Artployment

A Toolkit for Youth Workers

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Contents

Preface

"This Toolkit offers trainers 21 examples of activities that can be implemented in a non-formal education setting to promote entrepreneurship amongst young artists…"

Youth unemployment is one of the biggest challenges that the global economy is facing. According to research made in 2016, 73 million young people between the ages of 16 and 24 were unemployed, a 6% increase since 2007.

Young artists around the world are no less affected by unemployment. In the UK, for example, only one in ten fine arts graduates are working as artists fifteen months after graduation; in Honduras only 27% of artists are on the labour market, whilst this rate in Colombia was as low as 8,2% in March 2022.

Entrepreneurship education is widely promoted as a means of self-employment by recognising commercial opportunities, employing creativity, and spurring innovation.

To support their access on the labour market, the partners of this project found it important to stimulate an entrepreneurial mind-set amongst young artists allowing them to combine the passion for their art with economic endeavours.

This Toolkit offers trainers 21 examples of activities that can be implemented in a non-formal education setting to promote entrepreneurship amongst young artists and give them competences to initiate a business based on their art interest. The Toolkit contains activities allowing young artist to acquire basic business knowledge, recognise personal fears obstructing them from becoming entrepreneurs, identify customers and key partners, plan their finance identify and analyse risks and many more.

The activities in this Toolkit can be used individually or combined in a training module.

The Toolkit was developed by:

Denmark

With contribution from the project partners:

United Kingdom

Honduras

Colombia

Denmark

The Toolkit is a result of the project "ARTployment" co-financed by European Union through the programme Erasmus+.

Activities

Activities

Basic Terminology

1.

⏱ Duration

35 mins

👥 Group Size

3+

🖼 Materials Needed

○ *Handouts*

⊘ Objectives

1. *To familiarise participants with basic terminology in business.*

ⓘ Instructions

1. Print and cut the term-cards and the definition-cards in as many sets as needed depending on the number of your participants. Divide the participants in groups of 3. Give each group one set of the handouts.

2. Ask each group to match each term-card with a definition-card. Ask the participants in each group to analyse and understand what each term means. Give the groups 20 minutes to complete the task.

3. When the time is up, ask each group to present a number of their matches and their understanding of the term (e.g., if you have four groups, ask each group to present three matches).

4. Conclude the activity with a debrief.

💬 Debrief

Bring the participants in a circle and pose them questions such as:

○ *Were you accustomed with all the terms?*

○ *What new terms have you learnt?*

○ *Were there any terms that you heard of before, but had another meaning than you thought?*

○ *What term was easier to understand?*

○ *What was the hardest?*

○ *Did the exercise helped you to clarify the basic terms?*

⤬ Variations

1. *After the first round ask each group to select three term cards and their definitions. Ask the groups to take a round where they play "quiz and swap" with each other.*

2. *Conduct the activity as a treasure hunt where each group are getting a list of definitions and have to find the term that is hidden in the area.*

Did you know?

You can use your phone's camera app to scan QR codes.

3. *Instead of asking the participants to present each other some of their matches and their understanding on the terminology (step 3 in the instructions), get some volunteers to choose one definition and then act it out to the group. The group will have to guess the term from the act.*

4. *Ask the participants to find creative pictures that represents the terminology. Th group will have to guess the term represented by the picture.*

⤓ Downloads

Scan the QR code to download the necessary materials for this activity:

1. *Term-cards*
2. *Definition-cards*
3. *Answers*

🖶 Handouts

Term-cards

BUDGET	INCOME
LIABILITIES	BREAK-EVEN
CAPITAL	CREDITORS
BALANCE SHEET	PROFIT AND LOSS STATEMENT
IMMATERIAL RIGHTS	BOOKKEEPING
EXPENDITURE	ASSETS
NET WORTH	INVOICE
RESERVES	DEBTORS
COPYRIGHT	MATERIAL RIGHTS
ACCOUNTANCY	VAT

Definition-cards

A financial planning tool. It is a list of anticipated income and expenditure over a period of time, usually a year. May predict a surplus (income exceeds expenditure) or a deficit (expenditure exceeds income).

Money received or expected to be received (i.e., invoiced), also cash-in.

Money spent or bills received, also cash-out.

The value of any tangible property and property rights owned by a company less any reserves set aside for depreciation. Assets don't reflect any appreciation in value unless they're sold for the greater value.

Loans or expenses that a person or company has committed to and must pay for.

A point in a business venture when the profits are equal to the costs.

Money and property that a person or company uses to transact business.

The amount of equity a company has, which is the difference between its total assets and total liabilities

People who owe you money.

People you owe money to.

Funds that have been set aside for special purposes or to cover contingencies.

An itemized list of goods shipped, or services rendered, stating quantities, prices, fees, shipping charges, etc. Also known as a "bill."

It is a financial statement that reports a company's assets, liabilities, and shareholder equity at a specific point in time.

It is a financial statement that summarizes the revenues, costs, and expenses incurred during a specified period.

It is a legal term used to describe the rights that creators have over their literary and artistic works.

The rights of owners of the works to present the work to public, publish, determine the time and style, protect the honour and reputation of the work and prevent making changes in the work.

It is the activity or occupation of keeping records of the financial affairs of a business.

It is the practice of recording, classifying, and reporting on business transactions for a business.

It is a consumption tax on goods and services that is levied at each stage of the supply chain where value is added, from initial production to the point of sale.

An option to purchase additional goods or services at a price that is less than what the customer would have paid if they had not entered the contract. For example, if the customer buys an additional service for a product in the future period, it might be possible that the service is sold at the rate that is prevailing today.

Answers

○ **Budget:** *A financial planning tool. It is a list of anticipated income and expenditure over a period of time, usually a year. Budgets may predict a surplus (income exceeds expenditure) or a deficit (expenditure exceeds income). Tracks when income and expenditure can be expected during the period covered by the operating budget. It amounts to a series of monthly cash flow projections.*

○ **Income:** *Money received or expected to be received (i.e., invoiced), also cash-in.*

○ **Expenditure:** *Money spent, or bills received, also cash-out.*

○ **Assets:** *The value of any tangible property and property rights owned by a company less any reserves set aside for depreciation. Assets don't reflect any appreciation in value unless they're sold for the greater value.*

○ **Liabilities:** *Loans or expenses that a person or company has committed to and must pay for.*

○ **Break-even:** *A point in a business venture when the profits are equal to the costs.*

○ **Net worth:** *The amount of equity a company has, which is the difference between its total assets and total liabilities*

○ **Capital:** *Money and property that a person or company uses to transact business.*

○ **Debtors:** *People who owe you money.*

○ **Creditors:** *People you owe money to.*

○ **Reserves:** *Funds that have been set aside for special purposes or to cover contingencies.*

○ **Invoices:** *An itemized list of goods shipped, or services rendered, stating quantities, prices, fees, shipping charges, etc. Also known as a "bill."*

○ **Balance Sheet:** *a financial statement that reports a company's assets, liabilities, and shareholder equity at a specific point in time.*

○ **Profit and Loss Statement:** *is a financial statement that summarizes the revenues, costs, and expenses incurred during a specified period.*

○ **Copyright:** *is a legal term used to describe the rights that creators have over their literary and artistic works.*

○ **Material Rights:** *an option to purchase additional goods or services at a price that is less than what the customer would have paid if they had not entered the contract. For example, if the customer buys an additional service for a product in the future period, it might be possible that the service is sold at the rate that is prevailing today.*

○ **Immaterial Rights:** *the rights of owners of the works to present the work to public, publish, determine the time and style, protect the honour and reputation of the work and prevent making changes in the work.*

○ **Bookkeeping:** *the activity or occupation of keeping records of the financial affairs of a business.*

○ **Accountancy:** *is the practice of recording, classifying, and reporting on business transactions for a business.*

○ **VAT:** *a consumption tax on goods and services that is levied at each stage of the supply chain where value is added, from initial production to the point of sale.*

Business Model Canvas

2.

⏲ Duration

145 mins

👥 Group Size

4+

🖼 Materials Needed

○ *A copy of the Business Model Canvas – template (see handouts) for each participant/group*

○ *Flipchart papers, Post-its, Markers*

⊘ Objectives

1. *To introduce participants to the Business Model Canvas and its blocks.*

2. *To give participants practical experience with developing a Business Model Canvas based upon a selected business idea.*

ⓘ Instructions

This activity requires that the participants have a business idea already.

1. **Plenary Discussion (15 minutes):** Start by telling participants that this session is about business model. Ask participants if they know what a business model is. Let them think about it for a few minutes.

