



YETC

YOUNG ENTREPRENEURS IN TIME OF CRISIS

ERASMUS-YOUTH-2021-1-BG01-KA220-YOU-000028893
TRAINING TOOLKIT ON ENTREPRENEURSHIP



Co-funded by
the European Union



YETC

YOUNG ENTREPRENEURS IN TIME OF CRISIS

ERASMUS-YOUTH-2021-1-BG01-KA220-YOU-000028893

TRAINING TOOLKIT ON ENTREPRENEURSHIP

PRODUCED BY:



European
Association for
Adult
Development



S F E R A
INTERNATIONAL



yetcproject.eu

Disclaimer:

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Commission. Neither the European Union nor the granting authority can be held responsible for them.

INTRODUCTION

The field of entrepreneurship experienced both disruptions and opportunities during the Covid-19 pandemic. Even though not a conventional sector of the economy like healthcare, manufacturing or finance, entrepreneurship still underwent significant changes during, after and before the crisis. With rising levels before the pandemic, entrepreneurship was increasing globally, with more and more people starting their businesses.

However, the pandemic disrupted the upward trend, causing significant challenges and setbacks in the field. For a certain period, it limited and restrained the number of people starting their ventures by forcing them to abandon their current pursuits and pressuring many already working businesses to either close down or pivot fundamentally to stay afloat.

Even though a disaster for some and a chance for others, what came after the initial havoc of the Covid-19 crisis in early 2020, paradoxically and counterintuitive, was a surge in start-ups across the major economies as entrepreneurs sought to respond to the dynamic environment, and laid-off workers launched their ventures. Data shows that most new business ventures were registered and started in late 2020, breaking records in some countries, such as France and Germany.

Notwithstanding, there is no denying that economies worldwide experienced a sharp fall in the early stages of the pandemic. When disentangling the good from the bad, data from the Financial Times suggests that recovery is on the way. Many people have spotted and also successfully implemented business opportunities brought about by the Covid-19 restrictions [1]. This leads to suggest the importance of entrepreneurship, especially when countries are dealing with economic recessions, is part of the societal force that acts as a spark plug that not only stimulates economic activity and business growth but also acts as a catalyst for innovation and creativity.

Owing to this cause, the development of this toolkit aims to inspire the entrepreneurial mindset among its participants and facilitate youth activism that can offset some of the challenges of Covid-19. In other words, through this toolkit, we hope to inspire and motivate young people and youth workers to realise their ideas and initiatives through entrepreneurial vision and active participation.

Having said that, this toolkit aims to familiarise the reader with education tools, such as different NFIL methods, games and activities, specifically tailored to the needs and preferences of young entrepreneurs, youth workers, mentors and trainers. The presented thirty tools below are designed to foster an entrepreneurial mindset and provide participants with a better understanding of what the entrepreneurial process entails and how an idea comes to fruition, but also to encourage outside-of-the-box thinking and inspire change.

The educational tools are categorised in a way that follows a natural progression from general to cultural, social, green and digital entrepreneurship chapters. The five categories encompass and detail six different training activities. Youth workers and young people would develop abilities such as problem-solving, effective communication and leadership, and competences in creative, analytical, strategic and innovative thinking.

[1] [Pandemic triggers surge in business start-ups across major economies | Financial Times \(ft.com\)](https://www.ft.com/content/2020/12/15/pandemic-triggers-surge-in-business-start-ups-across-major-economies)

As an essential driver for economic growth and social development, entrepreneurship is also becoming more and more recognised by young people not only as a means to achieve their goals and create a positive impact in their communities but also as a vessel for self-expression that is both meaningful and value-creative. However, the process of entrepreneurship can be challenging, and many young entrepreneurs and youth workers may feel unsure of how to navigate in this environment due to inexperience, uncertainty or lack of confidence.

As an educational resource and a response to the issues detailed above, this is where and how this training toolkit comes into place. It provides a collection of different NFIL activities and methods specifically designed for young entrepreneurs and young people to overcome the uncertainties of the pandemic and mobilise them to create positive change with their entrepreneurial ideas.



In this chapter, the reader can become familiar with the world of entrepreneurship. With the help of the six training tools explained below, young people can investigate the key concepts and practices of entrepreneurship, from learning about the differences between entrepreneurship and employment to knowing about various business aspects in the field and identifying business opportunities.

The purpose of the activities is to motivate and inspire research in the entrepreneurial domain, providing a solid foundation for further exploration and growth. In this way, youth workers and young people can gain a deeper understanding of the general entrepreneurship landscape and develop the necessary skills to turn their ideas into successful ventures.

1 Entrepreneurship vs. Corporate Job

Skills & concepts targeted	<ul style="list-style-type: none"> • Soft and negotiation skills • Critical thinking skills • What is entrepreneurship? • What is a corporate job?
Objectives	<ul style="list-style-type: none"> • To develop critical thinking • To understand the dynamics of both entrepreneurship and corporate work • To cultivate self-confidence to express personal opinions
Materials needed	Statements on paper or spoken out, flipchart papers, a timer
Duration	30 Minutes
Number of participants	Any group size
Target Group	Young people, youth workers

Description

In this activity, the trainer asks the participants to choose whether they wish to be entrepreneurs or work for a corporation. Once participants make their choice, they are asked to gather in two groups that have been formed (entrepreneurs and corporate workers) and come up for 7 minutes with as many PROs as possible regarding the other group.

For example, the participants that chose to be entrepreneurs have to come up with as many PROs for working in a corporation and vice versa the other participants who chose to be corporate workers have to come up with as many PROs as they can for being an entrepreneur.

Debriefing questions

- Was it difficult to choose which side to participate in this activity?
- Was it surprising to see the number of people choosing either of the two sides?
- Why do people hold different opinions?
- Did anyone change their mind during the discussion?
- For those who did not change their opinion in the discussion, was there any purpose in talking through these issues? Can they imagine any PROs that might persuade them to change their views?

Source: Developed by FECE in the context of the YETC project.

Skills & concepts targeted	<ul style="list-style-type: none"> • S.W.O.T. an crisis management • Analytic and critical thinking • Problem-solving and innovative thinking • Public speaking
Objectives	<ul style="list-style-type: none"> • To foster participants' ability to critically evaluate the various business aspects • To deepen participants' knowledge and ability to use various tools for business • To foster various soft skills needed for entrepreneurs
Materials needed	Handout Imaginary Business
Duration	90 Minutes
Number of participants	Any group size
Target Group	Youth workers, aged 18-35

Description

The activity is divided into two parts: in the first part, participants will get familiar with the S.W.O.T. analysis, while during the second part of the activity, they will be encouraged to adapt the analysis and business idea according to the given obstacles – hypothetical scenarios.

Part 1

Divide participants into three groups, and give them one scenario (handout Imaginary Business). Groups will have 45 minutes to create a S.W.O.T. analysis for their business. While doing that, inform the participants that they can develop a more concrete idea than the one provided.

TIP: You can ask them to organise their group into the departments: administrative staff, social media managers, responsible for human resources, etc.

After preparing the S.W.O.T. analysis, they will need it to present the idea to the other participants

Part 2

After the presentations, the facilitator will introduce the hypothetical scenario:

Your company's system was hacked. You lost all the data you have collected over the years. Now, you have no access to your website, social media account, or customer database. What would you do?

Ask participants to create a crisis-management plan. The S.W.O.T. analysis they have made before should be the basis for the crisis-management plan. If the groups have created the departments in the first part of the activity, each department should provide the steps to overcome the crisis in their departments. After 30 minutes, each group will present their crisis-management plan.

Debriefing questions

- Why is the S.W.O.T. analysis important for businesses? How does it help to ensure the effectiveness of the business?
- What was easier to indicate: Strengths, weaknesses, opportunities, or threats?
- Were you able to use your strengths in the given crisis?
- What are the steps most important in crisis management?

Source: Developed by EKO in the context of the YETC project.

Handout Imaginary Business

1. In 2019, you opened an NGO working with Erasmus+ projects. As a newly established organisation, you are seeking new partnerships and mostly working on youth exchanges and training courses. The database of young people and other NGOs all around Europe, as well as the dissemination of your activities on social media, is one of the most vital aspects of your work. Moreover, you have a strong network on the local level.
2. In 2023, you open an organisation, which provides bike rental services online. Your business concept is new and attractive, people can rent the bike on your platform, and you deliver the bike straight to their door! Moreover, you provide 24/7 customer service!
3. In 2015, you started a business in the green sector: from cans lying on the pavements, you are creating jewels (aluminium rings, necklaces, and bracelets). You started selling your creations on Instagram, and thanks to the success of your business, you opened a digital shop.

3

What Is Entrepreneurship?

Skills & concepts targeted	<ul style="list-style-type: none">• Research and critical thinking skills
Objectives	<ul style="list-style-type: none">• To identify and compare different definitions of entrepreneurship from various social media sources.
Materials needed	Devices, which allow connecting to the internet (smartphones, laptops, computers etc.), pens, markers, flipchart papers
Duration	90 Minutes
Number of participants	10 – 30 people
Target Group	Young entrepreneurs, youth workers, young people

Description

Participants are asked (in small groups) to find the definition of entrepreneurship on well-known social media (YouTube, TikTok, Facebook, Instagram, etc.).

They have 40 minutes to research and prepare a presentation on the given topic for other participants.

Each group have 5 minutes for their presentation. They can use flipchart papers to make it visual and more attractive for the rest of the participants.

At the end of the activity, the facilitator leads a group discussion about the differences in the perception of entrepreneurship on different online platforms and where these differences come from.

Debriefing questions

- How did the differences in the presentation of entrepreneurship on different social media platforms influence your perception of the concept?
- What factors do you think contribute to the varying portrayals of entrepreneurship across social media platforms?
- Can you identify any potential biases or limitations in the information presented on social media platforms regarding entrepreneurship?

Source: Developed by FII in the context of the YETC project.

Skills & concepts targeted	<ul style="list-style-type: none"> • Active listening: the participants must pay close attention to the descriptions given by their peers to correctly identify the object or image being described • Effective communication: the participants must learn to communicate clearly and effectively, using descriptive language and avoiding ambiguous or vague terms • Creative thinking: the participants must use their imagination and creativity to come up with effective descriptions of the object or image • Problem-solving: the participants must work together to identify and solve communication problems that arise during the game
Objectives	<ul style="list-style-type: none"> • To develop effective communication skills • To improve active listening skills • To enhance creativity and imagination • To encourage problem-solving and teamwork
Materials needed	Database of challenges and activities suggested by European School-net or JA Europe's Green Entrepreneurship Challenge, paper and pens, timer, laptop or tablet with internet access for presentation of success stories
Duration	Depends on the number of objects or images selected and the time spent on description and comparison
Number of participants	2 – 20 people
Target Group	Young people, youth workers

Description

The facilitator selects an object or image and shows it to only one participant in the game. The facilitator can adapt the game to specific contexts if using objects or images related to a particular field or theme.

The participant who has seen the object or picture should describe it without naming it directly, using only detailed descriptions. The other participants should listen carefully and try to understand what it is.

At the end of the description, the other participants should put forward their hypotheses as to what the object or image might be. The participant who described the object will then have to reveal the actual object or image.

Participants who have guessed are awarded one point. The game can be repeated with new objects or pictures.

Examples:

- Describing a car without naming the make or model.
- Describing a plant without naming it.
- Describe a work of art without naming the artist.
- Describe an animal without naming the species.
- Describe a landscape without naming the location.

The facilitator might say, “Describe this scene without naming the place: there is a crystal-clear sea stretching to the horizon; on the beach, there are some straw umbrellas and some deckchairs; the waves of the sea break on the fine white sand”.

Debriefing questions

- Was it difficult to communicate an object or image without naming it?
- Have you found challenging to keep your focus on the presenters?

Source: Developed by DEMOSTENE in the context of the YETC project.

5 Discovering Different Types Of Entrepreneurs

Skills & concepts targeted	<ul style="list-style-type: none"> • A better understanding of different types of entrepreneurs and their characteristics • Be able to identify the types of entrepreneurs • Learn about the challenges faced by different types of entrepreneurs and how they approach entrepreneurship
Objectives	<ul style="list-style-type: none"> • To help participants understand and identify different types of entrepreneurs, their characteristics, and how they approach entrepreneurship
Materials needed	Paper, pens, presentation slides or a whiteboard
Tools, sources	Handout Types of entrepreneurs
Duration	60 minutes
Number of participants	4 – 20 people
Target Group	Young people

Description

Introduction (5 minutes): The facilitator introduces the topic of entrepreneurship and explains that there are different types of entrepreneurs. The facilitator briefly describes each type of entrepreneur: the dreamer, the independent, the pro-failure entrepreneur, the net generation entrepreneur, the family guy, the vocational careerist, and the designer entrepreneur.

