

1. Youth Worker Guide to Boost Entrepreneurial Capacity Building

Introduction

Entrepreneurship is a powerful driver of economic growth and job creation. Young migrant workers represent an important pool of potential entrepreneurs.

Entrepreneurship coaching and mentoring is an effective resource-intensive support to Young migrant workers. The key to a successful coaching or mentoring relationship is the quality and dedication of the coach or mentor, ensuring a good match with the young entrepreneurs.

“Youth work” refers to education and welfare services to support young people’s safe and healthy transition to adult life, as well as leisure activities. Organizations that deliver youth work share broad youth work values and aims:

- ✓ Support young people in exploiting their potential in the cultural, social and education field,
- ✓ promote the active participation of young people in social and cultural activities, guide young people in their personal and professional path, including counselling about school and education or support to facilitate the access into the labour market.

Youth work is a non-formal learning process aimed at developing young people in terms of their citizenship, their integration in civil society and increasing solidarity among generations. Youth work is mainly the “out-of-school” (extra-curricular) children and youth work promoting and strengthening young people.

The guide

This document is a guide for teachers, trainers and youth workers who are training migrants to boost their entrepreneurial capacity.

Entrepreneurship education is more than preparation on how to run a company. This Youth Worker Guide is about how to develop the entrepreneurial attitudes, skills and knowledge which, in short, should enable a student to turn ideas into action.

The aim of this guide is to provide teachers and trainers with a framework to support entrepreneurial learning of young migrant(s) students and help them setting up a company. It will optimise learning of migrant students in the classroom or online through focused teaching methods.

The aim is to supply teachers and young entrepreneurs offering a comprehensive set of measures created with various specialists across Europe and is easily followed to implement and to replicate it in any other EU country. The training approach should not be in an educational framework to reflect the vision of the entrepreneurs.

Who

A typical student is a migrant aged 16-29 years old with a desire to develop their entrepreneurial spirit. These students will be faced with various challenges, such as legal, cultural, linguistic and in some cases the need to move throughout Europe. Trainers need to not only be competent in teaching entrepreneurial capacity building but also consider these unique challenges.

What

Entrepreneurial spirit is not limited to a migrant wanting to set up a company. It is applied to a migrant developing an initiative, organising an event, benefitting from an opportunity where there is an element of risk and hopefully of profit. It can be a part time or full time activity.

Finance is a major issue for migrants so the training is applied to intrapreneurial initiatives, too. Intrapreneurial initiatives are those that an employee (the migrant) has from within an entity and develops them internally, enjoying the financial safety and resources of the employing entity, for example, the migrant could be working for a company and then within that company the young person may have an initiative to share with and develops with the boss.

Training environment

The training can occur on a virtual/digital platform or inside a training facility.

DIGITAL / VIRTUAL LEARNING

The effectiveness of a coaching or mentoring scheme can depend on the ease of accessing the coach or mentor. That does not have to be a physical training facility.

Remote online trainings can be required to meet migrants via online platforms. In the era of training and education, the term appeared as “Emergency Remote Teaching” in order to indicate a need to transform the training environment into the virtual platforms without designing them as online instructional processes at the beginning. Therefore, we added this part to support trainers to transform their content into the online channels. It becomes much more difficult to keep the interactive characteristics of the instruction, when transformed into online platforms. Therefore, the synchronized or the live stream nature of the instruction gains importance in online sessions. There are platforms, like Zoom, Google Teams, Adobe Connect, Skype etc. to get live (synchronized) sessions with the learners. If it is a group session, there are some interactive tools are available for trainer to get feedback like menti.com, Kahoot, poll junkie etc.

Training facility

The training facilities need to offer certain characteristics:

- Easy and direct public transport to the training facility – the migrants need to be able to get to the training location using few and simple instructions and the migrants should not have to walk a lot inside the building, otherwise they will feel lost and unwelcome;
- All organisation’s staff should be informed that the migrants are coming and prepared to give basic indications how to reach the training facility;
- Professional but relaxed environment – migrants may feel reluctant to take part in the course, so it is important to make them feel relaxed and welcome but also confident in their teachers;
- Space to move around – the room needs enough space for the students to move around and socialise / network as the course is not just undertaken sat down;
- Tables positioned in a circle – to avoid psychological barriers;
- Technical equipment- like music player, laptop, projection etc. to use audio visual elements;
- Smart boards - using smart boards allow teaching in different styles. There are students who are more verbally inclined, so they can listen to the teacher talk. Visual learning students can understand what the teacher is doing easier. The board allows more in-depth visuals. You can have online resources, they are environmentally friendly, you can save your lessons, better visuals;

