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Women Pro

Young Women as Social Entrepreneurs, Path to better life LEARNING MODEL

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1. Introduction of the Project

The main aim of the project is to enhance and promote social entrepreneurship spirit among young women by raising awareness about and supporting them in evolving their skills in social entrepreneurship, creativity and innovation.

More specifically it aims to motivate young girls and women leaving in rural areas and remote areas to find employment in their regions by providing them with an integral and holistic training course, tailored to their specific needs. The project focuses on empowering young women in order to realize that they can start their own business.

Main objectives are:

- empowering young girls and women from rural and remote areas;
- enhancing their entrepreneurship competencies in order to prepare them to successful entering the labour market;
- fostering and widening the competencies of EU teaching staff to use an innovative approach for delivering the training course 'Young Women as Social Entrepreneurs – path to better life';
- develop the innovative approach to competency development in digital age;
- contributing to unification of the educational and training standards to recognize the learning outcomes.

Direct target groups (primary target group):

- young girls and women from rural and remote areas who face difficulties to find a job in their region (unemployed/ disadvantaged/ minority/ migrant women under 29 years);
- women entrepreneurs;
- coaches, consultants, experts in delivery trainings;
- professional trainers.

Indirect target groups (secondary target group):

- educational institutions which offer services related to social entrepreneurship;
- guidance and counselling centres, Employment offices and labour directorates, Consultancy companies, NGOs, professional associations, career orientation centres, different local educational institutions e.g. VET providers, organisations which working with start-ups or social entrepreneurs, universities, colleges, high education providers, etc.;
- other relevant stakeholders: local, regional and national authorities, policy



makers responsible for the economic development or employment, associations and professional unions of (social) entrepreneurial consultants, start-ups supporting structures, etc.

The main project outputs:

- WomenPRO Learning Model for the training course ‘Young Women as Social Entrepreneurs – path to better life’;
- WomenPRO Training Course ‘Young Women as Social Entrepreneurs - path to better life’;
- WomenPRO Manual for coaches on how to run effectively the training course based on reversed training methodology and flipped learning approach;
- WomenPRO Interactive exercises and tests for pre-assessment and post-assessment of the obtained soft skills;
- WomenPRO e-learning platform to ensure the blended learning.

The project partnership consists of four organizations coming from four EU countries:

- OIC Poland Foundation – Lead Partner (Poland);
- G.G. Eurosuccess Consulting LTD (Cyprus);
- Social Innovation Fund (Lithuania);
- AVA Creations Foundation (Bulgaria).



2. Aim and Objective of the WomenPRO Learning Model

The aim of the WomenPRO Learning model is to provide didactic methodology for WomenPRO training course and the Manual for coaches.

The main objectives are:

- to provide the methodical materials for training providers and consultants on how the 'Young Women as Social Entrepreneurs - path to better life' training course can be better developed and implemented;
- to increase the capacity of trainers to facilitate training program for young women by implementing reversed training methodology;
- to develop the trainers competences to deliver the training course by using innovative teaching and learning strategies;
- to describe the content of 5 training modules;
- to define the Lesson/session plan to deliver the training course for young women.

The Learning Model defines the content of training course 'Young Women as Social Entrepreneurs - path to better life' for young girls and women from rural and remote areas, which consist of 5 Modules:

- Be motivated;
- Be creative;
- Be skilled;
- Be informed;
- Be successful.

The Learning Model provides the structure and the methodological guidance for the development of the separate units within the 5 main modules. The blended learning model based on reversed training methodology is outlined in details. Teaching methods like dialogical groups method, role model method, mentoring and e-mentoring (individual and group) are presented in order to increase learners motivation.

The training course duration is 178 hours. It covers both face-to-face and online learning. Teaching and learning strategy is explained in 5th chapter of the Learning Model.



3. Results of the desk research on needs of young women

The instructional design for the Learning Model is explored with reflection to the founding of the Needs Analysis undertaken in partnership countries by interviewing 18 women-entrepreneurs from Poland, Lithuania, Cyprus and Bulgaria. The partners have investigated with actual stakeholders the best ways to present the topic to the young women, to create interest and motivation in them to undergo the training course and to design a course that will be actually useful and used by the target group.

The aims of these interviews were:

- to investigate the best ways to present the training course WomenPRO on social entrepreneurship for young women;
- to define the ways how to create their interest and motivation on a topic of social entrepreneurship and
- to clear up how the training course should be structured (including self-study and classroom-based study).

The interview Questionnaire is attached to the Annex 1.

The main characteristic of interviewed women entrepreneurs are:

- women in the 26–59 age group;
- the age of their companies: for 10 women- 1-6 years, for 8 women- 7- 20+ years;
- for 9 women it was the first entrepreneurial experience, and 9 women have already more than one enterprise started in their carrier;
- 8 women run social economy enterprises.

Findings and conclusions from the Needs Analysis:

1. All respondents highlighted the importance of supporting disadvantaged women to start their social enterprise.

Some valuable comments were: training organizers should verify participants' motivation, proper mind-sets and attitudes; training participant should have clear goals and be determined to achieve them; in order to open the doors to entrepreneurship, innovation and self-employment one must be inspired and encouraged; The training course will definitely motivate disadvantaged women to at least start thinking about the possibility and even necessity to change their lives, to be more positive about their abilities to start business and to understand that they can do it!



2. Most of respondents (15) agreed on having a blended learning approach indicating the importance on starting the learning process with face-to-face session and after follow with the online self-directed learning. However, 2 interviewed women expressed some doubts about blended learning approach in teaching of social entrepreneurship as subject is too difficult to be taught online and it could take a long time to achieve any learning outcomes.