Type Identification (10 minutes): Participants are asked to write down which type of entrepreneur they are most similar to, based on the descriptions given. They should explain why they believe they fit into that category.

Group Discussion (15 minutes): Participants are divided into small groups to discuss the type of entrepreneur they identify with. They are asked to share their reasons for identifying with that type and to discuss any challenges they may face as an entrepreneur based on their type.

Case Study Analysis (20 minutes): The facilitator presents a case study of a successful entrepreneur and asks the participants to identify which type of entrepreneur they think this person is most similar to, based on their characteristics and approach to entrepreneurship. The group discusses the case study and shares their insights.

Reflection and Conclusion (10 minutes): The facilitator leads a reflection exercise where participants share what they learned about themselves and entrepreneurship during the activity. The facilitator summarises the different types of entrepreneurs, their characteristics, and how they approach entrepreneurship.

Debriefing questions

- Which type of entrepreneur do you think you are, and why?
- What characteristics do you think successful entrepreneurs share, regardless of their type?
- Can you think of any famous entrepreneurs who fit into one or more of the categories we discussed?
- How do you think the type of entrepreneurship you chose to pursue can impact your business strategy?
- What industries or areas do you think are particularly suited to each type of entrepreneurship?
- What challenges do you think entrepreneurs in each category may face, and how might they overcome them?
- Can you think of any examples where different types of entrepreneurs have collaborated or worked together on a project?
- How might understanding the different types of entrepreneurs help you identify potential collaborators or partners for your business?
- What are some potential benefits and drawbacks to each type of entrepreneurship?
- How might the current economic and social climate impact the success of different types of entrepreneurs?

Source: Developed by AEDA in the context of the YETC project.

Handout Types of Entrepreneurs

The Dreamer

The dreamer is the type of entrepreneur who knows what he wants even from the beginning; more specifically, he knows what motivates him before launching a project on his own. He dreams of concrete and tangible things. A fancy villa with a big pool is his dream. After all, do not judge!

The dreamer always finds an easier way in life and identifies himself alone with the answer to this question. For some dreamers, it might be better to continue their parents' business, yet for others, it might be better to start a fresh one. You will never see a dreamer get someone's cash, a car, or a house for his own business, as they will want to build their lives just like other successful entrepreneurs did. Only this way will they be totally satisfied with what they obtain.

The Independent

A 100% autonomous entrepreneur, he is the one who believes the vast majority of the business plans are worth not even as much as the Excel file he wrote them in. He considers the business plan a collection of big, empty words and appreciates that the back of a napkin is sufficient to describe his business strategy. The independent continuously manifests an entrepreneurial mentality and that of an employee. If you have not reached that level of entrepreneurial thinking, you can do it as you prepare your business plan. Only the independent, meaning the one that assumes the chief and the spine of the business status, hates predictability and preparing each step ahead, always preferring the back of the napkin instead of some Excel tables.

Pro-Failure Entrepreneur

He encourages failure as an option, and he is an optimist. Meaning he is one of those 50% of entrepreneurs who think our society and culture are encouraging for them, yet he does not find himself in the group of those that say failure is perceived as a learning opportunity (12%). As Ernst & Young say, this kind of entrepreneur considers that failure is not an obstacle for future business projects, and it is not even an indicator of a lack of competence. Even more, he perceives entrepreneurship as reporting himself to anything dangerous possible, his essential argument being that entrepreneurship is not for everyone, thus it is a must to understand the risk objection even before you start hoping that you can launch yourself into business. The pro-failure entrepreneur has learned to accept failure and take it as something natural and normal that happens. He understood on his own that innovation takes place, especially in organizations that assume risks after having refined the quality of moving on.

Net Generation Entrepreneur

The main characteristic of the present generation of young people who didn't pass their 30s is the fact that it is the first one that was raised digitally. Submerged in bits, this type of entrepreneur perceives the digital as an integrated part of his natural habitat. As it came out from published research within the "Net Generation book" (probably the British ones had their hands on this one also), digital entrepreneurs are more intelligent, faster, and more tolerant regarding diversity compared to their ancestors. At the same time, they are very preoccupied with justice and the problems their society is confronting. These young people start to transform modern life's institutions. Starting with the jobs to the market, from the education policies to the family, the basic unit of each society, they replace a control culture with a performance culture. They make their business plans very detailed, put them into practice, and develop them while waiting for profit. In the last few years, this new trend has become noisier and noisier.

The Family Guy

No, not the cartoons, but the entrepreneurial ones. Before everything, entrepreneurs believe in their families. Even if some fall apart, the entrepreneurs' families form one of the biggest bases for professional success. Especially at the beginning of a business, family members are the entrepreneur's closest supporters. These businesses made it despite the harsh conditions because they had a different strategy than the big corporations. Yet we also have stories of people who start their microbusiness on their own, without investments or employees, but with a well-defined idea of what they do.

Vocational Careerist

This entrepreneur runs a vocational-type business built around a passion, and through this company, the entrepreneur found a way to finance and live from pleasant activities. The key word is not growth or profit, but happiness. Of course, he will not deny growth or profit, but that is not why the company was open. A company built on certain abilities can evolve with time in three directions, and one of them is a career-type company if there is a real need for those types of services and if the entrepreneur allows an ambitious manager to come in charge. Most of the multinationals were at the beginning of the vocational businesses of some people, such as Thomas Edison, Bill Hewlett, Bill Gates, Harland Sanders, and many others. So, let's grow, expand, do, and move!

The Designer-Entrepreneur

Compared to the handicraft type (which develops something that already exists), the designer types the product or service with the consumer in the centre. He builds these things, starting with the question of whether they truly meet the needs of his clients. No matter the type of entrepreneurship that someone chooses, he needs to take into consideration that without the internet, it won't have any success. Even more, the future designer entrepreneur overcomes his language barriers, and his business is built on a large international scale. He can't do any more business without the Internet, not even a small bakery. Entrepreneurship is not only about money but also about what I can do better, that thing where I have an advantage compared to others, which is also my identity.

Skills & concepts targeted	<ul style="list-style-type: none"> • Negotiation skills • Communication skills
Objectives	The objective of the activity is to define entrepreneurship firstly by individual terms and then to slowly, by working in groups of two, four and eight, create one agreed definition.
Materials needed	A4 papers, flipchart
Duration	60 Minutes
Number of participants	15 participants
Target Group	Young people, youth workers

Description

This activity involves four rounds. In the first round, participants are asked to think by themselves, individually, about three concepts and words to define entrepreneurship. They will have 5 minutes for that part.

In the second round, participants pair with one another and have to discuss their concepts and create one agreed definition between themselves. They will have 10 minutes for this round.

In the third round, participants work in groups of four. They have to discuss the definitions created in the second round and create one agreed definition of entrepreneurship between them. They will have 15 minutes for that round.

In the last round, the participants are grouped into groups of eight and have to discuss the gathered definitions and create one agreed definition. They will have 15 minutes for that round.

Then each group (of eight) writes their definition on a flipchart paper, and the discussion follows.

Debriefing questions

- Was it difficult to create an agreed definition when working in small groups?
- Did you have overlapping definitions and concepts when working in small groups?

Source: Developed by FECE in the context of the YETC project.

CULTURAL ENTREPRENEURSHIP

In this chapter, readers will have the opportunity to learn about the tools that aim to explore the exciting world of entrepreneurship in the cultural sector. In the same way as in the previous chapter, through the use of six different learning activities, participants can dive into the key concepts and practices of cultural entrepreneurship and understand the role of culture in entrepreneurship and the role of entrepreneurship in culture.

In addition, participants will have the chance to learn how to identify opportunities for innovation and growth in this context and then be further inspired and motivated to dive deeper into the field.

7 Who Are The Players In The Music Industry

Skills & concepts targeted	<ul style="list-style-type: none">• Soft, negotiation and communications skills• Analytical thinking• Knowledge on the music industry and its functioning
Objectives	<ul style="list-style-type: none">• To develop analytical and effective communication skills• To develop creativity, organisational and time management skills• To understand who are the players in the music industry and the dynamics of consumption and production of music• To cultivate self-confidence to express personal opinions
Materials needed	A4 papers, pens, markers, flipchart papers
Tools, sources	Handouts with the different players in the music industry (Artists/ Songwriters, Producers, Record Label, Publishing Agency, Artists and Repertoire (A&R)).
Duration	70 minutes
Number of participants	minimum 15 people
Target Group	Young people, youth workers

Description

In this group activity, participants are separated into small groups of five and given handouts with the different roles and responsibilities of the players in the music industry.

Each small group represents one of the key players in the music industry: artists/ songwriters, producers, record label, publishing agency, artists and repertoire (A&R).

After the participants have read and understood the role of each player, they are asked to cooperate and create a musical project together that will be written, produced, published, and performed.

The participants, as groups of players, will have to work in a team, perform decision-making, and portray organisational and communication skills.

Debriefing questions

- Was it difficult to understand the roles and responsibilities that each player performs?
- Were there responsibilities that each group accepted but had not recognised before? How do they feel about this now?
- Were there some disagreements with the groups about the roles and responsibilities of each player?

Source: Developed by FECE in the context of the YETC project.

Handout Types of Players In The Music Industry

Producer

A person whose job is to oversee and manage the recording (i.e., “production”) of an artist’s [music](#). A producer has many roles that may include, but are not limited to:

- Gathering ideas for the project
- Selecting songs and musicians
- Coaching the artist and musicians in the studio
- Managing the recording sessions
- Supervising the entire process through [mixing](#) and [mastering](#)

Over the latter half of the 20th Century, producers have also taken on a wider entrepreneurial role, often with responsibility for the budget, schedules, and negotiations.

The scope of responsibility may be one or two songs or an artist’s entire album. In that case, the producer will typically develop an overall vision for the album and how the various songs may interrelate.

Artists and Repertoire (A&R)

The division of a [record label](#) that is responsible for talent-scouting and overseeing the artistic development of [recording artists](#) (singers, instrumentalists, bands, and so on) and [songwriters](#).

It also acts as a liaison between artists and the record label.

The representative is responsible for finding promising new artists for a record label or music publisher to sign.

Every activity involving artists to the point of album release is generally considered under the purview and responsibility of A&R.

Songwriter

Someone who writes the [lyrics](#) or music for songs or compositions. To further clarify, someone who writes only lyrics may be called a [lyricist](#), while someone who writes only music may be called a [composer](#).

Songwriters of the past commonly composed, arranged and played their songs. More recently, however, the pressure to produce popular hits has distributed responsibility among many people. Popular culture songs may be written by group members, but are now often written by staff writers: songwriters directly employed by music publishers.

Some songwriters serve as their [music publishers](#), while others have outside publishers (In this game the musicians will look to collaborate with publishers).

Record Label

Usually pays for the project and markets/promotes tour support.

Indie record labels (as opposed to major record labels) may be small, localised, and “[independent](#)” (“indie”), or they may be part of large [international media groups](#), or somewhere in between.

The largest four record labels are called major labels. A sub-label is a label that is part of a larger record company but functions under a different name.

Music Publishing

Music publishing is the owning and exploiting of songs in the form of musical copyrights.

“Exploiting a musical copyright” means that the owner of a particular composition (the music and the lyrics) is putting that song to use in a way that generates money in the form of:

- **Mechanical royalties** - a royalty paid to a songwriter whenever a copy of one of their songs is made.
- **Performance royalties** are paid by Performing Rights Organisations to songwriters and publishers for the public broadcast of music.
- **Licences for synchronisation** is an agreement between a music user and the owner of a copyrighted composition (song) that grants permission to release the song in a video format (YouTube, DVDs, Blu-ray discs).
- **Licences for sampling** - You need TWO different permissions to legally use a sample from an existing recording in your music: one licence for the usage of the master recording (which is often owned by a label) and one licence for using the underlying composition (which is controlled by the publisher/songwriter).
- **Print rights for sheet music** - to reproduce the copyrighted work in copies or phonorecords.

