

*Enter in Entrepreneurship-From idea to action*



*Youth Volunteers Associations*



*Plan B Albania*



*Asociatia Allons-y*



*Eesti People to People*



*Kulturno umetnisko drustvo Plac*



*Eletmuvesz Ifjusagi Egyesulet*



Funded by the  
Erasmus+ Programme  
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*Kocaeli-Kars Sosyal Sorumluluk Grubu*



*Minority Leaders for Society - MLS*



*LIBERTAS INTERNACIONAL*



*Europejska Fundacja Edukacji i Rozwoju*



*Global Montenegro*

Dear,

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

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

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

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

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

Special gratitude for this Module to trainers team,

Sincerely, Belmin Debelac

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## Module 1

**Activity 1:** 01-08 April 2016, Sarajevo, B&H. Training course in entrepreneurship education. **33 participants were trained, 3 youth worker from each partner organisation; 2 trainers, one facilitator, one reporter, 1 support staff.**

The training aimed to empower youth workers who work with young people with fewer opportunities and provided information and tools for entrepreneurship education. The training provided concrete information what is entrepreneurship education, how to use and promote it in youth work with youngsters, exploring the concept of youth entrepreneurship, social enterprise and start up models. The training provided opportunity for youth workers through innovative methods to think from the perspective of youngsters and to foster them to use entrepreneurship as response for unemployment. The training offered space to participants to exchange experiences with other participants, learn new information about the topic, learn concrete tools how to work in everyday work, on site visits, learn about EC funds and support for youngsters, offer space for networking and future cooperation among the participants.

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

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		<p>General Power point presentation prepared by one of the trainer related to the whole project idea, importance of its topic, mobility activities planned in the European level and activities to be implemented in local level by each partner organisation</p> <p><b>Methods used: ice breaking, buzz group, speed dating, power point presentation, input from trainers</b></p>	
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<b>Day 2 – INTRODUCTION TO THE PROJECT, Tackling the topic</b>			
9.30-11.00	Intro to the TC	<p><b>Introduction to the training course:</b> -Aim and Objectives of the training course were explained in detail and were clarified in an open group discussion</p> <p>Timetable: each of the participants was given a copy of the training timetable. Here, all planned workshops were discussed with the group</p> <p>Working methods: input by one of the trainers about the principles of NFL (non-formal learning).</p> <p><b>Methods used: open group discussion, power point presentation, input from trainers</b></p>	<p>-Participants were familiarised with the aim, objectives and the working method related to the training course. These information was provided in the info-pack send to participants by the organizers, but explanation in detail were necessary to be discussed face to face with the group</p> <p>-Participants were given opportunity to ask questions related to the subsequent parts of the weekly timetable, ensuring that their needs and expectations were met.</p> <p>-Through presentation of approach of NFL, participants got information about its main elements, the importance of the holistic approach (knowledge, skills and attitudes) and concrete working methods providing concrete examples in relation with entrepreneurship and youth work.</p> <p>-Participants got information about the Youthpass and its main competencies.</p>
11.30-13.00	Team-Building Activity, Developing the group dynamic	<p><b>Sarajevo Olympics:</b> Participants were asked to imagine they were a team in Sarajevo Olympics and they have to work together in big group to fulfil the below tasks:</p> <p>Discipline 1: Olympic Constitution: What principles do we need to have in place for a successful training?</p> <p>Discipline 2: Design: Come up with a slogan (motto) and logo for our training</p> <p>Discipline 3: Cultural Olympiad: Prepare a European Art Exhibition with the TC programme on the wall</p> <p>Discipline 4: NFL Come up with 7 reasons why non-formal learning is better than formal learning</p>	<p>-By participating in the group building exercise participants start working as a group together and create the group cohesion.</p> <p>-Participants improved different important skills such as: increasing communication, cooperation, delegation and task division, decision making, creativity, flexible thinking, intercultural skills etc.</p> <p>-principles to follow for a successful training were set up from the participants</p>

