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# **Youth Worker's Guide to Boost Entrepreneurship Capacity Building**



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# 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 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.<sup>1</sup>

## 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.

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<sup>1</sup> 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>

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.

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

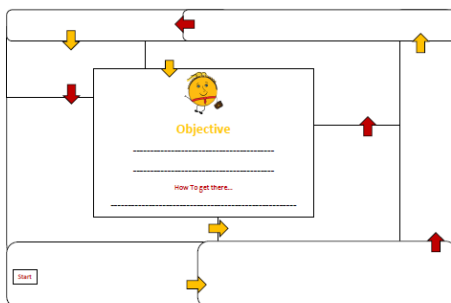
## Create a growth mind-set classroom

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.

## 2. Staff competences for Youth Worker, Mentor and Trainer to boost Entrepreneurship Capacity Building for Young Migrants

### Role Purpose

The youth worker, trainer, mentor 'teaches' through supporting their students (young migrants) by showing them where to look, and let them do 'practice by doing' and avoiding to tell them what to see.

The trainer, youth worker and mentor in this position will deliver high quality entrepreneurial training support for young migrants, with a focus on IO2 and IO3 Guide for young Migrant entrepreneurs. The role of the youth worker, mentor or trainer is to empower, help and guide the Young Migrants to develop an idea into a company or a self-made job. They will set achievable and useful learning objectives together with each programme participant. The trainer, youth worker and mentor will ensure that participants on the programme meet their learning objectives, are integrated and support the participant in their process of the integration into the social environment.

Youth workers, trainers, mentors play a key role in helping migrants overcoming problems they encounter in a new society and integration. Youth work has much to offer in services for migrants and refugees. From a skill base that integrates intrapersonal and inter-personal support with the practicalities of assisting people to find their way around the social welfare system, youth workers, trainers and mentors can respond to the complex needs of young refugees within an understanding of the wider context of family relationships and social institutions. However, youth workers need to understand their client's status related with their migration background so they can better analyse and respond to their needs and anxieties. Most migrants and refugees will have concerns about finding employment, finding secure accommodation, education, learning language, maintaining their cultural practices, and understanding the local culture, developing a social network, experiencing discrimination and racism, etc. That's why it is important developing youth workers' knowledge, skills and competences in helping refugees and migrants.

In designing and delivering YME coaching and mentoring programmes for young migrant entrepreneurs, trainers/ mentors, youth workers should:

- Leverage existing relationships with the business community and organisations that work with the young migrant communities in raising awareness about coaching and mentoring initiatives.
- Use coaches and mentors who can relate to different profiles of migrant entrepreneurs
- Provide training to coaches and mentors so that they understand the challenges migrant entrepreneurs face and can effectively communicate with them
- Ensure flexibility in how different profiles of migrants can access and use coaching and mentoring programmes, including through our online platform and app
- Use coaches and mentors who can provide support in relevant languages.
- Specification skills trainer, Mentor, youth worker
- The characteristics of our entrepreneurial trainers, mentors and youth workers

The YME GOOD PRACTICES & NEEDS ANALYSIS FINAL REPORT highlighted some attributes and skills for staff competences, as listed below.

### Knowledge/Skills

- Excellent interpersonal, listening and Communication skills including "intercultural" and "physiological" - Active listening skills, Conflict management and mediation skills, building a relationship of trust, being able to inform in an adequate manner migrants and refugees, ability to manage incomprehension and ambiguities in communication (to overcome the language barrier), group management skills and being good at group work. "Language" is



- articulated as a crucial need by the youth workers as to provide communication with refugees.
- Coaching and Mentoring skills, particular with regard to Personal Development and assessing the entrepreneurial qualities while doing
  - Leadership abilities
  - Excellent understanding of different backgrounds and situations and Intercultural skills (Being able to manage the various needs of a community made up of different ethnic groups, awareness about cultural differences and accepting them, mastery in transcultural approach, respecting diversity). Most of the youth workers report the importance of acceptance of the different cultural backgrounds and patience when it comes in psychological traumas and lack of communication.
  - Excellent organisational skills
  - Patient and supportive approach with Empathy and social emotional intelligence to solve learning problems to understand the real needs of migrants, being open-minded and curious, creativity so that youth worker through an honest communication can manage to establish a trust relationship
  - Open and welcoming approach
  - Effective communication and social skills - verbal and written delivered with enthusiasm and impact. Clear usage of language (because the migrants can have difficulties to understand a complex one)
  - Proficiency in local language and in the international language commonly used by participants
  - Practical experience of delivering employability and/or business skills, but also in communicating with authorities and entities.
  - A team player
  - A structured person who is also adaptable and able to make changes in response to the environment
  - Very effective inter-personal characteristics
  - Ability to respect confidentiality
  - The ability to motivate and act as a role model
  - A commitment to equality and diversity
  - Knowledge regarding national and international legislation on immigration and international protection; rights and duties of migrants; legal procedures regarding registration of migrants and other administrative issues, actual and efficient supply of information to the migrants regarding documents, school, work, be able to inform in an adequate and efficient manner migrants regarding all the necessary steps regarding documents (registration process, good knowledge of the territory and the services available in order to create integration opportunities for migrants). “Knowledge” defined here further information and awareness on the facts related with migration and refugees.
  - Psychology (to know how to work with traumatized people). Many youth workers in Turkey state that knowing “how to work with traumatized people” is an important theme and need.
  - Experience
  - Skilled trainer and group work facilitator
  - Experience of delivering a variety of teaching methods with practical approach and student based.
  - Experience of delivering training in employability and/or entrepreneurial skills (eg. business development)
  - Experience of facilitating learning in small groups

- Appropriate qualifications and understanding of the material
- Have a high level of skills and an in-depth knowledge in the taught area and situation (minority, migrants, setting-up businesses)
- Intellectually robust with a good standard of education
- A good standard of the local language, and an understanding of different culture
- Willingness to undertake training to develop skills
- Instructor Experience including working with young people possessing secondary education or less and experience working with NGOs focused on assisting and/ or integrating migrants
- Experience about instructional design and learning environments
- specific knowledge is required when engaging with unaccompanied minors and intercultural awareness

### Job Description

Trainers, youth workers, coaches and mentors to relate to different profiles of migrant entrepreneurs.

A successful coaching or mentoring relationship depends upon mutual trust. Lack of trust can have negative consequences for the outcomes. Be careful though: The relationship can generate dependency when coaches and mentors become too involved in the entrepreneur's business.

### Principal Accountabilities

- Plan and conduct activities for a balanced programme that meets the learning objectives using various methods of delivery
- Establish clear learning objectives for all sessions/workshops and communicate these to the participants
- Deliver a variety of workshops through giving presentations, facilitating learning in small groups and coaching.
- Prepare materials and training rooms for session activities
- Identify and select relevant training resources to meet the needs of the participants
- Provide a positive and motivating environment in which participants are encouraged to actively engage in the learning process
- Foster person-centred instruction
- Have pedagogical information to understand the learning psychology and cognitive processes of youngsters
- Mentoring and coaching skills
- Demonstrate cultural awareness and sensitivity, with the capability of detecting potential issues that could arise in respect to the cultural profile of the host country [Note: I believe this is necessary due to potential conflicts between different cultural and societal norms in particular regarding the rights of women and sexual minorities in Europe as compared to the Middle East
- Feedback on and input into course material and design
- Collect feedback from participants and synthesize in a report
- assess the needs of young migrants to correctly plan and deliver programmes related to areas such as work life, laws and regulations of how to set up a business,
- regularly monitor and review the quality of the local youth work provision
- run community/environmental projects, residential activities, outdoor education and in-company trainings
- support young migrants also in different settings, including employment opportunities.

- mentor, coach and support individuals, encouraging greater social inclusion
- work in partnership with professionals from other organisations that support young migrants such as social care, health, police, education, youth offending teams and local authorities
- attend and contribute to multi-agency meetings, bringing together practitioners from different sectors
- attend regular training and development opportunities to maintain an up-to-date knowledge of trade and refugee policy developments
- undertake administrative tasks, maintain effective recording systems and respond to queries
- work with families of young migrants to win support for improved provision and act as an advocate for young migrants interests
- draw up business plans, write reports and make formal presentations to funding bodies

## Guidance on the role of the personal mentor (mentor/youth worker/trainer) within YME

### Introduction

It would be ideal if all participants are assigned a Personal Mentor throughout their training. The personal Mentor is an invaluable resource for participants. Quality mentoring is very much dependant on a good relationship between mentor and student

The Personal Mentor is there to encourage and support participants to look after their own interests - whether related to their training, work experience, setting up a business or other aspects of their life. Personal Mentors provide guidance and advice, discuss progress and help participants to develop a range of cultural and professional skills.

The Personal Mentor provides each participant with a named contact, who they can talk to about their development and any personal concerns. They are therefore extremely influential in enhancing the quality of the migrant students' experience.

The Personal Mentor has a key role in supporting the participants to achieve and self-confidence and also their potential and to provide advice, directing them as necessary to appropriate sources of advice and guidance. At times it may be necessary for the Mentor to positively challenge participants about their progress, performance or attendance and create a long-term relationship.

### The mentor has to establish the responsibilities of participants

It is important that the Mentor is explicit with the participants about their responsibilities to ensure a successful relationship. It should be emphasised that the relationship between participant and organisation (including the Mentor) is a *client-service provider* one and the relationship is subject to country specific laws. It should be also emphasised that these laws protect both the client and the service provider.

As a minimum these responsibilities should include:

- Contact Mentor or organisation if they are going to be absent in advance *and/or* agree an alternative time to meet , for example if ill and unable to attend training and work placement
- Be pro-active in seeking support when needed
- Talk about any disability, health condition, or religious and cultural impediments to find the correct support
- Notify problems that are affecting their attendance or having an adverse effect on their progress
- Show respect to their peers, staff from your organisation, Mentor and any other member of staff they come in contact with.
- Show respect to their peers, mentors, staff from your organisation, and any other member of staff they come in contact with.
- Show respect to the values and beliefs belonging to the local culture and to the cultures of participant's peers
- Make a timesheet when and where your personal Mentor is available as soon as you can
- Let youth Mentor know if you need support to resolve problems related to your training or personal life
- See your personal Mentor whenever you are requested to do so and constructively prepare for these meetings. Although it is your Mentor's responsibility to set up and invite you to regular meetings, it is your responsibility to attend them. Mentors will be asked to keep a record of trainers who do not attend these meetings.
- Follow up for yourself any advice or guidance given

### **The importance of the first meeting with your participants and assessment grids.**

The Mentor needs to establish a basis for a good relationship. It is also important to spell out the boundaries of the relationship right at the start:

- Supporting the young migrants: They should be encouraged to take responsibility for communicating their needs and for seeking appropriate support.
- Identifying the problem: Try to establish the nature of the problem and do not assume that you know what the problem is in advance.
- Offering Support: Personal mentor often choose to offer support to young migrants themselves but at all times remember to never take on more than you can handle and refer the young migrant to appropriate support when needed.
- Clarify for the Participant the role as Personal Mentor
- Establish how participants can contact the Mentor, including office hours
- Discuss and agree ground rules and boundaries for working together
- Ask the participants about themselves, their decision to embark on the program.
- Ask about their living arrangements, accommodation - are there any issues
- Check that they are aware of their timetable (i.e. of training, Mentorials, work experience, etc.)
- Encourage the participants to prepare in advance for their meetings
- Help the participant to understand their own responsibilities (to themselves, their group, your organisation and their work experience)
- Ensure that that they know what support is available in an emergency Communicate the next meeting topics at the end of the meeting
- Encourage the student to bring her/his pre-learned/pre-achieved skills, competences, background knowledge etc. to the peers as an asset for her/his learning



								Name of Participant Evaluate the participant by scoring 1-10 (1- not existing – 10 excellent)
								The Entrepreneurial Mind set
								Entrepreneurial Risk Management
								Conduct a skills audit
								Resourcing skills
								Completion of IDP
								Review own progress against IDP
								Features of your work
								Selection of a project
								Writing a report
								Carry out a presentation
								Communication Skills



									Name of Participant Please score them from 1 - 10 (1 – non existing – 10 excellent)
									Searching for a job/start up idea
									Applying for a job/start up idea
									Preparing for an Interview / clients / banks
									Interview & communication skills
									Self-management skills
									Creative Problem Solving
									Creativity and Innovative Skills
									Searching for a job/ idea
									Applying for a job/funds/grants
									Preparing for an Interview with institutions/banks etc.



								Interview skills
								Self-management skills
								Career Progression



### 3. Session Plan for individuals

#### Preliminary Session Plan: Preparation activities for the course

<b>Module Title:</b>	<b>Identify Your Motivation</b>			
<b>Session n.</b>	<b>The importance of motivation</b>			
<b>Duration</b>	1 hour			
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>	Distance learning (Learning Platform) <input checked="" type="checkbox"/>
		Time:	Time:	Time: 1 hour
	Notes on the choice:  <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>			
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>Understand the importance and the value of motivation</li> </ul>			
<b>Intended learning outcomes:</b>	<b>LO1: Students will be able to identify the importance of motivation and what role it plays in the course and in their life</b>  <b>LO2: Students will be able to learn how to keep themselves motivated</b>			
<b>Session Details:</b>	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>	<b>Required Resource(s):</b>	
	<b>Introduction (optimal group size:1-10)</b>	<ul style="list-style-type: none"> <li>This preliminary activity is very important to understand the reason that has driven the participants to take part in this course. It is important to understand this so that the tutor can</li> </ul>	<ul style="list-style-type: none"> <li>PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>	





		<p>better guide them towards a successful course.</p> <p>The tutor will introduce him/herself to the participant and explain them the purpose of their entire course</p>	
	<p><b>Activity 1: Presenting the learning objectives of the course</b></p>	<p>- Brief presentation of the objectives of the preliminary session</p>	
	<p><b>Activity 2: The importance of motivation</b> <b>(optimal group size:1-10)</b></p>	<p>Entrepreneurship is a long journey with ups and downs. Sometimes you may succeed; sometimes you may fail. Sometimes things may go right; sometimes they go wrong. Sometimes it may be easy and sometimes it may be difficult.</p> <p>Having a strong ‘why’ is really important in entrepreneurship. The students should write down why they want to be an entrepreneur. What motivates them as an entrepreneur? Owning your own business? Saving the world? Improving your life and the lives around you? Money? Time control? Flexibility? Whatever it is, write it down, remember it, and make it visual if possible. It will create an energy that they will need at good times and at not-so-good times</p>	<p>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</p>
	<p>Post-Activity Discussion</p>	<p>- the participants will then discuss together their expectations with the course to create a</p>	<p>- PC/ Laptop and specific online platform – online live lesson delivery - or a chat/ forum on the</p>



		more solid group	project Moodle platform)
<b>Evaluation methods</b>	Informal and non-formal	Form about motivation	
<b>Didactic materials</b>	Face to face : power point presentation, printed lesson, printed worksheets for assignment(s)		
	Distance learning - Online ( <i>live</i> ) learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)		
	Distance learning - Moodle – Same for the case when the course will be posted on the project Moodle platform		
<b>Additional notes and tips for trainers</b>			
<p>Keep motivation always high is very important for the success of the course. The tutor has to constantly remind the participant of the importance of motivation and how despite the struggles they have to always focus on their final goal.</p>			



## Session 1 Chapter 1: Inspirational Videos and Movies

<b>Module Title:</b>	<b>An Entrepreneurial Dream</b>		
<b>Session n.1</b>	<b>Inspirational Videos and Movies</b>		
<b>Duration</b>	1 hour		
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>
		Distance learning (Learning Platform) <input checked="" type="checkbox"/>	
	Time:	Time:	Time: 1 hour
	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>		
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>To be inspired by movies and videos concerning the topics</li> <li>To draw lessons from what you have seen and heard and try to apply them to your own idea</li> <li>To develop personal creativity and entrepreneurial initiative</li> </ul>		
<b>Intended learning outcomes:</b>	<p><b>L01: Students will be able to identify and evaluate new business ideas taking inspiration from real-life experiences portrayed in movies, videos and podcasts</b></p> <p><b>L02: Students will be able to draw lessons from the videos, movies and podcast suggested</b></p> <p><b>L03: Students will be able to apply what they have learnt from the videos, movies and podcasts</b></p> <p><b>L04: Students will be more creative and able to see the real-life application of business ideas</b></p>		
<b>Session Details:</b>	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>	<b>Required Resource(s):</b>
	<b>Introduction (optimal group size:1-10)</b>	<ul style="list-style-type: none"> <li>Brief introduction from the tutor about the purpose of the lesson.</li> <li><i>Break the ice</i> (proposed exercise)</li> </ul> <p>Ask your class members whether they have seen movies which have an entrepreneurial objective. The ones who have watched or heard of some movies can share with the group</p>	<ul style="list-style-type: none"> <li>PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- App <a href="https://veezie.st">Veezie.st</a></li> </ul>



