

*Enter in Entrepreneurship-From idea to action*



*Youth Volunteers Associations*



*Plan B Albania*



*Asociatia Allons-y*



*Eesti People to People*



*Kulturno umetnisko drustvo Plac*



Funded by the Erasmus+ Programme of the European Union



*Kocaeli-Kars Sosyal Sorumluluk Grubu*



*Eletmuvesz Ifjusagi Egyesulet*



*Minority Leaders for Society - MLS*



*LIBERTAS INTERNATIONAL*



*Europejska Fundacja Edukacji i Rozwoju*



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Dear,

In front of you is a Module created as a result of the project "Enter in Entrepreneurship - From idea to action".

This was a successful project implemented during 2016 in Bosnia and Herzegovina, and one part in Albania, by Youth Volunteers Association and partners: Plan B Albania, Eesti people to people, Eletmuvesz Ifjusagi Egyesulet, Minority Leaders for Society – MLS, Europejska Fundacja Edukacji i Rozwoju, Asociatia Allonsy, Kulturno umetnisko drustvo Plac, Kocaeli-Kars Sosyal Sorumluluk Grubu, LIBERTAS INTERNATIONAL, Global Montenegro and funded by ERASMUS + Programme of the European Union.

Main goal was educating youngsters how to start their own business and creating mechanism to ease making start-ups. Project goals were empowering, socializing, experience exchange, acquisition of the new skills. With that tools we wanted help decrease one of the main problems today – unemployment. We had three activities held in Sarajevo and Dures. First training was based on education in a field of entrepreneurship, second activity was training course in managerial skills for youth workers and third activity was seminar for youth workers from 11 countries.

I would like to thank to all partners and participants for their contribution and I hope we will have an opportunity to cooperate again.

I find this Module very useful and I hopefully other youth workers will use it in the future.

Special gratitude for this Module to trainers team,

Sincerely, Belmin Debelac



## Module 2

### Activity 2: 33 participants will get trained, 3 youth worker from each partner organisation; 2 trainers, one facilitator, one reporter, 1 support staff.

08-15 July 2016, Sarajevo, B&H. Training course in managerial skills for youth workers. This activity aimed to improve the competencies of youth worker in managerial and leadership skills, necessary for initiating Start-up, social enterprise, youth enterprise. Different soft skills will be explored, necessary to have for a young person to initiate entrepreneurship activities. Participants will get concrete information about innovative skills, how to use creativity, critical thinking, financial strategy, risk management, what is a business plan, how to build step by step a business plan, how to initiate and build a social enterprise, marketing issues ect. The important part of the training was to establish the connection of all mentioned above with work done from each partner organisation in local level while working with youngsters with fewer opportunities. As well on site visit and the support provided by EC through different policies and programmes for young people will take a special space in the programme.

Time	Name of the session	Description	Outcomes
<b>Day 1 – ARRIVAL Get to know each other, icebreaking</b>			
16.00-....	Getting to know each other, ice breaking, logistic information	<p>Team of organizers welcomed the participants, introducing the staff, trainers, local volunteers. Participants presented themselves, the organisation and country coming from. Safety rules and technicalities were explained to all the participants (related particularly to the training venue and the hotel). Finally, a few icebreaking and getting to know each other activities were implemented:</p> <ul style="list-style-type: none"> <li>- Present yourself in your own language: Participants have to create pairs and present their selves in their mother language. Then, share with the entire group what they understood and words they manage to caught.</li> <li>- Name + adjective – each participant introduced his/her name and found an adjective, corresponding with first letter of his/her name. The game continues with all the successive participants repeating the names + adjectives of those before them.</li> <li>- Human Bingo – each participant receives a specially prepared grid with pieces of info. Participant’s task is to match the information with another participants’ name that correspond to the statement in paper.</li> <li>- Carrousel, ice breaking exercise, participants have to sit in two circle build by chairs facing each other. Trainer asked different questions to participants and they have to move based in trainer instructions and share information with the participants they have in front.</li> </ul>	<p>Participants received introduction of venue, staff of project and information about necessary practicalities</p> <p>Participants got to know each other using different non formal education activities prepared by the trainers team. --The ice breaking activities aimed to familiarize participants with each other and create a group dynamic.</p> <p>The coordinator presented shortly the idea of the project, the role of the hosting and partners and the role and the responsibility within the project and the project Activity 1 implemented some months ago.</p> <p>Participants received information about the whole project preparation, implementation and follow up, needs to be addressed, activities planned in European and local level.</p>

