ENTER-PRENEURSHIP

Make-Your-Move

TOOLKIT & CASEBOOK

Social Entrepreneurship Education for Community Transformation

Co-funded by the European Union

TOOLKIT & CASEBOOK

This publication is the result of the project "ENTER-PRENEURSHIP: Building Capacity of Education Service Providers to Support Aspiring Entrepreneurs and Social Innovators with Migrant and Refugee Background"
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EntreComp-based non-formal learning modules, methodologies and case studies for adult educators working with migrants, refugees and communities

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ABOUT THIS PUBLICATION

This Toolkit & Casebook, Social Entrepreneurship Education for Community Transformation, was developed by the ENTER-PRENEURSHIP consortium, led by Goodness of People in Sweden, in cooperation with Culture Goes Europe (CGE) – Soziokulturelle Initiative Erfurt e.V. in Germany, the Faculty of Economics at Kaunas University of Technology in Lithuania, and International Volda in Norway, as part of the ENTER-PRENEURSHIP project, coordinated by the consortium partners in 2026.

The publication offers a complete, ready-to-use educational programme. Part II presents fifteen non-formal learning modules aligned with the European Entrepreneurship Competence Framework, EntreComp. Part III brings together best practices, case studies, and methodologies documented during the project, alongside examples from inspiring social enterprises across Europe. Part IV provides evaluation tools and reproducible handouts that can be used directly in educational and training settings.

The toolkit is intended for adult educators, trainers, NGO staff, community workers, job-centre advisers, and volunteers who support aspiring entrepreneurs. It is particularly relevant for work with learners from migrant or refugee backgrounds, as well as people living in rural areas and shrinking cities. Facilitators do not need a formal business background to deliver the programme.

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PART I Foundations

1. THE ENTER-PRENEURSHIP PROJECT

Across Europe, migrants, refugees, and other marginalised adults living in rural areas and shrinking cities often face two interconnected barriers. Local labour markets may offer only limited opportunities, while the support needed to create new forms of employment or self-employment is frequently concentrated elsewhere. Many people bring valuable skills, professional experience, ideas, and motivation, yet encounter language barriers, qualifications that are not recognised, limited access to professional networks, and the persistent expectation that meaningful opportunities can only be found by moving to a larger city.

ENTER-PRENEURSHIP is based on a different conviction. People who are often described primarily in terms of the challenges they face can also be among the most valuable and underused resources within their communities. When entrepreneurship education is accessible, practical, and rooted in local realities, it can help transform experiences of exclusion into greater agency, participation, and ownership.

This transformation is not limited to individual employment. When a newcomer establishes a service that has been missing from a village, creates work for another local resident, or initiates a community repair café, the impact extends beyond the enterprise itself. A livelihood is created, a local need is addressed, and the way the community understands migration and social inclusion begins to change.

The project emerged from the findings of the previous Erasmus+ partnerships, focus groups conducted with migrants in revealed considerable interest in entrepreneurship, but also a striking lack of accessible, non-formal support that could help participants turn their ideas into action. In response, four organisations combined their experience and expertise to address this gap.

Goodness of People, the project coordinator, is a grassroots organisation working in Nybro and Orrefors in the Swedish region of Småland. Its activities focus on social inclusion and the development of digital and entrepreneurial skills in smaller communities.

Culture Goes Europe (CGE) – Soziokulturelle Initiative Erfurt e.V. is a socio-cultural organisation based in Erfurt, Germany. It contributed extensive experience in non-formal education, intercultural learning, and the development and quality assurance of projects.

Kaunas University of Technology in Lithuania, through its Faculty of Economics and entrepreneurial hub, provided the project's academic and methodological foundation. Its contribution included the alignment of the programme with the European Entrepreneurship Competence Framework, the design of the module structure, and the development of the evaluation methodology.

International Volda is another grassroots organisation based in the small Norwegian town of Volda. It works directly with Ukrainian and Sudanese refugees, as well as other international residents, supporting their participation and integration into the local community.

Between September 2025 and March 2026, the consortium developed fifteen educational modules and tested them during an intensive international training course in Orrefors, Sweden. The partners subsequently organised social hackathons and local pilot activities in their respective communities, gathering feedback and documenting the methods, experiences, and practical lessons that shaped this publication.

The programme concludes by supporting participants in developing and presenting viable ideas for their own communities. Several of these ideas have already moved beyond the training environment and are being put into practice. This toolkit brings together the project's principal results and translates them into a practical resource that can be used, adapted, and further developed by educators and organisations across Europe.

The Purpose of the Toolkit

- A step-by-step Toolkit enabling any adult education provider to run the full programme or individual modules without prior business knowledge (Part II).
- A comprehensive Casebook documenting best practices, case studies and methodologies from project activities and from the wider European social-economy field (Part III).
- Evaluation and assessment instruments aligned with EntreComp, plus all reproducible handouts (Part IV).

TIP - How to use this book

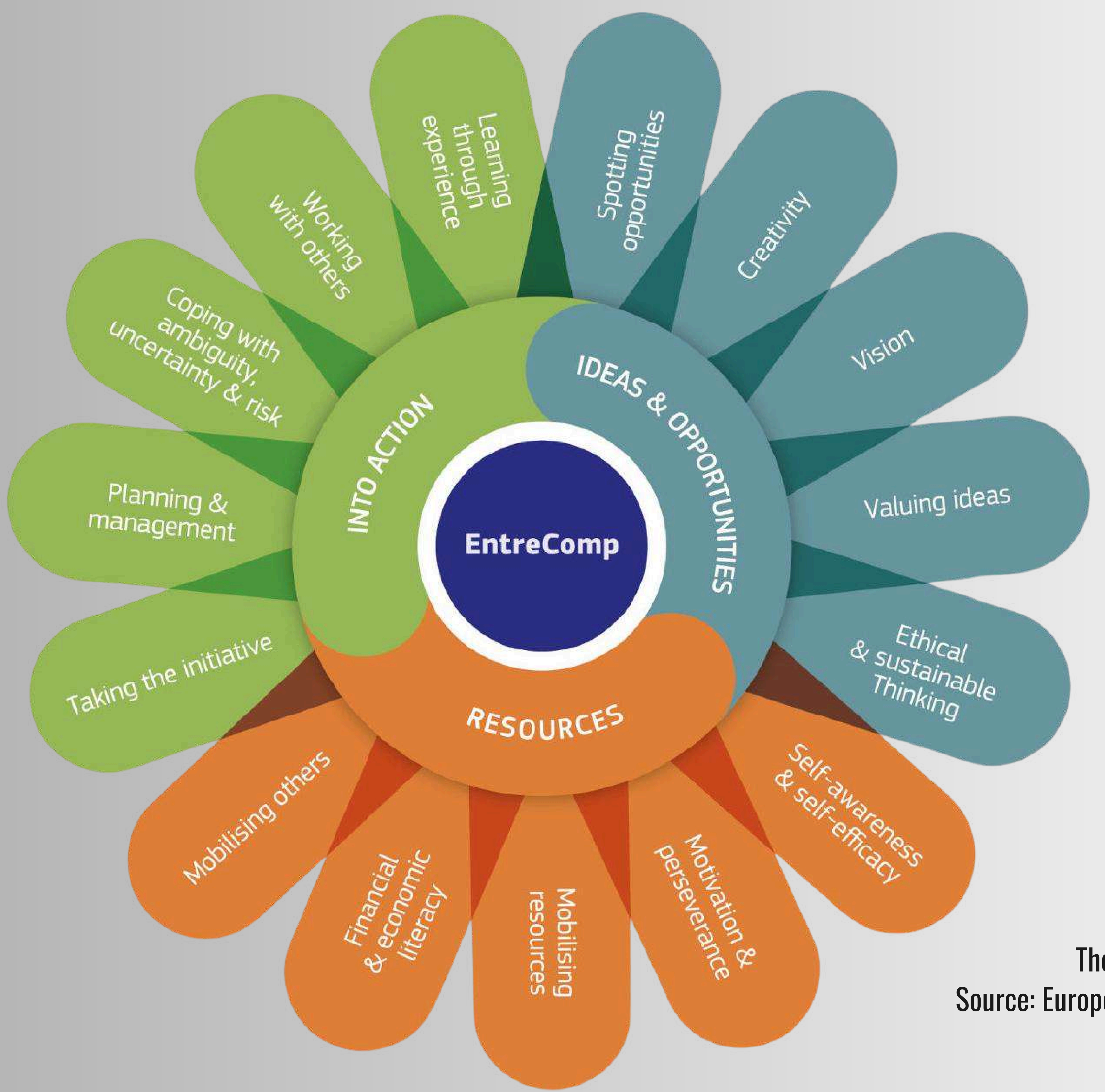
Run the whole journey - the fifteen modules form a complete programme from mindset to pitch, deliverable as a 4–6 day intensive course; or

Pick single modules - every module is self-contained, with its own theory briefing, session plan, activities, handouts and assessment; or

Borrow the methods - the icebreakers, simulations and canvases work in many other educational settings. The Casebook tells you how they behaved in practice and what to watch out for.

2. ENTRECOMP - THE FRAMEWORK BEHIND THE MODULES

EntreComp, the European Entrepreneurship Competence Framework, was published by the European Commission's Joint Research Centre in 2016 (Margherita Bacigalupo, Panagiotis Kampylis , Yves Punie, Godelieve Van den Brande) as the shared European reference for what it means to be entrepreneurial. Its central claim is emancipatory: entrepreneurship is a competence for life, not a personality type - the ability to act upon opportunities and ideas and transform them into value for others. That value can be financial, cultural or social. This definition is exactly why EntreComp is the right backbone for social entrepreneurship education with migrants and refugees: it treats every learner as capable of creating value, whatever their formal education or current employment status.



The EntreComp "flower"
Source: European Commission, JRC.

The framework organises 15 competences into three interlocking areas. Ideas & Opportunities is about seeing possibilities; Resources is about mobilising what you have and what you need; Into Action is about actually doing it. Each competence unfolds along an 8-level progression model (from Foundation to Expert) with 442 learning outcomes; in adult non-formal education we typically work between levels 1 and 4.

Area	Competences	Guiding question
IDEAS & OPPORTUNITIES	Spotting opportunities · Creativity · Vision · Valuing ideas · Ethical & sustainable thinking	Can I see and shape possibilities that create value?
RESOURCES	Self-awareness & self-efficacy · Motivation & perseverance · Mobilising resources · Financial & economic literacy · Mobilising others	Can I gather what is needed – starting with myself?
INTO ACTION	Taking the initiative · Planning & management · Coping with ambiguity, uncertainty & risk · Working with others · Learning through experience	Can I act, together with others, and learn from it?

HOW THE 15 MODULES RELATE TO THE 15 ENTRECOMP COMPETENCES

Social entrepreneurship can be understood simply as the use of entrepreneurial methods-such as products, services, and revenue-generating activities-to pursue a social or environmental mission as the organisation's primary purpose, with most of any surplus reinvested in that mission.

Throughout this toolkit, we consider three dimensions together: the impact logic, which asks who benefits; the financial logic, which asks who pays; and the operational logic, which explains how the idea will work in practice. A viable social enterprise must address all three, because neglecting any one of them can undermine the entire initiative.

The alignment is intentional, but it is not strictly one-to-one. Each module focuses on one primary EntreComp competence while also developing several related competences. As learners progress through the programme, they revisit all three EntreComp competence areas from different perspectives and in different practical contexts.