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		<p>Discipline 5: Olympic Village: Collect at least three objects from each country represented at the TC</p> <p>Discipline 6: Present group expectations, fears and contributions in the learning process</p> <p>Discipline 7: YiA Present the Erasmus+ Programme in no more than 30 words</p> <p>Discipline 8: Olympic Datas: Make a list with all participants birthdays (day/month/year)</p> <p>Discipline 9: Visibility: Take a group picture (all participants should be in ☺)</p> <p>Time: 50 minutes</p> <p><b>Methods used: Work in big group, presentation, input from trainers</b></p>	<p>-expectations, contributions and fears about the learning process in the activity were shared among the group</p>
<p>15.00-16.30</p>	<p>PM: Introduction into the topic, (entrepreneurship, and social entrepreneurship, start up-s)</p>	<p>Brainstorming of the word: entrepreneurship</p> <p>Where do you stand exercise:</p> <p>The activity aimed to strengthening participants' knowledge on entrepreneurship and it associated concepts, as well as to bring out a number of other related and often confused issues. This was done by a simple agree-disagree exercise. Participants' task was to identify with them and either agree or disagree with each statement. Each of the statements was commented on, allowing participants to express their views.</p> <p>Statements prepared from trainers:</p> <p><i>Everyone can be an entrepreneur.</i></p> <p><i>Social enterprise does not need a lot of money to be started / run</i></p> <p><i>One needs to have proper education to be able to start a business.</i></p> <p><i>Profit is very important for social enterprise.</i></p> <p><i>Private sector have the resources and entrepreneurial skills to create big social change.</i></p> <p><i>Big private companies in the development sphere can make changes at far larger scale than many smaller NGO-s combined.</i></p> <p><i>Blending profit and non profit organisation might lead to abuse or potential conflict of interests.</i></p> <p><i>Man can be better entrepreneur then woman.</i></p> <p><i>A businessmen and an entrepreneur are the same person?</i></p> <p>The session continued with a summary of the exercise and theoretical input from trainers team on definitions on <b>social</b> entrepreneurship, start up and</p>	<p>-The session allowed for summarising the main points and explaining some confusing vocabulary items related to different forms of entrepreneurship.</p> <p>-Participant developed debating and critical thinking skills</p> <p>-Participants were given the opportunity to ask questions in order to clarify their own understanding of the subject matter</p> <p>-participants got information of what is youth entrepreneurship</p> <p>-participants got information of what is start up and its main element</p> <p>-participants got information what is a social enterprise and important elements to be considered if you open one</p>

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		<p>entrepreneurship.</p> <p>The session was summarised with the video on SE made by the international network of SE organisations: <a href="http://sens.rs/en/social-entrepreneurship">http://sens.rs/en/social-entrepreneurship</a></p> <p><b>Methods used: Debate, open group discussion, video, presentation, input from trainers</b></p>	
17.00-18.30	Entrepreneurship education	<p>Participants should draw the word “entrepreneurship education” and write down words which they associate with it creating a “map”. Participants work individually for 10 min.</p> <p>Participants are asked to create pairs and share their map for 10 minutes. Then participants were divided in 4 groups to discuss:</p> <p>Concrete Knowledge that provides entrepreneurship education  Concrete Skills that are improved through entrepreneurship education  Concrete Attitudes and values that promote entrepreneurship education  Role of youth worker in entrepreneurship education</p> <p>Theoretical input from trainers on entrepreneurship education concept based in Knowledge, skills and attitudes it promote and 4 dimension (political, social, economical and cultural dimension)</p> <p><b>Methods used: mind-mapping, open group discussion, small working group, presentation, input from trainers</b></p>	<ul style="list-style-type: none"> <li>- participants reflected on the subject of entrepreneurship education –participants were encouraged to generate ideas through mind mapping</li> <li>- the concept of entrepreneurship education and other key concepts related to it from participant’s perspective was discussed in detail</li> <li>- critical thinking of participants was fostered and their learning process through exchanging ideas was elaborated</li> <li>-knowledge, skill and attitudes that entrepreneurship education was discussed in detail highlighting the role that youth worker should play in guiding and motivation young people to be active in community life</li> </ul>
18.30.19.00	Reflection groups	<p>Participants have to reflect every day about the learning process. Participants were divided into smaller mixed groups. Their meetings were structured around four questions previously written down by the trainers and organisers:</p> <ol style="list-style-type: none"> <li>1. What was your ‘AHA’ moment today? What did you enjoy most?</li> <li>2. How do you feel in the group?</li> <li>3. Please share with us any suggestions/comments that you have related to the flow of the day.</li> <li>4. Practicalities – are there any practical issues that you would like us to know</li> </ol>	<p>Following the group discussion, participants wrote the answers to the questions posed and handed these in to the trainers and organisers. Feedback provided by the groups was carefully analysed by the training team during daily evening meetings, looking especially at the ways of introducing improvements for the following day (if needed).</p> <p>Method selected for reflections was simple yet gave</p>