Some valuable comments on blended learning approach were: this approach will allow women to study materials as long as they need, to re-read the presented in e-learning platform materials, which they need to understand better; for this particular training course the face-to-face sessions have a greater weight to motivate women to start learning and even more, to continue and finalise training course; in the online environment, you can learn at any time and in any place depending on your personal schedule; blended form is good option for all adults, however, some modules, e.g. Legal aspects, are better to be personally managed.

3. Concerning the duration of the training course (178 a.h) and distribution between face-to-face and online training (108 a.h and 70 a.h) the opinion of the respondents have been rather different: 56% of respondents agree with suggested above duration of the course and distribution between face-to-face and online sessions; 22% of respondents - disagreed and 22% of respondents did not express their opinion mostly because they did not have an experience in holding any training courses for disadvantaged women. Thus, it is important to discuss this statement further within the partnership during the development of the training course.

Some comments were: Some respondents think that 178 hours is not enough to acquire all knowledge, however it can be used 'smartly', however, others think that course has to be shorten (max 120 a.h) and composition of face-to-face has to be opposite: 40 percent/60 percent; this specific amount of hours which was set can assist on being acquainted, but to be competent would not give good results on all participants, unless prequalification and screening is implemented; the training course has not to be overloaded by information and content if it is an initial training for learners on social entrepreneurship; if woman will be motivated and interested in the topic of the training course, she could continue with more specific training.

4. All responses were positive on incorporating mentoring in the training course.

Some valuable comments were: mentoring is very useful and powerful tool to keep learners on the learning process as mentor could always give a good personal advice and increase the motivation of women to learn by her personal good achievements; it is a best for the trainee to have a mentor who is involved or has experience in the same or



similar industry as the trainee's business idea. Thus, the matching mentor and mentee process is very important; it was suggested to start mentoring as soon as it will be possible by organisation which will provide training to find a good mentors and match them with the learners-mentee; the mentor should be a person who first of all knows the legal form of social enterprise which participants want to establish, and knows social-economic condition in the region.

5. Most of the respondents (16) agreed that the incorporating dialogical group method would be efficient for this training course, 2 disagreed and one did not express the opinion as never heard about this method before.

Some valuable comments were: this method could be important for problem solving and exchange of ideas; it was stressed that the effectiveness of the such discussions will much depend on the experience of facilitator and on how the topic for discussion will be interesting to all members of the group; it was suggested to define in advance the list of the possible topics and then together with learners to find out which topics are interested to these particular group of learners; it also was stressed that the discussions have to be based on previously conducted practical activities because if participants will be asked to discuss subjects they are not familiar with, it will be a failure.

6. All respondents agreed that incorporating of Role Model method based on analysis of success stories will be efficient for this training course.

Some valuable comments were: this method is very good tool for motivating disadvantaged women to make the positive changes in their live; it is vital to use role models that operate in the same sector, have same gender, nationality (even operate in the same region) especially because role model's primary function is inspiration/motivation and/or increasing self-efficacy; presentation of stories has to be well balanced – not only positives, but negative points, overcoming disappointments, failures etc.

7. All respondents indicated that developing of soft skills is important part of the training of a social entrepreneur.

Some valuable comments were: All agreed that presented within the questionnaire skills, namely, creativity, responsibility, flexibility; time management, punctuality, are important and these skills have to be included in the training course. These skills are exactly the skills which are needed for the successful running of any business. As the other important skills the respondents pointed out the following skills: productivity, empathy, passionate, team management , ethics, self-confidence, constructive communication in different environments, tolerance, critical thinker, able to make



decisions, result oriented, presentation skills, networking and communication, leadership, active listening.

8. Most of respondents (14) agreed with the objectives, content and time allocated for the Module **“Be Motivated”**, 3 - disagreed and one did not express the opinion mostly because they did not have experience in organising and developing training course on the topic. Some of options were contradictory. Thus, it is suggested to discuss the content and timing of the Module during the development of the training course process.

Some valuable comments were: *for some of the respondents the content was sufficient and well structured, however, for some of participants the content and its presentation in the e-learning platform for self-study was not clear; the distribution between the content for the face-to-face and e-learning has to be further developed taking into account as well that the course has to be in all national languages of partnership; add success stories of people operating in the same sector as training participants; it is important for the trainees to identify an idea/gap first and work around it to develop their skills and to add more practical activities and discussion; some of participants were not sure that the tasks for e-learning session is doable by disadvantaged learners as you have to have a special skills to find a good story in the Internet and prepare the presentation’. Concerning the time of the Module- also the different opinions have been presented and some of the opinions were contradictory, from the suggestions on reducing time allocated for on-line activities and discussion to reducing the time for face-to-face training.*

9. Most of respondents (14) agreed with the objectives, content and time allocated for the Module **“Be Skilled”**, 3 - disagreed and one did not express the opinion. Some of options were contradictory. Thus, it is suggested to discuss the content and timing of the Module during the development of the training course process.

Some valuable comments were: *it would be good to add the objective “entrepreneurial skills or skills for initiative and entrepreneurship” as now it is only interpersonal and social skills are mentioned; it also was suggested to review the content of face-to-face and e-learning parts and update them with some new skills which are suggested (see comment 7 above); the distribution between the content for the face-to-face and e-learning has to be further developed in terms of timing, depending on the quantity of the materials; the task about posting a video on the forum showing a scene where negotiations are carried out is useless as this is more academic approach and instead drama teaching method, followed by practical activities, was suggested to ensure that participants will be ready to discuss and assess.*



10. Most of respondents (14) agreed with the objectives, content and time allocated for the Module **“Be Informed”**, 3 - disagreed and one did not express the opinion. Some of options were contradictory. Thus, it is suggested to discuss the content and timing of the Module during the development of the training course process.