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	<p>General Power point presentation prepared by one of the trainer related to the whole project idea, importance of its topic, mobility activities planned in the European level and activities to be implemented in local level by each partner organisation.</p> <p><b>Methods used: ice breaking, buzz group, carrousel, power point presentation, input from trainers</b></p>	
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<b>Day 2 – INTRO TO THE PROJECT, partners work presentation</b>			
9.30-11.00	Intro to the TC	<p><b>Introduction to the training course:</b> -Aim and Objectives of the training course 2 were explained in detail and were clarified in an open group discussion</p> <p>Timetable: each of the participants was given a copy of the training timetable. Here, all planned workshops were discussed with the group</p> <p>Working methods: input by one of the trainers about the principles of NFL (non-formal learning) and youth pass. Learning aims (expectations, contributions and fears)</p> <p><b>Methods used: open group discussion, power point presentation, input from trainers</b></p>	<p>-Participants were familiarised with the aim, objectives and the working method related to the training course. These information was provided in the info-pack send to participants by the organizers, but explanation in detail were necessary to be discussed face to face with the group</p> <p>-Participants were given opportunity to ask questions related to the subsequent parts of the weekly timetable, ensuring that their needs and expectations were met.</p> <p>-Through presentation of approach of NFL, participants got information about its main elements, the importance of the holistic approach (knowledge, skills and attitudes) and concrete working methods providing concrete examples in relation with entrepreneurship and youth work.</p> <p>-Participants got information about the Youthpass and its main competencies.</p> <p>-expectations, contributions and fears about the learning process in the activity were shared among the group</p>
11.30-13.00	Team-Building Activity,	<p><b>Transport the orange:</b> Participants were asked to stand in a square and rules of the game were</p>	-By participating in the group building exercise

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	Developing the group dynamic	explained. They have to work together in big group to fulfil the different tasks: Debriefing done by the trainers team <b>Methods used: Work in big group, presentation, input from trainers</b>	participants start working as a group together and the exercise help to build the group dynamic. -Participants improved different important skills such as: analyzing information and decision making, communication skills, cooperation, delegation and task division, strategic planning, timing, creativity, flexible thinking, intercultural skills etc.
15.00-16.30	<b>Partner work presentations:</b>	Participants were invited to present the work done in the local level by each partner of the consortium regarding the setting up of Info Points in promotion of the entrepreneurship education. Participants have to work in their national groups and present the following elements: <ol style="list-style-type: none"> <li>1. <i>How is going the process of setting up Info Points in each country?</i></li> <li>2. <i>What activities have been organized after the implementation of the Activity 1 in your respective organization? Please provide details about aim, venue, number of participants etc.</i></li> <li>3. <i>How each partner organization has disseminated the results of the first implemented project?</i></li> <li>4. <i>Any other measures you plan to develop in the future in cooperation with your colleagues?</i></li> </ol> <b>Method used: Collage, open group discussion</b>	Participants shared some of the activities implemented in the local level after the first implemented activity. Participants have the chance to exchange ideas, experience and Know How. Participants got to know with implemented steps from each partner creating a mosaic of various learning experience and taking insight for the future partnership
17.00-18.30	National and European programs/youth guaranty fund, Erasmus for entrepreneurs, organization promoting SMEs	Erasmus + presentation Other European funding opportunities were introduced to participants <b>Methods used: theoretical input, PPP, video, sharing concrete projects implemented in the past</b>	Participants got detailed information about the general idea of Erasmus + program and specific information about Erasmus + Youth in Action. Participants got information about the philosophy of the programme, its main action, who can participate, sub action to apply, deadlines etc. The objectives and priorities of the program were as well introduced and linked to the proposed long term project. Participants gained better understanding of the EU funding structures
18.30.19.00	Reflection groups	Participants have to reflect every day about the learning process. Participants were divided into smaller mixed groups. Their meetings were structured around four questions previously written down by the trainers and organisers: <ol style="list-style-type: none"> <li>1. What was your 'AHA' moment today? What did you enjoy most?</li> <li>2. How do you feel in the group?</li> </ol>	Following the group discussion, participants wrote the answers to the questions posed and handed these in to the trainers and organisers. Feedback provided by the groups was carefully analysed.

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		<p>3. Please share with us any suggestions/comments that you have related to the flow of the day.</p> <p>4. Practicalities – are there any practical issues that you would like us to know about?</p>	
21.00-....	Intercultural evening	The intercultural evening was organized by the participants with presentations about different elements of culture and countries of the project.	The intercultural evening was a great opportunity to get to know more about other countries which participant themselves may not have visited before or have never got in touch with their representatives.