Collect participants inputs and conclude with a simplified explanation such as *"A business model is a company's plan for making a profit. It identifies the products or services the business will sell, the target market it has identified, and the expenses it anticipates" (Investopedia)* or *"a business model is a company strategy on how to create value for itself while delivering products or services for its customers" (The Business Channel).*

Continue the plenary discussion by asking participants why it is important to have a business model/how a business model is helpful. Collect participants' inputs and conclude.

2. **Business Model Canvas – Introduction (30 minutes):** Tell participants that one useful tool to elaborate a business model is the Business Model Canvas that consists of nine blocks/segments. Explain the meaning of each block. *See the Supportive Materials: Business Model Canvas – blocks.*

Tell the participants that the Business Model Canvas can be viewed through a **two-section** and through a **four-section** approach. See *Supportive Materials - Business Model Canvas - sections* and present the two approaches accordingly.

Finally, explain to the participants that to develop a Business Model Canvas, one starts from the right side and continue to the left side. The order is indicated in the Business Model Template (see the numbers in the right corner of each block).

3. **Step 3: Business Model Canvas: in practice (100 minutes)** Tell participants that they will work to develop a Business Model Canvas for their business ideas. This can be done individually or in group as the case.

Give each group/individual participant one flipchart paper, the Business Model Canvas – Template *(Handouts)*, post-it notes and markers in different colours.

Ask participants to divide the flipchart in the

nine blocks of the Business Model Canvas. Instruct participants to develop each block of the business model in subsequent order as indicated in the template. Instruct participants to write their ideas on post-it notes and stick them in the corresponding block as the final decisions may change depending on the findings for the other blocks.

Allow 60 minutes to complete the tasks. Use the rest of the time to allow participants to present their business models, gather feedback and ideas from the rest of the participants and adjust their business models based upon the feedback and group's inputs.

💬 Debrief

Conduct a debrief based on questions such as:

○ *Is it important to draw a model of your business before you start?*

○ *Is your business model static?*

○ *What would you consider the most important element of the Business Model Canvas to have clarified beforehand (as a point of departure, all are equally important).*

⬇ Downloads

Scan the QR code to download the necessary materials for this method:

Business Model Canvas

🖨 Handouts

Business Model Canvas

LEFT SIDE (BACKSTAGE): EFFICIENCY

RIGHT SIDE (FRONT STAGE): VALUE

8 Key Partners
- Who are our key partners?
- Who are our key suppliers?
- Which key resources are we acquiring from partners?
- Which key activities do partners perform?

6 Key Activities
- What key activities do our value proposition requires?
- Our distribution channels?
- Customer relationships?
- Revenue streams?

7 Key Resources
- What Key Resources do our Value Propositions require?
- Our Distribution Channels?
- Customer Relationships?
- Revenue Streams?

2 Value Proposition
- What value do we deliver to the customer?
- Which one of our customer's problem do we help solving?
- What bundles of product and services are we offering to each customer segment?
- Which customer needs are we satisfying?

4 Customer Relationship
- What type of relationship does each of our Customer Segments expect us to establish and maintain with them?
- Which ones have we established?
- How are they integrated with the rest of our business model?
- How costly are they?

1 Customer Segment
- For whom are we creating value?
- Who are our most important customers?

3 Channels
- Through which Channels do our Customer Segments want to be reached? How are we reaching them now? How are our Channels integrated? How are we integrating them with customer routines?
- Which ones work best?
- Which ones are most cost-efficient?

9 Cost Structure
- What are the most important costs inherent in our business model?
- Which Key Resources are most expensive?
- Which Key Activities are most expensive?

5 Revenue Streams
- For what value are our customers really willing to pay?
- For what do they currently paying?
- How are they currently paying?
- How would they prefer to pay?
- How much does each Revenue Stream contribute to overall revenues?

📎 Supportive Materials

Business Model Canvas - Blocks (1/2)

Customer Segments	The different groups of people or organisations the enterprise aims to reach and serve. A company may group them into distinct segments with common needs, common behaviours, or other attributes. A business model may define one or several large or small Customer Segments.
Value Propositions	The bundle of products and services that create value for a specific Customer Segment. The reason why customers turn to one company over another. It solves a customer problem or satisfies a customer need. Some Value Propositions may be innovative, others may be similar to existing market but with added features and attributes.
Channels	How a company communicates with and reaches its Customer Segments to deliver a Value Proposition. Channels can be **directly owned** (e.g., own store, web-shop) and **partner owned** (e.g., partners' store). Channels serve several functions: ○ *Raising awareness among customers about a company's products and services* ○ *Helping customers evaluate a company's Value Proposition* ○ *Allowing customers to purchase specific products and services* ○ *Delivering a Value Proposition to customers* ○ *Providing post-purchase customer support*
Customer Relationships	The types of relationships a company establishes with specific Customer Segments. There are various types of customer relationships such as: **Personal assistance:** The customer can communicate with a real customer representative to get help during the sales process or after the purchase is complete (on-site at the point of sale, through call centres, by e-mail etc). **Dedicated personal assistance:** a customer representative is dedicated specifically to an individual client. **Communities:** online communities that allow users to exchange knowledge and solve each other's problems (e.g., a Facebook page of the company).

📎 Supportive Materials

Business Model Canvas - Blocks (2/2)

Revenue Streams	The cash a company generates from each Customer Segment. The cash may be generated through various ways, e.g., from **selling ownership** rights to a physical product (e.g., selling ice cream); **fees for services used** (fee for a hotel room/night; fee for a number of minutes spent on the phone); **subscription fees** (fee for gym subscription); **lending/renting/leasing** (fee for renting a car); **advertising** (fee for advertising a particular product/service) etc. A company must ask itself for what value is each Customer Segment truly willing to pay?
Key Resources	The most important assets required to make a business model work. Key resources can be physical, financial, intellectual, or human. Key resources can be owned or leased by the company or acquired from key partners.
Key Activities	The most important things a company must do to make its business model work (e.g., production, staff training, service provisioning, platform promotion).
Key Partnerships	The network of suppliers and partners that make the business model work (e.g., partnerships to optimize the business, reduce risk, or acquire or distribute resources; buyer-supplier relationship).
Cost Structure	All costs incurred to operate a business. Creating and delivering value, maintaining Customer Relationships, and generating revenue all incur costs. Such costs can be calculated relatively easy after defining Key Resources, Key Activities, and Key Partnerships.

Source: *Osterwalder et.al. (2009), Business Model Generation, Self-Published.*

Business Model Canvas - Sections

Two-Sections	Four-Sections
Right side (front stage) Consists of elements directly related to the customer (Customer Segments, Value Propositions, Channels, Customer Relationships, Revenue Streams).	**The left-hand** section deals with the business infrastructure (Key Activities; Key Resources; Key Partnerships). **The middle section** describes the business offering and is the value proposition delivered to different customer segments (Value Proposition).
Left side (or backstage) Consists of elements that the entrepreneur needs to bring in order to make the front side work (Key Resources, Key Activities, Key Partnerships Cost Structure).	**The right-hand section** describes the customers, the channels through which the products/services are the relationships they have with your customers (Customer Segments, Channels, Customer Relationships). **The bottom section** describes the finances (Cost Structure, Revenue Streams).

Postcards to Your Future Self

3.

Duration

60 mins

Group Size

5-15

Materials Needed

○ *Human Body template*

○ *Flipchart paper, one per participant*

○ *Coloured pencils*

○ *Postcards, one per participant*

○ *Meditative/Relaxing music*

Objectives

1. **To have deeper understanding what holds the young artists back from becoming creative entrepreneurs.**

2. **To gain skills how to unlock and release the fears.**

3. **To have a strengths-based attitude instead of a fearful one.**

Preparations

1. *On a flipchart, draw a human body (see template under Supportive Materials) or project the template available.*

2. *Identify inspirational quotes.*

⚠ Instructions

1. Give each participant a flipchart paper and tell them that in this exercise they will identify fears that holds them back from starting a business. Ask the participants to divide the paper in two and draw on the right side the human body as per your template. Ask the participants to personalise their drawing so that it represents them.

2. When the participants have completed the drawing, ask them to reflect on what stops them from starting a business and write those fears and barriers inside the body.

3. On a voluntary basis, ask several participants to share the fears and barriers identified. Whilst the participants are sharing, make a list of those fears. At the end, identify commonalities.

4. Divide the participants into small groups or pairs and ask them to discuss their fears for starting a business and whether they also relate to the common fears identified earlier. At the same time, ask the participants to tell what are their strengths that can counterbalance their fears.

5. Call the participants back in plenary and ask them to visualize their future self without the fears identified. Pose the participants questions such as: What do you look like? What would you be? How does that feel?

Ask them to draw their future self on the left side of their flipchart paper. On a volunteer basis, ask several participants to present their new drawings.

