

TEACHING ENTREPRENEURSHIP –  
LEARNING ENTREPRENEURSHIP



TRAINING METHODS AND MATERIALS

“To bring Europe back to growth and higher levels of employment,  
Europe needs more entrepreneurs”

# Imprint

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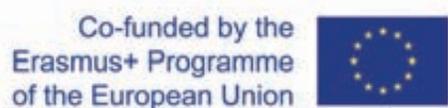
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The logo features the letters "TE" in a bold, black, sans-serif font. The "T" and "E" are connected at the top. The logo is positioned in the upper right corner of a photograph showing smooth, light-colored stones on a beach with the ocean and sky in the background.

TE

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## Chapter 2 - INTRODUCTION

The European Union fosters entrepreneurship as a key factor for competitiveness and stresses the importance of the development of a European entrepreneurial culture through promoting entrepreneurial thinking and the relevant skills and abilities.

The word **Entrepreneurship** is connected mostly to the topic of business start-up, which is again often associated with well-qualified people who have a solid academic background and/or vocational training and studies. However, what kind of an image arises in our head when we consider entrepreneurship in relation to migrants or unemployed people? Do some misgivings emerge whether these people are capable enough, because they come with some deficiencies or lacking skills?

In the two-year EU project **TELE – TEACHING ENTREPRENEURSHIP-LEARNING ENTREPRENEURSHIP** we concerned ourselves with the question of how we could reach so called socially disadvantaged groups and whether and how we could adapt the usual entrepreneurship methods to make them effective and useful for these disadvantaged target groups. Thereby we are thinking of various different target groups such as unemployed people, migrants, people with low qualifications, school dropouts, but also students.



But what should these **entrepreneurship training materials and methods** include so that people would use them? How could we motivate and support people with the help of effective entrepreneurship methods to discover their own vocational potential, develop their ideas and realize them step-by-step?

In the framework of the TELE project experienced trainers from Germany, Iceland, Latvia, Romania and Spain conducted a **research** and analyzed and collected materials and good practices in the partner countries and in Europe. They exchanged their experience and developed **training concepts with suitable entrepreneurship methods** to the realization of personal and business goals. The training concepts were tested and evaluated in **Pilot Workshops** with various target groups in the participating countries. Our goal was to present the participants with an insight into the business world and with fundamental methods of starting and developing an own business, to promote motivation and own initiative, as well as to offer support with the development of vocational perspectives. In the end it is not about the imperative starting of an own enterprise on the part of the participants, their path could also lead towards an employment.

The feedback we received from the participants of the Pilot Workshops was consistently positive from all partner countries. A quote from one participant: "Something that had seemed impossible before has suddenly become possible". With this in mind we present you proudly this Handbook where we collected the various methods and the results of the Pilot Workshops. Have fun reading it!

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# Chapter 3 - THE IMPORTANCE OF ENTREPRENEURSHIP

## ENTREPRENEURSHIP 2020 ACTION PLAN <sup>1</sup>

Europe has been facing financial crisis and economic decline for years, accompanied by high unemployment, growing inequalities and growing poverty. The Entrepreneurship 2020 Action Plan of the European Commission recognizes that to bring Europe back to sustainable and inclusive growth and higher levels of employment, Europe needs more entrepreneurs. In order to “bring about an entrepreneurial revolution” and to “reignite the entrepreneurial spirit in Europe” the Plan sets up three Action Pillars to focus on:

- 1. Developing entrepreneurial education and training to support growth and business creation;**
- 2. Creating the right business environment - strengthening framework conditions for entrepreneurs by removing existing structural barriers and supporting them in crucial phases of the business lifecycle;**
- 3. Dynamising the culture of entrepreneurship in Europe: nurturing the new generation of entrepreneurs by introducing them to role models and by reaching out to specific groups.**

New companies create more than 4 million new jobs every year in Europe. However, the share of people preferring self-employment to being an employee has dropped. There are many reasons entrepreneurs or would-be entrepreneurs find themselves in a tough environment: education does not offer the right foundation for an entrepreneurial career, difficult access to credits and markets, difficulty in transferring businesses, the fear of punitive sanctions in case of failure, and burdensome administrative procedures.

Our TELE project is concerned with the first and the third pillars of the Action Plan. As the document states the prevalence and quality of entrepreneurial learning needs to be increased and improved. Investing in entrepreneurship education is one of the “highest return investments Europe can make”. There are a number of Member States who have already introduced national strategies for entrepreneurship education, some of them have even made entrepreneurial learning a compulsory part of the curriculum. More is needed, though, entrepreneurial education needs to start at an early age and it needs to be part of primary, secondary, vocational, higher and adult education. It is very important that beside the theoretical basis pupils and students gain insight into the practical experience of being an entrepreneur and they are given the opportunity to try out their skills and experiment by taking part in educational projects of running a company. Whether they actually start their own business or not, the entrepreneurial mind-set helps young people transform their ideas into action, they benefit from the skills and attitudes they learn, such as creativity, teamwork, business knowledge, and initiative, taking and understanding risks and acting responsibly. Therefore, the Action Plan invites Member States to develop a pan-European entrepreneurial learning initiative in order to promote the recognition and validation of entrepreneurial learning not only in formal, but also in informal and in non-formal education.

The third pillar of the Action Plan also has great significance for our project. The perception of entrepreneurs and the culture of entrepreneurship need to be “revolutionized”, states the Plan.

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<sup>1</sup> Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, COM(2012) 795 final, Brussels, 9.1.2013

The current culture does not recognize or reward entrepreneurial success, and successful entrepreneurs are rarely presented as role models who create jobs and income. Entrepreneurship needs to be celebrated more as a possible career path. It could be especially important for demographic groups who are underrepresented among business founders, such as women, seniors, migrants and young unemployed people, who need to be given the opportunity to use their creative and innovative capacities. We need to open up paths for these groups into entrepreneurship to empower them economically and socially.

We need to pay special attention to the different needs of these groups and tailor these paths according to their needs and possibilities. The Action Plan emphasizes that in order to include these groups in specialized training programs it is very important at all stages to build cooperation between educational, business, financial, youth and employment organizations and institutions. The European dimension has great significance in learning from already successful models and methods running in different Member States, and therefore building European partnerships can benefit all partners in developing and implementing training programs.

### **ENTREPRENEURSHIP EDUCATION IN THE TELE PARTNER COUNTRIES**

All partners in the TELE project conducted a research and analysis of the current situation of entrepreneurial education and of existing programs and national strategies. The findings show that entrepreneurial education has become more important and widespread with many initiatives at different levels, but there is still no recognition for it as a core part of the school curriculum and the quality of the existing classes could also be improved.



There is no entrepreneurial education as such at primary school level in any of our partner countries. Children have social science or general science in the lower grades where they learn a few aspects of dealing with finances, but they do not go deeper into the subject. In the higher grades, there are optional or extracurricular activities for those interested. The subject appears first as part of the curriculum at the secondary level. There are vocational and secondary schools in our partner countries that have introduced entrepreneurship courses and workshops as a core part of the school curriculum. Those in economic education also have the option to test the real challenges and tasks of starting and running an own company through practical training with virtual simulation programs. The partner countries also have competitions for young people organized at national level to encourage them to use their own ideas for creating businesses. However, there is a need for creating a better balance between theory and practice and allow more time and focus for the practical aspects.

As entrepreneurship education had been neglected for a long time, generations have grown up without the necessary skills and knowledge about the subject, which creates a great need for facilitation of entrepreneurship learning in adult education. There are many national and European initiatives in the partner countries including business incubators, innovation centres, trainings and workshops, counselling, creation of co-working spaces, information points, technical assistance, online courses, interactive websites with teaching material, grants and special funding conditions, special events to raise awareness and competitions. However, these efforts still seem to be hindered by information not reaching

the right audience and bureaucracy scaring off possible future entrepreneurs. This affects especially disadvantaged groups whose access to information and education, as well as the possibilities of participation are much worse than those of the general adult population.

If you are interested in more details about the national strategies and programs regarding entrepreneurship in the partner countries, please find the national researches conducted in the project on the TELE website at [http://tele-project.eu/?page\\_id=191](http://tele-project.eu/?page_id=191)

## DISADVANTAGED GROUPS AND ENTREPRENEURSHIP

The TELE project has embarked on teaching entrepreneurship to disadvantaged groups in the partner countries. We have diverse target groups, but one way or another they all belong to a segment of society labelled disadvantaged. What does it mean to be “disadvantaged”?

The term has been used traditionally as an adjective, as if to describe a quality inherent to the group. It is now also used as a verb, to describe a process in which mainstream society acts in a way that “disadvantages” a particular group. It is difficult to agree on one common definition, one we find a broad and comprehensive description is that of Steven E. Mayer <sup>2</sup>: “People see themselves as disadvantaged to the extent they are denied access to and use of the same tools found useful by the majority of society. These include autonomy, incentive, responsibility, and self-respect, community of support, health, education, information, employment, capital, and responsive support systems. A major feature of “disadvantagement” is the presence of “barriers to self-sufficiency”. These barriers are the ways in which people are denied access to needed tools, and include unavailability of resources, inaccessibility to resources, the society’s regard for a group, government and corporate practices, and certain conditions of the group itself.”

The European Commission has a more concrete approach, narrowing down the definition by naming groups included under the umbrella of disadvantages: “the definition of disadvantaged groups in a broad sense includes workers with disabilities, young people, migrant workers, women living in depressed areas, ethnic minorities, the long-term elderly and low-skilled unemployed, formerly convicted individuals and substance abusers.” <sup>3</sup>

Disadvantages are complex and multi-layered, and their perception and experience might vary from group to group, from society to society. As society changes so do the barriers certain groups have to face, and a group might have to face more than one barrier at a time. Therefore solutions always have to be flexible, tailored to the needs and the exact situation of the given group.



## SOCIAL ENTREPRENEURSHIP

When we embark on entrepreneurship teaching for working with disadvantaged groups we also need to talk about social enterprises. What are they? How do they work? In what way are they different from “normal” enterprises?

Social enterprise has various definitions. The European Commission describes social enterprises<sup>4</sup> as operators in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders.

<sup>2</sup>What is a “Disadvantaged Group”? By Steven E. Mayer, Ph.D. 2003, Effective Communities Project Minneapolis, available at [http://www.effectivecommunities.com/pdfs/ECP\\_DisadvantagedGroup.pdf](http://www.effectivecommunities.com/pdfs/ECP_DisadvantagedGroup.pdf)

<sup>3</sup>Disadvantaged Workers: Empirical Evidence and Labour Policies by Miguel Ángel Malo, Dario Sciulli, 2014 (p.1)

<sup>4</sup>Social Business Initiative of the European Commission 2011-2014, [http://ec.europa.eu/internal\\_market/social\\_business/index\\_en.htm](http://ec.europa.eu/internal_market/social_business/index_en.htm)

They operate by providing goods and services in the open market in an entrepreneurial and innovative fashion with creative and visionary new ideas, but they reinvest their profits primarily in the mission to achieve social objectives, to tackle social problems, to improve communities, to drive social change and to create social value. They are managed in an open and responsible manner and they have a participatory character in their decision-making involving employees, consumers and stakeholders affected by their commercial activities. Therefore accountability and transparency are necessary qualities. Regarding their form they could be for-profit, where a limited distribution of profit is allowed, or non-profit where any profit distribution is prohibited. A very important characteristic of social enterprises is that they work in a financially sustainable way with the goal of providing a lasting benefit for society.

The best-established European research network in the field, the EMES (Emergence of Social Enterprises in Europe) also emphasizes<sup>5</sup> the importance of the high level of autonomy of social enterprises. They are created voluntarily by groups of citizens and they are managed by them and not by public authorities or private companies. The members of a social enterprise also take significant economic risks, as the financial wellbeing of the enterprise very much depends on the efforts of its members who carry the responsibility of ensuring financial resources.

What distinguishes business enterprises from social enterprises is that the “ultimate goal of an entrepreneur is to create economic wealth whereas, for a social entrepreneur, the priority is to fulfil their social mission. Social entrepreneurs design their mission to deliver social value.”<sup>6</sup>

The objectives of social enterprises tend to fall into three categories:

- Integration of disadvantaged people through work
- Provision of social, community and environmental services
- Ethical trading such as fair trade

## Chapter 4 - THE TELE PROJECT

**The TELE project** addresses a very serious contemporary problem that many member states in the European Union are confronted with, i.e. the increasing number of young unemployed people, which is currently over 15%. This situation is a consequence of the average rate of early dropouts with no vocational training, on the one hand, and the increasing requirements for highly trained personnel and subsequently less need for unqualified or lowly qualified workers, on the other hand. In this case, people without graduation certificates or any vocational qualifications have the least opportunities on the labour market, thus they form a large part of the unemployed mentioned above. Under these circumstances, our project answered this need by offering support to disadvantaged groups by using Entrepreneurship Teaching methods, in order to integrate them in further education, employment and society as a whole.

The choice of entrepreneurship workshops derives from the fact that they are a strong tool for motivation and focus on local opportunities. With our unconventional approach we wanted to develop and use the Entrepreneurship methods, not necessarily with the aim to set up a business in the end, but to activate and increase motivation, initiative and entrepreneurial mind-sets and learning by doing.

