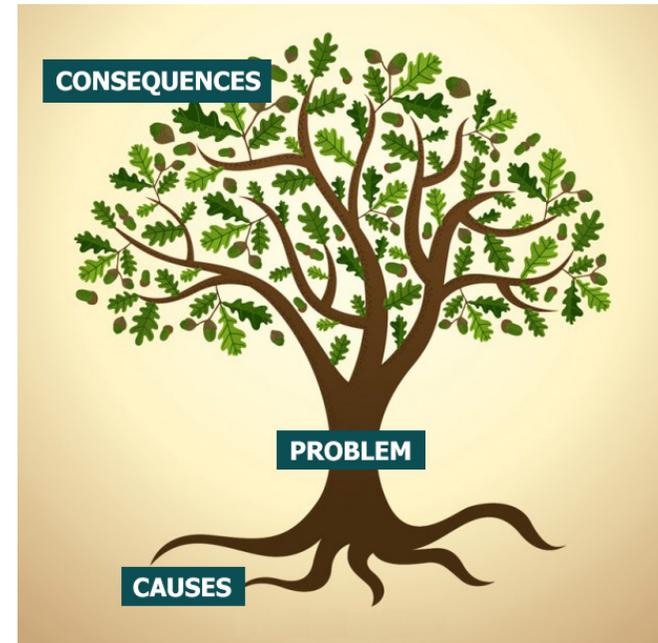
Out of the marked pick 4 to 7 problems (depends on how many small groups you want to make) that got the most marks. Write each of those issues on a separate paper, put it around the room and ask participants to write their name on the one that they would like to work. Maximum number of group members is 5 and minimum is 2. Once the group is full, they have to find another group to work in.

This method is the way to break down the causes of the problem, and once they list potential solutions they can start creating **social change**

project.

More information about the Problem & Solution tree:
http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=28&Itemid=134

Explanation with examples



Through creating a **PROBLEM TREE** they will think about causes and consequences of the selected problem. Whatever they think it causes a problem has to be written in a negative form (eg. not enough knowledge, lack of startup money...).

Our problem is:
“Young people hesitate to open their own business”.

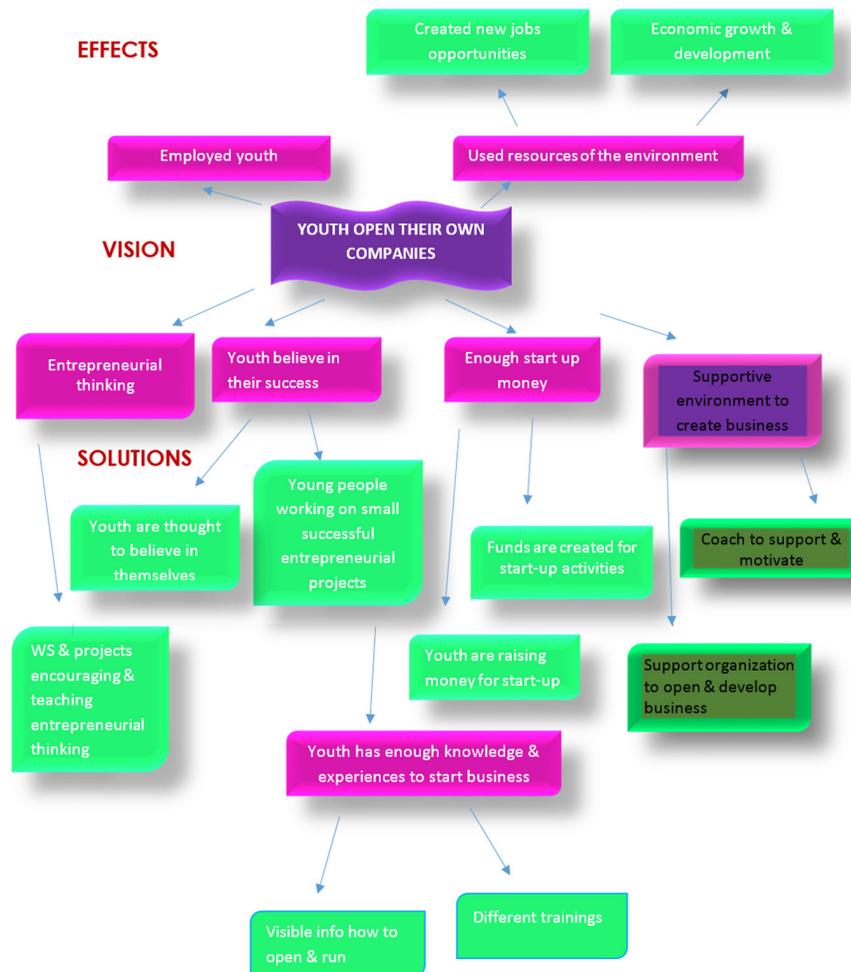


When they break down the causes and its consequences, they start creating a **SOLUTION TREE**.



On the second chart, they reverse the problem tree, by replacing negative statements with positive ones. They think about solutions to the causes and effects that those bring.

First, they reverse the problem “Young people hesitate to open their own business” into “**Youth open their own business**”. Then they start to search for the solutions of the causes from Problem tree and their effects.



CONCLUSION OF THE DAY (10 min)

One by one standing in a circle each participant says one word that reflects that day. When they are done ask them to hold each other hands. They start going towards the center of the circle, holding their hands, putting them up (so they can come close to each other) and saying. THANK YOU FOR THIS DAY. They can repeat these two or three times.