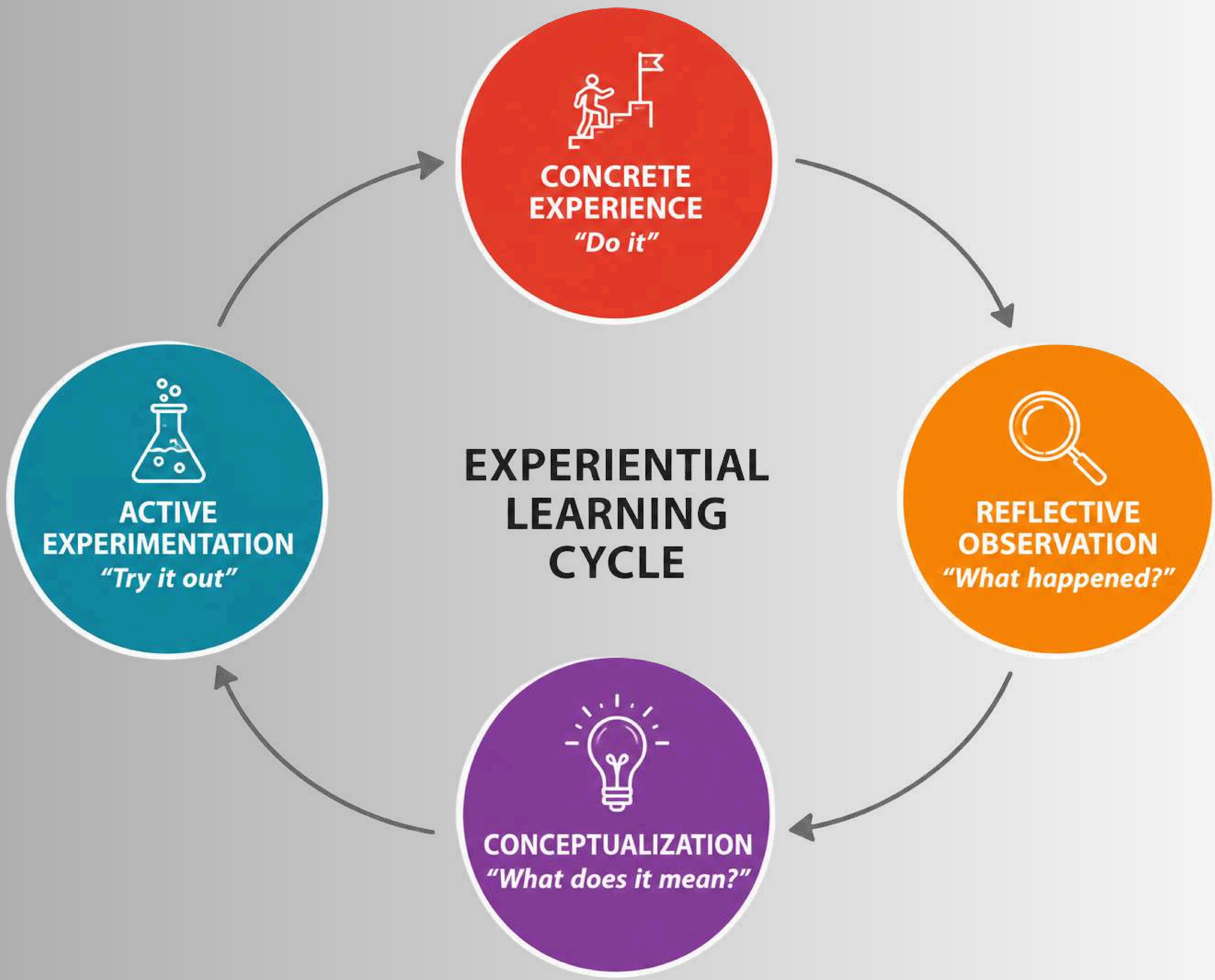
The table below presents the primary alignment between the modules and the competences. More detailed links to secondary competences are provided within each individual module.

Module	Primary EntreComp competence(s)	Area
M1 Social Entrepreneurship & EntreComp	Valuing ideas; Self-awareness & self-efficacy	Ideas & Opp. / Resources
M2 Revitalizing Small Cities	Spotting opportunities; Vision	Ideas & Opportunities
M3 Economy for the Common Good	Ethical & sustainable thinking; Valuing ideas	Ideas & Opportunities
M4 Opportunity Recognition & Business Ethics	Spotting opportunities; Ethical & sustainable thinking	Ideas & Opportunities
M5 Problem-Solving & Needs Mapping	Spotting opportunities; Creativity	Ideas & Opportunities
M6 Design Thinking	Creativity; Learning through experience	Ideas & Opp. / Into Action
M7 The Green Economy	Ethical & sustainable thinking; Vision	Ideas & Opportunities
M8 Value Proposition & Business Model Canvas	Valuing ideas; Financial & economic literacy	Ideas & Opp. / Resources
M9 Finding Customers & Market Fit	Spotting opportunities; Financial & economic literacy	Resources
M10 Stakeholder Mapping & Ecosystems	Mobilising others; Working with others	Resources / Into Action
M11 Teamwork & Intercultural Collaboration	Working with others	Into Action
M12 Communication & Presentation Skills	Mobilising others; Self-awareness & self-efficacy	Resources
M13 Branding & Communication Strategy	Creativity; Mobilising others	Ideas & Opp. / Resources
M14 Digital Marketing & Online Visibility	Mobilising resources; Digital value creation	Resources
M15 Pitch Training & Negotiation	Mobilising others; Taking the initiative; Coping with uncertainty	Into Action

3. OUR METHODOLOGY - NON-FORMAL, EXPERIENTIAL, LEARNER-CENTRED

Every module in this toolkit is grounded in the same pedagogical approach. The sessions follow the principles of non-formal learning: they are structured and purposeful, but also voluntary, participatory, and free from grades or formal assessment. The facilitator's role is not to present fixed answers, but to design learning experiences through which participants can explore ideas, test assumptions, and arrive at their own conclusions.

For the programme's target groups, this approach is not simply a methodological preference. Many adult learners with migrant or refugee backgrounds have had difficult experiences of formal education, experience anxiety around assessment, or are exhausted by being repeatedly evaluated within administrative and bureaucratic systems. Non-formal learning creates a safer and less hierarchical environment in which participants can demonstrate their knowledge, creativity, and practical abilities, even when they do not yet have the language skills to express them fully.



The experiential learning cycle (David A. Kolb)

THE EXPERIENTIAL LEARNING CYCLE

The modules are structured around David A. Kolb's experiential learning cycle. Participants begin with a concrete experience, such as a simulation, game, discussion, or mapping exercise. They then reflect on what happened, identify patterns and lessons, and connect these observations to a broader concept. Only at this stage does the facilitator introduce relevant theory or terminology. Finally, participants apply what they have learned to their own developing project ideas.

Debriefing is therefore not an optional addition to an activity; it is the stage at which much of the learning takes place. As a general rule, facilitators should reserve at least as much time for reflection and discussion as they do for the activity itself.

PRINCIPLES FOR FACILITATION

Experience before explanation. It is not always necessary to begin with a theoretical presentation. Instead, facilitators can start with an activity, dilemma, situation, or question and introduce the relevant concepts after the group has explored the issue and reflected on its experience.

Design for communication beyond language. Use visual materials, movement, drawing, objects, and demonstrations wherever possible. In multilingual groups, participants may use shared first languages during small-group work, provided that the main findings are subsequently communicated in the group's common language.

Prioritise psychological safety. Establish group agreements at the beginning of the programme and revisit them when necessary. Participants should never be required to disclose personal experiences of migration, displacement, or exclusion. Competitive activities should remain playful and supportive. Simulations that may provoke strong emotions, such as the Inequality Game presented in Case 1 of the Casebook, require sufficient time for reflection and a carefully facilitated debrief.

Work with real ideas rather than hypothetical exercises. From Module 5 onwards, participants develop project or enterprise ideas rooted in their own communities. They carry these ideas through the subsequent modules, gradually strengthening, testing, and refining them. The programme is therefore not a course about other people's businesses, but a practical development space for participants' own initiatives.

Use a strengths-based perspective. Multilingualism, bicultural knowledge, resilience, adaptability, and the ability to improvise are valuable entrepreneurial competences. Facilitators should recognise these qualities explicitly and help participants understand how they can be applied in an entrepreneurial context.

Treat facilitation as an ongoing learning process. Each module concludes with a facilitator reflection protocol. Documenting what worked, what did not, and how participants responded is essential for improving future sessions and adapting the programme to different groups and contexts.

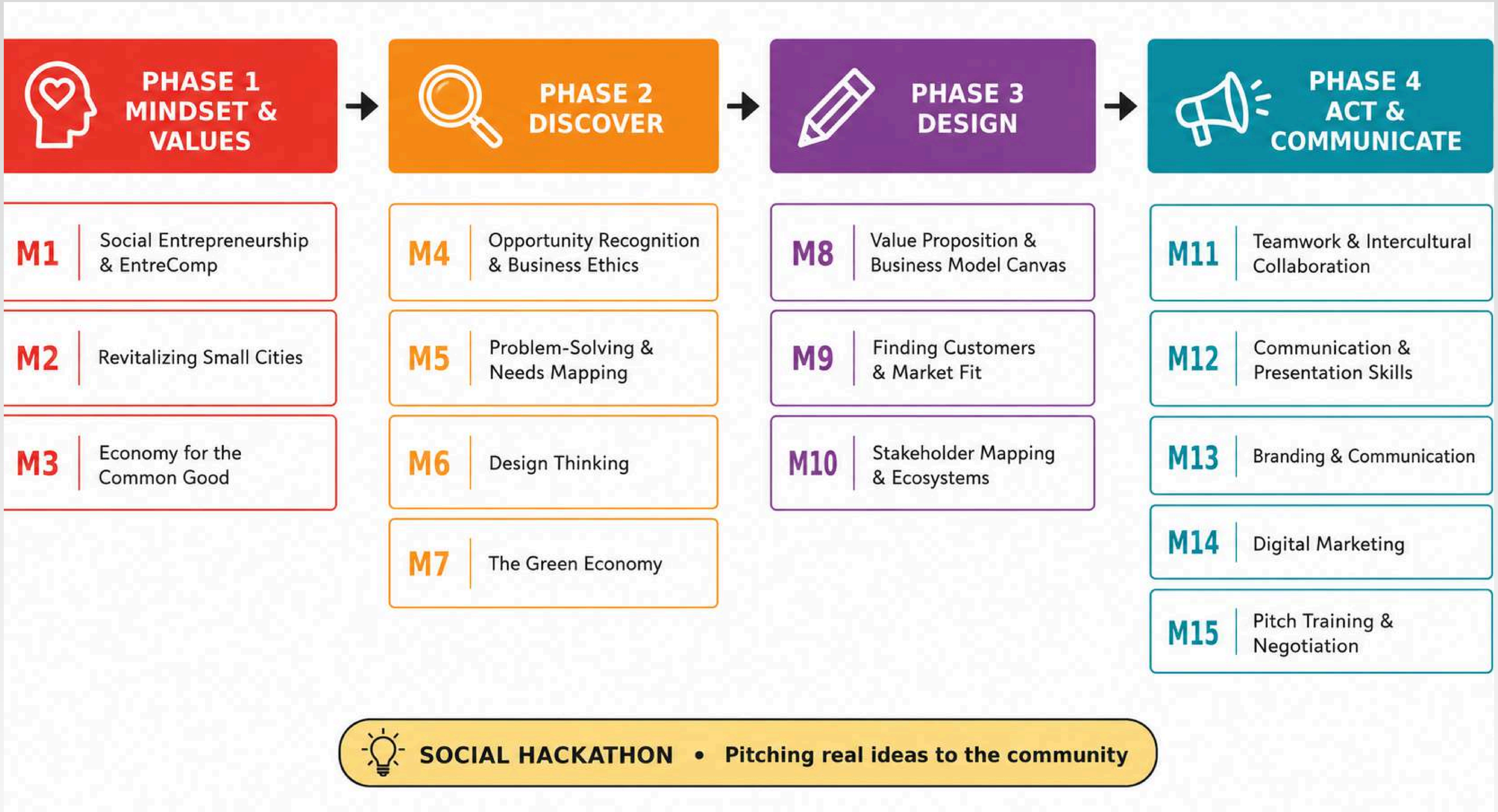
Important note: Working with Participants of Different Legal Statuses
A group may include participants with very different legal rights and restrictions. Some asylum seekers may not be permitted to become self-employed, while other participants may be able to register a business immediately. The programme should therefore focus on developing competences, exploring ideas, and creating social value rather than assuming that every participant is ready or legally able to establish an enterprise.