Day 3 – Managerial skills and its applications in youth work			
9.30-11.00	Managerial skills	<p>-brainstorming in the term “managerial skills”</p> <p>-three working groups- participants have to define which of the presented skills belong to conceptual, human and technical skills.</p> <p>-model of Katz 3-Skills were explained as input from trainer team</p> <p>Open group discussion how to foster managerial skills of young people, activists of our local organisations, concrete examples from the youth work</p> <p><b>Method used: small working groups, open group discussion, input from the trainers team</b></p>	<p>Participants got knowledge about three sets of skills and how to use and improve those skills :</p> <p>1) human skills - the ability to interact and motivate, human skills concern people;</p> <p>2) technical skills - the knowledge and proficiency in the trade; (The knowledge and abilities needed to accomplish mathematical, engineering, scientific or computer-related duties, as well as other specific tasks), technical skills has to do with things</p> <p>3) conceptual skills - the ability to understand concepts, develop ideas and implement strategies, those skills has to do mostly with ideas</p>
11.30-13.00	Conceptual skills: SWOT analyses	<p>SWOT analyze and its importance was explained to participants.</p> <p>Participants have to reflect and develop a SWOT analyze for their NGO</p> <p><b>Method used: small working groups, open group discussion, input from the trainers team</b></p>	<p>-Participants receive knowledge how to develop a SWOT analyze</p> <p>-The activity allowed participants to define their organization strengths, opportunities, weakness and threats</p> <p>-The activity allowed participants to work with conceptual skill, understand personal limits and to which extent they can be developed.</p>

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15.00-16.30	Conceptual skills: Creative thinking, critical thinking	<p>The workshop aimed to explore creative thinking concept using the method: “inside the entrepreneurial mind- from idea to reality”.</p> <p>A combination of methods was used by the trainers during the whole workshop, using PPP and combination of different tasks and open group discussion.</p> <p>Explored concept: creativity, innovation, entrepreneurs, barriers to creativity, steps for creative process, various techniques for improving creative thinking</p> <p><b>Working methods: individual reflection, buzz group, small working group, PPP, input from trainers</b></p>	<ul style="list-style-type: none"> <li>-Enhancing Individual Creativity</li> <li>-Evaluating Ideas for their Market Potential</li> <li>-Steps for creative process</li> <li>-Techniques for improving the creative thinking</li> </ul>
17:00 - 18:30	Personal development strategies: communication skills	<p>Different exercises on communications were introduced to participants to experience barriers in communication.</p> <p>Topics explored: communication barriers, communication skills and my message, Who is the audience and the target group I want to reach</p> <p><b>Methods used: pair groups, drawing, learning by doing, theoretical input from trainers</b></p>	<ul style="list-style-type: none"> <li>-Participants improved the communication skills</li> <li>-Participants discussed and get aware of importance of communication skills</li> <li>-Participants got information about the different strategies of communication</li> </ul> <p>Stages of communication process were explored such as: Source, Message, Encoding, Channel, Decoding, Receiver, Feedback, Context</p>
18.30.19.00	Reflection groups		
21.00 PM	NGO Fair	<p>Members of NGOs represented at the course were invited to create a ‘space’ with the information for their respective organisations.</p> <p>Each organisation has to present:          Organisation’s name, Its main mission and vision (why it exists), Target groups, Participants’ roles in the organisation,</p>	<p>-presentation of 11 partners of the consortium was useful for all the participants since each organisation got chance to present its own work in local, regional and European level. Lot of information was exchanged and opportunities for future cooperation were initiated. The NGO Fair was important activity which was developed not in formal part of the training but it helped participants to identify special areas where partners and participants could potentially cooperate for the future.</p>