		<p>what their impressions were or why they attracted their attention. In this way they can create a forum of discussion which will then be continued by the tutor in the rest of the session.</p>	
	<p><b>Activity 1: Presenting the learning objectives of the course</b></p>	<ul style="list-style-type: none"> <li>- Brief presentation of the objectives of the session</li> </ul>	
	<p><b>Activity 2: Build inspiration through inspiring videos (optimal group size:1-10)</b></p>	<p><i>The objective of this session is to build confidence and strengthen the entrepreneurial motivation of participants, therefore the activities envisioned will take into consideration these factors to start in the best way possible the entrepreneurial journey.</i></p> <ul style="list-style-type: none"> <li>- The tutor will show the participants three inspirational videos which will then be commented by the group. The tutor is free to choose which videos to show, taking into consideration the participants, their aspiration in entrepreneurship, the context, etc. The tutor, after having watched the video, will explain why those particular videos have been chosen and what the purpose was.</li> </ul> <p>The tutor can choose from the <a href="#">Annex I</a> the videos to show.</p> <ul style="list-style-type: none"> <li>- Check for understanding and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- Youtube</li> <li>- Guide for Young Migrant Entrepreneurs ( English version) <a href="#">Chapter 1: An Entrepreneurial Dream</a></li> </ul>
	<p><b>Activity 3: Independent practice of the students</b></p>	<p>The objective of the independent practice is to make sure that the participants continue to work on their motivation through a creative activity that will stimulate their critical thinking.</p> <ul style="list-style-type: none"> <li>- Ask students to watch one of the movies identified in IO3 and ask them to provide at the end some</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop and specific online platform (Zoom, Teams etc. - online live delivery - or the project Moodle platform)</li> </ul>



		<p>bullet points of:</p> <ul style="list-style-type: none"> <li>• What they have understood</li> <li>• What has inspired them</li> <li>• What they have liked and what they did not. (for online/ distance learning and face-to-face learning)</li> <li>• Which characteristics make these movies entrepreneurial.</li> </ul> <p>They can choose to watch:</p> <p><b>The Pursuit of Happiness</b> This movie tells the story of Chris Gardner, an American businessman and motivational speaker. During the early 1980s, Gardner struggled with homelessness while raising a toddler son. He became a stock broker and eventually founded his own brokerage firm Gardner Rich &amp; Co.</p> <p><b>The Social Network</b> In 2003 Harvard student Mark Zuckerberg invents Facebook. It quickly becomes a global phenomenon and a revolution in communication. Six years later, Mark is the youngest billionaire in history, but not without legal complications. The Social Network (2010) tells the entrepreneurial tale of Facebook.</p> <p><b>Steve Jobs</b> The movie presents the story of Icon Apple, an American business magnate, industrial designer, investor, and media proprietor, with Syrian roots. The movie is centred around Steve Jobs most important presentations, launching his new innovative products.</p> <p><b>The Big Short</b> The Big Short (2015) is an entrepreneurial movie, which catches the feel of the current #Corona #Crisis situation the most. It's based on the 2010 book The Big Short: Inside the Doomsday Machine showing how the</p>	
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		<p>financial crisis of 2007–2008 was triggered by the United States housing bubble.</p> <p><b>The Founder</b>          The movie is a biographical comedy-drama film which portrays the story of his creation of the McDonald's fast-food restaurant chain. It also explains that although you don't have the original idea you can develop and built on other ideas and be bigger!</p>	
	Post-Activity Discussion	<ul style="list-style-type: none"> <li>ask the class members questions about what they have learned throughout the session, if they have some suggestions for other entrepreneurial movies or videos.</li> </ul>	<ul style="list-style-type: none"> <li>PC/ Laptop and specific online platform</li> <li>online live lesson delivery - or a chat/forum on the project Moodle platform)</li> </ul>
<b>Evaluation methods</b>	Informal and non-formal	Oral review about one of the movies they have selected	
<b>Didactic materials</b>	Face to face : power point presentation, printed lesson, printed worksheets for assignment(s)		
	Distance learning - Online ( <i>live</i> ) learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)		
	Distance learning - Moodle – Same for the case when the course will be posted on the project Moodle platform		
<b>In-class assignment 1:</b>	- Students should watch one of the movies suggested the lesson		
<b>Additional notes and tips for trainers</b>			
<p>The main goal of this session is to guide the participants, in order that they start in good way their journey towards entrepreneurship. It is key to keep the motivation always high and to build their self-esteem and critical and creative thinking. For this purpose the way they present the movie they have seen can be of their choice: they can make a PowerPoint, a video, a written presentation, and so on.</p>			

## Session 1 Chapter 2: Assessment of Entrepreneurial skills

<b>Module Title:</b>	<b>An Entrepreneurial Assessment</b>			
<b>Session n.1</b>	<b>Assessment of Entrepreneurial skills</b>			
<b>Duration</b>	1 hours			
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>	Distance learning (Learning Platform) <input type="checkbox"/>
		Time:	Time:	Time: 1 hour
	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>			
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Understand the basic concepts related to Entrepreneurship</li> <li>• Identify the characteristics of an Entrepreneur</li> <li>• Be able to carry-out a Self-assessment</li> </ul>			
<b>Intended learning outcomes:</b>	<p><b>L01: Students will be able to understand the basic concepts related to entrepreneurship</b></p> <p><b>L02: Students will be able identify the characteristic of an Entrepreneur</b></p> <p><b>L03: Students will be able to understand what Self-assessment is and its importance</b></p> <p><b>L04: Students will be able to carry-out a personal Self-Assessment</b></p>			
<b>Session Details:</b>	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>	<b>Required Resource(s):</b>	
	<b>Introduction (optimal group size could be: 1-10)</b>	<ul style="list-style-type: none"> <li>- Brief introduction from the tutor about the purpose of the lesson.</li> <li>- <i>Break the ice</i> (proposed exercise) Ask the participants to give each a definition of entrepreneurship and state what entrepreneurship means to them.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>	



	<p>Activity 1: <b>Presenting the learning objectives of the course</b></p>	<ul style="list-style-type: none"> <li>- Oral presentation of the learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- Guide for Young Migrant Entrepreneurs ( English version) <a href="#">Chapter 2: An Entrepreneurial Assessment</a></li> </ul>
	<p>Activity 2: <b>Entrepreneurship definition and self-assessment</b></p>	<p><i>After having started the entrepreneurial journey it is important to set the bases for it. It is therefore important to start with the value of entrepreneurship and guide the participants to make them discover their entrepreneurial vocation.</i></p> <ul style="list-style-type: none"> <li>- Taking into consideration the brainstorming in the introduction the tutor will provide a definition of entrepreneurship taking into consideration the definition given in the course.</li> <li>- After the definition the tutor will ask the participants their impressions on it, check understanding and discuss about the definition provided.</li> <li>- Once the definition of entrepreneurship is set the tutor will explain what assessment is and what is the importance of self-assessment in entrepreneurship. The tutor can take into consideration the material present in the course.</li> <li>- Check for understanding and provide feedback</li> </ul>	
	<p>Activity 3: <b>Independent practice of the students</b></p>	<p><i>It is important for the students to carry-out their self-assessment.</i></p>	





		<ul style="list-style-type: none"> <li>- The YME project has created a self-assessment platform which includes all the steps in order to carry out a complete self-assessment ( LINK YME PLATFORM <a href="http://www.yme-platform.net/">http://www.yme-platform.net/</a> ).</li> <li>The tutor will provide the participants with the link and all of them will carry-out their self-assessment.</li> </ul> <p>(The tutor will have the support of the material provided in the <a href="#">Annex II</a>)</p>	
	Post-Activity Discussion	<ul style="list-style-type: none"> <li>- Ask the class members questions about what they have learned throughout the session and if their idea of entrepreneurship has changed.</li> </ul>	- PC/ Laptop and specific online platform – online live lesson delivery - or a chat/ forum on the project Moodle platform)
<b>Evaluation methods</b>	Informal and non-formal	Self- Assessment on entrepreneurship with the use of the YME platform	
<b>Didactic materials</b>	Face to face : power point presentation, printed lesson, printed worksheets for assignment(s)		
	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)		
	Distance learning - Moodle – Same for the case when the course will be posted on the project Moodle platform		
<b>In-class assignment 1:</b>	Students should carry out a personal self-assessment using the YME Platform created for this purpose.		
<b>Additional notes and tips for trainers</b>			
<p>It is important that the participants stay active especially during the discussion which has to be mediated by the trainer. It is important that all opinions are taken into consideration in a way to build a constructive dialogue that enriches both the participants and the trainer.</p> <p>It is important to discuss together the results of self-assessment in order to guide in a better way the participants and explain them what their results were to make the self-assessment really effective.</p>			



**Session 1 – Chapter 3: Dreams, Ideas and Evaluation**

<b>Module Title:</b>	<b>From Dreams to Business</b>			
<b>Session n.1</b>	<b>Dreams, Ideas and Evaluation</b> <i>(This session is based on the following paragraphs in the Chapter 3 of the Guide for Migrant Entrepreneurs: Turning Dreams into Ideas in to Dreams; The Importance of an Idea; It all starts with the brand 'I'; Evaluate yourself)</i>			
<b>Duration</b>	2 hours			
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>	Distance learning (Learning Platform) <input type="checkbox"/>
		Time:	Time:	Time: 2 hours
	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>			
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>To believe in his dreams to make them come true</li> <li>To understand how important ideas are to make progress</li> <li>To know what business they are capable of creating</li> <li>To understand who they are or they want to be in business</li> </ul>			
<b>Intended learning outcomes:</b>	<p><b>L01: Students will be able to identify and evaluate new business ideas</b></p> <p><b>L02: Students will be able to use and learn how to put his ideas into practice</b></p> <p><b>L03: Students will be able to know themselves and to understand what their interests are</b></p> <p><b>L04: Students will be able to identify who they want to become in their business</b></p>			
<b>Session Details:</b>	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>		<b>Required Resource(s):</b>
	<b>Introduction (optimal group size could be: 1-10)</b>	<ul style="list-style-type: none"> <li>Brief introduction from the tutor about the purpose of the lesson.</li> <li><i>Break the ice</i> (proposed exercise) Discussion: starting a new business is a complex matter, how important do you think it is to have a business idea? Do you already have one? Comment</li> </ul>		<ul style="list-style-type: none"> <li>PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>



	<p>Activity 1: <b>Presenting the learning objectives of the course</b></p>	<ul style="list-style-type: none"> <li>- Brief presentation of the objectives of the session</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- Guide for Young Migrant Entrepreneurs (English version) <a href="#">Chapter 3: From Dreams to Ideas to Business (The importance of an Idea; It all starts with the brand “I; Evaluate yourself)</a></li> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	<p>Activity 2: <b>The Business Idea - form the creation to the implementation</b></p>	<p><i>The sessions in chapter 3 are important to make the participants understand how to transform a business idea into reality. It is therefore key to guide them in this sense providing them the support needed.</i></p> <ul style="list-style-type: none"> <li>- Discuss the answers and ideas provided in the brainstorming.</li> <li>- In this chapter it is important to understand how an idea can have application in real life. The tutor will refer to the material present in the course presenting the importance of the ideas, how these can be turned into reality and the importance of evaluation.</li> </ul> <p>(The tutor will have the support of the material provided in the course but he/she can choose how to deliver it: oral presentation, PowerPoint, printed hand out, etc.)</p> <ul style="list-style-type: none"> <li>- Check for understanding and provide feedback</li> </ul>	
	<p>Activity 3: <b>Independent practice of the students</b></p>	<p><i>The independent practice of the students focuses on making them realise what is their business idea and its characteristics.</i></p> <ul style="list-style-type: none"> <li>- Organise the students in teams and ask them to identify the main characteristic of their ideal future business and prepare a brief presentation taking into consideration the following points:</li> </ul>	



		<p>They will have to explain:</p> <ul style="list-style-type: none"> <li>○ What do they want to create/provide</li> <li>○ How was their idea born?</li> <li>○ What was the background story</li> </ul> <p>And answer to these questions:</p> <ul style="list-style-type: none"> <li>○ What skills do you have?</li> <li>○ Where does your passion lie?</li> <li>○ Where is your area of expertise?</li> <li>○ How much can you afford to spend, knowing that most businesses fail?</li> <li>○ How much capital do you need?</li> <li>○ What sort of lifestyle do you want to live?</li> <li>○ Are you even ready to be an entrepreneur?</li> </ul>	
	Post-Activity Discussion	<ul style="list-style-type: none"> <li>- ask the class members questions about what they have learned throughout the session, and what they have focused on during the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop and specific online platform – online live lesson delivery - or a chat/ forum on the project Moodle platform)</li> </ul>
<b>Evaluation methods</b>	Informal and non-formal	Oral review: presentation of their business idea taking into consideration the guidelines provided	
<b>Didactic materials</b>	Face to face : power point presentation, printed lesson, printed worksheets for assignment(s)		
	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)		
	Distance learning - Moodle – Same for the case when the course will be posted on the project Moodle platform		
<b>In-class assignment 1:</b>	- Students should identify the main characteristic of their business idea, taking into consideration the guidelines provided by the tutor.		



***Additional notes and tips for trainers***

This first session presents the first 4 sections of the chapter. It is important to make the participants understand how the discussion will then be followed in the next sessions by other information regarding the business idea.

During the in-class assignment it is important that the tutor is available since the participants may need support answering their questions.

The tutor can choose how to provide the guidelines for the in-class assignment, taking into consideration also how the course will be delivered.