Facilitators should avoid giving individual legal advice and verify the relevant national regulations before discussing business registration, employment, or self-employment. Where possible, invite a local job-centre adviser, migration counsellor, or another qualified professional to contribute to Module 9 or 10 and respond accurately to questions related to residence status and individual circumstances.

4. THE LEARNING JOURNEY - 15 MODULES, 4 PHASES

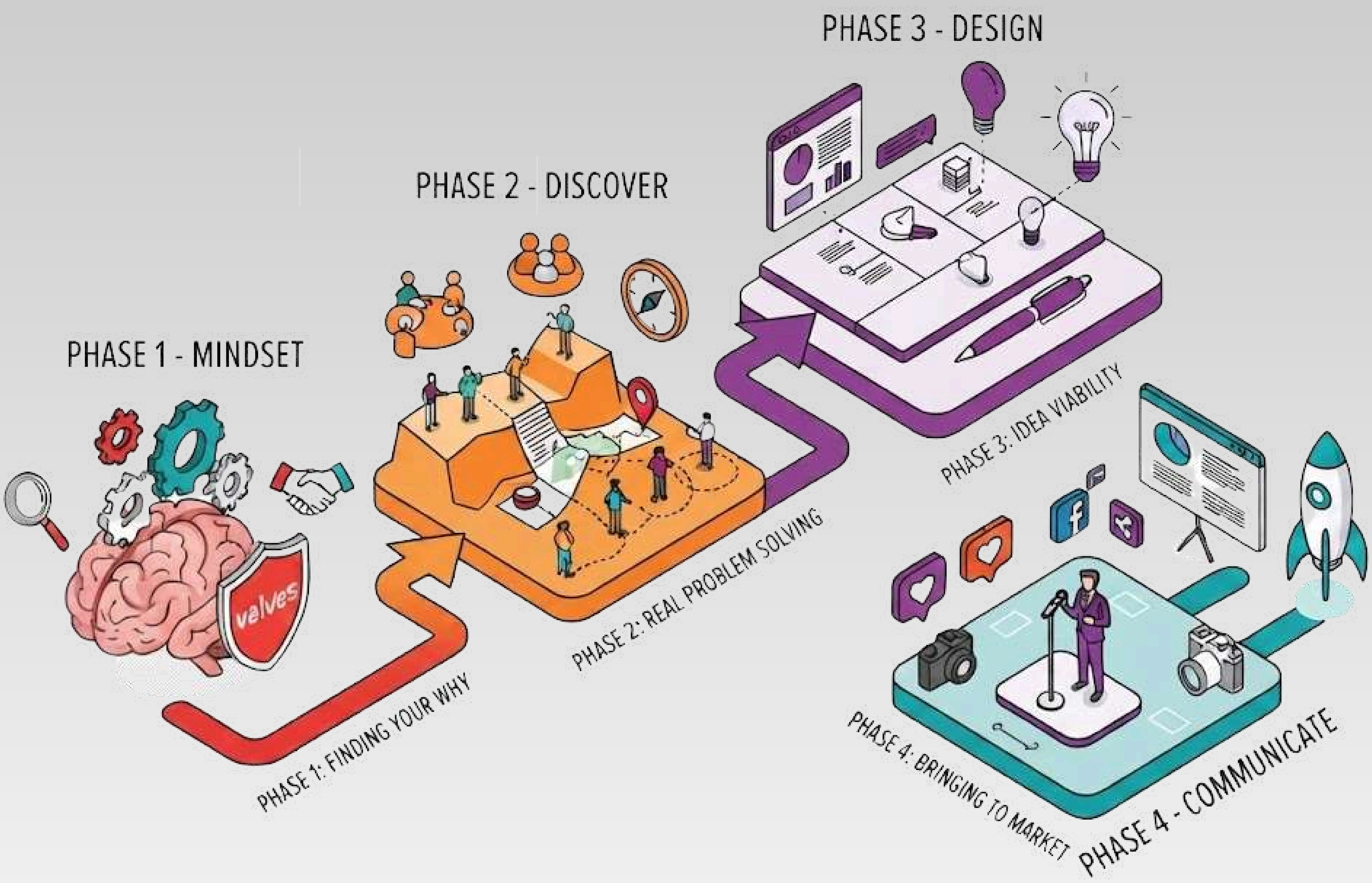
The fifteen modules form a structured learning journey that reflects the development of a real social venture. Participants begin by exploring entrepreneurial mindsets, personal strengths, and social values. They then identify and investigate a meaningful community challenge before designing a viable response around it. In the final phase, they develop the practical skills needed to bring their ideas to others, including communication, marketing, pitching, and negotiation.

Each phase is organised around one central question that guides participants through the next stage of developing their idea.



The ENTER-PRENEURSHIP learning journey.

Phase	Modules	The learner's question	Typical outputs
1 · Mindset & Values	M1–M3	Why me, why here, why now?	Personal EntreComp self-assessment; community vision statement; Common Good Canvas
2 · Discover	M4–M7	Which real problem will I solve?	Opportunity list; problem tree; empathy maps; "How might we...?" question; green-check of the idea
3 · Design	M8–M10	How does my idea survive reality?	Twin Value Proposition Canvases; Social Business Model Canvas; persona; stakeholder map
4 · Act & Communicate	M11–M15	How do I bring people on board?	Team roles; brand one-pager; 30-day marketing plan; 3-minute pitch



DELIVERY FORMAT A: FOUR-DAY INTENSIVE PROGRAMME

Piloted in Orrefors, Sweden, in April 2026

The consortium piloted the programme as a four-day residential training course, with four 90-minute sessions delivered each day. This intensive format takes participants through the full learning journey within a short period and benefits from the momentum, focus, and trust that can develop in a residential setting. It is particularly well suited to international or regional groups whose participants can commit to several consecutive days of learning and collaboration.

	Day 1 - Mindset	Day 2 - Discover	Day 3 - Design	Day 4 - Act
Session 1	Welcome & training framework: agenda, expectations, group agreements (M1 opener)	Opportunity recognition & ethics (M4)	Value Proposition Canvas - twin canvases (M8a)	Communication skills (M12)
Session 2	Social entrepreneurship & EntreComp - frameworks and definitions (M1)	Needs mapping & problem analysis (M5)	Business Model Canvas - "funding disappears" (M8b)	Branding & USPs (M13)
Session 3	Economy for the Common Good - inequality simulation (M3)	Stakeholder mapping (M10)	Working in teams (M11)	Pitching methods & techniques (M15)
Session 4	Teamwork & intercultural collaboration - practice-oriented (M11 starter)	Design thinking sprint (M6)	Digital participation & marketing (M14)	Project closing, certificates, evaluation

In the four-day format, Modules 2, 7, and 9 are integrated into neighbouring sessions rather than delivered as stand-alone modules. Module 2 is incorporated into Modules 1 and 5, Module 7 into Module 4, and Module 9 into Module 8. Coffee breaks between sessions and the shared lunch should also be understood as part of the learning process rather than simply as time away from it. These informal moments create space for relationship-building, peer exchange, and intercultural learning.

DELIVERY FORMAT B: WEEKLY COURSE

The programme can also be delivered as fifteen weekly sessions of approximately two to two and a half hours, with one module covered each week. This format works particularly well as an evening or weekend course hosted by a community centre, library, adult education provider, or folk high school.

The weekly rhythm gives participants time to continue working on their ideas between sessions. They can interview potential users or customers, document challenges in their neighbourhoods, test assumptions, or try out an early prototype in a real setting. A mid-course review after Module 8 can be used to assess progress, address difficulties, and refine participants' ideas. The course may conclude with a public Social Hackathon, as described in Case 2 of the Casebook.

DELIVERY FORMAT C: SOCIAL HACKATHON

The Social Hackathon is a concentrated one- or two-day community event in which mixed teams move from understanding a local challenge to developing and pitching an initial prototype. It draws primarily on the design-thinking elements of Modules 5, 6, 8, and 15.

The format can serve as a graduation event for participants completing the intensive or weekly programme. It can also be delivered independently as an accessible introduction to social entrepreneurship and as a way of recruiting participants for a longer learning journey. A complete description of the format, including the timetable, facilitation process, and supporting tools, is provided in Case 2 of the Casebook.

Practical Checklist Before Starting

- Before delivering any of the formats, make sure that the basic conditions for participatory learning are in place. Use a room with movable furniture and sufficient empty wall space, as the sessions generate a considerable number of flipcharts, canvases, and visual materials.
- Prepare a materials box containing flipchart paper, markers, sticky notes in four colours, dot stickers, tape, A3 copies of all relevant canvases from Part IV, paper money or tokens, and socks for the simulation in Module 3.
- The programme works best with groups of between 8 and 24 participants. The activities are generally designed for a group of approximately 16, with guidance included on how to adapt them for smaller or larger groups.
- For groups of more than 12 participants, two facilitators are recommended. Co-facilitation is also advisable for any session identified as emotionally demanding or requiring particularly close support and observation.
- Consider providing participants with Youthpass certificates or a project certificate that records the EntreComp competences developed during the programme. Guidance for structuring such certificates is included in Part IV.

PART II
The Modules

Phase 1:
Mindset & Values

MODULE

1

Introduction to Social Entrepreneurship & EntreComp

Phase 1 · Mindset & Values - "Business can be a force for good."

Duration	2 hours (extendable to 2.5 h with the welcome block for course openings)
Group size	8–24 participants
EntereComp focus	Valuing ideas · Self-awareness & self-efficacy (secondary: Ethical & sustainable thinking)
Materials	Flipcharts, markers, sticky notes, printed EntreComp flower (A3), printed Entrepreneur Myth cards, tape
Room setup	Open circle of chairs, walls free for flipcharts

LEARNING OBJECTIVES

- **Knowledge:** participants can explain the difference between traditional business, social enterprise and charity; they can name the three EntreComp areas and locate their own strengths in the framework.
- **Skills:** participants can analyse a venture and articulate what kind of value it creates (financial, social, cultural) and for whom; they can complete a first EntreComp self-assessment.
- **Attitudes:** participants begin to see themselves as potential value creators - entrepreneurship as something people like them do, not a personality type reserved for others.