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		about?	both participants and trainers/trainers/organisers possibility to share ideas and feedback how the learning process is going.
21.00-....	Intercultural evening	The intercultural evening was organized by the participants with presentations about different elements of culture and countries of the project.	The intercultural evening was a great opportunity to get to know more about other countries which participant themselves may not have visited before or have never got in touch with their representatives.

<b>Day 3 – Competencies for success</b>			
9.30-11.00	Social inclusion versus social exclusion, youngsters with fewer opportunities, Youth Employability, Do non-formal skills matter?	<p>Take a step forward exercise  <a href="http://www.eycb.coe.int/compass/en/pdf/2_38.pdf">http://www.eycb.coe.int/compass/en/pdf/2_38.pdf</a></p> <p><b>Methods used: role play, open group discussion, summary and input from trainer</b></p>	<ul style="list-style-type: none"> <li>-to raise awareness about the needs and challenges of young people with fewer opportunities</li> <li>-to be develop empathic behavior for marginalized groups in the society</li> <li>-to explore the concept of inclusion and provide solutions for youngsters with fewer opportunities that live in our society</li> <li>-to share information about entrepreneurship opportunities that exist in each partner country especially for the marginalized groups</li> <li>-to explore 4 different dimension of entrepreneurship, political, economical, social and cultural</li> <li>-to understand different thoughts of young people with the mentioned concepts.</li> </ul>
11.30-13.00	What is a successful enterprise?	<p>Participants work in small groups to design the elements of a successful enterprise. Participants share their knowledge about enterprises they know and tell concrete examples why these enterprises are successful.</p> <p>Presentation of results</p> <p>Theoretical input from trainers based in participants presentation and materials prepared in advanced.</p> <p>Following the theoretical input participants were invited to brainstorm, discuss and make up the list of 25 skills/knowledge/attitudes needed to start an enterprise.</p>	<ul style="list-style-type: none"> <li>-reflection on elements of successful enterprise</li> <li>-discussion of important concepts like vision, ethic, marketing strategy, human resources, financial strategy, communication, innovation, customers care etc</li> <li>-the top personal competencies of an entrepreneur were explored</li> <li>-participant foster critical thinking about how to improve the necessary skills to became an entrepreneur</li> <li>-participants shared different opinions how to work with young people to improve the skills necessary to enter in entrepreneurship ventures</li> <li>-participants improve their knowledge how to build a successful enterprise</li> </ul>

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		<p>Open group discussion how to improve our skills in entrepreneurship ventures, sharing concrete examples from successful entrepreneurs and summary from trainers</p> <p><b>Methods used: small working group, learning by doing, brainstorming, presentation, theoretical input</b></p>	
15.00-16.30	My competences-developing entrepreneurs skills	<ul style="list-style-type: none"> <li>-Ask participants to list their skills, starting with the strongest. Ensure that they cover a broad range of skills, such as planning skills, personal skills, and health and safety skills, in addition to their technical skills.</li> <li>-Then participants share these skills in the big group Then list the needs that they observe in the community that would require those skills.</li> <li>-Ask them to match their skills with the needs in the community by drawing lines between their skills and the needs.</li> <li>-Participants share the needs identified</li> <li>-Participants form groups of three people who have similar thoughts/interests and think to initiate a business idea</li> <li>-Presentation of business ideas</li> <li>-Summarizing and Theoretical input from trainers team about methods and criteria used to assess demand for a product or service, sizing the market, marketing strategy etc.</li> </ul> <p><b>Methods used: individual reflection, small working group, theoretical input</b></p>	<ul style="list-style-type: none"> <li>-participants improve skills on team work and creative ideas</li> <li>-participants generate a viable business idea</li> <li>-learn how to identify their skills for entrepreneurship venture</li> <li>-learn how to identify a need in local community and use their skills to fulfil that need</li> <li>-get knowledge in sizing the market, criteria to use and marketing strategy</li> </ul>
17:00 - 18:30	SWOT analyses	<p>SWOT analyze and its importance was explained to participants.</p> <p>Participants have to reflect and develop a SWOT analyze for their business idea elaborated in previous workshop</p> <p>Summarizing and feedback from trainers team</p>	<ul style="list-style-type: none"> <li>-Participants receive knowledge how to develop a SWOT analyze</li> <li>-The activity allowed participants to define their strengths and opportunities, understand personal limits and to which extent they can be developed.</li> </ul>

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		<b>Methods used: personal reflection, group sharing, facilitated discussion.</b>	
18.30.19.00	Reflection groups		
21.00 PM	NGO Fair	<p>Members of NGOs represented at the course were invited to create a 'space' with the information for their respective organisations. Each organisation has to present: Organisation's name, Its main mission and vision (why it exists), Target groups, Participants' roles in the organisation, Examples of good practices / innovative projects implemented especially in entrepreneurship topic, Contact details, etc.</p> <p>Once the participants were ready, NGO started and participants freely exchange, information, contacts, asks questions.</p>	<p>-presentation of 11 partners of the consortium was useful for all the participants since each organisation got chance to present its own work in local, regional and European level. Lot of information was exchanged and opportunities for future cooperation were initiated. The NGO Fair was important activity which was developed not in formal part of the training but it helped participants to identify special areas where partners and participants could potentially cooperate for the future.</p>

#### Day 4 –Youth work, local realities and social enterprises

9.30-13.30	The role of youth organization and volunteers in the (social) entrepreneurship concept	<p><b>Country presentations:</b> Participants were invited to work in their national groups and respond to following questions:</p> <ol style="list-style-type: none"> <li><i>1. What is the situation of employment in your country for young people? What about young people with fewer opportunities? (young people with disability, young people with social problems, young people with minority background, young people with health problems, young people from LGBT community, young people from rural areas, young people with economic problems)</i></li> <li><i>2. What are the different laws, policies, regulations existing in your countries and supporting young entrepreneurs in their ventures?</i></li> <li><i>3. What are the main challenges young people face to start a business, social enterprise, start up?</i></li> <li><i>4. How it is easy/difficult for a young person in your country to start the enterprise (social/NGO/business/enterprise in particular)?</i></li> <li><i>5. Do you know any examples (from your countries) of best</i></li> </ol>	<ul style="list-style-type: none"> <li>- The morning workshops responded directly to some of the expectations expressed by the participants at the start of the training course. (A considerable number of participants wrote their wish to learn more about other countries realities and their situations related to youth employment and entrepreneurial activities). By sharing their own knowledge and personal experience, participants could not only find out about the opportunities / struggles that others may have, but could also compare these in relation to their own work and identify challenges to be addressed in common project for the future.</li> <li>- Shortly, some key words used by the participants in their presentations, example of few country: <ul style="list-style-type: none"> <li>• Bosnia: According to low social business is not recognized, there is no any support from administration lack of information, bureaucracy,</li> </ul> </li> </ul>
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		<p><i>practices in the field of youth entrepreneurship?</i></p> <p><i>6. Can you bring any statistics about Youth Entrepreneurship in your country and gender division?</i></p> <p><i>7. In what scale the Entrepreneurship Education is developed in your country</i></p> <p><b>Method used: Collage, open group discussion</b></p>	<p>young people are scared to start own business.</p> <ul style="list-style-type: none"> <li>Albania: brain drain, bureaucracy, decline in the number of initiatives, lack of info available not only to young people but the society in general, some funds available but difficult to obtain</li> <li>Poland: Motivation, career, guidance, practice, resource, internship, found was available, some of young people already use them.</li> <li>Slovenia: Knowledge, skills, mentoring, people start their own social business, in Slovenia last few years entrepreneurs growing fast.</li> </ul>
15.00-18.30	Build your own social entrepreneurship	<p>The session started with a summary of what was done in previous days in order to remind participants and to provide a logical link with following prepared workshop.</p> <p><b>BUILD UP YOUR Social ENTERPRISE!!!</b> – exercise was introduced to participants, they have to work in small groups to start to think about what social entrepreneurship they want to build based in skills and community needs!</p> <p>Together in small groups, participants have to discuss and respond to the following questions:</p> <p>WHAT? – What kind of social enterprise you want to set up? It might be a product or a service.</p> <p>WHY? – What makes it useful and convenient, and a winning idea? What needs does it answer to? What make it innovative?</p> <p>HOW? – What do you need to start in term of resources (money, human resources, other kinds of resources)? How are you going to make it successful? What kind of slogan or campaign you can imagine to launch it?</p> <p>WHEN? – How much time do you need to launch it in the market? How you think it can develop and in how much time?</p> <p>WHERE? – Is it a social enterprise running at the local, national or international level? Are you going to use some opportunities (such as funding, or materials, etc.) coming from somewhere else?</p> <p>Presentation of 5 social enterprises created from participants was followed by feedback provided from participants and trainers.</p>	<p>As a result of the session participants came up with 5 innovative and refreshing ideas for SEs that could potentially be set up in their own countries or at the international level:</p> <ol style="list-style-type: none"> <li>1. “Enough, Violence against the women”, - International TC;</li> <li>2. “Movie can move it” – International TC;</li> <li>3. “Coding for better future” – International TC;</li> <li>4. “TC Stairway to success” – International TC;</li> <li>5. “The voice of refuges” – Youth exchange.</li> </ol> <p>Knowledge participants got from the workshop: Knowledge how to set up a social enterprise based in community needs, specific information on steps to follow for opening a social enterprise</p> <p>Skills improved: Creative thinking, solving problems, making decisions, observing surroundings, basing actions on needs and opportunities of the immediate context, working in team and accepting other ideas,</p>

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		<b>Methods used: Simulation exercise, presentation, learning by doing, feedback from trainers team</b>	
18.30.19.00	Reflection groups		

### Day 5 – Info Points and Practical experience

9.30-13.00	5 Steps to Strategic Effectiveness Method	<p>Participants were invited to reflect on Info Points to be created in the future by each partner organization and which will serve as a resource center for providing information and tools in entrepreneurship education. Further on, participants were split and work in their national groups scheduling steps how to build these info points and presenting concrete knowledge, skills and attitudes they like to provide for young people. As well, concrete steps and a action plan was designed by the participants.</p> <p>5 Steps to Strategic Effectiveness Method was explained by the trainers team in relation with info point to be set up in the future:</p> <ol style="list-style-type: none"> <li>1. Identify the problem</li> <li>2. Create a Vision</li> <li>3. Map the terrain</li> <li>4. Explore Tactics</li> <li>5. Take action</li> </ol> <p><b>Methods used: small working group, silent floor method, PPP input from trainers.</b></p>	<p>-Participants designed steps to build up Info Points on entrepreneurship education in each respective participating country which will serve for empowering youth people in local level and strength the organisation work as well</p> <p>-Participants were introduced into the concept of 5 steps to strategic Effectiveness method which seek for the development of their organizations and their youngsters in entrepreneurship ventures.</p>
15.00-18.30	<b>Visit a local enterprise</b> Local insight into SE	<p>Youth Cultural Center Abrasevic Mostar – “OKC Abrašević” in Mostar was created from the need to initiate and provide space to offer to citizens, especially young people, the ability to work and creative expression, cultural education, social discussion, analysis and critic of the B&amp;H. and globalized society. Abrašević has been growing out of the struggle of young people of Mostar for shelter, a house whose foundation will be creative and intellectual freedom, equality, diversity, social responsibility and solidarity. Mostly of their activity was founded by social busines</p>	<p>-Providing participants with a real-life example of social entrepreneurship</p> <p>-Sharing useful tips and ideas for the current and/ or future potential entrepreneurs (do’s and don’ts)</p>

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		which is coffee shop, all money which they get from coffee shop they invest in different activity such as concerts, art festival, music festival, youth creativity work shop, etc.. <b>Methods used: onsite visit</b>	
18.30-19.00	Reflection groups	See above	See above

#### Day 6 – Elements of Entrepreneurship and EU funding opportunities

9.30-13.00	Business plan & Target recruitment and Human resources	Steps how to build a Business plan was introduced to participants in the first workshop in the morning. <b>Human resources management (HRM) models:</b> The session started with group work on the topic of HRM. Participants were to imagine themselves as the potential project managers working with groups/teams. Their task was then to draw a model of human resource management which could be applied in their work. <b>Motivation and inspiration in HRM: input</b> Theoretical input from trainers team on some of the most important theories and models related to motivating and inspiring human resources e.g. Maslow's theory of needs, Human Motivation Theory by David McClelland. <b>Methods used: theoretical input, simulation activity, open group discussion</b>	- Participants were introduced in the general frame of a business plan template. - Participants got information on different models of HRM - Via a simulation activity participants were introduced into the target recruitment concept and Human resources.
15.00-18.30	Erasmus + Presentation EU funding opportunities for youth entrepreneurship	Erasmus + presentation Capacity building in the field of youth Participants were split into 3 groups and were invited to the round table discussions concerning 3 programme sub-actions: youth exchanges, EVS, youth mobility. Other European funding opportunities were introduced to participants <b>Methods used: theoretical input, PPP, video, sharing concrete projects implemented in the past</b>	Participants got detailed information about the general idea of Erasmus + program and specific information about Erasmus + Youth in Action. Participants got information about the philosophy of the programme, its main action, who can participate, sub action to apply, deadlines etc. The objectives and priorities of the program were as well introduced and linked to the proposed long term project. Participants gained better understanding of the EU funding structures
18.30-19.00	Reflection groups		

#### Day 7 – Follow up and Final EVALUATION

9.30-11.00	Project incubator	Partners have to work in small groups and create future	Participants developed further project writing skills
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		<p>project ideas in order to cooperate in the future. After discussing ideas, participants have to present the following points:</p> <p>Title of project:  Action to be applied:  Main Aim:  Specific Objectives:  Methodology:  Partners:  Hosting Organization:  Deadline for application:  <b>Methods used: small working groups</b></p>	<p>Participant developed networking and cooperation for the future in entrepreneurship education topic in order to act as multiplier for other youngsters in community.</p>
11.30-13.00	Talk Show	<p>Through a "Talk show" participants were invited to present their project ideas elaborated in the previous session. Feedback was provided by the trainer's team.</p> <p><b>Methods used: Presentation, talk show</b></p>	<p>Participants improve skills to cooperate and networking  Participants created bridges for future and put in practice what was learned in the previous days.</p>
15.00-18.30	Youthpass and Final Evaluation	<p>My dissemination plan: participants were invited to work in national group to schedule how they will disseminate the learning results of the training with other young people and local community in each country</p> <p>Final evaluation took place with following steps:</p> <ul style="list-style-type: none"> <li>-recall the whole programme implemented during the training</li> <li>-return to expectations, contributions and fears</li> <li>-pizza evaluation methods</li> <li>-level of contribution methods</li> <li>-final evaluation</li> <li>-last word</li> </ul>	<p>-participants reflected individually and in group about the learning process  -quality and quantitative data were collected from their evaluation to be use for the overall evaluation of the course  -fulfillment of the Youth Pass certificate.</p>
21.00-....	Farewell party		

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## Day 8 – DEPARTURES

Resources:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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CREATIVITY

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