## Session 2 – Chapter 3: Birth of Ideas and target group

<b>Module Title:</b>	<b>From Dreams to Business</b>			
<b>Session n.2</b>	<b>Birth of Ideas and target group</b> <i>(This session is based on the following paragraphs in the Chapter 3 of the Guide for Migrant Entrepreneurs: What's the best for the birth of ideas; ideas and your target group)</i>			
<b>Duration</b>	2 h			
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>	Distance learning (Learning Platform) <input type="checkbox"/>
		Time:	Time:	Time: 2 h
	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>			
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>To understand the importance of analysing one's own needs that have not yet been met</li> <li>To understand where the ideas may come from and where to get inspired</li> <li>Brainstorming</li> <li>To structure the idea considering time and money</li> <li>Understanding the target</li> </ul>			
<b>Intended learning outcomes:</b>	<p><b>L01: Students will be able to outline situations to take cues from for the birth of ideas</b></p> <p><b>L02: Students will be able to break down potential business ideas in a brainstorming</b></p> <p><b>L03: Students will be able to do a successful market research in order to identify the target</b></p>			
<b>Session Details:</b>	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>		<b>Required Resource(s):</b>
	<b>Introduction (optimal group size:1-10)</b>	<ul style="list-style-type: none"> <li>Brief introduction from the tutor about the purpose of the lesson.</li> <li><i>Break the ice</i> (proposed exercise) Brainstorming: what do you think is necessary for to develop a business idea?</li> </ul>		<ul style="list-style-type: none"> <li>PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>



	Activity 1: <b>Presenting the learning objectives of the course</b>	- Brief presentation of the objective of the session	
	Activity 2: <b>Birth of ideas and target group</b> <b>(optimal group size:1-10)</b>	<p><i>The sessions in chapter 3 are important to make the participants understand how to transform a business idea into reality. It is therefore key to guide them in this sense providing them the support needed.</i></p> <ul style="list-style-type: none"> <li>- Taking into consideration the results of the brainstorming the tutor will explain what is necessary to create a business idea and how to focus on the target group.</li> <li>- Check for understanding and provide feedback. Ask questions to keep the participants awake</li> </ul> <p>(The tutor will have the support of the material provided in the <a href="#">Annex III</a>)</p>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- Guide for Young Migrant Entrepreneurs (English version) <a href="#">Chapter 3: From Dreams to Ideas to Business (What's the best for the birth of ideas?; Ideas and your target group)</a></li> </ul>
	Activity 3: <b>Independent practice for the students</b>	<p><i>One of the most important phases in the creation of a new business is to identify the target group or clients.</i></p> <ul style="list-style-type: none"> <li>- The tutor will choose from the annex the exercises to provide to the participants. The tutor can choose to provide all of them or only a selection.</li> <li>- After having completed the exercises the participants will have to make a presentation of their target group.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	Post-Activity Discussion	<ul style="list-style-type: none"> <li>- Ask the class members questions about what they have learned throughout the session, and what they have focused on during the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>



<b>Evaluation methods</b>	Informal and non-formal	Oral review: presentation of their target market	
<b>Didactic materials</b>	Face to face : power point presentation, printed lesson, printed worksheets for assignment(s)		
	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)		
	Distance learning - Moodle - Same for the case when the course will be posted on the project Moodle platform		
<b>In-class assignment 1:</b>	-Students should carry out the exercises selected by the tutor and create a presentation of their target group.		
<b>Additional notes and tips for trainers</b>			
<p>The identification of the target groups very important to start in a good way a new business. It is important that the tutor reviews this exercise providing feedback to the participants so that they can understand what was correct and that they have to improve.</p>			



### Session 3 – Chapter 3: Make it official and Feedback

Module Title:	From Dreams to Business		
Session n.3	<p><b>Make it official and Feedback</b></p> <p><i>(This session is based on the following paragraphs in the Chapter 3 of the Guide for Migrant Entrepreneurs: Do market research; Do the customers want it; More suggestions: Get feedback; Make it official and Write your business plan)</i></p>		
Duration	2 hours		
Delivery method	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>
		Duration:	Duration:
Delivery method	Distance learning (Learning Platform) <input type="checkbox"/> Duration: 2 hours		
Learning objectives	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i> <ul style="list-style-type: none"> <li>To choose the type of company</li> <li>To let people interact with the product or service</li> <li>To pick the right people for feedback (not negative people)</li> <li>To settle all the legal aspects early</li> <li>To write the business plan</li> </ul>		
Intended learning outcomes:	<p><b>L01: Students will be able to choose the right type of company (limited, foundation, association etc.) for the business idea</b></p> <p><b>L02: Students will be able to identify the right people to surround themselves with and get feedback from</b></p> <p><b>L03: Students will be able to do a checklist of legal things to shore up</b></p> <p><b>L04: Students will be able to analyse the company and the idea by writing the business plan</b></p>		
Session Details:	Lesson Item:	Method(s) and instructions for trainers:	Required Resource(s):
	Introduction (optimal group size: 1-10)	<ul style="list-style-type: none"> <li>Brief introduction from the tutor about the purpose of the lesson.</li> <li>Break the ice (proposed exercise)</li> </ul> Brainstorming: do you know what feedback is? Do you think it is important to collect	<ul style="list-style-type: none"> <li>PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>



		<p>your clients feedback? Why? How would you collect feedback?</p>	
	<p><b>Activity 1: Presenting the learning objectives of the course</b></p>	<ul style="list-style-type: none"> <li>- Brief presentation of the objective of the session</li> </ul>	
	<p><b>Activity 2: Make it official and Feedback</b></p>	<p><i>The sessions in chapter 3 are important to make the participants understand how to transform a business idea into reality. It is therefore key to guide them in this sense providing them the support needed.</i></p> <ul style="list-style-type: none"> <li>- Taking into consideration the results of the brainstorming the tutor will present the students the content of the lesson, focusing on feedback and how to make the new business official.</li> <li>- The tutor will then present the main features of the business plan, taking into consideration the last paragraph of the chapter.</li> <li>- Check for understanding and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery) Guide for Young Migrant Entrepreneurs (English Version) <a href="#">Chapter 3: From Dreams to Ideas to Business (Do market research; Do the customers want it; More suggestions: Get feedback; Make it official and Write your business plan)</a></li> </ul>
<p><b>Activity 3: Independent practice of the students</b></p>	<p><i>This last session will focus on feedback, how to collect it and how to use it for business purposes.</i></p> <ul style="list-style-type: none"> <li>- (Proposed exercise) Taking into consideration the content presented, the students will have to create 10 questions which they can use to have feedback from their target groups. They will have to take into consideration all the content presented in the previous lessons.</li> <li>- After having completed the exercise the participants will have to present the questions devised to the tutor.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>	



	Post-Activity Discussion	<ul style="list-style-type: none"> <li>Ask the class members questions about what they have learned throughout the session, and what they have focused on during the assignment.</li> </ul>	
<b>Evaluation methods</b>	Informal and non-formal	Oral review: presentation of the feedback questions	
<b>Didactic materials</b>	Face to face: power point presentation, printed lesson, printed worksheets for assignment(s)		
	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)		
	Distance learning - Moodle - Same for the case when the course will be posted on the project Moodle platform		
<b>In-class assignment 1:</b>	- Students should design 10 questions to get the feedback on their business idea.		
<b>Additional notes and tips for trainers</b>			
It is important that the tutor follows the individual activity of the students providing support and suggestions, when needed. It is important to provide a feedback of the questions devised by the students so that they can understand if they should improve them or make them different.			

## Session 1 – Chapter 4: The Business Model and the Business Canvas Model

<b>Module Title:</b>	<b>How to set up a Business!</b>			
<b>Session n.1</b>	<b>The Business Model and the Business Canvas Model</b>			
<b>Duration</b>	1,5 hours			
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>	Distance learning (Learning Platform) <input type="checkbox"/>
		Time:	Time:	Time: 1,5 h
Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>				
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Understand the Business Model</li> <li>• Understand the Business Canvas Model</li> <li>• Understand and develop a personal Business Canvas</li> <li>• To develop personal creativity and entrepreneurial initiative</li> </ul>			
<b>Intended learning outcomes:</b>	<p><b>L01: Students will be able to identify and understand what a Business Canvas is</b></p> <p><b>L02: Students will be able to identify and understand the different steps to take in order to set up a new business</b></p> <p><b>L03: Students will be able to apply what they have learnt creating a personal Business Canvas Model</b></p> <p><b>L04: Students will be able to layout more clearly the strength and weakness of their business idea</b></p> <p><b>L05: Student will be able to break down their ideas and outline clearly the steps and actions they need to take in order to set up their business</b></p> <p><b>L06: Students will be able to keep track of the activities and update them considering possible changes and developments</b></p>			
<b>Session Details:</b>	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>		<b>Required Resource(s):</b>
	<b>Introduction</b>	<ul style="list-style-type: none"> <li>- Brief introduction from the tutor about the purpose of the lesson.</li> <li>- <i>Break the ice</i> (proposed exercise) Brainstorming: what do you think a business model is? Have you ever heard of the Business Canvas model</li> </ul>		<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>



	<p>Activity 1: <b>Presenting the learning objectives of the course</b></p>	<ul style="list-style-type: none"> <li>- Brief presentation of the objective of the session</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- Guide for Young Migrant Entrepreneurs (English Version) <a href="#">Chapter 4: How to set up a Business (The Business Model; Business Model Canvas)</a></li> </ul>
	<p>Activity 2: <b>The Business Model and the Business Model Canvas</b>  (optimal group size: 1-10)</p>	<p><i>The creation of a Business plan is one of the most important steps in order to create a new business. It is key that the participants understand well this chapter in order to provide them with the basis for their business creation. Since the topic is complex the content will be presented step by step in different sessions.</i></p> <ul style="list-style-type: none"> <li>- The tutor will start the presentation showing a video presenting the Business Canvas. (Video title: Business Canvas in a Nutshell. Available in 5 different languages</li> <li>- English version <a href="https://www.youtube.com/watch?v=kPDCCHA1uzQ">https://www.youtube.com/watch?v=kPDCCHA1uzQ</a></li> <li>- Italian version <a href="https://www.youtube.com/watch?v=kgcWldqui6Y&amp;t=1s">https://www.youtube.com/watch?v=kgcWldqui6Y&amp;t=1s</a></li> <li>- Turkish version <a href="https://www.youtube.com/watch?v=NCGdlhfRls0">https://www.youtube.com/watch?v=NCGdlhfRls0</a></li> <li>- Arabic version <a href="https://www.youtube.com/watch?v=p82MxuaPeTs&amp;t=2s">https://www.youtube.com/watch?v=p82MxuaPeTs&amp;t=2s</a></li> <li>- Romanian version <a href="https://www.youtube.com/watch?v=aHbQluAHZuo">https://www.youtube.com/watch?v=aHbQluAHZuo</a> )</li> <li>- After the video the tutor will explain what the business model is and will break down the parts of the Business Canvas explaining in detail its content, giving examples (also visually)</li> <li>- Check for understanding and provide feedback. Ask questions to keep the participants awake</li> </ul>	
	<p>Activity 3: <b>Independent practice of the students</b></p>	<p>At this point of the learning participants are still not ready to create their own business canvas. But in order to make them better understand this topic it is important to make them carry out an independent practice.</p>	

		<ul style="list-style-type: none"> <li>- (proposed activity) Ask students to take into consideration an existing business they are inspired to and make them fill in the Business Canvas scheme that will be provided (in digital or paper format). In face to face learning the students can be divided into groups but the main task will be the same.</li> <li>- The students will then present the canvas to the tutor and receive feedback on it. (if the activity is carried out in group all the participants can give feedback on the business idea presented by their peer)</li> </ul>	
	<b>Post-Activity Discussion</b>	<ul style="list-style-type: none"> <li>- ask the class members questions about what they have learned throughout the session and what do they think is particularly important in the creation of the business canvas.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
<b>Evaluation methods</b>	Informal and non-formal	Oral review: presentation of business canvas created	
<b>Didactic materials</b>	Face to face: power point presentation, printed lesson, printed worksheets for assignment(s)		
	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)		
	Distance learning - Moodle - Same for the case when the course will be posted on the project Moodle platform		
<b>In-class assignment 1:</b>	- Students take into consideration an existing business they are inspired to and make them fill in the Business Canvas scheme that will be provided.		
<b>Additional notes and tips for trainers</b>			
<p>In this starting phase the students will take into consideration an existing business in order to build a business canvas. This will allow them to make the appropriate research and see, what is needed in order to create, in the following sessions their own business canvas. The evaluation of the tutor is very important in this step because it will allow them to better understand the topic and make them able to apply their new knowledge to their own business idea.</p>			

## Session 2 – Chapter 4: Designing the Lean Start-up

<b>Module Title:</b>	<b>How to set up a Business!</b>		
<b>Session n.2</b>	<b>Designing the Lean Start-up</b> (This session is based on the following paragraphs in the Chapter 4 of the Guide for Migrant Entrepreneurs: Lean Start-up and Designing the Business Model (in Lean Start-up); Development of the customer segment)		
<b>Duration</b>	2 hours		
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>
		Distance learning (Learning Platform) <input type="checkbox"/>	
		Time:	Time: 2 hours
<b>Learning objectives</b>	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i> <ul style="list-style-type: none"> <li>• Understand the purpose and creation of the Lean Start-up Model</li> <li>• Understand how this model can be used</li> <li>• Understand all the steps and segments which constitute the Lean Start-up Model</li> <li>• To develop personal creativity and entrepreneurial initiative</li> </ul>		
<b>Intended learning outcomes:</b>	<b>L01: Students will be able to understand what the Lean Start Up Model is and its purpose</b> <b>L02: Students will be able to identify and understand the different steps to take in order to create a business</b> <b>L03: Students will be able to apply what they have learnt creating a personal Lean Start-up Model</b> <b>L04: Students will be able to layout more clearly the strength and weakness of their business idea, with particular focus to the development of the consumer segment</b> <b>L05: Student will be able to break down their ideas and outline clearly the steps and actions they need to take in order to set up their business and test the viability of their project</b>		
<b>Session Details:</b>	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>	<b>Required Resource(s):</b>
	<b>Introduction</b> <b>(optimal group size could be: 1-10)</b>	<ul style="list-style-type: none"> <li>- Brief introduction from the tutor about the purpose of the lesson.</li> <li>- <i>Break the ice</i> (proposed exercise) Discussion: have you ever heard of “Lean Start-up”? What do you think it means?</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>



	<p><b>Activity 1: Presenting the learning objectives of the course</b></p>	<ul style="list-style-type: none"> <li>- Brief presentation of the objective of the session</li> </ul>	
	<p><b>Activity 2: The Lean Start-up Model</b></p>	<p><i>This second session of the module presents a complementary way of building a business plan effective to start correctly the journey to a new business. Since the topic is complex the content will be presented step by step in different sessions.</i></p> <ul style="list-style-type: none"> <li>- The tutor can start the explanation of the Lean Start-up model taking into consideration the 2 videos identified in the course, the tutor can choose to show either one or the two of them. Videos selected: Lean Start-up explained on YT: <a href="https://youtu.be/9bPgNEDdX3E">https://youtu.be/9bPgNEDdX3E</a> Lean Start-up Explained in 5 minutes: <a href="https://youtu.be/X2YoHFuWkqs">https://youtu.be/X2YoHFuWkqs</a></li> <li>- After the presentation of the video(s) the tutor will continue the presentation taking into consideration the material present in the Course.</li> <li>- Check for understanding</li> <li>- It is important to give verbal and visual examples of what is explained. The guide contains images that can help the participants visualize better what is being explained.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- Guide for Young Migrant Entrepreneurs (English Version) <a href="#">Chapter 4: How to set up a Business (Lean Start-up: Designing the Business Model (in Lean Start-up):</a></li> </ul>
	<p><b>Activity 3: The Lean Start up model: Value proposition canvas and development of the customer section</b></p>	<p><i>The second part of the explanation will focus on the Value Proposition Canvas that will allow the participant to have contact with the development of the customer section, and what they have to consider to build it</i></p> <ul style="list-style-type: none"> <li>- After having introduced and explained the Lean Start-up Model the tutor will focus on the Value proposition Canvas. To introduce the topic the tutor can use the animation proposed in</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- Guide for Young Migrant Entrepreneurs (English Version) <a href="#">Chapter 4: How to set up a</a></li> </ul>





		<p>the guide.</p> <ul style="list-style-type: none"> <li>- After having shown the animation proposed the tutor will continue the explanation taking into consideration the material present in the guide.</li> <li>- Check for understanding</li> </ul>	<a href="#">Business (Development of the consumer segment)</a>
	<p>Activity 4: <b>Independent practice of the students</b></p>	<p><i>At this point, after the having presented the business model and its variations, it is point for the participants to create their own business model, based on their business idea.</i></p> <ul style="list-style-type: none"> <li>- (proposed activity) Ask the students to create their own business model taking into consideration the scheme provided in the guide (it can be provided to the students in digital or paper format).</li> <li>- The students will then present the canvas to the tutor and receive feedback on it. (if the activity is carried out in group all the participants can give feedback on the business idea presented by their peer)</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	<p>Post-Activity Discussion</p>	<ul style="list-style-type: none"> <li>- ask the class members questions about what they have learned throughout the session and to confront how they have applied what was explained. (if the classroom has many students choose only a few of them, asking first if someone is willing to present it)</li> </ul>	
<p><b>Evaluation methods</b></p>	<p>Informal and non-formal</p>	<p>Oral review: presentation of their own business model</p>	
<p><b>Didactic materials</b></p>	<p>Face to face: power point presentation, printed lesson, printed worksheets for assignment(s)</p>		
	<p>Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)</p>		
	<p>Distance learning - Moodle - Same for the case when the course will be posted on the project Moodle platform</p>		



***In-class  
assignment  
1:***

- Students should create their business canvas taking into consideration their own business idea  
...

***Additional notes and tips for trainers***

All participants have to show and explain their work to the trainer for evaluation. The business model is one of the key steps in order to start well a new business, it is important therefore that the tutor offers the appropriate feedback so that the students can make improvements of what they have learnt.