FACILITATOR'S BRIEFING (THEORY INPUT)

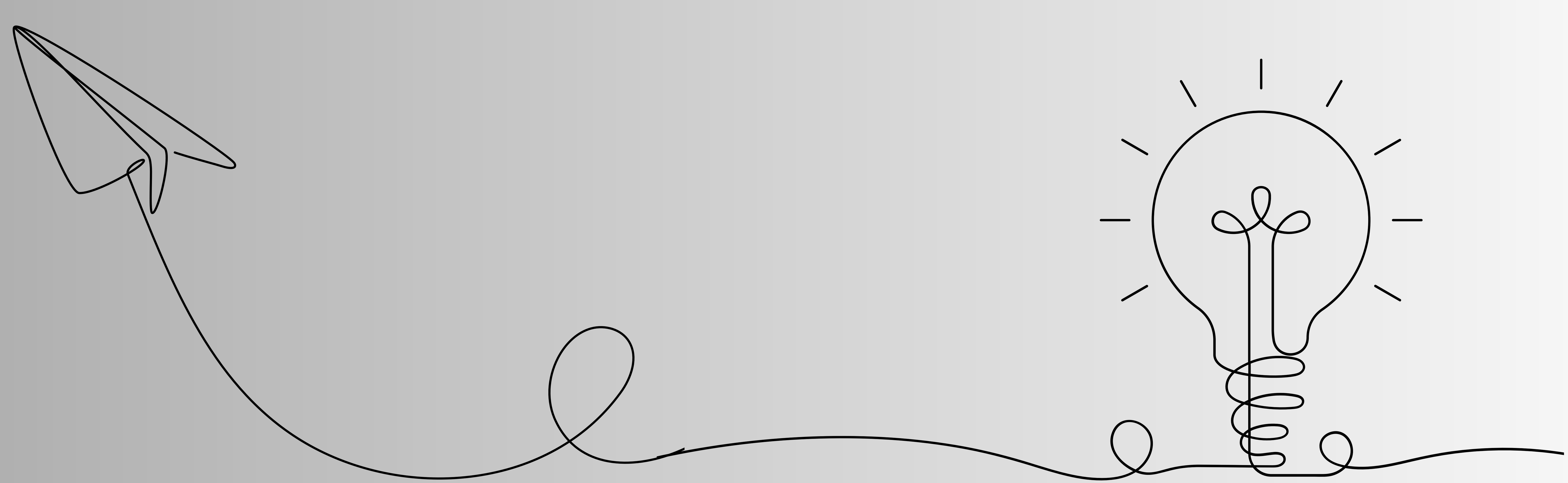
Three core ideas shape this module. The first is that entrepreneurship is a competence, not an inborn trait. EntreComp defines entrepreneurship as the capacity to act on opportunities and ideas in order to create value for others, whether that value is financial, social, or cultural. Seen in this way, many participants may already have entrepreneurial experience without describing it as such. A parent who organised informal childcare among neighbours, someone who previously ran a market stall, or a volunteer who created a football team for newly arrived children has already identified a need, mobilised resources, and created value. The facilitator’s first task is to bring these experiences to the surface and help participants recognise the competences they already possess.

The second idea is that organisations exist along a spectrum. At one end, a conventional commercial business primarily measures success through profit. On the other, a traditional charity may depend almost entirely on grants and donations. A social enterprise operates between these two models: it generates income through products or services, but its primary purpose is to address a social or environmental need, and most of its surplus is reinvested in that mission.

In practice, the defining feature is the primacy of the mission. One useful question is: what would the organisation refuse to do, even if it were highly profitable? Examples include a work-integration café that creates employment for people who face significant barriers to the labour market, with the café’s commercial activity financing this purpose, or a workshop that trains refugees in carpentry and generates income by selling the furniture they produce. CUCULA, presented as Case 9 in the Casebook, offers one such example.

The third idea concerns the particular relevance of social entrepreneurship for the programme’s target groups and locations. In rural areas and shrinking communities, conventional job-seeking strategies may have limited results simply because there are few employers and vacancies. A value-creation perspective begins with a different question: what is missing in this community, and who could provide it?

This shift in perspective allows participants to see local challenges not only as signs of decline, but also as opportunities to create useful services, initiatives, and forms of cooperation. It also positions newcomers not merely as job-seekers, but as people with the capacity to identify problems and develop solutions. This reframing is central to the programme, and the modules that follow continue to build on it.



SESSION PLAN

Time	Block	What happens	Materials
0:00	Welcome & intro	If this opens a course: agenda, expectations, contributions, group agreement on a flipchart (stays on the wall all week). Otherwise: quick name round with "a thing I once organised".	Flipchart
0:15	Icebreaker - "I am an entrepreneur if..."	Line of agreement: facilitator reads statements ("Entrepreneurs are born, not made", "You need money to start", "I have already acted entrepreneurially"). Participants position themselves along an agree–disagree line and explain their spot.	Tape line on floor or Agree/Disagree signs on 2 walls to form an imaginary line
0:30	Activity 1 - Entrepreneur Myth-Busting	Small groups sort myth cards into true/false and defend choices in plenary. The facilitator resolves with evidence and stories.	Myth cards (handout)
0:50	Activity 2 - The Value Spectrum	Groups receive 8 organisation cards (bank, charity soup kitchen, work-integration café, fast-fashion brand, cooperative village shop, refugee-run catering, tech startup, church second-hand store) and place them on a wall spectrum from "profit first" to "mission first". Debrief: where does a social enterprise sit and why?	Organisation cards, wall spectrum
1:20	Concept input - EntreComp flower	10-minute input: 3 areas, 15 competences, competence not personality. Participants mark on their own printed flower: 3 petals "I'm strong here", 2 petals "I want to grow here".	A3 EntreComp flower per person
1:40	Application - My hidden portfolio	Pairs interview each other: "Tell me about a time you organised, fixed, or started something." The listener maps the story onto EntreComp petals and reports back one strength they heard.	Printed Flowers, markers
1:55	Reflection & closing	One word each: "Entrepreneurship for me is now...". Collect flowers - participants revisit them in Module 15.	-

HANDOUTS & MATERIALS

Print the statements and explanations separately so they can be matched during the activity.

STATEMENTS

- **Entrepreneurs are born, not made.**
- **You need a lot of money to start.**
- **A business idea must be completely unique.**
- **Social enterprises cannot pay decent salaries.**
- **You must speak the local language perfectly before you start.**
- **Failure means you are not suited to entrepreneurship.**
- **Entrepreneurs work alone.**
- **If an initiative helps people, it should not charge money.**

EXPLANATIONS

- **Entrepreneurs are born, not made. - False. Entrepreneurial competences can be developed through practice and experience, much like learning a language.**

- **You need a lot of money to start. - Mostly false. Many social ventures begin with existing skills, personal time, borrowed space, and small-scale experimentation. Funding often becomes easier to secure once the idea has been tested and its value demonstrated.**

- **A business idea must be completely unique. - False. Effective implementation and a strong fit with a genuine local need usually matter more than originality.**

- **Social enterprises cannot pay decent salaries. - False. Being mission-driven does not mean ignoring financial realities. A venture that cannot sustain its staff will struggle to sustain its social impact.**

- **You must speak the local language perfectly before you start. - False. Multilingualism can be a valuable market and community asset. Many successful founders began developing their ideas before becoming fully fluent.**

- **Failure means you are not suited to entrepreneurship. - False. EntreComp identifies learning through experience as a core entrepreneurial competence. Testing, adapting, and trying again are part of the process.**

- **Entrepreneurs work alone. - False. Working with others and mobilising others are two of the fifteen EntreComp competences. Most successful ventures depend on collaboration, partnerships, and support networks.**

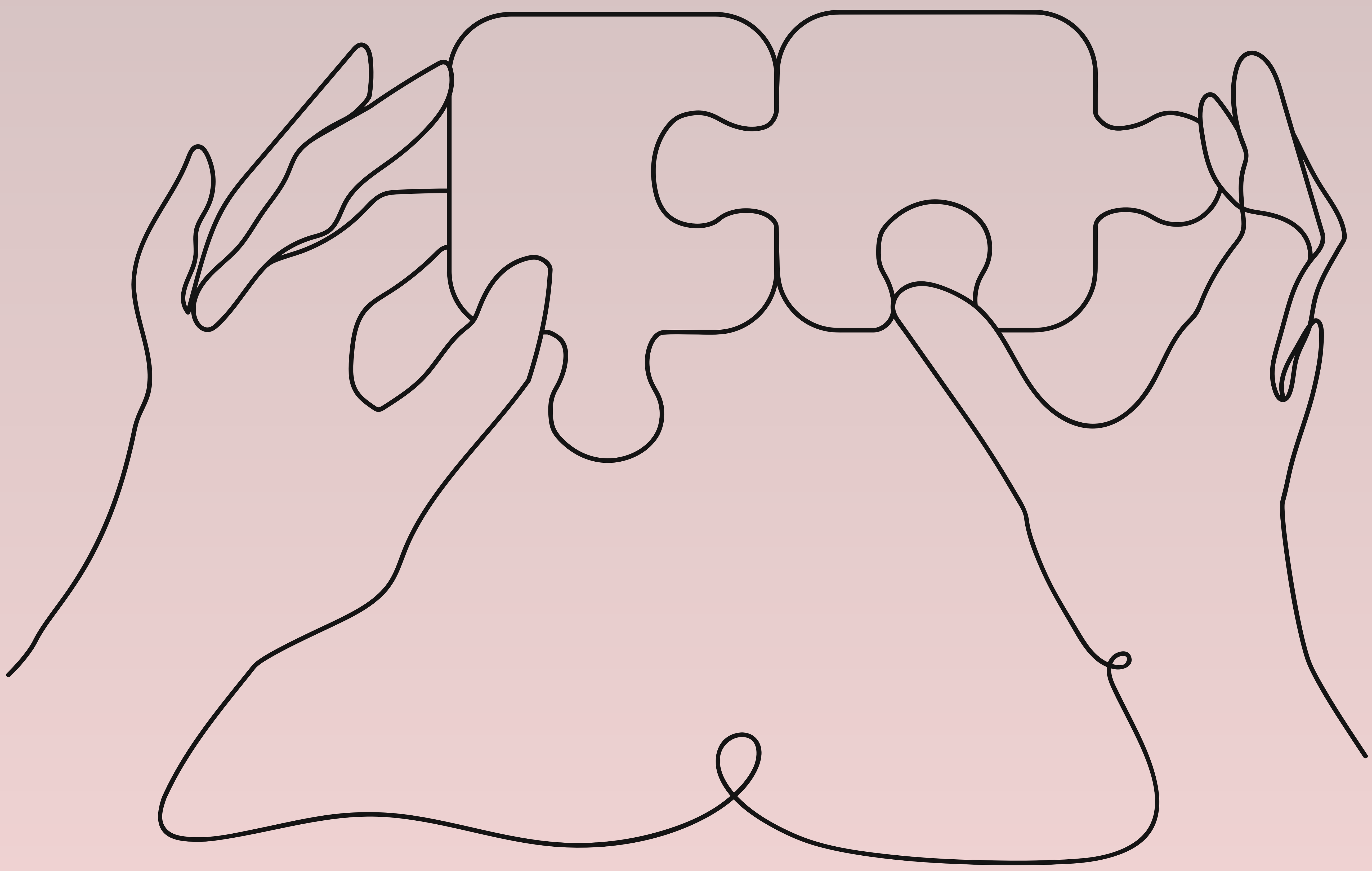
- **If an initiative helps people, it should not charge money. Discuss. This belief can prevent valuable social initiatives from becoming sustainable.** Keep the question open and return to it in Module 8.