6. Project a list of inspirational quotes (see examples under Supportive Materials). Hand in a postcard to each participant and ask them to either choose one quote from the list or write a new one to themselves the postcard. On a voluntary basis, ask several participants to share their quotes.

7. Conclude the activity with a debrief.

💬 Debrief

Conduct a debrief based on questions such as:

○ *What did you learn about yourself?*
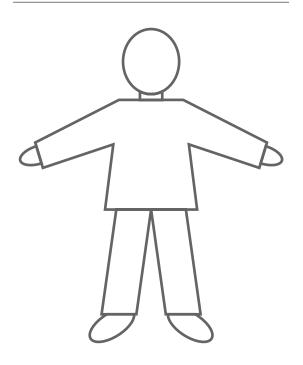
○ *How would you apply this?*

○ *Do you feel different about your abilities now?*

☆ Tips for Facilitators

○ *Instead of individual drawing, the group can work on one big drawing to identify collective fears and how they would like to see that fictional person be in the future*

○ *Facilitators can choose to send the postcards to participants 3 – 6 months later to remind them of their future self.*

🖇 Supportive Materials

Human body template

Examples of Quotes

Elaine Welteroth

"When your dreams are bigger than the places you find yourself in, sometimes you need to seek out your own reminders that there is more. And there is always more waiting for you on the other side of fear."

Maya Angelou

"I've learnt that people will forget what you said, what you did, but people will never forget how you made them feel."

Amanda Gorman

"There is always light. If only we're brave enough to see it. If only we're brave enough to be it."

Walter Bagehot

"The greatest pleasure in life is doing what people say you cannot do."

Athena Singh

"Never trust your fears, they don't know your strength."

Martin Luther King Jr

"You don't have to see the whole staircase. Just take the first step."

Corporal Cartography for Value Identification

4.

⏱ Duration

90 mins

👥 Group Size

10+

🖼 Materials Needed

○ *Large sheets of paper (at least one for each participant)*

○ *Markers, Crayons, Pens*

○ *Sheets of A4 paper .*

✓ Objectives

1. *To understand the need of value proposition.*

2. *To gain skills to identify the value proposition in a business idea.*

⚠ Instructions

1. Start the activity by guiding the participants through a 15-min mindfulness exercise, e.g., ask the participants to get up and stretch all the parts of their body, then ask them to lie down on the floor and relax. Finally, for the last 5 minutes of the exercise, guide the participants breathing.

2. After the mindfulness exercise, pair the participants and give each one of them a large sheet of paper (or more, depending on their height). Ask the pairs to draw each other's silhouette in a real size as illustrated in Image 1 under Supportive Materials.

3. Give each participants a pen and a sheet of A4 paper and ask them to divide/fold it in three parts and write in each column each theme: Thinking, Feeling, and Doing. Guide the participants through a reflection process by posing the Reflection Questions (see Supportive Materials) allowing at least 5-min of reflections for each theme (Thinking, Feeling, and Doing). Ask the participants to write their reflection on the corresponding part on their paper.

4. Starting from the previous reflection, ask the participants to identify their main elements under Thinking, Feeling, and Doing and define conventions. Ask them to write/draw these on their silhouette using symbols and colours

Tell the participants to locate the conventions around the silhouette, e.g., the feelings can be placed near the heart (see Image 2 in Supportive Materials).

5. Once the corporal cartographies are done, ask the participants to present the results in plenary. When everybody has presented, ask the participants to exhibit their silhouettes on the walls in the activity room and reflect on each other's work.

💬 Debrief

Bring the participants in a circle and conduct a debrief around the questions below:

1. What did you learn about yourself during this activity?

2. What did you learn about your business/business idea through this activity?

3. What makes you unique in the artistic ecosystem?

4. What was the aim of this activity?

5. How would you define "value proposition"?

6. Why "value proposition" is important in a business?

7. What does it take to offer "value" through a business?

8. What steps will you take to start/develop your business after this activity?

📎 Supportive Materials

Reflection Questions

Thinking:

○ What do you want to give to the world with your art?

○ What is the mission of your business?

○ What is the name of your business?

○ How would you sell your product/service?

○ What makes you different from other artists?

○ What message do you want to send to the public?

○ Who would you support with your business?

Feeling:

○ What do you feel when you make your art?

○ What do you feel when you think about your business/business idea?

○ What is your inspiration?

○ What motivates you in your business/to start your business?

Doing:

O What are the steps to start/develop your business?

O What makes you different from other artists?

Image 1

(Courtesy of Misión Rural, Colombia)

Image 2

(Courtesy of Misión Rural, Colombia)

Value Your Product

5.

⏱ Duration

60 mins

👥 Group Size

10+

🖼 Materials Needed

○ *Paper newspapers, magazines, cardboard, scissors, glue.*

⊘ Objectives

1. *To recognise the value of what is produced and the benefits that can be obtained.*

2. *To deepen appreciation over what we are capable of creating.*

ⓘ Instructions

1. Conduct a group discussion to clarify the terms "producer" and "beneficiary". Conclude on a common definition for each term.

2. Give the participants 30 min to create a product using only paper and show them the materials available. Tell the participants to think about the value their product can create and for whom.

3. When the time is up, ask the participants to present their products one by one by answering the following questions:

○ *What did you do?*

○ *How long did it take you to finalise your product?*

○ *Who can benefit from this product?*

○ *If you had to put a price on your product, what would that be?*

○ *What makes your product unique?*

💬 Debrief

Conduct a debrief based on questions such as:

1. *Were people able to recognize the value of what you have created?*

2. *Are you capable of creating?*

3. *How was the process of creating a product?*

4. *Does the time you invest in creating have value?*

5. *What other investments go in creating a product?*

☆ Tips for Facilitators

○ *Follow-up with an activity discussing pricing. See for example the activity "Marketing Essentials – Prices", from "Equal Start. Trainer's Guide for Entrepreneurial Education", page 28-30, http://intercollege.info/wp-content/uploads/2020/02/Equal-Start.-Trainers-Guide-to-Entrepreneurial-Education.pdf*

Sell Me this Spoon

6.

⏱ Duration

60 mins

👥 Group Size

4+

🖼 Materials Needed

○ *Two spoons*

⊘ Objectives

1. ***To deepen understanding upon the meaning of "business".***

2. ***To gain skills upon how to identify the needs of the customers.***

3. ***To practice negotiations skills.***

ⓘ Instructions

1. Ask the participants to discuss and define what 'business' is and write this down. After collecting their inputs, present them with the definition of "business" to ensure that they have a common understanding, for example:

"The activity of buying and selling goods and services, or a particular company that does this, or work in general rather than pleasure." (Cambridge Dictionary)

2. Divide the participants in two groups: Sellers and Customers. Give each group a spoon and 10 min to identify in their groups as many alternative usages of a spoon as possible. Ask the groups to discuss and agree on a price for the spoon.

3. When the time is up, ask the participants from each group to find a pair from the other group and tell them that they will have a business meeting to sell/buy the spoon. The "seller" will have to convince the "customers" to purchase the spoon at the highest price possible, whilst the "customer" will try to buy the spoon at the lowest price possible. The pairs will have 10 minutes to settle a deal.

4. When the time is up, ask several pairs to share whether they reached a deal or not. Ask the pairs to share what approaches they used during their negotiations.

⌨ Debrief

Conduct a debrief based on questions such as:

1. *What determines the price of a product?*

2. *What is good product?*

3. *Why is it worth to purchasing a product?*

4. *Was it worth "purchasing" the spoon?*

5. *What competences are needed in negotiation process?*

6. *How should one prepare for negotiations?*

7. *Is the negotiation process related to art products/services any different than the one related to other products/services?*

☆ Tips for Facilitators

○ *Follow-up with an activity where to discuss the matrix of communication. Find inspiration at: http://www.philipatkinson.com/blogculture-change/where-do-you-fit-on-the-communication-matrix*

Better with...

7.

⏱ Duration

40 mins

👥 Group Size

10+

⊘ Objectives

1. *To stimulate the participants' creative thinking.*

2. *To inspire the participants to think about alternative ways of using their artistic skills.*

🖼 Materials Needed

○ *Two handout cards per group (see Handouts)*

ⓘ Instructions

1. Divide the participants in groups of 2-4 people and hand them two randomly selected handout cards.

2. Give the groups 20 min to come up with ideas on how to use the object on one of their cards to innovate the usage of the object on the second card. Instruct the groups that they will have to prepare a presentation of their innovation arguing why their innovation is a good for humanity.