Some valuable comments were: in general, all respondents agreed with the objectives, however, some respondents said that this Module could be very much country-specific as rules and financial source are differ from country to country as well as the juridical basis; the importance of fundraising in local market was stressed; suggestion was as well to rethink the topic „refundable financing“ as for social entrepreneurs starting out their activity this topic is not necessary; some respondents suggested to make the content of the Module more general and just give history of social entrepreneurship, provide an overview on the principles of social entrepreneurship, define the differences between entrepreneurship and social entrepreneurship, explain the different useful marketing strategies etc.; at this early stage, it is better to focus on implementation of public tasks, most accessible funding source (how to write application for small grant, etc.).

11. Most of respondents (14) agreed with the objectives, content and time allocated for the Module **“Be Creative”**, 3 – disagreed and one did not express the opinion. Some of options were contradictory. Thus, it is suggested to discuss the content and timing of the Module during the development of the training course process.

Some valuable comments were: it is suggested that objectives have to be coherent with not only business models in general, but also with the peculiarities of social entrepreneurship; less technical terminology has to be used; some of the participants had some doubts if CANVAS model will be easy understood by disadvantaged women, probably, it could be also substituted with more learner-friendly and tailor made one; some suggestions are to limit on-line study hours and more practical work in real life environment.

12. Most of respondents (14) agreed with the objectives, content and time allocated for the Module **“Be Successful”**, 3 – disagreed and one did not express the opinion. Some of options were contradictory. Thus, it is suggested to discuss the content and timing of the Module during the development of the training course process.

Some valuable comments were: the distribution between the content for the face-to-face and e-learning has to be further developed in terms of timing, depending on the quantity of the materials; more time for workshops on how to take a creative approach to business development; this Module has to give just understanding of the main aspects of the accounting and legal framework as they are country specific; it could be easier for trainer just to explain the peculiarities of these topics during the face-to-face sessions by



giving the list of the links to the national resources (in case, if woman will be willing to start the social enterprise, she will be able to study the national regulations more deeply or outscores the accountancy service); more mentoring regarding these topics is suggested too. Some respondents suggested on limiting the time on this module.

13. Most of the respondents (16) think that the proposed training course covers all areas which should be included in a training course for potential social entrepreneurs.

Some valuable comments were: the training course has all important topics included, and is completed, well consisted and developed with a nice flow; one suggestion was to move the “Be Creative” module first and the rest to follow in the same flow; some respondents suggested to include the additional topics like, marketing financial projections, go-to-market strategy, effective business networking, effective research, Canva design tool, social media, customer segmentation.

14. Most of the respondents (15) supported the idea that the trainee should be tested before commencing with the course to check her initial knowledge.

Some valuable comments were: some respondents stressed the important to have pre-assessment and post-assessment test of the knowledge as it will help learners to understand the progress that was made during the training course as well as to evaluate the impact of the training on the level of learner’s knowledge.

15. Most of the respondents (11) agreed that the more suitable and learner-friendly way for self-assessment is using multiple choice questions.

Some valuable comments were: recruiters need to evaluate training candidates’ practical abilities, look for knowledge and skills; it also was stressed that it will be good to provide the learner with at least short explanation after each question on the right answer as this will provide learner with the possibility to start learning process right away from the first step of pre-assessment of knowledge; some respondents were disagreed and suggested to include open questions, short answers on case studies and methods of research related to business.



4. Learning outcomes of the training course 'Young Women as Social Entrepreneurs – path to better life'

The Learning Model is developed on the basis that the participants of the training course 'Young Women as Social Entrepreneurs – path to better life' will have to increase their entrepreneurial skills as well as their competence in sourcing funds and business modelling oriented at running a social enterprise.

Knowledge:

- the principles of building a team or an initiative group;
- creative and critical thinking techniques;
- sales and business negotiation techniques;
- legal forms for social economy entities;
- funding sources for social economy entities;
- marketing and promotion for social economy entities;
- effective interpersonal communication;
- the basics of running a business activity, including legal, accounting and tax issues.

Skills:

- managing organisation and cooperation within networking;
- using legal regulations in practice;
- building brands and marketing strategies, using modern technology in marketing;
- communicating in a team;
- self-presentation and giving public speeches;
- motivating;
- creativity;
- generating ideas, testing business models;
- analysing funding sources;
- preparing business plans.

Attitudes:

- promoting good examples from the field of social economy;
- awareness of the necessity to further develop one's own abilities;
- motivation for development of oneself in social entrepreneurship;
- increased striving for self-improvement;



- increased sense of responsibility for the results of one's own activity and cooperation within an initiative group;
- increased commitment to fulfilling tasks;
- increased satisfaction with the fulfilled tasks;
- increased life energy level.

5. Teaching and Learning Strategies

The pedagogical strategy of this training course is based on the blended learning approach: combination of traditional and virtual learning via developed e-learning platform as Open Educational Resources (OER) with the possibility to perform self-study at convenient time and place.

Blended learning is an education program (formal or informal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.



Figure No.1. Blended learning

Open educational resources (OERs) are digital materials that can be re-used for teaching, learning, research and more, made available free through open licenses, which allow uses of the materials that would not be easily permitted under copyright alone. OERs include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.



Figure No 2. Open educational resources

The course is innovative as it is built on ICT-based **reversed training methodology** using Open Educational Recourses (OERs).

A Reversed training methodology means that an educator has the role of a facilitator and guides trainees/learners (youth workers) to make an initial analysis of the on-line training materials presented as OERs by themselves. After fulfilling their independent learning tasks, the trainees discuss the results with the facilitator in face-to-face meetings. It means that trainees (youth workers) use the **flipped learning method** to improve their skills and competences.