FACILITATION TIPS & ADAPTATION

- Keep the welcome block generous when this module opens a course: the group agreement and expectation round buy you trust for every difficult moment later.
- In the myth-busting debrief, let participants correct each other before you do; your role is to add evidence, not verdicts.
- Low-literacy adaptation: replace cards with pictures/logos of organisations; run the value spectrum entirely spatially.
- Rural adaptation: use organisation cards drawn from the local region so the spectrum discussion doubles as local ecosystem mapping.

ASSESSMENT & REFLECTION

The completed EntreComp flower serves as the module's assessment record. With participants' permission, photograph each flower and retain the images as a baseline for comparison with the final self-assessment in Module 15 or run it at the end of the workshop.
Conclude the session with a reflection round. Record one sentence from each participant as accurately as possible, using their own words. These reflections can provide valuable qualitative evidence for evaluation, dissemination, and project reporting.



MODULE

2

Revitalizing Small Cities: The Role of the Entrepreneur

Phase 1 · Mindset & Values - "Connect your business idea to local community development."

Duration	2 hours
Group size	8–24, in territory-based groups of 3–5
EntereComp focus	Spotting opportunities · Vision (secondary: Ethical & sustainable thinking)
Materials	Large printed or hand-drawn map of the town/region, sticky notes in 3 colours, dot stickers, flipcharts, markers
Room setup	Map on a large table or wall; groups can move around it

LEARNING OBJECTIVES

- **Knowledge:** participants understand the dynamics of shrinking communities (out-migration of youth, service closure spirals, ageing) and the documented ways entrepreneurial activity interrupts them.
- **Skills:** participants can map assets and gaps in a concrete territory and derive opportunity statements from what is missing.
- **Attitudes:** participants shift from "this place has nothing for me" to "this place has gaps I could fill" - and see staying as a viable, even attractive choice.

FACILITATOR'S BRIEFING (THEORY INPUT)

Shrinking is a spiral, not an event. A town loses an employer; young people leave for the city; the school merges classes; the bakery loses customers and closes; the town becomes less attractive; more people leave. Each turn of the spiral removes another reason to stay. Crucially, the spiral runs on decisions made one household at a time - which means it can also be interrupted one initiative at a time. Research on rural Europe consistently finds that a handful of visible local ventures - a reopened café, a coworking corner in the library, a food producer selling regionally - measurably change both services and, more importantly, the story residents tell about their own place.

Entrepreneurs play four distinct roles in this interruption. The provider restores a lost service (shop, childcare, transport). The connector links the place to outside money - tourism, remote work, online sales of local products (see the Bregenzerwald model, Casebook Case 11). The employer creates even two or three jobs, which in a village of 800 is a macroeconomic event. And the storyteller changes the narrative: one visible success makes the next founder thinkable. Migrants and newcomers are disproportionately good at all four roles, because they see the place with fresh eyes - they notice gaps that long-term residents have stopped seeing, and they carry knowledge of products, services and ways of doing things from elsewhere.

The policy backdrop is worth one sentence in the session: EU and national programmes (LEADER, rural development funds, municipal start-up support) explicitly look for exactly such initiatives, and municipalities in shrinking regions are often far more accessible partners than big-city administrations - the mayor will actually meet you.

SESSION PLAN

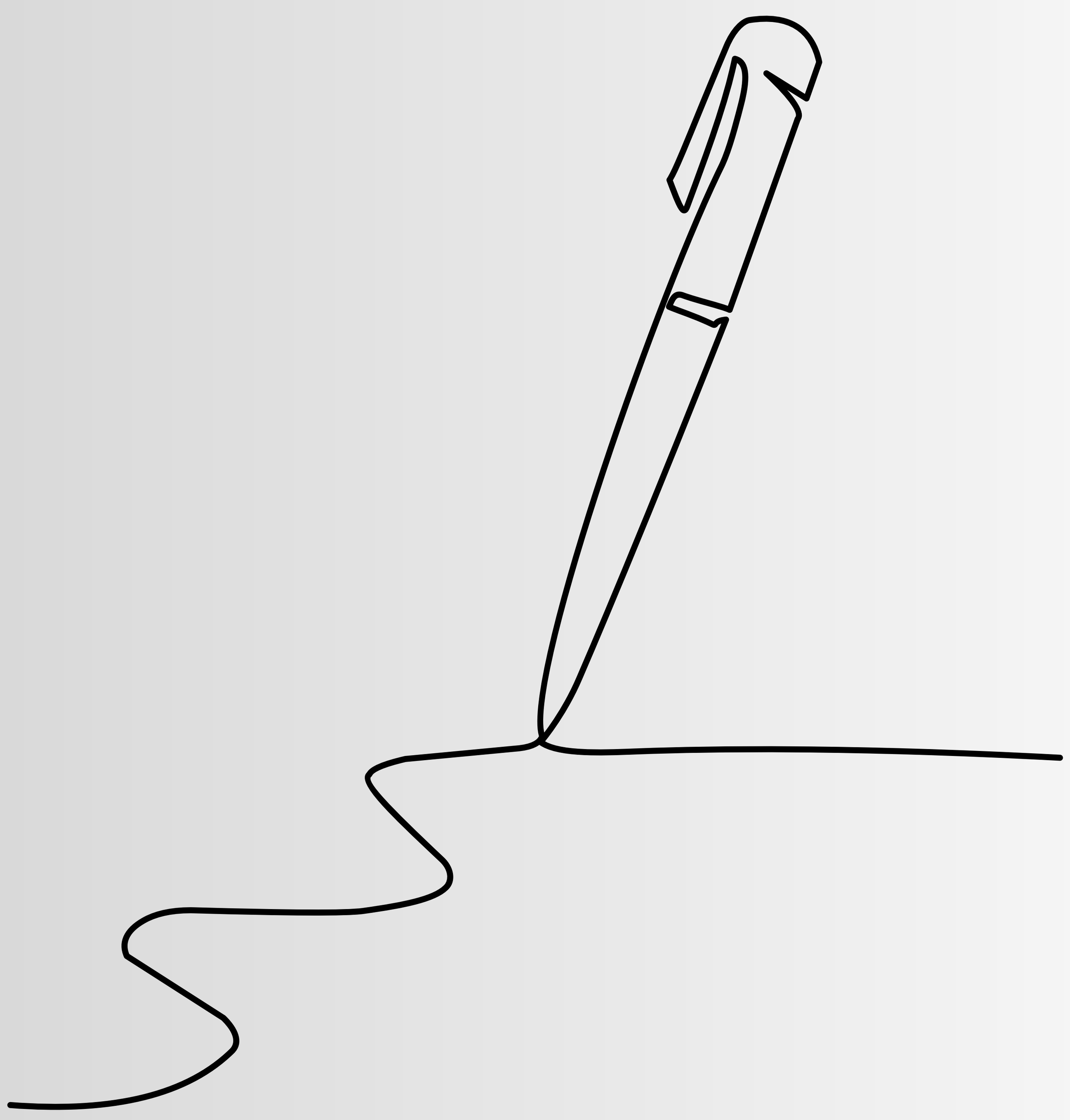
Time	Block	What happens	Materials
0:00–0:15	Opening - What makes a place work for people?	Begin with individual reflection. Participants respond to two questions: “What helps people feel connected to a place?” and “What makes everyday life difficult here?” They may draw, write, or discuss in pairs. The facilitator collects key themes without classifying the community as successful, declining, or lacking.	Sticky notes, markers, flipchart
0:15–0:30	Input - Local change and entrepreneurial roles	Introduce the idea that communities change over time as services, populations, institutions, and ways of working evolve. Explain that entrepreneurial activity can contribute to this process, but cannot replace public services or solve structural problems alone. Present four possible roles: provider, connector, employer, and storyteller. Use one concrete example for each role, preferably from the local area or the Casebook.	Prepared flipchart

Time	Block	What happens	Materials
0:30–1:00	Activity 1 - Community Mapping	In groups based on places they know well, participants map three categories: existing strengths and resources; needs, barriers, or services that are difficult to access; and ideas or initiatives already being discussed. Encourage participants to include formal and informal resources, such as skills, relationships, meeting places, cultural knowledge, transport links, natural spaces, and community traditions.	Local or regional maps, sticky notes in three colours
1:00–1:10	Pause and map review	Participants step back from the maps and review what has been added. The facilitator invites them to notice connections between strengths and needs, rather than focusing only on what is missing.	Completed maps
1:10–1:35	Activity 2 - From observations to opportunities	Each group selects two or three issues it considers meaningful and develops an opportunity statement using the frame: “People in [place or group] experience [need or difficulty]. Existing strengths such as [asset] could support an initiative that [creates value or improves the situation].” Groups should avoid assuming that they already understand what others need. They identify what would have to be investigated through conversations or observation.	Flipchart paper, markers

FACILITATION NOTE

The purpose of this session is not to persuade participants to remain in a particular place or to suggest that entrepreneurship can compensate for weak infrastructure, limited employment, or declining public services. Leaving, commuting, or seeking opportunities elsewhere may be reasonable choices.

The session should instead help participants examine their communities with greater attention to both strengths and unmet needs. Migrants and newcomers may bring useful perspectives, knowledge, and connections, but they should not be presented as responsible for revitalising the places where they live. Their role is to participate on equal terms in identifying what matters and what forms of value they may wish to create.



HANDOUTS & MATERIALS

HANDOUT - Opportunity statement frame

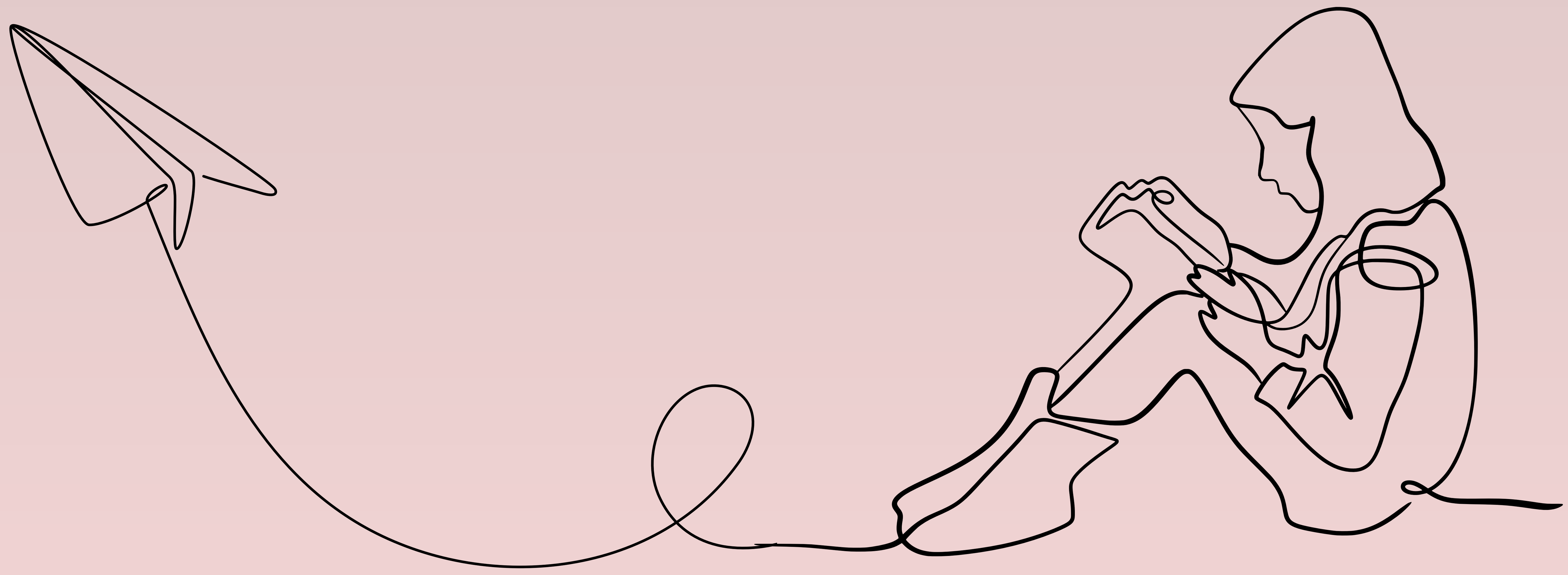
Because our community lacks .... (GAP)
and we already have .... (ASSET - space, people, skill, tradition)
someone could .... (VENTURE IDEA)
which would matter to .... (WHO BENEFITS - residents, municipality, visitors)