3. When the time is up, give each group 5 min to present their innovations. Allow questions and comments from the floor.

💬 Debrief

Conduct a debrief based on questions such as:

1. *How was the innovating process? What challenges did you come across? How did you address these?*

2. *What is your most important learning from this activity?*

3. *How could you utilize this learning in your business?*

4. *What competences you believe you should develop further?*

☆ Tips for Facilitators

○ *If you do not want to use the cards or do not have possibility to print them, start the session by asking participants to shout out random nouns. Ask each group to select two nouns without telling them the task ahead.*

○ *After the activity, you ask each group to take pictures of three random objects/products and send them to one of the other groups. Ask each group to find new ways to use their art to innovate the objects/products received.*

⤓ Downloads
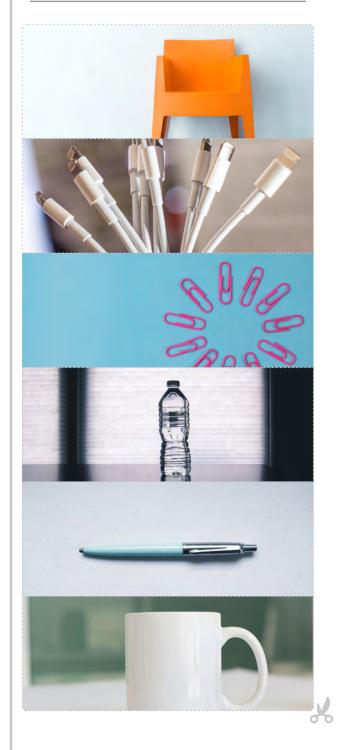
Scan the QR code to download the necessary materials for this method:
Object Cards

🖶 Handouts

Object Cards

There ain't nobody here, but us Chickens

8.

Duration

85 mins

Group Size

15-20

Materials Needed

○ *Paper and pens for each group of participants.*

Objectives

1. *To have a deeper understanding why customer analysis is important.*

2. *To familiarise the participants with the basic elements in customer analysis.*

! Instructions

This activity requires that the participants have a business idea already.

1. Start by saying that in business getting and maintaining customers should be done by carefully analysing the need, demand and offer of your business.

Make sure that the participants understand the terms "need", "demand" and "offer".

Tell participants that in business this process is called "marketing". Ask participants why marketing is an important element in a start-up and conclude. **(10 mins)**

2. Read participants the story "Ms. Maria: One of so many Chicken Businesses" *(See Supportive Materials)*.

Ask participants if the initiative of Ms. Maria succeeded. Ask the participants to identify the reasons the initiative of Ms. Maria did not reach the same success as her sister's *(the problems with Ms. Maria's business are highlighted in the story)*. If needed, read the story for a second time.

Ask participants to group the problems identified in three categories: "need", "demand" and "offer". **(25 mins)**

3. Group the participants in groups of 4-5 people and ask them to re-write the story of Ms. Maria considering a thorough customer analysis. **(30 mins)**

💬 Debrief

Conduct a debrief based on questions such as:

1. *Is there a difference between making a customer analysis for selling chickens or art product/service? Why/Why not?*

2. *What is the most significant difference in Maria's story and your re-written version?*

3. *How can you tell a valid source from an invalid source when doing customer analysis?*

4. *What is the expiring date of your customer analysis?*

☆ Tips for Facilitators

○ *If the participants have a business idea, ask them to make a customer analysis of their business considering the "need", "demand" and "offer". This can be done instead of Step 3 above.*

🔗 Supportive Materials

"Ms. Maria: One of So Many Chicken Businesses"

Problem Phase 1:

Ms. Maria goes to town to visit her sister. The sister tells Ms. Maria that she raises and sells chickens and makes money this way. Ms. Maria returns to her village and calls some of her women friends together. She tells them about the **need** in the area for more **chickens** and proposes that they do the **same business** together. Everybody agrees and they all contribute 1 dollar (change this to the actual market price of 25 baby chickens in local currency). The following day, two women of the group go to town to buy 25 one-day old chicks. By the time they arrive in town, there are **no more chickens** left because the **demand** is high. So, they must spend the night to get the young chickens the next day. Since they had to spend some money on food and lodging, they can only afford to buy 15 baby chickens.

Problem Phase 2:

When they get back to the village, they realize that they also **need** chicken feed. Ms. Maria's brother starts to build a shed for the chickens while the women go and buy chicken mash from the village shop. This is expensive and the quality is low because the shop cannot afford to buy fresh stock every week. The next day, **3 chickens** are found dead in the shed due to the hot weather and because the brother did not finish building the protective roof. During the next few weeks, the women take turns looking after the chickens. For various reasons (a dog making its way through the fence, an illness killing some chickens), only **7 out of the 15 chickens** remain. Eventually the chickens are old enough to be sold. However, in their own village, nobody wants chickens because everybody has their own. Due to this **lack of demand** the women decide to sell the chickens in the town market.

Problem Phase 3:

At the market, it appears that everybody is selling chickens that look healthier and bigger than theirs. In fact, the women start to see that there is a lot of variety in the market. When they finally manage to sell their smaller chickens, they realize that they did not make any profit on their initial investment. Back home in the village, they discuss what went wrong.

Source: *International Labour Office, "GET Ahead for Women in Enterprise. Training Package and Resource Kit", 2004, page 140.*

Meeting the Needs of your Customers!

9.

⏱ Duration

60 mins

👥 Group Size

4-12

🖼 Materials Needed

O *Sheets of paper*

O *Markers*

✓ Objectives

1. **To deepen participants' understanding on the potential of their creative skill to meet customers' needs.**

2. **To urge participants to reflect on how to apply their creative skill in other ways as to meet the customer needs.**

⚙ Preparations

O *Prepare to share logos of well-known brands.*

ⓘ Instructions

1. Show the participants at least three logos of globally and local well-known brands and asks them the following questions:

○ *Who are the customers of this business? (Understanding the customers)*

○ *What do their customers want/what are the customers' needs? (Meeting the brief)*

○ *Does the company understand their customers? Why/Why not? (Relationship building)*

○ *Where does this business fit in relation to others on the market? (Part in the ecosystem)*

2. Continue the group discussion by posing the questions below in relation to the participants business:

○ *What does your art do? How is it "consumed"? (Function)*

○ *Who are your customers? (Understanding the customers)*

○ *What does the customer want? / What are your customers needs? (Meeting the brief)*

○ *Where could your business fit or add value to creative sector? (Part in the ecosystem)*

3. Place large sheets of paper on the wall or on the floor and draw a version of the template outlined in Supportive Materials.

4. Ask the participants to write on the chart WHERE they think that their art can be "consumed" e.g., shop, street, theatre, gallery etc.

5. Next to this, ask them to write down HOW they think their art can be consumed e.g., performance, product sold in stores/online, commission, exhibition, etc.

6. Look at Least Likely places on the chart and together with the group choose one or two examples, then discuss how their art could potentially be consumed in those least likely spaces. Write these findings on flipchart paper/whiteboard.

💬 Debrief

Bring the participants in a circle and conduct a debrief around the questions below:

1. *How should a business identify its customers?*

2. *Why is it important to identify the needs of customers?*

3. *Should a business identify its customers first and then their needs or vice versa? Or is there a middle way?*

4. *How can a business identify the needs of the customers?*

5. *What is required from a business to meet the needs of the customers?*

6. *What customer needs can you address with your creative skill?*

7. *How did you identify the customers of your current business/business idea? Is there anything you need to change in your current strategy?*

8. *How can you adapt your current business idea, so it meets the needs of your customers?*

☆ Tips for Facilitators

○ *For step 1 in the activity, you may share such logos as Example of logos McDonalds, Apple but also a logo of local brand that promotes good value (e.g., Green & Black's, a UK chocolate brand).*

📎 Supportive Materials

Scale Template

Most Likely	Least Likely

Customer Relationships

⏱ Duration

60 mins

🏴 Group Size

10+

🖼 Materials Needed

○ *Flipchart paper*

○ *Markers*

⊘ Objectives

1. *To deepen participants understanding on what is beneficial and what is destructive to customer relationships.*

2. *To reflect on factors that maintain a good customer relationship.*

3. *To identify own strengths and weakness in building and maintaining a customer relationship.*

ⓘ Instructions

1. Write the word "Customer" in the centre of a flipchart paper. Conduct a group discussion in which the participants discern positive and negative elements in a customer relationship. Write these around the word "customer", the positive elements in one colour and the negative elements in another colour.

2. Continue by asking the participants to identify their own strengths and weaknesses in relation to each element identified earlier. Write these around each element.