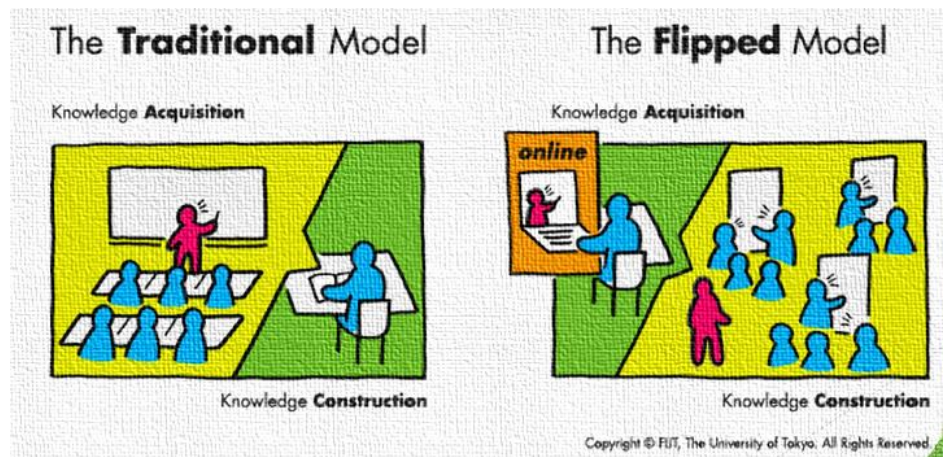


Figure No.3. Flipped learning method

Deepening knowledge for each module is ensured by the possibility to use the learning materials which are placed to the web-platform as OERs. The e-learning is very important learning part of training course, which contains 178 academic hours in total. In order to increase the motivation of the learner to learn as well as to make the training course more learner-friendly and attractive, the following innovative teaching methods are incorporated in the learning modules:

- face-to-faced training based on dialogical groups method;
- role model method based on analysis of success stories;
- mentoring and e-mentoring (individual and group).

Dialogical group method – discussions between the group participants on the prepared in advance topics during the face-to-face sessions. Effectiveness of such discussions much depends on the experience of facilitator and on how much the topic for discussion is interesting to all members of the group. Thus, it is suggested to define in advance the list of the possible topics and then together with learners to find out which topics are interested to these particular group of learners. It is recommended to incorporate this method in the programme of the Module 3 “Be skilled”.



Role Model Method can be defined as teaching by analysing of good examples in informal and learner-friendly manner. This method is very good for motivating disadvantaged women to make the positive changes in their lives. However, it is important to ensure the good quality of content of success stories, they have to be attractively-presented, not very ambitions, have to look as the possible to follow up and to be presented in the national language of learners. It is recommended to use this method during the face-to-face session of the Module 1 “Be motivated”.

Mentoring – it is a developmental partnership through which one person (mentor) shares knowledge, skills, information and perspective to foster the personal and professional growth of someone else (mentee). The main actors participating in the mentoring process are – Manager, Mentor and Mentee. Each actor has a different role and different responsibilities in the mentoring process. There are two types of mentoring: pair and group. Mentoring may also have many forms: e.g. face-to-face, e-Mentoring and blended mentoring. Mentors support, courage and open their own networks for Mentees. During mentoring on social entrepreneurship, Mentors help Mentees to realise if she could start a social enterprise and to help to develop the Personal Plan for further steps.

Mentoring is very useful and powerful tool to keep learners on the learning process as mentor could always give a good personal advice and increase the motivation of women to learn by her personal good achievements. The mentoring is rather popular and has a good image in general. Thus, it is suggested to start mentoring as soon as it will be possible by organisation, which will provide training to find good mentors and match them with the learners-mentees. It is recommended to start the mentoring process after finalizing the Module 2 “Be creative” and continue till the end of the training process.



6. The Content of WomenPRO training modules

6.1. Module. Be motivated

The objective of the Module is to provide the participants with knowledge of successful cases of running a social enterprise, motivate them and build relationships for future cooperation in an initiative group or within networking.

Learning outcomes. After completing this Module, the learners will be able:

- to recognise the main feature of the social entrepreneurship;
- to define the possibility to themselves to start the social enterprise;
- to define the main goals to be fulfilled in the nearest future to make the positive changes their lives;
- to integrate into initiative groups with similar business objectives;
- to prioritize life goals.

Content of the Module. The teaching/learning materials include important topics on social entrepreneurship like: theory concerning social enterprise, opportunities for social entrepreneurship and the possibility it provides for self-employment, good examples of such initiatives as well as examples of failures. Equally, important topics are also presented within the Module: building of a team or an initiative group, interpersonal skills – self-insight, building self-confidence while working in a team, setting and completing life goals and networking.

The teaching/learning materials of the Module are presented in both ways: to ensure the effective teaching within the face-to-face sessions as well as an attractive and learner-friendly presented learning material in web-platform for self-learning. Practical tasks and exercises are also presented.

The expected effect of this Module: initiative groups are formed for further development of social economy-entities.

Duration. The total duration of the Module is 32 a.h, including 16 a.h for face-to-face training and 16 a.h – for e-learning. The combination of face-to-face and e-learning sessions are clearly presented in the chapter 8 “Macrostructure of the Training Course”.

6.2. Module. Be creative

The objective is to acquire the abilities to use various methods and techniques of creating business ideas as well as creating and analysing business models.



Learning outcomes. After completing this Module, the learners will be able:

- to generate an idea for a social business;
- to determine the advantages of the business concept;
- to identify the basic elements of the business model;
- to develop a business model.

Content of the Module. Module provides training in creativity as it is a prerequisite for innovations' development: it facilitates better tracking and transfer of high quality ideas, provides the right information at the right time and as a result of these, fosters a working environment for innovation and ideas creation. It includes:

- Methods of generating social business ideas;
- The basic principles of business modelling – the simplified model (puzzles);
- CANVAS business model – business model development and analysis;
- Business model examples;
- CANVAS business model - theory and developing the model.

The expected effect of the Module: generated business ideas and outlined business models.