FACILITATION TIPS & ADAPTATION

- Watch for deficit talk. If mapping slides into complaining, ask for one asset for every gap named - the discipline changes the mood.
- Newcomers may hesitate to claim knowledge of the place; pair them deliberately with long-term residents. Their combination - fresh eyes plus deep memory - is where the best statements come from.
- Urban adaptation: run the exercise at neighbourhood level; shrinking-city dynamics operate in districts of big cities too.
- Keep all opportunity statements - they are raw material for Modules 4 and 5.

ASSESSMENT & REFLECTION

Assessment artefact: the group's opportunity statements (photograph the flipcharts). Reflection prompts: What surprised you on the map? Which gap moved from “problem” to “possibility” in your head today? What would need to be true for you to act on one of these statements?



MODULE

3

Economy for the Common Good

Phase 1 · Mindset & Values - "Inspire businesses built on values."

Duration	2 hours (3.5 h with the full Inequality Simulation - see Casebook Case 1)
Group size	10–24
EntereComp focus	Ethical & sustainable thinking · Vision · Valuing ideas - EntreComp progression level 3–4: "Assess the consequences of ideas that bring value and the effect on the target community and the environment."
Materials	Flipcharts, markers, sticky notes, tape, voting stickers, two room signs ("MAXIMIZE PROFIT" / "PROTECT VALUES"), printed Common Good Canvas (A3), company profile cards; for the simulation: paper money/tokens and socks

LEARNING OBJECTIVES

- **Knowledge:** participants understand the principles of the Economy for the Common Good (ECG); can distinguish shareholder- from stakeholder-oriented models; understand the triple bottom line (people, planet, profit) and how entrepreneurial decisions impact social and environmental systems.

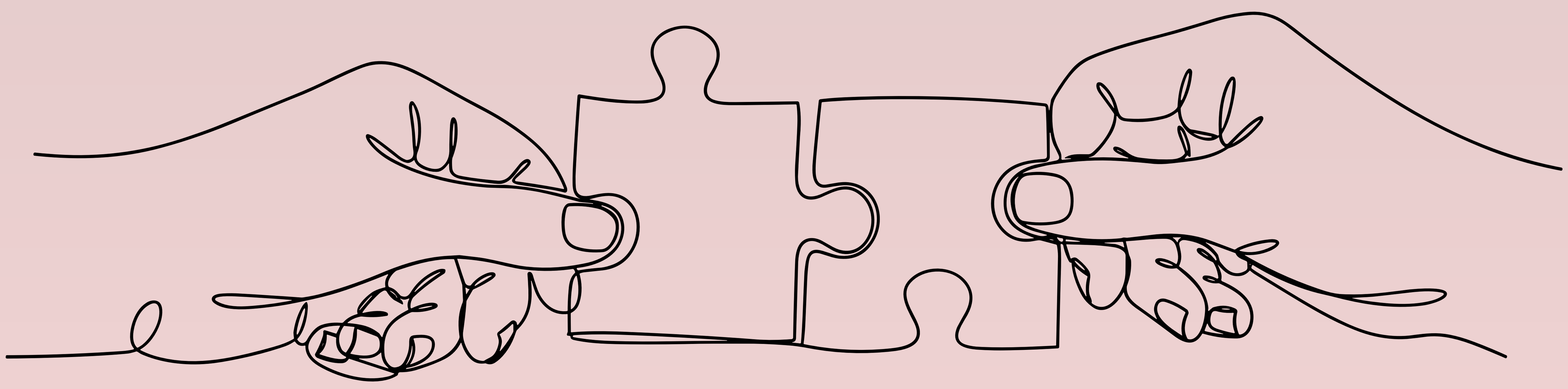
- **Skills:** participants can analyse a business model from a sustainability and ethics perspective, identify stakeholders and assess positive/negative impacts, and develop a business concept aligned with common-good principles - justifying decisions by values, not only profit.
- **Attitudes:** a strengthened sense of responsibility as future entrepreneurs and active citizens; motivation to create value beyond financial profit; a challenged belief that economic success equals only monetary gain.

FACILITATOR'S BRIEFING (THEORY INPUT)

The Economy for the Common Good (ECG), initiated by Christian Felber in Austria in 2010, proposes a simple but radical measure: an economy is successful when it serves human dignity, solidarity and social justice, environmental sustainability, and transparency and co-determination - not when GDP or shareholder value grows. Over a thousand businesses across Europe have produced a Common Good Balance Sheet, scoring themselves on how their relationships with suppliers, owners, employees, customers and society embody those values. You do not need the full accounting apparatus for this session; you need its core move - asking of any business: what does it contribute to the common good, and at whose expense does it operate?

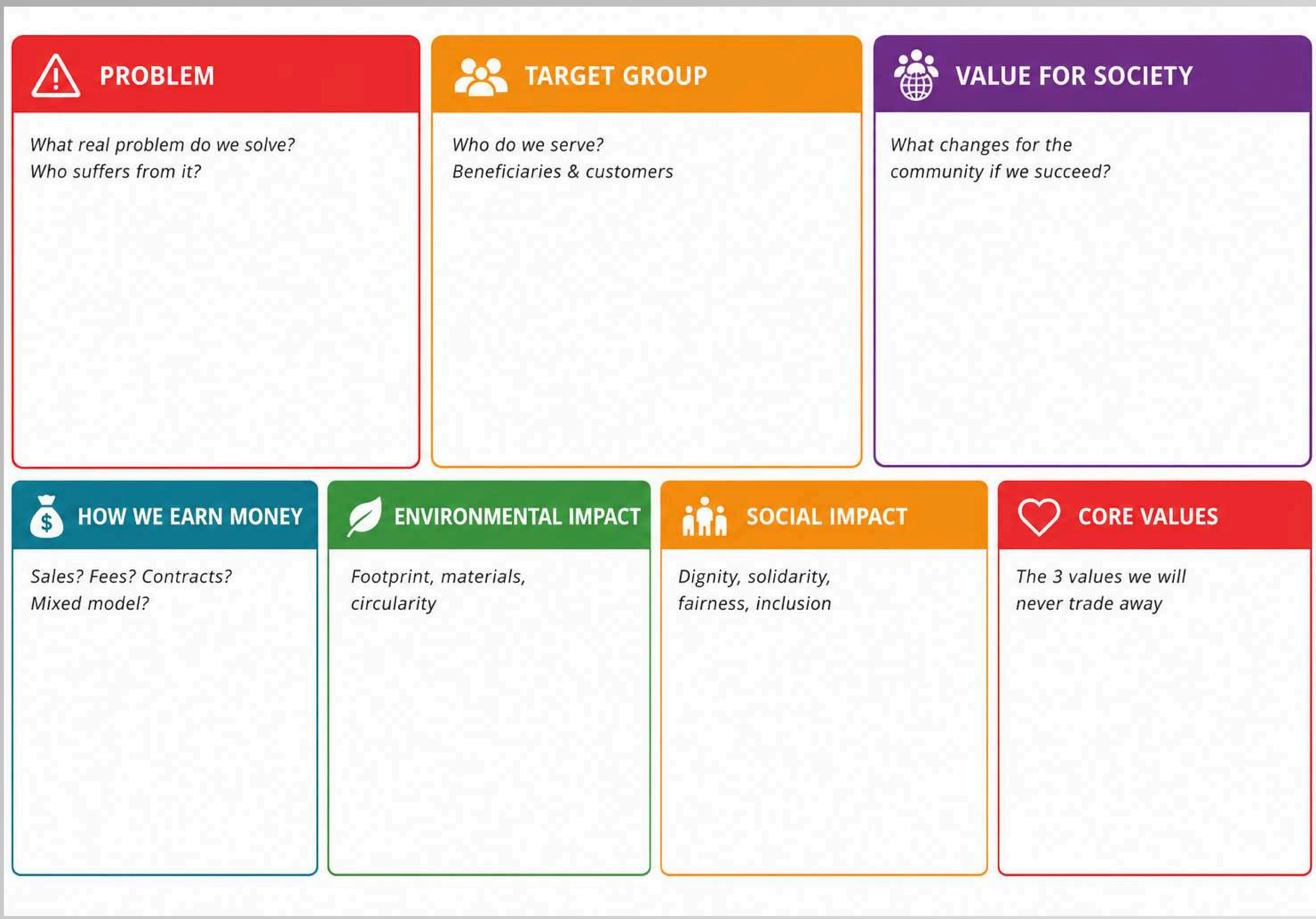
Place ECG within the broader family: the triple bottom line (people–planet–profit), stakeholder capitalism, cooperatives, and the EU's social-economy action plan all vary one theme - the purpose of an enterprise is bigger than its profit line, and profit is a means of sustaining purpose. For your participants the practical translation is this: values are not decoration for rich companies; they are a design decision made at day one, and they are cheaper to build in than to retrofit. A venture founded by people who have themselves experienced exclusion has an unusual advantage here: its founders know precisely which dignities are at stake.

Be ready for the counter-argument - “nice values are a luxury; I need income.” Do not argue it away; it is the productive tension of the whole session, and the Profit-or-Principle line lets the group discover that most real decisions are not binary. The goal is not moral purity but conscious trade-offs: knowing what you optimise, and what you refuse to trade.