3. Pair the participants and give them 15 min to discuss their identified weakness and measures to address these.

4. When the time is up, ask several pairs to share their thoughts.

5. Conclude with a presentation/video about building a customer relationship. See resources for inspiration under *Further Information.*

💬 Debrief

Conduct a debrief based upon questions such as:

1. *Who are the customers?*

2. *What is an optimal relationship with the customers?*

3. *How can you construct an optimal relationship with customers?*

4. *How to maintain a good relationship with the customer?*

5. *How to improve the relationship with the customer?*

ⓘ Further Information

○ *Reve Chat, "10 Proven Ways to Build Life Long Customer Relationships (and Why It's Important)", updated 7 June 2022, https://www.reve-chat.com/blog/importance-of-building-customer-relationships/#:~:text=A%20good%20 customer%20relationship%20is,a%20 long%20period%20of%20time.*

○ *Entrepreneur, "5 Ways to Build Killer Relationships With Customers", 13 January 2017, https:// www.entrepreneur.com/article/282364*

What is a Network?

11.

⏱ Duration

30 mins

👥 Group Size

4+

🖼 Materials Needed

○ *None*

✓ Objectives

1. *To give participants understanding on what a network is.*

2. *To give participants insights on how networks are formed.*

ⓘ Instructions

1. Pair the participants and give them three minutes to share their interests (one person is talking the other is listening and asking questions). Encourage the participants to be curious, listen and ask further questions based on what you are learning about this person.

2. When the time is up, have each pair to introduce their partner to the group, also stating any common ground/shared interests.

3. Continue by asking the participants to choose another partner based on any common ground or shared interest that they have heard during the presentation.

4. Give the new pairs three minutes to do a similar exercise as in step 1, but this time discussing about their aspirations.

5. When the time is up, ask the pairs to introduce their partner to the group, highlighting commonalities.

6. When everybody has been introduced, conclude by telling the participants: "Congratulations, you have networked". Bring the participants in a circle to debrief.

💬 Debrief

Conduct a debrief based upon questions such as:

1. *What is a network?*

2. *Is a network important? Why/Why not?*

3. *How are networks formed?*

4. *Is a personal network different then a business network?*

5. *Do you encounter any challenges when networking? How could you overcome these?*

☆ Tips for Facilitators

○ *Encourage participants to really listen and to be curious about their partner, to ask questions to generate good conversation.*

○ *The activity is best conducted in pairs, in case of an odd number of participants, you can have groups of three.*

Who do you know?

12.

⏲ Duration

30 mins

👥 Group Size

10+

🖼 Materials Needed

○ *A large sheet of paper for each participant*

○ *Markers/Crayons*

○ *Pens, Post-it notes*

⊘ Objectives

1. *To deepen participants understanding of what a networking is.*

2. *To deepen participants' understanding of why networking is important.*

ⓘ Instructions

1. Give each participant a large sheet of paper and ask them to draw a small circle in the middle or a dot. Tell the participants that this central circle/dot represents their "self".

2. Continue by asking the participants to draw two large concentric circles around their central circle and then think about their immediate friends and family (people they are close to) and write them down on separate post-its.

3. Ask the participants to place these post-it notes inside the first circle after the "self".

4. Ask the participants to think about that group's (in the first circle) who their friends and family are or who they know, and then write them down on separate post-it notes and add these to the next circle.

5. Ask the participants to take a step back from their sheets and reflect on the number of people they know.

6. Ask several participants to present their sheets. Concluded the activity by telling all the participants "Congratulations now you know many people!"

⌨ Debrief

Bring the participants in a circle and conduct a debrief based on questions such as:

1. *What did you actually do in this activity? (The participants mapped their network)*

2. *What is a network?*

3. *Why is it important to have a network?*

4. *How to make a network?*

5. *Can you think of any cases where your network helped you? How did you reach your network at that moment? What impact had your network on that specific case?*

6. *What is your most important lesson you take from this activity?*

Grow your Network!

13.

🕐 Duration

25 mins

👥 Group Size

4+

🖼 Materials Needed

○ *Large piece of paper*

○ *Pens, Post it notes*

✓ Objectives

1. *To deepen participants understanding on how a network is created.*

2. *To give participants insights on how to develop their network.*

ⓘ Instructions

1. Give participants 5 min to think about someone who helped them in the past to get to a next step, then ask them to share in plenary who that person was and how did they help.

2. Continue by asking the participants to write down someone they would like to meet or be introduced to that they think can help them on their business journey. Then ask them to write down where they think they may find new people to connect them with that person (e.g., event, café, local library, social circle, etc).

3. Ask participants to draw a network of connectors leading to the person they want to meet (see example under Supportive Materials).

4. Ask participants to volunteer to share this with the group (up to 3 examples).

💬 Debrief

Conduct a debrief based upon questions such as:

1. *How does a network operate?*

2. *Why should you grow your network?*

3. *How can you grow your own network?*

☆ Tips for Facilitators

○ *Charge some personal experiences as examples of networking, e.g., teacher helped to fill application for university, aunty introduced to another friend who is in the business I work in etc.*

📎 Supportive Materials

Connector Network

The Power of Digitalisation

⏱ Duration

120 mins

⚇ Group Size

10+

⊡ Materials Needed

○ Tablets/smart phones with access to internet

○ Flipchart papers

○ Markers

⊘ Objectives

1. *To get an understanding on how to use different digital platforms to a promote a business.*

2. *To gain examples of best practices of promoting a business digital platform.*

⚙ Preparations

1. *Familiarise yourself with different digital platforms to promote a business. See examples of resources under Further Information.*

2. *Optionally for Step 4, identify artists who promote their businesses on digital platform.*

⚠ Instructions

1. Ask the participants to name different digital platforms they are aware of that can be used to promote a business (e.g., Facebook, Instagram, Pinterest, YouTube etc.). Write the participants inputs on a board. Complete the list if necessary.

2. Divide the participants in groups of four and assign each group one digital platform. Give the groups 20 min. to research how the platform can used to promote a business, who are the users, what are the pros and cons of the platform.

3. When the time is up, allow each group 3 min to present their findings in plenary. Allow extra 2 min for questions/comments from the floor.

4. In the same groups (or new groups of four people, if preferable) give the participants 25 min. to identify an artist who promotes their business using digital platforms (or assign them one) and ask them to identify what strategy the artist is using. Ask the participants to identify whether the artist could do anything different or additionally.

5. When the time is up, give the groups 5 min. to present their findings and allow other 3 min. for questions from the floor.

💬 Debrief

Conduct a debrief to conclude on the activity by posing questions such as:

1. *What are the benefits of using a digital platform to promote a business?*

2. *Is using a digital platform to promote a business from the art industry different than for any other businesses?*

3. *What should one consider when promoting an art business through digital platforms?*

4. *In which ways can digital platforms be used to promote an art business?*

☆ Tips for Facilitators

○ *Charge some personal experiences as examples of networking, e.g., teacher helped to fill application for university, aunty introduced to another friend who is in the business I work in etc.*

ⓘ Further Information

○ *Marketing Evolution, "WHAT IS A DIGITAL MARKETING PLATFORM?", https://www.marketingevolution.com/marketing-essentials/what-is-a-digital-marketing-platform-marketing-evolution, last accessed on 27 June 2022.*

○ *World Stream, "Social Media Marketing for Businesses", https://www.wordstream.com/social-media-marketing, last accessed on 27 June 2022.*

Get me Viral!

🕐 Duration

90 mins

👥 Group Size

4+

🖼 Materials Needed

○ *Phones/Tablets/Laptops with access to internet*

○ *Flipchart papers*

○ *Markers*

✓ Objectives

1. *To gain practical experience with promoting an art business by using digital platforms.*

2. *To identify ways of reaching out to customers.*

⚠ Instructions

1. Tell the participants that in this activity they will have to get one of their art product viral by using a digital platform of their choice.

2. Give the participants 25 min to choose the art product they want to promote and the digital platform to do. Stress that the participants should use only one digital platform. They should also identify their "customers" and define a step-by-step strategy to gain followers. Ask them to write these steps on a flipchart paper.

3. When the time is up, use 15 min to allow several participants to present their strategy and receive questions/comments from the floor.

4. Ask the participants to put their promotion strategy in practice to gain as many followers as possible. Give the participants 1 hour to complete this task.

5. When the time is up, ask each participant how many followers they managed to gain. Discuss challenges they encountered and what strategies they used to overcome those.

💬 Debrief

Conduct a debrief by posing questions such as:

1. *What is your most important learning from this activity?*

2. *What did you consider when you planned your online promotion strategy?*

3. *Have you made any changes whilst implementing your strategy? What changes/Why?*

4. *What was your most important "ingredient" in your strategy?*

5. *How will you keep updated?*

6. *How will you get new followers?*

☆ Tips for Facilitators

○ *You can choose to conduct this activity by dividing the participants in groups of three/four people.*

○ *You can choose to assign the participants the product they should get viral. You may choose to assign the participants to promote items that are not necessarily art products. This will urge participants to be creative with their promotions and use of digital platforms.*

○ *Encourage the participants to use the environment to promote their profile on the digital platform, e.g., by making stickers with the QR code of their digital profile and display it around the venue.*

○ *If the time allows, give the participants more time to promote their art product on the digital platform chosen, e.g., half a day/one day, then follow-up with Step 5 in the instruction.*

All about Money

16.