Duration. The total duration of the Module is 24 a.h, including 16 a.h for face-to-face training and 8 a.h -for e-learning. The combination of face-to-face and e-learning sessions are clearly presented in the chapter 8 “Macrostructure of the Training Course”.

6.3. Module. Be skilled

The objective of the Module is to develop interpersonal and social skills oriented towards self-improvement and change management.

Learning outcomes. After completing this Module, the learners will be able:

- to demonstrate a good attitude and positive work ethic;
- to be tolerant;
- to present yourself in verbal and written form;
- to accepting feedback and constructive criticism;
- to communicate effectively;
- to increase self-confidence;
- to establish interpersonal relationships;
- to resolve conflicts and problem;
- to conduct basic business negotiations;
- to recognize ethical and unethical activities in business;
- to implement customer service standards.



Content of the Module. This Module teaches through practical examples and exercises important personal, social and learning to learn skills. The rapidly changing developments in the labour markets require that learners themselves take responsibility for keeping abreast of them. Basic and generic soft skills are very important to be successfully-integrated to the labour market. More attention nowadays is paid to general competences and transversal skills since economic environment is changing so frequently, that different special skills get quickly outdated.

The module includes training/learning materials to develop:

- personal skills – positive thinking, personal responsibility, resistance to stress, resilience, initiative, responsibility, etc.;
- social skills – cooperating with others, empathy, dealing with conflicts, networking, etc.;
- learning skills – critical thinking, creative thinking, analysing data, managing time and tasks, comparing and contrasting, problem solving, etc.;
- work-related competence – company representation, contact with potential clients, business negotiation, sales skills, marketing skills, etc.

The expected effect of the Module: integrated initiative groups.

Duration. The total duration of the Module is 32 a.h, including 20 a.h for face-to-face training and 12 a.h for e-learning. The combination of face-to-face and e-learning sessions are clearly presented in the chapter 8 “Macrostructure of the Training Course”.

6.4. Module. Be informed

The objective of the Module is to increase knowledge and skills of creating financial structures for social enterprises, taking into account the diversity of principles and conditions of sourcing external funds.

Learning outcomes. After completing this Module, the learners will be able:

- to understand the basic concepts of repayable financing;
- to distinguish different funding sources and determine their advantages;
- to identify available financial support for social enterprises;
- to assess the effectiveness of different financial instruments;
- to determine the financial structure for a project.

Content of the Module. The Module provides information on existing initiatives, programmes and measures that can support the young women in the initial phase of development of the social enterprises and through all other marketing phases of their business idea. The essence of refundable financing as a fundamental funding source for social enterprises is presented as well.



The module presents not only those actions but also explains the trainees how they can take advantage of them and how they can apply for financial/technical support. The principles of creating financing structures, taking into consideration the diversity of financial support instruments (grants, loans, donations, non-cash gifts, compensatory damages, tombolas, public fundraising and sponsorship) are defined. Module ensures also the training on sourcing funds, including in particular: analysing and selecting available financing instruments for social enterprises (refundable and non-refundable instruments), identifying parameters which describe a given financial instrument, analysing the conditions for access by a social enterprise to a given financial instrument, and preparing a financing structure.

The expected effect of the Module: financing source matched to every idea.

Duration. The total duration of the Module is 20 a.h, including 12 a.h for face-to-face training and 8 a.h for e-learning. The combination of face-to-face and e-learning sessions are clearly presented in the chapter 8 “Macrostructure of the Training Course”.

6.5. Module. Be successful

The objective is to acquire skills and knowledge of running a social enterprise and preparing a business plan.

Learning outcomes. After completing this Module, the learners will be able:

- to identify and understand the basic legal aspects of social entrepreneurship;
- to acquire basic knowledge in the field of legal and tax issues;
- to establish and run a social enterprise;
- to acquire basic knowledge in the field of accounting and human resource management;
- to develop a marketing strategy;
- to calculate revenues and costs of the planned business ;
- to develop a business plan.

Content of the Module. Module provides training in social entrepreneurship and innovation as a path for a better future development for the young women. The chapter is focused on providing basic knowledge and competences that are sufficient for the young women and girls to run successfully their start-up business. It includes:

- innovation and how it is connected to the entrepreneurial strategy;
- tax law and public-private settlements;
- starting a business activity, including social enterprises;
- the basics of strategic and operational enterprise management;



- introduction to the development of a business plan;
- market analysis including analysis of competitors;
- marketing strategy;
- cost calculation and sales planning;
- the basics of accounting;
- human resources issues;
- real life case studies and success stories of role models.

The expected effect of the Module: developed business plans.

Duration. The total duration of the Module is 64 a.h., including 40 a.h for face-to-face training and 24 a.h-for e-learning. The combination of face-to-face and e-learning sessions are clearly presented in the chapter 8 “Macrostructure of the Training Course”.



7. Technical Requirements for the delivering WomenPRO Training Course

The institutions which will organize the WomenPro training course for young women in accordance with the macrostructure of training programme should ensure a convenient learning environment, technical equipment and tools, necessary for innovative teaching and learning process based on the blended learning approach, thus ensure the following facilities:

- classroom with multimedia projector and a computer with the possibility to use Power Point for face-to- face meetings;
- access to the personal computers with the internet connection to Open Education Resources and learning platform of WomenPro (www.womenpro.eu);
- computers with Internet connection for young women to ensure the e-learning online; if women do not have their own computers at home, the organisation has to provide them with the possibility to use the computer at their premises;
- other organizational tools for face-to-face meetings (board, handouts, paper, etc.).