### Session 3 – Chapter 4: Monitoring and Error

<b>Module Title:</b>	<b>How to set up a Business!</b>			
<b>Session n.3</b>	<b>Monitoring and Error</b> <i>(This session is based on the following paragraphs in the Chapter 4 of the Guide for Migrant Entrepreneurs: Monitoring the Start-up Progress; Example of Application of Lean Start-up Method; Prepare for Trial and Error)</i>			
<b>Duration</b>	4 hours			
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>	Distance learning (Learning Platform) <input type="checkbox"/>
		Time:	Time:	Time: 4 hours
<b>Delivery method</b>	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>			
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• To learn how to monitor the growth and development of the implemented strategy</li> <li>• To reflect on the evolution of the company</li> <li>• To grow the company through advertising campaigns and the approval of past customers</li> <li>• To understand which is the best strategy</li> <li>• To follow the example shown to generate a successful business idea</li> <li>• To understand how to learn from mistakes, love their job and be creative and open to changes</li> </ul>			
<b>Intended learning outcomes:</b>	<p><b>L01: Students will be able to monitor and understand how the used strategy is working or needs to be changed</b></p> <p><b>L02: Students will be able to understand the level of the company through evaluation on its progress</b></p> <p><b>L03: Students will be able to find a strategy for growth engine (sticky, viral or paid)</b></p> <p><b>L04: Students will be able to identify the right strategy for the success</b></p> <p><b>L05: Students will be able to generate a successful business idea starting from a personal problem that unites everyone</b></p> <p><b>L06: Students will be able to learn from mistakes, love their job then have fun, be creative and open to adapt to changes</b></p> <p><b>L07: Strengthening of the problem-solving skills</b></p>			



<b>Session Details:</b>	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>	<b>Required Resource(s):</b>
	<b>Introduction</b> <b>(optimal group size could be: 1-10)</b>	<ul style="list-style-type: none"> <li>- Brief introduction from the tutor about the purpose of the lesson.</li> <li>- <i>Break the ice</i> (proposed exercise) Summary: ask the group to briefly summarize what is a business model, its components and why it is important.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	<b>Activity 1: Presenting the learning objectives of the course</b>	- Brief presentation of the objectives of this lesson	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- Guide for Young Migrant Entrepreneurs (English version) <a href="#">Chapter 4: How to set up a Business(Monitoring the Start-up Progress; Example of Application of Lean Start-up Method; Prepare for Trial and Error)</a></li> </ul>
	<b>Activity 2: Growth, monitoring and error in the entrepreneurial field</b>	<p><i>The last session of this module will focus on the steps following the creation of the business model and provide the students information on methods and models they can use to ensure a good development of their business.</i></p> <ul style="list-style-type: none"> <li>- The tutor will present step by step the techniques, methods and information presented in the guide related to the growth, monitoring, trial and error of a business.</li> <li>- Give the examples provided in the guide to provide a better idea for application</li> <li>- Check for understanding and provide feedback.</li> </ul>	
	<b>Activity 3: Independent practice of the students</b>	<p>Foresee what possible obstacles can occur in the journey to business is key for the students.</p> <ul style="list-style-type: none"> <li>- (Proposed activity) Ask students to imagine what can be the possible obstacles and errors they can encounter in their journey to business, and</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>



		<p>provide a possible solution, and identify the areas in which they may need support and how to get it.</p> <ul style="list-style-type: none"> <li>- The students will produce a brief presentation (oral or with the support of digital material) to present the tutor the areas in which they may need support and what their solution is.</li> </ul>	
	Post-Activity Discussion	<ul style="list-style-type: none"> <li>- ask the class members questions about what they have learned throughout the session and to confront how they have applied what was explained. (if the classroom has many students choose only a few of them, asking first if someone is willing to present it)</li> </ul>	
<b>Evaluation methods</b>	Informal and non-formal	Oral review: presentation of work on obstacles and errors and possible solutions.	
<b>Didactic materials</b>	Face to face: power point presentation, printed lesson, printed worksheets for assignment(s)		
	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)		
	Distance learning - Moodle - Same for the case when the course will be posted on the project Moodle platform		
<b>In-class assignment 1:</b>	<p>- Students should imagine, and then present, what can be the possible obstacles and errors they can encounter in their journey to business, and provide a possible solution, and identify the areas in which they may need support and how to get it.</p> <p>...</p>		
<b>Additional notes and tips for trainers</b>			
<p>It is important that the participants provide the solution to the possible errors they have envisioned and how they can find support in the areas they have identified. If they do not provide one solution the tutor, in the presentation, will provide some ideas to make them build and envisioned their own solution.</p>			



Session 1 Chapter 5: Start of a business complying with the law

<b>Module Title:</b>	<b>Entrepreneurial laws, rules, regulations and tax</b>			
<b>Session n.1</b>	<b>Start of a business complying with the law</b> <i>(This session is based on the following paragraphs in the Chapter 4 of the Guide for Migrant Entrepreneurs: Formal Step-by-step plan: Start your own business; Examples from each partner country)</i>			
<b>Duration</b>	2 hours			
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online <i>(live)</i> learning <input type="checkbox"/>	Distance learning (Learning Platform) <input type="checkbox"/>
		Time:	Time:	Time: 2 hours
	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>			
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>To gain knowledge about the law, rules and regulation needed for the set-up of a business</li> <li>To understand what has to be done in order to comply with the law in 5 EU countries.</li> <li>Gain specific knowledge needed to carry out a business</li> </ul>			
<b>Intended learning outcomes:</b>	<p><b>L01: Students will be able understand and identify what the legal form is, its purpose, the different forms, regulations and laws applicable</b></p> <p><b>L02: Students will be able understand how to officially register a company, all the regulations, laws and steps to take in order to register it</b></p> <p><b>L03: Students will be able understand fiscal regulation and accountancy active in the country, how do they work, which one to choose.</b></p> <p><b>L04: Students will be able understand what is a business plan and how to write it</b></p> <p><b>L05: Students will be able understand what is a business account, how they can open it and maintain it</b></p> <p><b>L06: Students will be able understand Environmental Protection Laws and Rules and Applying for Permits</b></p> <p><b>L07: Students will be able understand Privacy / Personal Data Protection, how does it work, who has to implement it, the applicable rules</b></p> <p><b>L08: Students will be able understand how insurance works, what kind of insurance they need</b></p>			



	<p><b>L09: Students will be able understand how to effectively manage human resources</b></p> <p><b>L010: Students will be able understand the rules and laws concerning patents and brands</b></p>		
<b>Session Details:</b>	<p><b>Lesson Item:</b></p>	<p><b>Method(s) and instructions for trainers:</b></p>	<p><b>Required Resource(s):</b></p>
	<p><b>Introduction</b> <b>(optimal group size could be: 1-10)</b></p>	<ul style="list-style-type: none"> <li>- Brief introduction from the tutor about the purpose of the lesson.</li> <li>- Break the ice (proposed exercise) Brainstorming: ask the group to discuss which, according to them, are the most important rules to follow when opening a new business.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	<p><b>Activity 1: Presenting the learning objectives of the course</b></p>	<ul style="list-style-type: none"> <li>- Brief presentation of the learning objectives of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- Guide for Young Migrant Entrepreneurs (English Version) <a href="#">Chapter 5 Entrepreneurial Laws, Rules, Regulation and tax (you will find specific information on the British, Italian, Romanian, Turkish and Dutch system)</a></li> </ul>
	<p><b>Activity 2: Step to steps regulation</b></p>	<p><i>This module presents the laws, regulation and tax regulation in the EU countries participating to the project.</i></p> <ul style="list-style-type: none"> <li>- The tutor will present to the student the step by step plan proposed in the guide and will then choose as example one step by step plan from the ones of the partner countries available in the Guide.</li> <li>- Interaction with the class to make sure their understanding and provide feedbacks</li> </ul>	
	<p><b>Activity 3: Independent practice of the students</b></p>	<p>(proposed exercise) Ask students to in depth analyse and research about one specific aspect regarding regulation and laws, they can research on:</p> <ul style="list-style-type: none"> <li>-their country of residence</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>



		<ul style="list-style-type: none"> <li>-the country in which they would like to set up their business</li> <li>-the country in which they were born</li> <li>-The participant will then present their research to the tutor</li> </ul>	
	Post-Activity Discussion	<ul style="list-style-type: none"> <li>- Ask the participants to present what they have found out and understood.</li> </ul> <p>In this discussion it is important the role of the trainer who can present the similarities and differences in between the different countries.</p>	
<b>Evaluation methods</b>	Informal and non-formal	Oral review: presentation of the research on laws, rules and regulation for business.	
<b>Didactic materials</b>	Face to face: power point presentation, printed lesson, printed worksheets for assignment(s)		
	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)		
	Distance learning - Moodle – Same for the case when the course will be posted on the project Moodle platform		
<b>In-class assignment 1:</b>	- Students should research on the rules, laws and regulation applied to their country of choice. The possible choices possible are presented above.		
<b>Additional notes and tips for trainers</b>			
<p>It is important to make the participants understand this complex topic to present them as simple as possible, using technical words only when strictly necessary. It is important for the trainer to stimulate the participant to confront what they have found and make them understand the importance of complying with the law and what the possible downfalls if they do not respect the laws and regulation of the country, they have chosen to open their business.</p>			



## Session 1 Chapter 6: Tips and Tricks for Young Entrepreneurs

<b>Module Title:</b>	<b>Tips and Tricks</b>			
<b>Session n.1</b>	<b>10 Tips and Tricks for Young Entrepreneurs</b>			
<b>Duration</b>	2 hours			
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>	Distance learning (Learning Platform) <input type="checkbox"/>
		Time:	Time:	Time: 2 hours
	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>			
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• To believe in themselves to become innovative</li> <li>• To choose the job that they really love</li> <li>• To know that there are risks to be addressed</li> <li>• To know that there will be changes on the way</li> <li>• To choose people that believe in the same project and can help them to do it better</li> <li>• To put their ideas into practice</li> <li>• To learn from their mistakes and to do it better</li> <li>• To be informed about their sector before starting</li> <li>• To be careful in spending money</li> <li>• To listen to their customers and to find a solution for them</li> </ul>			
<b>Intended learning outcomes:</b>	<p><b>L01: Students will be able to identify themselves, their sectors, their ideas</b></p> <p><b>L02: Students will be able to choose the best job for them and the right people</b></p> <p><b>L03: Students will be able to know risks and change on the way</b></p> <p><b>L04: Students will be able to learn from their mistakes, how to spend money, how to satisfy customers</b></p>			
<b>Session Details:</b>	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>		<b>Required Resource(s):</b>
	<b>Introduction (optimal group size could be: 1-10)</b>	<ul style="list-style-type: none"> <li>- Brief introduction from the tutor about the purpose of the lesson.</li> <li>- <i>Break the ice</i> (proposed exercise)</li> </ul>		<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform</li> </ul>



		Brainstorming: what do you think we refer to tips&tricks?	(online live lesson delivery)
	Activity 1: <b>Presenting the learning objectives of the course</b>	<ul style="list-style-type: none"> <li>- Brief presentation of the objectives of the lesson</li> </ul>	
	Activity 2: <b>Presenting 10 tips and tricks that can be used for identifying a business idea and can be implemented into the elaboration of a business plan</b>	<p><i>The object of this module is to present the students with tips&amp;tricks that can help them in their journey towards a new business. The Module has been divided into 4 sets of tips&amp;tricks. This is the first set.</i></p> <ul style="list-style-type: none"> <li>- The tutor will present the students with the tips&amp;tricks identified in the guide. To make the session more interesting to the students the tutor can choose to present the material through a set of animation created especially for the purpose. The animation is available in the Guide and it is presented also in the <a href="#">Annex IV</a></li> <li>- Interaction with the class</li> <li>- Give examples of the application of the presented “10 tips and tricks (through animation)”</li> <li>- Check for understanding and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- Guide for Young Migrant Entrepreneurs (English version) <a href="#">Chapter 6: Tips and Tricks ( Ten Tips and Tricks for Young Entrepreneurs )</a></li> </ul>
	Activity 3: <b>Independent practice of the students</b>	<p><i>The tutor can choose to propose only one or both the exercises for independent practice proposed for this session.</i></p> <ul style="list-style-type: none"> <li>- (exercise proposed 1) Ask students to see how they can apply the tips and tricks found to the business plan they have previously created and make a presentation out of it which then the tutor will give feedback upon.</li> <li>- (exercise proposed 2) Show the students the following</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>



		video identified in the Guide <a href="https://controversycast.wixsite.com/entrepreneurjourney/tips-and-tricks">https://controversycast.wixsite.com/entrepreneurjourney/tips-and-tricks</a> and ask the students to produce their own video about tips&tricks.	
	Post-Activity Discussion	- ask the class members questions about what they have learned throughout the session and to confront how they have applied what was explained. (if the classroom has many students choose only a few of them, asking first if someone is willing to present it)	
<b>Evaluation methods</b>	Informal and non-formal	Oral review: presentation of the application of the tips and tricks or presentation of the video about tips&tricks created	
<b>Didactic materials</b>	Face to face : power point presentation, printed lesson, printed worksheets for assignment(s)		
	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)		
	Distance learning - Moodle – Same for the case when the course will be posted on the project Moodle platform		
<b>In-class assignment 1:</b>	- Students should apply the tips and tricks presented to the business canvas they have previously created ...		
<b>In-class assignment 2:</b>	-Students should create their own video about tips&tricks		
<b>Additional notes and tips for trainers</b>			
<p>The tips&amp;tricks presented in this session collaborate to remember the participants the importance of motivation and will serve the tutor to convey again this value. For the In Class Assignment n.2 the tutor has to guide the students giving them the basis for the creation of the video. We suggest the tutor to choose a smartphone app like InShot or WeVideo and have a look at it to then guide the students to their use.</p>			

## Session 2 Chapter 6: How to become an Entrepreneur?

<b>Module Title:</b>	<b>Tips and Tricks (through animation)</b>			
<b>Session n.2</b>	<b>How to became an Entrepreneur? Tips&amp;Tricks</b>			
<b>Duration</b>	2 hours			
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online <i>(live)</i> learning <input type="checkbox"/>	Distance learning (Learning Platform) <input type="checkbox"/>
		Time:	Time:	Time: 2 hours
	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>			
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• To think about ideas with passion and not with superficiality</li> <li>• To create a project that can solve problems and help people</li> <li>• To be unique offering something different than the competition, listening their customers</li> <li>• To write themselves a well-structured business plan</li> <li>• To know how important legal requirements are</li> <li>• To learn how to apply for and get funding</li> <li>• To try to build and grow their business step by step</li> <li>• To know when to take a break</li> <li>• To know that success born out of taking risks</li> <li>• To learn from the mistakes</li> </ul>			
<b>Intended learning outcomes:</b>	<p><b>L01: Students will be able to know how to think of ideas they truly believe in</b></p> <p><b>L02: Students will be able to create a business idea that should be a solution</b></p> <p><b>L03: Students will be able to identify their target</b></p> <p><b>L04: Students will be able to focus a well-structured business plan</b></p> <p><b>L05: Students will be able to search the right legal requirements for starting their business</b></p> <p><b>L06: Students will be able to apply for and obtain funding to begin a new business</b></p> <p><b>L07: Students will be able to grow their business a step a time</b></p>			



	<p><b>L08: Students will be able to know their limits and when to take a break</b></p> <p><b>L09: Students will be able to take risks</b></p> <p><b>L010: Students will be able to learn from mistakes</b></p>		
<b>Session Details:</b>	<p><b>Lesson Item:</b></p>	<p><b>Method(s) and instructions for trainers:</b></p>	<p><b>Required Resource(s):</b></p>
	<p><b>Introduction</b> <b>(optimal group size could be: 1-10)</b></p>	<ul style="list-style-type: none"> <li>- -Brief introduction from the tutor about the purpose of the lesson.</li> <li>- Break the ice (proposed exercise) Brainstorming: What do you think is necessary to become a successful entrepreneur?</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	<p>Activity 1: <b>Presenting the learning objectives of the course</b></p>	<ul style="list-style-type: none"> <li>- Brief presentation of the objectives of the session</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery) Guide for Young Migrant Entrepreneurs (English version) <a href="#">Chapter 6: Tips and Tricks (Successful Young Migrant Entrepreneurs: Ten Tips and Tricks How to become an Entrepreneur)</a></li> </ul>
	<p>Activity 2: <b>Presenting 10 tips and tricks that can be used to understand how to become an Entrepreneur</b></p>	<ul style="list-style-type: none"> <li>- The tutor will present the second set of tips &amp; trick related to “how to become an entrepreneur”. The tutor can take into consideration for the explanation the content identified in the Guide.</li> <li>- Interaction with the class</li> <li>- Present the class some successful migrant entrepreneur story identified in the Guide.</li> <li>- Check for understanding and provide feedback</li> </ul>	
	<p>Activity 3: <b>Independent practice of the students</b></p>	<ul style="list-style-type: none"> <li>- (exercise proposed) Ask students to research about one migrant entrepreneur’s story and make a presentation of it, stating also what of their story had impact on them and why. The tutor will evaluate the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	<p>Post-Activity Discussion</p>	<ul style="list-style-type: none"> <li>- ask the class members questions about what they have learned throughout the session</li> </ul>	