8

Beware Of Copyright Police

Skills & concepts targeted	<ul style="list-style-type: none">• Copyrights• Creative and critical thinking• Organisational skills and teamwork
Objectives	<ul style="list-style-type: none">• Develop awareness of copyright applicability• Raise awareness about intellectual property• Deepen understanding of the connection between the usage of cultural material and copyright protection• Foster creative and critical thinking
Materials needed	Smartphones, pen, papers, suitable material for theatrical play (at the discretion of facilitator’s choice)
Tools, sources	How to identify and clear copyright in collection items Europeana Pro Copyright Law Overview CLARIN ERIC Copyright Law in the EU Handout Copyright Police
Duration	90 minutes
Number of participants	20 people
Target Group	Young people, youth workers

Description

The activity is divided into two parts. The first one aims at raising awareness about cultural entrepreneurship challenges through a role-playing game, while during the second part, participants will have the chance to explore copyright policies, their applicability, and violations through theatrical play activity.

Part 1

Participants should be divided into 4 equal teams: 2 of the teams will represent cultural entrepreneurs/ event organisers, while the other 2 – ‘copyrights police’.

The general setting of the activity is:

‘The event organising companies (2 groups) are responsible for organising the events according to the specific clients’ requirements. Each group must follow the requirements of the client, and present a brief idea of the event. However, since the copyright rules are strict in the event-organising industry, the copyrights police (the other 2 groups) must issue permission for each event. If the copyrights police issue permission, the event organisers will be hired. However, only one (out of two) event can get permission’.

Steps:

1. Assign the groups their roles and specify the tasks for each group (Material No. 1).
2. Give all the groups up to 45 minutes to fulfil the tasks, indicated in Material No. 1.
3. After the groups accomplish their tasks, move on to Part 2.

Part 2

1. In this part, the cultural enterprises/ event organising companies will present their event idea as a theatrical play (3-5 minutes per group).
2. The copyright police will attend these events to indicate possible copyright violations. To facilitate the process of the investigation, the teams of copyrights police are suggested to use the supporting and guiding questions (Material No. 1).
3. While answering such questions, all the groups will have a chance to explore the applicability of the copyrights and their violations during a group discussion.

TIP: The facilitator should foster the discussion and make sure the investigation of the copyright police and their decision to permit the event or not are correct. The exact copyright applicability of the items used in this activity is provided in Material No. 2 and should be used only by the facilitator.

4. Copyright police should decide which event gets permission to be performed (which event idea committed fewer copyright violations).

Debriefing questions

- Was it difficult to find out copyright information on the items?
- How can a lack of knowledge on copyright affect entrepreneurship in the cultural sector?
- Did you learn anything new about how to manage cultural material for business purposes?
- How valuable is knowledge of copyrights in today’s world?

Source: Developed by EKO in the context of the YETC project.

Handout Copyright Police

Material 1

Group 1

Enterprise N.1 > Charity Event for the Children Hospital

Your group should: Organise the charity event

Keep in mind to include at least 4 items from the list below, requested by the client.

Your client requires that during the event, some songs should be played, as well as some piece of art should be exhibited an auction, in order to collect more money for the purpose of the event.

You must take these requests into consideration!

The items are:

- Artwork: Gioconda by Duchamp (L.H.O.O.Q)
- Song: Billie Jean by Michael Jackson
- The Beatles – Yesterday (In French)
- Edited Henri Cartier-Bresson’s famous photo Man Jumping the Puddle
- Song: All I want for Christmas is you
- Artwork: Number 5 by Pollock (1948)

Set up a theatrical simulation of your event (short presentation of your idea of the event, max 3-5 minutes), using the given materials, beware of copyright restrictions, and convince your client to hire you!

Group 2

Enterprise N.2 > Historical Cultural Festival

Your group should: Organise a historical cultural festival

Keep in mind to include at least 4 items from this list of requests by the client, as they believe the usage of those piece of art could bring a better profit and would attract more visitors

They are:

- Artwork: Botticelli’s Venus at Uffizi Museum
- Artwork: Monet’s Water Lilies
- Recording of a theatre show (bootleg)
- Song: Bella Ciao
- Postcard of a photo of Steve McCarry
- Photo of The Little Mermaid’s statue of Edvard Eriksen in Copenhagen
- Song: Symphony N.9 by Beethoven

Set up a theatrical simulation of your event (short presentation of your idea of the event, max 3-5 minutes), using the given materials, beware of copyright restrictions, and convince your client to hire you!

Group 3

Copyright Police for Enterprise N.1 (Charity Event)

The group should: Conduct research on the list of items that could be present at the event, and make sure the event organisers have all the rights to use them

They are:

- Artwork: Gioconda by Duchamp (L.H.O.O.Q)
- Song: Billie Jean by Michael Jackson
- The Beatles – Yesterday (In French)
- Edited Henri Cartier-Bresson’s famous photo Man Jumping the Puddle
- Song: All I want for Christmas is you
- Artwork: Number 5 by Pollock (1948)

Your group will attend the event with the purpose to investigate, that no copyright is violated, given the specific purpose of the event

Take into consideration the following questions, while making your investigation:

- Do you know how many years have to pass before a work of art enters the public domain?
- What is fair use?
- Has the authorship authority been passed on to the author’s heirs?
- When does copyright start to apply to an art piece?

Group 4

Copyright Police for Enterprise N.2 (Historical Cultural festival)

The group should: Conduct research on the list of items that could be present at the event, and make sure the event organisers have all the rights to use them

They are:

- Artwork: Botticelli’s Venus at Uffizi Museum
- Artwork: Monet’s Water Lilies
- Recording of a theatre show (bootleg)
- Song: Bella Ciao
- Postcard of a photo of Steve McCarry
- Photo of The Little Mermaid’s statue of Edvard Eriksen in Copenhagen
- Song: Symphony N.9 by Beethoven

Your group will attend the event with the purpose to investigate, that no copyright is violated, given the specific purpose of the event.

Take into consideration the following questions, while making your investigation:

- Do you know how many years have to pass before a work of art enters the public domain?
- What is fair use?
- Has the authorship authority been passed on to the author’s heirs?
- When does copyright start to apply to an art piece?
- Did you ask permission to use a reproduction of a work of art by a living artist?

Material 2 x Facilitator

If during the theatrical activity there are some doubts arising from the confrontation, the facilitator can intervene relying on this handout.

Artwork: Gioconda by Duchamp (L.H.O.O.Q)	Using this work of art for profit would violate copyright since it's under Duchamp's property rights. Anyway, since it is ready-made, the author did not break any law in re-using Da Vinci's famous painting for artistic purposes.
Botticelli's Venus at Uffizi Museum	Using this work of art for profit would violate copyright since it's under Uffizi Museum property rights.
Monet's Water Lilies	This work of art is available in the public domain, so it can be used without any restrictions.
Billie Jean by Michael Jackson	Even though Michael Jackson is dead, its music is owned by Sony Music Publishing. Using this song without asking permission from Sony would imply a copyright violation.
Recording of a theatre show (bootleg)	It violates copyright policies, because it is an unauthorised replica of a show under authorship.
Bella Ciao	This song belongs to the public domain, so it can be used without any restrictions.
Redaction of the text of a song in another language but with the same tune	Even if the lyrics are different, the tune is still under copyright protection and therefore, it constitutes a violation.
Edited photo for artistic purposes	There are no violations because this one can be considered as a derivative work.
Postcard of a photo of Steve McCarry	It depends: if you bought it from an authorised source (ex. Museum, personal exhibition) you have the right to use it, but if it comes from an unauthorised source you could face copyright violation.
Photo of The Little Mermaid's statue of Edvard Eriksen in Copenhagen	According to copyright policies instituted by the author's family after his death, to take pictures of the artwork is prohibited.
Manuscript of an unpublished novel from the '90s	Since copyright starts from the creation of the piece, and it lasts for 70 years from the author's death, this one is under copyright.
Song: All I Want For Christmas Is You	This song belongs to the public domain, so it can be used without any restrictions.
Artwork: Number 5 by Pollock (1948)	This artwork belongs to the public domain, so it can be used without any restrictions.
Symphony N.9 by Beethoven	This composition belongs to the public domain, so it can be used without any restrictions.

Skills & concepts targeted	<ul style="list-style-type: none"> • Research and presentation skills • Creativity
Objectives	<ul style="list-style-type: none"> • To get to know the definition of cultural enterprise
Materials needed	Devices which allow connecting to the internet (smartphones, laptops, computers etc.), pens, markers, flipchart papers
Duration	90 Minutes
Number of participants	10 – 30 people
Target Group	Young entrepreneurs, youth workers, young people

Description

The facilitator divides the participants into smaller groups of 4-6 people. The participants' task is to find a definition of a cultural enterprise and find examples of such enterprises (20 minutes).

The facilitator then announces to the groups that their task will be to present creatively the definition. Each group will have a different presentation technique:

- Theatre
- Singing
- Drawing
- Video
- Storytelling

Groups have 40 minutes to prepare their presentation. The last 30 minutes of the session is devoted to the presentations of all groups.

Debriefing questions

- Was it difficult to find a definition of cultural enterprise?
- How did you feel in the group when making your presentation?

Source: Developed by FII in the context of the YETC project.

Skills & concepts targeted	<ul style="list-style-type: none"> • Work by objectives • Teamwork • Budget and resource management
Objectives	<ul style="list-style-type: none"> • To demonstrate understanding of cultural trends and needs in their chosen cultural sector
Materials needed	Papers, pens, smartphones or laptop for a quick online search
Duration	105 minutes (timing adaptable to the needs and level of depth one wishes to achieve)
Number of participants	4 – 20 people
Target Group	Young people, youth workers

Description

Step 1: Creation of the cultural enterprise (30 minutes) - In this phase, participants are divided into groups (3-5 people) and have to imagine starting an enterprise in their chosen cultural sector. Each group should define its objective and vision, establish its target audience and design its cultural offer.

Step 2: Drawing up the action plan (30 minutes) - After defining the cultural enterprise, participants should draw up a detailed action plan, including budget, marketing and communication strategy, human resources and supplier management, and evaluation of results.

Step 3: Challenges and unforeseen events (10-15 minutes) - In this phase, participants will face various challenges and contingencies, which can be entered by the game moderator or chosen randomly from a previously prepared pack of cards.

Step 4: Solving Challenges (10-15 minutes) - Once a challenge or unforeseen event is presented, participants should work together and try to find innovative and creative solutions to overcome it, taking into account the resources available and the limitations of their action plan.

Step 5: Sharing experiences (10-15 minutes) - At the end of the game, participants can share their experiences and learnings, comparing the different strategies adopted and discussing the strengths and weaknesses of their imagined cultural enterprises.

Debriefing questions

- Was it difficult to find a solution of the unforeseen event?
- Was it challenging to build your cultural enterprise?

Source: Developed by DEMOSTENE in the context of the YETC project.

11

Design Thinking For Creative Entrepreneurship

Skills & concepts targeted	<ul style="list-style-type: none"> • Ideation and creativity • Strategic planning • Resource management • Networking and collaboration • Adaptability and resilience • Knowledge about cultural and creative industries, intellectual property, design thinking, social and environmental impact, audience engagement.
Objectives	<ul style="list-style-type: none"> • To introduce learners to design thinking and how it can be applied to creative/cultural entrepreneurship • To generate innovative and original ideas • To plan a strategic roadmap for a business • To understand the importance of managing resources effectively • To develop skills in networking and collaboration, including building partnerships and developing effective communication strategies. • To adapt to changes in the business environment and develop resilience to overcome challenges and setbacks.
Materials needed	Sticky notes, markers, whiteboard or flipchart paper
Tools, sources	Handouts on design thinking
Duration	60 – 90 minutes
Number of participants	6 – 15 people
Target Group	Young people, youth workers

Description

Introduction (5 minutes): Introduce the concept of design thinking and how it can be applied to creative/cultural entrepreneurship. Explain that design thinking is a problem-solving approach that involves empathy, experimentation and iteration.

Empathy (15 minutes): Divide participants into pairs. Each pair will take turns interviewing each other about their creative/cultural interests and aspirations. Encourage participants to ask open-ended questions and actively listen to their partner's responses. After the interviews, each pair will create a persona that represents their partner's creative/cultural aspirations.

Define the Problem (10 minutes): Each pair will use sticky notes to identify challenges and obstacles their persona faces in achieving their creative/cultural aspirations. The sticky notes will be placed on a whiteboard or flip chart paper.

Ideation (20 minutes): Each pair will brainstorm possible solutions to the challenges and obstacles identified in the previous step.