The trainers of WomenPro training course should be prepared for teaching process respectively. They should:

- create a psychologically friendly learning environment;
- be acquainted with the background of the audiences and be aware of their needs and expectations;
- have experience on how to work with young women from rural areas;
- have knowledge and skills to organize e-learning sessions;
- have a good knowledge of the teaching content (Modules I-V);
- have essential personal characteristics: to have a good communication skills, to be tolerant, to be able motivate learners and poses of positive self – evaluation skills;
- be good facilitators.



8. Macrostructure of the Training Course

The macrostructure of the training course, provided below, is based on the good practices of the project partners. It takes into account the recommendations and suggestions of the target group represented by the social entrepreneurs, who were taking part in the national need analyses carried out at the stage of the Learning Model development.

** 1 academic hour = 45 minutes*

No.	Detailed objective of the module	Module programme	Number of academic hours (face to face training)	Number of e-learning academic hours
1.	<p>The objective is to provide the participants with knowledge of successful cases of running a social enterprise, motivate them and build relationships for future cooperation in an initiative group or within networking.</p> <p>Effect of the Module: initiative groups composed of women are formed to create social economy-</p>	<p>Be motivated</p> <ul style="list-style-type: none"> Theory concerning social enterprise Definition and overall objectives and philosophy of a social enterprise. Examples of social enterprise Good examples of successful undertakings within social enterprise – a case study based on materials made available in advance via the platform; What not to do - examples of failures; Building of a team or an initiative group; Interpersonal skills – self-insight; Building self-confidence while working in a team; Setting and completing life goals; 	16	16



	<p>entities</p> <ul style="list-style-type: none"> • Networking. • <i>Task to do – search for information on a successful undertaking within social enterprise, prepare a presentation/description/ interview and share it with the rest of the course participants, then get to know the examples found by other participants and start a discussion on the forum, using at least one example. Participants should be encouraged to search for examples of social enterprises in their local environment and local community. Identifying local social enterprises will be very important because it is easier to contact with local entity, to ask for an advice or to learn about its history. The aim of the exercise is also to encourage participants, at an early stage, to "enter the market", search for contacts and test ideas in practice in local community. Option: optional, the organizer or trainer can organize a meeting with representatives of local social enterprise or a study visit. Participants will have to be prepared for meeting, conduct an interview (ask questions) and then describe their observations from the meeting.</i> 	
2.	<p>Be creative</p> <p>The objective is to acquire the abilities to use various methods and techniques of creating business ideas as well as creating and analysing business models.</p> <ul style="list-style-type: none"> • Generating social business ideas –a workshop • The basic principles of business modelling – the simplified model (puzzles) • CANVAS business model – business model development and analysis • <i>Business model examples – case study</i> 	16 8



	Effect of the Module: generated business ideas and outlined business model	<ul style="list-style-type: none"> • <i>CANVAS business model - theory and developing the model</i> 		
3.		Be skilled	20	12
	<p>The objective is to develop interpersonal and social skills oriented towards self-improvement and change management</p> <p>Effect of the Module : integrated initiative groups</p>	<ul style="list-style-type: none"> • Interpersonal skills workshop (positive thinking, responsibility, resistance to stress, initiative) • <i>The basic techniques of solving conflicts</i> • <i>Techniques and methods of creative and critical thinking</i> • Social skills workshop (cooperation, empathy, solving conflicts, functioning within a group) • Self-improvement workshop (fundamental self-improvement and self-studying techniques, creative thinking, critical thinking, data analysis, problem solving, time management) • <i>A brief summary of tools for preparing presentations</i> • <i>Negotiation techniques</i> • <i>Customers service standards</i> • <i>The code of ethics in sales</i> • Social skills at work (self-presentation, professional presentations, leadership, customer service, sales basics, negotiations) 		
4.		Be informed	12	8
		<ul style="list-style-type: none"> • <i>The basic terms in refundable financing</i> • The essence of refundable financing as a fundamental 		



	<p>The objective is to increase knowledge and skills of creating financial structures for social enterprises, taking into account the diversity of principles and conditions of sourcing external funds.</p> <p>Effect of the Module: financing source matched to every idea</p> <ul style="list-style-type: none"> • funding source for social enterprises • The principles of creating financing structures, taking into consideration the diversity of financial support instruments (grants, loans, donations, non-cash gifts, compensatory damages, tombolas, public fundraising, sponsorship, Fundraising, public procurement) • <i>A brief summary of available financing programmes and sources</i> • Workshops on sourcing funds, including in particular: analysing and selecting available financing instruments for social enterprises (refundable and non-refundable instruments), identifying parameters which describe a given financial instrument, analysing the conditions for access by a social enterprise to a given financial instrument, and preparing a financing structure. 	
<p>5.</p>	<p>Be successful</p> <p>The objective is to acquire skills and knowledge of running a social enterprise and preparing a business plan.</p> <p>Effect of the Module:</p> <ul style="list-style-type: none"> • <i>Basic legal aspects of running a social enterprise</i> • <i>Basic Tax law and public-private settlements</i> • Starting a business activity, including social enterprises • The basics of strategic and operational enterprise management • <i>The basics of accounting</i> • <i>The basics of Human resources issues</i> • Introduction to the development of a business plan • Analysis of the executor's potential and scheduling activities 	<p>40</p> <p>24</p>



	developed business plans	<ul style="list-style-type: none"> • Marketing strategy (including Market analysis, Competition analysis, Marketing plan) • Sales planning • Cost calculation and planning • Planning financial results of an undertaking • Managing financial liquidity of a small company. 		
6	Assessment		4	2
		<ul style="list-style-type: none"> • Assessment of the business plan • Assessment of the business plan presentation • Final on-line test 		
			108	70

ESSENTIAL ELEMENT OF EACH MODULE: END-OF-THE MODULE ASSESSMENT (ON-LINE TEST).