<sup>5</sup> [www.emes.net/focus-areas/](http://www.emes.net/focus-areas/)

<sup>6</sup> Samer Abu-Saifan: Social Entrepreneurship: Definition and Boundaries, 2012, <http://timreview.ca/article/523>

**The Main objectives** of the project include reducing school dropouts, reducing the unemployment rate and the emigration from certain regions. In order to do this, our specific objective throughout the project was to develop and implement activating entrepreneurship workshops and training methods that can be integrated into upper secondary schools, further education seminars, vocational schools, adult education centres, measures for the unemployed. The aim is to reach, motivate and activate the young, low-skilled, disadvantaged unemployed to start further education and/or find a job or/and create their own job possibilities on the basis of their own interests and ideas. With and through these methods the unemployed participants will experience the success of being initiative and creative. They become conscious of the fact that every person can do something and no one can do everything. They overcome gradually the negative feeling of having failed and being worth nothing and discover new abilities and interests, previously unknown to them. Moreover, our belief is that a centralized and focused action on entrepreneurship training and education can be an important element in the quest to reach higher employment rate in the regions, matching very well the European 2020 objectives.

Throughout the project a **wide range of activities** have been organized starting with the analysing phase where current training courses were studied & analysed to assess what is not working, why and what needed to change. It was followed by the development phase where three training modules for trainers were developed: a twelve- hour training, a one- week and a three-week training based on the concrete problems that have been identified in the first activity of the project. Training the trainers was a very important activity where each partner organization brought four trainers to a one-week training workshop. Trainers learnt how to run courses for young adult participants. They evaluated the training and gave constant feedback on the necessary changes according to their experience. Further on, the trainers ran pilot workshops with different target groups testing the activating methods in their own local classes and evaluating the results together with their class members. At the end of the project, the concept of entrepreneurial training with the description of training contents and the respective methods were made available in the current Handbook.

The handbook is supported by a short film, which is subtitled in English. The film contains short videos and interviews recorded during the Entrepreneurship Pilot Workshops on local level, as well as scenes and interviews in the Train the Trainer workshop. Finally, there was the evaluation phase during the whole project period where participating coordinators, together with the trainers and some workshop participants analysed the workshops in order to make necessary changes in the material and methods. Later in the handbook you will read about the results obtained according to the main indicators set at the beginning of the project.

## **TARGET GROUPS –SHORT INTRODUCTION**

The project aimed to develop and implement entrepreneurship workshops and in order to use them within a group of unemployed. It also focused on developing and trying out simple but very effective entrepreneurial teaching methods to strengthen motivation, initiative, entrepreneurial skills and self - esteem especially within the group of low skilled unemployed, young adults with and without migrant background, some of whom have dropped out of school early.

## TRAINERS – PARTICIPANTS OF THE TELE TRAINERS WORKSHOPS

One of the key activities of the project was the “Train the Trainers” workshop coordinated by the Icelandic partner. The training meant to train the trainers as well as to discuss and improve all the information in the previously designed modules and to collect suggestions of effective and innovative methods to be used in teaching entrepreneurship by each country. The final purpose was to develop the TELE method of teaching entrepreneurship. This method provided then the basis for the pilot workshops that the initiated trainers ran with the specific targets groups in their organisations. Thus, each partner organization brought four trainers to a one-week training workshop in Iceland and so there were twenty participants taking part in it. The trainers coming to Iceland were specialists who previously worked and gained experience in developing and conducting entrepreneurship workshops for various target groups, enhancing the entrepreneurial spirit in the regions. Some of them are specialists in increasing motivation and improving employability, editors and co-authors of books in the field of business development, experts in training to improve the skills of collectives (young people, the unemployed, women, immigrants) to enable their inclusion in the labour market. Others also collaborate with the employment services for entrepreneurs and most of them have been participants, as trainers, in EU projects related to entrepreneurship.

## PARTICIPANTS OF THE TELE PILOT WORKSHOPS – TARGET GROUPS OF THE PARTNERS

The target groups of the TELE Pilot Workshops include: school dropouts, unemployed and/or badly paid immigrants, people with a low income, participants in adult education seminars, students and former students (who are unemployed/have no qualification) from the vocational school, students with problems in secondary and vocational schools, unemployed young people.

The groups the partner organizations concentrated on were:

- **Iceland:** Upper secondary school students, school-dropouts
- **Latvia:** Students from vocational and general secondary education
- **Spain:** Unemployed young people
- **Germany:** Unemployed and/or badly paid immigrant women
- **Romania:** Students and ex-students (who are unemployed/have no qualification) from the Onesti vocational school

## THE BASIC IDEA

**“To bring Europe back to growth and higher levels of employment,  
Europe needs more entrepreneurs”<sup>7</sup>**

For the last 15 to 20 years, there has been growing focus within the EU on enhancing entrepreneurship teaching. EU reports usually show that the motivational effect of entrepreneurship teaching can be very high – if the teachers themselves are well motivated and have the interest and training to teach / coach in that certain context.

The TELE workshops are a mix of “learning by doing” and lectures about the theme. This approach can be used in a very effective way to increase the motivation and creativity within the big groups of disadvantaged individuals in Europe. The situation of those groups in many European countries is alarming. The individuals within those groups often deal with low self-esteem because of school dropout or unemployment, hyperactivity, attention deficit disorder, dyslexia, depressions, etc.

Entrepreneurial work is both enjoyable and challenging. Each group or participant puts together a simple business plan that is presented in a power point presentation at the end of the workshop.

<sup>7</sup> ENTREPRENEURSHIP 2020 ACTION PLAN

The groups usually prepare promotional materials such as a brochure and a website and if possible, they also make a simple „online“ poll. Participants also learn the basics of using Word, Excel, Power Point and Publisher.

**The main topics of the workshop are:**

- **Searching and developing ideas**
- **Product development**
- **Goal setting and planning actions**
- **Market research and marketing**
- **Finance, administration and management**
- **Promotion and sales techniques**

Usually we spend one day visiting progressive and successful companies (except in the 12-20-hour workshop). The main benefits:

- **Understanding of the life and work of entrepreneurs**
- **Insights into the world of business and the basic methods of how to start and operate an own business or non-profit project**
- **Techniques on how to make a good plan**
- **Methods on how to set personal and business goals and how to put them in action**
- **Work together with creative and positive people**

Work in entrepreneurship workshops is basically creative and practical– it is about learning by doing with assistance from the coach or the coaches. Participants identify and develop a small business or a non-profit project, often related to their field of interest and within their own community. Many of them discover abilities that they didn't even know they had.

In the TELE project, we have developed three different training modules with focus on our main objectives. The programs serve as examples and can be adjusted and tailored to different target groups and different needs.

Who is an entrepreneur?

“Surveys suggest that between 15% and 20% of students who participate in a mini company programme in secondary school will later start their own company, a figure that is about three to five times that for the general population.”<sup>8</sup>

This underlines the fact, that Entrepreneurship training has a real and measurable effect on the business / job creation in a society. This also emphasises: The entrepreneurial mind-set can be taught and can be learned.

Why does someone decide to start his or her own business? Some of the reasons are probably the following:

- **The wish to do own business. Entrepreneurship workshops can spark this wish, but there may also be other personal reasons. One reason may be that the young entrepreneur has grown up in an entrepreneurial family and gets direct support and assistance while taking the first steps.**
- **Good business idea**
- **Good opportunity. A person who is open for trying new things and has the entrepreneurial mind-set looks for opportunities in the environment. This may also be an opportunity within the company one is working for. It emphasises the importance of “intrapreneurs” within the companies.**
- **Dissatisfaction in the current job**
- **Desire for more independence**
- **Desire for a higher income**
- **Unemployment**
- **Critical thinking and problem solving**
- **Communication and collaboration**<sup>9</sup>

<sup>8</sup> ibid  
<sup>9</sup> www.nfte.com

The NFTE Entrepreneurial Mindset Index (EMI) measures eight core domains identified as critical to becoming entrepreneurial, based on research and external studies. These include the following:

- **Opportunity recognition**
- **Comfort with risk**
- **Creativity and innovation**
- **Future orientation**
- **Flexibility and adaptability**
- **Initiative and self-direction**

## Chapter 5 - TRAINING METHODS

### LECTURE

One part of the TELE Method is the Lecture. It is though important to keep that part within limits. On the TELE homepage <http://tele-project.eu/> there are slides that can be used as a basis and each trainer can choose the slides that she/he finds useful in the lecture, and eventually can add his or her own slides. It depends on the target groups in each workshop in what way the trainer will use the slides. If we are working with, for example, practicing entrepreneurs who want to improve their business knowledge, we may use more and different slides than as if we were working with young unemployed people and school dropouts with little education.

To make the Lecture more productive, it is advised to break it every now and then with plenary discussions. Those are often not discussions about the Lecture theme (even if those are of course not forbidden) but rather discussions about the projects that the participants are working on, often in relation to the theme that has been lectured (e.g. goal setting, marketing or business planning). The trainer usually explains in the beginning of the workshop why those discussions are important – “you have here many consultants who can help you develop your idea”. The trainer then explains the nature of criticism allowed and why only positive, constructive and creative critiques are welcome.

### LEARNING BY DOING

During the project development process, we have used a Learning by Doing methodology with the aim of:

- **boosting the motivation and creativity of participants**
- **discovering their strengths, skills and abilities**
- **creating a road map, from the business idea to the business project**
- **creating a business plan**
- **improving the employability of the participants**

Learning by doing means simulating the creation of a business project based on a business idea. The instructor provides the templates needed to develop each aspect in order to prepare the business model and the business plan, as per sections 2 and 3.

To boost the motivation of the participants, practical examples based on successful companies and on entrepreneurs who have failed but tried again, are used.

Entrepreneurs or business owners may also be invited to the workshop to share their experiences, from the beginning to the current state of their business, in order to inform participants of the benefits and challenges, as well as the problems and solutions they have applied in their businesses.

Participants are asked to create a PowerPoint presentation of their project so that once the entire business project structure has been completed they can present it to their fellow workshop participants.

## OTHER METHODS USED IN THE PROJECT - MOTIVATIONAL TOOLS, INTERCULTURAL SKILLS, COMPUTER SOFTWARE, ETC.

In the framework of the TELE PROJECT several methods have been imported by all the partners, some of them had already been known while others have been presented as innovative methods.

The methods applied in all the phases of the TELE method, are the following:

- **Motivation**
- **Building a group**
- **Developing the idea**
- **Creating a Business Plan**

### MOTIVATION

- 1. Introduction about goals**
  - SMART: goals should be specific, measurable, achievable, realistic, timely
  - Addition: the goal should be useful somehow, at least for one person and it should be attractive
- 2. Participants have 3 min. to find a goal that they want to reach**
  - within 10 min.
  - in the room + surroundings
  - that complies with the SMART-criteria
- 3. They don't tell their goal to other participants, they write it on a piece of paper without showing it to the others**
- 4. All participants have 10 min. (at the same time) to try to reach their goal**

### STORY TELLING FOR MOTIVATION. PIERROT LE SACRISTAN.

A new priest arrived to Saint Peter's church, in Neville Place, and realised that the church's sacristan did not know how to read and write. When talking to him he advised him to learn it, but the sacristan replied that he was too old to do it. So he had no choice but to leave the church. When he walked through the street, he felt like smoking a cigarette; but as he did not have any, he looked for a shop to buy some. Well, he could not find any place selling cigarettes in the whole street. "I do not think", he said to himself, "that I am the only person who walks through the street with the desire to smoke a cigarette". Therefore, he thought that it would be a good idea to set up a small shop in that street to sell cigarettes, newspapers and sweets. It would be a good starting point. This is an idea, these kinds of things that come to someone's mind when they least expect it.

He walked back home and had a cup of tea. "You are very silent today, Albert", his wife said. "I'm thinking", he replied.

The former sacristan, later on, opened indeed a shop for cigarette and newspapers, and accumulated a small fortune. He went to the bank to deposit some money and thus to obtain some further income, and he said to the bank director that he did not know how to read or write. "My God", the Director said, "how far could you have got if you could read and write!" "I can tell you", he replied, "I would be sacristan in Saint Peter's church in Neville Place".

## The game consists of telling the story and learn from Pierrot:

1. **Something you know**
2. **Something you and others need**
3. **Analyze the idea**
4. **Involve the family**
5. **Remember: Nobody is born an entrepreneur**
6. **Don't burn out**
7. **Always be innovative**
8. **Take risks!**
9. **Learn from failures**
10. **Learn from the others**

### **PARTICIPATORY VIDEO METHOD**

The method "participatory video" is a film-pedagogical approach that helps document processes of change and make one see and broaden his/her own skills.

- Strengthening the participants' capabilities to have interpersonal relationships as well as helping them to adapt to the social and working context.
- The method focuses on the concepts of spontaneity/creativity, the theory of roles, the value of relationships and group behavior.
- Through filming their own stories the participants become actors, directors and audience at the same time. While they enhance their communication and cooperation skills, they also learn how to use video technology.

### **Important aspects**

- Reactivating social and personal skills - Self-esteem, self-confidence
- Roles and responsibilities
- Motivation
- Participation – collective decision-making
- Team work, group dynamics
- Collective story-telling
- It is the process and not only the product that matters

### **FILMED ROLE PLAY GAME (RPG)**

Meeting with the bank – you need a credit for your company

1. Brainstorming: discuss possible dialogues
2. Think about how you have to behave in an interview situation with the bank, what you could say in order to convince the bank manager of the feasibility of your business idea, what questions he might ask, what answers you would give.  
Discuss and decide who will take the following tasks: the players in the RPG (bank director and company founder), camera man  
Prepare a real RPG with the bank manager and the company founder.
3. Storyboard: decide what should be filmed in the interview situation, prepare the scenes
4. Play and film the RPG
5. Watch the film. Evaluation of the RPG based on the film. Discussion.

### **ELEVATOR PITCH**

It is a short summary used to define a business idea quickly and simply to an investor or a potential partner while also to communicate its value and benefits.

The name 'elevator pitch' reflects the idea that it should be possible to deliver the summary in the time span of an elevator ride, or approximately thirty seconds to two minutes. One idea behind an elevator pitch is not only to say what you do, but also to say it in an interesting way.

## BUILDING A GROUP

The methodology used in TELE is based on the active participation and interaction of participants, on an individual basis as well as on a group level.

To do so, a pleasant and comfortable environment must be created, in which participants may share their ideas, feelings and opinions, and also analyse and compare them.

The first step consists of "building the group", in order to create a space of trust, in which all participants know each other, and to establish a safe atmosphere to work on the ideas and projects.

In order to achieve that the instructor must:

- Encourage active participation and motivation
- Make sure that none of the participants are excluded or become more important than the others
- Listen to each experience and contribution, without prejudice. It is essential for each participant to perceive this as a space that is free of judgement and to stress the importance of not judging ourselves either



In order for the group to work properly, a set of basic rules must be established that address aspects such as: knowing how to listen, respecting the opinions of others (all opinions and ideas are valid), understanding and empathy, no labelling or judging, confidentiality, etc.

The introduction is a relaxed way of starting an activity and it allows group members to get to know each other, alleviate some of the

initial tension or nervousness, and provide the instructor with important information about each participant.

Although there are different types of introductions, in order to build the group and immerse the participants into the TELE method, the process begins with proposing several ideas about the trends and needs of the market and of society. The participants may give an opinion, suggest other ideas based on their observations, and explain their thoughts on what is needed to address those needs.

As they give their opinions, the ice is broken, initial ideas are provided and participants introduce themselves as they explain their suggestions.

Once the brainstorming has ended, the ideas are written in a document where they are grouped and summarised, and the participants who have not expressed their preferences and ideas are asked to give their opinion about them and the group they relate to the most. Participants can suggest ideas and show their willingness to collaborate and work.

This creates groups that are heterogeneous in terms of personal profiles, nature and gender, but homogeneous in terms of the number of participants, needs, problems, concerns and potential ideas that address those issues in order to be able to work on these matters in a subsequent phase.

## 1. Warm Up/Get to know each other

Interview

Interview your partner. Write his/her answers down so that you can introduce him/her to the group afterwards.

Questions:

- Name - the story behind the name, why do you have this name and do you know what it means.
- Family
- Hobbies
- What does entrepreneurial thinking and acting (mind-sets) mean to you?
- What do you feel when you use entrepreneurial skills?

Exercise in pairs.

Duration: about 5 minutes per person.

## 2. Exercise getting to know each other: „similarities“.

Task:

After a short welcome and introduction of the process, participants are asked to divide themselves into groups of four.

Each group receives a flip chart poster and is asked to write their names on and to collect 10 common characteristics they all share.

Are the lists completed, the groups meet in a plenary session? Each group presents itself by name and presents their common characteristics. Questions are allowed.

Hang the posters in the classroom.

Material: Board, flip chart poster, pens, masking tape

Group size: up to 20 people

Duration: about 30 minutes

## DEVELOPING AN IDEA

In an entrepreneurship workshop the starting point is to identify a business idea or opportunity. Participants are encouraged with the following sentence: “Business opportunities are always present. We just need to find them.”

To do so, before selecting and developing a business idea, the instructor must provide participants with guidance as to how to find and identify business ideas:

- Identifying needs, problems and/or desires
- Analysing market changes and trends
- Talking to other people within that environment

After introducing these basic aspects that must be taken into consideration in order to identify a business idea, participants are asked to think about a potential need, trend or problem in their environment, to write it down, to think about a potential solution that could address that need or shortage and resolve the problem that has been noted, and to write that down as well.

Once participants have thought about this, they are encouraged to share their opinions with the rest of the group under the premise that “all ideas are valid.”

The instructor must write each idea that is proposed on a board. As the participants share their ideas, the instructor groups the ideas and asks the participants to identify which ones seem more interesting for development.

The ideas with the most votes are selected, making sure there is an equal number of ideas and work groups, and considering the number of participants in each group.

The participants are asked to specify the selected idea they would like to participate in, and if the groups are imbalanced in terms of the number of participants or profiles, the instructor will adjust the groups so everyone works in equal conditions.

Once the idea has been identified and selected, we must develop it further to make it clearer before preparing a business plan. We will develop the business model with the Business Model Canvas, which

is used to describe and explore the different aspects of a business idea necessary for the correct and successful operation of a project.

The tool is a canvas with a number of interrelated sections that cover all the basic aspects of a business: customer segments, value proposition, channels, relationship with customers, revenue sources, key resources, key activities, key partners and cost structure.

Once the canvas is completed, we will have a much clearer idea of our business idea and we will be able to explain it more easily to customers, partners and investors. This is the first step in creating a new project, and we can complete it by applying everything learned in the form of a business plan based on the most solid business model. (You find an example of a canvas model in the appendix).

## **Brainstorming**

The original procedure foresees two steps. In the first step the group collects ideas, in the second step, these are sorted and evaluated. The results of a brainstorming session can be used in later phases, but brainstorming can also be used in itself as a creative exercise to loosen the initial tension in a group.

### **Phase 1: Find ideas**

When brainstorming, we are looking for new ideas on a particular subject in a (moderated) meeting. All participants are invited to name ideas as spontaneously as possible; these are all listed on individual slips of paper or on cards.

All participants should unreservedly produce ideas and combine them with other ideas. Everyone should be able to express his thoughts freely. In this first phase, it is forbidden to criticize ideas, to discard, to ridicule or otherwise evaluate them. In this way, the group will be put in a productive and imaginative mood.

### **Phase 2: Order and evaluate results**

After a break all the ideas will be read by the moderator and sorted and evaluated by the participants. This means first only a mere thematic affiliation and sorting out ideas that are irrelevant to the problem. The review can take place in the same discussion by the same participants or the interpretation of the results can be carried out elsewhere and by/with the other participants.

Duration: 45 minutes

Material: paper, cards, pens

## **2. Game storming (gamestorming.com)**

It is a Toolkit with several games used to generate new and surprising insights:

- Improve creativity and innovation
- Generate better ideas and in great quantity
- Planning
- Teambuilding
- Promote understanding
- Problem-solving
- Decision-making

### 3. Post-it Tool.

- Dynamic group
- Rapid method for analysis, brainstorming and problem-solving, using post-it notes.

It consists of several steps:

- Develop ideas in groups for solutions to needs and trends of the market previously detected. Vote on the ideas of everyone.
- Find a business idea among them
- Build a company based on this business idea

Materials: post-it papers and a blackboard.



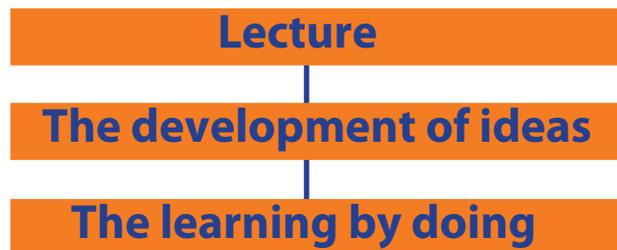
### TEAMWORK – WALK AROUND – COACHING

An analysis of needs is always important in Entrepreneurship education. Are there e.g. individuals dealing with ADHD or dyslexia?

Is there eventually some impairment that has to be dealt with? Taking those things in consideration, it is very important to analyse and focus on the strengths of every individual in the workshop.

If e.g. someone has dyslexia, it is important to find out what skills and strengths that person has (creative abilities?) and focus on that strength.

We can say that a TELE workshop has three equally important fundamentals:



At the beginning of a TELE workshop, the lecture and common discussions are relatively dominant. This is the ice-breaking phase and the brainstorming about possible projects the participants are going to work on.

Then, after discussing possible ideas and filtering out the most interesting ones, the process of group building starts. At this stage, it is important that the trainer uses his tact and insight to secure that the groups are not too big. Ideal size of groups is 3-5, but in some cases there might be a group of 2 or even some individuals who choose to work alone and are able to do so. It is also important that the trainer uses his or her insight to secure that the groups are not homogenous. If there are e.g. individuals dealing with dyslexia or a very low education level, they should work in groups with individuals who have good reading and writing abilities.

When the teams have started working, they are assigned tasks that not only require writing abilities but also creative abilities like designing a brochure or a company logo, a webpage, etc. This has proven to be very important in the TELE context, because it is a known fact that e.g. people with dyslexia are often very creative.

While the groups are working, the trainer “walks around”. The purpose of this is not only to give advice and coach them in the individual projects, but also to ensure that the group dynamics are functioning and that every group member has tasks that they can manage and have fun with working on.

## COMPANY VISITS AND GUEST LECTURES

One basic part of the TELE method is to organize company visits and guest lectures. The intensity and depth depend on the length of the workshop (see chapter: the three modules). For a long weekend workshop this may be something that should be left out, but for longer workshops this should definitely be included. We can try to find companies that are interesting for our target groups. If we are working with young people, we sometimes visit music studios or similar enterprises, but when working with older target groups we look for other types of businesses.



### GOALS FOR UPPER SECONDARY STUDENTS COMPANY VISITS

To gain valuable information and experience in career development, to promote students' initiative and courage, to acquire skills to prepare presentations and speak in front of an audience.

#### Tasks:

- Visit a local company (organized as a study tour)
- Interview one successful employee of the company
- Discover the key factors that have contributed to the career of the person
- Acknowledge the role of the open factors, mentioning specific situations and examples from his/her life

#### Requirements:

- Research must be written and made as a presentation
- As a part of job design can be used photos, copies of documents and other interesting visual aids that the interviewee agrees to publish
- Research material must be presented to the group

#### The recommended structure of the research:

- The biography of interviewee, main life and career foundation stones
- Life targets and goals
- Main values of life
- Professional activity motives
- The funds and resources used towards success
- Personal satisfaction with life
- Response to negative criticism
- Person on whom he/she relies on in tough times
- Characteristic of professional activities
- Attitude towards failure
- First impulse of choosing a career
- Personal qualities
- Obstacles towards success
- Dealing with alternative situation
- What he/she had to sacrifice due to his/her career
- Greatest success
- Conclusions the student can draw from getting acquainted with the interviewee's career
- The benefits of doing this research

**Student's benefits:**

Preparing and presenting the research, the students:

- obtain a significant positive experience for a successful career and entrepreneurship
- understand a successful career and business development paths and options
- are able to evaluate and analyse the challenges on the road to a successful career
- improve communication skills
- promote courage and skills of entrepreneurial thinking
- learn to ask questions and listen carefully
- learn to analyse, conclude and summarize the most important information
- know how to interpret research results
- learn to prepare presentations
- acquire the ability to speak in front of an audience

**VIRTUAL TRAINING FIRM**

The training firm is a successful, modern, innovative and interactive teaching method in Romania, which aims at developing trainees' entrepreneurial spirit by simulating all the activities in a real company. Trained in an attractive, creative and interactive setting, the trainee will be motivated to participate voluntarily, acquiring essential skills that will facilitate his integration into the labour market. Understanding and applying optimally the concept of 'training firm' will offer the trainee an active learning, based on practice, facilitating his transition from school/training to work.

The activity of training firms takes place in a laboratory properly equipped for the theoretical and practical economic training. It operates as a real firm, but it uses virtual money and goods, in accordance with the practice and the specific laws of the national economy. The training firm develops skills that are necessary at the workplace, under the methodical guidance of the teacher with the advantage that wrong decisions, which in reality would create serious problems, do not have such consequences in the case of a training firm, but provide valuable learning situations. It also offers economic agents the opportunity to get involved in the learning process.

As mentioned above, the place to practice the training firm activities is a properly furnished classroom, with the necessary equipment to carry out economic and commercial operations in order to simulate the activity of a real firm in the economic sphere. The goal of the training firm is that trainees acquire key competences and skills, and specific attitudes that will enable them to integrate successfully into the labour market and / or to pursue further studies with a certain profile.

The general competence aimed at by the training firm is represented by the development of the students' entrepreneurial spirit through: familiarizing students with specific activities of a real company, simulating operations and business processes specific to the real business environment, improving the business language, developing attitudes necessary for a dynamic entrepreneur such as creativity, critical thinking, problem solving, decision making, responsibility, teamwork, initiative, perseverance, flexibility, self-organization and self-evaluation of individual resources.

The specific competences of this learning method relate to the development of trainees' entrepreneurial spirit in facilitating the transition of trainees to work. The implementation of the concept of 'training firm' aims at creating a dynamic type of entrepreneur, able to develop a new process of production, to bring on the market a new product or service or to discover a new way of distribution.

The values and attitudes associated with this teaching and learning method aim to develop personal skills such as effectiveness at the workplace, flexibility, productivity, results orientation, reliability, appropriate behaviour, willingness to learn continuously, time management. It also has a prominent role in developing social skills such as interpersonal communication, teamwork, problem solving, anticipating customer needs by promoting a suitable offer, developing marketing strategies adapted to specific segments of the market, identifying one's own position within the company, as well as properly managing the human resources in the company.

The range of activities within a training firm varies and goes from the study of the training firms market in Romania to the choice of a name, a logo and a legal form of the company. Further preparation of the specific documentation needed to found a training firm and designing its organizational structure.

In terms of resources, the activity is held in a computer laboratory, both with frontal teaching activities and with group work (activities in compartments), having access to computers equipped with all the necessary software, to laptops, to a projector, internet, books, magazines, brochures, auxiliary materials from real companies (parent companies), thematic videos, case studies, video camera, etc.

The instruction offered by the training firm is highly appreciated by the trainees because it allows them to develop practical skills, to work in a team - which calls for qualities such as sense of responsibility, organizational capacity, precision, accuracy, ability to solve conflicts. Here, practical knowledge from various fields such as accounting, marketing, law, science, social sciences, is applied in practice, which means that the activity in a training firm requires additional and independent work and qualification.

The rules established for the training firm (laws, government decisions, government regulations and others) are studied and applied. The teacher/trainer must be aware of any changes in this field.

We believe that through the use of the training firm method, the trainees' interest for economic subjects increases, while society also gains from the experience. By using this method, the level of performance indicators increases considerably, and it protects young people from thickening the rows of the unemployed at the moment of school graduation.

*The "TRAINING firm" represents a model of a real industrial unit, a method that approaches the integration of contents practically, a method conceived for the forming of personal and behavioural aptitudes applicable in all economic domains, starting from the basic functions and ending with the ones of management in the unit.*

The activity of the TRAINING firms is developed according to the existing legislation for real firms.

The objectives of the learning process in a "TRAINING FIRM" are:

- The understanding of the processes of economic decisions
- Becoming accustomed to the phenomena taking place within a real firm
- The understanding of the nature of the relationship between these two

The firms have commercial transactions over the Internet (for didactic use).

In the training firm the economic transactions in a real firm are exercised, each TRAINING FIRM being structured according to the situation in practice, in departments: human resources, secretariat, marketing, sale, finances, accounting, etc.

## **THE SIX HAT MODEL**

The Six Hat method is a tool to strengthen critical thinking, collaboration, communication and creativity skills. It enables each person's unique point of view to be included and considered, making the thinking process more thorough.

The Blue Hat is used to manage the thinking process. It is the control mechanism that ensures the development of the goals and objectives, while the White Hat for thinking calls for information known or needed, and it refers only to facts. The Green Hat focuses on creativity; possibilities, alternatives, and new ideas. It is an opportunity to express new concepts and new perceptions.

The Yellow Hat symbolizes brightness and optimism, giving you the chance to explore the positive and probe for value and benefit, whereas the Red Hat signifies feelings and intuition, but also expressing emotions and feelings, sharing fears, likes, dislikes, love and hate.

The Black Hat is judgment of things that may not work, spotting in this way the difficulties and dangers, thus being probably the most powerful and useful of the hats.

Using the Six Thinking Hats, the team will learn how to maximize productive collaboration and minimize counterproductive interaction/behaviour, and how to consider issues, problems, decisions, and opportunities systematically. This method will also enable the use of parallel thinking as a group or team to generate more, better ideas and solutions and to make meetings much shorter and more productive. It is also a tool to spot opportunities where others maybe see only problems, to think clearly and objectively, to view problems from new and unusual angles, making thorough evaluations and achieving significant and meaningful results in less time.



The meeting may start with everyone “putting on” the Blue hat to discuss how the meeting will be conducted and to develop the goals and objectives. The discussion may then move to Red hat thinking in order to collect opinions and reactions to the problem. This phase may also be used to develop constraints for the actual solution, such as who will be affected by the problem and/or solutions. Next the discussion may move to the (Yellow then) Green hat in order to generate ideas and possible solutions, followed by moving between White hat thinking as part of developing information and Black hat thinking to develop critiques of the solution set. Because everyone is focused on a particular approach at any one time, the group tends to be more collaborative than if one person is reacting emotionally (Red hat) while another person is trying to be objective (White hat) and yet another person is being critical of the points that emerge from the discussion (Black hat). The hats aid individuals to address problems from a variety of angles and to focus on deficiencies with a problem-solving approach.

With this method, everyone considers a topic from the same direction. This is achieved through everyone putting on the same hat, e.g. the white hat, together, and then putting on the next hat together. In this way all participants think in the same way at the same time. The only exception is the facilitator, who will tend to keep the blue hat on all the time to make sure things progress effectively.

- **Blue hat:** process
- **White hat:** facts
- **Red Hat:** feeling
- **Green Hat:** creativity
- **Yellow Hat:** benefit
- **Black Hat:** caution

## THE CREATIVE PROCESS

- Passion comes first
- Do something you know
- Clear vision
- Don't be afraid of mistakes – learn from them
- Self-discipline
- Work with people you like, and who like you
- Don't burn out
- Learn to work in a team!

## ROOTS OF PRODUCT DEVELOPMENT

- Problem and solution
- Changes in the external environment
- Inventions
- Compete with existing products or services
- Price, location, quality, trust, service
- Technological developments

## BASIC THEMES

- **Management**
  - a. Planning
  - b. Decision-making
  - c. Cooperation
  - d. Responsibility
- **Social**
  - a. Networking
  - b. Working in a team
  - c. New roles
- **Personal**
  - a. Self-confidence
  - b. Critical thinking
  - c. Independence
- **Entrepreneur**
  - a. Initiative
  - b. Creative thinking
  - c. Risk taking

## THE OUTCOME

It depends on the time available to the coach, but as the TELE method is based on Learning by Doing, the following outcome is something the coach should plan for the students to work on:

- Written business plan (5-10 pages)
- Well-designed power point presentation (10-15 slides)
- Brochure/flyer
- Homepage.
- Occasionally: Product samples
- SWOT analysis
- Esurveypro.com or a similar tool
- Business card
- Press release
- Name and slogan
- Company logo
- Goals
- Typical customer description
- Elevator pitch

## MARKET ANALYSIS

It is a strong motivational tool to ask the students to make an online survey. There are free of use surveys available like Esurveipro, and the students can send questionnaires to a group of people they have access to.

### Market: Past, Present and Future

Review changes in the market, which can include:

- Market share
- Leadership
- Players
- Competition
- Costs
- Pricing

### Competition

Overview of the competition landscape.

#### Competitor A

- Competitors' strengths
- Competitors' weaknesses

#### Competitor B

- Competitors' strengths
- Competitors' weaknesses

## MARKETING PLAN (THE 4 PS)

### Product

Describe the product or service being marketed. Distinctly define the product in its market and against its competition over time. Position each competitor's product against the new product. Summarize the benefits (and possibly also the features) of the product or service for the customer.

### Price

Describe the price strategy and the price structure.

Placement, distribution

If necessary, explain the way of distributing the product.

### Promotion

Describe the marketing tools and methods to be used (ads, PR, etc.). List marketing messages for different audiences. Discuss launch plan that you are going to use while promoting the product for the first time.

## CREATING A BUSINESS PLAN

Once the business idea has been developed, the groups are ready to work on the business plan. To do so, the basic aspects of a business plan are explained along with their purpose: why, what for, and for whom do I need to prepare a business plan.

The business plan is a written description of the business's future. It is a document that explains what will be done to make the company profitable and how it should be done. When a business idea arises, we usually know what resources and capabilities are available, as well as what our goal is for a certain period of time (usually three to five years). However, what path should we follow in order to reach that goal? Where do we begin? How do we attract investors?

Participants will be given guidelines for creating the perfect business plan structure in order to prepare a business plan.

The steps to be followed are:

### **COVER AND TABLE OF CONTENTS**

The first impression will definitely influence the decision of investors. A business plan should have a simple yet accurate cover that contains all of the company's information: logo, name, address, phone number, e-mail address, web address, the founder's name, and if applicable, a photo of the product or service.

The table of contents is used to organize all the sections of the business plan with the corresponding page numbers. It should be as comprehensive as possible in order to provide readers with a clear idea of the document's contents.

### **EXECUTIVE SUMMARY, WITH THE NEEDS AND OBJECTIVES OF YOUR BUSINESS**

The first part of the document must contain a descriptive summary of the idea, and it should cover the following aspects: the product or service and its advantages, the opportunity in the market, the management team, the developments to date, the financial projections, the funding needs and the expected profitability.

- The need or problem that the business aims to resolve must be defined. However, the main goal is to grab the attention of investors in approximately two pages, in which you will summarise the most important aspects of the plan. You must also take into consideration the following points:
- If you are unsure of the fundamental objectives of your business, you must give them a lot of thought before creating the business plan.
- It is a good idea to mention the amount of time it has taken you to develop the business idea and the work you have done to date.

### **EXPLAIN HOW YOU WILL RESOLVE THE PROBLEM DESCRIBED IN THE SUMMARY**

This section should include a description of the mission for your business. In other words, a list of actions that your company needs to carry out in order to address a problem that currently exists in the market.

- Describe your product or service, what customers will receive with their purchase, and any weaknesses or drawbacks it may have. This last item is very important when preparing a business plan, because readers will value your honesty.
- There are probably businesses that are already working towards the same goals. Identify them and ask yourself: How am I going to differentiate myself?

### **EXPLAIN WHY YOUR BUSINESS IS UNIQUE AND WHO WILL FORM PART OF THE TEAM**

Preparing a business plan requires examining the strengths and weaknesses of your competitors, and once they have been identified, you will be able to explain why your business is unique. You must stand out from the masses in order to increase the investment opportunity. This section should also include the team's skills that will help make your business unique. In other words, include the following information:

- How will you manage your company?
- The background and experience of each team member.
- How will you cover the main areas of production, sales, marketing, finance and administration?
- Include management accounts, sales, inventory control and quality control.
- Analyse, if necessary, the company's location and the benefits and drawbacks of that location.

If there is one thing that investors value, it is an entrepreneur's commitment. Take advantage of this section in the business plan to show the amount of time and money that you and your team are willing to commit.

## DESCRIBE THE MARKET IN WHICH YOUR BUSINESS WILL OPERATE

- You must analyse the market conditions: the size, growth rate and profit potential.
- Explain how you will research your target audience and with what tools.
- Understand the target market in which the business will operate and focus your marketing strategies on that target. If you do not focus your marketing strategy, you will lose time, effort and money. Make sure that you provide investors with answers to the following questions: What are the products of your competitors and how do they create them? Why will customers switch from existing competitors and buy from your business?

## CREATE PROMOTIONAL STRATEGIES

This section must contain the marketing plan for your business. It is one of the most important steps when creating a business plan. Promotional and marketing strategies could determine the success or failure of your company. To organise all this information, try answering several questions:

- **How will you position your product or service? (Compare aspects such as the price, quality or response time with your competitors)**
- **How will you sell to customers? (By phone, online, face-to-face, agents, etc.)**
- **Who will be your first customers?**
- **How will you identify potential customers?**
- **How will you promote your business? (Advertising, public relations, social media, etc.)**
- **What advantages will each part of your business provide?**

## ANALYSE YOUR REVENUE SOURCES

When you reach this part of your business plan, you must begin translating everything that has been said into numbers. In other words, you must analyse the financial forecasts of your business. The analysis should include: pricing structure, costs, margins and expenses.

## CREATE A PLAN FOR FACING PROFITS OR LOSSES

If an unexpected bad period occurs and you do not have a plan, the business could suddenly fail. On the other hand, if your business is more successful than you expected, your goals could change suddenly and a new business plan will be needed.

Having that in mind, you should assess the risks for your business, identify the areas where something could go wrong and explain what you would do in that case.

It depends on the target groups how deep the TELE teacher goes into this theme. It is important in every case that students make a simple sales plan. Students get a template to make this easier but in some cases it might have a positive effect to have a guest lecturer on those matters.

## APPENDICES

After creating the business plan, it is very likely that you will need to provide some additional information and documents. For example:

- **Data to support the market research explained in section 5**
- **The CVs of the team of your company (this is very important if you are looking for external funding)**
- **The technical specifications of the product or service (you can include photographs)**
- **The names of potential customers**

## Chapter 6 - TRAINING MODULES

In the TELE project, we have developed three different training modules with focus on the main objectives. The programs serve as examples and can be adjusted and tailored to different target groups and different needs. In appendix A there is an example for entrepreneurship workshop programs.

- The first module is for a 12- 20-hour training
- The second module is for a 1-week training (24+ hours)
- The third module is for a 3-week training (72+ hours)

The question we will try to answer is: Which training module would fit best the needs of each target group? Even if we put focus on the main objectives of the project, we have to allow some flexibility in order to strengthen the overall success of the TELE method. For example, the 12+ -hour module might be a weekend workshop (course, seminar) but it could also be divided into 1-2-hour sessions throughout a few weeks. This module would probably fit adult education institutions or vocational schools best. It is important not to forget to build into the workshops visits in local companies and eventually also having interesting guest lecturers (always on a free of charge basis).

Even if all the participating countries deal with the issues mentioned in the main objectives, there are local differences that have to be taken into consideration. This means, we have to be flexible in developing and implementing the TELE method in each country or in local areas within each country.

Let us see a few examples for concrete target groups:

- 1) **Workshops for young unemployed adults (and school drop-outs).** The focus could be on a three-week compulsory workshop, ca. 60-65 hours. This module would probably fit best to the groups of unemployed and could be incorporated into measures of Jobcentres or Employment Services. Could e.g. be developed as a 4,5 hours per day workshop or 5 days with a long final Saturday.
- 2) **Workshops for unemployed (any age).** The employment directory of Iceland (governmental) decided to appoint the Life Long Center in West Iceland to develop and carry out compulsory entrepreneurship workshops for unemployed people in the West region. Other employment directorates in the countryside followed. Those workshops were compulsory and usually 3 weeks in daytime, 70 hours.
- 3) **Workshops for future / existing entrepreneurs.** Usually those workshops go over a longer period of time (often ca. 3 months) and they are held in the evening ca. 2 times a week and often also one long "working" Saturday. In those workshops, there is sometimes more than one trainer / teacher. Sometimes one trainer takes care of the creative idea work and strategic planning; another one takes care of the marketing part and a third one is in charge of the financial matters.
- 4) **Workshops for unemployed immigrants.** The LCC in West Iceland offered six-week long Entrepreneurship workshops for unemployed immigrants in cooperation with the unemployment directorate. Those workshops were compulsory, six weeks in daytime, 130 hours. This workshop was not only designed as an Entrepreneurship workshop, but also as a tool to strengthen the knowledge of the Icelandic language with focus on business Icelandic. Another aim was to increase the knowledge of the local infrastructure.
- 5) **Workshops for young immigrants in the formal school system, for dropouts and already working immigrants.** This could be an important target group. A 12-hour "long

weekend" workshop and a 24-hour evening workshop / seminar could both be developed. The afore mentioned modules are examples but can be adjusted in many ways, depending on the needs and goals in every case. The method or the components can be developed as a regular school course and it can be built into other subjects like social study, maths, etc. In case of many target groups it is important to emphasise the fact that the workshops are usually not intended to encourage participants to actually start their own business. This may indeed happen in individual cases, but in general, workshops for teenagers, dropouts, and unemployed adults are intended to increase the self-confidence of the participants and assist them in setting ambitious goals in life. For school dropouts or potential dropouts, this method can be motivating to finish studying or start studying again with the goal, later to start an own company or a Non Governmental Organization (NGO). For other target groups the workshops can on the other hand be very helpful in designing and evaluating own ideas in a group with likewise and positive thinking participants. Here are some examples for different workshops and their possible target groups:

### **12-20-HOUR WEEKEND PROGRAM**

- Teenagers in upper secondary schools / VET
- Young unemployed with migrant background
- School-dropouts
- Students with problems in secondary and vocational schools / potential drop-outs

### **30-HOUR EVENING WORKSHOPS, 2X3 HOURS A WEEK, 5 WEEKS**

- Female entrepreneurs or women interested in the issue
- Immigrants living in the area
- People from socially marginalized groups
- Future / practicing seed or start-up entrepreneurs. As example: tradesmen, farmers, independent inshore fishermen, individuals who want to strengthen their position in the labour market, social entrepreneurs planning a „non-profit“ project and other practicing or potential “grass root” entrepreneurs.

### **THREE-WEEK WORKSHOPS / 60-70 HOURS**

- Unemployed people with emphasis on young adults
- Unemployed school-dropouts
- Long-time unemployed
- Long-time unemployed immigrants
- Young unemployed with migrant background

## Chapter 7 - PILOT WORKSHOPS

### PRESENTATION OF THE GROUPS:

The participants of the TELE Pilot Workshops had different life situations and characteristics in terms of their background, qualifications, employment, self-confidence and self-esteem. Some of them had also a migration background.

In Germany we had 7 participants. They came from six different countries: Cameron, Ghana, Morocco, Russia, Turkey and the Ukraine. 3 of our participants were students (economics, service management, logistics), 3 of them unemployed and in the process of trying to find employment, and one of them was employed currently but looking for other options. They all belonged to the age group 25-49. The unemployed participants had qualifications and working experience from their home countries. Some of our participants were also single mothers, which made their situation at the labour market even more difficult.

The group in Iceland consisted of three participants, all students at the Borgarnes Upper Secondary School. The participants were all girls, 17 years old.

In Latvia there were 8 workshop participants aged between 26-44. Some of the participants were self-employed, young mothers and workers who want to establish their own business. The workshop in Onesti, Romania, was attended by 14 young people aged between 18-24, out of whom 2 left school and have no employment prospects, 12 are graduates of the Technical College „Petru Poni“, but they still do not have a job, or they have gone through the experience of temporary work in private companies and are currently unemployed. These young people are disadvantaged, coming from poor or disorganized families (divorced parents or parents who work abroad) and have a low self-esteem.

In Spain the workshop had 17 participants, aged between 18 and 25 years. All participants were unemployed and vocational students. Some of them are looking into vocational training aimed towards administrative management or professional retraining.

When working with people who face unemployment, language and communication problems, and often social isolation, it is very important to find ways of gaining trust, increase their self-esteem and self-confidence and make them discover or rediscover the skills and competences they have.

Especially the status of being an „unemployed immigrant“ is a very difficult one to cope with, no matter whether the person in question is highly or lowly qualified.

Our participants had difficulties with trying to find access to the relevant labour market. They were prepared to take steps to change their situation, but they did not have the confidence or the access to the necessary information to do so. To break this self-image you need to prove to the person that she/he is capable of much more than she/he believes. For that you need to motivate and activate the participants, make sure that they find out about their own interests, needs and abilities and that they can work on the areas that they freely choose to be worth and interesting to work on. In addition, you need to provide them with the information they need to achieve their goals.

### PRESENTATION OF THE FACILITATORS/TRAINERS

It was mostly the trainers who took part in the Trainer Workshop in Iceland who participated in the organization and implementation of the Pilot Workshops. All trainers have long years of experience in giving advice to people who are planning to start a new business and a few of them also founded their own business.

They have 7-20 years of experience in the field of entrepreneurship training, business management and economics as well as financial management, marketing strategy, non-formal and interactive teaching methods.

## General overview about the logistics

Country	Dates	Workshop hours	Time
Germany	14/03-18/03 2016	29,5	From Monday to Thursday from 9.30am to 3.30pm, on Friday to 3pm.
Iceland	25/4-29/4 2016	20	The teaching time was between 4pm and 8pm.
Romania	13/02-28/02 2016	24	24 hours divided into three weeks, on Saturdays and Sundays, 4 hours per day, from 9am to 1pm
Latvia	04/02-04/03 2016	36	Lessons took place twice a week for 4 hours per day.
Spain	08/02-11/02/2016	20	3 days, 20 hours.

### SITUATION AT THE BEGINNING OF THE PILOT WORKSHOP AND METHODOLOGY OF THE GROUP FORMING

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The situation at the beginning was quite different in every country because the target groups consisted of different people in age, in culture, in education, in previous experience and in social position. Warming up is a very important factor when you work in groups with people you don't know. Here is the experience of each partner country in that field:

#### Germany:

*At the beginning of the Workshop we took time to do getting-to-know-each-other exercises and icebreaker games in order to allow group members to relax and feel comfortable (e. g. Cultural Bingo). There were only two participants who knew each other from before. The participants were a little bit uncertain regarding what was going to happen in the Workshop and what awaits them. Therefore, they were rather reserved and shy at the beginning, which was greatly helped not only by the warm-up exercises but also by the learning-by-doing approach and the focus on teamwork of the TELE method.*



*Concerning social attitudes and competences we found that the social and team skills of most participants were strong, most of them were interested in and open to trying out new ways of learning and motivated to improve themselves. Self-confidence and self-esteem were more typical areas where they needed support, and therefore strengthening these was also an important part of our goals.*

*Adults learn best when they are actively involved in determining what, how and when they want to learn. Especially when you are working with people coming from different cultures it is very important to find out how they*

*see themselves learning best, what kind of a learning culture they are coming from, what they expect from a learning experience.*

*Everybody has specific learning needs, most adults know from experience what they need, and a course for adults should give the participants the opportunity to decide on their specific learning paths. When they are given tasks to be solved, they will be able to use the skills and experience they have, they will be allowed to think creatively, they will have a responsibility to present their solutions and to explain their decisions. Those factors will all contribute to the development of their problem solving skills.*

*From the teacher's side it requires great flexibility and the ability to observe personal needs, she/he needs to create opportunities for discovery and self-learning.*

**Iceland:**

*As there were only three participants, it was not possible to work in groups. Each of the girls worked on her own business idea. The girls knew each other very well, so there were no group dynamic problems.*



*The point of departure was: can you recognize business opportunities near you home? They had basically no problems with identifying ideas and it took only two hours until each of them had found a very interesting idea, related to their own situation. After that they were all very enthusiastic with the development of the idea.*

**Latvia:**

*At the beginning, we introduced the group to the TELE project and its expected results. Members of the group shared their goals and business ideas as well as defined the areas in which they would like to improve their knowledge and acquire new skills.*



*During the subsequent process of work, competences necessary for starting a business were acquired – ideas, action and motivation synergy, creating ideas, forms of entrepreneurship and a practical usage of legislation, finance planning, cash flow compilation and calculation, balance sheet and profit/loss calculations, the role of marketing and practical training in the form of mutual brainstorming in order to help other group members to develop their ideas in the market.*

**Romania:**

*Our students knew each other from before, but they were not allowed to work in groups according to their relationships, but according to the business ideas they were interested in. The working groups were made up of young, economically and socially disadvantaged people, coming from poor families and with different professional experiences. Some of them were former students who abandoned school and had no prospects, some high school graduates (but without any professional experience), and also young people who worked for a short while for private firms, or even young people who have tried initiating their own business, but without any success. From the first meeting on, we introduced them to the purpose of workshop and to our desire to offer free information and initiation in a new area, entrepreneurship, as a gift that the European Union*

*gives them, in order to help them succeed in life.*

*Most of the workshop was teamwork, after short theoretical presentations and brief demonstrations of tasks. We sought to present all the tasks in an attractive way to spark the curiosity and inventiveness of the participants and encourage their business ideas, challenging them to highlight the opportunities, the economic advantages and disadvantages.*



*Our strategy was successful, we had no abandonment among those enrolled, all of them completing the workshop. We ran the workshop following the pattern of the trainers' workshop in Borgarnes and we encountered no problems. The trainees have learnt how to draw up a business plan, to present their business in a power point presentation, they have understood marketing policies (some basic knowledge) and they have learnt about business behaviour.*

*Thus, the product of our work is the result of combining our trainers' work together with the professional working*

*experiences of the members of the group and their desire to train and improve themselves.*

### **Spain:**

*We had a group where the participants knew each other, as this group is studying together at the center, which facilitated the integration of the different participants in the group. However, it was very important to help create synergies among the participants, as they had never worked in a group before.*

*For this reason, the Workshop began with indicating business sectors that the project focused on, in order to limit the work of the groups. As the next step, participants, based on their knowledge and motivation, opted for working in one specific sector or another. Hence four working groups were formed that tried to obtain and identify the needs associated with that business sector.*



*Having identified needs, a rearrangement of the different working groups were conducted to enable participants to contribute their knowledge in combination with other participants who had worked in other sectors. So the trainer set up working groups with people in different sectors, in order to generate greater synergies and a greater number of products and services.*

*According to the experience of all countries it is clear that regardless of how well participants knew each other, group work help them all to bring out and use their creative skills. It is very important that the trainer manages to find out which methods are the most suitable for each group of people.*

## **BUSINESS IDEAS CHOSEN BY THE GROUP MEMBERS.**

The participants discussed a lot of possibilities and were at the beginning a little bit hesitant, as well as uncertain. Finding a balance between real ideas of some participants that they were planning to realize and imaginary ideas for the sake of the exercise was not easy. However, the more they immersed themselves in the process of developing their own ideas – according to the steps of the TELE method -, the more they let their creativity fly free.

Given the special characteristics of the area where they live, the needs of the potential customers and average income levels, the business ideas that were considered realistic and feasible in the partners' regions were chosen.

### **German participants had at the end of the Workshop four business plans presented:**

- a 24-hour children's care centre called „Kinderparadies“;
- a multicultural bar and cafe in Dortmund with the parallel activity of renting rooms and providing services for various events under the name „Tam-Tam Events“;
- Business counselling service called „MyConsulting“;
- Publishing house and a monthly magazine in three languages in the field of nature and environmental issues called „Verlag und Medienagentur Ökokultura“.

### **Iceland presented three business ideas:**

- Making cosmetic organic crèmes out of the flora in the farmland
- “Slow travel” business on the farmland and surroundings
- Small petting zoo on the farmland

### **Latvia's participants developed seven business plans:**

- Blueberry production
  - Wine production of local fruits and berries
  - Car service
  - Fruit garden
  - Wooden furniture/equipment design for home, garden and children
  - Metal fences and other constructions for home and garden
  - Rabbit farming
- (all these business ideas are developed for a real business, some of them already started)

### **Romania presented three business ideas:**

- Sale of computers, peripheral units and software - considering ICT development and the frequent use of computer and Internet, this is the kind of business that could work everywhere because there is a constant demand for these kinds of products.
- Sale of office furniture - initiative that wants to support all young entrepreneurs who need a proper working environment to do their business.
- Café - Library (books and coffee marketing) a business that addresses people who are fond of reading, book lovers, who want to spend their free time in a pleasant and instructive way, providing them a pleasant space to have a coffee and read a good book.

### **Spain developed four business plans:**

- Catering enterprise with virtual simulator for designing the users' own events.
- Dog training services to improve their quality of life.
- Sharing and renting twin baby pushchairs.
- Catering company with a healthy menu customized to the special diet requirements of the clients, with home delivery.

## GENERAL SWOT ANALYSIS OF THE EXPERIENCE

<b>Strengths</b>
<ul style="list-style-type: none"> <li>• The method is very effective as the teaching is a balanced mixture of theory and practice. The learning by doing approach works very well, especially with participants who have difficulties with the language and with the intake of information from long lectures.</li> </ul>
<ul style="list-style-type: none"> <li>• The participants are working on plans that are interesting and relevant to them and to their future. That increases motivation.</li> </ul>
<ul style="list-style-type: none"> <li>• Working mainly in groups offers the opportunity to use the skills and experiences of all members of the group and thus to learn from each other and to increase self-confidence.</li> </ul>
<ul style="list-style-type: none"> <li>• The participants got highly motivated and claimed they have now learned so much that they would be able to start an own business in the future.</li> </ul>
<ul style="list-style-type: none"> <li>• The schools and business support system in West Iceland got a very positive experience watching the final presentations.</li> </ul>
<ul style="list-style-type: none"> <li>• Includes good methods to make a market research and to find the target group</li> </ul>
<ul style="list-style-type: none"> <li>• Practical training and the development of one`s own ideas create more powerful influence on the entrepreneurship competence training.</li> </ul>
<ul style="list-style-type: none"> <li>• The experiences of the group members resulted in the generation of creative and realistic ideas</li> </ul>
<ul style="list-style-type: none"> <li>• Once the business ideas were launched, the determination of the participants to get fully involved in designing a successful business was noticeable.</li> </ul>
<ul style="list-style-type: none"> <li>• The creation of groups favors the generation of enriching ideas.</li> </ul>
<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• The work with migrants brings extra tasks for the trainers and the group. Difficulties with the language and understanding mean that more time is needed for explanations and intake of information.</li> </ul>
<ul style="list-style-type: none"> <li>• Participants might be at different levels of planning and „readiness“ for starting a business. Some people come with ideas they really would like to implement while others are unsure about whether and what exactly they would like to do – finding a common interest might be time-consuming.</li> </ul>
<ul style="list-style-type: none"> <li>• Only three participants are too few, 10 -15 would be an ideal number.</li> </ul>
<ul style="list-style-type: none"> <li>• The TELE method is more suitable for group work than for individual work.</li> </ul>
<ul style="list-style-type: none"> <li>• Some of the participants still feel the necessity for help if they wanted to start real action.</li> </ul>
<ul style="list-style-type: none"> <li>• When you work with people who already know each other, it might happen that when forming working groups, they decide by sympathies or affinities, and not by having common goals.</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of preparation before the start of the workshop for the participants may cause a delay or need extra time to adapt to the context and methodology of TELE.</li> </ul>
<b>Opportunities</b>
<ul style="list-style-type: none"> <li>• The participants excel themselves, they recognize their potential and strengths. They become and stay highly motivated during and after the workshop to work further on their ideas. The TELE method gives them the opportunity to become active themselves and to recognize their possibilities to change their situation.</li> </ul>
<ul style="list-style-type: none"> <li>• The flexibility and practical nature of the TELE method makes it possible to respect and consider the different needs and experiences of the participants.</li> </ul>

- The network of supportive organizations in Germany makes it possible to take further steps in order to set up a business after the workshop.
- The area of West Iceland could in the future become the strongest entrepreneurial area in Iceland.
- Innovative tools and methods in marketing.
- New entrepreneurs and strong, brave personalities for the overall development of the society.
- The TELE method has proven to be realistic and flexible, and responded to the needs of information and initiation of the participants, focusing on economic practice and not on abstract theory.
- Sharing various professional experiences of the participants helped develop a realistic business idea.
- Development of creativity and increase of self-esteem.

### Threats

- A good command of the language of the country is necessary to understand all the rules and regulations regarding business foundation. When we apply the TELE method in a group of migrants, who do not have a good command of language, the workshop needs to be complemented by language lessons.
- Need of equipment – laptop for each group and enough space to work in groups.
- Lack of time to prepare more marketing materials.
- Participants were tired after work and could not work with high effectiveness.
- Lack of self - confidence, and therefore lack of confidence in their own ideas.
- A training longer than 40 hours would be useful to deepen and strengthen the acquired skills in order to avoid false self-confidence and irreversible consequences when starting one`s own business.
- It is difficult to find people with the desire of learning and initiation into entrepreneurship because of the very non-stimulating Romanian legislation.
- Bank credit policies to finance business are daunting in Romania.
- If you create groups of more than 3 people, it may increase the participation of some group members and reduce the participation of others.
- You need to work in a physical space where interaction between participants and the other members of the group is facilitated.



## LESSON LEARNT AND GOALS REACHED

The situation in economics, law and cultural mentality differs in every country that took part in the Pilot Workshops, this fact obviously influenced the results. However, despite all differences and difficulties, the experience in teaching entrepreneurship was a very good one in every country involved in this project.

### Germany

One of the goals of the Pilot Workshop was to offer the participants the opportunity to work on their own ideas for a business and to provide them with a framework and structure of business planning. We have reached these goals during the week and examined business foundation from many different aspects. As mentioned already, more time would have been welcome and necessary due to the difficulties with the German language. In addition, we would also plan more time in the next workshop for learning presentation techniques and practicing the presentations, as our participants lacked the self-confidence, language skills and experience to speak in public.

Regarding the TELE method, the results of the Workshop were very encouraging. The methods we applied to motivate and activate our participants for a more effective learning were received with enthusiasm, and we watched our participants open up to new ideas, enjoy learning and discovering their own abilities and creating options for their future. Their motivation increased further through the process of active learning. The TELE method offers the opportunity not only to plan and develop a business idea but also to discover the strengths and skills of the participants.

To be able to discover and use the skills that our participants brought with them, it was very important to have lots of practical tasks where they were able to put theory into practice. Teaching with activating methods, such as pair work, group work, games is a great way of making participants realize that they are capable of much more than they had thought, that they are able to complete tasks successfully. In addition, they all get certain individual tasks within their group, to contribute to the final result, which gives them responsibility not only for themselves, but also for the group. Not only does this increase the self-esteem and self-confidence of the participants, but being active all the time in the course also loosens problems with the language, and their status as a migrant also loses significance. Another important aspect is that if we manage to awake interest by making the workshop's tasks founded on the interests, ideas, dreams and plans of our participants then we can activate and use the skills our participants have and make them motivated to develop further their own plans, not because we ask them to do so, but because they want to do it for themselves. Giving creative tasks to the participants offers again the opportunity to activate the different and diverse skills and experience they have. While some of our participants felt more secure with the more analytical or organizational tasks, others were really in their element when it came to creative work, and that way the division of tasks also became easier and balanced within the group.

A necessary element of the trainers' work was the continuous and close observation of the progress in the groups and of the individual needs of the participants. Small steps are important to make a clear plan for the future and to make sure that by achieving these small steps one by one it is possible to get to the future position the participants visualized for themselves.

### Iceland

Rural areas and structurally weak areas often deal with the problem that young people move to bigger and stronger urban areas. We only had three girls participating, but all of them recognized business opportunities in their rural area. Entrepreneurship training can be a strong tool to motivate young people to stay in their home area. In our final presentation, we invited guests and there came about 15 guests all from the local area. It turned out to be very motivating for the pilot workshop participants because they got a lot of positive feedback, but also they became many very useful ideas about how they could possibly improve their business ideas. This showed us how important it is to involve locals into the development of small entrepreneurial businesses. Not does that mean lot of input and ideas but it seems also to be very motivating for the local community.

## **Latvia**

Working with a group of grown-up people who have experience in different fields is very useful for both sides – for teachers and participants - , we can learn from each other.

Practical activities – calculations, price formation, capital and technological process planning, understanding of the legislation, development of the business plan, planning of finances, money management methods –acquired with the greatest motivation and studied with the greatest interest.

Resume – a business plan based on a personal idea gives the participants the greatest understanding and is the finest way to develop entrepreneurship skills, meanwhile it is also a great way of training how to use these competences.

## **Romania**

The brainstorming, teamwork, learning by doing, the open discussions, the sharing of the trainees' professional experiences, the Canvas model of the business plan and the consideration of the importance of marketing in any business led to realistic business ideas fit for the particularities of the area where we live.

The workshop was very useful for our students because they had the opportunity to study and analyze the business ideas from different points of view, depending on the experiences of each team member. The initiation of the participants in setting up a business was very useful, but even more important than that was, in our opinion, encouraging and stimulating them into having interesting and realistic business ideas. And if, at the beginning, the workshop seemed like a good game that they were playing, at the end of it the participants were delighted to see that the results of that game can turn into a successful business.

Thus, at the end of the workshop a totally unexpected final product was obtained - greater confidence in their own strengths and ideas, and the realization that nothing is impossible if you really want to get involved and change your life. After the final presentations, as a feedback, we had a new, short, generating new business ideas session for the same students and found an increase both in the number of business ideas and in their originality and boldness. At the same time, each student who generated a new business idea, who at the beginning of the course was shy, incredulous and seemed indecisive in finalizing a plan, became vehement and argued realistically a need to initiate that business in a certain area, which means that we have achieved our goal.

We believe that the TELE method we practiced is solid, it contains all the best in teaching and learning entrepreneurship from us and our project partners. We tested it in our own training conditions and it is appropriate for our target trainees of young, economically and socially disadvantaged people, because it can also be adapted for those with less economic education. Moreover, the TELE method proved to be attractive to them, because it does not bore with theorizing, but it explains in a practical and playful, logical way, the chronology and conduct of a business.

This workshop was a first experiment, which we will repeat as soon as we get a new batch of participants eager to initiate in entrepreneurship, and so we will, thus, ensure its sustainability. Besides, we promised further advice to all the 14 participants we had when they decide to start their own business.

## **Spain**

The use of the TELE methodology has opened new opportunities for its users. It has focused creativity to practical use in the form of business ideas, and at the same time it has fostered teamwork and discussion groups among the participants, with the further enrichment of the business idea from different points of view.

The Workshop reached the expected results, because the participants themselves prepared and analyzed a business plan that emerged from a business idea they themselves created and then designed with the help of their team and using creative techniques.

Some of the students preferred not to be involved in the first sessions, reviewing and obser-

ving the process, but later they joined in sharing ideas with other participants, as the atmosphere was motivating for all students to express their ideas without fear or dread.

At the end of the workshop, participants were animated and eager to undertake new activities.

For this reason, we consider the targets being reached, and we are willing to continue to implement and put into practice this positive experience in other working groups.

### **EVALUATION OF THE TRAINERS AND THE PARTICIPANTS**

The Pilot Workshops in our five countries had altogether 49 participants. We asked them all after the Workshops to give us feedback about how they experienced the TELE method and tell us what they learnt and how they could imagine using their new knowledge in the future.

The expectations of our participants before the Workshop varied, some came with no special expectations, some expected exactly the same kind of teaching as in many schools, i.e. lots of theory and frontal teaching, and some arrived with high expectations and great excitement. For many participants it was the first time to take part in a workshop.

The Workshops were a great success in every partner country. The participants found the teaching methods “fun, dynamic, useful, creative, friendly, never boring, well structured, and motivating”. They were all positively surprised at the amount of practical learning and teamwork involved in the method and they appreciated greatly how connection between theory and practice was made. Their initial fear, that it is all going to be too much, disappeared gradually as the long templates and various aspects of starting a new business were broken down to small steps and every element was tried out and practiced in groups. As one participant put it: “something that seemed impossible is now possible”. They received lots of new information and experience and for most of them the workshop gave an impulse to want to work on and to learn even more in the future. Many of them commented that they would like to share their newly learnt knowledge with friends and members of their families who have their own businesses, so that they can improve their business and become more successful. To use their words, they found the content of the Workshops “informative, fun, entertaining, creative, interesting, constructive, and rich in content, super, great, and very useful”.