- Wi-Fi service – a necessity as the migrants may not have access to Wi-Fi at home, and it needs to be without restrictions, but meeting the security standards;
- Regular breaks – to maintain concentration, breaks are structured, regular and respected and announced at the beginning at each training day. You may need to consider breaks around religious requirements;
- Bathroom – as with any training facility, and mixed bathrooms should be avoided;
- Basic refreshments – in case the students are hungry there are basic refreshments available;

Applied training method

The methods used by the trainer are fundamental for the success of the course as the migrants are in a unique and challenging situation. Learning optimisation is strengthened by;

- Team work
- Practical / hands on lessons – project based, student-centred and work-based methods
- Ice-breakers and student energising strategies
- Active student participation (treating the students as individuals and a specific background and knowledge)
- Learning objectives are attached to each lesson
- Regular and objective testing (in an informal and non-formal way). This can be as simple as checking at the end of each module that the student has understood. Team-work, soft skills and hands-on skills need to be evaluated by the mentor/trainer in an informal and non-formal environment, for example giving feedback to the independent practice of the students, as included in the session plans of this guide.
- Using at least three “senses” to communicate a concept where possible to encourage information retention creating a Social and emotional learning environment (for example, sight, hearing and emotions through storytelling, or, sight hearing and movement by getting students to stand up and move around)
- Assessing and fulfilling migrants’ Basic Human Needs (if possible) at the beginning of training session. If an applicant is missing a basic need, they will not concentrate on the lesson, but instead on that need, like hunger, thirst, cold, hot, exhaustion or fear. Social and economic differences is a threat to effective group learning
- Consider and account for Psychological traumas and Prejudices
- **Maintaining an open-door policy-** you are always there to help them with the topic of the training (academic)
- **Share relevant personal stories or anecdotes-** youth workers with a migrant background are more successful in this case: By demonstrating a connection between your life and young migrants, you will be able to effectively reach out to them. Think of humorous personal experiences that will entertain young migrants and convey a strong life lesson.

Learning optimisation is threatened by

- Lack of Parental Support- most families do not understand why they are training.
- Poverty
- Bullying
- Health issues- for example Syrians mostly have traumatic background and they encounter health problems due to insufficient life conditions.
- Disruptive students
- Lack of interest or relevance

- Absenteeism
- Cultural differences
- Lack of language ability in the language of the course

Learning types

1. Auditory and musical learners

Auditory learners like to hear solutions and examples explained to them, and may gravitate towards music subjects and group learning as a way to understand information. Auditory learners often have a high aptitude for distinguishing notes and tones in music and speech.

Qualities often associated with auditory learners include:

- Possessing a 'good ear' for music and tones
- May be distractible
- Likes to talk to self / others / hum / sing

Auditory learners might say words out loud or hum tones to better learn them. This strategy is key for keeping musical learners engaged in class lessons.

Strategies you can try include:

- Read back what you have written
- Recording lessons for later listening and reference
- Encouraging auditory listeners to 'teach others' verbally
- Seating them away from distractions

2. Visual and spatial learner

Visual learners like diagrams, drawing out concepts, charts and processes. They learn by looking at visual concepts, creating them, and watching other people create them. Visual learners might be organised or creative in their application, and find things like colours and shapes useful.

Visual learners often possess the following qualities:

- Habitual doodlers / drawers
- Observant
- Not easily distracted
- Enjoys planning
- Prefers visual instructions

Strategies you can try include:

- Include maps, images and diagrams
- Create mind-maps
- Sitting visual learners near the front
- Using colour codes and cues
- Encouraging note taking and recopying notes during study

3. Verbal learner

Verbal learning includes both writing and speaking. Verbal learners might have a preference for reading and writing, word games and poems. Verbal learners know the meanings of a broad category of words, can use them effectively, and actively seek out new words to add to their repertoire.

Some qualities associated with verbal learners include:

- Intellectual
- Bookworm
- Good story teller

Strategies you can try include:

- Storytelling
- Push personal boundaries by making them write things down or present it to the others

4. Logical and mathematical learner

Some qualities associated with mathematical learners include:

- Pattern recognition
- Good with numbers
- Predisposition towards grouping and classification

Strategies you can try include:

- Try to include statistics and classification taxonomy.
- Ask your students “What category of book is this?”
- Start with general concept and develop them
- With logical students, always look to incorporate a system, include the students in the development of that system.