8. The role of a coach/trainer as a facilitator and cooperation between coach/trainer and mentors in running the WomenPro training course

8.1. The role of a coach/trainer as a facilitator.

Before starting WomenPro training the trainer has to be ready to fulfil the tasks not only as a teacher but also as a facilitator. It means, that "the facilitator's role is to *support everyone to do their best thinking and practice*". To do this, the facilitator encourages full participation, promotes mutual understanding and cultivates shared responsibility. By supporting young women to do their best thinking, a facilitator enables learners to search for inclusive solutions and build sustainable agreements" (Sam Kaner, 2007). Working as facilitator a trainer has to know the main principles of working with learners from which the success depends.

The main principles to be the good facilitators are defined below:

Ensure that woman-learner contributes to the teaching/learning process with her life and professional experience, which is the basic of effective learning.

During the first and other face-to-face sessions (conversations, discussions, practical assignments) carefully evaluate each woman-learner's life and professional experience as well as her learning experience; do not forget that this experience can be unsuccessful, and she could formed a negative attitude towards learning and work. Show that you caring and interested in her life experiences, her problems and achievements; motivate the learners to show their experience, help them analyse it, compare and share with others. Discuss together about the possibility to integrate the best experiences into the learners' life. Encourage the learners' to share their talent and abilities with others.

Ensure that your teaching subject will be useful and adaptive to the learner's life.

At the beginning of the training course the learners want to know what impact the learning will have on their professional life, how their life quality will be improved and how they will be able to implement their knowledge in reality. Thus, clearly introduce training /learning program objectives, content, duration, access to learning resources and the flexibility of the time, the place, the training methods and the benefits of knowledge-based innovation and adaptability in their lives. Try to speak in a clear, understandable language;



Introduce the interactive learning material and instruct how to use it as well as let them find the successful stories in the project website www.womepro.eu. Using the website the learner will deepen the knowledge of the social entrepreneurship. Ask them to study the theoretical material and stories at home. It may be that not all learners have computers at home. Then suggest them using a computer in the local community centres, libraries, schools etc.

During each face-to-face session, after the self-studies of theoretical material and business success stories, encourage learners to ask questions, analyse, search for answers and solutions to problems; make sure if they correctly understood the content, concepts of theoretical material and what ideas they have got for practical use of the material in real life. Discuss possible obstacles and challenges in creating and developing a social enterprise, give advice on how to prepare the action plan (steps) for starting the business. Do not forget to get the feedback after every face-to-face session, summarize the results and focus on the learners' initiatives, motivation and achievements. Discuss the feedback at the beginning of the next face-to-face session in order to make necessary improvements in the teaching/learning process.

Ensure an appropriate learning environment which meets the learners' needs, expectations and is oriented to further self-learning.

It is very important to create the right learning environment in which the learners feel safe, positively evaluated, feel free to discuss different topics and ready to acquire new experience. Ask learners to share with the group their expectations as well as their doubts and needs (for example, need of PC or need of mentor for further learning). In this case, they are motivated to watch themselves from aside, see the own and others' best experience, analyse and creatively plan the business having in mind their knowledge, skills, talents and abilities. Remember that learners learn not at the same pace, not the same style, they have a different learning and life experience, they will differently analyse, draw conclusions and make decisions; create not only psychological, but the pleasant physical learning environment, enabling participants to feel welcome. Introduce the learners a new learning approach – „flipped/reversed“, which will be used in their learning process, and show its benefits and advantages (that encourages the learner to take greater responsibility for their own learning, problems self-solving, making decisions, etc.). Explain that there are the open educational resources for e-learning, thus the participants will actively use the „blended learning“. Try to establish friendly relationships, share information about your way of life, work experience, hobbies, leisure time etc. The learners like that and that will help them to trust the trainer better.



8.2. Cooperation between a coach/trainer and mentors in running the WomenPro training course.

Specific role of the trainer/facilitator in this particular course is that she/he has to ensure the incorporation of the mentoring into the training course. Thus, the trainer will actually have a role of Manager of the mentoring process. As a **Manager** she/he will organize the whole mentoring process from the selection of Mentees and Mentors to the collecting of feedback after the process has ended. The Manager supports the Mentors and Mentees throughout the mentoring process. Thus, the trainer has to

- analyse the needs of learners-mentees to get Mentor;
- form groups of Mentees (in case of group mentoring);
- select the best Mentor for the groups of Mentees or for the individuals;
- organize the initial and the final face-to-face meeting of Mentors and Mentees and the mentoring process;
- solve problems during the mentoring process;
- changes the Mentor for the group or individual (if needed);
- organize the monitoring sessions within the mentoring process in order to evaluate the progress.

The trainer as a Manager should start the mentoring process, after the Module 2 is finalised, by matching Mentors with Mentees during the face-to-face session. It also should be agreed between the Mentor and Mentee what type of mentoring will be used: pair or group. Further, the combination of e-mentoring and face-to-face mentoring sessions should be organised. It is recommended that a face-to-face session should be followed by e-mentoring session, then face-to-face session should be organised, etc. The frequency and duration of the sessions should be suggested by the trainer/Manager and agreed between Mentor and Mentee following the session plan of the training course. The final mentoring session should be organised during final training session, dedicated for the assessment of the training course and be oriented into finalising the Personal plans of the Mentees.

For more information about the role of Manager, Mentor and Mentee as well as how to organise the mentoring effectively, please use the link for the training course on mentoring: www.ementoring.eu.



9. Assessment Strategy

The WomenPro training course will start with conduction of pre-assessment by each trainee. The main aim will be to check the trainee knowledge on topic of entrepreneurship and to assess their motivation to undertake the WomenPro course. The assessment will be done online & will include multiple choice questions (to test the knowledge) and scale questions (to check the motivation).