⏱ Duration

90 mins

👥 Group Size

4+

🖼 Materials Needed

○ *Flipchart paper and pens/markers for each group.*

⊘ Objectives

1. *To give participants a deeper understanding about the importance of making a financial plan.*

2. *To gain practical experience with making a financial plan for a business idea.*

ⓘ Instructions

1. Through a plenary discussion, define what is a "budget", then lead a 5–10-minute group discussion on the need of budgeting before launching a business (e.g., it estimates whether financial goals can be met; it can give indication on the steps that need to be taken to achieve the financial goal; gives indication on the cash needs; it estimates when the business will break-even etc).

2. Tell the participants that in this activity they will make a six-month budget for a business idea.

Show them the Budget Template (see Handouts) and explain how to fill it in. They have to start by foreseeing all the expenditures for each month (e.g., equipment; rent; electricity; salaries) and all the prospective income. For each month they will calculate whether the business will break even (Income - Expenditure) and show whether their business will be break-even within six months and when (ensure the participants know what is meant by "break-even").

3. Divide the participants into groups of three and ask them to choose one of their business ideas for which they will make a six-month financial plan. Give each group a flipchart, pens, markers, and the Budget Template. Ask the groups to make their budget estimation. Give 40 min to finish their task.

When the time is up, invite 2-3 groups to present their budgets. Ask participants questions such as:

○ *What are your start expenditures?*

○ *What is your balance in the first month?*

○ *Can your business break-even within six months?*

○ *What does your budget tell you about your business?*

○ *Are there any steps you need to take to fulfil your business goals (to make profit)?*

If their budget does not show a break-even or profit within six months, remind participants that not every business can produce a profit soon after it was launched. They should consider the business environment in full (e.g., the type of the business; investments made; high and low seasons).

4. Conclude by summarising why budgeting is important and encourage participants to further develop their financial plans.

💬 Debrief

Conduct a debrief by posing questions such as:

3. *To what extent do you think your forecast is accurate?*

4. *What would happen if the budget were not kept?*

5. *What is a good and a bad budget?*

6. *Does every business need a written budget?*

7. *Could there be any challenges connected with not having a written budget?*

☆ Tips for Facilitators

1. *If the participants have limited financial literacy, you can do this exercise with a point of departure in their own household economy.*

2. *If the participants do not have a business idea, in step two ask them to make the budget for their household.*

3. *If all the participants have already a business idea, you can choose to let them work individually on their financial plans.*

4. *It can be a good idea to do the exercise "Basic Terminology" before this activity.*

5. *Ensure that the participants understand the budget is not a static, but rather dynamic.*

↓ Downloads

Scan the QR code to download the necessary materials for this method:

Budget Template

📎 Supportive Materials

Budget Template

Month	Expenditures						Income						Balance	Break-Even
Month 1														○
Month 2														○
Month 3														○
Month 4														○
Month 5														○
Month 6														○

Your SWOT Analysis

17.

⏱ Duration

90 mins

👥 Group Size

10

🖼 Materials Needed

○ *Flipchart Paper*

○ *Markers*

⊘ Objectives

1. *To introduce SWOT analysis as a tool to identify strengths, weaknesses, opportunities, and threats in a business.*

2. *To give participants practical experience with developing a SWOT analysis for their business.*

ⓘ Instructions

1. Write SWOT on a whiteboard and tell participants that SWOT analysis is a tool that can be used to identify Strengths, Weaknesses, Opportunities, and Threats in a business or project.

2. Explain the participants that Strengths and Weakness are internal factors (e.g., resources and experiences), whilst Opportunities and Threats are external factors (e.g., economic regulations, economic trends, funding etc).

3. Give participants a brief explanation on how to develop a SWOT analysis. Emphasise that the results of the SWOT analysis should be used to make recommendations and/or strategies for the business.

4. Give the participants 25 min to develop a SWOT analysis for their business and, based on its results, propose recommendations/strategy to overcome weaknesses and threats identified.

5. When the time is up, ask several participants to share their analyses. Allow comments and questions from the floor to improve their SWOTs and strategies.

○ *After giving the examples of each element, fill out together each part of the SWOT analysis to keep people focused and in line*

○ *Choose someone else business idea if not all participants have a business idea.*

🗨 Debrief

Conduct a debrief based upon questions such as:

1. *How can a SWOT analysis be helpful for your business development?*

2. *When should a business make a SWOT analysis?*

3. *Is a SWOT analysis a static result?*

4. *What did you learn while working on your SWOT analysis?*

5. *What surprised you the most from your SWOT analysis?*

☆ Tips for Facilitators

○ *Search for easy SWOT templates to make them easier to understand*

○ *Give good examples from each element that creates the SWOT analysis so to give a good explanation to the group.*

Risk Assessment

18.

🕐 Duration

60 mins

🐾 Group Size

4+

🖼 Materials Needed

○ Flipchart paper

○ Markers and Post-it notes (for each participant)

○ Projector and computer (optional)

⊘ Objectives

1. *To support the participants identifying risks connected to their business.*

2. *To support the participants in choosing what risks to address.*

3. *To facilitate development of measure to reduce risks and their impact.*

⚙ Preparations

1. *Prepare to project the Risk Assessment Graph (see Supportive Materials). Alternatively, draw the graph on a whiteboard/flipchart paper.*

⚠ Instructions

1. Ask the participants to think about risk connected to their business. Ask the participants to write down the risks on post-it notes (one risk per paper).

2. Give the participants a flipchart paper and ask them to draw the graph in *Supporting Materials* and to place their risks in accordance with a. how likely it is to happen and b. how big impact it will have if it happens.

3. Ask the participant to address the risks placed in the red area of the graph and for each risk phrase proposals on how:

a. *The impact of risk can be reduced*

b. *The likelihood of risk can be reduced*

NOTE: Risk cannot be eliminated only reduced.

4. Ask the participants to present in plenary their findings. Allow comments and questions from the floor.

💬 Debrief

Conduct a debrief based upon questions such as:

1. *What did you learn from this activity?*

2. *Why is it important to assess risks in a business?*

3. *Are the results of a risk assessment static?*

4. *When a risk assessment should be made?*

5. *Should the results of a risk assessment obstruct entrepreneurs from pursuing their business?*

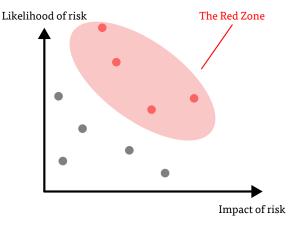6. *How should the results of a risk assessment be used?*

7. *What did you learn about your business by making the risk assessment today?*

8. *What steps will undertake as a result of your risk assessment?*

☆ Tips for Facilitators

○ *This exercise can be done in groups.*

📎 Supportive Materials

The Risk Assessment Graph

Sustaining Me!

19.

⏱ Duration

45 mins

👥 Group Size

4+

🖼 Materials Needed

○ *Large sheet of paper*

○ *Pens, Post-it notes*

○ *Projector and computer*

⊘ Objectives

1. **To find ways of developing one creative idea into different revenue streams.**

2. **To come away with ideas for how an artist can sustain their creative business.**

⚙ Preparations

1. *Identify an imagine of an artist (e.g., a dancer, a painter etc).*

2. *Prepare to project the video "Don't compromise your art – Improve your business" (Kurt Schröder, TEDxPretoria).*

⚠ Instructions

1. Play the video "Don't compromise your art – Improve your business" (Kurt Schröder, TED,

○ *https://www.ted.com/talks/kurt_schroder_don_t_compromise_your_art_improve_your_business)*

2. Project/show the chosen image of an artist and ask the participants to discuss how the artist can utilize their skill to diversify their product/services (see Example no. 1 in Tips for Facilitators).

3. Ask the participants to take 1 minute to think about their own creative skill/business (the facilitator can share Example no.2 in Tips for Facilitators) and ways to diversify their business.