Encourage participants to come up with creative and innovative solutions.

The solutions will be written on sticky notes and placed on the whiteboard or flip chart paper.

Prototyping (10 minutes): Each pair will choose one of the solutions they came up with and create a rough prototype or mock-up using paper, markers, or other materials.

The prototypes will be shared with the group.

Feedback and Iteration (10 minutes): The group will provide feedback on the prototypes. Each pair will use the feedback to iterate and improve their prototypes.

Conclusion (5 minutes): Summarise the key takeaways from the activity, including the importance of empathy, experimentation, and iteration in creative/cultural entrepreneurship. Distribute handouts on design thinking for further reading.

Debriefing questions

- How can design thinking be applied to other aspects of creative/cultural entrepreneurship, such as marketing or product development?
- Do you know some examples of successful creative/cultural entrepreneurship ventures that used design thinking?
- How can empathy help you better understand your customers or target audience?
- What are some potential challenges of using design thinking in creative/cultural entrepreneurship?
- How can iteration help you improve your creative/cultural entrepreneurship venture over time?
- How can design thinking help you identify new opportunities or niches in the creative/cultural entrepreneurship market?
- How can experimentation help you test and refine your creative/cultural entrepreneurship ideas?
- How can you incorporate design thinking into your creative/cultural entrepreneurship business plan?
- How can you use prototyping to get feedback from potential customers or partners?
- How can you measure the success of your creative/cultural entrepreneurship venture using design thinking principles?

Source: Developed by AEDA in the context of the YETC project.

Handout on Design Thinking

Introduce the concept of design thinking and its application to creative/cultural entrepreneurship:

Design thinking is a problem-solving approach that emphasises empathy with users, experimentation, and iteration. It involves understanding the problem, empathising with the users' needs, ideating a range of solutions, prototyping and testing those solutions, and iterating to refine them. In the context of creative/cultural entrepreneurship, design thinking can be applied to help entrepreneurs understand the needs of their audiences, develop innovative products or services that meet those needs, and refine their ideas through experimentation and iteration.

Explain that design thinking is a problem-solving approach that involves empathy, experimentation, and iteration:

Design thinking is a problem-solving approach that emphasises understanding and empathy with users, experimentation, and iteration. It is an iterative process that involves constantly refining and improving solutions through testing and feedback. Empathy is a key component of design thinking because it involves understanding the users' needs, emotions, and experiences to develop solutions that truly meet their needs. Experimentation involves testing out different solutions to see what works best, while iteration involves refining and improving solutions based on feedback and testing results. Together, these elements make design thinking a powerful tool for creative/cultural entrepreneurs looking to develop innovative solutions that meet the needs of their audiences.

Design thinking can be applied to several aspects of creative/cultural entrepreneurship, such as:

Product development: By understanding the needs and wants of the target audience, entrepreneurs can create products that solve real problems and provide value to their customers. Using design thinking, entrepreneurs can conduct user research, prototype their ideas, and iterate based on user feedback.

Branding and marketing: Design thinking can help entrepreneurs create unique and memorable brands that resonate with their target audience. By understanding the emotions, values, and beliefs of their customers, entrepreneurs can create branding and marketing materials that speak directly to their needs and aspirations.

Business model innovation: Design thinking can help entrepreneurs identify new opportunities for revenue streams, partnerships, and collaborations. By using design thinking to explore alternative business models, entrepreneurs can discover new ways to create value and stay ahead of the competition.

Customer experience: Design thinking can help entrepreneurs create exceptional customer experiences that build loyalty and drive repeat business. By understanding the entire customer journey, entrepreneurs can identify pain points and opportunities for improvement, and design experiences that exceed customer expectations.

Skills & concepts targeted	<ul style="list-style-type: none"> • Soft, negotiation and communications skills • Analytical thinking • Creativity, organisational and time management skills
Objectives	<ul style="list-style-type: none"> • To develop analytical skills and effective communication skills • To develop creativity, organisational and time management skills • To cultivate self-confidence to express personal opinions
Materials needed	Smartphone, flipchart, papers with the topics
Duration	60 minutes
Number of participants	Minimum 8 people
Target Group	Young people, youth workers

Description

The facilitator selects three people to be judges for this activity. Then, the facilitator distributes the topics to the rest of the participants with the task to record an advertisement. The topics are healthy life, technology, smart home, flower shop, mineral water, ecology, environment, power saving, stop food waste, gift shop, and bakery.

In the first round, participants have 8 minutes to record the advertisement on the specific topic. In the second round, they have 6 minutes to record the advertisement.

In the third round, they have 4 minutes to edit the advertisement on the specific topic.

When ready, the participants show their advertisements and the three judges give points (1-5) and write them on a flipchart for each participant. Those three participants who won most of the points are judges in the next round.

Debriefing questions

- How difficult was it to film an advertisement on this specific topic?
- How difficult was it to film an advertisement at the given time?

Source: Developed by SFERA in the context of the YETC project.

SOCIAL ENTREPRENEURSHIP

In the following part, readers can discover the tools that explore the innovative and impactful world of entrepreneurship focused on social change. With the help of the six training activities below, participants can learn more about the concepts and practices of social entrepreneurship, from identifying social problems and creating sustainable solutions to leveraging community resources and measuring impact.

These activities are designed to motivate and inspire young people to pursue their entrepreneurial dreams with a social mission while also equipping them with the knowledge and skills necessary to make a positive difference in their communities and beyond.

13

Sociality

Skills & concepts targeted	<ul style="list-style-type: none">• Creative thinking and leadership skills• Communication and cooperation skills• Consensus building and organisational skills
Objectives	<ul style="list-style-type: none">• To generate ideas for social change• To raise awareness of social causes that need to be dealt with collaboration and vision• To foster solidarity
Materials needed	A4 papers, pens, markers, flipchart papers, printed handouts for the activity
Tools, sources	Handout Types of social entrepreneurs, Handout 5 most qualities of social entrepreneurs
Duration	60 minutes
Number of participants	Minimum 12 people
Target Group	Young people, youth workers

Description

In this activity, participants are divided into small groups of 3-4 and given handouts (cards with types of social entrepreneurs) distributed randomly to each group.

Then, the facilitator asks the participants to brainstorm the five most prominent qualities of social entrepreneurs (hint provided in second handout) and build a group project to promote a social cause.

Each group receives a flipchart paper to present their group idea before the other groups.

Discussion on the projects/business ideas follows.

Debriefing questions

- Was it difficult to distinguish every social entrepreneur's role in the first handout?
- Was it difficult to come up with the five most prominent qualities of social entrepreneurs? Did you have disagreements in the group?
- How hard was it to focus on a particular social issue that your type of social entrepreneur deals with?
- Was it difficult to separate the pursuit of profits from a business focused on the greater good of society?

Source: Developed by FECE in the context of the YETC project.

Handout on Design Thinking

Community Social Entrepreneur: Community social entrepreneurs are small-scale changemakers. A community social entrepreneur can be a young individual teaching underprivileged kids in a town, a group of college students running sanitation and plantation drives in a city or one or more organisations working for social good.

Community social entrepreneurs work in specific geographies and communities but for various causes. From hygiene and sanitation to employment and food distribution services and plantation and environment safety to employing deserving ones, they do it all. These types of social entrepreneurs are the ones who bring about instant change and strive for more.

Non-Profit Social Entrepreneur: These social entrepreneurs believe in reinvesting profits. So, along with the initial cost, they put their profit into the cause. For instance, if the initial project was to educate kids from underprivileged backgrounds and they received more funds than required to facilitate the initiative, they utilise the surplus to educate women and expand their portfolio.

People who have a business-oriented mindset prefer this type of social entrepreneurship. Not just that, but companies and organisations chose non-profit social entrepreneurship to utilise their social goodwill for the cause.

Transformational Social Entrepreneurs: These entrepreneurs focus on establishing a business that can solve a purpose that government initiatives and other businesses can't. Transformational social entrepreneurship is more like running an organisation where you hire skilled people, think of newer ways to stay relevant in the market, follow the guidelines issued by the government, and do everything an enterprise does.

The larger picture for transformational social entrepreneurs includes a collaborative set-up of multiple businesses serving society collectively and individually.

Some examples of transformational social entrepreneurship are CRY (Child Rights and You), Goonj and JusTea.

Global Social Entrepreneur: Global social entrepreneurs think on a larger scale and focus on changes required globally. They put social responsibility above profits. They usually collaborate with organisations working on similar causes in specific regions/countries. One of the most relevant examples of this type of social entrepreneurship is the Make-A-Wish Foundation. Headquartered in Phoenix, Arizona, it works actively in around 50 countries, fulfilling the wishes of critically ill children.

Handout 5 Most Qualities of Social Entrepreneurs

- All about collective efforts for society
- Aims at producing goods and services that can serve the community and solve a problem
- Focused on a solution-oriented approach to a social problem
- Measures performance according to the impact made
- The purpose is to promote their cause and improve the society

Skills & concepts targeted	<ul style="list-style-type: none"> • Crowdfunding • Social Enterprise • Teamwork and time management • Critical and creative thinking
Objectives	<ul style="list-style-type: none"> • To deepen participants' knowledge on how to create a crowdfunding campaign • To foster participants' ability to work in a team • Foster participants' understanding of social entrepreneurship • Enhance participants' knowledge of possible funding opportunities • To foster participants soft skills
Materials needed	10 flipcharts, pens, markers
Tools, sources	Handout 10 fundamental steps of a crowdfunding campaign
Duration	90 minutes
Number of participants	The activity can be adapted to groups of any size (ideally minimum of 20, maximum of 60 people)
Target Group	Young people, youth workers

Description

The activity is divided into two parts: in the first part, participants will deepen their theoretical knowledge about crowdfunding and its steps, while during the second part, they will put this knowledge into practice

Part 1- Introductory step

Preparation tasks for the facilitator(s): prepare 10 flipcharts and write on each of them 1 out of 10 steps of the crowdfunding campaign (Handout 10 fundamental steps of a crowdfunding campaign). Do not describe the step, just the name of it. The flipcharts will be hung on the wall, so just one side of the flipchart should be used.

Participants should be divided into small groups (in an ideal scenario, into ten small groups, with a minimum of 2 people per group). Every group receives a flipchart, where 1 of the steps of crowdfunding.

Ask participants to brainstorm in the group for 20 minutes on the step that they were assigned: general meaning, examples, and sub-tasks, that are related to this specific step of crowdfunding. They are allowed to research online if necessary. Ask them to note all the findings on the given flipchart. After all the groups are ready, they should present and explain to the whole group the brainstorming results in 2-3 minutes.

After all the presentations, in the form of a group discussion, ask participants to decide and put all steps into chronological/logical order, and hang the flipcharts on the wall accordingly, so all the participants can consult them during the second part of the activity (all the 10 steps should be implemented in the chronological order, as indicated in the Material No. 1. This step is important for the participants to understand the structure of the crowdfunding campaign). The facilitator should ensure that the participants' decisions in chronological order are correct.

After the timeline of the steps is ready, start the second part of the activity.

Part 2- Simulation

Ask participants to think individually about 1-2 ideas for the social enterprise or social problem they would like to solve by entrepreneurial initiative. Give a maximum of 3-5 minutes for it.

After 3-5 minutes, ask them to go around a working room, share their ideas with other participants and formulate groups of similar ideas or social problems they would like to tackle (snowballing principle). In this way, the groups will form according to the participants' interests.

After the groups are formed, give participants 1 hour to define a brief business idea and how the crowdfunding campaign would be used to fund its realisation. The main aim of this part is to create a concrete and successful crowdfunding campaign, so remind the participants to go through all the steps analysed in the first part of the activity.

After the time finishes, ask all the groups to present the main aspects of their crowdfunding campaign. After each presentation, you can ask the participants to vote if they would support such an idea - it would be an evaluation step if the crowdfunding campaign would be successful in real life.

Debriefing questions

- Was it difficult to follow the crowdfunding strategy/steps?
- How did the teamwork and tasks division go? How did you assign the roles in your team?
- Do you believe crowdfunding is a good way to fund your initiative in the social sector? Why?
- Which crowdfunding steps were the easiest/most difficult?
- During the activity, did you identify the soft skills needed for entrepreneurs?

Source: Developed by EKO in the context of the YETC project.