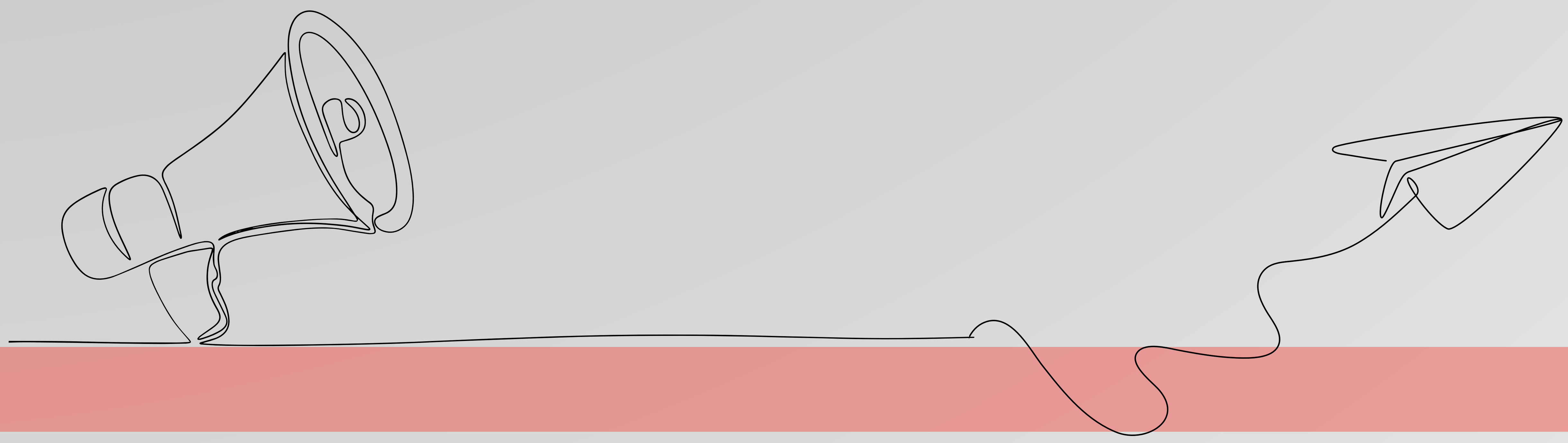


SESSION PLAN

Time	Block	What happens	Materials
0:00	Icebreaker - Value Line: "Profit or Principle?"	Two signs on opposite walls: MAXIMIZE PROFIT / PROTECT VALUES. Read dilemmas one by one: a factory can cut costs with cheaper, more polluting materials; a company can outsource to a country with lower labour standards; a startup can sell user data for extra revenue. Participants position themselves and defend their spot. Debrief: Why this side? Is profit always wrong? Can we balance both?	Room signs
0:20	Input - ECG in 10 minutes	Four values, the balance-sheet idea, the triple bottom line, the one core question (see briefing). Anchor with one example the group knows.	Flipchart
0:30	Activity - Business Under the Microscope	Small groups each analyse one company profile: fast-fashion brand; local organic farm; tech startup monetising user data; social enterprise employing vulnerable groups. Questions: Who benefits? Who might be harmed? Does this business contribute to the common good? How could it improve? Groups present in 2 minutes each.	Company profile cards
1:05	Activity - Design a Business for the Common Good	Groups create their own business idea under rules: it must solve a real problem, benefit society or the environment, be financially sustainable, and respect workers and customers. They structure it on the Common Good Canvas (below).	A3 Common Good Canvas
1:40	Gallery & sticker voting	Groups post canvases; participants vote with stickers on the ideas they'd most like to exist in their community.	Voting stickers
1:50	Reflection circle	How did your understanding of "success" change? What responsibility does an entrepreneur carry toward society? Would you sacrifice profit for values - under what conditions?	-



The Common Good Canvas - the module's working tool (A3 print in Part IV).



WATCH OUT - The Inequality Simulation (recommended extension)

Where time allows, open this module with the 90-minute “Experiencing Inequality & Economic Systems” - a simulation piloted in the project, taken and adapted from the “Compass” - publication developed by the Council of Europe. In a few words - participants collect tokens under structurally unequal conditions (half the group wears socks on their hands; some start with extra money), the inequality compounds over two rounds, and the group then votes on redistribution before a six-phase debrief moves from emotions to mechanisms to entrepreneurial responsibility. It is the strongest single learning experience the project produced - and the most emotionally demanding to facilitate. The complete documented format, including facilitation warnings, is Case 1 in the Casebook.

FACILITATION TIPS & ADAPTATION

- Avoid moralising. The session is most effective when participants examine different perspectives and arrive at their own understanding of the values involved, rather than being directed towards a predetermined conclusion by the facilitator.
- For the Microscope activity, consider assigning the fast-fashion case to a group that is comfortable with discussion and complexity, as it often generates the most detailed analysis of competing benefits, harms, and stakeholder interests.
- For participants with lower language proficiency, use picture-based company profiles and allow groups to present their analysis as a short role-play between the company and a person affected by its activities.
- Possible follow-up activities tested by the project partners include integrating the Common Good Canvas into existing entrepreneurship courses, connecting participants with local ethical entrepreneurs, and organising a Common Good Business Challenge.

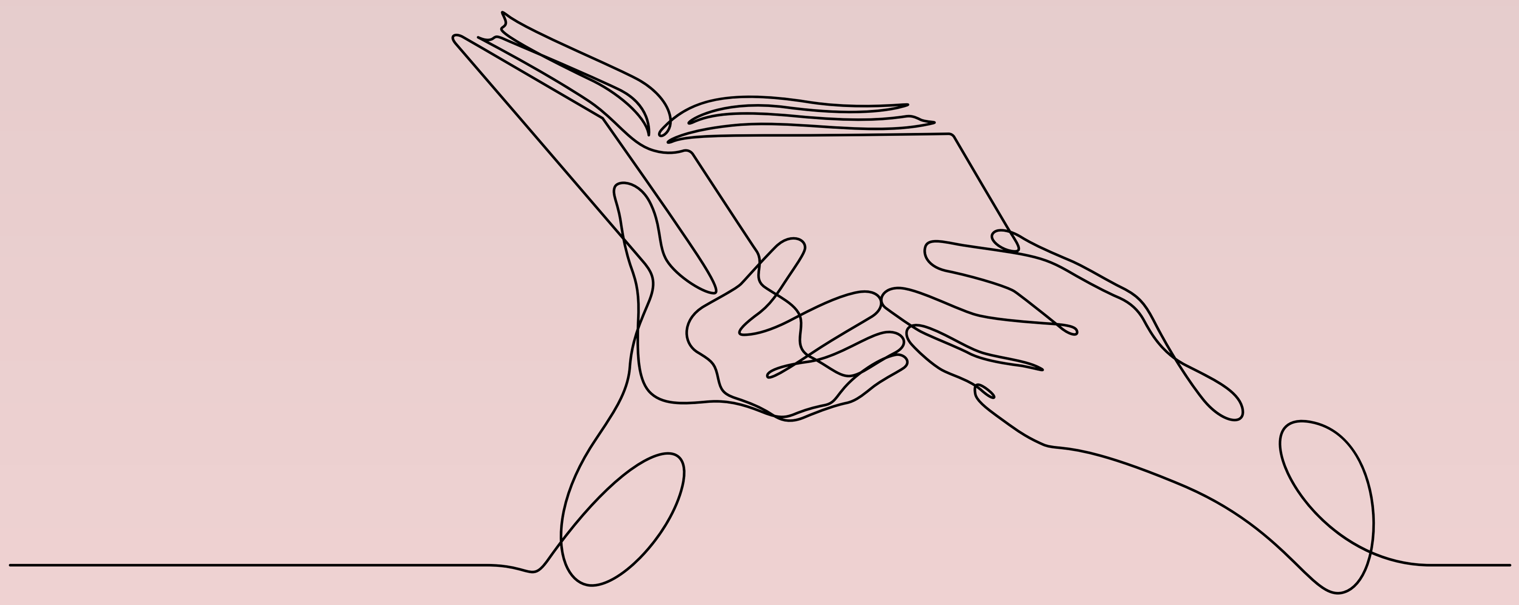
ASSESSMENT & REFLECTION

Ask participants to rate each statement on a scale from 1 to 5:

- I can assess the potential social impact of a business idea.
- I consider environmental consequences when developing solutions.
- I take responsibility for the long-term effects of my decisions and actions.
- I can develop a business idea that creates value beyond financial profit.

Collect the responses anonymously and repeat the same assessment at the end of the course to identify changes in participants' confidence and perceived competence.

The completed Common Good Canvases serve as the main learning artefacts from the session. During the pilot activities, several groups continued working with their canvases in Module 8, using them as a foundation for developing their business models.



PART II
The Modules

Phase 2: Discover

Modules 4–7 help participants develop an entrepreneurial way of seeing their surroundings. At this stage, the central question shifts from “Why could I become an entrepreneur?” to “Which real problem could I help solve?”

The answer should be grounded in the lived experience of the community. Participants therefore move beyond abstract brainstorming and begin observing, listening, asking questions, and gathering evidence from the people affected by the issue.

MODULE

4

Opportunity Recognition & Business Ethics

Phase 2 · Discover - “Train the entrepreneurial eye to see opportunities where others see problems.”

Duration	2 hours
Group size	8–24
EntereComp focus	Spotting opportunities · Ethical & sustainable thinking
Materials	Sticky notes, flipcharts, markers, printed Complaint-to-Opportunity worksheet, dilemma cards; phones/cameras if the field walk variant is used
Builds on	Opportunity statements from Module 2; values vocabulary from Module 3

LEARNING OBJECTIVES

- **Knowledge:** participants understand where opportunities come from (problems, changes, gaps, personal assets) and know a simple ethical test they can apply to any business decision.
- **Skills:** participants can systematically convert complaints, frustrations and observations into opportunity hypotheses, and can screen an opportunity for ethical red flags.
- **Attitudes:** curiosity as a habit - problems trigger the question “who would pay for this to be solved?”; integrity as a competitive advantage rather than a constraint.

FACILITATOR'S BRIEFING (THEORY INPUT)

Opportunities are rarely discovered fully formed. They are developed by interpreting needs, changes, gaps, and resources that may already be visible but have not yet been connected. Participants can use four common sources of opportunity.

The first is **problems**. A recurring complaint may signal an unmet need, especially when people are already paying for the problem through lost time, stress, inconvenience, or unnecessary expense.

The second is **change**. Demographic developments, new regulations, technological shifts, and major local events can create new needs faster than existing organisations are able to respond.

The third is **gaps**. A service may be common in one place but unavailable in another. Newcomers can bring valuable knowledge in this respect because they may be familiar with products, services, or ways of organising that do not yet exist locally.

The fourth is **underused assets**. These may include practical skills, cultural knowledge, languages, traditions, networks, vacant spaces, or local resources that have not yet been developed into a service or initiative.

A simple example is the prevalence of kebab shops, barbers, and phone-repair businesses in many migrant communities. These ventures often emerge because founders understand the needs of a particular customer group, can access relevant skills and networks, and face relatively low barriers to entry. The next strategic step may be to use this knowledge not only within one community, but also to create connections between different groups. Examples could include halal catering for municipal events, interpretation services, or introducing products that are already familiar to one community but new to another.

Ethics should be presented not as a restriction on entrepreneurship, but as a practical filter that can strengthen an idea. Four questions can guide this reflection:

Dignity: Does the venture treat customers, workers, suppliers, and partners with the respect I would expect for myself or my family?

Honesty: Does the business model depend on anyone misunderstanding what they are buying or agreeing to?

Harm: Who could be negatively affected if the idea succeeds, and how could that risk be reduced?

Daylight: Would I be comfortable if the local newspaper described clearly how the venture operates and earns its income?

Ideas that respond well to these questions are more likely to build trust. For small ventures, especially in smaller communities, trust, reputation, and word of mouth are often as important as price or promotion.