<b>Evaluation methods</b>	Informal and non-formal	Oral review: presentation on the migrant entrepreneur they have chosen
<b>Didactic materials</b>	Face to face : power point presentation, printed lesson, printed worksheets for assignment(s)	
	Distance learning – Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)	
	Distance learning - Moodle – Same for the case when the course will be posted on the project Moodle platform	
<b>In-class assignment 1:</b>	- Students should identify a new business idea based on the elements learned during the lesson ...	
<b>In-class assignment 1:</b>	- Students should make a research on a migrant entrepreneur and make a presentation on him/her and state what of their story inspired them ...	
<p><b>Additional notes and tips for trainers</b></p> <p>This session, contributes to keeping the motivation high. It is important for them to make research and continue to strengthen their motivation.</p>		



### Session 3 Chapter 6: Around Business Planning

<b>Module Title:</b>	<b>Tips and Tricks (through animation)</b>			
<b>Session n.3</b>	<b>Tips and Tricks around Business Planning</b>			
<b>Duration</b>	2 hours			
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>	Distance learning (Learning Platform) <input type="checkbox"/>
		Time:	Time:	Time: 2 hours
	<p>Notes on the choice:</p> <p><i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i></p>			
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• To attract business partner</li> <li>• To obtain detailed market information</li> <li>• To know how to compare with rivals</li> <li>• To pay attention to the details to make people believe in the business</li> <li>• To create a business idea that is unique</li> <li>• To make financial information exact and meticulous</li> <li>• To make the executive summary realistic and very specific</li> <li>• To find the best business adviser to have a second opinion</li> </ul>			
<b>Intended learning outcomes:</b>	<p><b>L01: Students will be able to search business partner</b></p> <p><b>L02: Students will be able to search market detailed information</b></p> <p><b>L03: Students will be able to have a clear strategy to compare with the competition</b></p> <p><b>L04: Students will be able to check all the details</b></p> <p><b>L05: Students will be able to develop an incomparable opportunity</b></p> <p><b>L06: Students will be able to make financial information right</b></p> <p><b>L07: Students will be able to make the executive summary very strong, detailed and particular</b></p> <p><b>L08: Students will be able to choose the best business adviser to have a second opinion</b></p>			



	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>	<b>Required Resource(s):</b>
<b>Session Details:</b>	<b>Introduction</b>	<ul style="list-style-type: none"> <li>- Brief introduction from the tutor about the purpose of the lesson.</li> <li>- <i>Break the ice</i> (proposed exercise) Discussion – you all have already studied what a business plan is and have practice with it, what elements are most difficult to identify? Which section do you think is the most valuable for your purpose? Which section do you think needs improvement?</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	<b>Activity 1: Presenting the learning objectives of the course</b>	<ul style="list-style-type: none"> <li>- Brief presentation of the objectives of the course</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	<b>Activity 2: Presenting 10 tips and tricks that can be used to understand how to create a Business Plan</b>	<ul style="list-style-type: none"> <li>- The tutor will present the student with the third set of tips&amp;tricks: “Tips and tricks around Business Planning” using the content present in the Guide</li> <li>- Interaction with the class and check for understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Guide for Young Migrant Entrepreneurs (English version) <a href="#">Chapter 6: Tips and Tricks (Tips and Tricks around Business planning)</a></li> </ul>
	<b>Activity 3: Independent practice of the students</b>	<ul style="list-style-type: none"> <li>- (proposed exercise) Taking into consideration the video shown for the 1 session of this module (<a href="https://controversycast.wixsite.com/entrepreneurjourney/tips-and-tricks">https://controversycast.wixsite.com/entrepreneurjourney/tips-and-tricks</a> ) ask the students to produce their own video about business planning.</li> <li>- The tutor will then give feedback to the videos created.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	<b>Post-Activity Discussion</b>	<ul style="list-style-type: none"> <li>- ask the class members questions about what they have learned throughout the session</li> </ul>	
<b>Evaluation methods</b>	Informal and non-formal	Oral review: presentation of the video about tips&tricks	
<b>Didactic materials</b>	Face to face: power point presentation, printed lesson, printed worksheets for assignment(s)		





	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)
	Distance learning - Moodle – Same for the case when the course will be posted on the project Moodle platform
<b><i>In-class assignment 1:</i></b>	- Students should create their own video about tips&tricks for business planning ...
<b><i>Additional notes and tips for trainers</i></b>  For the In Class Assignment the tutor has to guide the students giving them the basis for the creation of the video. We suggest the tutor to choose a smartphone app like InShot or WeVideo and have a look at it to then guide the students to their use.	



Session 4 Chapter 6: To be successful as an Entrepreneur

<b>Module Title:</b>	<b>Tips and Tricks (through animation)</b>			
<b>Session n.4</b>	<b>Title: 10 Tips and Tricks to be successful as an Entrepreneur</b>			
<b>Duration</b>	2 hours			
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>	Distance learning (Learning Platform) <input type="checkbox"/>
		Time:	Time:	Time: 2 hours
<b>Delivery method</b>	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>			
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• To do a solid and complete business planning</li> <li>• To decide carefully when the customer should pay</li> <li>• To check cash flow not to fail hiring an intermediary</li> <li>• To trust their mentor</li> <li>• To promote business idea with not expensive resources</li> <li>• To spend time also on their private life</li> <li>• To choose people that have the same point of view</li> <li>• To grow up with the team work</li> <li>• To do better</li> </ul>			
<b>Intended learning outcomes:</b>	<p><b>L01: Students will be able to do a detailed and constant business plan to not forget anything</b></p> <p><b>L02: Students will be able to prepare a cash flow</b></p> <p><b>L03: Students will be able to check every money transition not to fail hiring an intermediary</b></p> <p><b>L04: Students will be able to trust their mentor</b></p> <p><b>L05: Students will be able to use small budget to promote business idea on social</b></p> <p><b>L06: Students will be able to balance work and private life</b></p> <p><b>L07: Students will be able to create a team work in which people work with serenity</b></p> <p><b>L08: Students will be able to teach and learn in their team work</b></p>			



L09: Students will be able to open their mind to do better			
Session Details:	Lesson Item:	Method(s) and instructions for trainers:	Required Resource(s):
Session Details:	<b>Introduction</b> (optimal group size could be: 1-10)	<ul style="list-style-type: none"> <li>- Brief introduction from the tutor about the purpose of the lesson.</li> <li>- <i>Break the ice</i> (proposed exercise) Discussion: when you think of the word “Entrepreneur” what is the first person that comes to your mind? Why?</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
Session Details:	Activity 1: <b>Presenting the learning objectives of the course</b>	<ul style="list-style-type: none"> <li>- Brief presentation of the objectives of the lesson</li> </ul>	
Session Details:	Activity 2: <b>Presenting 10 tips and tricks that can be used to understand how to be successful as an Entrepreneur</b>	<p><i>This session focuses about success, it is important to understand how the students consider as success and what success really means in entrepreneurship. This is why it is important to take into consideration first the results of the brainstorming.</i></p> <ul style="list-style-type: none"> <li>- Starting from the result of the brainstorming the tutor will discuss what a successful entrepreneur is and then present the “10 tips and tricks How to be successful as an Entrepreneur” and give examples for a better understanding</li> <li>- Check for understanding and provide feedback. Make questions to the participants to keep them awake during the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- Guide for Young Migrant Entrepreneurs (English version) <a href="#">Chapter 6: Tips and Tricks (Ten tips and tricks to be a successful entrepreneur)</a></li> </ul>
Session Details:	Activity 3: <b>Independent practice of the students</b>	<ul style="list-style-type: none"> <li>- (exercise proposed) Ask the students to make a presentation on the successful entrepreneur they have identified in the discussion before the session</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson)</li> </ul>



		and ask them to hypostasize which of the tips and tricks listed were used by them . - The tutor will give feedback to the presentation	delivery)
	Post-Activity Discussion	- ask the class members questions about what they have learned throughout the session	
<b>Evaluation methods</b>	Informal and non-formal	Oral review: presentation of the successful entrepreneur they have chosen	
<b>Didactic materials</b>	Face to face: power point presentation, printed lesson, printed worksheets for assignment(s)		
	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)		
	Distance learning - Moodle - Same for the case when the course will be posted on the project Moodle platform		
<b>In-class assignment 1:</b>	- Students should identify a successful entrepreneur, describe his/her characteristics and hypostasize which of the tips and tricks listed were used by them ...		
<b>Additional notes and tips for trainers</b>			
This session is important to continue the work on motivation which has to be always taken into consideration in every session carried out.			

## Session 1 Chapter 7: Top 10 of Fail

<b>Module Title:</b>	<b>F.A.I.L – First Attempt In Learning</b>		
<b>Session n.1</b>	<b>Top 10 of Fail – More Fail</b>		
<b>Duration</b>	2 hour		
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>
		Time:	Time:
	Distance learning (Learning Platform) <input type="checkbox"/>		
	Time: 2 hour		
	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>		
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>Understand what mistakes can be made in the business creation process</li> <li>Understand how to correct the possible mistakes</li> </ul>		
<b>Intended learning outcomes:</b>	<p><b>LO1: Students will be able to identify all the steps to take in order to create a new business</b></p> <p><b>LO2: Students will be able to identify all the possible mistakes that can be encountered in the business creation</b></p> <p><b>LO3: Students will learn how to programme a solution</b></p> <p><b>LO4: Students will increase their problem-solving skills</b></p>		
<b>Session Details:</b>	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>	<b>Required Resource(s):</b>
	<b>Introduction (optimal group size:1-10)</b>	<ul style="list-style-type: none"> <li>Brief introduction from the tutor about the purpose of the lesson.</li> <li><i>Break the ice</i> (proposed exercise) Discussion: what do you think about failure in entrepreneurship? Do you have some examples? What does failure mean to you?</li> </ul>	<ul style="list-style-type: none"> <li>PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>



	<p>Activity 1: <b>Presenting the learning objectives of the course</b></p>	<ul style="list-style-type: none"> <li>- Brief presentation of the objectives of the lesson</li> </ul>	
	<p>Activity 2: <b>Introduce the F.a.i.l identified in the course</b></p>	<p><i>Failure is an important topic the students need to face, to prepare them more realistically to the world of entrepreneurship. It is important to present them the topic with attention not to compromise their motivation.</i></p> <ul style="list-style-type: none"> <li>- Taking into consideration the ideas from the discussion the tutor will present and comment all the F.A.I.L identified in the Guide after having proposed the following video identified <a href="https://controversycast.wixsite.com/entrepreneurjourney/top-10-fails">https://controversycast.wixsite.com/entrepreneurjourney/top-10-fails</a> . To make the students understand better what is failure and how failure is in reality a necessary step in order to reach success it is important to provide them with some concrete examples of failure. Some examples of failure are present in the guide, others are presented in the <a href="#">Annex V</a> (in forms of written testimonials/stories or videos). The tutor can choose from the list given, the ones that better fit his/her perspective of the course.</li> <li>- Check for understanding and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- Guide for Young Migrant Entrepreneurs (English version) <a href="#">Chapter 7 F.A.I.L (First Attempts In Learning)</a></li> </ul>
	<p>Activity 3: <b>Independent practice of the students</b></p>	<p>The tutor can choose from the activities proposed:</p> <ul style="list-style-type: none"> <li>- (proposed exercise 1) Ask the students to find a solution for each of the mistakes presented. More than one solution is possible. They can also take into consideration the business plan they have created in the previous lessons.</li> <li>- (proposed exercise 2) Often failure happens because objective were not identified in the correct way. In order to do this the tutor can take into consideration the <a href="#">Annex VI</a> which presents SMART Objectives: what they are and how they can be produced. The</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>

		annex contains also exercises that can be proposed to the students to make them produce and set their own objectives	
	Post-Activity Discussion	- discuss with the group the theme of the lesson, what they have learnt and what are their thoughts on the topic after the session.	
<b>Evaluation methods</b>	Informal and non-formal	Presentation about the solution found to the fails presented Feedback on the exercises about SMART objectives proposed	
<b>Didactic materials</b>	Face to face: power point presentation, printed lesson, printed worksheets for assignment(s)		
	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)		
	Distance learning - Moodle – Same for the case when the course will be posted on the project Moodle platform		
<b>In-class assignment 1:</b>	- Students should identify one or more solution to each of the mistakes identified. They should then present these solutions to the tutor and other students ...		
<b>In-class assignment 2:</b>	Students should carry out the exercises about SMART objectives proposed in the Annex.		
<b>Additional notes and tips for trainers</b>			
It is important that the participants confront the solutions they have found to help the development of problem-solving skills. The In-class Assignment 2 considers the topic of SMART Objectives. If the tutor chooses to carry out this activity, he/she should prepare the topic in advance considering the material given and also making researches or reaching for the support of professionals like coaches.			



## Session 1 Chapter 8: Ten tips and tricks to network

<b>Module Title:</b>	<b>How to Network?</b>		
<b>Session n.1</b>	<b>10 Network tips and tricks – Ten tips and tricks to network</b>		
<b>Duration</b>	1 hour		
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>
		Distance learning (Learning Platform) <input type="checkbox"/>	
	Time:	Time:	Time: 1 hour
<b>Delivery method</b>	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>		
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Understand the importance of a network</li> <li>• Understand the basis of how to create a network</li> <li>• Understand what should be followed and what to avoid in the creation of a networks</li> <li>• Understand how to keep your contacts</li> <li>• Understand how to approach new contacts</li> </ul>		
<b>Intended learning outcomes:</b>	<b>L01: Students will be able to understand the importance of a network</b> <b>L02: Students will be able to understand how a network can be created</b> <b>L03: Students will be able understand how to approach new contacts</b> <b>L04: Students will understand what they should follow and what they should avoid in order to create a network of contacts</b> <b>L05: Student will understand how to keep in contact with their network</b>		
<b>Session Details:</b>	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>	<b>Required Resource(s):</b>
	<b>Introduction (optimal group size:1-10)</b>	<ul style="list-style-type: none"> <li>- Brief introduction from the tutor about the purpose of the lesson.</li> <li>- <i>Break the ice</i> (proposed exercise) Brainstorming: what do you think a network is? How do you think a network can be created</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>





	<p>Activity 1: <b>Presenting the learning objectives of the course</b></p>	<ul style="list-style-type: none"> <li>- Brief presentation of the objective of the session</li> </ul>	
	<p>Activity 2: <b>Network tips and tricks</b></p>	<p><i>This session is about networking which is key for a new business to build the customer section and possible partners.</i></p> <ul style="list-style-type: none"> <li>- The tutor, taking into consideration the material presented in the Guide, will explain the students why it is important to create a network and how to keep in contact with them</li> <li>- He/She will then present the network tips&amp;tricks identified.</li> <li>- Check for understanding and provide feedback</li> <li>- (exercise proposed) in order to make the participants understand how to break the ice, an important phase to start the process of networking, the tutor can present to the group the “Human Bingo exercise”. In this exercise the participants will ask freely the questions presented in the form (<a href="#">Annex VII</a>) collecting information from the group. The first to complete the form with all the information will then say “Bingo” and the game stops. The first participant to finish will then explain what he/she has found out about the group members.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- Guide for Young Migrant Entrepreneurs (English version) <a href="#">Chapter 8 How to Network</a></li> </ul>



	Activity 3: <b>Independent practice of the students</b>	<p><i>The tutor can choose from the following proposed exercises:</i></p> <ul style="list-style-type: none"> <li>- (proposed exercise 1) Ask students to create a video explaining their business idea in a max of 30 seconds</li> <li>- (proposed exercise 2) Ask the students to imagine to reach a famous person/entrepreneur, how can they start and carry out the conversation? The students should: <ul style="list-style-type: none"> <li>o create an objective: what do they want to know from that person? Or what information/support do they need from them?</li> <li>o Device 10 questions to reach what they want to know</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	Post-Activity Discussion	<ul style="list-style-type: none"> <li>- ask the class members questions about what they have learned throughout the session, if they have some other tips and tricks for the network creation.</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop and specific online platform – online live lesson delivery - or a chat/ forum on the project Moodle platform)</li> </ul>
<b>Evaluation methods</b>	Informal and non-formal	<ul style="list-style-type: none"> <li>-Presentation of the video created</li> <li>-Oral review of the questions devised</li> </ul>	
<b>Didactic materials</b>	Face to face: power point presentation, printed lesson, printed worksheets for assignment(s)		
	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)		
	Distance learning - Moodle – Same for the case when the course will be posted on the project Moodle platform		
<b>In-class assignment 1:</b>	<ul style="list-style-type: none"> <li>- Students should create a video of 30 seconds in which they explain their business idea.</li> <li>...</li> </ul>		
<b>In class assignment 2:</b>	<ul style="list-style-type: none"> <li>-Students should imagine to meet a famous person and come in contact with him/her for the first time. They have to set an objective for the communication and device 10 questions to achieve it.</li> </ul>		
<b>Additional notes and tips for trainers</b>			
It is important that the students understand not only how a network can be created but also how to keep in contact with their network.			



## Session 1 Chapter 9: What is marketing? Marketing tips and tricks

<b>Module Title:</b>	<b>Marketing and Communication</b>			
<b>Session n.1</b>	<b>Title: What is marketing? Marketing tips and tricks</b>			
<b>Duration</b>	1 hour			
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>	Distance learning (Learning Platform) <input type="checkbox"/>
		Time:	Time:	Time: 1 h
	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>			
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Understand what marketing is</li> <li>• Understand the usefulness of marketing in business</li> <li>• Understand the key steps for the creation of a marketing campaign</li> <li>• Understand the importance of branding</li> </ul>			
<b>Intended learning outcomes:</b>	<p><b>L01: Students will be able to understand what marketing is</b></p> <p><b>L02: Students will be able to identify the basis of marketing</b></p> <p><b>L03: Students will be able to understand the importance of branding</b></p> <p><b>L04: Students will be able to understand the main steps in order to create a business campaign</b></p> <p><b>L05: Students will be able to keep track of the trends and what to consider in their marketing strategy</b></p>			
<b>Session Details:</b>	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>		<b>Required Resource(s):</b>
	<b>Introduction</b> <b>(optimal group size could be: 1-10)</b>	<ul style="list-style-type: none"> <li>- Brief introduction from the tutor about the purpose of the lesson.</li> <li>- <i>Break the ice</i> (proposed exercise) Discussion: ask your class members to express what they understand with the word "marketing"</li> </ul>		<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>



	<p>Activity 1: <b>Presenting the learning objectives of the course</b></p>	<ul style="list-style-type: none"> <li>- Brief presentation of the objectives of the session</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> <li>- Guide for Young Migrant Entrepreneurs (English version) <a href="#">Chapter 9 Marketing and Communication (What is Marketing?: Marketing Tips and Tricks; More Marketing Tips and Tricks)</a></li> </ul>
	<p>Activity 2: <b>Explain what marketing is and present the tips and tricks identified</b></p>	<ul style="list-style-type: none"> <li>- The tutor will start the session with the topic of marketing showing the students the video selected:</li> <li>- The tutor will then present the tips&amp;tricks identified in the Guide.</li> <li>- Present the classroom the marketing tips and tricks identified in the lesson</li> <li>- Interaction with the class making questions to make sure they have understood and provide feedback</li> </ul>	
	<p>Activity 3: <b>Independent practice of the students</b></p>	<p><i>The tutor can choose from one or more of the proposed exercises:</i></p> <ul style="list-style-type: none"> <li>- (proposed exercise 1) One of the main platform important for marketing is social media. Ask the students to identify which social media is more suitable for their business idea.</li> <li>- Why they have chosen that platform?</li> <li>- What content can attract their target?</li> <li>- After the assignment ask the participants to share with the group what they have identified in the social media aspect.</li> <li>- (proposed exercise 2) Ask the students to:             <ul style="list-style-type: none"> <li>o Create your logo and USP</li> <li>o Hashtag to reach your target group/slogan</li> <li>o Quotation on</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>



		<p>innovation, entrepreneurship, leadership</p> <ul style="list-style-type: none"> <li>- (proposed exercise 3) Ask the students to create a plan for an advertising campaign taking into consideration their business idea</li> </ul>	
	<b>Post-Activity Discussion</b>	<ul style="list-style-type: none"> <li>- ask the class members questions about what they have learned throughout the session and if they have any other tips or tricks in the field of marketing.</li> </ul>	
<b>Evaluation methods</b>	Informal and non-formal	Oral review of the exercises proposed	
<b>Didactic materials</b>	Face to face: power point presentation, printed lesson, printed worksheets for assignment(s)		
	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)		
	Distance learning - Moodle – Same for the case when the course will be posted on the project Moodle platform		
<b>In-class assignment 1:</b>	- Students should focus on social media for marketing purposes. They have to carry out a survey and answer the questions identified for the task.		
<b>Additional notes and tips for trainers</b>			
<p>It is important to confront the ideas concerning the task assigned since today social media have a crucial position in marketing promotion. Each participant will have then, even if only to the teacher present his/her work for informal evaluation.</p>			



## Session 2 Chapter 9: What is communication?

<b>Module Title:</b>	<b>Marketing and Communication</b>		
<b>Session n.2</b>	<b>What is communication?</b>		
<b>Duration</b>	1 hour		
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>
		Distance learning (Learning Platform) <input type="checkbox"/>	
	Time:	Time:	Time: 1 h
	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>		
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>Understand the importance of communication</li> <li>Understand the basis for a successful communication</li> </ul>		
<b>Intended learning outcomes:</b>	<p><b>LO1: Students will be able to understand what communication is</b></p> <p><b>LO2: Students will be able to understand the importance of a successful communication in the business field</b></p> <p><b>LO3: Students will be able to identify which steps to take in order to build a successful communication</b></p> <p><b>LO4: Students will be able to apply the suggestions identified for a successful communication</b></p>		
<b>Session Details:</b>	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>	<b>Required Resource(s):</b>
	<b>Introduction (optimal group size could be: 1-10)</b>	<ul style="list-style-type: none"> <li>Brief introduction from the tutor about the purpose of the lesson.</li> <li><i>Break the ice</i> (proposed exercise) Brainstorming – what do you think is needed for a successful communication.</li> </ul>	<ul style="list-style-type: none"> <li>PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	<b>Activity 1: Presenting the learning objectives of the course</b>	<ul style="list-style-type: none"> <li>Brief presentation of the objectives of the session</li> </ul>	<ul style="list-style-type: none"> <li>PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	<b>Activity 2: Explain what</b>	<ul style="list-style-type: none"> <li>The tutor shall start the session first showing the video identified in the course:</li> </ul>	<ul style="list-style-type: none"> <li>Guide for Young Migrant</li> </ul>



	<b>communication is and present the tips and tricks identified</b>	<p><a href="https://www.youtube.com/watch?v=RWzoadzHtiA">https://www.youtube.com/watch?v=RWzoadzHtiA</a></p> <ul style="list-style-type: none"> <li>- After the video the tutor will continue explaining the topic of communication, taking into consideration the content proposed in the Guide.</li> <li>- Interaction with the class making questions to make sure they have understood and provide feedback</li> </ul>	<p>Entrepreneurs (English version) <a href="#">Chapter 9 Marketing and Communication (What is Communication?)</a></p>
	<b>Activity 3: Independent practice of the students</b>	<ul style="list-style-type: none"> <li>- (proposed exercise 1) One of the most important moments in communication is how to start a communication. Dividing the participants in pairs (or individually) they should identify how they can start a conversation with an unknown person. They have to take into consideration: <ul style="list-style-type: none"> <li>o What questions can be made to break the ice?</li> <li>o How can the business idea be presented?</li> <li>o How to avoid “awkward silence”? what can be done?</li> <li>o After the assignment ask the participants to share with the group what they have identified</li> </ul> </li> <li>- (proposed exercise 2) The students should create a story about entrepreneurship based on the Joseph Campbell-Hero's Journey (Monomito). In order to carry out this exercise the tutor will have to take into consideration the explanation present in <a href="#">Annex VIII</a></li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	<b>Post-Activity Discussion</b>	<ul style="list-style-type: none"> <li>- ask the class members questions about what they have learned throughout the session and if they have any other tips or tricks regarding communication.</li> </ul>	
<b>Evaluation methods</b>	Informal and non-formal	Oral review of the exercises proposed	



<b>Didactic materials</b>	Face to face: power point presentation, printed lesson, printed worksheets for assignment(s)
	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)
	Distance learning - Moodle – Same for the case when the course will be posted on the project Moodle platform
<b>In-class assignment 1:</b>	- Students should focus on the start of a conversation. They have to identify an answer for each of the questions proposed in the task.
<b>In-class assignment 2:</b>	-The students should create a story about entrepreneurship based on the Joseph Campbell-Hero's Journey (Monomito).
<b>Additional notes and tips for trainers</b>	
It is important for the teacher to be familiar with the topic and with the techniques which can be adopted in order to have a successful conversation. In this sense the competences of a coacher can be useful.	



## 4. Instruction for app

### E-assessment tool

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### YME platform

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## 5. Annex

### Annex I - List of Inspirational videos

#### 1. Domino Chain Reaction

<https://youtu.be/y97rBdSYbkg>

A domino can knock over another domino about 1.5x larger than itself. A chain of dominos of increasing size makes a kind of mechanical chain reaction that starts with a tiny push and knocks down an impressively large domino. Original idea by Lorne Whitehead, American Journal of Physics, Vol. 51, page 182 (1983).

#### 2. Best Things On Earth Are At the Other Side of Fear

<https://youtu.be/Hpd61o6TvXM>

Actor Will Smith shares his experience on Skydiving with a quote of Franklin D. Roosevelt: "The only thing we have to fear is fear itself". Smith emphasizes the importance of coping with our own fears by coming face to face with them.

#### 3. Moonshot Thinking

<https://youtu.be/pEr4j8kgwOk>

Why aim for a 10% when you can aim for 10X? Instead of a mere 10% gain, a moon-shot aims for a 10x improvement over what currently exists. The combination of a huge problem, a radical solution to that problem, and the breakthrough technology that just might make that solution possible, is the essence of a moon-shot.

#### 4. How to Learn From Rejection and Failure

<https://youtu.be/-vZXgApsPCQ>

Jia Jiang adventures boldly into a territory so many of us fear: rejection. By seeking out rejection for 100 days -- from asking a stranger to borrow \$100 to requesting a "burger refill" at a restaurant -- Jiang desensitized himself to the pain and shame that rejection often brings and, in the process, discovered that simply asking for what you want can open up possibilities where you expect to find dead ends.

#### 5. Bloomberg Entrepreneurship World Silicon Valley Episode

<https://youtu.be/1s86 I-LKQ>

Turkish Bloomberg HT Channel presents a special part of its "Entrepreneurship World" in San Francisco, voiced by Oguzhan Aygoren, head of entrepreneurship centre at Bogazici University in Istanbul, Turkey. The guest is the co-founder and CEO of a start-up, Anki Inc., Boris Sofman and the subject is on robotics and AI as the functioning areas of this company. (The beginning of the video is in Turkish, but continues in English)

## 6. Start With Why

[https://youtu.be/u4ZoJKF\\_VuA](https://youtu.be/u4ZoJKF_VuA)

Simon Sinek explains there's a pattern about why Apple is so innovative, why Martin Luther King was so inspiring ('It was: "I have a dream!" Not I have a plan'): All great companies and leaders think, act and communicate in the same way. It's called the Golden Circle. It's all about why? How? What? When people believe in what you do, you will be successful. Why? How? What? Please Watch!

## 7. Steve Jobs 2005 Stanford Commencement Speech

<https://youtu.be/UF8uR6Z6KLc>

Drawing from some of the most pivotal points in his life, Steve Jobs, chief executive officer and co-founder of Apple Computer and of Pixar Animation Studios, urged graduates to pursue their dreams and see the opportunities in life's setbacks -- including death itself -- at the university's 114th Commencement on June 12, 2005.

Steve Jobs tells three life stories:

1. Story about Connecting the dots
2. Story about Love and Loss: Go for your passion, don't settle for less
3. A story about death: Your time is limited: Don't waste it, living someone else's life.

## 8. Six Life Lessons from Steve Jobs

<https://www.youtube.com/watch?v=6ARaPFvmSc0>

The 6 Life Lessons in this Video:

1. Choose the Life you want to live
2. Certificates don't matter
3. Dream Big
4. Start Somewhere
5. Live every day like it's your last
6. You only fail when you stop trying

## 9. Arnold Schwarzenegger's 5 Rules for Success

[https://youtu.be/Kb7\\_E12FFLw](https://youtu.be/Kb7_E12FFLw)

Actor Arnold Schwarzenegger reveals his 5 secret steps to tackling life and becoming Mr. Universe (at the age of 20), 7-time Mr. Olympia, Hollywood legend and 2-term Governor of California. His story proves that no obstacle is too big to overcome and no vision, too big to achieve.

1. Find your Vision and Follow it
2. Never ever think small, think big

3. Ignore the Naysayers

4. Work your ass off

5. Don't just take, give something back (...and change the world)

### **10. Rocky Balboa Inspirational Speech**

[https://youtu.be/D\\_Vg4uyYwEk](https://youtu.be/D_Vg4uyYwEk)

'Let me tell you something you already know. The world ain't all sunshine and rainbows. It's a very mean and nasty place and I don't care how tough you are it will beat you to your knees and keep you there permanently if you let it. You, me, or nobody is gonna hit as hard as life. But it ain't about how hard ya hit. It's about how hard you can get it and keep moving forward...'

### **11. Dream it Big**

<https://youtu.be/zfWjApEUS88>

Tim Bengel, young German artist, tells the story of how he became an innovative artist and through his work arrived to create his solo artist exposition in New York.

### **12. Dream and Design (The Hidden Sink)**

<https://www.facebook.com/watch/?v=541414016390615>

The video shows the creation of an innovative sink that combines function with experience.

### **13. Using Traditional Turkish Ebru Art for Change**

<https://youtu.be/E1eS3ChsQAM>

The video shows the use of a traditional artistic technique to recreate a famous Van Gogh painting.

### **14. Surprising Habit of Originals**

<https://youtu.be/fxbCHn6gE3U>

The TED talk presents the so called category of "originals" and the speaker drives the public to understand their characteristics and value.

### **15. Inside the Mind of a Master Procrastinator**

<https://youtu.be/arj7oStGLkU>

The TED talk presents in an innovative way how is the mind of a procrastinator and what procrastination means and implies.

### **16. Fail early, fail fast in order to succeed sooner**

<https://youtu.be/VzhEijUEQYc>

The video shows how a young guy learnt how to do a back flip in less than 6 hours, and proposes the value of resilience.

### **17. Why startups succeed**

<https://youtu.be/bNpx7gpSqbY>

This video explores the reasons behind start-up failure or success. The speaker postulates that the main factors that determine success are: the idea, the team, the business model, the funding and the timing. The most influential of these factors being the timing [42%] and the team [32%].

### **18. How to start a movement**

<https://youtu.be/fW8amMCVAIQ>

This video highlights the importance of self-confidence in leadership and the role played by meaning partners in promoting and sustaining the cult business leaders and attracting other partners.

### **19. Weird or just different**

<https://youtu.be/1K5SycZjGhI>

The video speaker explores the importance of local and cultural perspective in regard to any assumptions that could be made showing that whatever concepts may be the norm for you, the opposite might be true for others depending on the local context.

### **20. Keep your goals to yourself**

<https://youtu.be/NHopJHSIVo4>

The video speaker presents the paradox of how sharing your personal goals and ambitions with somebody else will make it less likely to materialize due to psychological factors.

### **21. Refugees & entrepreneurship & Turkey: Starting from Zero**

<https://m.youtube.com/watch?v=f0lBTyLeja8>

The video summarizes and explores the real-life difficulties and obstacles that may be encountered by individuals such as refugees who need to rebuild their lives in foreign countries

### **22. Syrian refugee entrepreneur turns shed into chocolate factory:**

<https://m.youtube.com/watch?v=I8rUj0AHiFY>

How previous skills can help you turn a shed into a successful chocolate factory

### **23. Meet the Syrian refugees turned entrepreneurs living in Turkey:**

<https://m.youtube.com/watch?v=7GOVkHz3PBHA>

Syrian refugees launching businesses and creating jobs in Turkey

#### **24. NO EXCUSES - Best Motivational Video English with subtitles**

<https://www.youtube.com/watch?v=wnHW6o8WMas>

This motivational video explains what you have to do when you have a problem. Do something about it! You have time, you have skills, you have the knowledge. It's never going to be easy. This is your opportunity: Make it happen !

#### **25. DREAM - Motivational Video. English with subtitles, also Italian ones.**

<https://www.youtube.com/watch?v=g-jwWYX7jlo&feature=youtu.be>

Don't give up on your dreams. Your dream is possible. Greatness exists in all of us. You are unique. Watch also The Pursuit of Happiness to how to overcome disappointment and setback and be successful in the end!

#### **26. WATCH THIS EVERYDAY AND CHANGE YOUR LIFE - Denzel Washington Motivational Speech Denzel Washington 2020: <https://www.youtube.com/watch?v=tbnzAVRZ9Xc&t=27s>**

Nelson Mandela said: ' There is no passion to be found playing small, settling for a life that is less than you are capable of living' Do what you feel passionate about. Dreams without goals are just dreams. You will fail at some point in your life: Embrace it ! Everyone has the talent to succeed, but if you don't fail you are not even trying. Failure is best way of figuring out your direction.

## **Annex II – E-assessment tool and YME platform**

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### Annex III – Exercises on Target Group

#### Exercise n. 1:

We are selling energizing drinks for high performance in sport, is a 50 year old a target?

Yes or No

Why?

Please give us your comment \_\_\_\_\_

#### Exercise n.2:

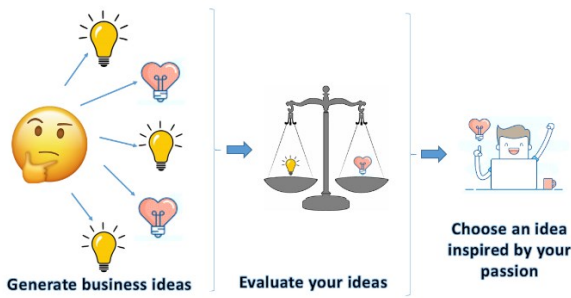
-You want to sell a new energizing drink, what is your target? Write a detailed description of your target or persona, include their age, place where they live, attitudes, hobbies, be as specific as possible. Target group 30-50 year old tourist, is missing details, 30 year old like one type of music for example and 45-50 other one. Define your persona/target as specific as you can.



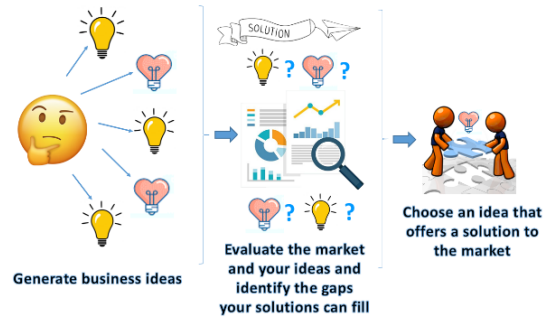


### Annex IV: Ten Tips and Tricks How to become an Entrepreneur?

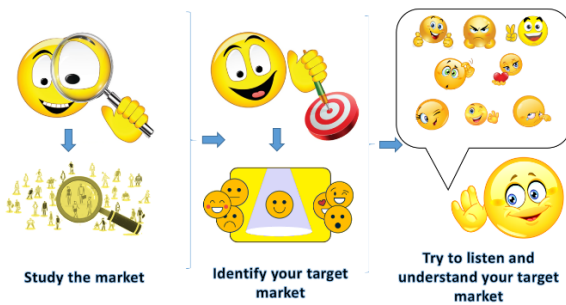
#### 6.3.1 Your business idea should be fueled by passion.



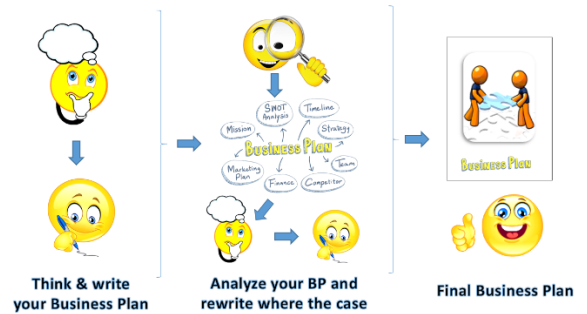
#### 6.3.2. Your business idea should be a solution.



#### 6.3.3. You should identify and understand your target market.



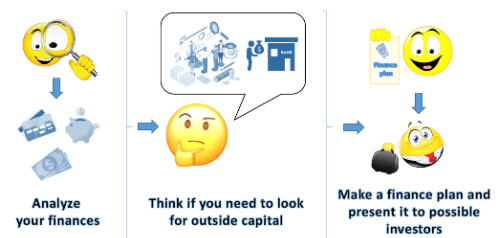
#### 6.3.4. You should prepare a well-structured business plan.



#### 6.3.5. You should know the legal requirements for starting a business.



#### 6.3.6. You should secure financing for your business idea.



#### 6.3.7. You should start on a small scale and work to grow your business.

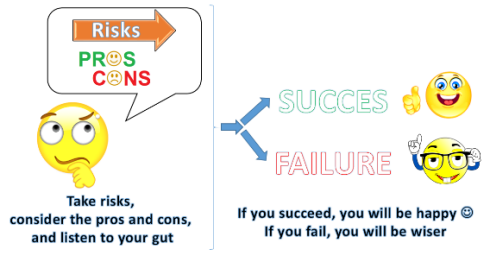


#### 6.3.8. You should take breaks.





### 6.3.9. You should take risks.



### 6.3.10. You should learn from your mistakes.



## Annex V - Real stories about failing

### 1. Khaled, a 56 years old Syrian

We met Khaled, a 56 years old Syrian man who managed to do some businesses while he was a young man. He was happy to share with us a part of his life story.

I was 16 years old when I landed for the first time in Romania. My goal here was to do the dentistry school, but Romania gave me some opportunities and I couldn't let them pass. In my last year of studies, I saw some opportunities regarding my older friends which were already here, they were selling import shoes from Arab countries. But I didn't have the money to start my own business, so I opened a company and started to be their salesman, earning my money from commission.

After a while I started my own import company. I was importing the textile, which was a big variety, and selling with some commission, but also, I managed to work with some companies and develop some curtains or carpets with the textile, trying some designs from my origins. But it didn't work as I expected and I tried to make an oriental design, but the Romanian people didn't like that much.

At the time, this event stopped me from doing this business because, in those times, Romania had a lot of factories making almost the same "Romanian" style of carpets, curtains, and had some big contracts, I thought I couldn't surpass these companies, I was young and not so optimistic, I wanted to go for something new, but I was afraid to try.

As my Romanian was good, and some Romanian people knew my entrepreneur capabilities, and they knew I know people in my country. They contacted me and we got in touch. They were men in the import/export businesses. And some of them made me offers of good price for shipping on sea. Though, I was afraid to accept and after that I was so upset I had that opportunity and I couldn't do anything with it. I was afraid of failure as the last business was not meant to be successful.

But I didn't quit. I had to eat. I was already 27-28 years old. I had a kid, a wife. Quitting was not an option. But as much as I was struggling to find something, nothing came into my mind. But luckily an old partner from the curtain industry called me one day, telling me he has some sheep for sale, as he knew, us, Muslims eat pretty much sheep and he saw an opportunity from that and we started a business in this area.

Unfortunately, most of the migrants do not want to stay in Romania, they want to leave in other European countries and Romania is only their door to those countries.

See this story - <https://www.infomigrants.net/en/post/22604/ahmad-s-story-i-just-want-to-educate-myself>

### 2. Bionluk founder Utku Subakan about 16 failed attempts:

<https://youtu.be/-RM2Wjy-Urg>

### 3. Intercity founder Vural Ak:

<https://youtu.be/FlgLHYk87ME>

#### 4. Otoparlat failure story:

<https://youtu.be/7ugzIQwdg2E>

#### 5. Bilemezsın failure story:

[https://youtu.be/T488cx5h\\_E](https://youtu.be/T488cx5h_E)

#### 6. Berhan Kongel failure and turnaround story:

<https://youtu.be/teKNu7pdowU>

### 7. Hoop

**2015 - 2020**

**Stage of evolution: Venture**

**Number of employees: 25-49**

**Sector: Leisure and entertainment**

Hoop was first launched in 2016, Hoop was created by a group of parents who wanted to take the hassle out of finding activities to do with their children. They developed a mobile app which connected families to events in their local area, from dance classes to creative workshops, and everything in between. The app was updated daily, with over 100,000 activities for kids aged 0-11 years old, including ratings and reviews, and online booking services.

In December 2016, Hoop secured a £2m investment from BGF Ventures, for a 30% stake in the company. In late September 2017, a further equity fundraising took Hoop from a seed-stage to venture-stage company. By the end of that year, just 12 months on from their first round of investment, Hoop had more than 25 employees. During its lifetime, Hoop raised a total of £8.4m through three investment rounds, the latest of which was in May 2018. Alongside BGF, its investors included Edge Investments and digital studio ustwo.

Hoop's aim was to "help families spend less time planning and more time having fun." Its app was used by over 1.5 million families and 15,000 organisers across the UK. It was also twice named an "App of the Year" by Apple—in 2016 and 2017. Hoop had found and met a growing need amongst modern families. As co-founder and CEO Daniel Bower stated in an interview, millennial parents "have grown up using Deliveroo, Uber and WhatsApp to organise their lives, and want to manage their family time in the same way, expecting information to be accessible at a moment's notice."

Despite its early success, Hoop ran into difficulties in 2020. Like much of the leisure and entertainment sector, Hoop was severely affected by the pandemic. During lockdown, the company's activity-booking app became largely obsolete. By 8th April, the impact of COVID-19 on the company was critical. Battling to survive, Hoop introduced a feature on its app offering online activities for children, but this wasn't enough to cover the company's losses. After a challenging few months, Hoop announced its closure on 6th July.

Posted to its website, Hoop's closing message read: "Like many businesses all over the world the COVID-19 pandemic has had a huge impact on Hoop. When the lockdown in the UK began the revenue Hoop generates from bookings quickly went to near zero... We've spent the last few months searching for ways that would allow Hoop to continue, however these attempts have ultimately proven unsuccessful."

## 8. Cuckooz

**2016 - 2020**

**Stage of evolution: Seed**

**Number of employees: 5-9**

**Sector: Accommodation**

Cuckooz was founded in 2016 by entrepreneurs Charlie Rosier and Fabienne O'Neill. The pair had set out to create high-end, design-led serviced apartments in London that "help nomads feel native". These homes were available for medium to short-term lets, and aimed at "the next generation of travellers... who demand more than just an apartment." Alongside the physical space, Cuckooz had several tourist-focused offerings, including a concierge service with information on the local area.

In February 2017, Cuckooz secured an initial £200k equity investment from undisclosed investors, at a pre-money valuation of £1.47m. That same year, a further fundraising in December, at a pre-money valuation of £3.99m, took total investment to £350k. By 2020, the company's portfolio had grown to include several locations in the Capital, including Bloomsbury, Shoreditch, and Hoxton, and they just launched their new Camden apartments in October last year.

During its lifetime, Cuckooz won two Serviced Apartment Awards, for Best Marketing/Branding Campaign in 2019 and Best Operator in 2020 (just before lockdown). Striving to become the next great innovators in the hospitality sector, the founding team at Cuckooz sought to create entirely new experiences for their guests. In 2018, they launched The Zed Rooms in Shoreditch, designed to aid REM sleep and address the so-called 'first night effect' of staying somewhere unfamiliar—from temperature-regulating pillows to a room specifically designed to mimic the comfort and security of a mother's womb.

Unfortunately for businesses like Cuckooz, in March this year, the global tourism and hospitality industry shut down almost overnight. Despite their success in previous years, the company was not well placed to survive the pandemic. On 1st June, Cuckooz announced that it had ceased trading. At the time, co-founder Rosier was quoted as saying: "As a small business, with limited cash reserves, riding out the COVID-19 storm was sadly not an option for us... We are so grateful for the support of the industry and hopeful that we will return again soon."

It's not all doom and gloom though, as Rosier and O'Neill's second startup Cuckooz Nest, founded in 2017, has managed to withstand the shock of COVID-19. Continuing with their space-as-a-service business model, Cuckooz Nest operates London's first hybrid workspace and daycare. The co-working space, located in Farringdon, allows parents to be close to their children without compromising their careers. The idea to diversify into family-focused, office space came to Rosier when she wanted to return to work after the birth of her first child. Cuckooz Nest secured funding from Seedrs in May 2019 and, having reopened their doors in June, is currently facing a low impact from COVID-19.

## 9. CrowdScores

2012 – 2020

**Stage of evolution: Venture**

**Number of employees: 10-24**

**Sector: Social network**

CrowdScores was a social networking app specifically built for football fans. The mobile app used technology designed to crowdsource live sports data. It allowed supporters watching in stadiums to input match scores in real-time, providing updates to users at home faster than conventional media sources. As well as match scores, the app gave users information on fixtures, results, league tables, lineups, and video highlights.

In January 2013, CrowdScores raised £890k from undisclosed investors for a 58% stake in the company. It went on to reach venture stage by the start of 2014, following a further £613k investment at a pre-money valuation of £2.79m. During its lifetime, the company raised a total of £5.97m through six funding rounds. Its most recent investment, in 2018, was worth more than £2m.

By 2020, CrowdScores had grown to cover more than 350 leagues and competitions, spread across 117 different countries. Meanwhile, the number of fans actively using the app had reached more than five million worldwide. CrowdScores was a hit, having created a loyal community of football fans both contributing to and using its app. And at the start of this year, the company's growth looked set to continue...

But then everything changed. With the suspension of football matches at the start of lockdown, and the continued ban on spectators even after games returned, the fan-based app had lost its purpose. By April 2020, CrowdScores had been severely impacted by COVID-19, with restrictions on its product as well as the loss of its key customer group. In a world without spectator sports, the company's 'failure' was somewhat of an inevitability. On 17th May, the company officially announced its closure.

Taking to their social media channels, CrowdScores said "goodbye, for now". In their farewell post, the team emphasised that: "we could not have done it without our great community". In response to the announcement, members of this community expressed their sadness and regret to see CrowdScores go, but also gratitude for "one of the all time great apps". As the oft-quoted line goes: "football without fans is nothing"—only time will tell whether fans return to the stadium, and whether their beloved app follows suit.

## 10. Bassem

**In consultation with Bassem, this testimony has been drawn up by DFW2W**

My name is Bassem, A Syrian refugee living in the Netherlands and I HAD a dream:

In Syria I had one dream: a life in peace and the possibility to set up my own company in the Netherlands. For me, the Netherlands is "America's little brother" where everything is possible and dreams come true.

After living one and a half in the asylum center, I finally got a work permit. I was so happy but did not realize what challenges awaited me. First I had to apply for a benefit, for this I needed a permanent residence and residence, to get this I had to take out a loan but I had no income, so I was not eligible for it. In the end I got help but lost another 6 months. There are so many rules, so many authorities, so many things that you have to arrange before you can even think about a company that I often said to fellow sufferers "I am not drowned at sea but I am drowning on land because of all the rules.

If you are conducting this interview, I will be 2.5 years on and now I have to write and submit a business plan to apply for a financial compensation to start. And again it is the language, the ways of thinking, the shortage of money, the legal rules that paralyze me.

If you ask me what doesn't work I will say; I don't understand all that difficult stuff, the language, the culture, the mentality, everything is different. I failed before I even started.

Meanwhile I have a coach from refugee work who guides me but in my heart I do not want this, it is a defeat, I am a man and from my Muslim background I am the "head" of the family and I only have to save it. But I can't do that in another country with a different language and so many rules.

The question I am now asking myself is: Am I willing to invest in myself to make my dream come true. Become an entrepreneur in the Netherlands. In order to eventually stop being dependent on benefits and to provide for my family in Syria from a distance

## 11. Amina

My name is Amina, I am 38 years old and I am from Tunisia and live 8 year in The Netherlands. I am very happy to write my testimony. I think this is an opportunity to help others not to make the same mistakes. In the meantime I have learned not to think in mistakes but in learning moments.

But I have known many learning moments and experience major challenges in living and working in a country other than my native country.

The climate alone, it was so cold here the first year, I was not used to that. The loneliness, the lack of family was so great, but I was determined to make it here. I am a good hairdresser and I had a little bit of savings and perhaps most importantly I am a proud independent woman. These skills and resources were my capital to start a sole proprietorship.

Without the help of my job coach and without my own persistence I could not have done it, but I am now the proud owner of my own hair salon. And if you ask me now what have you learned then I have to laugh ..... so muchhhhhhhhh ..... I thought I could start here as a hairdresser but it soon turned out that I needed a diploma, so I must go to school and followed a course and passed it :-). The next challenge was to understand and apply the laws and regulations. I speak English but I hardly speak Dutch so I asked and received help at the legal counter.

A good example to show how things can go wrong if you are not well prepared is that after 3 months of work I found out that I had to pay taxes. I have never paid tax in Tunisia. And I could not pay the tax assessment that I received, I had to apply for a payment arrangement. It is often the things that happen automatically in your country of birth that cause problems in the Netherlands. Just the ways you deal with customers, it's all different here. I remember that for the first time I had to cut a Dutch man. In Tunisia the men go to a different hairdresser than the women, here everything is mixed up with them. Even the hair of the Dutch is different and requires different cutting techniques.

This way I can continue with all the big and small challenges that you will encounter as an entrepreneur in your new country, but after all the years of struggle and effort, I am now a happy entrepreneur who learns new things every day.

## 12. Waldek

My name is Waldek, I am 46 years old and I am from Polen and live 20 year in The Netherlands. I came to the Netherlands in 2000 for economic reasons, among other things. I was told that I could earn a lot more money in the Netherlands. So full of hope I went from East to West Europe. Did not know a word of Dutch but had received an address from a Polish friend where I could rent a room in the Netherlands. Afterwards it would turn out that it was not a room but a bed (read mattress). I rented a bed, use of kitchen, bathroom and toilet for 450 guilders per month. The 2 years I kept myself alive by working undeclared. I accepted every job at an hourly rate of 5 guilders per hour. Those were tough months of loneliness and disappointment. There were days when I had no food and I was walking in size 50 shoes, while I have shoe size 46, but I had received these shoes and had no money for appropriate shoes. I also had no money to go back to Poland. In addition, I was ashamed of my family if I had to return without money.

After 2 difficult years I met my current girlfriend. We soon moved in together and that changed my life. She is my support and resource. Suddenly I was no longer lonely and I received support and help. I went to Dutch lessons, I learned where to get professional help, I learned how the Dutch think and act. I got my driver's license. Worked hard and bought my first car. Little by little my world became bigger and I dared to dream of my own company. My girlfriend helped me to start my own business. I have been registered in the trade register from 2002 as an independent handyman. I can now say that my story is a success story, but it has not been for a long time. And when I look back on it, it starts to have the wrong expectations in my native country. In addition, I was insufficiently prepared to live and work in another country and never realized how important it is that you have someone to support and accompany you in everyday life. I would advise everyone to do research into the new country before you immigrate, in particular to do research on laws and regulations and to adjust your expectations accordingly. And make a plan and find someone to support you in this adventure !!!!



## Annex VI – Smart goals

### Define smart goals

Goals and objectives are two different things, look at these definitions:

*“objectives are the specific steps planned in order to achieve a goal”*

*“goals are the final results; they are what you want to achieve”*

When defining a goal, it is useful to use the SMART Technique which will help you define clearly what your goals are and what you will achieve with the objectives you have previously defined. The work on objectives and goals should be done simultaneously so that you can define a specific and detailed plan in which the objectives are suited to the goals. Remember to always think in the short and long term.

**S**pecific: define clearly what you want to achieve

**M**easurable: define how you can measure your achievement

**A**chievable: the goal you define has to be realistic, it must be achievable within your possibilities or through some objectives you know you can turn into reality

**R**elevant: the goal has to be pertinent with your objectives and with the field you work in

**T**imely: your goals should be achieved within a specific date, so you can manage your objective and the things you do accordingly.

### Exercise 1:

Taking in consideration what you have learnt and what has been told you complete the following schemes setting your objectives and goals.

#### OBJECTIVES

What skills/knowledge I need (want to develop?)	What actions must I take to achieve this? (Take in account any obstacles to be overcome)	What resources and/or support will I need?	Target date for completion (take into account short- and long-term goals)	Target date for review	Completed?
Objective 1.					
Objective 2.					
Objective 3.					



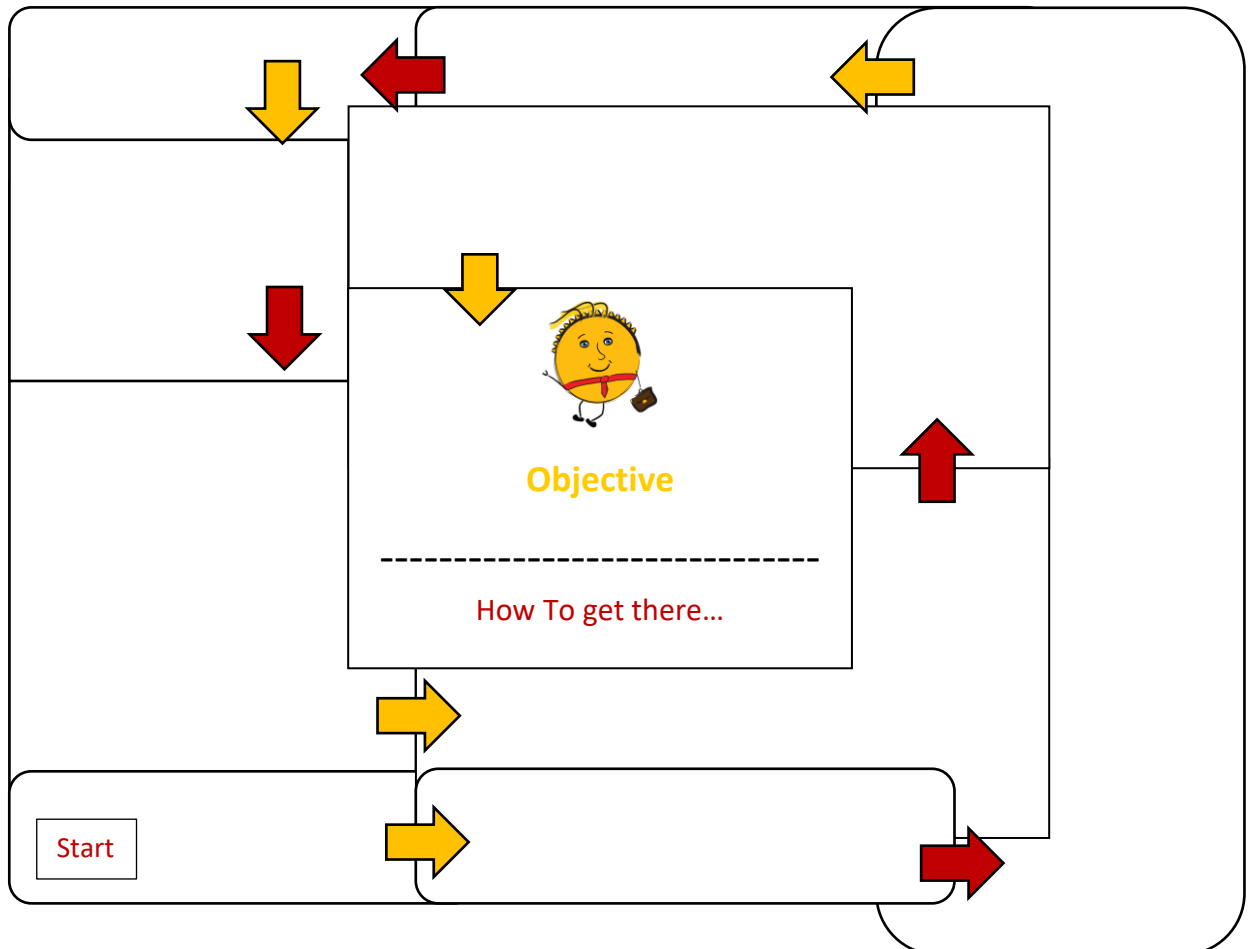
## Exercise 2:

### GOALS

Skill or ability area	Specific task (what is the task or objective)	Measures (standards and parameters)	Achievable? (is it?)	Realistic (is it?)	Timing (start and finish dates)

### Group Work 3:

HOW TO ACHIEVE YOUR OBJECTIVE?





## Annex VII – Human bingo

### Example 1

Write down the name of somebody in the group who...

<b>NORMALLY GETS UP BEFORE 7.00 AM</b>	<b>HAS A BROTHER</b>	<b>IS ALLERGIC TO DAIRY PRODUCTS /MILK ETC</b>	<b>USES INSTAGRAM AT LEAST TWICE A WEEK</b>
<b>SPEAKS RUSSIAN</b>	<b>DOESN'T DRINK COFFEE</b>	<b>USES 3 OR MORE SOCIAL MEDIA APPLICATIONS</b>	<b>CAN TOUCH THEIR TOES</b>
<b>DOESN'T LIKE LIVER</b>	<b>HAS A DOG</b>	<b>IS AFRAID OF SPIDERS</b>	<b>HAS A TATTOO</b>
<b>KNOWS HOW TO SKI</b>	<b>IS WEARING EARRINGS</b>	<b>LOVES FLOWERS</b>	<b>HAS BEEN TO GREAT BRITAIN</b>

... THEN THE FIRST PERSON WHO FINDS A PERSON FOR EACH OF THE ABOVE CALLS OUT "BINGO"



## Example 2

Write down the name of somebody in the group who...

<b>HATES SOCIAL MEDIA</b>	<b>CHEWS THEIR FINGERNAILS</b>	<b>PREFERS COLD WEATHER</b>	<b>EATS TOO MUCH CHOCOLATE</b>
<b>DOESN'T DRINK COFFEE</b>	<b>CAN TOUCH THEIR TOES</b>	<b>DOESN'T LIKE FISH</b>	<b>HAS BEEN OUTSIDE OF EUROPE</b>
<b>DOESN'T LIKE PIZZA</b>	<b>HAS MORE THAN 3 PETS</b>	<b>IS AFRAID OF SPIDERS</b>	<b>HAS A TATTOO</b>
<b>NORMALLY GETS UP BEFORE 7.00 AM</b>	<b>PLAYS A MUSICAL INSTRUMENT / SINGS</b>	<b>IS ALLERGIC TO DAIRY PRODUCTS / MILK ETC</b>	<b>CAN RUN MORE THAN 2 KM</b>
<b>THINKS REALITY TV IS STUPID</b>	<b>IS WEARING EARRINGS</b>	<b>HIKES IN THE MOUNTAINS</b>	<b>IS A PROFICIENT SWIMMER</b>

... THEN THE FIRST PERSON WHO FINDS A PERSON FOR EACH OF THE ABOVE CALLS OUT "BINGO"



### Example 3

Write down the name of somebody in the group who...

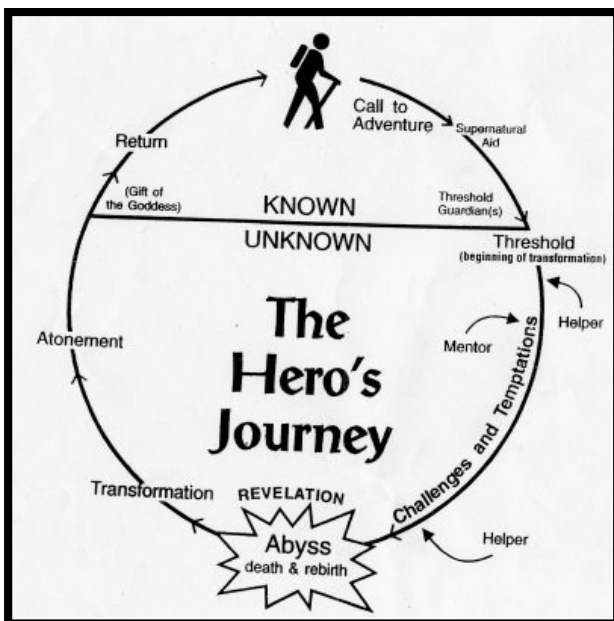
<b>THINKS REALITY TV IS STUPID</b>	<b>HIKES IN THE MOUNTAINS</b>	<b>READS MORE THAN 5 BOOKS A YEAR FOR PLEASURE</b>	<b>WOULD LIKE TO START LEARNING ANOTHER FOREIGN LANGUAGE</b>
<b>WANTS TO TRAVEL ALL OVER THE WORLD</b>	<b>HAS NEVER EATEN IN A CHINESE RESTAURANT</b>	<b>HAS BEEN OUTSIDE OF EUROPE</b>	<b>WANTS TO BE FAMOUS</b>
<b>DOESN'T LIKE PIZZA</b>	<b>HAS MORE THAN 3 PETS</b>	<b>IS AFRAID OF SPIDERS</b>	<b>HAS A TATTOO</b>
<b>NORMALLY GETS UP BEFORE 7.00 AM</b>	<b>HAS A BROTHER</b>	<b>IS ALLERGIC TO DAIRY PRODUCTS /MILK ETC</b>	<b>IS BORN OUTSIDE OF ABRUZZO</b>
<b>DOES NOT LIKE TO TRAVEL IN AN AEROPLANE</b>	<b>DOESN'T DRINK COFFEE</b>	<b>CAN RUN MORE THAN 2 KM</b>	<b>CAN TOUCH THEIR TOES</b>

... THEN THE FIRST PERSON WHO FINDS A PERSON FOR EACH OF THE ABOVE CALLS OUT "BINGO"

### Annex VIII – An arts-based reflective exercise: “Hero’s journey”

In his 1949 book *The Hero With a Thousand Faces*, Campbell (1993) tells about the Hero’s Journey, a mutual and universal storyline in the myths and legends he had examined in different times, locations and cultures. The application of the Hero’s Journey is getting quite common in especially the areas of psychology and education for the definition of a transformational process of a person experienced a significant life problem/challenge (Effthimiou&Franco, 2017). In its application, the person is encouraged to tell his/her story through the basic steps of Hero’s Journey, which helps to facilitate to tell and understand the development of meaning and purpose in that chaotic and challenging environment (Williams, 2019). After analyzing the steps with the young migrants, the trainers can ask them to tell their imaginary stories of hero’s journey and thus, underline and emphasize what they can learn while passing through this transformational process.

As a communicative skills development practice, trainers can indicate their hero’s communicative abilities while managing to overcome this challenging process in their stories. It is an important arts-based method in order to help and support learners. Because, with the self-reflection power of storytelling, the trainer can enable the learner to find out the learning process in challenging situations as a valuable transformational experience from the “Known World” towards the “Unknown World”:



Source: <http://www.sfcenter.ku.edu/Workshop-stuff/Joseph-Campbell-Hero-Journey.htm>

There are different applications for the definition of steps in Hero’s Journey, trainers can find many information in Internet sources. We can recommend trainers to use 12-stage process adapted by Christopher Vogler in his Twelve Stage Hero's Journey Model (Voytilla,1999). The screenwriter, Dan Bronzite explains this 12-staged process in a reader-friendly manner: <http://www.movieoutline.com/articles/the-hero-journey-mythic-structure-of-joseph-campbell-monomyth.html>

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Williams, C. (2019). The Hero’s Journey: A Mudmap for Change. *Journal of Humanistic Psychology*, 59(4), 522–539.

Effthimiou, O., & Franco, Z. (2017). Heroic intelligence: The hero's journey as an evolutionary and existential blueprint. *Journal of Genius and Eminence*, 2(2).

Voytilla, S. (1999). *Myth and the Movies: Discovering the Mythic Structure of 50 Unforgettable Films*, Michael Wiese Productions.

For more information about the application of the exercise, you can contact with Arts-based Researcher in YME Project, Burcu Erturk Kilic ([burcu.erturkkilic@boun.edu.tr](mailto:burcu.erturkkilic@boun.edu.tr)) at Bogazici University, Istanbul, Turkey.