5. Physical or kinaesthetic learner

Commonly called hands-on learners, kinaesthetic prefer to physically engage with the materials of the subject matter. Some qualities associated with physical learners include:

- Preference to ‘get their hands dirty’
- Energetic, may drum fingers or shake legs
- Action-orientated and outgoing
- May deprioritise reading and writing

Strategies you can try include:

- Encouraging movement during study (don’t punish them for fidgeting)
- Decluttering desks and surfaces so they can focus on learning
- Take structured breaks, let them move around
- Physical interaction and something they can relate to ie video
- Make them create products

6. Social and interpersonal learner

Social learners show preference towards groups and collaboration. Some, but not all, will gravitate towards leadership within a group. Some of the qualities often associated with this type of learner include:

- Extraverted
- Good communicator
- Sensitive and empathetic

It's important for educators to understand that not all social learners are extraverted or highly communicative, and that they can also be visual, auditory, verbal, logical or physical learners as well. The interpersonal aspect perhaps better describes the settings in which they are most comfortable, rather than how they absorb information. Interpersonal learners like to 'do' and to 'share'. This can sometimes lead to distraction for other students who are more intrapersonal in their learning habits. To prevent this, try to channel social learners into providing value to the group, giving them tasks that use their energy usefully, with a focus on empathy for their classmates.

Strategies you can try include:

- Roleplaying historical events or works of literature
- Collaborating on finance and budget problems
- Working as a class on comprehension questions

7. Solitary and intrapersonal learner

Solitary learners can be visual, auditory, physical, verbal or logical learners. Fulfilling all the needs of the solitary student will ensure they are fully engaged. Some of the qualities often associated with this type of learner include:

- Independent
- Introspective
- Private

Strategies you can try include:

In a classroom environment it can sometimes be difficult to engage a solitary learner. They might sit silently in the back of the classroom, only to ace the exam at the end of semester. For the educator, it's important to engage them during class. Provide visual materials, books and learning aids. Designate quiet areas, and collaborate with defined sharing time so the solitary learner can feel adequately prepared.

Mixed learning approach

It is always desirable to have a mixed learning approach throughout coursework to cater to each type of learning style. Each session/lesson can focus on a particular learning type, or incorporate multiple strategies within each lesson. The most important element is first recognising the differences in student learning.

Disruptive Students – Threatening Learning Optimisation

One class's disruptive student can be considered a normal student in another class. This depends on the cultural differences. It does not necessarily mean a disruptive student realises being disruptive nor demotivated.

Typical Disruptions; Examples include repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized, or resorting to physical threats or personal insults.

Strategies to prevent and respond to disruptive behaviour include the following:

- In the first lesson you must all create a “Standard of Conduct” chart which all students sign. Reminders by the teacher will be required throughout
- The teacher needs to be the role model for the required standard
- If you believe inappropriate behaviour is occurring, consider a general word of caution, rather than warning a particular student (e.g., “we have too many contemporaneous conversations at the moment; let’s all focus on the same topic”).
- Try speaking with the student after the lesson to outline any issues
- Remain calm and in control.

Avoid:

- Arguing with a student
- Giving in to inappropriate requests
- Ignoring inappropriate behaviour that has an impact on you or other students
- Allowing the student to intimidate you

Law and regulations

Look at the [chapter 5 Entrepreneurial laws, rules, regulations and tax](#), you can find there general information about the topic and in detail information regarding the British, Dutch, Italian, Turkish and Romanian regulation.

Cultural background

Cultural background

The cultural factor is one of the main keys to address in order to create an inclusive and open learning environment that facilitates learning. The trainer should take into consideration the cultural background of students and the culture of destination which can often be particularly different to approach to particular cultures which are really different.

Taking into consideration the cultural background of the students is crucial in order to provide high quality training that responds to their needs and expectations of the training.

Addressing the cultural background is a complex task which requires particular attention from the trainer. Culture is more than holidays or recipes of favourite dishes, religious traditions, or language, a person’s culture and upbringing has a philosophical effect on their perspective towards the world and how they process information. Therefore, culture has an important input on learning and teaching styles.

It is important for the trainer to have some information in advance regarding the cultural background of students to adapt their approach in teaching. This can be done either in the first introductory lesson where a student presents themselves offering useful information for both the teacher and the class, or before the start of the course through questionnaires or similar tools. It is important that teachers understand their students and their academic abilities individually, rather than relying on preconceived ideas or prior experience with other students of similar backgrounds. The information provided through these channels will help the teacher focus better to the needs of the students and training that is more.

The tutor has to remember that culture can affect the training experience: for example the “normal” behaviour of the students in class is highly based on their culture. Asian students tend to be quiet in class, and making eye contact with teachers is considered inappropriate. In contrast, most European students are taught to value active classroom discussion and to look teachers directly in the eye to show respect, while their teachers view students’ participation as a sign of engagement and competence. These factors are of vital importance in the training with migrant groups.

It is important for the trainers to take into consideration factors which are part of the personal background of each student and that can be at times difficult to address, like for example trauma. It is important for the trainer to be flexible and empathic with their students because often apart from being trainers they can become reference points for young migrants.

When addressing culture in training, it is important to take into consideration both the cultural background of students and the culture of destination. It is key for trainers to give information about the new environment to make the students feel more comfortable. The reasons why a person moves from their country of origin are many and it is not obvious that the person has information about the destination country. Trainers should be prepared to give as much information as possible, depending also on the student’s needs. This information does not only include language training but other important factors which can be: specific rules in specific sectors, not accepted behaviours by the society, how to address locals and so on. Providing information about the destination country is crucial to boost integration. This type of information is part of the so-called cross-cultural training which implies the identification of the differences between the two cultures and to address those areas where the culture clash could lead to problems.¹

Teamwork learning

Learning optimisation is strengthened by Teamwork. There must be a friendly and comfortable team atmosphere

There needs to be a team atmosphere created in the classroom which improves the feeling of ownership of the content, reduces the chance of students dropping out and losing interest and improves the quality of the ideas between each other.

Teamwork skills are essential to your success at work, no matter your industry or job title. Good teamwork skills reflect typically a healthy, high-functioning workplace.

Try to develop the following skills for young migrants as an entrepreneurs. Here are just a few examples of qualities that can help you improve your teamwork skills:

Communication - crucial to having good teamwork skills, so share relevant thoughts, ideas and key information. Consider both verbal and nonverbal.

Responsibility - it is important that every party involved both understand the work they are responsible for and makes the effort to complete said tasks on time and up to the expected standard and work together towards a common goal.

Honesty - this might mean sharing a disagreement, not able to complete a certain task on time, or sharing a new development. Transparency develops trust and therefore work together efficiently.

Active listening – making an effort to focus intently on one person as they share their ideas, thoughts or feelings which improves understanding and trust. Ask follow-up questions!

Empathy - Having empathy for your teammates can allow you to better understand their motives and feelings, which can help you to communicate with them in a way they will respond to positively.

¹ Some of the information here provided were part of a research carried out on the following websites:
<https://www.miamiherald.com/news/local/community/miami-dade/community-voices/article36727782.html>
<https://www.tolerance.org/professional-development/culture-in-the-classroom>

Collaboration - work together to create something better, share ideas, improve each other's work and help one another to form a good team.

Awareness - be aware of the team dynamic at all times. For example, if one person is dominating the conversation it is important that balance is restored for each teammate to contribute evenly. Alternatively, if one person tends to be shy and hesitant to share ideas, it is important to create space so that all teammates feel comfortable to contribute their unique skills and abilities.

Learning optimisation is strengthened by Energised students - Incorporating movement to a lesson stimulates blood flow and brain activity. Some students can find it difficult to pay attention to what the teacher is saying *and* sit still.

Learning optimisation is strengthened by Learning objectives – this helps focusing the lesson, in terms of pre-lesson preparation and through the lesson. When objectives are put together, it also creates a more structured progress of the student. The objectives should not be too strict as to allow fluid development in the classroom. The teacher should take care to reach all learning objectives. The learning objectives of the next training day should be announced at the end of the day in order to motivate the student to come back and eventually to prepare herself/himself by its own initiative.

Learning optimisation is strengthened by Regular testing or repetition of previous lessons – testing can be as simple as repeating what happened last lesson, asking simple questions to remind the students of what they did last time (even prior to a break). “Testing is by doing” in a controlled way with constructive help and sharing the experience. At the end of a lesson the students should be asked to repeat the main points. This testing must happen every lesson. If the student knows there will be basic questions at the conclusion of the lesson, they will focus and concentrate more and, more importantly, it helps the student create a long term memory. An online application like Kahoot creates an environment of fun and motivation to join the activity.

Learning optimisation is strengthened by Practical / hands on lessons. It will be done through the teacher, platform, app and should be also possible to access by smart phone. After a short presentation of the theoretical aspects of the lesson, students will be given simple assignments related to the discussed topics. According to the nature of assignments, the students will work individually or in teams. After the assignments' conclusion, one student or one team will present his / her or their results and the entire class will discuss them in an objective way.

This can be achieved for example by drama and other theatrical activities and games, which enables students to join activities for having joy and fun altogether. Moreover, the creativity of the students should be boosted by the trainer to activate their inner potential as innovators, new idea creators, creative problem solvers, which are important components of entrepreneurial mind-set.

Learning optimisation is strengthened by Using at least 3 senses to communicate a concept

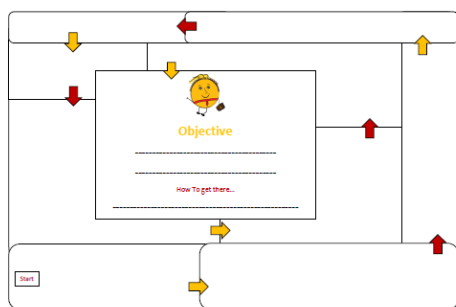
Create a growth mind-set classroom

According to Stanford University psychology Professor Carol S. Dweck, people with a “fixed mind-set” — those who believe basic qualities like intelligence or talent are fixed — are less likely to flourish than those with a “growth mind-set” — those who believe that abilities can be developed through dedication and hard work. In her book, “Mind-set: The New Psychology of Success,” Dweck reveals how parents, teachers and others can put this idea to use to help students foster outstanding accomplishment.

By creating a growth mind-set learning environment, we can help students take more ownership of their learning and achieve their independence. The key is to emphasize the effort that students are putting in, rather than their intellectual ability, therefore helping them learn how to persevere and grow.

Each student should set weekly, monthly, and quarterly goals. Track their progress and growth. Celebrate their successes and if students aren't reaching their goals, hold an intervention conference so we can review the progress they have made and make adjustments so they can start seeing more growth.

One of the tools we can use is the game of Company Snakes and Ladders, where you set objectives and tasks. The participant defines objectives and splits it up in the different task he/she needs to do to achieve the objective. Each task needs to have a deadline, and answer the question, when, how, who, where. The tutor and trainer need to monitor it with the participant.



How and which tools can we use?

Case studies of worldwide famous entrepreneurs

- Migrant Entrepreneurship and success: the story of Jan Koum (Whatsapp) <https://www.forbes.com/sites/parmyolson/2014/02/19/exclusive-inside-story-how-jan-koum-built-whatsapp-into-facebooks-new-19-billion-baby/?sh=a5c4d5f2fa19#7cea2c742fa1>
- Made.com: an interview with Ning Li <https://www.theguardian.com/small-business-network/2017/sep/18/madecom-founder-we-want-to-be-the-new-ikea>
- Kiran Mazumdar Shaw- CEO- Biocon
Kiran Mazumdar Shaw, the founder of Biocon is one of the most successful Indian entrepreneurs. At the age of 25, she founded her own company called Biocon, which partnered with an Irish firm to make industrial enzymes.
- Arianna Huffington - CEO- The Huffington Post
Arianna Huffington is the prime supporter of The Huffington Post, creator of the ongoing New York Times smash hit The Sleep Revolution and as the Editor-in-Chief of The Huffington Post to seek after her new health start up, Thrive Global, which will offer well-being preparation and workshops on stress deduction. Here's her business guidance for business visionaries who need to begin a business just because: "In case you're going to begin a business, you have to truly cherish it, on the grounds that not every person is going to adore it. At the point when The Huffington Post was first propelled in 2005, there were such a significant number of depreciators.

- **Guy Kawasaki CEO- Canva**
Guy Kawasaki is the Chief Evangelist of Canva, the writer of thirteen books including the acclaimed *Art of the Start*, which has been hailed as a weapon of mass creation by businesspeople all over the world. He's additionally the previous boss evangelist of Apple. Here's his business exhortation to hopeful business visionaries who need to begin their very own business: "My best business tip is to concentrate on the model. Try not to concentrate on your pitch deck, field-tested strategy or monetary projections."
- **Chase Jarvis CEO- CreativeLive,**
Subsequent to getting to be one of the world's most outstanding picture takers at a moderately youthful age, Chase went on to help establish, CreativeLive, the world's biggest live spilling training organization. Here's his business guidance for new businesspeople who need to begin their very own business: "Scratch your own tingle. Follow tackling an issue that you have. Something that is precious to you, not some arbitrary market opportunity."
- **Larry Kim - CEO- Mobile Monkey**
Larry is the founder of both Mobile Monkey, a next-generation chat bot for marketers, and Wordstream, a leading provider of AdWords, Facebook and keyword research tools used by over a million marketers worldwide. Larry is also a top columnist at Inc magazine, a Techstars mentor and keynote speaker for events around the world. Here's his best business advice for aspiring entrepreneurs: "The biggest mistake I see entrepreneurs make is over-estimating the novelty of their big idea."
- **Michelle Schroder CEO- Making Sense of Cents**
Michelle is a business visionary and blogger that runs the individual money and way of life blog, Making Sense of Cents. Since 2011, she's been utilizing her experience in account to compose extraordinary substance and develop her blog business to over \$70,000 in income every month. Here's her business guidance for new business visionaries who need to begin a business and become productively independently employed: "The most excruciating slip-up I see first-time (or unpractised) business visionaries make is that they see others in their industry or blog specialty as a rivalry. This can fundamentally keep you down, as you may never learn industry privileged insights and tips, make certified companions, and then some."
- **Oleg Shchegolev- CEO- SEMrush**
Oleg is the fellow benefactor and CEO of SEMrush, an across the board promoting toolbox for advanced advertisers. Oleg has developed SEMrush to 400 workers in four workplaces around the globe and in 2016 they praised 1 million clients (!!!) with customers in excess of 100 nations. Here's Oleg's best business guidance for first-time business visionaries hoping to begin their very own business: "First-time business visionaries give an excess of consideration to what different organizations are managing without having an independent mind."
- **Bhavish Aggarwal CEO- OlaCabs**
The 29-year-old IIT-B Grad - Bhavish Aggarwal is the organizer and CEO of India's most prominent Cab Aggregator OlaCabs. OlaCabs, all the more famously known as Ola, is much the same as some other commercial centres on the web, however more explicitly into giving Taxi administrations. Ola, which began as an online taxi aggregator in Mumbai, presently dwells in the Silicon Valley of India a.k.a. Bangalore and is likewise known to be one of the quickest developing organizations in India, out beating its rivals Uber and Meru.
- **Jim Fowler CEO- Owler**

Jim is the Founder and CEO of Owler, a publicly supported focused insight stage. Before Owler, Jim established Jigsaw in 2003 and was CEO until it was obtained by Salesforce in 2010 for \$175 million. Prior to his profession in innovation, Jim was proprietor and administrator of Lookout Pass, a ski resort in Idaho, and served in the U.S. Naval force as a plunging and rescue official.

- Matt Feldman CEO- Case Escape

Matt is the CEO and prime supporter of Case Escape. Subsequent to getting his MBA from Chapman University at age 23, Matt began his first business in Quite a while (which we began together in 2013) and has since developed it into an overall business with more than 100 customers and tallying. Case Escape was established with the objective of helping 1,000 businesspeople start their very own telephone case business.

Link: <https://www.mim-essay.com/top-31-successful-entrepreneurs/>

Assessment tool

The [YME App](#) does not particularly differentiate between skills and competences, but rather it provides an overall assessment of the migrant's capability relevant for developing entrepreneurial skills. It breaks down the evaluation into 8 individual components. Each of these components will help the teacher in correctly identifying specific areas that need further improvement, thus enabling a focused, targeted teaching approach.

The [YME App](#) can indicate, if the answers are honest, the presence or lack thereof of various skills, such as: self-confidence, communication skills, leadership skills, creativity/ innovation capacity, problem solving skills, financial skills, ambition, risk taking behaviour.

The self-confidence and communication skills are also important to be evaluated at the first group meeting with the migrants (their level can be taken from the App). An entrepreneur should possess SOCIAL SKILLS (to coordinate employees, to discuss with investors, suppliers, etc.) and FINANCIAL SKILLS (to understand and control the cash flow in her/his business).

The information provided to the trainers from our app, are confidential and respect Privacy rules.