The training course itself will include assessment on three levels:

- Self-evaluation – during the entire course all trainees will have access to interactive tests in order to check what they have learnt during the respective module.
The self-evaluation will be done online in the training platform by the trainee & offline via performing various tasks assigned by the trainer and through discussions with the trainer.
- Module assessment – performed upon finalization of each module. Its main aim will be to check the acquired skills and knowledge after the completion of the respective module.
The assessment will be done online through multiple choice tests (done in the training system), accompanied by completion of a task/project assigned by the trainer & its presentation to the trainer.
- Final assessment – performed upon completion of all modules. Main aim is to check the acquired skills and knowledge upon completion of the entire WomanPro course.

The assessment will be done online through multiple choice questions.

Prerequisite to take the final exam will be the successful completion of all five module assessments.

Upon successful completion of the final assessment, the trainee will receive a certification for the completion of the WomenPro training course.



10. Literature and references

Books

1. Kaner S. (2007). Facilitator's Guide to Participatory Decision-Making. 2nd ed. San Francisco. Jossey-Bass.

Pictures

1. Figure No. 2 Open educational resources, n.d. photograph, viewed 10 December 2018,
<<https://www.edsurge.com/news/2018-01-12-dlInchat-open-educational-resources-oer-in-higher-ed>>
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2. EU KA3 ICT. (2011). E-MENTORING: New skills and competencies for new jobs. [online]. Available at: <http://www.e-mentoring.eu/> [Accessed 10 December 2018].
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11. Annexes

Annex 1. Template for Needs Analysis interviews with women (social) entrepreneurs.



Annex 1

Young Women as Social Entrepreneurs, Path to better life
Template for Needs Analysis interviews with women (social)
entrepreneurs

The aims of this interviews are:

- ✓ to investigate the best ways to present the training course WomenPRO on social entrepreneurship for young women,
- ✓ to define the ways how to create their interest and motivation on a topic of social entrepreneurship and
- ✓ to clear up how the training course should be structured (including self-study and classroom-based study).

In order to support the interviewer, the Macrostructure of training course is presented in the Annex 1.

In each country 5 entrepreneurs will be interviewed and summary report will be send to SIF until 30 of September 2018.

Specify your age _____

What's the age of your company? _____

Is this your first entrepreneurial experience? _____

Do you run a social economy enterprise? _____

Question / Statement	Agree	Disagree	Do not know
1. Do you agree that targeted training course on social entrepreneurship is needed by the disadvantaged women in order to start their social enterprise and become self-employed?			
Please comment on your answer (optional):			
2. Do you agree that this course should be based on blended learning approach with face-to-face sessions and online self-directed learning?			
Please comments on the suggested blended learning approach (optional):			



Question / Statement	Agree	Disagree	Do not know
3. Do you agree that duration of such training course should be approx. 180 academic hours? (i.e. 110 a.h. of face-to-face training and 70 a.h. of on-line training, including team work exercises, case studies, presentations, discussion, theory etc.)			
Please comment on the duration of such kind of the course in academic hours (optional): Please express your opinion on distribution between face to face and on-line training (in percentage): 60 percent/40 percent			
4. Do you agree that incorporating of mentoring could be efficient for this training course? In which phase of the training, you think that it would be most useful of? (at the beginning, during, at the end, in all phases equally). <i>The mentor will provide practical advices and will work together with the trainee.</i>			
Please comment on your answer (optional):			
5. Do you agree that incorporating dialogical group method will be efficient for this training course? <i>Dialogical group method – discussions between the group participants on the prepared in advance topics during the face-to-face sessions</i>			
Please comment on your answer (optional):			
6. Do you agree that incorporating of Role Model method based on analysis of success stories will be efficient for this training course? <i>Role Model Method can be defined as teaching by analysing of good examples in informal and learner-friendly manner.</i>			
Please comment on your answer (optional):			



Question / Statement	Agree	Disagree	Do not know
7. Do you agree that developing of soft skills is important part of the training of a social entrepreneur?			
Please comment the importance of the following soft skills: <ul style="list-style-type: none"> ✓ creativity, ✓ responsibility, ✓ flexibility, ✓ time management, ✓ punctuality and etc. Please point out other important soft skill according to you: <ul style="list-style-type: none"> - - - - - 			
8. Do you agree with the objectives, content and time allocated for the Module “Be Motivated”?			
Please comment on: <ul style="list-style-type: none"> a) Objectives of the module: b) Content of the module: c) Time allocated: 			
9. Do you agree with the objectives, content and time allocated for the Module “Be Skilled”?			
Please comment on: <ul style="list-style-type: none"> a) Objectives of the module: b) Content of the module: c) Time allocated: 			
10. Do you agree with the objectives, content and time allocated for the Module “Be Informed”?			
Please comment on: <ul style="list-style-type: none"> a) Objectives of the module: 			



Question / Statement	Agree	Disagree	Do not know
b) Content of the module: c) Time allocated:			
11. Do you agree with the objectives, content and time allocated for the Module “Be Creative”?			
Please comment on: a) Objectives of the module: b) Content of the module: c) Time allocated:			
12. Do you agree with the objectives, content and time allocated for the Module “Be Successful”?			
Please comment on: a) Objectives of the module: b) Content of the module: c) Time allocated:			
13. Do you think that the proposed training course covers all areas which should be included in a training course for potential social entrepreneurs?			
Please comment on the question/statement. In your opinion, what content/subject is missing in the proposed training course?			
14. Do you think that the trainee should be tested before commencing with the course to check her initial knowledge			
Please comment on the question/statement			
15. Do you think that multiple choice questions are sufficient for the self-preparatory testing			



Question / Statement	Agree	Disagree	Do not know
of the trainee? Do you consider it useful to include other types of exercises in the module for the self-preparatory testing (like case studies, open questions, etc.)			
Please comment on the question/statement			

If you are interested to be a Mentor in this project, please leave your contacts:

Name:

Phone Number:

E-mail address: