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Erasmus+ Programme

ERROR 404 PROJECT

Methodological Guide

PRoject Code: 2020-2-ES01-KA204-079320

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Introduction

This methodological guide has been developed as part of an online course aimed at digitalizing and empowering women to have a greater presence in the IT sector. The course was created by five partner countries - Slovenia, Poland, Spain, Austria and Montenegro - and focuses on providing women with the necessary skills and knowledge to succeed in the digital age. The guide is designed to help potential teachers, trainers, or individuals interested in replicating the course content in classrooms, community centers, or within their activities.

The course aims to address the gender gap in the IT sector by providing women with the tools and knowledge to compete in the rapidly changing digital landscape. The course covers a wide range of topics, including digital skills, entrepreneurship, personal branding, and online business, among others. The non-formal methodologies suggested in this guide have been specifically designed to help learners acquire the necessary skills in a supportive and engaging learning environment.

The main focus of this guide is to help potential trainers and teachers to better understand the course objectives and deliver the content in an effective and engaging way. The guide covers key aspects of the course, including the learning outcomes, course structure, and practical exercises. By following the guidelines presented in this guide, trainers and teachers can help empower women to succeed in the digital age and make a meaningful contribution to the IT sector.

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Active Women Association, Poland

Website: http://aktywnekobiety.org.pl/about/

Introduction

Active Women Association is a Polish non-governmental organization based in Sosnowiec in the Silesia region in the South of the country. AWA was established in 2002 and since then we have been working locally and internationally for gender equality, active citizenship, empowerment and social inclusion of different vulnerable groups that are endangered with the threat of social exclusion e.g. youth, seniors, women, disabled, migrants.

Our main types of actions are: non-formal education, workshops, trainings, social media campaigns (to raise an awareness of relevant social issues, e.g intolerance, violence, discrimination, radicalisation, racism, inequality), strategic learning partnership of the NGO, local community building, structure dialogue and promotion of volunteering.

Since 10 years we have been engaged in European and transnational projects and partnerships in favour of fostering civic changes by the means of innovative non-formal education, strategic partnerships of education staff /youth and adults/, exchange of experiences, European Voluntary Service and European Solidarity Corps, senior volunteering and civic participation projects, job-shadowings, contact making seminars, training courses, youth exchanges, capacity building projects in the field of youth.

Our main Goals are:

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- Youth and adult non-formal education of vulnerable groups, such as women, youth, seniors, etc.;

- Increasing the participation of citizens in public, social, professional and cultural life;

- Promotion of health, especially reproductive health and healthy lifestyle;

- Fighting against stereotypes and prejudices, with particular emphasis on the rights of women, children and disadvantaged groups, prevention of the discrimination due to social status, national origin, religion, lifestyle and sexual orientation;

- Promotion of human rights and equal opportunities, rights for women and men;

- Prevention of the violence against women, girls, children and other vulnerable groups ;

- Contribution to the reduction of unemployment through vocational integration and reintegration of the unemployed;

- Educational programs and campaigns that contribute to the growth of interest in social/civic activities, volunteering;

- Support the development of democracy and civil society by promoting the participation of citizens in the local community and creating pro-social attitudes, with particular emphasis on measures to combat exclusion and social pathologies;

- Promotion and development of culture, creativity, arts, protection of culture and tradition, raising the level of cultural awareness and cultural competences;

- Intercultural education, activities to promote dialogue between cultures and citizens in the global village;

- Promotion of personal development methods: therapy, dance therapy, music therapy and art therapy, nature awareness, mindfulness, wellbeing and wellness;

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- Promotion of alternative forms of leisure and ways of travelling, mindful and responsible tourism, promotion of the idea "sport for all", sport for social inclusion;

-Support for other NGOs;

-Networking and coalitions among European and worldwide organizations.

We are very happy and honoured to have taken part in „ERROR404" project due to our another main field of interest is self-development, empowerment and personal grow, performed outdoor and indor (e.g. online). We motivate people to discover their life's mission, to find their true Self, so as they dare to walk the right paths and realize their true potential. Our goal is to raise awareness and self-awareness about healing connection with nature, as well as an awareness of being interconnected with people all around the world, as one "tribe" or community.

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Training overview

This training uses various methods to encompass students with necessary and useful knowledge about empowerment. The content is designed to enable self-paced approach and the full completion should take up to three hours, dependently on the length and moderation of discussions and reflections. In the course of the study, users will have a chance to learn **definitions** related to empowerment and relate them to their practical experience through **group** and **individual work**. You will find the following elements in this module:

- definitions and general theoretical concepts

- interactive materials, including quizzes, videos

- questions for discussions or self-reflection

- tasks to be performed.

Module evolves as the general knowledge of user increases. First parts are designed to provide person with general understanding of key concepts, while following sub-chapters encourage practical usage of these concepts.

The general objective of this module is to give the participant general knowledge about empowerment that can be feasible in a real life (self-awareness as a tool for empowerment), with a particular relation to the digital world and communication.

The course on negotiations was designed as a mixture of theory and practice. The first part of the module serves as an introduction to the basics of negotiations, ie. principles. The

principles refer to the Harvard Negotiation Project which is recognized worldwide and refers both to personal and professional context. The participants are asked to follow the theory, accompanied by the inspiring quotations from the books on negotiations. The module presents also the notion of successful negotiations, answering the question: What is a successful negotiation? Participants read and study the examples, watch videos and do the written tasks. They learn how to create a proper climate for cooperation and establish rapport. For further studies, additional readings were provided.

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Learning outcomes

Detail learning by chapter in your module in a more detailed manner, correlating it to ¡the methodology that you have established for it.

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After completion of this module, student will be able to:

·   define and use key concepts related to empowerment (empowerment, power, civic arena, inequality, equality, equity, justice, affirmative action)

·   better understand social reality s/he is a part of and map power relations within given network

·   relate personal empowerment and action with power shifts and global processes

·   communicate their position and advocate for their rights and the rights of others

·   use practical tools of strategic planning in personal development (SWOT)

·   understand the digital world as a space for communication and self-development with a democratic potential.

It is expected that after the completion of the course, student will develop social skills and self-awareness to critically understand and reshape their social relations.

Also, the participants will have basic knowledge in the field of negotiations (theory).

·   Participants improve the ability to communicate efficiently when establishing interpersonal relationships, especially during teamwork or conflict solving (tasks).

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· Participants shape their awareness of successful negotiations and gain skills in dealing with difficult conversations (following readings & videos).

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Course structure

Short descriptions of each of the topic we are covering within the boot camp. For each thematic content, partner prepares a list of competences that participants will gain. Short descriptions of each of the topic we are covering within the boot camp. For each thematic content, partner prepares a list of competences that participants will gain.

Module I – Understanding power

In this module student has a chance to get acquainted with the key concept of empowerment. Module starts with quiz to envisage the social reality and problem of everyday inequalities and how they are related to power. After introduction of key terms, student will understand empowerment as a process and practice that requires certain level of self-awareness and understanding of social conditions. S/he will be able to critically approach the reality and inequalities understood intersectionally. Understanding the concept of power and its omnipresence in the world, the participant will learn four types of power and will reflect on their own position in the network. Module ends with reflection to help student to memorize key concepts and operationalize them.

Module II – Equality and Empowerment

Module starts with reflection about inequalities in the real world. Then, students is guided through definitions related to political and social actions for justice. This will help to understand that social arena is a part of everyday politics and struggles.

In this module students will have a chance to utilize the knowledge from previous parts in practical task of mapping power relations around themselves.

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In the end of the module, participants will create SWOT matrix to assess their personal traits that condition their social presence.

Module III – Empowerment in the digital world

This module starts with information about how Internet can proliferate inequalities – or become the space for democratic empowerment. Students are asked to self-reflect upon the general possibilities given by the digital world and their online performance. This module encourage participants to think about their e-behaviour in a critical way. Participants are asked to map online reality they are part of and consciously assess it. After completion of this module, they should be aware of potential of the Internet and be encouraged to become netizens.

Successful negotiation (definition, description of the process) – Related skills: insight in the process, awareness of the importance of addressing misunderstandings, proposing solutions, avoiding ultimatums and hostile language.

a. Principles of negotiation (a bullet point summary of each principle) _ Related skills: empathy, identifying areas of disagreement, decision making, strategizing.

b. Tasks/practical examples for each principle – Related skills: compromise, creativity, building rapport.

c. Links to additional resources (readings, videos).

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Training guidelines for effective training

A practical and implementable side of the training should be emphasized. Training is suitable both for individual work and work moderated by a tutor. Tasks in the module correspond with reality and participants should be encouraged to bringing their own experiences and ideas as exemplifications for the given exercise. Participants are encouraged to respectfully engage with their surroundings, specifically digital world, where they can apply knowledge, they acquire during training. Training stresses a need for the insightful and reflective assessment and participation of the social reality to prepare participants for further encounters as netizens, negotiators, and social entrepreneurs. Therefore, this module can serve as practical introduction to further parts of the entire bootcamp.

It is important to emphasize the importance of self-awareness and self-study of the participants. It is also important to practice the principles in everyday situations. It would be useful if participants had a chance to share their study results and negotiation experience on virtual platforms (eg. chats/forums).

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Individual conducted trainings – lessons learned

Individual training with local participants has fulfilled its objectives. Learners were generally satisfied with modules and structure which gave clear understanding of key concepts and is practice oriented. It has become clear that training achieves its goal as self-paced tool which allows every participant to adjust activities to his/her availability.

We have observed how people get used to its structure and became fluent in navigating through it which generally increased self-esteem among those who might not be so familiar with digital tools and e-learnings before. After completion, most of the participants agreed that e-learning can be effective tool to acquire new skills and increase competences.

Training has a potential to spark social interaction between participants and enhance quality discussions serving as an arena of respectful communication. Despite, its limits e-learning as a tool can provide a good platform for discussions and we observe that participants are overall interested in the positions of other people.

Participants gained basic knowledge in the field of interpersonal communication and negotiations; knows the basic terminology related to negotiations.

Participants understand the basic negotiation principles.

Participants were able to develop and implement a simple negotiation scenario, and react adequately to the situation.

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List of learning materials

Basics of **negotiation:**

https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/

Summary of the principles:

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

Negotiation skills:

https://www.pon.harvard.edu/category/daily/negotiation-skills-daily/?cid=13

Basics for Communication:

https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation?language=pl#t-287793

Coping with stress:

https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend

Decision making:

https://www.ted.com/talks/dan_ariely_are_we_in_control_of_our_own_decisions

BATNA: Best Alternative to Negotiated Agreement

https://www.youtube.com/watch?v=Fsotyf1TUrA

Strategies for Making Concessions in Negotiation

https://www.pon.harvard.edu/daily/negotiation-skills-daily/four-strategies-for-making-concessions/

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Empowerment:

Broadband Commission, Working Group on the Digital Gender Divide. Recommendations for action: bridging the gender gap in Internet and broadband access and use

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David M. Fetterman, Shakeh J. Kaftarian, Abraham Wandersman, Empowerment Evaluation: Knowledge and Tools for Self-Assessment, Evaluation Capacity Building, and Accountability

Personal SWOT Analysis: Quick Guide (with Examples)

Michael Lewrick, Jean-Paul Thommen, Larry Leifer, The Design Thinking Life Playbook: Empower Yourself, Embrace Change, and Visualize a Joyful Life. Wiley 2020.

Sam Kaner, Facilitator's Guide to Participatory Decision-Making.

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Popedu, Austria

Website: https://www.popedu.org/

Introduction

Present your organization. Try answering the following questions:

Who are we? What is our area of expertise? Why were we the ideal partner for this project?

We are Popedu! We run Erasmus+ youth projects from Austria. Our focus is on non-formal education, diversity and digital competency. Our base is Vienna, Austria. We provide non-formal, intercultural learning experiences to increase digital competences in order to burst filter bubbles, enhance sustainable development and encourage young people to become active and transformational agents of their communities. We empower, motivate and support youngsters in their personal development and give them the opportunities and tools to put their ideas into action while having our focus on digital and online tools for offline impact.

We are also offering workshops to upskill the competences and knowledge of your organisation, trainings or event in following topics:

1. Talk like TEDx - Speaker Coaching

   Amaze your audience, give the perfect talk and make an impression to remember with our tailor-made Talk like TEDx speaker coachings.

2. The Art of Pitching

   You want to pitch your idea in a way that it will never be forgotten? Challenge accepted!

3. Impact Storytelling for NGOs

   Tell stories that stand out. Be heard, seen and understood because of the power of the stories you tell. We show you how.

4. Social Media for Social Impact

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We believe in social impact through the power of social media. We share insights, tipps and tricks on how to best use information and communication technology and online awareness for social impact.

5. From Discrimination to Leadership

Find out how to advance discrimination to leadership by looking at and reflecting on situations of discrimination from different viewpoints. Together, we identify and formulate beneficial reactions trategies that can e employed by everyone.

6. Equity and Sustainable Development: LGBTIQ+ Rights in the SDGs

Explore what impact the United Nations Sustainable Development Goals have on the LGBTIQ+ community and what we can do to leave no one behind.

7. SDGs and You(th)

Leaving no one behind means actively involving youth in everyday decision making. This workshop for youngsters explores the United Nations Sustainable Development Goals and what they mean for youth.

8. Responsible consumption and production SDG 12

Explore how SDG 12, responsible consumption and production is key for achieving environmental sustainability and which role young people take in it's achievement.

9. Violence prevention for children and youth

You and Me - Living without violence. Workshop for children and youth to get aware of one's own limits, know our rights, tolerate "the other" and ultimately, prevent violence.

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Training overview

A methodological aspect (basic methodology behind content), what is the expected duration, learning objectives, how should participants act and how they are to follow the training,

The communication course is divided into 4 main modules covering communication on different levels. The goal is that participants by mastering all four modules gain good understanding about the topic as well as obtain various business skills.

It is recommended that participants follow all modules in order as they are presented but participants can choose by themselves if they just want to attend- go through one or more modules. For example, if somebody is more interested in Storytelling but doesn't want to start with the basics on communication they can go through only module 4. On the other hand, if someone just wants to learn about corporate communication and gain more business skills they can follow only module 3. The benefits of online courses is that you can use whichever part you want.

The duration of the course is approximately 4 hours however there is opportunity to enhance material with video content and with examples of existing business. If this training is used to increase skills and knowledge in communication then the Modules 1 and 2 can be tailored based on the trainer needs.

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Learning outcomes

The main outcome that we want to achieve with the *communication part* is to empower women to: understand, major and use communication in their everyday life as well as in business areas.

We need to understand the basics to communication to go further and use communication tools or understand the business side of it.

At the end of the course all participants will:

1. Gain a good understanding of the concept of communication, the meaning and the basics behind it. They will be able to explain how communication between how communication between two parties work, which tools you can use to divide the different parts in communication and recognize the key points in verbal and non verbal communication.

2. Dive into the world of personal communication and learn more about public speaking, stage presence and presenting yourself. Furthermore it will help a lot with the topic of job interviews and they actually can use these tips for themselves.
   To get more expertise in business communication, the next point will provide them with knowledge in assertive and non-violent communication. This can be also used in their private lives and help them with the topic of self presenting.

3. Be able to understand corporate and organization communication on a deeper level. From internal and external communication to all the issues we face with beeing in touch with cross-cultural communication in the international business world.

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4. Learn how to influence society through Storytelling and all the basics we need to know. They will get an overview about what storytelling is nad have two forms of communication ideas, knowledge or a whole business to the outside.

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Course structure

This course is divided into 4 main modules which thematically start from defining social economy and social entrepreneurship. After mastering this area next modules will help participants to define social business ideas and business models that are adequate for that business idea. At the end participants will learn how to make their business sustainable and how to measure economic performance and impact of their business.

Module 1: "Basics and Fundamentals" - This module has 4 topics that introduce participants with communication knowledge, skills and tools..

Chapter 1: "Definition and Origin" presents the definition of communication, where the word comes from and how it is described.

Chapter 2: "Action plan for social economy?" Participants will be introduced to communication models to get a better understanding of how the communication circle works and how easy it is to break it down.

Chapter 3: "Verbal vs. Non-Verbal Communication" is focused on the differences between the two communication types. Communication is very essential at all levels in human life without which one can't survive in this social environment encompassing personal as well as professional. The main purpose of communication is to correctly pass the information to the receiver, thus creating clarity of thoughts and removing misunderstanding, else the whole

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idea of the communication could be defeated. But communication has discrete forms or types, the main are Verbal and Non Verbal Communication that is not clear to many.

Module 2: personal communication - presenting and discussing issues and results at conferences, media art festivals, seminars, workshops, in one-to-one conversations etc. to raise awareness amongst different target groups. After evaluating the impact and benefit of the different dissemination options, it was clear that the most important "dissemination tool„ will be personal communication involving communication multipliers.

Chapter 1: "Public Speaking & Stage Presence, Presenting yourself" is all about that greater presence will help you to be better understood, feel more confident, and connect more easily with audiences in any of these situations. Stage presence isn't about innate ability. It's simply learning the techniques that will allow your influence to soar.

Chapter 2: "Negotiation and Applications" deals with negotiationa as a strategic discussion that resolves an issue in a way that both parties find acceptable. In a negotiation, each party tries to persuade the other to agree with his or her point of view. By negotiating, all involved parties try to avoid arguing but agree to reach some form of compromise.

Chapter 3: "Assertive Communication & Non-violent Communication" is an important aspect of clear, confident communication. Yet by itself, it can lead to rigid approaches which others may read as hard or aggressive. This chapter gives you all the tools.

Module 3: Corporate / Organizational Communication (1 1/2h) - Corporate communication is the management and orchestration of all internal and external communications to create a favorable point of view and prompt desired behaviors among all stakeholders.

Chapter 1: "Corporate Identity" explains the entirety of the characteristics that characterize a company and distinguish it from other companies. In essence, it is about a consistent presentation of the company to the public and employees. To do this, all company activities must be coordinated and brought into line with the CI. In addition to the visual elements of the company, this includes its behavior and communication.

Chapter 2: "Internal Communication" is all about promoting effective communications among people within an organization. It involves producing and delivering messages and campaigns on behalf of management, as well as facilitating a dialogue with the people who make up the organization. This can mean anything from announcing a new policy or informing people of an upcoming event, to conducting an org-wide engagement or culture audit. IC is usually the responsibility of HR, marketing, or PR departments, but can be done by any and all departments across an org.

Chapter 3 "Cross-Cultural Communication" is focused on the process of recognizing both differences and similarities among cultural groups in order to effectively engage within a given context. In other words, cross-cultural communication refers to the ways in which people from different cultural backgrounds adjust to improve communication with one another.

Chapter 4: "Media Relations" chapter is focused on working with the media with the aim of informing the general public about the strategies and methods of an organization against the background of a serious and credible appearance. In contrast to public relations, which is about developing relationships between the mass media and the general public, media work is about the relationship between a company or organization and journalists.

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Module 4: Storytelling - Storytelling is the conveying of events in words, and images, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation, and to instill moral values. Crucial elements of stories and storytelling include plot, characters, and narrative point of view.

Chapter 1: "What is Storytelling?" is all about understanding what storytelling is all about and how important it is also in business life. A statement by the National Storytelling Network defines Storytelling as an ancient art form and a valuable form of human expression. Because story is essential to so many art forms, however, the word "storytelling" is often used in many ways.

Chapter 2: "Hero´s Journey" will tell the participants all about how a proper presentation should take your audience – the Hero – on a journey from their ordinary world into your special one. They should depart with new knowledge, powers, and confidence they hadn't realized before your presentation. A well-written book or screenplay tells a story and brings the audience on the adventure along with the hero of the story.

Chapter 3: Golden Circle will present a Storytelling method by the golden circle of Simon Sinnek and a now famous TED talk in which he discusses how great leaders inspire action. The video has garnered more than 2.5 million views and is the second-most-viewed TED talk of all time.

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Training guidelines for effective training results

Target market for this training is women in economic inclusion and for attracting participants it is best to contact local community actors that provide support for those women like Social services, Employment bureau. Also, this type of training can be interesting to young unemployed women or female college students that want to develop social business and provide impact on their local communities. For attracting this target market there should be presentations at schools and universities, NGOs or civil sector agencies should be contacted as those women probably already provide volunteering services for the causes that they want to support like: inclusion of persons with disabilities, migrants, minority population, green and circular economy, climate change and other goals presented in Module 1.

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Individual conducted trainings – lessons learned

Popedu has organized two sessions in person on the 1st of April and another one on the 8th of June 2022. All in all we have attracted 35 participants.

The training in April was focused on women who want to start their business, unemployed women who want to apply for Jobs in the Communication Sector. They wanted to know more about the obstacles we can encounter in our working lives, such as verbal, non-verbal or even cross cultural communication in international dealings with partners. All participants were in the middle level age group 24+ and they all enrolled in communications education. The Duration of each training on the 8th of April was 4 hours and the participants were very active and they contributed to discussion, asked questions, shared their experience.

The second training sessions was held at the 3rd Austrian Youth Conference in Jois, Austria. The training was focused on understanding the basis of communication and why it is of great importance in private as well as professional life. Everyone was great to work with and collaborate with and was interested in hearing more about the differences and PRoblemen of women in professional life. It was an exciting and educational day and the training was really fun. In total the session lasted 4 hours and we were able to work well on all 4 modules and have more discussions and exchange afterwards.

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CEPA José Luis Sampedro / Asociaación Building Bridges

Website:

https://www.yeseuropa.org/

https://www.educa2.madrid.org/web/centro.cepa.sampedro.madrid

Introduction

CEPA San Pedro is a public adult education center located in Madrid, Spain. CEPA stands for "Centro de Educación de Personas Adultas," which translates to "Adult Education Center" in English. The center offers a variety of courses and programs aimed at helping adults acquire new skills and knowledge, improve their employability, and achieve their personal and professional goals. The courses offered at CEPA San Pedro cover a wide range of topics, including basic education, digital skills, languages, vocational training, and personal development. Additionally, CEPA San Pedro offers programs for immigrants and refugees to help them integrate into Spanish society and develop the skills and knowledge necessary to succeed in their new home country.

Asociación Building Bridges is a non-profit organization that aims to promote the active participation of young people in society and to encourage intercultural dialogue and cooperation. They work towards these goals by providing a range of educational and cultural programs, events, and activities for young people, including youth exchanges, volunteering projects, and cultural exchanges. YesEuropa also offers support and resources to young people who are interested in participating in European programs and initiatives, such as Erasmus+ and the European Solidarity Corps. Overall, the organization's main focus is on empowering young people and promoting intercultural understanding and cooperation at the local, national, and European levels.

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Training overview

The aim of this module is to provide a comprehensive guide to positioning yourself as a professional, creating a strong online presence, and effectively communicating with potential employers or clients. In today's digital age, it's crucial to have a clear understanding of the tools and techniques available to enhance your professional image and showcase your skills and experience to the world.

The module is divided into four main sections: Positioning, Creating a Website, Organizing Yourself and Connecting with Your Audience, and Social Media. In the Positioning section, you'll learn how to define your professional objectives, identify your target audience, and create a personal brand that effectively communicates who you are and what you offer.

The Creating a Website section will guide you through the process of designing and building a website that reflects your personal brand and effectively showcases your skills and experience. You'll learn about different website creation tools and platforms, and receive practical advice on how to create a website that stands out in a competitive online landscape.

The Organizing Yourself and Connecting with Your Audience section will teach you how to manage your time effectively, streamline your workflow, and communicate with potential employers or clients in a professional and efficient manner. You'll learn about different tools and techniques that can help you manage your schedule, communicate effectively with others, and build and maintain a strong network of contacts.

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Finally, the Social Media section will introduce you to the world of social media, and show you how to use different platforms such as Twitter, LinkedIn, Instagram, and Facebook to build and promote your personal brand. You'll learn how to create engaging content, grow your audience, and effectively leverage social media to achieve your professional goals.

By the end of this module, you'll have a comprehensive understanding of how to position yourself as a professional, create a strong online presence, and connect with potential employers or clients in a professional and effective manner.

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Learning outcomes

Overall, the learning outcomes of this module are aimed at providing you with the knowledge, skills, and tools necessary to position yourself as a professional, create a strong online presence, and effectively communicate with potential employers or clients in a professional and efficient manner

Develop a clear understanding of how to define your professional objectives and identify your target audience.

Understand how to create a personal brand that effectively communicates who you are and what you offer.

Learn how to design and build a website that reflects your personal brand and effectively showcases your skills and experience.

Understand how to manage your time effectively, streamline your workflow, and communicate with potential employers or clients in a professional and efficient manner.

Learn about different tools and techniques that can help you manage your schedule, communicate effectively with others, and build and maintain a strong network of contacts.

Understand the role and importance of social media in building and promoting your personal brand.

Learn how to create engaging content and grow your audience on different social media platforms such as Twitter, LinkedIn, Instagram, and Facebook.

Understand how to effectively leverage social media to achieve your professional goals, whether that be finding new clients, landing a job, or growing your professional network.

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Course Structure

As outlined hereunder, the course structure and learning path of this module are designed to provide you with a comprehensive understanding of how to build your personal brand, create a strong online presence, and effectively communicate with potential employers or clients. By the end of the module, you should have developed the knowledge, skills, and tools necessary to position yourself as a professional and achieve your professional goals.

Module 1: Positioning - Improve Your Organization

Objective: Develop a clear understanding of how to define your professional objectives and identify your target audience.

- Define Your Professional Objectives
- Dynamic Tiger Zoo/Tiger Jungle Exercise
- Who You Are and What You Offer Exercise
- Define Your Avatar
- Exercise to Define Your Target Audience
- Curriculum Digital
- Video Curriculum
- Cover Letter (using tools such as Canva)
- Personal Management
- Relevant Tools: Word (Google Docs), YouTube, and Cloud (Gmail)
- How to Search for Jobs on Google
- Managing Your Email
- Using Email Applications on Your Phone
- Todoist
- Personal Management App to Optimize Your Workflow

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Module 2: Creating a Website and Digital Business Card

Objective: Understand how to design and build a website that reflects your personal brand and effectively showcases your skills and experience.

- Example of CV on Carrd and Wix Website
- Exercises for Building Your Own CV on Canva
- Creating Your Professional Website on Carrd
- Using Different Design Techniques
- Practical Examples of People Who Have Developed Their Own Business.

Module 3: Time Management and Communication

Objective: Learn how to manage your time effectively, streamline your workflow, and communicate with potential employers or clients in a professional and efficient manner.

- Substack/Mailchimp (Free Version) - Newsletters
- Surveys and Forms (Google Forms, Kahoot!, Genially)
- Video Calls/Interviews (Skype, Meet, Zoom)
- Building Your Audience 1 (Subscriber Lists and Newsletters)
- Building Your Audience 2 (Using WhatsApp)
- Other Communication Techniques

Module 4: Social Media

Objective: Understand the role and importance of social media in building and promoting your personal brand.

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- What are Social Media Platforms?

- How to Use Social Media Platforms to Build Your Personal Brand

- Twitter, LinkedIn, Instagram, and Facebook

- Practical Exercise for Building Your Social Media Presence

This module is designed to help learners develop a strong personal brand and digital presence, as well as effective communication and networking skills that can help them achieve their professional goals.The layout of the course is meant to facilitate the objectives as follows:

 Learn how to Module 1: Personal Branding and Professional Development

Objectives:
- Define professional goals and identify personal strengths

- Create a professional avatar and target audience

- Develop a digital resume and cover letter using tools such as Canva

- Learn how to search for job opportunities online

- Manage personal productivity using apps such as Todoist

Module 2: Website Creation and Digital Footprint

Objectives:
- Understand the importance of having a digital presence

- Create a professional website using tools such as Carrd or Wix

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- Learn how to design a digital resume using Canva

- Study case examples of successful online entrepreneurs

- Develop skills for managing and updating website content

Module 3: Communication and Audience Building

Objectives:

- Build an email list and create engaging newsletters using platforms such as Substack or Mailchimp

- Create surveys and forms using tools like Google Forms or Kahoot

- Learn how to conduct video interviews and conferences using Skype, Zoom, or Google Meet

- Develop strategies for building an engaged audience through social media and messaging apps

Module 4: Social Media Management and Networking

Objectives:

- Understand the purpose and potential impact of social media

- Learn how to use social media platforms such as Twitter, LinkedIn, Instagram, and Facebook for networking and personal branding

- Practice creating and sharing engaging social media content

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- Develop effective communication and networking skills through practical exercises and group work

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Training guidelines for effective training results

The main objective of our training guidelines for effective training is to ensure that trainers are able to deliver high-quality training that engages learners and produces the desired learning outcomes. By following these guidelines, trainers can improve the effectiveness of their training, increase learner engagement and participation, and help learners achieve their learning goals. Additionally, having clear guidelines can help ensure consistency in training delivery across different trainers and training programs. Overall, the objective of having training guidelines is to promote effective and efficient training that maximizes the potential for learning and skill development.

Module 1: Personal Branding - Improve Your Organization

- Define Your Professional Objectives
- Practical exercise: "Tiger Zoo/Tiger Jungle" activity
- Who are You and What Do You Offer?
- Practical exercise: Self-reflection exercise
- Define Your Avatar

Practical exercise: Identify and describe your target audience

Module 2: Digital Presence - Tools to Build Your Digital Footprint

- Digital Resume / Video Resume / Cover Letter (Canva tool)
- Practical exercise: Create a digital resume using Canva
- Personal Management Tools: Word (Google Docs), YouTube, Cloud (Gmail)
- Practical exercise: Explore and utilize personal management tools
- Google Search Strategies for Job Searching

Practical exercise: Practice using Google search strategies for job searching

Module 3: Creating Your Website / Business Card - Tools to Build Your Digital Footprint

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- Example CV on Carrd / Creating a Wix Website

- Practical exercise: Create a personal website using Wix

- Example Resume on Canva

- Practical exercise: Create a resume using Canva

- Create Your Professional Page on Carrd

- Practical exercise: Build a professional page on Carrd

- Case studies of successful business development

Practical exercise: Analyze case studies and create strategies based on lessons learned

Module 4: How to Organize Yourself and Connect with Your Audience or Potential Employer

- Substack / Mailchimp - Free Version Newsletters

- Practical exercise: Create a newsletter using Substack or Mailchimp

- Surveys and Forms (Google Forms, Kahoot, Genially)

- Practical exercise: Create a survey or form for audience engagement

- Video Calls / Interviews (Skype, Meet, Zoom)

- Practical exercise: Conduct a mock video interview using a video call tool

- Create and Improve Your Audience (Subscriber Lists and Newsletters)

- Practical exercise: Develop and implement a strategy for audience growth

- WhatsApp for Professional Communication

Practical exercise: Utilize WhatsApp for professional communication

Module 5: Social Media - What It Is, What It's For, and How to Use It

- What Are Social Media Platforms?

- What Are the Uses of Social Media Platforms?

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- Twitter, LinkedIn, Instagram, Facebook

Practical exercise: Create a social media strategy for personal branding

Each module can be taught over a series of classes or sessions, with the practical exercises serving as opportunities for students to apply and reinforce the concepts taught in each module.

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Individual Conducted Trainings: Lessons Learned.

After teaching this module, we have gained several valuable insights that can help us improve our future training programs. One of the key lessons we learned is the importance of properly assessing the level of digital knowledge of our learners, particularly when it comes to hardware knowledge. This can help us tailor our training programs to their needs and ensure that they are able to effectively use software tools.

We also found that age can sometimes be a factor in the learning process, and that grouping learners beyond the age of 60 can help us structure the training in a way that promotes balanced learning. However, we also recognize that age should not be a determining factor and that learners of all ages can benefit from digital skills training.

Another important lesson we learned is that many learners are eager to learn about online business and entrepreneurship, but may not have a clear understanding of how to achieve their goals. By structuring our training programs around this goal, we can better engage our audience and help them acquire the necessary skills to succeed.

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Finally, we observed that younger audiences are often drawn to the concept of personal branding, which can be a powerful tool for building their professional profile and achieving their career goals. By incorporating this topic into our training programs, we can help learners develop the skills they need to build a strong personal brand and succeed in the digital age.

Overall, we believe that these lessons learned will help us improve the effectiveness of our training programs and better serve the needs of our learners.

Error 404 – Intellectual output 2

FUDŠ SASS, School of Advanced Social Studies, Slovenia

Website: https://www.fuds.si/en/news/

Introduction

FUDS SASS is an independent higher education institution, located in Nova Gorica (Slovenia). Its strategic vision and expertise are shaped by this intercultural space and by experience of the region, which has undergone successful transformation from traditional industrial and agricultural region to one with high value-added industry and tourism in which applied knowledge played the key role. SASS is providing degree-awarding courses at undergraduate (Social management, Psychosocial counselling), masters (Intercultural management, Psychosocial counselling) and Ph.D level (Sociology) in social sciences and in psychotherapy. In academic year 2021/2022 FUDŠ has 750 students at all levels of study, 61 members of academic staff and 14 members of administrative staff.

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The activities of the School are guided by strategic orientations towards interdisciplinary, internationalisation, excellence and applicability in teaching and research. During the short period after its founding in 2006, the School has managed to attract and consolidate a highly qualified and ambitious team of mostly younger researchers and university teachers. While pursuing excellence in teaching, SASS is a research-, policy making- and project-oriented HEI that strongly depends on revenues from research and various EU-funded projects. SASS is embedded in relevant international research networks, and it is hosting the National Committee of the UNESCO- sponsored programme, "Management of Social Transformations" (MOST2).

SASS is not only internationally connected leading national centre of excellent social science education and research, but also strongly embedded in local, regional and national environment by conducting high-level basic research and relevant applied research. SASS is implementing a number of national and international project in various fields and on various programmes (various Interreg projects, Erasmus+ projects on different key actions – Jean Monnet projects, mobility project, Capacity building projects).

SASS as a HEI, has substantial experiences in pedagogic activities, ranging from Bachelor, to PhD level, but apart from that, SASS is also implementing a whola range of extracurricular activities. Those activities are focuses on two target reoups mainly: high school pupils (taching them content relate to psychology and psychosocial competences on one hand and media literacy on the other). The second target group is older and the content related primarily to workplace wellbeing.

In 2022 the SASS conducted a nation-scale survey analysing digital competences among Slovenian population revealing distinct behaviours and patterns, where women expressed more need and willingness to engage in further learning of digital competences.

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Training overview

The **Module no. 4 titled Social Media / Digital Tools** is an example of asynchronous learning. As such it is fully structured in a way to give the utmost liberty to student/ learner to follow the course at own pace. Structuring the whole course, not only the Module no. 4 in this way follows the trends in education. The trends were sped up since the Covid-19 and Error404 adopted the trend.

The asynchronous learning is characterised by the following activities:

- Watching pre-recorded videos
- Undertaking independent tasks
- Participating in online discussions
- Taking online quiz to assess the level of gained knowledge

All of the listed activities are a driving force bedding each of the three chapters of the module 4. The chapter four is structure by offering a set of self-learning materials, rounded up with quiz and a possibility ofr students to engage in a forum discussion.

The main benefits of learning asynchronously are the following:

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- Flexibility for the learners/students. The classes do not have a fixed schedule, so each participant can work whenever convenient.
- Learning is self-paced. Student can learn adopting the speed to own personal style and cognitive capability.
- Chance to review. Student can return to past lessons or lectures and re-do or re-listen the lecture.
- Individual skills development dedicated to time management, own schedule adjustments. Student explore themselves and theri motivations to learn oftentimes learn many truths about themselves.

The overall Module 4. Social Media / Digital Tools is to take approximately 8 hours. As the module is structured asynchorniusly, the pace of the module can be adjusted according to the pace of the individual. In reality this signifies the course can last shorter time (5-6 hours) or it can last longer, up to 16 hours. In cases where students/learners desire to try for themselves, the module can serve as constant everyday to-do list for refreshing the knowledge and hidden tips and tricks on how to use Digital tools to master the Social media.

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Learning outcomes

The **Module no. 4 titled Social Media / Digital Tools** offers a detailed and hands on deliverance of the content related th usage and angement of selected Social media for own benefit. In this way, the Social media is no longer a tool to spend free time, but learners see the potential in Social media as a working tool.

The Module number 4 is divided to three parts. The first part, **4.1 Digital Tools for social media content creation** covers the question of media creation. The students are tought how to become an active creator of content in technical terms. They get acquainted with the case on how to use Canva to improve their Instagram posts. After that, they learn on what is Snappa and how to use it for better Linkedin performance. Apart from this, the Chapter 4.1. Digital Tools for social media creation teaches us, we can use both Canva and Snappa in all wide range of Social media content creation, where the Instagram and Linkedin are shown solely as the cases on how to apply it.

The main *learning outcomes* from the first chapter are:
- Users learn what are Digital Tools and what are Social media, and learn how to distinct between the two.
- Learners get acquainted with most commonly used Digitals Tools and Social Media.
- They learn on how to use it and create digital content with Digital Tools
- They learn how the Social media operates and learn how to use it at own advantage.

The second part, **4.2. Content development strategies for social media** takes the knowledge on how to strategically use Social media for own benefit to a new level. The strategical approach is showcased on three most used Social Media, Linkedin as most professional social media, to Facebook, as most used one and Instagram as most visual one. Deploying strategic approach in social media utilisation can benefit people in taking long term decisions and can help tem steer and navigate theri personal careers utilizing social media.

The main *learning outcomes* from the second chapter are:

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- Users learn the importance of strategic approach in different spheres of live
- Users learn the Social media can be approached strategically
- Learners develop reflexive and critical thinking towards their public posts and social media presence
- Learners learn and can critically acclaim the best way of utilizing social media for own benefit.

The third part, **4.3. Measurement of content and engagement** offers knowledge on how to gather, interpret and utilize the data on public reach of the created content. For this purpose three case studies are presented for learners who are presented on how to measure Instagram engagement rate. After that, they receive the explanation and guidance on tho Instagram business account can be utilized for personal business need. Lastly they are introduced to measurement of Linkedin content performance.

The main *learning outcomes* from the third chapter are the following:
- Users get to know how to follow engagement measures on Instagram and Linkedin.
- They learn the basic mechanisms on how the engagement is reached in social media
- Utilising the demonstration learners develop practical knowledge on how to use social media generated data for structuring their own business and personal goals.

The fourth part, **4.4 Community-building strategies** offers knowledge on how to shape and steer virtual communities created on social media. The communities are created by deploying skills developed in chapters 4.1 - 4.3 and such communities need to be carefully treated in order for them not to fall apart. The chapter offers knowledge on how to establish different communities, it offers strategies to build them. As building is not enough, special emphasis is done on engagement of that same community. But apart from building and engagin community in general, the subsequent chapters offer a testing environment and elaborate on the building of such communities in Linkedin and Instagram.

The main *learning outcomes* from the fourth chapter are:

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- Learners/users learn about virtual communities and strategies associated with community building
- They learn on how to assess and deploy selected strategy for their personal usage.
- They learn on what is engaged community and they will learn how they can actively contribute to generate engaged community for themselves and theri personal/ business usage.
- Deploying two case studies/ examples of Linkedin and Instagram, they will learn on how to build virtual community within analysed setting.

Additionally, the Module no. 4 offers selected topics to be recapitulated by students by offering the knowledge self-check at the end of selected chapters. Additionally, the students and learners are invited to share theri cases and practices in Discussion section. The discussion section operates in a form of a forum, encouraging students and learners to exchange the ideas, questions, and opinions. Apart from that it builds the community between otherwise far apart people.

Lastly, in terms of prior knowledge, for the learners, is not demanded. It is useful to be acquainted with digital tools and social media, but the detailed knowledge is not a prerogative. The students/leraners receive all requested knowledge required to follow the course as they are following the course. All persons interested in the Module can follow it, regardless of gender, as the topic is structured in a way not to limits its usability and reach to one gender solely.

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Course structure

Short descriptions of each of teh topic we are covering within the boot camp.

For each thematic content, partner prepares a list of competences that participants will gain.

The **Module 4. Social media / Digital Tools** is structured in a way to offer three chapters:

- 4.1 Digital Tools for social media content creation;
- 4.2 Content development strategies for social media;
- 4.3 Measurement of content and engagement; and
- 4.4 Community-building strategies.

The *Chapter 4.1 Digital Tools for Social media* consists of the two topics:

- <u>Using Canva for better Instagram performance</u>

Canva is an online design tool, made for those people who want to create quality as well as professional content on social media without any previous experience with content creation or photo editing. As such, it is very useful for users of Instagram. Whether you consider uploading new content, organizing news feeds or just changing profile pictures, Canva offers many options on how to do that in a fast and interactive way. We demonstrate this with illustrative examples.

- <u>Using Snappa for creation of the content on Linkedin</u>

Snappa is a design tool which is made for editing content. Like Canva, also Snappa is a useful tool for content editing. In comparison to Instagram, LinkedIn is a social media that is primarily intended for professional users, various experts, especially those who are looking

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for connections in their professional field. Guided through practical examples, participants are able to upload and create their own content according to their needs and interests.

The Chapter 4.1 concludes with the quiz activity and discussion module.

The *Chapter 4.2 Content development strategies for social media* consists of three topics:
-   How to create a strategy on Linkedin

Linkedin is the most powerfool professional Social media with strong marketing potential. This also goes for personal brands ans in order to fully utilise the benefits of Linkedin one can not work without knowing the tools like: DuxSoup, LeadFuze, LeadFeeder, Alfred, Crystal, eLINK Pro, IFTT, Linkedin Sales Navigator, and Social Pilot. The topic concludes with notification for learners on not to forget to conclude the strategic approach with results analysis. The analysis needs to be weekly and all future acts should result out of understanding the results.

-   How to create a strategy on Facebook

Facebook can act as powerful tool to reach wide audiences. The chapter is set to introduce and guide the learners throught different extensions a user can adopt and integrate on Facebook. Among those the topic analyses and presents the functionalities of extensions like: MobileMonkey, WASK, Sendinblue, ShortStack, Hejo, Pagemodo, SocialOomph, Buffer, Karma, Hootsuite, and Edgar. The topic concludes with notification for learners on not to forget to conclude the strategic approach with results analysis. The analysis needs to be weekly and all future acts should result out of understanding the results.

-   How to create strategy on Instagram

Instagram is a powerful visual social media with the ability to reach wide audiences. This chapter introduces the main usability of several different tools that are compatible with the strategic results the user can desire from Instagram. The presented extentions include: Inflact,

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Combin, KickSta, Heepsy, Buffer, FourSixy, HootSuite, Hopper, Iconosquare, Later, Curalate, and Mulpix. The topic concludes with notification for learners on not to forget to conclude the strategic approach with results analysis. The analysis needs to be weekly and all future acts should result out of understanding the results.

The Chapter 4.2 concludes with the discussion module

The *Chapter 4.3 Measurement of content and engagement* consists of three topics
- <u>Measuring Instagram engagement rate</u>

Engagement rate is a number of likes you receive, divided by the number of your followers, times 100. Putting it differently, the engagement rate measures your performance on Instagram. Of course, one can include in the formula other relevant data as well. For instance, the inclusion of number of comments and number might provide different, yet more specific results. As such, participants have the opportunity to learn how to calculate their own engagement rate and how to explain the results. Besides, participants have the opportunity to familiarize themselves with the Instagram Engagement Rate Calculator that is free to use and it can calculate data automatically.

- <u>Explaining Instagram business account</u>

Instagram Business Account is a perfect choice for those who are eager to have better knowledge about their overall performance on Instagram. Putting it differently, the one who decides to switch from personal to business account can expect lots of more statistical data that are freely available in your professional dashboard. By a simple click on the latter (i.e. "professional dashboard), one can analyze the last 30 days of activity in terms of number of accounts reached, number of content interactions and total number of followers. Participants are taught how to change their profile step by step. Among other things, they get to know what is all possible to see. For instance, they familiarize themselves with the following data: number of visits in the last 30 days, number of clicks on email button as well the location of followers and their gender.

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- <u>Measuring your content performance on Linkedin</u>

Free LinkedIn Account does not provide much statistical data for those who want to measure their content performance. Thus, we teach participants how to make the most of what Linkedin dashboard offers: 1) number of visits of a certain profile in the last 90 days, 2) post impressions in the last 7 days and 3) number of search appearances in the last 7 days. By clicking on those numbers, participants can expect some additional data in this regard. For those who want to find out more about their performance, we suggest to start using Inlytics. This is a special just for the purposes of the optimization of one's LinkedIn profile. Once registered, there is plenty of data to analyze and based on that improves the future performance on LinkedIn. However, one has to consider the limitations of the free package. Still, it is worth a try.

The Chapter 4.3 concludes with the quiz activity and discussion module.

The *Chapter 4.4 Community-building strategies* consists of four topics

- <u>Community building strategies</u>

A social community is a platform of intensive interaction. Putting it differently, it is the outcome of a special relationship between you and the community. This relationship is mainly expressed through comments and private messages. Speaking about interaction, one has to bear in mind that it is always two-way. This is of utmost importance for those owning a certain company, providing a specific service or just promoting their lifestyle, to consider acquiring some communication and management skills while not forgetting to treat followers as part of a bigger family. Participants are encouraged to write down and answer five specifically designed questions one has to consider when building an online community.

- <u>Building an engaged community</u>

Engaged community is every place where there is a lot of discussion, learning, celebrating, collaborating and knowledge sharing. It is a community that brings people happiness and joy while giving them the sense of belonging and inclusion. First, participants are taught what is

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the definition of an engaged community. Based on that, we then familiarize them with 7 different hints and tips, giving them a basic idea of how to bring, preserve and promote more engagement in a certain community.

- <u>Building a social community on Linkedin</u>

LinkedIn is not just a social platform, enabling you to speed – up the development of your professional career. Besides, it is also a very useful tool to build a special relationship with other people, while sharing your knowledge as well as professional experiences. In this workshop participants learn how to optimize their profile and how to find new contacts. In addition, we show participants how to organize their events and promote them to the public

- <u>Building a social community on Instagram</u>

Instagram is a useful tool for connecting our followers into an inclusive community. This is why it is of utmost importance to think about how to get people to be interested in us or for what we are offering them. Participants get a lot of useful information on how to optimize their profile, how to choose the right username, what to do with the content and what role the hashtag plays in all of this. Finally, they also realize how important it is to use Instagram Live. The data show that this is what contributes most to greater interest in our profile or activity.

The Chapter 4.4 concludes with the quiz activity and discussion module.

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Training guidelines for effective training results

As the main characteristics of asynchronous learning is in emphasising the individual approach of the learner / student, the main guideline for trainers is to pay attention to properly disseminate the whole training Bootcamp. The training is structured as MOOC (Massive Open Online Course) therefore the first emphasis has to be on reaching the widest audience for the training module. Strategic approach towards dissemination shoud be adopted in this regard.

For the purposes of effective dissemination several cases of good practices can be determined: the organisation deciding to promote the training programme should prepare a communication plan on how to disseminate the training. As most opportune, the timeframes should be determined, knowing the training programme is always accessible. The communication plan cen be structured to include the digital marketing however this approach might not yield the desired target groups - the females lacking both digital and entrepreneurial skills. In this regard it is betted to use the emailing and leaflets approach, directed to institutions who have access to the main target group. Such institutions can be: employment offices, and staffing agencies, NGO who deal with education, public schools for adults and other organisations dealing with any of the aspect of the long-life-learning.

Secondly, in promotion materials the scope of the programme should be written and defined, the skills and competences should be clearly stated to the participants and exact list of activities should be prepared. This way the learners/ trainees will know what is the scope of the tasks.

Emphasising the individual approach in training, trainers can also utilize the content of the training to mege it with existing work or existing group learning. As support to synchronous learning where group work is emphasised through on-sight scheduled activities the content of different chapters can be nicely utilised. At SASS such sources could be all courses related to media, entrepreneurship, and creativity. Apart from that, the conten can be nicely adjusted by

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a competent teacher to serve other courses like: business culture, general social science or management courses.

Lastly, for most efficient learning outcomes, the trainer should complete the training to get familiar with the topics emphasised through different modules. This way, the trainer can act as support and event supplement some content to learners/students in theri individual studies.

Individual conducted trainings – lessions learned

In this chapter each of the partners prepares a short half-one page report on what was learned by their individual training done with local participants

On Wednesday, February 10, 2022 , in the premises of the School of Advanced Social Studies (FUDŠ), as part of the Erasmus + project Error 404, we held the first of a total of two trainings on the topic of digital competences. The main goal of this project is to bring women, as the main target group, closer to learning digital content in an interactive and interesting way.

In the early hours of the morning we welcomed the first participants, distributed computers to them and started the workshop a few minutes after 9 o'clock. In the two hours that the training lasted, the participants were first introduced to digital skills and the very concept of digital literacy, and then the training continued with practical work, which related to the production of a digital certificate.

The forms, which the participants filled out with the help of the contractors, were printed and taken home, and their next step will be to hand them in at the nearest Administrative Unit.

We continued with the second training on Tuesday, March 2, 2022. It took place in the large lecture hall of the School of Advanced Social Studies (FUDŠ), and the target group was again women. Since it was the logical continuation of the first workshop, the aim of which was to

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fill out the form for issuing a digital certificate, the purpose of the second training was to familiarize with online platforms such as eGovernment and eDavki, of course the ZVem portal was also included, and finally the participants got to know all the possibilities offered by the COBISS library information system.

In the end, we all came to the realization that there should be more such trainings in the future. Considering the different basic knowledge, time availability, as well as the awareness that in today's time it is somehow expected to master digital services, the participants came up with the idea that it would be necessary to seriously consider the establishment of some kind of help center for users who are getting acquainted with the digital world.

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Error 404 – Intellectual output 2

BSC BAR, Business Start-Up Center, Montenegro

Website: https://www.bscbar.org/en

Introduction

Present your organization. Try answering the following questions:

Who are we? What is our area of expertise? Why were we the ideal partner for this project?

BSC Bar is Foundation from Bar, Montenegro established by private-public partnership with the mission of supporting the creation of an enabling environment for economic growth through the creation of small and medium-sized enterprises. Our funding members are institutions and organizations from the educational, public and business sector and they have all joined forces and their expertise to create programs for support of entrepreneurship, business and for inclusion. The goals that guide us are to:

1. Facilitate the creation and growth of small and medium-sized enterprises in Montenegro and to increase employment;

2. Support the development of the education system to better meet the needs of the labor market;

3. Influence the reduction of business barriers with our programs;

4. Provide easier access to financial capital for start-ups;

5. Influence the strengthening of institutional support for SMEs.

In 2010, the BSC Bar also opened a Business incubator which is a space where start-up businesses can get complete infrastructure for supporting their business ideas (internet,

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business rooms, meeting rooms, consultancy and networking are provided). The current capacity of the incubator is 1000m2 which includes 34 spaces for startup businesses, a conference room and 2 meeting rooms. Startup businesses can use these facilities for the first 3-to-5 years of the business, after which they need to leave the incubator and start working in the free market.

BSC Bar has achieved impressive results with:

· Training more than 4000 participants for improving their business skills;

· Facilitated the establishment of 160 enterprises;

· Created over 500 jobs;

· Supported 110 start-up businesses with micro - loan fund (invested EUR 803.993,00 as micro-credit support for the establishment of the businesses);

· Organized a number of conferences and debates joining together business entities, NGOs and representatives of local and state government.

· Implemented many EU projects dealing with: development of women entrepreneurship, youth employment, open innovation, innovative business ideas, education, social inclusion, social entrepreneurship, connectivity and increasing capacities of institutions/businesses/groups

BSC Bar team has 3 full time employees, 5 volunteers, up to 10 trainees and volunteers and a database of more than 100 consultants in various business areas.

When it comes to our area of expertise we are mainly focusing on development of entrepreneurship and increasing employment but in our activities particular attention is paid to the inclusion of young people, women, minorities and vulnerable groups in our programs.

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In addressing the economic needs of those groups we needed more than entrepreneurship therefore we have started to educate NGOs and individuals in social entrepreneurship. Our first educational modules were created in 2008 where as part of one EU program we were able to educate 40 participants from vulnerable groups in social entrepreneurship and later to support the creation of the first social business in Montenegro -which is still operating today. We have tested training modules on concrete business ideas and supported more than 10 social business ideas with various programs.

This makes us an ideal partner for the development of the social entrepreneurship module – you will get training that you can implement in everyday activities.

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Training overview

A methodological aspect (basic methodology behind content), what is the expected duration, learning objectives, how should participants act and how they are to follow the training,

The social entrepreneurship course is divided into 4 main modules covering social entrepreneurship and social economy. economy. The goal is that participants by mastering all four modules gain good understanding about social entrepreneurship as well as obtain various business skills.

It is recommended that participants follow all modules in order as they are presented but participants can choose by themselves if they just want to attend- go through one or more modules. For example, if somebody is more interested in how the social economy works but doesn't want to start their own business they can go through only module 1 and module 2. On the other hand, if someone just wants to learn BMC and how to use this tool and gain more business skills they can follow only module 3. The benefits of online courses is that you can use whichever part you want.

The duration of the course is approximately 8 hours however there is opportunity to enhance material with video content and with examples of social business. If this training is used to increase skills and knowledge of participants who want to open their own business then the Module 3 can be tailored based on the trainer needs. In that case duration of the training would be 16 hours or 2 days but participants would second day work on their own business ideas using BMC tool.

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Learning outcomes

Detail learning by chapter in your module in a more detailed manner, correlating it to ¡the methodology that you have established for it.

The main outcome that we want to achieve with the *Social entrepreneurship module* is to empower women to: find, test and evaluate their social business ideas.

Women need to understand the business environment for developing women entrepreneurship initiatives, as well as to be familiar with existing financial and non-financial support for social economy and social entrepreneurship. Cultural roles of women in the society influenced their business and women need to learn how to take advantage of women networks in their business ventures.

At the end of the course all participants will:

1.   Gain a good understanding of the concept of social economy and social entrepreneurship. They will be able to define them and recognize various social entities in their economic environment. Initiatives of this type can come from private or public sector and participants will be able to understand benefits from social economy

2.   Understand the difference between social venture and business venture and be able to recognize and define social entrepreneurs, social initiatives and social enterprises. In this aspect participants will be able to make a difference between business ventures and social business ventures. Participants will understand that social enterprise needs to work on the commercial market, be sustainable and make revenue just like any other type of business.

3.   Be able to develop their social business venture – Learn how to recognize and sustainably exploit ideas for the development of social change. In this part of the

course participants will learn to use BMC – business model canvas to develop their business idea. By learning, BMC participants will learn how to use business calculations and how to evaluate business ideas.

4.   Learn how to influence society through social entrepreneurship and how to measure those impacts. In this final part of the course there is a need to better understand how to measure impact. For social enterprise it is not enough to use economic calculations and financial reports like Balance Sheet and Income Statements, other types of impact indicators need to be set in place that will measure social benefits, environmental benefits and various other benefits to the society coming from social enterprise.

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Course structure

Short descriptions of each of teh topic we are covering within the boot camp.

For each thematic content, the partner prepares a list of competences that participants will gain.

This course is divided into 4 main modules which thematically start from defining social economy and social entrepreneurship. After mastering this area next modules will help participants to define social business ideas and business models that are adequate for that business idea. At the end participants will learn how to make their business sustainable and how to measure economic performance and impact of their business.

Module 1 is entitled "Understanding Social Entrepreneurship" - This module has 5 topics that introduce participants with social economy and social entrepreneurship. Participants will be finding answers to questions like: What is social entrepreneurship? Why is a person called a social entrepreneur? What is the difference between social venture and business venture? At the end of this module participants will have a clear understanding of social entrepreneurship as part of the social economy. main concepts of social entrepreneurship.

Chapter 1, entitled "What is social economy?" presents the definition of social economy and which entities operate in the social economy area. Participants are introduced with: cooperatives, associations, mutual benefits societies, foundations and social enterprises among other forms that can be specific to each country. Also participants learn which values all those entities have in common.

Chapter 2 entitled "Action plan for social economy?" presents the view of the EU on social economy. As part of this module there is a video file which presents the new Action plan that was adopted in December 2021 where participants can see the goals of the EU when it comes to social economy and its potential in all EU and EU accession countries.

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Chapter 3 entitled "What is social capital?" is focused on defining social capital as achieving social or economic benefits through better treatment and cooperation of individuals and groups. Social capital can be increased with the increase of networking, creating a sense of belonging, acting proactively etc. By increasing the economic benefits of society, we also increase social capital. Various examples and videos are presented to understand social capital as well as the influence of social networking and the internet on social capital.

Chapter 4 entitled "Defining social entrepreneurship" goes more into defining business and entrepreneurship aspect of social economy. Participants start understanding what is social entrepreneurship and social enterprise and how they crate crossover between social economy and economy in general. After reading this chapter participants will clearly see difference between social enterprise and NGO or other forms of nonprofit organizations that can share common goals with social enterprise.

Chapter 5 entitled "Social enterprise and its main characteristics" presents economic and social criteria that guide social enterprise. Mission of social enterprise is explained as well as some EU facts and requirements that should be satisfied so that a business entity can be considered as a social enterprise. Considering that legislation is different from country to country it is always advised to consult the *Law on social enterprises* where it exists.

With Chapter 5 we complete the Module 1 and from now on participants can focus on developing and working on concrete business ideas that can be later developed into business models and registered as social enterprise. Self-evaluation and questions for reflection are included at the end of the module so that participants can see how much knowledge they have acquired with this training module.

Module 2, entitled Learn how to recognize and evaluate social business ideas will help participants to learn how to identify the opportunities that exist in the environment for the development of social entrepreneurship. They will master tools on how to identify and

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evaluate business ideas. How to create a value chain etc. At the end of this module participants will have clearly defined and tested social entrepreneurship ideas.

Chapter 1 of this module entitled *Process of business Idea development* is focused on explaining to participants all the steps that need to be taken in order to develop business ideas. Also, it presents that ideas can come from various sources and lists sources which participants can use to find ideas by asking specific questions.

Chapter 2 entitled Tools for generating business ideas presents one tool that can be used in creative thinking for development of business ideas. It is 5W1H that means -5 questions that start with W and 1 question that starts with H. This toll is called the Kipling model because it was developed by Rudyard Kipling - famous English journalist, short-story writer, poet, and novelist, who used a set of questions What, Where, When, Why, Who and How - to help trigger ideas and solve problems. Examples are provided in this chapter however participants can work on development of their idea by using in addition brainstorming or mind mapping techniques. Link to where they can find those techniques is also provided.

Chapter 3 entitled *Development of business ideas* is focused on next steps after participants select their business idea. It takes time to get from idea identification to actual business. Here participants are provided with a list of steps that they need to take in order to start their social business.

Module 3, entitled <u>Development of social business</u> - Participants will be working on developing their own business model for social venture using BMC tool. At the end of this Module participants will have their business model developed on Business Model Canvas – on page presenting their idea.

BMC model has 9 components based on which all basic elements of business can be identified. All 9 components can be divided into 4 specific areas: value creation, client relations, resources, finances (expenses and revenues). This module has 5 chapters explaining all parts of the BMC model and providing examples.

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If this training course is used for training participants who already identified business ideas and are determined to start their own business, this part of the course can be extended to one more day.

Chapter 1 BMC model explained – explains one page model and provides the image of the model. Trainer should explain all 9 parts of BMC and how they are grouped together. Many business and economy terms are used in this part of training therefore the trainer should take time to explain them to participants.

Chapter 2 - Value creation or business offer is the central part of the BMC model and here participants are trained on how to define their business as a value offer to the customer. Every product or service fulfills specific customer's needs therefore it creates value for the customer. In our marketing offer we want to emphasize the value that our product or service creates for customers. This is the same for every business and additionally important for social business.

Chapter 3 Clients is focused on3 elements of BMC – Customer segments, Relationship with clients and Distribution canals. Considering the fact that the social enterprise operates on market just like any regular business it is necessary to focus activities on obtaining customers that will purchase offered goods/services. In this chapter business aspects of defining customers will be introduced, various types of market etc. In addition to that once the market is defined participants well learn how to attract those customers as well as how to maintain relationships with them.

Chapter 4- Infrastructure chapter is focused on identification of all resources, partners and networks needed in order to be able to produce and deliver goods or services to the customer. Trainer explains 3 components: Key Activities, Key resources and Partner Network.

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Chapter 5 - Expenses explains the most important monetary consequences while operating under different business models. Various tools for calculating expenses can be used. In general all expenses are divided in Fixed costs – Costs are unchanged across different applications: e.g. salary, rent. Variable costs – Costs vary depending on the amount of production of goods or services: e.g. the use of milk, flower, cheese and other inputs in bakery or similar

Chapter 6 – Revenue presents the ways in which a company can earn money from each defined customer segment identified in Chapter 3. In this course we do not focus on how to calculate income but trainers can bring additional material and share with participants how to identify selling price and how to calculate income. This would add additional hour to the duration of the course

Topic 4: Measuring performance and Measuring impact where participants will learn to understand business performance and social impact benefits.

Chapter 1 – Social enterprise, recognizing basic concepts based on the example is providing examples of social business/social enterprise. Based on the presented example participants can now apply what they have learned and identify customers, beneficiaries, social impact and where the profit comes from.

Chapter 2 - Measuring business performance and social impact - Theory behind measuring social impact is presented and Kaplan and Norton Balanced Scorecard will be used to measure social and business impact.

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At the end there will be an exercise where participants, based on the things that they have learned, select indicators for measuring impact of their business and social performance.

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Training guidelines for effective training results

If any particularities need to be emphasized? Maybe here can be written something about dissemination strategy – in terms of how and what toposte to gain attention to the Bootcamp.

Target market for this training is women in economic inclusion and for attracting participants it is best to contact local community actors that provide support for those women like Social services, Employment bureau. Also, this type of training can be interesting to young unemployed women or female college students that want to develop social business and provide impact on their local communities. For attracting this target market there should be presentations at schools and universities, NGOs or civil sector agencies should be contacted as those women probably already provide volunteering services for the causes that they want to support like: inclusion of persons with disabilities, migrants, minority population, green and circular economy, climate change and other goals presented in Module 1.

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Individual conducted trainings – lessons learned

In this chapter each of the partners prepares a short half-one page report on what was learned by their individual training done with local participants

BSC Bar has organized this training in person on 24th and 25th march 2022. We have attracted 37 participants (22 unemployed women and 15 participants of NGO and businesses that want to become socially aware)

First day of training was focused on *women who want to start their business*, unemployed women who want to apply for grants for starting up their social business. Each year the Municipality of Bar is issuing start -up / entrepreneurship grants where this year they have set the preferences to support social business initiatives. Women, our participants, wanted to know more about social businesses as well as how to develop social business ideas. All participants were in the middle level age group 35+ and they all were more than 2 months registered as unemployed. In addition to them, participants of training were women who are working as activists for NGO or working in the business field and wanted to learn how to develop their business or NGO into social business. Total number of participants at the end of the process was 37.

Duration of training was 8 hours and participants were very active and they contributed to discussion, asked questions, shared their experience. Tip to others when they want to organize this training is to be flexible with time and it would be good to organize it in 2 days so that women can adapt the training to their household obligations, children needs etc. We also adapted to the need and to the material as we had guest speakers and first two modules in one day and next day we organized a workshop style of training for participants.

Guest speakers - We have also invited speakers from the local community to tell us more about local support for social enterprises. We had representatives of the Municipality to

present grant support also we had Caritas local office that provided examples of social business that they run and manage.

Interactive workshop - part of the training was more active and we have organized individual workshops with participants who wanted to learn more about income, expenses and other business calculations.