After those activities, staff sit together and discuss what to improve according to participants' suggestions and make improvement plan.



OBJECTIVES OF THE DAY

- Form teams ready to work on building up a social enterprise.
- Turn solution into business idea - create social lean canvas business.
- Present the product.
- Prepare for testing the market.

9:00 - 11:00

DEFINING SOCIAL PURPOSE OF THE POTENTIAL BUSINESS & SET UP A TEAM

MORNING ENERGIZER: "The balloon battle (10 min)

You need different color balloons and strings for all participants.

Instruct everyone to tie a balloon on one foot. Then make small groups by the color of the balloon they chose. All teams (same color balloons) have the same goal, to protect the team balloons while trying to pop the opponents' balloons.

The game goes on for 3 minutes. After 3 minutes, announce the team with the highest number of the remaining balloons.

INTRODUCTION OF THE DAILY PROGRAM & ITS OBJECTIVES (5 min)

CHOOSE A SOLUTION AND TURN IT INTO A SOCIAL BUSINESS (30 min)

Groups continue their work from a previous day and go again through the chart with their Solution tree.

1. Give each group time to go through the Solution tree and decide which of the figured out solutions of their problem they want to turn into social business. They have to take into consideration realistic possibility of its implementation as well as the skills and strengths of the current group.
2. After they discuss and decide which solution, they want to turn into social business they answer: "What is their business/product/service? What is the social purpose of the business they want to create and its objectives? What will be the impact of their business and who are the beneficiaries? What skills and knowledge team needs for success of their project?"

They prepare short presentations on paper chart which they will present in next activity.

BUILDING UP THE SUCCESS TEAM - RECRUITMENT (30 min)

Good team is important for the success of the mission. People who share same vision and have needed skills and knowledge can effectively work towards the implementation of the business idea.

To create a good team it is important to have clear objectives so that everyone can relate to it and work towards its implementation. Team also needs members who have acquired skills/knowledge to complement each other and have certain place and roles in a team.

That is why everyone gets a chance to change a team and work on a project that they fit the most to or where his or her skills are needed for success.

Each group selects a person who introduces the project, a person who thinks that the project can become her/his "life" project and will be responsible for recruiting a success team.

After 5 minute presentations of each project everyone can go around, ask additional questions and offer him/herself to become a part of a team. Everyone can change a team, even a leader of a team if it finds other project more attractive and driving.

Make activity like a project fair or team recruitment to be fun and creative. Team can have minimum 2 and maximum 5 members.

GET TO KNOW EACH OTHER & BUILD UP A TEAM (45 min)

Once teams are created:

→ Team members sit together and share why they decided to become part of this team? What can be his/her contributions for the success? They also have to name their team. (10 min)

→ 30 minutes for a game the Barter Puzzle.
Each team gets a different but equally tough jigsaw puzzle. Their goal is to be the fastest in completing own puzzle. Inform groups that competing teams have some of their puzzle pieces. It is up to the team to come up with a way to obtain those missing pieces (trading, negotiating, maybe exchanging team member...). But whatever they decide to do, they have to decide as a team.

11:30 - 13:00 **DEFINING THE PRODUCT - CREATING SOCIAL LEAN CANVAS**

ENERGIZER: “Who is the leader?” (15 min)

Everyone stands in a circle, facing inwards. Ask one person to leave the room for a minute. This person is the **guesser** for the round. While he or she is gone, the group decides the **“leader”**. The leader is the one who sets the movements for that round. When the leader is set, invite the guesser to come back. The guesser stands in the very center of the circle. When the round begins, everyone starts swinging arms up and down. The leader eventually starts with other movements, and everyone mimics the leader’s actions, without being too obvious to reveal who the leader is. They should avoid prolonged eye contact with the leader, so the leader’s identity stays hidden as long as possible.

INTRODUCTION TO SOCIAL LEAN CANVAS (75 min)

In order to further develop their idea and think about important factors such as resources, activities, customer segments and financial sustainability of their product they will learn about Social Lean Canvas.

Canvas helps participants to think about their project. Instead of writing long business plan that can take weeks, they summarize their idea and a series of assumptions into a diagram called canvas. They fill it based on what they know right now. They start with a best guess and then iterate from there.

To understand more and be able to explain it to the group check:
<https://danielpandza.files.wordpress.com/2013/01/running-lean.pdf>

Canvas is an organic document that evolves and changes over a time. It is recommended to fill canvas as proposed with the numbers in the table.

Introduce them the frame that is below. You can first give them an explanation or go gradually with them through canvas while they are filling it up. Depends on the dynamic of your group. Give them big poster (minimum A3) and color pencils to make their own model.

You can find more about SLC and canvas empty table to download on:
<http://socialleancanvas.com/the-canvas/>

DEFINE PURPOSE

But first (before filling in canvas), each team has to define a purpose of their social business. Purpose should move and inspire them. It defines their contribution to society and states the importance of their work. They have to take care of the sustainability of their business but also to make the difference in the society. Their work should leave a legacy.

More about purpose and its importance on:
<https://sheilamargolis.com/core-culture-and-five-ps/the-five-ps-and-organizational-alignment/purpose/>

Statement of purpose is not part of the canvas but we added in as important factor to think about.

PURPOSE: Clearly define the impact (social/environmental) that is intended and any financial goal of your vision. That includes the problem that the venture will look to solve.