4. Pair the participants and ask them to come up with three suggestions to diversify their own business.

5. Bring participants in a circle and ask several of them to share the ideas they came up with.

💬 Debrief

Conduct a debrief based upon questions such as:

1. *Do you have a better understanding of the revenue potential of your creative business?*

2. *Do you have ideas for how you can create different revenue streams from your creative skill/service?*

3. *How the revenue streams in a business can be diversified?*

4. *Is it important to have diverse revenue streams? Why/why not?*

5. *What steps will take to diversify the revenue streams of your business?*

☆ Tips for Facilitators

Example no. 1

○ *A dancer who wants a career as a dancer but cannot sustain themselves by performance alone; the dancer identifies groups such as older people who want to learn to dance, single people want an opportunity to meet others etc. and offers them dance classes.*

Example no.2

Artist trying to sell their artwork/drawing:

○ *Sell original artwork = £350 (collectors only);*

○ *Make prints of original artwork £10 x 50=£500 (minus cost of printing) (more affordable);*

○ *Monthly artwork subscription, made into prints x 50 @£10 x 12 = £6,000 (minus cost of printing) (affordable, commitment to investing in artist);*

○ *Residency to make new artworks = £1,200 (art gallery/funder);*

○ *Gallery showing of new artworks = £500 (art gallery);*

○ *Back to beginning of cycle.*

Fund Me for Good

20.

⏱ Duration

90 mins

⚇ Group Size

4+

⊡ Materials Needed

- ○ A3 flipchart papers, markers

⊘ Objectives

1. *To get a deeper insight upon fundraising*

2. *To gain skills upon how to make fundraising campaigns*

⚙ Preparations

1. *Familiarise yourself with various fundraising methods and understand strengths and weaknesses of each.*

2. *Prepare some example of local fundraising campaigns to use in step 2 in the activity.*

⚠ Instructions

1. Let the participants think about and define the term "fundraising". Conclude with the definition below ensuring the groups have the same understanding upon the term:

"The process of getting money from investors to invest in particular projects." (Cambridge Dictionary).

Stress that in fundraising it is important to emphasise the value offered by the business and what they give back to their investors.

2. Ask the participants to give examples of fundraising campaign they know of and methods to fundraise. Conclude by introducing the participants to most common but also innovative fundraising methods in your local context (e.g., campaigns on social media, gofundme. com, kickstarter.com, vaki.com, applying for funds, cold calls etc.)

3. Divide the participants in groups of 3 or 4. Ask them to choose one of their business ideas or creative projects to raise funds for. Further to this, ask the participants to design a fundraising campaign by:

○ *Clarifying the sum of money they need to raise.*

○ *From whom they will raise these funds.*

○ *What is their value proposition.*

○ *What method(s) they will use in their campaign.*

○ *What will they give back to their investors.*

Make the participants aware that they will have to act out one of their fundraising methods in plenary (e.g., for kickstarter.com – the groups would have to make the profile online and present it in plenary, for cold calls – they will act out how to make these calls; writing to different organisations – they will write an imaginary e-mail and present it plenary etc).

4. Give each group five minutes to present the details of their fundraising campaign and exemplify one of the methods chosen for their campaign. Allow questions and comments from the floor.

💬 Debrief

Conduct a debrief based upon questions such as:

1. *What is your today's most important lesson?*

2. *How did you choose the methods for your fundraising campaign?*

3. *How did you choose your target audience (potential investors)?*

4. *What was the most difficult in designing your campaign?*

5. *Are all the fundraising methods suitable to any project/business? Why/why not? Give concrete examples.*

6. *Is a fundraising technique more suitable to a particular audience than others? Give examples.*

7. *Which fundraising method(s) do you think is best suited for your business? Why so?*

☆ Tips for Facilitators

○ *If there is sufficient time, ask the participants to consider and choose one project/cause for which they would like to fundraise. Divide the participants in groups and ask them to go out and get direct fundraising from the people. The group which collects the most money within a given timeframe wins. Debrief on the strategy chosen by the groups to collect the funds.*

○ *Follow-up on this activity, by introducing the participants to Elevator Pitch and let them practice pitching for their business idea. See for inspiration Equal Start. Trainers' Guide for Entrepreneurial Education, Day, 3, Session 2: Pitching, page 23: http://intercollege.info/wp-content/uploads/2020/02/Equal-Start.-Trainers-Guide-to-Entrepreneurial-Education.pdf*

Stronger Together

🕐 Duration

120 mins

👥 Group Size

4+

🖼 Materials Needed

○ *Flipchart papers*

○ *Speed Date Sheets and pens (one per participant)*

○ *Projector and a computer*

⊘ Objectives

1. **To understand what a competence is.**

2. **To identify entrepreneurial competences.**

3. **To build partnership and/or collective business with colleagues from the creative sector.**

⚙ Preparations

1. *Familiarise yourself with the European Entrepreneurship Competence Framework (EntreComp) (see links under Further Information).*

2. *Prepare to project the EntreComp framework.*

3. *Write each competence contained by EntreComp on top of flipchart papers and display them on the walls in the activity room but keep them covered until you reach step 4 in the activity description.*

4. *If available, prepare a separate space for speed dating (e.g., set up tables and chairs).*

⚠ Instructions

1. Conduct a plenary discussion by asking participants to define "competence" and what makes one "competent". Conclude by explaining to the participants that "competence" is widely defined as the combination of three key elements: skills, knowledge, and attitudes. Ensure that the participants understand the differences between the three elements.

2. Continue the plenary discussion by asking the participants to name competences (skills, knowledge and attitudes) that an entrepreneur should have. Write the participants inputs on a whiteboard/flipchart paper.

3. Introduce the participants to the 15 entrepreneurship competences contained by EntreComp. Revisit the competences named by the participants earlier and compare them to EntreComp – have the participants named them all, have the participants named any competences not included in EntreComp? etc.

4. Tell the participants that the 15 entrepreneurial competences are written on the flipcharts on the wall.

Give the participants 20 minutes to go around the room and write their names under those competences they identify themselves with.

5. When the time is up, give the participants 10 min to think back on their business idea and identify what competences they would like to bring in as to develop their business. When the time is up, ask the participants to go around the room again and identify the people who have those competences they are looking for. Give them the Speed Date sheet (see Supportive Materials) and ask them to arrange meetings with the persons identified.

6. Conduct a speed dating in which the participants meet the persons they have agreed to meet. Explain to the participants that the purpose of the speed dating is to introduce each other their businesses, how they can support each other based on the competences they have/need. Allocate a slot of 10 min for each hour of the Speed Date Sheet.

7. At the end of the speed date, ask several participants to present in plenary some of the discussions they had, and conclusions/partnerships made.

💬 Debrief

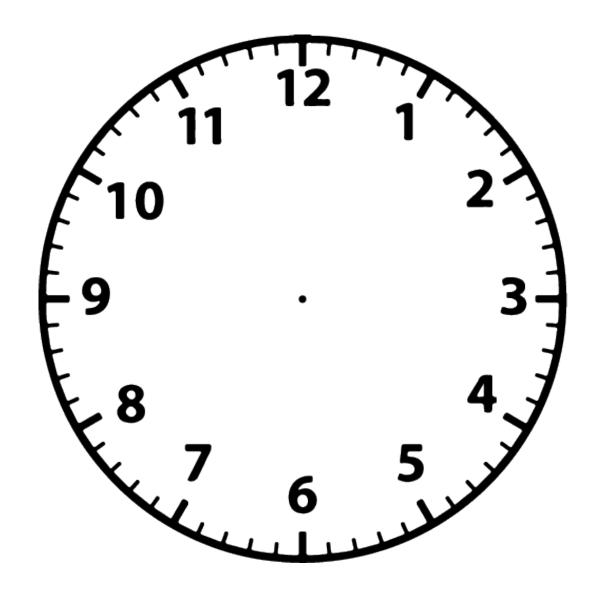**Conduct a debrief based upon questions such as:**

1. *Has the activity altered your view on what a "competence" means?*

2. *What would you define as the most important competences an entrepreneur should have?*

3. *Should an entrepreneur have all entrepreneurial competences discussed today?*

4. *Why is networking important?*

5. *How entrepreneurs can support each other?*

6. *Should entrepreneurs support each other? Why/ not?*

7. *What benefits can result from entrepreneurs supporting each other?*

8. *What ideas they got from today's activity on how to support your business through an alliance with another entrepreneur?*

ⓘ Further Information

○ *European Commission, Employment Social Affairs & Inclusion, The European Entrepreneurship Competence Framework (EntreComp), https://ec.europa.eu/social/main.jsp?catId=1317&langId=en*

📎 Supportive Materials

Speed Date Sheet

Case Studies

Case Studies

A delicate and creative dandelion

Claudia Gomez, an artist from Colombia, showed from a noticeably young age an entrepreneurial spirit that, combined with her passion for design, led her to decide that surface design was the field she wanted to work in. During her bachelor's studies, Claudia co-created Blasto Clasto – a company that was designing brands for other companies and people.

After several months working at Blasto Clasto, Claudia realised that working in design for other people puts limits to her creativity. Claudia's desire to apply her knowledge in this field and create a product that people could wear and like led her to launch her own brand: Diente de León - a stocking business that was born from the desire of using skirts without the discomfort that women feel when wearing this type of clothing. With her stockings, Claudia wanted to convey protection and empowerment while also adding a fun accessory in a daily outfit.

Diente de León achieved great commercial success and important recognition. The business grew organically and became well established, allowing Claudia to work with several well-known Colombian fashion designers to create stocking that complement their collections.

Claudia's passion for imprinting and developing surfaces led to the transformation of Diente de León to DDL Surface Lab. Today, her business has expanded to designing different types of fabrics for designers' collections in Colombia as well as providing design and printing consultancies to her clients.

Learn more about to DDL Surface Lab at
https://www.instagram.com/ddlcreative_consultant/

From cinephile to filmmmaker

Edwin Daniel Díaz was born in Bogotá, Colombia. His childhood was filled with stories of adventures depicted in movies his parents used to rent. His health condition held him back from going outside. During holidays, films were the source of entertainment, and, with time, this distraction grew in something much bigger.

Today, his childhood passion became his work. Edwin is a filmmaker, producer, and entrepreneur in Bogotá. His professional path officially started when he was a student of Audiovisual and Multimedia production. There he learnt to work with a range of graphic tools allowing him to develop his ideas independently: writing his scripts, programming web pages, and producing his films.

Edwin realized from an early stage in his career that he was not interested in making festival or cult films that only reach a few people. He prefers more commercial films that can reach a larger audience. That is how he created La Villa Producciones, an agency for filmmaking, commercials and videoclips production. With his business, Edwin wants to give the clients high-quality videos, with international standard and cinematographic look as well as an experience that will create trust between the clients and the business.

Learn more about Edwin's work at
https://lavillaproducciones.com/

The experimental art of Risograph

Craig Proud, an artist from Nottingham, UK, has always been fascinated by handcraft prints. During college, he experimented with Darkroom printing, but soon realised that this was a limited technique that could not really portray the extent of his creativity. In a search for better ways of expressing his art, Craig stumble across Risograph, a machine that looks and superficially works similarly to a photocopier, but instead of toner it uses real ink that needs drying.

After years of experimental prints and conceptual books, in 2015 Craig and his friend Ben founded their own studio: Dizzy Ink - a print, design, and creative workshop studio in Nottingham. There, they facilitate the design and production of artist books, exhibitions, and educational activities. Craig vision for Dizzy Ink is to be a studio where people can print their creatives work and learn how to work with Risograph while using environmentally friendly materials and processes.

As any other entrepreneur, Craig found challenging the process of creating and running a business, but his passion for printing art pushed him forward to take training courses on how to operate a successful business. Today, Dizzy Ink is the most prolific artistic enterprise in Nottingham.

Learn more about Dizzy Ink at:
http://www.dizzyink.co.uk/

Storytelling through photography

Lamar Francois is a photographer and entrepreneur from Nottingham. Growing up, Lamar has always seen his family using photography to document events and achievements. Yest, it was not until he started studying Mathematics at Nottingham university that Lamar discovered his real talent and love for photography.

Every day during his studies, Lamar would take his digital SLR camera and walk around Nottingham to capture the dynamics of the city. His passion for photography was recognised by the Nottingham Young Creative Awards and his work was chosen for exhibition alongside nationally recognised photographers. It also motivated him to participate in a mentoring programme with the Prince's Trust about building a business.
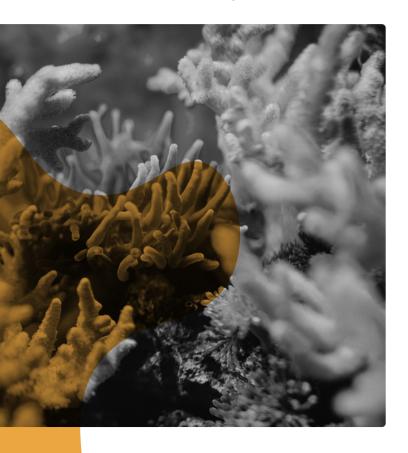
It was after all these experiences that Lamar decided to create his own studio in 2017. Pictured by Lamar is a studio that makes candid documentary photography for art, cultural and heritage clients as well as images documenting the built environment for architects and engineers.

On his business process, as many other photographers, Lamar faced the challenge of developing a distinctive craft that will stand out and be valuable. He overcame this by putting emphasis on marketing and networking, proactively reaching out and building relationship with clients over time that trust in his art.

Learn more about Pictured by Lamar at:
https://www.picturedbylamar.co.uk/about/

The sculptures of a life passion

Rafael Larios grew up in Honduras. He dedicated his life to learning techniques in virtual arts. His work is inspired by the social development of the region he lives in. With mixed techniques and abstract language, he transforms his reality into art. Over the course of twenty years, Rafael has developed commercial art projects and participated in different national art biennials and offered workshops on artistic representation. His passion for art, motivated him to start Recrea, a visual art studio that develops High Relief Sculptures inspired by coral reef and marine biodiversity. Recrea also offers workshops on artistic representation and courses on art history and visual arts as well as consultancy for different environmental organisations.

Rafael's vision is to open a participatory art museum in which Honduran children and youth are the protagonists in the process of founding, growth, and development. To realise his vision, Rafael partnered with consulting and digital marketing companies to create a national youth audience that can validate the various programmes part of the museum strategy.

Learn more about Recrea at:
https://www.instagram.com/recrea_coralino/

Hondu

The climbing stairs of a filmmaker

Julia Herrera, also known by her artistic name as Jules Carolina, is a feminist filmmaker born and raised in Tegucigalpa, Honduras. From production assistance to filmmaker, Jules has done all the jobs that filmmaking implies inspiring her to create innovative audio-visual products and films that challenges the films created by the Hollywood film industry. Her motivation to create something unique has given films like Una Cierta Nostalgia and Espiral.
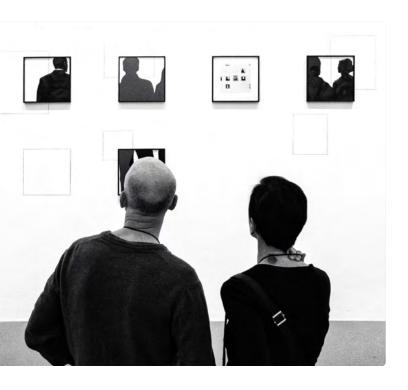
Her success with both films led to requests of audio-visual production from major NGOs. This inspired Jules to launch her company Arte es Vida Producciones in 2020. Her business produces fiction and non-fiction cinema as well as documentaries, advertising, and other products for private companies.

As many other companies created in 2020, Arte es Vida Producciones had to face the challenges of Covid-19 pandemic. Nevertheless, through Jules's commitment to her passion and the support of her team, the company's work extended to social media workshops about filmmaking and audio-visual design.

Learn more about Arte es Vida at:
http://www.artevidaproducciones.com/

A space for creative minds

Growing up in Aalborg with painting and drawings, Frida started to express herself from a young age through art. The older she got, the more serious she was about becoming an artist. Traveling around the world and getting inspiration for different cultures, Frida started working with Aalborg Municipality painting beautiful murals around the city. Her time there, opened her eyes to the idea of creating her own art studio, a place where she could fit and be herself while also building a space where young artist could be able to show their creatives minds.

In 2020, Frida and Alessandro, another Danish artist, opened North Urban Art Studio, a secondary home for talented artist and entrepreneurs, a spot for inspiration and creativity. Her studio gathers a unique and youthful art community in Aalborg, where people have a place to come along and enjoy art. Additionally, Frida offers workshops and collaborates with other organisation and companies.

Learn more about North Urban Art Studio at:
https://www.northurbanartstudio.com/

Denmark

A universe of Trolls

Thomas Dambo, and artist from Denmark, grew up listening to people talking about this mythological scary, violent, and ugly creature: the troll. But in his world, the trolls were more than that, they could be playful, kind, and beautiful. They could grow from nature and take unique faces, postures and have different background stories.

As a student at Denmark's Design School Kolding, he got the idea to make birdhouses out of recycled wood for a project he called Happy City Birds. The techniques learnt during this time inspired Dambo to continue his work with wood but instead of birdhouses, he combines his love for trolls and nature and create his universe of trolls.

By using scraps from a nearby lumber yard and debris from fallen trees, Dambo carves the characteristics postures and faces of trolls, turning trash into something that will open people's eyes and minds.

Since 2014, Thomas has created dozen of the wooden, folklore-inspired creatures that found home in greenspaces and parks around the world, showing the world that it is possible to create something charming out of recycling elements.

He involves his surroundings through workshops or by helping people make their own small part of the big projects that he is working at. By doing this, he hopes to inspire others to play with the world's leftovers, see their potential and have fun.

Learn more about Thomas Dambo art at:
https://thomasdambo.com/

✎ Your Notes

Your Notes

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