The aspects our participants mentioned most as interesting, new and useful of the TELE method were the following:



- Games
- Creative methods
- Plans and templates, tools
- Presentation at the end
- How to turn an idea into a plan
- Practical examples, learning by doing
- Practical information
- Being motivated
- Visit to a company
- Continuous feedback from trainers
- Making new friends, meeting people who think alike.

The comments about difficulties during the Workshops were almost all related to the need of more time. The participants would have liked to have more time for considering different ideas and more time to fill out the templates and get the presentations ready. The participants with a migrant background experienced problems with the language and giving a presentation in a foreign language. Their suggestions for improvement were also regarding time: they wished for further workshops, going into even more detail, practice the presentations more.

Our trainers received very high appreciation in each country. The participants were grateful for their willingness to help, their patience, their experience, their continuous feedback. They found the trainers “friendly, open-minded, helpful, patient, sympathetic, super, and fantastic”.

Lots of participants would be happy to take part in a follow-up workshop to learn more, and some of them expressed a determined wish to continue and actually start their own business – if not right now then in the near future.

## **CONCLUSION - RECOMMENDATIONS, IDEAS FOR FUTURE DEVELOPMENT**

Many of the most successful companies in the world were started by individuals with passion, goals and belief in themselves. They were entrepreneurs. However, not all entrepreneurs end up with big companies. Millions of people run small or medium-sized companies and create jobs for themselves. As stated in the “Entrepreneurship 2020 Action Plan”, Europe needs more entrepreneurs. Even if some of the European countries count to the economically strongest countries in the world, others still deal with serious economic problems. Moreover, all European countries face inequality where the so-called “disadvantaged” groups are usually in the weakest position. The TELE method that the project partners developed and tested in pilot workshops in each partner country deals with that issue.

The question is now, how can we use the entrepreneur training approach to strengthen and motivate the various disadvantaged groups such as immigrants, young single mothers, school dropouts, the long-term unemployed and many other groups? How can we ensure sustainability?

In this Erasmus+ project called TELE, participants from 5 different European countries developed and tested in a joint effort a method that was meant to answer that question. We had partner meetings in the beginning to get to know what others were doing in their countries. Each country did a research and wrote a study about the situation in their country. In the end of 2015, we then had a “Train the trainer” workshop in Iceland. The workshop lasted five days, 6 hours a day. The Icelandic partner organized and led the training and participants were professionals from all the partner countries. Goal was to prepare those participants to give their own Entrepreneurship workshop in what we called Pilot workshops. In the spring of 2016, those pilot workshops were organized in each partner country. In a nutshell: Both the “Train the trainers” workshop and the “Pilot workshops” were very successful and got almost 100% “Excellent” in the evaluation.

The timing of the Pilot Workshops was a very important factor. It had to be tailored to the needs of the different target groups that the TELE project addresses. It was very important to get local stakeholders on board such as Municipalities, Employment Offices, economic and business development organizations, founders’ centres, vocational schools and lifelong learning centres. To find participants for the Pilot Workshops was not so easy in Germany, Iceland and Romania. Therefore, more stakeholders need to be involved in the future. It is therefore important to describe and stress the differences in the target groups in the partner countries. When possible, the TELE concept should be implemented into the formal education, e.g. in the curriculum of vocational secondary education. It is especially important to spot students who are in risk of dropping out because of various problems like bullying, ADHD, dyslexia, language problems because of an immigrant background and eventually other causes.

Based on our experience and new knowledge, we see it as very important to set up local trainings and KA1 Motilities to train trainers all over Europe with the TELE method.

All partners started or deepened cooperation with stakeholders and partners working in the field of entrepreneurship teaching and entrepreneurship learning in their region by using the TELE method:

**1. The Romanian partner** in the city of Onesti has already started to use the so-called CANVAS method in the vocational school classes and made it part of the curriculum. After participating in the national TELE conference in Romania, representatives from the local authority of Bacau (Inspector for VET) are planning to make a recommendation to all vocational high schools from the Bacau County, to practice the TELE method as an experiment. At the end of the school year 2016-2017 they will then ask for a feedback from VET teachers. If the majority of teachers will agree on it, then, on basis of a serious evaluation, they will submit a formally request of the authority Bacau to the Ministry of Education to introduce this method in the official curriculum for all VET high schools in the country, starting the very next scholar year 2017-2018.

**2. The Latvian partner** in the village of Malpils had unexpected and surprizing success in implementing the TELE method in the pilot workshop. There was much more motivation and interest for the Workshop in the community than they had expected. Many young unemployed adults came voluntarily. Mālpils Municipality council is going to offer further entrepreneurship courses using the TELE modules for local inhabitants.

**3. In Spain** teachers were very interested in the project and as their target group included students in vocational education, they were motivated to take part in the Pilot Workshop. The plan is to continue with the training in the institutions of the county (45 municipalities) and test it also with other target groups. In Almussafes there will be another workshop for students.

**4. In the village of Borgarnes in West-Iceland** a new project has already been financed and started by the Borgarnes Municipality in cooperation with the TELE partner Life Long Learning Center in West Iceland. Project manager and trainer will be the TELE participant from the LLC. Goal is to train and support teachers from all schools in the area (11 primary schools and 3 upper secondary schools) so that they will be able to conduct their own entrepreneurship workshops. This is a 6-8 months' program. The association Intercultural Iceland (ICI) asked the Icelandic TELE Trainer G. Ágúst Pétursson, who has represented the LLC in West Iceland, to give at least two entrepreneurship workshops for immigrants in Iceland in this year 2016, based on the TELE method. ICI is an independent, non-profit, non- governmental education center which specializes in intercultural education and teachers training, as well as European co-operation and interpretation services. The Ministry of Welfare finances the pilot project.



**5. In the city of Dortmund in Germany**, the local female founders' centre is planning to take the TELE workshops into their future programs. In addition the German national network IQ (Integration durch Qualifizierung) especially the expert department "Migrant Entrepreneurship and the Migrant Economy" is very interested in the TELE approach. Together with the German and Icelandic TELE partners, staff members from the IQ network prepared a project application involving the TELE methods in the work with refugees in Germany. Furthermore, CHANCENGLEICH plans to offer a training course for education personnel on the topics TEACHING ENTREPRENEURSHIP -LEARNING ENTREPRENEURSHIP (KA1 Mobility) next year.

## Chapter 8 - APPENDIX A: SHORT INTRODUCTION OF THE PARTNER ORGANIZATIONS

The project partnership united five European partners from different institutions e.g. schools, adult education centres, employment services, etc., who work with the target groups in different contexts and with different approaches. All partners bring different, valuable experiences into the European project work. All the partners have a great expertise either in vocational or in adult education, expressly addressed to people with social or personal disadvantages.



### **CHANCENGLEICH IN EUROPA E.V. (CHE) - GERMANY**

“Equal opportunities in Europe” is the applicant institution in the project that coordinated the partnership’s activities and cooperated with all partner institutions and countries to achieve the project results. CHANCENGLEICH is an NGO that participated in other European Union granted projects. The organization aims at promoting equality in counselling, education and employment, especially for migrants and disadvantaged groups. By and through its activities, CHANCENGLEICH in Europa promotes the process of Lifelong Learning and learning from each other in Europe. ChE conducts its intercultural course offers abroad as well, in cooperation with European partnerships. Its main activities include counselling in an intercultural context, intercultural education and qualification courses, continued educational programs, seminars and projects for adult educators and learners in both national and European context, intercultural exchange through diverse conferences and seminars, study trips, counselling in the areas of education and employment. CHANCENGLEICH in Europa e.V. is situated in an area of high unemployment, particularly within the group of migrants who have limited employment opportunities as a result of low qualifications and non-recognized qualifications from their home countries, not to mention those with low self-esteem and in risk of social exclusion.



### **SIMENNTUNARMIDSTÖÐIN A VESTURLANDI - ICELAND**

Símenntunarmiðstöðin is a non-profit organization, also with experience from other European Union granted projects, which is owned by the municipalities in the area, the local labour unions, the local college, and some key companies. The main objective of Símenntunarmiðstöðin is to promote and assist adult education in the area with special attention to the increase of continuing education, increased qualification as well as the well-being of the population. Símenntunarmiðstöðin gives hobby courses, courses for unemployed people, courses for unskilled employees and continuing education for skilled personnel. Courses are prepared in cooperation with other educational institutions, companies, individuals and organisations. Símenntunarmiðstöðin addresses those who have not completed the upper secondary level of education. This target group comprises 40% of people in the labour market, although the ratio varies between years and regions. People in this group are often not motivated to attend school and one of the important tasks for Símenntunarmiðstöðin is to find and use new methods to motivate people to continue and finish their education. For the last three years, the Life Long Learning Centre of West Iceland has offered several entrepreneurship workshops in the region in cooperation with the local Unemployment Directorate and the project turned out to be very successful.



## **PATER - SPAIN**

Public organization that joins 46 municipalities in la Ribera County (Valencia-Spain) called PATER (standing for The Territorial Employment Pact in La Ribera). It is the fifth territorial pact of these characteristics signed in the Valencian Community under the guardianship of Servef (Valencian Employment and Training Service). The aim of PATER, according to the European Strategy for Employment, is to obtain an increase in the employment rate for all the social groups of the region. Therefore, it is necessary to reinforce the company spirit, to facilitate and renew the skills of people with a working place and to develop the capacity of professional insertion of those out of the labour market. PATER has a counselling and entrepreneurship service, PAE (business advice point), and through this service it is also involved in business motivational orientation, training company (and business management, business motivational workshops, searching for business ideas, etc.), feasibility and business plans models, processing for the implementation of a company and advice for the consolidation of a company.

Pater takes training activities aimed at groups with difficulties entering the labour market: young people, women, long-term unemployed, the disabled, to improve their capabilities and skills to enter the labour market. A specific training activity, which aims to motivate and guide the participants to find their own way: self-employment or creation of a society, social business, etc. For the development of these activities, PATER has the support of Schools, Colleges, Universities and training institutions. It also organizes workshops and training activities for teachers and technical staff working in administration, teaching tools and methodologies to facilitate their work and be of higher quality. Several of these workshops are directed to the attention of potential entrepreneurs, how to advise and train.



## **AMICII COLEGIULUI PETRU PONI - ROMANIA**

The <FRIENDS OF „PETRU PONI“ COLLEGE ONESTI> ASSOCIATION promotes and supports the interests of the “Petru Poni” Technical College, of its teachers and students through material, financial, logistic or any other type of support. The association’s goal is oriented both towards the citizens’ professional education and formation and towards making the community, the state and the private institutions sensitive to the understanding of the role and the problems of the school and to the need of education of society as a whole.

In order to accomplish the declared goal, the association proposes, through its status, to develop its own programs in partnership with public authorities and private organizations in the country and abroad, to develop collaboration and cooperation programs with governmental and non-governmental organizations in the country and connect the association to national, regional and global educational systems and programs, to organise and conduct educational and professional formation courses and activities oriented towards the rise of the vocational labour market insertion of young adults, to establish and award scholarships for students and teachers, to award grants and loans for teachers’ further education, to develop and implement projects and grants by participating at contests and competitions within different programs launched by the national and international organizations, to organize symposiums, conferences, public debates according to the goals the association was established for and to edit books, publications, posters, booklets and other informative materials. Its areas of expertise are in both General Education and Vocational Education and Training, creating a link between the education system and the labour market.



### **MALPILS NOVADA DOME - LATVIA**

The municipal council Mālpils pays a great attention to education and further education for the employees and inhabitants of the community. Its priorities are to reduce social economic inequality between rural and urban population.

The methods of international educational work have been so far: the development and the implementation of educational, social, cultural and youth projects in Comenius, Leonardo da Vinci, Grundtvig, Town Twinning, YOUTH programs; the creating, testing and developing of a methodical base for those projects; the creation of new ways and methods in the project management, the creative combination of project financing, sponsoring and voluntary work; the establishment of regular contacts and sharing experiences with Latvian and foreign colleagues; the involving of several social partners into project activities, the building of mixed project teams for the improvement of communication and co-operation between local institutions.

All the partners have in their staff specific skills related to the didactics addressed to young unemployed adults. Members of the staff of the project are also teachers and educators already involved in actions related to the educative inclusion of low skilled adults in the formal and non formal education systems. Other experts, members of the staff, have also specific experience in the analysis of the multicultural aspects of the adults education addressed to this target group.



The Partners of the TELE project thank all national and transnational decision-makers and co-operation partners for their interest and support in developing and conducting the effective methods in regards to TEACHING ENTREPRENEURSHIP-LEARNING ENTREPRENEURSHIP.

## Chapter 9 - APPENDIX B: WORK PROGRAMM (EXAMPLES)

### EXAMPLE 1: LONG WEEKEND (WITH YOUNG PEOPLE)

The program should, if possible, take place in the school building. The participants eat and sleep in the school. Trainer / coach is present all the time and "walks around" when the teams are working.

#### FRIDAY

- 13:00 – 14:00 Arrival and settling  
14:00 – 15:00 Starting phase - Icebreakers  
15:00 – 15:15 Coffee break  
15:15 – 16:00
- Our work in the next days.
  - Ideas versus business ideas
  - Why do some people start their own business? Attitude, personality
- 16:00 – 17:00 Break, short walk or sports  
17:00 – 18:00
- Opportunities and opportunity recognition
  - Team building.
  - Search for ideas to work with in the teams.
- 18:00 – 19:00
- Entrepreneurs.
  - What is a business plan?
  - Strategic planning. Business „concept“, R&D.
  - Introduction of a business plan template.
- 19:00 – 20:00 Pizza?  
20:00 – 21:30 Team work. Further development of ideas, designing template, first drafts of some marketing materials.  
21:30 – 22:30 Free time. „Business discussions“.

#### SATURDAY

- 9:00 - 10:00 Breakfast. Morning walk or sport activity.  
10:00 - 11:00 Work/business goals, private goals. Joint discussion in the group.  
11:00 - 12:00 Team work
- Strategic planning and goal setting
  - Market analysis, find material and information, contact to real business people if possible.
- 12:00 - 13:00 Lunch. Visit from a local entrepreneur (optional).  
13:00 – 14:00 How to develop a marketing plan – practical work. Brochure, business card, homepage (Facebook), PR etc.  
14:00 – 15:00 The art of selling and presenting  
15:00 – 15:15 Coffee break  
15:15 – 16:00 Financial issues, taxes, accounting, etc. Start-up costs, budgeting  
16:00 – 17:00 Financing.
- How do I communicate with financial institutions (guest-optional).
- 17:00 – 18:00 Short walk – sports.  
18:00 – 19:00
- Internet in business / social media.
  - Team work
- 19:00 – 20:00 Pizza?  
20:00 – 21:30 Team work, practice presentation. Practical work on business plan and marketing materials.  
21:30 – 22:30 Sales and presentation games. Open-end team work.

## SUNDAY

9:00 - 10:00	Breakfast. Morning walk or sport activity.
10:00 - 11:00	Final preparation and exercise.
11:00 - 12:00	Final preparation and exercise.
12:00 - 13:00	Lunch – short walk or sports
13:00 – 14:00	Evaluating discussion in the total group. New goals and new knowledge?
14:00 – 15:00	Teams present the outcome. Guests (parents/friends).
15:00 – 16:00	<b>Graduation</b>

### EXAMPLE 2: ONE-WEEK WORKSHOP

One-week workshop, 34 hours. This workshop would probably be best performed as a project week, mainly in vocational schools, where the students would have 5-6 hours tuition per day. That would make a very intensive and productive work possible. If a project week is not possible in an institution, the module might be incorporated into a subject, such as sociology or economy, and spread over a few weeks. A one-week workshop could also be focussed on unemployed people for whom attendance is compulsory (or not, depending on the situation) every day for ca. 5-7 hours. Another implementation could be an evening workshop with a long “working” Saturday. Finally, a one-week workshop could be suitable for a “train the trainers” workshop and the example here shows that option (35 hours). A one-week workshop for other target groups must of course be carefully adjusted.

The main focus of the training would be on how to enhance entrepreneurial thinking among students / participants in formal and informal education. We explore methods and ideas with the aim of increasing the students’ entrepreneurial thinking, creative thinking and initiative, which are competences increasingly asked for at workplaces in the 21st century. With sustained unemployment in most European countries, key competences as communication skills, cooperation skills, initiative and creative thinking are skills that are essential for young adults entering the labour market. Not only is it important that they train those skills in order to increase their employability, but also in order to boost the young adults /adults’ self-esteem and give them the opportunity to recognize competences and skills that they did not realize before. Furthermore, during well-structured entrepreneurial workshop learners have the possibility to change their mind-set from being a fixed mind-set where they see themselves only as passive receivers of ideas and action to having a much more flexible mindset where they see themselves as active, creative and resourceful individuals.

In addition, there is the opportunity to examine and try out some concrete entrepreneurial programs that have been successful in work with students, young unemployed people and people with migrant background.

The training should be active and participants should prepare an entrepreneurial training workshop for their home group or students.

### TARGET GROUPS:

The target groups are upper secondary schools, vocational schools, Lifelong Learning Centers (NGOs), and other organizations which are interested in trying out new approaches with the goal to inspire their target groups to set personal goals for a better life and develop and discover new and exciting personal possibilities. Our methods in the WORKSHOPS focus on cooperative learning methodologies and entrepreneurial training, based on very successful models and long years of experience.

Participants could be teachers at all levels of education from secondary, further and higher education in both academic and vocational areas. Additionally, senior managers, head teachers and other educational staff responsible for teaching and learning. Also, we have noticed interest from organizations like unemployment directorates that do not directly offer courses but often cooperate with educational institutions in developing methods and ways to decrease

unemployment. Participants who work professionally or voluntarily with these target groups (e.g. with immigrants) are also welcome.

- **Preparation:** Participants are expected to read the course program and pre-released reading material before arrival.
- **Methodology:** Learning by doing is our leading principle. This means that the training is organised in such a way that the participants participate and cooperate actively in group work as well as in plenary sessions. The methods introduced should be used actively during the course.
- **Outcomes:** Participants will have the necessary skills to implement entrepreneurial education/workshop and will have experienced such a workshop themselves during the course. They should be able to build their teaching/training on the basic principles of entrepreneurial education and have reached a position of confidence in preparation of class activities or workshop about it.
- **Follow up:** On return to their home locations participants might want to try out the entrepreneurial approaches with their students/groups and share their experience and material with other participants through social media. The main trainer could also give feedback.

As an example, one week could look like this: Groups of disadvantaged young adults who hardly participate in the Lifelong Learning process and in work life. Participants' experiences of reaching, motivating and involving disadvantaged individuals in their educational centres and vocational trainings. Ways and methods to improve the access of disadvantaged groups to education and work life. Inter-cultural competences of educators and teachers.

### MONDAY

9.00 – 16.00 Creative search for interesting ideas (Opportunity recognition). It is usually some kind of business idea but can also be non-profit project ideas. By the end of day the participants have built small groups and formulated projects to work on through the rest of the week.

### TUESDAY

9.00-16.00 What is an entrepreneurship workshop and how can it be used to enhance creativity and motivation in education and training? Setting goals in personal and business life. About strategic planning, business models and concepts. Marketing analysis and researches. Product development. Practical work and discussions.

### WEDNESDAY

9.00-16.00 Practical exercises and motivational tools. About planning a business or project. How can we transfer the learning approach to our everyday work in adult education? Practical work and discussions. Marketing plan and marketing tools.

### THURSDAY, 22.10.2015

9.00-16.00 Marketing plan. Financial planning and tools. Selling ideas: Practice in giving public presentations. Feedback. How can we transfer the learning approach to our everyday work in adult education? Practical work on marketing tools. Financial issues.

### FRIDAY, 23.10.2015

9.00-16.00 Financial issues. Sales techniques. Practical work in the groups. Presentations of the participants' work during the week.

Final discussions about the entrepreneurship workshop approach as a motivational tool. How to implement the new ideas and methods back home? How can we transfer the learning approach into our everyday work?

Ca. 16.00 **Final presentation**

The three-week module would have the same structure as the one-week one, but there would be more time to go deeper into the topics and to coach the participants more individually.

## GENERAL ISSUES FOR SHORTER AND LONGER WORKSHOPS

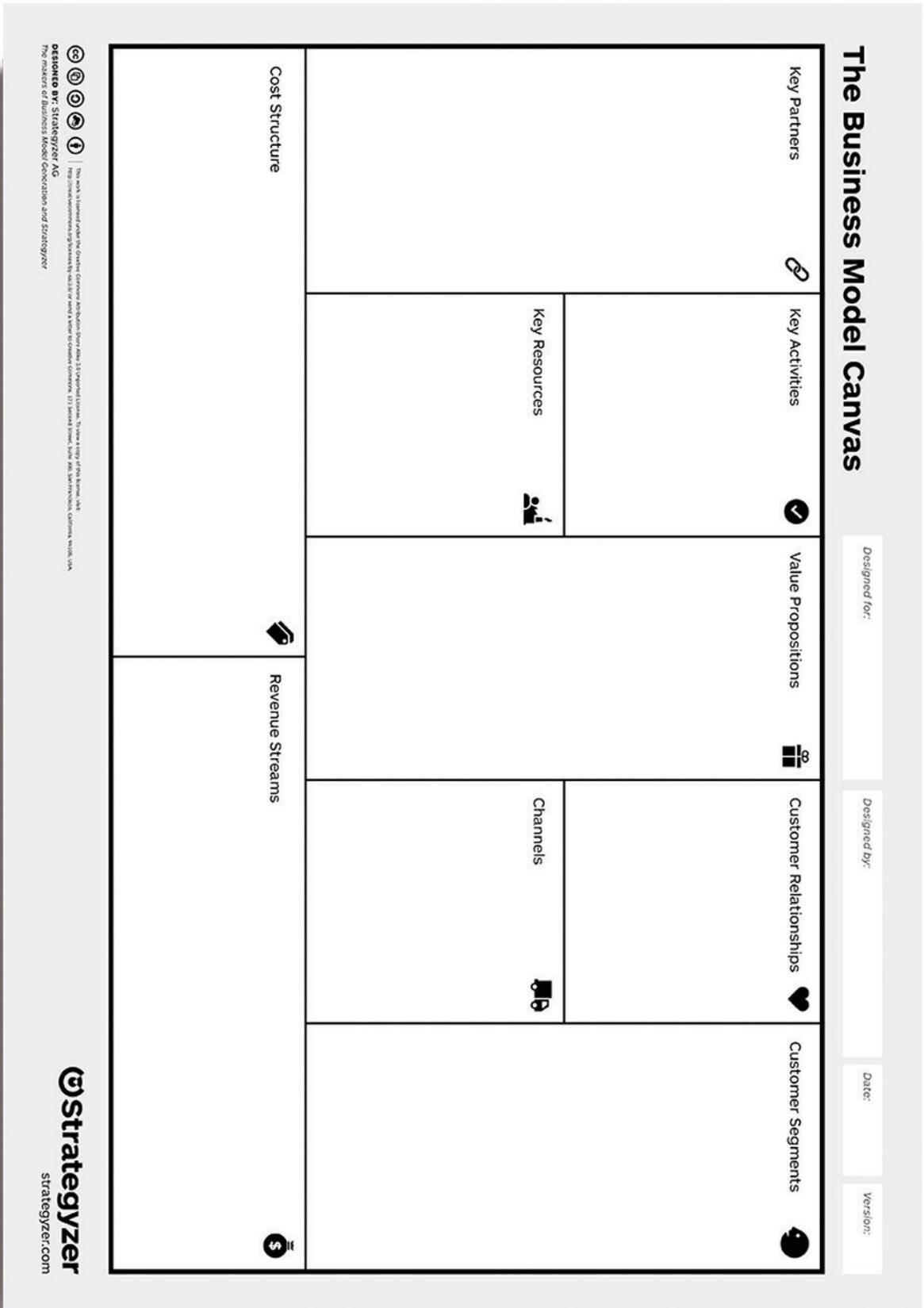
- Motivate through “learning by doing”. Finding new ideas in brainstorming sessions, recognize opportunities in the own environment and critical discussions about feasibility, discuss and learn about markets and needs, etc.
- Discover own strengths, competences and skills
- Intercultural competences. Making them visible.
- Get an insight into the world of business and non-profit projects.
- Trying out and reflecting on own ideas and interests.
- Set realistic goals and develop ways to reach the goals.
- Finding out possibilities to create a way to do something yourself in order to earn money and combat unemployment.
- Building and strengthening self-confidence.
- Let each participant work in the area of his or her strengths!

## Methods

- Icebreakers- build up trust in the group
- Intercultural exercises
- Brainstorming
- Peer Groups
- Group work
- Individual work
- Learning by Doing in small groups
- Fieldtrips
- Games
- Participatory video method
- Presentation techniques
- Discussion with employers
- Visit to a company of interest
- Basics in writing a successful CV

# Chapter 10 - APPENDIX C: CANVAS MODEL

The Business Model Canvas reflects systematically on your business model, so you're free to map each of its elements to your real business components. (That also means you don't have to define or enter all of them). The following list and questions will help you brainstorm the precise idea for your next business model innovation.



### **Key partners**

- Who are your key partners/suppliers?
- What are the motivations for the partnerships?

### **Key activities**

- What key activities does your value proposition require?
- Which activities are the most important regarding distribution channels, customer relationships, revenue stream...?

### **Value Proposition**

- What core value do you deliver to the customer?
- Which customer needs are you satisfying?

### **Customer Relationship**

- What kind of a relationship does the target customer expect you to establish?
- How can you integrate that into your business in terms of cost and format?

### **Customer Segment**

- Which segments are you creating values for?
- Who is your most important customer?

### **Key Resource**

- What key resources does your value proposition require?
- What kind of resources are the most important in distribution channels, customer relationships, revenue stream...?

### **Distribution Channel**

- Through which channels that your customers want to be reached?
- Which channels work best? How much do they cost? How can they be integrated into your \_\_\_\_\_ and your customers' routines?

### **Cost Structure**

- What are the highest costs in your business?
- Which key resources/ activities are the most expensive?

### **Revenue Stream**

- For which values are your customers willing to pay?
- How much and how do they pay? How would they prefer to pay?
- How much does every revenue stream contribute to the overall revenues?



Erasmus+