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		<p>Examples of good practices / innovative projects implemented especially in entrepreneurship topic, Contact details, etc. Once the participants were ready, NGO started and participants freely exchange, information, contacts, asks questions.</p>	
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Day 4 –Youth work, personal development, local realities and social enterprises			
9.30-13.30	Personal development and Human resources	<p><b>Human resources management (HRM) models:</b> The session started with group work on the topic of HRM. Participants were to imagine themselves as the potential project managers working with groups/teams. Their task was then to draw a model of human resource management which could be applied in their work.</p> <p><b>Motivation and inspiration in HRM: input</b> Theoretical input from trainers team on some of the most important theories and models related to motivating and inspiring human resources e.g. Maslow’s theory of needs, Human Motivation Theory by David McClelland.</p> <p>Different tests were given to participant to analyze their attitudes to time management, stress management, task management.</p>	<ul style="list-style-type: none"> <li>- Participants got information on different models of HRM</li> <li>- Via a simulation activity participants were introduced into the target recruitment concept and Human resources.</li> </ul>
15.00-18.30	Build your own social entrepreneurship	<p>Participants were split randomly in 5 small groups and the following tasks were given to them.</p> <p><b>BUILD UP YOUR Social ENTERPRISE!!!</b> – exercise was introduced to participants, they have to work in small groups to start to think about what social entrepreneurship they want to build based in skills they possess and community needs! Guidelines were to focus were explained by the trainer’s team.</p> <p>Presentation of 5 social enterprises created from participants was followed by feedback provided from participants and trainers.</p> <p><b>Methods used: Simulation exercise, presentation, learning by doing, feedback from trainers team</b></p>	<p>The session offered a platform to participants to assess their entrepreneurship ideas. Participants were invited to think critical in regard to the business activities, including key services, resources and staff, and things that could affect them, such as power failures.</p> <p>As a result of the session participants came up with 5 innovative and refreshing ideas for SEs that could potentially be set up in their own countries or at the international level:</p> <p>Knowledge participants got from the workshop: Knowledge how to set up a social enterprise based in community needs, specific information on steps to follow for opening a social enterprise</p>

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			Skills improved: Creative thinking, solving problems, making decisions, observing surroundings, basing actions on needs and opportunities of the immediate context, working in team and accepting other ideas,
18.30.19.00	Reflection groups		

Day 5 – Managerial skills and learning by doing			
9.30-13.00	Human Skills: Risk taking and Risk management  5 Steps to Strategic Effectiveness Method	<p><b>Participants were introduced with: The pyramid game which is a simulation exercise and participants have to experience decision making, risk taking and risk management. .</b></p> <p>Debriefing and Discussion about risk taking and risk management.</p> <p><b>Methods used: simulation exercise, PPP and input from trainers.</b></p>	<p>-Participants got information about risk taking and risk management concepts while opening a business/social enterprise</p> <p>-Participants were introduced into the concept of 5 steps to strategic Effectiveness method which seek for the development of their organizations and their youngsters in entrepreneurship ventures.</p> <p>Theoretical input by the trainers on: 5 Steps to Strategic Effectiveness Method was explained by the trainers team in relation with info point to be set up in the future:</p> <ol style="list-style-type: none"> <li>1. Identify the problem</li> <li>2. Create a Vision</li> <li>3. Map the terrain</li> <li>4. Explore Tactics</li> <li>5. Take action</li> </ol> <p>Participants were invited to identify the risks by reflecting on when, where, why and how are risks likely to happen in their business; are the risks internal or external; who might be involved or affected if an incident happens.</p>
15.00-16.30	Technical skills: Learning by doing	<p>Participants were split in small working groups and they have to use different technical skills and methods such as: photo gallery, video, multimedia tools and chose one of the following topic to use:</p> <p>Entrepreneurship education and young people Erasmus + and its opportunities Intercultural learning Active citizenship</p> <p><b>Methods used: working groups, Input from</b></p>	<ul style="list-style-type: none"> <li>-participants improve critical thinking</li> <li>-participants improve creativity thinking</li> <li>-participants improved team working skills</li> <li>-participants improved intercultural thinking</li> <li>-participants improved management skills</li> </ul>

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		<b>trainers</b>	
17:00-18:30	Technical skills: learning by doing	Working groups continued as was introduced by the previous workshop  <b>Methods used: working groups, Input from trainers</b>	Photo gallery, Group work, Plenary discussions, Video Participants got information about the management and marketing reality and how it contributes to the success of any entrepreneurship venture.
18.30.19.00	Reflection groups		

<b>Day 6 – Elements of Entrepreneurship and EU funding opportunities</b>			
9.30-13.00	Business plans  Main steps to set up a business plan	Steps how to build a Business plan was introduced to participants in the first workshop in the morning. Motivation Preparation Assessment Testing your idea Exploration Business planning Start-up Participants worked in building a business plan taking the examples of the previous workshop: Build your own enterprise which was implemented in day 4 of the training  <b>Methods used: theoretical input, simulation activity, open group discussion, feedback from the trainers team</b>	-Participants were introduced with steps how to build a business plan - Participants were introduced in the general frame of a business plan template. -participants worked in groups to create a business plan
15.00-16:30	Account and taxation. Financial Strategy	Based in the previous workshop of the day, participants discussed shortly about the account, taxation and financial strategy. Concrete examples from life were shared among the participants.  <b>Methods used: presentation, individual work, facilitated discussion.</b>	Participants learned about managing an organization's financial resources in order to achieve its business objectives and maximize its value. Participants were introduced with the strategic financial management step that encompasses the full range of a company's finances, from setting out objectives and identifying resources, analyzing data and making financial decisions, to tracking the variance between actual and budgeted results and identifying the reasons for this variance.
17:00-18:30	Project incubator	Partners have to work in small groups and create future	Participants developed further project writing skills