Handout 10 Fundamental Steps of a Crowdfunding Campaign

1st step: Answer basic questions to plan the campaign

The organisers of the CRF campaign should deliver as much information as they can: what do you want to reach, which kind of dissemination channels are you going to use, and how long will it take? This will make them more reliable for investors.

2nd step: The Timeline

The organisers of the CRF campaign should schedule in the most detailed way the different steps of their campaign. This step requires a lot of time: very often, the preparation time is 3/4 of the campaign duration.

3rd step: Prepare a PITCH

A crowdfunding pitch text consists of two sections, which are the idea and team sections. This is one of the first documents potential investors will see when visiting your page, so it is vital to make it easily available. It consists of the presentation of the project, and it must be interesting, attractive, and engaging.

4th step: Engage influencers

Influencers are people with many followers. They can be all kinds of VIPs: politicians, actors, and singers. If they are known to be sensitive to the cause, it is even better (for their campaign, they ask, among others, for a politician who is very engaged in defending women's rights). Influencers can play a crucial role. Contact the influencers, giving them as many materials as possible to show them that there is strong knowledge about what we are doing. 1/3 of the list can drop out for many different reasons, which is why, in the beginning, the list must be quite long. You should have a clear idea of what you are expecting from them. Elaborate on very powerful, ready-to-use statements. Ask them something: short, precise videos, good quality.

5th step: Prepare text and video materials

Audiovisual materials for influencers and those promoting the campaign need to be prepared. Decide who is going to be the face of the campaign. It is important because, as human beings, we need to know to whom we are donating money. Someone has to take responsibility for the campaign to show his/her reliability. You can decide which channel people can use to communicate with you, but you should give them something concrete, and they should be able to reach you.

6th step: A collection of rewards

Rewards can be anything: postcards, dinner, a gala, or a meeting with one of the involved influencers., for instance. They change according to the amount of money devolved. Also, in this case, you must be clear from the beginning on what the reward will be according to the donation.

7th step: CRF campaign

It is the launch of the campaign itself; everything has to be ready, and this part takes a long time.

8th step: Distribution of rewards

Rewards distribution is another very time-consuming but fundamental stage at the end of the campaign. As already said, rewards can be anything (postcards, dinner, gala, etc.), but if you promised something to people who donated even small amounts, you should give them what they expect.

9th step: Reach your audience

At the end of the campaign, you should have reached your audience. Be honest about whether the campaign was a big success or not. Even if the campaign failed, you should inform the audience and be honest about what you achieved.

10th step: Disseminate

It is vital to disseminate the campaign results to make them popular through all the channels that you may have. This makes your campaign successful and useful to the public image of your social enterprise.

15

An Analysis Of A Chosen Social Entrepreneurship

Skills & concepts targeted	<ul style="list-style-type: none">• Research information skills
Objectives	<ul style="list-style-type: none">• To get to know the concept of social entrepreneurship• To practise using Business Model Canvas
Materials needed	Devices, which allow connecting to the internet (smartphones, laptops, computers etc.), pens, markers, flipchart papers
Tools, sources	Business Canva Model https://canvanizer.com/new/business-model-canvas
Duration	90 – 120 minutes
Number of participants	10 – 30 people
Target Group	Young entrepreneurs, youth workers, young people

Description

The facilitator presents definitions and examples of social enterprises (short mini-lecture).

A brief discussion about which social enterprises participants are familiar with.

The division into groups of 4-6 people.

The task of participants in smaller groups is to analyse a selected social enterprise using the Business Model Canvas.

The final element of the task is to present the Business Model Canvas of the selected social enterprise to the other participants.

Debriefing questions

- What do you think about Business Model Canvas? Is this tool useful for analysing a company?
- How did analysing a chosen social enterprise using the Business Model Canvas enhance your understanding of social entrepreneurship?
- What challenges did you encounter during the research and analysis process, and how did you overcome them?

Source: Developed by FII in the context of the YETC project.

16

Social Investor Game

Skills & concepts targeted	<ul style="list-style-type: none">• Managing social projects• Teamwork and cooperation
Objectives	<ul style="list-style-type: none">• Management of a social enterprise• Problem solving and creative thinking• Planning and resource management
Materials needed	Papers, pens
Duration	120 minutes (timing adaptable to the needs and level of depth one wishes to achieve)
Number of participants	4 – 30 people
Target Group	Young people, youth workers

Description

Conceptualisation step (30 minutes):

Participants are invited to submit ideas for social projects. The facilitator explains the criteria that projects must meet (e.g., they must be feasible, sustainable, have a positive impact on the community, etc.) and provides participants with a limited time to develop their ideas. Participants can write down their ideas or present them orally to the team. At the end of the conceptualisation phase, the facilitator collects all the ideas and organises them to have a general overview of all the proposed projects.

Development step (45 minutes):

In the development phase, participants divide into teams and develop their projects in more detail. The facilitator provides the teams with a series of questions to guide their work, for example: What are the objectives of the project? Who are the target groups? What activities are needed to achieve the objectives? How much does the project cost? What are the possible sources of funding? What are the social consequences of the project? The teams have a limited time to develop their project. Then, the facilitator asks every team to present their work to the other participants.

Funding step (30 minutes):

In the funding phase, participants present their projects to a group of social investors (e.g. other players) and seek funding. The facilitator explains the investment evaluation criteria and gives participants a worksheet to prepare their presentation. After each team has presented their project, the social investors discuss and evaluate the projects presented, after which they decide which project to finance and to what extent.

Evaluation step:

The participants evaluate the submitted social projects and decide which ones to fund based on the specific criteria. The facilitator provides participants with a list of criteria for evaluation and asks them to discuss and evaluate each submitted project. At the end of the evaluation phase, the facilitator tells participants which project has been funded and why.

Debriefing questions

- Was it difficult to come up with ideas for social enterprises?
- Do you think something was missing in your presentation before social investors?

Source: Developed by DEMOSTENE in the context of the YETC project.
Adopted from Social Entrepreneurship Lab Program of the Case Foundation.

17 Exploring The Unique Characteristics Of Social Entrepreneurship

Skills & concepts targeted	<ul style="list-style-type: none">• Critical thinking and Problem-solving• Communication and Collaboration• Empathy• Understanding of social entrepreneurship as a way to address social problems and the different types of social enterprises• Knowledge on the social business model canvas and impact measurement in social entrepreneurship• Understanding of the challenges and opportunities in social entrepreneurship
Objectives	<ul style="list-style-type: none">• Identify the characteristics that make social entrepreneurship different from traditional entrepreneurship• Analyse case studies of successful social entrepreneurs and their impact on society• Generate ideas for social enterprises that address specific social or environmental challenges
Materials needed	Whiteboard or flipchart, markers, laptop or projector for presenting case studies, Handouts of social entrepreneurs
Duration	60 minutes
Number of participants	10 – 15 people
Target Group	Young people

Description

Introduction (10 minutes): The facilitator introduces the concept of social entrepreneurship and explains how it differs from traditional entrepreneurship. The facilitator then asks participants to share their ideas of what they believe social entrepreneurship entails.

Case Study Analysis (30 minutes): The facilitator provides participants with handouts which describe the work of several social entrepreneurs. Participants work in pairs to read and analyse the case studies, looking for the unique characteristics of social entrepreneurship. After 15 minutes, the facilitator asks participants to share their findings with the group and leads a discussion on the characteristics identified.

Generating Ideas (15 minutes): Participants work in small groups to create ideas for social enterprises that address specific social or environmental challenges. The facilitator encourages participants to consider the unique characteristics of social entrepreneurship in their brainstorming.

Sharing and Feedback (5 minutes): Each group shares their ideas with the rest and receives feedback from the facilitator and other participants.

Debriefing questions

- What unique characteristics did you identify in social entrepreneurship?
- How do social entrepreneurs balance social impact with financial sustainability?
- Can traditional entrepreneurship have a positive social impact? Why or why not?
- What were some challenges faced by the social entrepreneurs in the case studies?
- How did the social entrepreneurs in the case studies measure their impact?
- How can social entrepreneurship be used to address local challenges in your community?
- Can social entrepreneurship be successful without a strong social mission? Why or why not?
- What motivates social entrepreneurs to pursue their work?
- How do social enterprises differ from non-profit organizations?
- What ethical considerations are important for social entrepreneurs to keep in mind?

Source: Developed by AEDA in the context of the YETC project.

Handout on Social Entrepreneurs

Social entrepreneurship is the process of identifying a social problem and using entrepreneurial principles to create and implement a solution. Unlike traditional entrepreneurship, social entrepreneurship prioritises creating social and/or environmental impact over profits.

Some key characteristics of social entrepreneurship include:

Focus on a social or environmental issue: Social entrepreneurs identify a pressing social or environmental problem and work to develop a solution that addresses it.

Innovative solutions: Social entrepreneurs use innovative approaches and creative thinking to develop effective and sustainable solutions.

Non-profit or for-profit: Social entrepreneurs can operate as non-profit or for-profit businesses. In any case, their primary goal is to create social or environmental impact rather than generate profits.

Community-oriented: Social entrepreneurs often work closely with the communities they are serving and involve them in developing and implementing their solutions.

Sustainable impact: Social entrepreneurs aim to create lasting, sustainable impact rather than short-term fixes.

In contrast, traditional entrepreneurship focuses on creating a profitable business intending to generate income and wealth for the entrepreneur and their stakeholders. While traditional entrepreneurs may also create value for society, their primary goal is financial gain.

Overall, social entrepreneurship is about using entrepreneurial principles to create positive social and environmental change rather than simply generating profit

Skills & concepts targeted	<ul style="list-style-type: none"> • Soft, negotiation and communications skills • Analytical thinking • Reactivity, organisational and time management skills
Objectives	<ul style="list-style-type: none"> • To develop analytical skills and creativity • To enhance effective communication skills • To cultivate self-confidence to express personal opinions
Materials needed	A4 papers, pens, markers, flipchart papers
Duration	60 minutes
Number of participants	Minimum 10 people
Target Group	Young people, youth workers

Description

The facilitator divides the participants into small groups (2-3 people). The first task for the groups is to analyse what problems our society experiences. After that, every group focuses on one issue and tries to resolve it through a business start-up idea.

For the analysis part, the participants have 10 minutes to find all the problems in their society, write them down on an A4 piece of paper, and decide which issue they will create for a business start-up to solve. The second task will be to write their business idea on a flipchart. For this activity, they have another 25 minutes. In the end, each group presents their ideas.

Debriefing questions

- What problems does your society have?
- How do you think your business will solve those problems?

Source: Developed by SFERA in the context of the YETC project.

GREEN ENTREPRENEURSHIP

This part of the toolkit introduces readers to the field of entrepreneurship focused on sustainability and environmental responsibility. Through the engaging learning tools below, participants can explore the key concepts and practices of green entrepreneurship, from identifying sustainable business models and opportunities for innovation to managing resources and measuring environmental impact.

These activities aim to encourage and inspire participants to follow their entrepreneurial aspirations while simultaneously creating a positive impact on the environment. By prioritising sustainability and social responsibility, the green entrepreneur presents a distinctive prospect to bring about significant transformations and establish a more sustainable future.

19

Think Green Café

Skills & concepts targeted	<ul style="list-style-type: none">• Creative thinking and brainstorming• Green solutions and sustainable development• Negotiation and analytical skills
Objectives	<ul style="list-style-type: none">• To develop decision-making and consensus building skills• To generate ideas out of discussions and negotiations
Materials needed	A4 papers, pens, markers, flipchart papers
Duration	70 minutes
Number of participants	minimum 15 people
Target Group	Young people, youth workers

Description

This activity is divided into two parts:

In the first part, the facilitator asks the participants to individually think of up to three personal frustrations concerning global environmental problems (ex. pollution, global warming, biodiversity loss, etc.).

After the participants have listed their concerns, they go around the room and find people with whom they have a match of frustration and ideas for common solutions.

In the second part of the activity, the participants form small groups around the common frustrations they identified.

Then, each group has to act like a green entrepreneur and come up on the flipchart with a creative, green solution to the particular environmental problem.

Debriefing questions

- Was it difficult to come up with individual frustrations concerning environmental issues?
- Was it surprising to find people with similar concerns, or on the contrary with similar solutions?
- How difficult was it to create a green solution for a big-scale environmental problem?

Source: Developed by FECE in the context of the YETC project.

Skills & concepts targeted	<ul style="list-style-type: none"> • Green Economy and greenwashing • Critical and creative thinking • Environmental awareness in the business field
Objectives	<ul style="list-style-type: none"> • Increase awareness on sustainable businesses • Acquire basic knowledge on business creation • Provide participants with the right tools to identify threats in the green transition
Materials needed	Tables, pen, paper, posters
Tools, sources	Green claims Green growth and circular economy- Environment - European Commission What Is Greenwashing? 5 Signs to Spot & Stop Greenwashing - Green Business Bureau
Duration	90 minutes
Number of participants	20 people
Target Group	Young people, youth workers

Description

The activity has two parts: during the first one, participants will create a business idea in a given industry that they will be assigned randomly. After this, all participants will take part in a brainstorming session and debrief on how their business can be transformed into a sustainable one.

In the second part, they will be asked to present this transition in the business they created for the rest of the group. Before this happens, one of the groups will be secretly given the role of “greenwasher” (!) and, during the final presentation, groups will have to vote to find out which one of them is the impostor. Sustainable enterprises have two attempts at discovering the greenwasher. Otherwise, the Greenwashes will win. This part will introduce the concept of greenwashing and how to spot it.

Part 1

1. Divide the participants into four equal groups;
2. Prepare pieces of paper with the different industries written on them, and make each group pick one (Material 1).
3. Each group will have to develop the business concept according to the given sector in 20 minutes;
4. When the groups are ready with the business concepts, brainstorming through the World Cafe method will take place: Facilitator should place four flipcharts in different spaces of the working room. On each flipchart, the following concepts should be written:
 - Greenwashing
 - Waste
 - Emissions/carbon footprint
 - Sustainable practices

5. Ask each group to choose one flipchart. Give them 3 minutes to write down all ideas, concepts, or words that come into their minds related to the concept written on the flipchart.
6. After 3 minutes, ask groups to go to another flipchart, and again, in 3 minutes, write all the words or concepts that, in their opinion, are related to the concept stated on the flipchart. Repeat this step until all the groups write down their ideas on all four flipcharts.
7. At the end of this activity, the facilitator will collect the flipcharts and, together with all the participants, will review all the notes and highlight the most essential features of each concept.

Part 2

1. The facilitator hands out new cards that refer to each sector (Material 2). One of the cards (the one of the furniture industry) is written “green-washer”: which means that this group will have to develop a greenwashing business, while the other will have to create an actual green transition of the business concept that they determined during the first part of the activity (each card have clear instructions on what the group should do, specifically for the greenwasher - Material 2).
2. Give participants 20-30 minutes to brainstorm and develop the green transition.
3. Right before the presentations of the business concepts and their green transition, the facilitator will announce the presence of the greenwashers among the team, so they have critically to evaluate all the presentations to spot the greenwashers.
4. Each group will present the business concept created in Part I and the steps for the green transition created in Part II.
5. After all the presentations, groups should try to spot which group is a greenwasher and provide concrete arguments about why they think so. This step gives participants time and a platform to discuss the possible greenwashing strategies and the concept itself. After this group discussion, all the groups have to vote and guess which group is a greenwasher. If they fail to reveal the greenwasher, the greenwashers win.

Debriefing questions

- Was it difficult to implement a green transition for the business sector you have been given?
- Do you feel more knowledgeable about the given topics?
- Do you think that it is difficult to spot greenwashing in everyday life?
- Can you name one or two examples of greenwashing businesses from your country?

Source: Developed by EKO in the context of the YETC project.

Handouts

Material 1

The participants will be given four papers to pick, with four different industry profiles on them.

Group 1: Clothing Brand

Write down and develop some basic information about your business:

Concept & Value proposition: What is the added value that your project is bringing to the market?

Product / service: What are you selling?

Customers: Who will your business sell to?

Which segment of the population is most likely to buy your product?

Costs: Which activities are the most profitable and which most expensive? Also, decide if your business is cost-driven, whose model and value focuses on cost minimisation (like low-cost companies), or value-driven, where value is the business focus (like luxury brands)

Group 2: Phone Industry

Write down and develop some basic information about your business:

Concept & Value proposition: What is the added value that your project is bringing to the market?

Product / service: What are you selling?

Customers: Who will your business sell to?

Which segment of the population is most likely to buy your product?

Costs: Which activities are the most profitable and which most expensive? Also, decide if your business is cost-driven, whose model and value focuses on cost minimisation (like low-cost companies), or value-driven, where value is the business focus (like luxury brands)

Group 3: Furniture Industry

Write down and develop some basic information about your business:

Concept & Value proposition: What is the added value that your project is bringing to the market?

Product / service: What are you selling?

Customers: Who will your business sell to?

Which segment of the population is most likely to buy your product?

Costs: Which activities are the most profitable and which most expensive? Also, decide if your business is cost-driven, whose model and value focuses on cost minimisation (like low-cost companies), or value-driven, where value is the business focus (like luxury brands)

Group 4: Supermarket Chain

Write down and develop some basic information about your business:

Concept & Value proposition: what is the added value that your project is bringing to the market?

Product / service: What are you selling?

Customers: Who will your business sell to?

Which segment of the population is most likely to buy your product?

Costs: Which activities are the most profitable and which most expensive? Also, decide if your business is cost-driven, whose model and value focuses on cost minimisation (like low-cost companies), or value-driven, where value is the business focus (like luxury brands)

Material 2

Group 1: Clothing Brand

After the development of a business related to the Clothing Brand sector, your task is now to implement a green transition of your new industry. Think of a way to increase the sustainability of your enterprise, bearing in mind the outcomes of the brainstorming session!

Suggestions for your sector:

Sell second-hand items of your own brand,
giving clients who return used clothes a discount
Use textiles of sustainable kind, like recycled cotton or wool.

Group 2: Phone Industry

After the development of a business related to the Phone Industry sector, your task is now to implement a green transition in your new industry. Think of a way to increase the sustainability of your enterprise, bearing in mind the outcomes of the brainstorming session!

Suggestions for your sector:

Make your phone components easily replaceable and accessible in your stores so that clients won't have to buy a phone anew (check [Fairphone](#))
Create a system of collection of used devices so that they can be refurbished and remarketed

Group 3: Furniture Industry

PLOT TWIST: YOU ARE THE GREEN WASHER!

Be careful: your task is not to develop an effective green transition but to mislead the other groups by making them believe it. They will have to guess which one of the enterprises is the green washer right before the presentation. Use your time to evolve an effective idea for a business involved in greenwashing. Of course, do not include the adaptation to a real green economy in your business plan.

Bear in mind what is meant by the term greenwashing: 'The practice of issuing false or unverified claims connected to the environmental aspects of a product'.

Some practices that are usually among organisations that do greenwashing are:

Making broad sustainability claims without evidence.
Overstating their positive environmental effects in marketing materials.
Advertising products as eco-friendly, but sourcing raw materials from unsustainable suppliers.

A good example for your sector could be [the Ikea greenwashing scandal!](#)

Group 4: Supermarket Chain

After the development of a business related to the Supermarket Chain sector, your task is now to implement a green transition in your new industry. Think of a way to increase the sustainability of your enterprise, bearing in mind the outcomes of the brainstorming session!

Suggestions for your sector:

Create certified partnerships with local providers of farming products, like fruits and vegetables (zero emissions for transport)
Plan the collection of expiring food to be sold for low prices ([Too Good To Go](#)) or to be given out to charitable entities (food shelters)

Skills & concepts targeted	<ul style="list-style-type: none"> • Creative problem-solving skills • Need analysis
Objectives	<ul style="list-style-type: none"> • Getting to know the problem tree method • Analysis of environmental problems in the local community
Materials needed	Devices which allow connecting to the internet (smartphones, laptops, computers, etc.), pens, markers, flipchart papers
Tools, sources	Problem tree: https://mospguide.org/2022/03/18/problem-tree/
Duration	180 minutes
Number of participants	10 – 30 people
Target Group	Young entrepreneurs, youth workers, young people

Description

Participants work in their national groups. Their task is to analyse environmental problems in their local communities with the support of a problem tree method.

Once the analysis has been made and three specific problems were identified, the next task for the participants is to think about concrete solutions to these problems and how to monetise the solutions and convert the solutions into concrete businesses working in the area of caring for the environment.

The sessions end with a presentation of the groups' problems and solutions. If there is time, a discussion about proposed solutions can be held (if the solution is realistic, is it possible to implement it in a certain area, if potential customers would buy the solution).

Debriefing questions

- Were any of the problems a surprise to you?
- On the other hand, were any of the solutions surprising to you?
- Can this method help you generate ideas for your own business?

Source: Developed by FII in the context of the YETC project.

Skills & concepts targeted	<ul style="list-style-type: none"> • Understanding the concept of sustainable entrepreneurship • Developing creative and sustainable business solutions • Presenting ideas in a concise and effective manner • Giving and receiving constructive feedback • Collaborating with others in a team setting
Objectives	<ul style="list-style-type: none"> • Give and present a digital business idea effectively • Comprehension of some key concepts of digital entrepreneurship
Materials needed	Database of challenges and activities suggested by European Schoolnet or JA Europe's Green Entrepreneurship Challenge Paper, pens, timer, laptop or tablet with internet access for presentation of success stories
Duration	60 – 90 minutes
Number of participants	2 – 6 people
Target Group	Young people, youth workers

Description

Introduction (5-10 minutes):

The facilitator introduces the topic of sustainable entrepreneurship and explains its importance. The facilitator can use examples of successful sustainable businesses to demonstrate how sustainable entrepreneurship can positively impact the environment, society, and business.

Challenges (25-30 minutes):

The facilitator divides the participants into teams of 2-3 people and presents them with several challenges on sustainable entrepreneurship, taken from the database of challenges and activities suggested by European Schoolnet or the Green Entrepreneurship Challenge by JA Europe. Each team chooses a challenge and works together to find a creative and sustainable solution. For example, one challenge could be to develop a business model for a company that produces renewable energy.

Break (10 minutes):

The facilitator gives the participants a short break to discuss with each other and share their ideas.

Presentation (20-25 minutes):

The teams present their solutions to the group. Every team has 5-7 minutes to present their idea and business model. After each presentation, other participants can ask questions and provide constructive feedback.

Conclusion (5-10 minutes):

The facilitator leads a discussion on what the participants have learned during the game and how sustainable entrepreneurship can contribute to solving environmental and social problems.

Debriefing questions

- Can you formulate the strengths and weaknesses of your solutions?
- What is challenging to work in a group and agree upon a common solution?
- What are the essential aspects of sustainable entrepreneurship?

Source: Developed by DEMOSTENE in the context of the YETC project.

Skills & concepts targeted	<ul style="list-style-type: none"> • Innovation and creativity • Collaboration • Critical thinking and problem-solving
Objectives	<ul style="list-style-type: none"> • Awareness about green businesses
Materials needed	Index cards, 3 bins
Tools, sources	<p>OPTIONAL: Trainer should read the following article to have knowledge about the subject:</p> <p>http://www.jiem.org/index.php/jiem/article/view/334/241</p>
Duration	45 – 60 minutes
Number of participants	3 to 5 participants in each group
Target Group	Young people, 12+ age

Description

1. Fill three bins with index cards that contain different aspects of the challenge.

2. Fill bin one with cards listing major brand names such as Apple, Google, Coca-Cola, Microsoft, IBM, Toyota, Monsanto etc.

Alternative: you can ask participants to research which are the most polluting companies in the world and make a very short presentation about them.

3. Fill bin two with product categories such as food and beverage, telecommunications, automotive, beauty, etc.

4. Fill bin three with a problem to solve such as polluted water, a spreading virus, a drought, etc.

5. Divide the participants into teams of three to five members. Ask each team to randomly select an index card from each of the three bins.

6. Inform the participants that they work for the company on card number one, and they must develop a product in the category listed on the second card that addresses a problem displayed on the third card. With the company's mission and current product line in mind, the groups are given fifteen minutes to develop their new product's features, benefits and target audience.

7. Ask each team to present briefly their new product to the class. Participants can share whether they would purchase the product or not.

Debriefing questions

- What were some of the challenges that the team faced in combining the disparate ideas?
- What did this exercise illustrate to you about problem-solving?
- How did you work to solve the problem given your parameters?

Source: Developed by AEDA in the context of the YETC project.
Adapted from [10 Hands-on Exercises to Spark Student Creativity and Innovation](#).

Skills & concepts targeted	<ul style="list-style-type: none"> • Creative thinking and problem solving • Green solutions and sustainable development • Negotiation and analytical skills
Objectives	<ul style="list-style-type: none"> • To develop decision-making and consensus building skills • To generate ideas out of discussions and negotiations
Materials needed	A4 papers, pens, markers, flipchart papers
Tools, sources	Handouts Business that they need to make it green
Duration	80 minutes
Number of participants	Minimum 10 people
Target Group	Young people, youth workers

Description

Participants work in groups (4-5 participants in one group) on a green entrepreneurial idea. The facilitator gives every group a role from a current business, and they have to make it green. For this activity, the groups have 30 minutes. Every group has a flipchart paper on which they write their ideas and how they make their business green. After that, every group has 10 minutes to present their green idea. In the end, the participants vote for the greenest business.

Debriefing questions

- How difficult was it to make the given business greener?
- Do you think that there are enough greener businesses in your community/country?
- Was it difficult to work in the small groups, did you have agreements and disagreements among the participants.

Handout Business that They Need to Make it Green

Gift shop: You own a shop that sells souvenirs, memorabilia, and other items relating to a particular topic or theme. The items sold often include coffee mugs, stuffed animals, toys, t-shirts, postcards, handmade collections and other souvenirs intended to be kept by the buyer as a memento of their visit or given to another as a gift.

Floristry: You own a floristry that produces, commerce, and trade in flowers. You sell different types of flowers and seedlings. Often florists also sell ropes and garden maintenance tools and garden accessories.

Clothes shop: You own a clothes shop that sells uniforms and protective gear for different areas such as schools, hospitals, police, fire department, construction companies, laboratories, etc.

Phone shop: You own a phone shop which sells various models of phones, but also batteries, masks, chargers and various mobile accessories.

Bakery: You are the owner of a bakery that sells a variety of muffins and white pastries, but you also sell traditional sweets from your area.

Source: Developed by SFERA in the context of the YETC project.

DIGITAL ENTREPRENEURSHIP

The training tools in the digital entrepreneurship chapter aim to help participants understand the fast-paced and constantly evolving world of entrepreneurship in the digital age. Through the educational activities, participants can gain insights into key concepts and practices of digital entrepreneurship, from understanding emerging technologies and market trends to leveraging digital platforms for business growth and success.

Furthermore, these activities are also designed to inspire and equip participants with the knowledge and skills necessary to succeed in the rapidly evolving digital landscape. With the rise of new technologies and digital platforms, digital entrepreneurship offers exciting opportunities for innovation and growth. For anyone interested in being a successful entrepreneur in the 21st century, we are sure that the activities below will prove to be highly beneficial and valuable.

25

Digi-Me

Skills & concepts targeted	<ul style="list-style-type: none">• Leadership and organisational skills• Online communication skills• Time management and multitasking
Objectives	<ul style="list-style-type: none">• To understand the difference between online and offline entrepreneurship• To understand how digital marketing works• Problem solving skills and handling information
Materials needed	A4 papers, pens, markers, flipchart papers, printed handouts
Tools, sources	Handout Examples of digital entrepreneurship
Duration	60 minutes
Number of participants	Minimum 12 people
Target Group	Young people, youth workers

Description

In this group activity, participants are divided into small groups of 3-4 people and are asked to pick from the examples of digital entrepreneurship provided in the handouts.

The handouts are cards with different examples of digital entrepreneurship, such as: Creating content (becoming a YouTuber, Blogger, or Vlogger), E-commerce, affiliate marketing, or drop shipping, teaching online and offering online courses, selling photography online, becoming an influencer, digital consulting and providing digital services, etc.

Then, participants have to develop in each group an initiative, project, mobile app or business that implements the different examples of digital entrepreneurship.

Debriefing questions

- Was it difficult to distinguish between online and offline entrepreneurial endeavours?
- When in the small groups, how hard was it to convince your group members what initiative to implement? Were there disagreements about the content and necessity of the digital product you wish to implement?
- What are the advantages and challenges of digital entrepreneurship compared to offline entrepreneurship?
- How would you adapt your digital initiative or project for different target audiences or markets?

Handout Examples of Digital Entrepreneurship

There are endless possibilities in the realm of digital entrepreneurship; it only takes a good and sustainable idea. Find below some examples of digital entrepreneurship:

- Creating content (becoming a YouTuber, Blogger, or Vlogger)
- Teaching online
- E-commerce, affiliate marketing, or drop shipping
- Online coding
- Gig jobs or freelancing
- Selling or testing websites and domains
- Selling art, music, or designer merchandise
- Selling photography online
- Digital marketing
- Becoming an influencer
- Writing, translating, proofreading, editing
- Selling e-books
- Offering online courses
- Digital consulting and other digital services

26

Meme-Entrepreneurs

Skills & concepts targeted	<ul style="list-style-type: none"> • Digital marketing and ideal customer profile • Business Canva • Digital content creation and creative thinking • Teamwork and communication skills
Objectives	<ul style="list-style-type: none"> • Deepen the basics of business creation and digital promotion • Raise awareness on how digital presence can expand the outreach potential of your activity/ business • Equip participants with digital tools suitable for marketing strategies
Materials needed	Paper, pen, photocopies of the business template, digital devices (smartphones, tablets, laptops), material for voting (at the discretion of the facilitator), Handout Meme-Entrepreneurs
Tools, sources	Create a Business Model Canvas Online https://www.danea.it/blog/wp-content/uploads/2016/02/business-model-canvas.png https://nogood.io/2021/02/28/meme-ads/ Meme Generator https://www.wikihow.com/Make-a-Meme
Duration	80 - 90 minutes
Number of participants	20 people
Target Group	Young people, aged 16 - 29

Description

This activity has two parts: the first part intends to provide participants with skills and knowledge on developing a digital business. The second part focuses on original marketing strategies for promoting the products/services related to the invented digital business. To do so, the groups should create a bunch of memes for social media marketing.

Part 1

1. Divide the participants into 4/5 groups and provide the information on how to structure the business idea – Business Canva (Material 1, [Business Model Canvas](#)).
2. Each group should elaborate on the digital business concept according to the given ideal customer profile (Material 2), which targets youth.
3. The groups start a brainstorming session (20/30 minutes); each group has to write down their general business plan.

Part 2

1. Present the following scenario to all the groups:

You live in a time when traditional markets collapsed, and the need for new digital strategies has become imperative. As you want your new digital business to survive, you want to move your marketing activities to social media platforms. Memes represent a new digital frontier that can serve as a useful tool to promote your products/services in a fun, ironic and catchy way.

2. Inform the groups that they are expected to create memes to enlarge the outreach potential of their businesses. Before doing so, the facilitator guides a group brainstorming session actively involving the participants in basic information about what a meme is, how to create it, how they have been used for marketing strategies, etc. Participants should be able to come up with good examples on the topic. (Material 3, tips for facilitator)
3. After the group discussion, each group will be given 30 minutes to create a social media strategy related to the businesses they previously developed through memes. To do so, they can use available platforms online, like Meme Generator or any other useful app/website available on their devices. Remind the groups to consider the ideal customer profiles they received at the beginning of the activity.
4. They are expected to produce 2/3 memes in the given time.
5. At the end of the creation session, each group briefly presents their business concept and shows the related memes created for promotional intent.
6. The groups vote (1-5) each other over the following categories: originality; humour; marketing strategy; target customer reach. The group that gets more points wins.

Debriefing questions

- Was it difficult to formulate a digital business concept suitable for the target customer?
- Was it challenging to adapt a contemporary form of communication like the meme to advertising/promotional purposes?
- Do you think memes can actually have an impact on the target customer of today's market?
- Can you tell other examples of meme use as a digital marketing strategy?

Source: Developed by EKO in the context of the YETC project.

Handout Meme Ntrepreneurs

Material 1 (Part 1)

Business Model Canvas include nine components:

- Customer Segments: get to know buyers, their demographics and habits
- Value Proposition: what are the strengths of the good you're selling, what can bring added-value to your project and make you rise above competitors
- Revenue Streams: how you gain profit from your proposition and what are the sources of revenues
- Channels: what are the tools used to reach the customers, what are the most efficient for the type of service / product offered
- Customer Relationships: how you will interact with customers, for example, if there will be some staff dedicated to it
- Key Activities: which actions can guarantee success for your project
- Key Resources: what do I need to make the activities happen (your own capital, patents, material tools, and personnel)
- Key Partners: whoever will support you in leading your business to success (lawyers, accountants, consultants)
- Cost Structure: include fixed and variable costs, which activities are the most profitable and which most expensive, and decide if your business is cost-driven, whose model and value focuses on cost minimization (like low-cost companies), or value-driven, where value is the business focus (like luxury brands)

Material 2 (Part 1) - Handout for participants

Group 1: **Target customer: nerds**

A nerd is a person seen as overly intellectual, obsessive and introverted. Such a person may spend inordinate amounts of time on unpopular, little-known, or non-mainstream activities, which are generally either highly technical, abstract, or related to science fiction or fantasy, to the exclusion of more mainstream activities.

One of the main steps for a successful sales strategy is defining an ideal customer profile (ICP) for your digital business. An ideal customer profile is the type of company that would benefit the most from your product or service. Companies that fit your ICP are most likely to buy and continue to use your product, making them extremely important for business growth.

You can rely on these 5 steps to define your ICP:

- Ask yourself what problem your business solves
- Research and identify your best customers
- Analyse customer feedback, both good and bad
- Define the most important characteristics of your customer
- Use your ICP to optimise your brand and your marketing strategy

After the basic guidelines that can help you formulate a business concept in the digital sector, you will receive a youth-targeted ICP to orientate your brainstorming.

Group 2
Target customer: sports lovers.

A sports lover is a person enthusiastic about sports and generally healthy habits. He/she can comprehend both being a fan of one or more sports and actively playing them.

One of the main steps for a successful sales strategy is defining an ideal customer profile (ICP) for your digital business. An ideal customer profile is the type of company that would benefit the most from your product or service. Companies that fit your ICP are most likely to buy and continue to use your product, making them extremely important for business growth.

You can rely on these 5 steps to define your ICP:

- Ask yourself what problem your business solves
- Research and identify your best customers
- Analyse customer feedback, both good and bad
- Define the most important characteristics of your customer
- Use your ICP to optimise your brand and your marketing strategy

After the basic guidelines that can help you formulate a business concept in the digital sector, you will receive a youth-targeted ICP to orientate your brainstorming.

Group 3
Target customer: activists.

An activist is generally a person who campaigns to bring about political or social change. For instance, it could be environmentally oriented and include products/services that foster sustainability and social equality.

One of the main steps for a successful sales strategy is defining an ideal customer profile (ICP) for your digital business. An ideal customer profile is the type of company that would benefit the most from your product or service. Companies that fit your ICP are most likely to buy and continue to use your product, making them extremely important for business growth.

You can rely on these 5 steps to define your ICP:

- Ask yourself what problem your business solves
- Research and identify your best customers
- Analyse customer feedback, both good and bad
- Define the most important characteristics of your customer
- Use your ICP to optimise your brand and your marketing strategy

After the basic guidelines that can help you formulate a business concept in the digital sector, you will receive a youth-targeted ICP to orientate your brainstorming.

Group 4
Target customer: foodies.

A foodie is defined as someone who has a refined interest in food. They don't just eat food out of necessity, hunger or a need to survive, but also due to their invested interest. To a foodie, food is a hobby.

One of the main steps for a successful sales strategy is defining an ideal customer profile (ICP) for your digital business. An ideal customer profile is the type of company that would benefit the most from your product or service. Companies that fit your ICP are most likely to buy and continue to use your product, making them extremely important for business growth.

You can rely on these 5 steps to define your ICP:

- Ask yourself what problem your business solves
- Research and identify your best customers
- Analyse customer feedback, both good and bad
- Define the most important characteristics of your customer
- Use your ICP to optimise your brand and your marketing strategy

After the basic guidelines that can help you formulate a business concept in the digital sector, you will receive a youth-targeted ICP to orientate your brainstorming.

Material 3 (Part 2) - Tips for facilitators

A central part of a business is promotion: this can be done thanks to an accurate and targeted marketing strategy. Nowadays, a huge part of the promotion happens through social media, which can reach a broad audience, and, if well-researched, attract the target audience directly. A new communication strategy in the online world is done through memes. They are a composition of texts, images, tape and audio that convey a quickly understandable and relatable message. This communication strategy is often used by the younger generations and has to be continuously adapted to new trends that arise in the fast digital domain.

To foster an inclusive and engaging debate aimed at raising awareness about the topic, the facilitator can address the following questions to the participants:

- How would you define a meme?
- Have you ever created a meme? If yes, what kind of platform or device did you use?
- In your opinion, what is the potential of memes?
- How do you think that a successful meme is structured? Like, what references, topics, and sources should be included?

27

Digital Tools In A Company

Skills & concepts targeted	<ul style="list-style-type: none">• Teamwork• Presentation skills
Objectives	<ul style="list-style-type: none">• Enriching participants' toolbox of digital tools• Getting to know digital tools which can be used in a business environment• Developing presentations skills
Materials needed	Devices which allow connecting to the Internet (smartphones, laptops, computers etc.), pens, markers, flipchart papers
Duration	90 minutes
Number of participants	10 – 30 people
Target Group	Young entrepreneurs, youth workers, young people

Description

Using the tool <https://www.mentimeter.com/>, participants list the digital tools they know (10 minutes for brainstorming). The facilitator then divides the participants into groups of 4-5 people.

The groups have the task to choose three digital tools that can be used in a digital company. Then, they should think about what uses these tools can have in the company and how they can improve the team's work in the company.

The tools and applications are to be presented in the form of a presentation to the whole group using sheets of flipchart paper. They have 45 minutes for the preparation of presentations.

After the preparation, each group have a maximum of 5 minutes for presentation.

At the end of the session, a debriefing part is held.

Debriefing questions

- Was it difficult to choose 3 digital tools that could be used in the company?
- Were any of the tools a surprise to you?
- Will you use any of these tools in the future?

Source: Developed by FII in the context of the YETC project.

Skills & concepts targeted	<ul style="list-style-type: none"> • Presentation and persuasion skills • Critical thinking • Definition business objectives • Market research
Objectives	<ul style="list-style-type: none"> • Give and present a digital business idea effectively • Comprehension of some key concepts of digital entrepreneurship
Materials needed	Projector, blackboard or flipchart with pens for writing, internet access
Duration	60 – 90 minutes
Number of participants	4 – 20 people
Target Group	Young people, youth workers

Description

Introduction (5-10 minutes): The facilitator introduces the activity and explains the goal of creating a pitch for a digital business idea. The facilitator may also provide pitch examples and explain the importance of effective presentation in an entrepreneurial environment.

Brainstorming (10-15 minutes): The group divides into subgroups. Each group discusses and generates ideas for a digital business. The facilitator may provide prompts to help participants generate ideas, such as asking them to consider common problems that can be solved using digital technologies.

Business goal definition (10-15 minutes): Each group chooses an idea and defines business goals for the digital business. The facilitator may provide an example of business goals and ask participants to consider how the selected idea can be commercialised.

Market research (10-15 minutes): Each group researches market opportunities for the selected idea. The facilitator may guide how to conduct market research, such as evaluating the competition, identifying market trends, and understanding customer needs.

Unique value proposition identification (10-15 minutes): Each group identifies the unique value proposition of their product/ service, and the target audience. The facilitator may provide examples of successful products/services and ask participants to think about how their idea can offer added value compared to the competition.

Business model creation (10-15 minutes): Each group creates a business model for the selected idea. The facilitator may provide examples of business models and ask participants to think about how to generate profits through the selected idea.

Pitch presentation (15-20 minutes): Each group presents their pitch, describing the digital business idea, business goals, market opportunities, unique value proposition, and business model. The facilitator may provide tips on how to create an effective presentation, such as using slides with images and concise text.

Conclusion (5-10 minutes): The facilitator leads a final discussion on the presentations and digital entrepreneurship concepts covered during the activity. The facilitator may provide feedback on the presentations and encourage participants to continue developing their digital business ideas.

Debriefing questions

- Was it difficult to come up with an idea about digital entrepreneurship when working in your small groups?
- Did everyone in your small group know the definition of digital entrepreneurship?
- Was it hard to reach an agreement among the participants in your small groups concerning the business idea to be developed?

Source: Developed by DEMOSTENE in the context of the YETC project.
Adopted from Social Entrepreneurship Lab Program of the Case Foundation.

Skills & concepts targeted	<ul style="list-style-type: none"> • Analytical thinking and problem-solving • Communication and collaboration • Innovation • Digital marketing and online presence • Customer segmentation • E-commerce platforms • Competitive advantage
Objectives	<ul style="list-style-type: none"> • Understand the importance of finding a niche in digital entrepreneurship • Identify potential niches in the digital entrepreneurship space • Develop a strategy for targeting a specific niche
Materials needed	Whiteboard and markers or flipchart and pens Internet-connected devices for each participant or group
Tools, sources	Access to online tools for market research (e.g., Google Trends, social media analytics tools)
Duration	90 – 120 minutes
Number of participants	4 – 15 people
Target Group	Young people, youth workers

Description

Introduction (5 minutes): Begin by explaining to participants the importance of finding a niche in digital entrepreneurship. Discuss the advantages of focusing on a specific area or target audience, such as increased opportunities for innovation and differentiation and reduced competition.

Brainstorming (15 minutes): Split participants into small groups and have them brainstorm potential niches in the digital entrepreneurship space. Encourage them to think creatively and outside the box. Some possible niches might include:

- Providing digital marketing services for a specific industry (e.g., healthcare, education)
- Developing software or apps for a specific user group (e.g., seniors, children)
- Creating digital content for a specific niche market (e.g., vegan cooking, sustainable fashion)

To enhance participants' understanding of the concepts and strategies being discussed, consider incorporating real-world examples of successful digital businesses or entrepreneurs who have effectively targeted a niche market. This can provide practical insights and inspire participants in their own strategy development. Examples:

Warby Parker: Warby Parker is an online eyewear retailer that offers stylish and affordable glasses. They targeted a niche market of budget-conscious and fashion-forward customers who wanted an alternative to expensive designer eyewear. Their direct-to-consumer model disrupted the traditional eyewear industry.

Glossier: Glossier is a beauty brand that focuses on natural-looking makeup and skincare products. They tapped into a niche market of millennials and Gen Z who sought a minimalistic and effortless beauty routine. Glossier's online presence and community engagement helped them build a loyal following.

Airbnb: Airbnb is a platform that connects travellers with unique accommodations offered by individuals. By targeting the niche market of travellers seeking authentic and local experiences, Airbnb disrupted the traditional hotel industry and provided a new way for people to travel and connect with local hosts.

Headspace: Headspace is a meditation and mindfulness app that caters to individuals looking to incorporate meditation and mental well-being practices into their daily lives. They targeted a niche market of people seeking convenient and accessible ways to improve their mental health and find calmness in their busy lives.

BarkBox: BarkBox is a subscription box service that delivers curated dog toys and treats to pet owners. They targeted the niche market of dog owners who wanted to provide their pets with high-quality and unique products. Their subscription model and personalised approach helped them build a strong customer base.

Research (20 minutes): Have each group choose one niche to focus on and conduct research to determine the viability and potential profitability of that niche. Encourage them to use online tools like Google Trends, social media analytics tools, and industry reports to gather data.

Strategy development (20 minutes): Once the groups have completed their research, have them develop a strategy for targeting their chosen niche. This might include:

- Identifying specific pain points or needs of the target audience
- Creating a value proposition that speaks directly to those pain points or needs
- Developing a marketing plan that utilizes digital channels to reach the target audience

Presentation (15 minutes): Have each group present their niche and strategy to the rest of the group. Encourage feedback and discussion on the viability and potential success of each strategy.

Follow-up (5 minutes): Wrap up the activity by discussing the next steps and potential action items for participants to continue developing their niche strategy.

Debriefing questions

- What were some of the challenges you faced while completing the activity?
- How did you decide on your target audience and niche market?
- Did you discover any new insights about your target audience or market during the activity?
- How did you identify and validate your value proposition?
- Were there any digital tools or platforms that you discovered during the activity that you were not aware of previously?
- What potential challenges do you anticipate in implementing your strategy in the chosen niche?
- How did you differentiate your digital business model from existing competitors in the niche?
- What metrics or indicators will you use to measure the success of your strategy?
- How might your strategy evolve or adapt in response to changes in the digital entrepreneurship landscape?
- How did you prioritise your digital marketing channels?
- What were some of the unique aspects of developing a digital business model compared to a traditional business model?
- Did you encounter any difficulties in determining your cost structure or revenue streams?
- How did you incorporate feedback from your partner into your digital business model?
- Do you feel more confident in your ability to identify a niche market and develop a digital business model after completing this activity?

Skills & concepts targeted	<ul style="list-style-type: none"> • Creative thinking and analytical skills • Online communication and digital skills
Objectives	<ul style="list-style-type: none"> • Create startup idea from digital field: creating content, e-commerce, affiliate marketing, or drop shipping, teaching online and offering online courses, etc.
Materials needed	A4 papers, pens, markers
Tools, sources	Handout Mix and Match
Duration	45 minutes
Number of participants	Minimum 12 people
Target Group	Young people, youth workers

Description

The first part of mix and match is to create a start-up idea from the digital field ((Creating content, E-commerce, Affiliate marketing, Dropshipping, Teaching online, and Offering online courses, etc.).

For this task, participants receive A4 papers, a pen, and markers, and have 15 minutes to create their start-up. After that, each participant tells the digital field of their start-up idea in 5 minutes for all participants.

All from the same fields get matched if there is no match, they get mixed (match with participants from different digital fields). Every group should be formed by 2-3 participants. All that got matched continued to combine their ideas from the same field. The ones that got matched from different digital fields choose one of their fields and continue to work on their started idea. After 15 minutes, the groups present their combined ideas.

Debriefing questions

- What made you choose your digital field?
- Did your start up idea change after you got a match?

Source: Developed by SFERA in the context of the YETC project.

Handout Mix and Match

Affiliate: Affiliate marketing is a business model where you can earn money online by recommending products or services to your audience. You will get a unique affiliate link that redirects potential customers to the merchant's site, allowing them to buy a product or a service. Thanks to conversion tracking, the affiliate website will know which affiliate the sales come from. As a result, when someone makes a transaction via your affiliate link, you will receive a percentage of the sale as your commission.

Dropshipping : Dropshipping is an eCommerce business model that allows you to sell products from different suppliers on your website. To start a dropshipping business, you don't need to carry inventory and ship products to customers. Moreover, it enables you to determine your product prices. In general, the profit you make will be your selling price minus the wholesale price. However, you'll be responsible for creating marketing campaigns and handling customers' complaints.

CONCLUSION

This training toolkit on youth entrepreneurship has set to identify, explore and explain thirty different training activities in general, cultural, social, green and digital entrepreneurship. By investigating six tools in each chapter, this document has showcased the range of educational resources available for youth workers, young entrepreneurs and individuals to go on and develop their entrepreneurial skills and knowledge.

Furthermore, this toolkit has also highlighted the importance of fostering an entrepreneurial mindset, especially during a recession or crisis, as a response to the uncertainties and disruptions that come along, especially during Covid-19. The six training tools presented in each chapter offer engaging and interactive ways to not only explore the field of entrepreneurship and encourage participants to think about starting their ventures but also to, in the case of social, cultural and green entrepreneurship, be more responsible towards their surroundings and more value-creative oriented within their aspirations.

We hope that your engagement with the toolkit has sufficiently assisted you in developing a better understanding of the type of entrepreneurship that resonates with you, taught you more about the different types of entrepreneurs and business ventures, educated you in crisis management and problem-solving, informed you on the different sustainable solutions, inspired you to bring change in your community, and motivated you to take action by starting your own business.

In conclusion, this toolkit has shown that entrepreneurship is not limited to one particular field or industry. Rather, it can be integrated into various aspects of society, from the social and cultural field to the digital and green one. On top of that, we think that by promoting an entrepreneurial mindset and offering opportunities for individuals to develop their venture skills and entrepreneurship knowledge, we can create a more sustainable, innovative and dynamic society that is better equipped to address the challenges of today, such as the Covid-19 pandemic.





Young Entrepreneurs in Time of Crisis

Version 1.0 3 April 2023

Produced by: FECE, EKO, FII,
DEMOSTENE, AEDA and SFERA

Editors: Nevena Dobрева and Mariya Rachinska

Design & Layout: Georgi Mirchev

Vector art: vecteezy.com , shutterstock.com

Sofia, Bulgaria, 2023



This publication is published under a creative-commons license
<https://creativecommons.org/licenses/by-nd/4.0/>

This publication is available to download Open Access at
yetcproject.eu