<p>PROBLEM What are the biggest problems of your customers that need to be solved? State three problems you are solving for your selected target group.</p> <p>Existing alternatives How are these problems being solved until now?</p> <p style="text-align: center;">2</p>	<p>SOLUTION What solution will deliver the unique value proposition to the different customer segments? What solutions bring your unique value proposition to your target group?</p> <p style="text-align: center;">4</p>	<p>UNIQUE VALUE PROPOSITION Why are you different and worthy of attention? What is the unique value of your product for your customer? How do you remove your customer problems?</p> <p>The best option is to get your value from the PROBLEM 1. If this problem is worthy of solving, then you are half way done.</p> <p>High Level Concept A one-liner explaining what your organization does.</p> <p style="text-align: center;">3</p>	<p>UNFAIR ADVANTAGE Why will this venture succeed?</p> <p style="text-align: center;">7</p>	<p>CUSTOMER SEGMENTS Who are your main target groups?</p> <p>Early adopters Which customers will move first? List their distinguishing characteristics. Your product is not ready for mainstream customers yet. Your sole job should be finding and targeting early adopters, which requires bold, clear, and specific messaging. Whom do you need to move to make this business model work?</p> <ul style="list-style-type: none"> - Customers - Users - Investors/Funders - Volunteers etc. <p style="text-align: center;">1</p>
<p>COST STRUCTURE How much will it cost to deliver your solution to customers at scale? What will be the costs? How many customers do you need/ how many products/services you have to sell to be sustainable?</p> <p style="text-align: center;">6</p>		<p>FINANCIAL SUSTAINABILITY What amount of money do you need to start business? What income do you expect?</p> <ol style="list-style-type: none"> 1. Traditional Revenue Model - ongoing income, e.g. customers paying for your product/service, ongoing donations etc. 2. Funding Model - individuals or organizations contributing initial capital (also include the ownership structure proposed for this venture) 		
<p>SURPLUS How will you use your surplus? What will you do with the profit?</p> <p style="text-align: center;">10</p>	<p>IMPACT What social or environmental impact will result and who are the beneficiaries? Including defined metrics for how these outcomes will be measured (these assumptions will be validated (and potentially pivoted on) like every other part of the business model).</p> <p style="text-align: center;">9</p>			

Example of Social lean canvas

Our problem: Young people do not dare to open their own business.

Proposed solution: Creation of an organization that will support them in opening and developing a business.

PURPOSE: To create a business incubator that supports young entrepreneurs to develop & start their own business in order to use the resource of the environment and create new added value to the society. This will result in new jobs and new opportunities for young people and others.				
<p>3 biggest problems you are solving for your customers</p> <ul style="list-style-type: none"> • Fear of stepping alone into business without support. • Fear of uncertainty (not knowing if able to cover all the costs of running own business). • Insecure in testing market. <p>Existing alternatives. How are these problems being currently solved?</p> <ul style="list-style-type: none"> • State supports through subsidies to open business. • Cheaper rent for the office space. <p style="text-align: center;">2</p>	<p>Solution</p> <p>Our incubator offers support platform for development of own business (get on a market, test it and later on once secure in success opening own entity) without having to open own legal entity.</p> <p>They are free to start their own entity and separate from platform any time.</p> <p style="text-align: center;">4</p>	<p>Unique value proposition</p> <p>Our unique value is:</p> <ul style="list-style-type: none"> • Safe support environment, providing secure testing of the market, with low administration costs and possibility to take off once confident and secure in business success. <p>High level Concept</p> <p>We give young people opportunity to develop their business in safe and secure environment.</p> <p style="text-align: center;">3</p>	<p>Unfair advantage</p> <p>The venture will succeed because of:</p> <ul style="list-style-type: none"> • High percentage of YP having an idea but no guts to start on their own. • The offered support to YP to develop and start business (lower costs, no risk). • Integration of different resources and possibilities to succeed because of ready to go platform. <p style="text-align: center;">7</p>	<p>Customer segments</p> <p>Young people with developed business ideas but with no knowledge how to start, how to deal with legal issues, accountancy...</p> <p>Young people with developed business idea who are afraid to step into market because of too many unknown factors.</p> <p>Early adopters</p> <p>First one will move those who are about to open but hesitate because they are afraid to do it alone and being let on their own. The ones who want ongoing support to become confident...</p> <p style="text-align: center;">1</p>
	<p>Key metrics</p> <ul style="list-style-type: none"> • Number of young people developing and starting business inside our organization. • Number of businesses creating income. • Number of spin-offs. • Profit for further development and support of other segments of young people. <p style="text-align: center;">8</p>		<p>Channels</p> <p>We will reach our customers through:</p> <ul style="list-style-type: none"> • Words of mouth. • Social media (FB, local newspapers and websites). • Public presentations. <p style="text-align: center;">5</p>	

			<p>Who to move for the model to work?</p> <ul style="list-style-type: none"> • Described above with age between 25 – 40 (they are customers & users at the same time). • Funders (Municipalities, Banks, local well established companies/ entrepreneurs). • Volunteers (who know accounting, designing, PR...). <p style="text-align: center;">1</p>
<p>Cost structure</p> <p>Initial costs:</p> <ul style="list-style-type: none"> • Accounting costs • Bank account costs • Introduction platform (website/FB) <p style="text-align: center;">6</p>		<p>Financial sustainability</p> <p>1. Entering fee – fixed amount paid for administrative costs (much lower than opening own entity). Contract - obligation to give x % of the profit once their business pays off. Annual support from Municipality (1000 – 2000 €).</p> <p>2. Volunteers – administration, coaching, mentoring.</p> <p style="text-align: center;">6</p>	
		<p>Impact on</p> <p>Involved young people: autonomy and independence. 9</p> <p>Society: lower unemployment, new spin-offs, creating added values, prosperity.</p>	
<p>Surplus</p> <p>Investing profit into development of business incubator platform, improving support (additional mentoring, coaching) and developing new opportunities (jobs, income for target groups...).</p> <p style="text-align: center;">10</p>			

15:00 - 17:00 **PREPARE FOR CUSTOMERS TO CHECK THE PRODUCT (INTERVIEWS)**

ENERGIZER: “Ping & Pong” (15 min)

Participants form a circle. Someone starts counting 1, another 2, when it comes to 3 and all other multiples of 3, instead of 3 you say PING and clap. Next one continues with 4, and when it comes to 5 and all other multiples of 5 you says PONG and jump. And when it comes to multiples of 3 and 5 – like 15, the one whose turn is says PING PONG, clap and jump.

FIRST CHECK OUT (30 min)

Once teams create their own canvas, form groups made of two different canvas teams. They should introduce their canvas to each other and pay special attention to the problems that their product is solving, to the solution (product) and to the unique value of their product for their target group.

They discuss and complement canvas according to the suggestions of the other team.

WHAT NOW? ACTION! (60 min)

Facilitator/trainer advices teams according to their projects/products.

Work in setup teams.

Once the lean canvas is done, it is time for next step. They have to check if they really have a product that solves their customer problems.

They will work on reaching out potential customers, the one that they

they think are in need of their product and are willing to pay a price that they can build a business upon. They have to check if the assumptions stated in canvas hold.

They will get direct feedback from potential users and test a set of hypothesis that they made while filling up the canvas. They will go out on the streets or find other ways to reach their potential customers. After that, they will revise canvas and make adjustments according to the information that they get in communication with their target group. The goal is to develop minimum viable product (MVP) that can be tested as soon as possible. MVP is a product with just enough features to satisfy early customers, and to provide feedback for future development.

On the DAY 5 they will go out and talk to their target group or find other ways to reach them. They will check:

- Do they really have a problem worth solving? Even if they think that they are building a product for customers, they are not their customer so they have to go out and test. This means interviewing customers, running usability tests... They also have to find out how that problem had been solved until now.
- Is their solution going to work? They have to ask customers for feedback to prevent designing a product for weeks/months and later realize that they went off in the wrong direction. Customers are the only ones who can help them to adapt the product to their needs.

Get ready to interview potential customers: **Problem/Solution interview**

MAKE A STRUCTURE OF A PROBLEM INTERVIEW (30 min)

“Talk to customers to understand their worldview before formulating a solution. Before you can really define a solution, you have to really understand the problem”.

The Problem Interview is all about validating your hypotheses, if you are really solving your customers` problem. If you have a problem worth solving. To prepare for the interview you have to convert the hypotheses from your canvas into testable hypotheses.

Give to teams following questions to answer and turn them into hypotheses.

1. Customer Segments:

Who has the pain in your case? Who are your early-adopters (buyers)?

In our case, we identified the one who are just about to open a business but are afraid to do it alone because of too many uncertain factors:

- They want to start but might have a family and it is too risky for them to start or do it alone.
- They already have a job and would have to give up a job in order to start a business.
- Entrepreneurship is not in their first plan but it would mean realization of their passions/hobbies/dreams.

Hypotheses: Our early adopters are people with entrepreneurship in their second plan. (106)

2. Problem:

- What are you solving?
- How do customers rank the top 3 problems?
- What is their pain level: must-have, nice-to-have, don`t-need solution?
- How do customers solve these problems today?

What are you solving?

We are solving the youth problem of not opening own business because of some uncertain factors and we offer:

1. Supported entrance into the world of entrepreneurship (**Fear of stepping alone into business without support**).
2. Stable start despite the unpredictability of market and specific characteristics of product (**Uncertainty – not sure if possible to cover all the costs of running own business**).
3. Secured and guided testing of the market (**Insecure in testing market**).

They should make hypotheses of what they think that they are solving and how they think that customers will rank those problems:

Hypotheses 1: Fear of stepping alone into business without support will be ranked as problem 1 and as a must-have solution.

Hypotheses 2: Uncertainty – not sure if possible to cover all the costs of running own business will be ranked as problem 2 and as nice-to-have solution.

Hypotheses 3: Insecure in testing market will be problem 3 and don`t need to have solution.

How do customers solve those problems today?

1. Our early adopters are postponing opening own business, they are all the time in a kind of a trap “should I or should I not” and are wasting their time.
2. Our early adopters make partial calculations and are not able to identify fluctuations and volatilities of the market; therefore, they do not decide to test it and start a business.
3. Our early adopters do not have knowledge and self-confidence to test a market.

Hypotheses: Our early adopters give up on opening business or postpone it indefinite.

INTERVIEW (30 min)

After setting up hypotheses – assumptions what the customers think – they continue and prepare an interview (for example):

- State 3 problems and ask if any of those problems resonate with them?
- How would they rank those problems?
- Do they suggest any other problems you did not think about?
- How do they deal with problems today?
- Will customers pay for a solution?
- What price will they bear?
- Are they ready to be part of the venture? What are conditions they are ready to get in?)

They prepare questions relevant for their product so they can build upon the received answers, improve, change or “stop” with the product.

BEFORE SETTING UP THE QUESTIONS, they also have to think how many people they want to reach.

PLAN HOW TO REACH CUSTOMERS ON THE DAY 5 (15 min)

17:30 - 19:00 PITCHING THE PRODUCT & REFLECTION

TEAM BUILDING ACTIVITY 1: The perfect square (15 min)

You need a long piece of rope tied together and a blindfold for each person. Have your coworkers stand in a circle holding a piece of the rope. Then instruct everyone to put on blindfold and set the rope on the floor. Have everyone take walk a short distance away from the circle. Next, ask

everyone to come back and try to form a square with the rope without removing blindfolds. Set a time limit to make it more competitive. To make it even more difficult, you can instruct group to stay silent.

PRESENT YOUR PRODUCT (30 min)

Ask them to make two short pitches by the below prepared examples. It helps them to think more about their product from different viewpoints.

EXAMPLE 1

Our products and services, **help(s) customer segment, **who want to jobs to be done** **by** verb (eg., increasing, avoiding) customer pain **and verb (eg., increasing, enabling) customer gain**. **Unlike** competing value proposition.**

Our incubator **helps** insecure young people, **who want to** bring their business idea into life **by** offering them a platform to start their own business, avoiding unnecessary costs and risk of failure **and** enabling them to develop in supportive environment to take off and go on their own when they are ready. **Unlike** the case when you are on your own, without needed support and worrying if you are going to make it or not. We are here to support you and stand behind you.

EXAMPLE 2

An example of a positioning statement where they define their products advantages opposite of a competitor. And why the difference matters?

Read more here:

<https://www.actuationconsulting.com/whats-the-difference-between-a-value-proposition-and-a-positioning-statement/>

- **For** (a concise definition of the target market).
- **Who have** (problem statement describing the need).
- **Our product is** (a name to help categorize the solution to the market).
- **That provides** (key benefits and the derived value).
- **Unlike** (reference a competitor or the competition).
- **Our solution** (key advantages that differentiate the product from the competition and create customer value).

Young people who are uncertain in their business success and insecure in opening their own business are often left on their own. However, we provide them with a ready established platform where they can test their product on the market and focus on their creative work. Without worrying about the administrative part and in addition we allow them to take off and go on their own when they are ready.

PITCH (20 min)

Each team presents their pitches and receives feedback of other teams.

REFLECTION: Comfortable - Feeling (15 min)

This activity helps you to measure/gauge how participants feel about the content of a day, issues, and process of the group. Create three signs: Comfortable – Feeling stretched – Uncertain. Post them on the wall in different areas of the room.

Then give a reflection questions such as “How do you rate your ability to use the new skill you just learned?”

Ask participants to walk to the sign that best reflects their experience. Have them talk in group why they rated their experiences similarly and

shortly share it with other groups.

Continue with similar questions to reflect a day, to highlight the learning experiences and to see where you can be of more support to the participants.

Feeling stretched is good place to be in. That is where learning is occurring.

Read more here:

http://www.actforyouth.net/resources/pyd/pyd_4-3_engaging-reflection.pdf





OBJECTIVES OF THE DAY

- Arrange meetings for interviews for a following day.
- Explore examples of good practice in social entrepreneurship.
- Intercultural evening.

INTRODUCTION OF THE DAILY PROGRAM AND ITS OBJECTIVES (5 min)

ARRANGING MEETINGS (60 min)

They make a plan and contact possible customers/target group to arrange meetings and do interviews the following day. Also prepare other ways of reaching out people for interviews.

A DAY ON THE FIELD, EXPLORING EXAMPLES OF GOOD PRACTICE (90 min)

Participants had three full days of learning and planning so it is good to have one day of activities where they can relax and have fun exploring and getting to know new things connected with the theme of the training

During SET UP training, we visited the city of Iași in Romania. During first part we visited 3 social enterprises. Two developed by NGOs and one by a company with a social mission. We had lunch in a social enterprise and dinner in a traditional Moldavian restaurant.

We visited:

→ Mai Bine's social enterprise CUIB

Mai Bine is creating a culture of conscious shoppers in Romania! They are selling fair-trade and eco-friendly products made by local producers and host different community events.

Discover more at:

<https://www.facebook.com/NESsT.Romania/videos/1031806333585083/>

→ REDU (Pioneer local Slow Fashion)

REDU is a project developed as a social enterprise that aims to transform waste into creative and educational resources. It was initiated by the NGO with over 7 years of experiences in environmental protection activities. It aims to develop a circular economy – collecting and reducing textile waste by transforming it into products with a positive impact on the environment and community.

Discover more at:

<http://redu.org.ro/despre-redu/despre-proiect/>

→ Meru

Meru is also NGO (social enterprise) – platform dedicated to the creative community of Iași. They are more in one, café, art gallery, social hub and jazz promoter. They support art and artists through different development projects in order to arouse the interest of society for the art and its value.

Discover more at:

<http://meru.arts.ro/descriere/meru-iasi/>

INTERCULTURAL EVENING PREPARED BY BOTH NATIONAL GROUPS



OBJECTIVES OF THE DAY

- Contact target group and get their feedback (interviews).
- Revise social lean canvas.
- Learn about marketing – make lean marketing canvas.

9:00 - 13:00 **GET OUT ON THE STREETS (interviews)**

MORNING ENERGISER: Human rock paper scissors (15 min)

This energizer is a variation on the classic hand game, rock-paper-scissors but requires people to get on their feet, move, and act as a team. Break participants into two groups. For each round, each group needs to do one of the poses (everyone needs to do the same pose) in order to beat the other group.

Rock – each person bends down, hugs knees and curls into a ball so it looks like a rock.

Scissors – each person stand with legs shoulder-width apart and both arms up and hands behind the head so they look like a scissor.

Paper – they stand still.

Once each group has their poses ready, a facilitator will have the two groups face each other and count down from 3 (i.e. 3....2...1....SHOOT). On “SHOOT” each group needs to strike one of the three poses. Rock beats Scissors, Scissors beat Paper, and Paper beats Rock. Best out of 5 rounds wins.

INTRODUCTION OF THE DAILY PROGRAM AND ITS OBJECTIVES (5 min)

INTERVIEWS (3 hours)

Doing interviews to get feedback about their products and the problems that they think they are solving.

Before they go out, you can one more time stress:

“Customers don’t care about your solution. They care about their problems.” **Having more passion for the solution than the problem is a problem.** Investors, and more importantly customers, identify with their problems and don’t yet care about your solution. Entrepreneurs, on the other hand, are naturally wired to look for solutions. But chasing after solutions to problems that no one cares enough about is a form of waste. Building the right minimum viable product requires you to really see the problem from the customer’s point of view first.

They test if they have a must- have solution for the customers’ problem and how their early adopters address that problem today. From that point, they will have a good position to define and test their solution (minimum viable product). (Running lean p. 100)

15:00 - 17:00 **MARKETING CANVAS**

SHARING (30 min)

Everyone shares their experience of doing interviews.

What did they learn? Do they have a problem worth solving? Has some new problem appeared?

REDOING LEAN SOCIAL CANVAS (30 min)

According to the interviews, the group discusses and changes lean canvas if necessary. They can improve product, change target group, product ... any features to improve the product.

Also, if they got a strong “don’t need” signal for interviewees, they should consider about dropping that solution or problem. If they discovered a new problem or solution, they add it in canvas. **Their goal is to get their product down to one “must-have” problem with one unique value proposition.**



ENERGIZER: Catch balloon (15 min)

Everyone gets one balloon. All balloons go up in the air and their task is to keep all balloons in the air. This gets the group moving and co-operating. Once they have the hang of it, make it harder by adding in more balloons or placing restrictions e.g., no hands to keep balloons up. You can also ask them to sort them into colors...

MARKETING “PLAN” (45 min)

The purpose of the activity is to make initial brainstorming on marketing. It is the starting point to further develop and define the product path.

Marketing is a process of introducing the product to the target group. It focuses on winning and keeping customers. Good marketing plan contains different tools and tactics to achieve sales goals. Marketing can be done through many different ways and many of them are unique to individual products, market places and people.



This time groups will make marketing canvas, taken from: <https://medium.com/the-mission/brainstorm-your-marketing-strategy-with-this-canvas-f3ce68beff1>

<p>Product What is your product?</p> <p style="text-align: center;">1</p>		<p>Key Message Based on 1 & 2 what is your key message? One thing you want to tell everyone about the product. It is based on the product description, and what you believe is unique and marketable.</p>		<p>Target Audience Who should hear your message? You cannot market something if you do not know whom you are marketing to. Your audience is never “everybody” - it is always, always somebody.</p> <p style="text-align: center;">4</p>	
<p>Unique Marketable Elements What are its marketable elements?</p> <p style="text-align: center;">2</p>		<p style="font-size: 2em;">3</p>		<p>Audience Influencers Who influences your target audience? Who encourages them to use your product?</p> <p style="text-align: center;">5</p>	
<p>Free channels What free channels do you have access to? How do you reach 4 & 5? How will you put the message in front of them? You have to think about the target. Not every channel is the right match for you and your product.</p> <p style="text-align: center;">6</p>	<p>Paid channels What paid channels do you have access to? Marketing channels are not exclusively social media platforms.</p> <p style="text-align: center;">6</p>	<p>Setting goals What are your goals?</p> <p style="text-align: center;">7</p>		<p>Determining the phases What are your first three phases?</p> <p style="text-align: center;">8</p>	

<p>Product Support organization (incubator), providing secure testing of the market, with low administration costs and possibility to take off once grown up.</p> <p style="text-align: center;">1</p>		<p>Key Message We are the best way to have safe and supported start into the world of entrepreneurship.</p> <p style="text-align: center;">3</p>		<p>Target Audience People with entrepreneurship in second plan. The one who are just about to open but are afraid to do it alone because of too many uncertain factors.</p> <p style="text-align: center;">4</p>	
<p>Unique Marketable Elements Safe environment to grow and develop the market for the product. Low cost start-up. Professional support to launch product on the market.</p> <p style="text-align: center;">2</p>				<p>Audience Influencers Parents, friends, public institutes.</p> <p style="text-align: center;">5</p>	
<p>Free channels Facebook, newspapers, radio, e-mails, personal contacts</p> <p style="text-align: center;">6</p>	<p>Paid channels Paid social ads.</p> <p style="text-align: center;">6</p>	<p>Setting goals</p> <ul style="list-style-type: none"> • Communicate the key message to as many people as possible. • Reach 6 people that are interested to enter. • Gain media coverage to present our product to public. <p style="text-align: center;">7</p>		<p>Determining the phases</p> <ul style="list-style-type: none"> • Prepare introduction for picked media (to let people know our key message). • Preparing introduction for public meetings. • Sign ups and individual interviews with potential incubates. <p style="text-align: center;">8</p>	

From this point on an in-depth marketing plan can be done that covers goals in more details.

17:30 - 19:00 **MARKETING CANVAS & REFLECTION**

ENERGIZER: “Zip, zap, zup” (15 min)

Participants stand in a circle, sending a signal to each other, saying the word “zip”, “zap” or “zup” when on turn.

ZIP passes signal on right, ZAP passes left, and ZUP passes it across the room to anyone not standing next to you. Make sure all participants understand this, because they will be expected to pass it very quickly without making a mistake. You will try to trick your teammates by changing directions on them.

When someone makes a mistake, he/she can be eliminated from the circle. The last three remaining are considered the winners of the game.

Read more at:

<https://aimstandingteam.wordpress.com/2011/09/27/energizer-zip-zap-zup/>

CHECK OUT MARKETING CANVAS (30 min)

Form groups made by two different teams. They introduce canvas to each other and revise canvas according to the suggestions of the other team.

REFLECTION (30 min)

Each group should discuss about their feelings, challenges, achievements, their communication in daily teamwork and what could be improved.

Some of the suggested questions are:

- How did you feel during the activity?
- What challenges did you face?
- What did your team have to do or believe to be successful?
- What positives can you find in your activity?
- What was your plan for the activity? Did you make it?
- How can you apply what you learned from this activity in your life?
- What advice would you give to any other team working on this activity?
- What would you do differently next time?
- What surprised you the most?
- What did you enjoy about the activity? What didn't you enjoy?
- What lessons can you learn from this challenge?

Communication Questions:

- Do you feel you communicated well as a team?
- What changes would you make in how you communicated?
- Did you listen to others in the team?
- Did everyone have some input?
- Did everyone understand the plan? If not, why not?
- How did you ensure everyone knew what was happening?
- How did you communicate your ideas?

Questions from:

<http://www.ventureteambuilding.co.uk/de-brief-questions-master-list/>



OBJECTIVES OF THE DAY

→ Evaluation and follow up of the project.

9:30 - 11:00

EVALUATION

MORNING ENERGISER: Untangle yourselves (20 min)

Standing in a circle, shoulder to shoulder. First, instruct everyone to lift left hand and reach across to take the hand of someone standing across the circle. Next, have everyone lift right and reach across to take the hand of another person standing across the circle. Make sure that no one is holding hands with someone standing directly beside them. The group then tries to unravel the “human knot” by unthreading their bodies and without letting go of each other hands.

WRITTEN EVALUATION (30 min)

*“We do not learn from experience ...
we learn from reflecting on experience.” (J.D.)*

Last day of the training, it is important to spend time on reflecting and evaluating the project and the whole learning process. Many tools can help participants to become aware of the learning outcomes and for organizers to receive valuable feedback.

The purpose of the written evaluation is to give the chance to everybody to evaluate anonymously the whole project in light of the outcomes.

Give to participants printed evaluation questionnaire or write them questions on a flipchart paper. Example of questionnaire:

1. What did you like most about this training?
2. What aspects of the training could be improved?
3. Mention 5 learning outcomes achieved during the training.
4. Evaluate the trainer:
 - 3 things you like the most:
 - 3 things that can be improved:
5. How do you plan to disseminate the result of this training?
6. Evaluate, using grades from 1 (unsatisfied) to 5 (very satisfied) the following items:
 - Accommodation
 - Food
 - Training rooms
 - Materials
7. Other comments or suggestions about what we can improve regarding any of the items above...

ENERGIZER: “Fruit salad” (10 min)

Divide participants into an equal number of different fruits, such as oranges, bananas, strawberries... Participants sit in a circle (one chair less than a number of participants). One person stands in the middle and shouts out the name of the present fruits, such as ‘oranges’, and all of the oranges must change places with one another. The person who is standing in the middle tries to sit on the empty chair. New person in the middle shouts another fruit and the game continues. A call of “**fruit salad**” means that everyone has to change seats.

EXPECTATIONS, FEARS & CONTRIBUTIONS (15 min)

Instruct participants to check the expectations, fears and contribution posters that hang on the wall and see what came true about. What expectations were met, what fears realized and if they could contribute as planned?

Fruits of the same species from the previous energizer sit together and share:

- Could they contribute as planned?
- Would they do something different?
- Were their expectations met and any fears realized?
- How do they feel now about their fears?

WALK OF COMPLAINTS (10 min)

The purpose of the activity is to let go of any dissatisfaction connected to the training in past few days.

Participants make two lines facing each other, in a distance of about 6 meters. When the facilitator gives them a sign, they start slowly walking towards each other. Every step they make they can make a complain, stating something they did not like or they were dissatisfied with. They can say it in their own language as the purpose is to empty themselves not to say it to each other. They can be very loud, talking across each other. When they meet they stop, bow to each other and return back into the starting position. Repeat these two or three times depends on your group and circumstances.

WALK OF GRATITUDE (10 min)

Participants express their gratitude, everything that they liked on the training and are grateful for.

Same as in a walk of complaint they stand in two lines facing each other. When the facilitator gives them a sign, they start slowly walking towards each other. Every step they make, they express gratitude, appreciation... They can say it in their own language, loudly... When they meet, they say one or two more things that they really liked and appreciated in their own language (others do not have to understand). Then they can bow to each other, shake hands or embrace as they feel and want. Repeat these two or three times as you think is proper for your group.

11:30 - 13:00 YOUTH PASS

YOUTH PASS (90 min)

Print out Youth pass and introduce all three parts.

First part confirms the participation in a given project and lists main facts about the project. It also provides background information about the general context and value of the activity.

Second section informs about the project in more details (organizations in charge, aims, activities, and results of the project described).

In the third section, participants reflect upon their learning and the outcomes. They are encouraged to describe what they have learnt in the course of the project, adhering to the eight key competences for lifelong learning.

Participants receive questions and have 60 minutes time to write answers. If they want to receive Youthpass they send written answers to the organizing organization.

More information on Youth pass are available at:
<https://www.youthpass.eu/en/>

MODES OF TRANSPORTATION (20 min)

Draw different modes of transportation on a sheet of paper or use an appropriate picture: UFO, train, bus, car, bicycle, skateboard... (one form of transportation per paper). Post drawings or pictures around the room. Ask participants to look at those forms of transportation and pick the one that best represents how they feel about the whole training. Have them choose one and stand next to the picture. Ask them to explain why they picked that one.

Read more at:

http://www.actforyouth.net/resources/pyd/pyd_4-3_engaging-reflection.pdf

MY PLAN FOR THE FUTURE: My blue print (40 min)

The story is meant for participants to think about their life, the path and decisions they are making and where to go in the future...

Tell them a story “**A carpenter`s house**” – a story about the Life we build for ourselves (author unknown).

An elderly carpenter was due to retire. He told his employer of his plans to leave the business and start a life of leisure with his wife and extended family.

He would miss the money, but the time was right and he was ready to hang up his hammer. His boss was disappointed as the carpenter had been a loyal and diligent worker for many years, so he was sad to see him go. He asked for one last favor, requesting that the carpenter could build one last house before retiring.

He agreed, but it was soon clear that his heart wasn't in it. He took shortcuts, used inferior materials and put in a half-hearted effort. In the end the final product was well short of his usual standards, a disappointing way to end his career.

When the job was finished, the employer came to inspect the work. After taking a look around, he handed the keys to the carpenter and said, “This is your house, it’s my gift to you.”

The carpenter was shocked and embarrassed. If only he had known, he would have made sure that everything was perfect. If he had known the consequences, he would have demanded excellence from himself.

We’re not that different.

Think of yourself as the carpenter. Think about your house. Each day you hammer a nail, place a board, or erect a wall. Build wisely. Even if we live it for only one day more, that day deserves to be lived graciously and with dignity. The plaque on the wall says, “**Life is a do-it-yourself project.**”

Your life of yesterday is a result of today and your life tomorrow will be the result of your attitudes and the choices you make today.

MY BLUE PRINT

Individual work. Everyone get a paper and a pen and answer for themselves:

- How do I treat my life?
- Can I do something different in my life?
- What to change, what to improve, how to enjoy and seize more?
- Who do I want to become?
- What do I want to achieve?

A LETTER FROM MYSELF (20 min)

Give to everyone an envelope with postmark. Explain them that they will write a letter to themselves and that they will receive it when the time is right. It will be send sometime in the near future. They should write their address on.

Make available different color pencils and papers.

Instructions for writing a letter:

It is a 20 years from now. Your life dream came true. You achieved everything you have ever desired. You are happy and satisfied. Life made you wise and strong. You are writing to a 20 years old younger you. Give to younger yourself an advice how to live life, how to do things, how to develop a potential you have, how to realize a dream you have already reached. Tell yourself what was your guiding moto or principle in those past years that led you towards happiness.

WHAT MODES OF TRANSPORTATION I USE IN MY LIFE (20 min)

After writing a letter to themselves, go back to the Modes of transportation activity. Ask participants to look at those forms of transportation and think about the mode of transportation that they are most often using in their life and why? Is it broken often? Have them choose one and stand next to the picture. Let them shortly discuss about that with the group that chose the same mode of transportation.

Do they prefer any other mode of transportation? If it is a different one they can change a place and go to the preferred mode of transportation.

Same mode of transportation has different meaning for each participant and only they know why some mode is better than the other is and best for him or her.

MY MESSAGE AND WISH FOR YOU (60 min)

Young people spent together 6 days and most probably had a great time together. They made new friends and connections. Give them a chance to share and give to each other a present that they can remember and keep in their memory.

Bring them different color papers and pencils. Each should take one paper, put a name on it and draw a small symbol of him or her. When done, they should pass it to a person sitting next to on the right side and receive a paper from a neighbor sitting on a left side. Best is they sit in a circle. They write good wishes, messages, anything nice they want to say to a person that they spent 6 days together. They continue until everyone gets back their own paper.

Instead of a paper, they can also make a small notebook and pass it to each other.

Conclusion of the formal part of the training

Make a formal conclusion of the training and invite participants to share about their experience.

YOU'RE AWESOME!

I like your smile.

you will make it,
you have guts.

Energy free, getting involved
with all you do.

YOU ARE A COMPLETE GIFT TO
EVERY PERSON YOU GET IN
CONTACT WITH,



Wishing you good luck on
your way.

KEEP ON WITH WHAT YOU STARTED HERE!
It was an adventure
to be with you.
I like your sincerity & openness.



Erasmus+