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		<p>project ideas in order to cooperate in the future. After discussing ideas, participants have to present the following points:</p> <p>Title of project:  Action to be applied:  Main Aim:  Specific Objectives:  Methodology:  Partners:  Hosting Organization:  Deadline for application:  <b>Methods used: small working groups</b></p>	<p>Participant developed networking and cooperation for the future in entrepreneurship education topic in order to act as multiplier for other youngsters in community.</p>
18.30-19.00	Reflection groups		
<b>Day 7 – Follow up and Final EVALUATION</b>			
9.30-10.30	Project presentation and feedback	<p>Participants presented their project ideas hopefully to be implemented in the future:</p> <p>The template used by trainer is as following:</p> <p>Title of project:  Action to be applied:  Main Aim:  Specific Objectives:  Methodology:  Partners:  Hosting Organization:  Deadline for application:</p>	<p>Participants improve skills to cooperate and networking</p> <p>Participants created bridges for future and put in practice what was learned in the previous days.</p> <p>4 project ideas were created as a result of group work</p>
10:30-11:00	Presentation of products done from participants	<p>Participants presented the results of their working groups in relation with promotion of entrepreneurship education and how to encourage other young people to be active and get engaged. Technical skills were necessary to be used during the working groups.</p> <p><b>Product 1: Movie 1</b>  <b>Product 2: Movie 2</b></p>	<p>Using learning by doing, participants worked together in working groups. Please see the following links for the product made by the participants.</p> <p>Link of product:  <a href="https://www.youtube.com/watch?v=Uw3HCxHkmYg">https://www.youtube.com/watch?v=Uw3HCxHkmYg</a>  <a href="https://www.youtube.com/watch?v=hTIs9IYX6z8">https://www.youtube.com/watch?v=hTIs9IYX6z8</a></p>
11.30-13.00	Designing Personal/National	<p>My dissemination plan: participants were invited to work in national group to schedule how they will disseminate</p>	<p>Participants designed the Personal/National plan to follow when they are backing home with the support of sending organization</p>

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	plans and strategies	the learning results of the training with other young people and local community in each country	Participants have to prepare and run meetings for youngsters to multiply the knowledge with local community.
15.00-18.30	PM: Evaluation of personal learning, Youth PASS	Final evaluation took place with following steps: -recall the whole programme implemented during the training -return to expectations, contributions and fears -pizza evaluation methods -level of contribution methods -final evaluation -last word	-participants reflected individually and in group about the learning process -qualitative and quantitative data were collected from their evaluation to be use for the overall evaluation of the course -fulfillment of the Youth Pass certificate.
21.00-....	Farewell party		
<b>Day 8 – DEPARTURES</b>			

Resources:

<http://www.sens.rs/en/social-entrepreneurship/useful-links>

[www.salto-youth.net](http://www.salto-youth.net)

[http://www.forthsectordevelopment.org.uk/documents/New\\_BusPlanGuide.pdf](http://www.forthsectordevelopment.org.uk/documents/New_BusPlanGuide.pdf)

<http://www.socialenterpriseCanada.ca/en/toolkits/devtoolkit/nav/CreateBusinessPlan.html>

<https://www.newtactics.org/training/strategic-effectiveness-method>

<http://www.unesco.org/new/en/education/themes/education-building-blocks/technical-vocational-education-and-training-tvet/toolkits-teaching-materials/>

[http://www.eycb.coe.int/compass/en/pdf/2\\_38.pdf](http://www.eycb.coe.int/compass/en/pdf/2_38.pdf)

<http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-3-project-management?inheritRedirect=true>

<http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-1-organisational-management>

<https://www.mindtools.com/>

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[www.salto-youth.net/tools/toolbox/find-a-tool/1274.html](http://www.salto-youth.net/tools/toolbox/find-a-tool/1274.html)

<http://www.goodreads.com/book/show/12604633-startup-and-change-the-world>

<https://www.salto-youth.net/rc/training-and-cooperation/youthpass/>

[https://ec.europa.eu/programmes/erasmus-plus/node\\_en](https://ec.europa.eu/programmes/erasmus-plus/node_en)

<http://ec.europa.eu/social/main.jsp?catId=1079>

<http://www.erasmus-entrepreneurs.eu/>

<http://ec.europa.eu/DocsRoom/documents/7465>



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