SESSION PLAN

Time	Block	What happens	Materials
0:00	Opener - The Complaint Championship	In pairs, participants have 4 minutes to list every complaint they've heard this month (about the town, services, daily life). The pair with the longest list wins applause. Reframe: "You are holding a market-research report."	Sticky notes
0:15	Input - Four sources of opportunity	10-minute briefing with local examples (see above). Introduce the formula: Complaint → Need → Who else has it? → What would a solution look like? → Who would pay?	Flipchart
0:25	Activity 1 - Complaint-to-Opportunity Machine	Groups pick 5 complaints from the opener and run each through the worksheet. Goal: at least 2 opportunity hypotheses per group worth keeping.	Worksheet (handout)
0:55	Activity 2 - Ethics Stress-Test	Groups swap their best opportunity with another group. Each group screens the received idea with the four ethical questions plus dilemma cards (e.g. "A supplier offers you half price if you don't ask where the goods come from"). Groups return the idea with one risk flagged and one improvement suggested.	Dilemma cards
1:25	Plenary - The Opportunity Wall	All surviving opportunity hypotheses go on the wall, tagged with their source (problem/change/gap/asset). This wall feeds Module 5 directly.	Wall, tape
1:45	Reflection	"What did you notice today that you had walked past a hundred times?" Short round; close with the habit assignment: keep an opportunity journal for one week - one observation per day.	-

HANDOUTS & MATERIALS

HANDOUT - Complaint-to-Opportunity worksheet

- The complaint (verbatim, as a person would say it): ....
- The need behind it (what would have to change for the complaint to disappear?): ....
- Who else has this need? (how many, where, how do you know?): ....
- A solution could look like... (service / product / event / space): ....
- Who would pay - the person with the need, or someone else (municipality, employer, NGO)? ....
- Ethical screen - Dignity □ Honesty □ Harm checked □ Daylight □

TIP - Field-walk variant

With 45 extra minutes, replace the Complaint Championship with an observation walk: pairs walk a fixed route through the town centre photographing anything closed, broken, missing, improvised or queued-for. The photos become the raw material - and the group returns with evidence, not opinions. This variant was piloted during the Orrefors training course and produced noticeably more concrete opportunity hypotheses.

FACILITATION TIPS & ADAPTATION

- Guard the reframe: the opener only works if complaining is explicitly celebrated and then flipped. Don't skip the applause.
- Push past the first idea - require every group to generate at least two hypotheses per complaint before choosing.
- For groups with restricted work rights: frame outputs as opportunity hypotheses anyone could act on - the analysis skill transfers regardless of current legal status.
- Keep the Opportunity Wall physically intact (or photographed) - Module 5 opens by choosing from it.

ASSESSMENT & REFLECTION

Artefacts: completed worksheets and the Opportunity Wall. Quick check-out quiz (oral): name the four sources of opportunity; name the four ethical questions. Reflection: which source felt most natural to you - and which will you deliberately practise this week?

MODULE

5

Problem-Solving Approaches & Needs Mapping

Phase 2 · Discover - "Ensure the idea addresses a real pain point in the community."

Duration	2 hours
Group size	8–24, in project teams of 3–5 (teams formed here often persist to the end of the programme)
EntereComp focus	Spotting opportunities · Ethical & sustainable thinking (secondary: Creativity)
Materials	Flipcharts, markers, sticky notes, printed problem-tree template, printed 5-Whys sheet

LEARNING OBJECTIVES

- **Knowledge:** participants understand the difference between symptoms, problems and root causes, and know two root-cause techniques (problem tree, 5 Whys).
- **Skills:** participants can formulate a clear problem statement, decompose it into causes and consequences, and verify it against real community voices rather than assumptions.
- **Attitudes:** humility before the problem - the discipline of falling in love with the problem, not the solution.

FACILITATOR'S BRIEFING (THEORY INPUT)

Many ventures struggle not because the proposed product or service is inherently weak, but because it is built around an assumed problem that has never been properly tested. The result is a solution searching for people who might need it. This module introduces the discipline of defining and validating a problem before developing a response.

A useful starting point is to distinguish between symptoms, problems, and root causes. For example, "young people gather around the bus station" describes a visible symptom. "There is no affordable and welcoming place for young people to meet" identifies the underlying problem. "The local youth club was closed, and no organisation currently has a viable model for replacing it" points towards a possible root cause.

This distinction matters because different levels of analysis lead to very different responses. An intervention focused only on the symptom may attempt to move young people away from the bus station. An intervention focused on the underlying causes may instead explore a youth café, shared community space, or service model developed in cooperation with the municipality and young people themselves.

The problem tree provides the main visual structure for this process. The trunk represents the core problem, expressed clearly in one sentence. The branches show its consequences and help explain why the issue matters and what may happen if it remains unaddressed. This can later support communication with funders, partners, and decision-makers. The roots represent the causes and reveal possible points of intervention. A venture does not need to solve the whole problem; it may focus on addressing one specific and manageable cause.

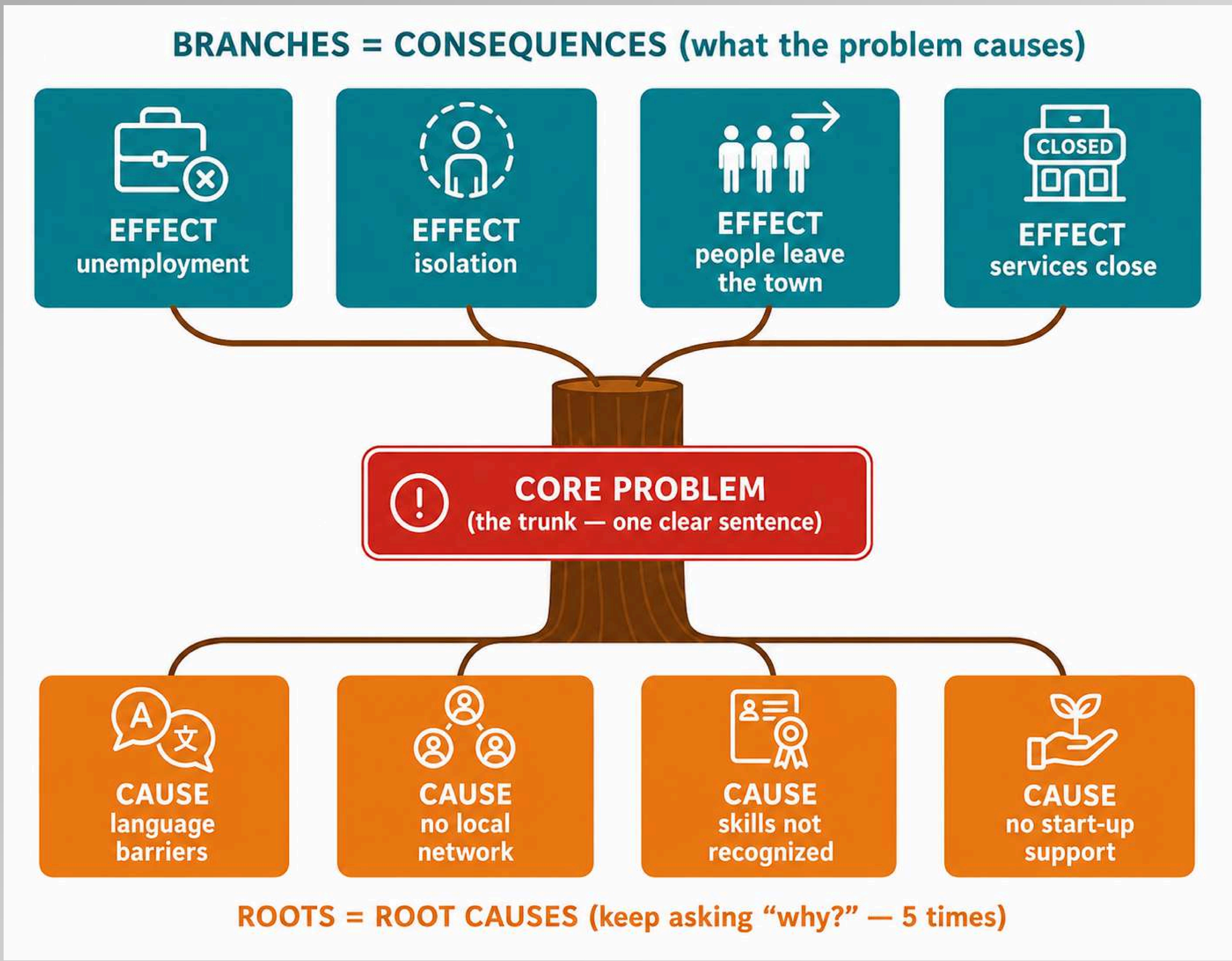
The 5 Whys technique can be used to examine one of these causes in greater depth. Participants repeatedly ask why the situation exists until they reach a factor that can be investigated or influenced. They should avoid stopping at broad explanations such as "government policy" or "the economy." These may be relevant, but the analysis should continue until the group identifies a concrete point at which a person, organisation, partnership, or venture could realistically act.

The final step is to test the problem tree against lived experience. Assumed needs are what outsiders believe people require; expressed needs are what people themselves describe through their words, choices, and behaviour. The difference can be significant. A project may, for example, offer a language course that receives little attendance because the more immediate barrier is a lack of childcare or transport.

For this reason, the community interviews are a central part of the module rather than an optional follow-up. Each team should speak with at least three relevant people and compare their findings with the assumptions recorded in the problem tree. This provides the first evidence base for the idea and creates a direct bridge to Module 6, where interviewing becomes part of a more systematic design-thinking and empathy process.

SESSION PLAN

Time	Block	What happens	Materials
0:00	Opener - Symptom or problem?	Rapid sorting game: facilitator reads 8 statements; group calls out "symptom!", "problem!" or "root cause!" and argues the borderline cases.	Statement list
0:10	Team formation & problem choice	Teams of 3–5 form around problems from the Module 4 Opportunity Wall (or fresh ones). One problem per team, phrased as a draft sentence.	Opportunity Wall
0:25	Activity 1 - Problem Tree	Teams build the tree on flipchart: trunk (one clear sentence - this takes longer than they expect and that is the point), branches (consequences), roots (causes). Facilitator circulates challenging vague trunks: "Who exactly? Since when? How do you know?"	Problem-tree template
1:00	Activity 2 - 5 Whys drill	Each team picks its thickest root and drills it: why? → why? → why? ... until actionable. Teams mark the "cut point": the cause their future venture will attack.	5-Whys sheet
1:20	Peer review - Tree swap	Teams rotate and review a neighbour's tree: Is the trunk one problem or three? Are the roots real causes or repeated symptoms? Is the cut point actionable? Written feedback on sticky notes.	Sticky notes
1:40	Plenary & field task	Each team states its problem sentence and cut point in 60 seconds. Field task before Module 6: interview three people who live the problem - capture what they say, do, and struggle with. Provide the mini interview guide.	Interview guide



The problem tree - consequences above, root causes below. The venture is a bet on cutting one specific root.

HANDOUTS & MATERIALS

HANDOUT - Mini interview guide (for the field task)

- Ask open questions, then be quiet: "Tell me about the last time you…" / "What is the hardest part of…?" / "What have you already tried?" / "What would need to change for this to stop being a problem?"
- Capture verbatim quotes - the exact words matter more than your summary.
- Do not pitch your idea. You are there to learn, not to sell. If you catch yourself explaining your solution, stop and ask another question.
- Afterwards, note: one thing that confirmed your tree, one thing that surprised you, one quote you will not forget.

FACILITATION TIPS & ADAPTATION

- The trunk statement is the central element of the problem tree. A useful statement should identify who is affected, what difficulty they experience, and where it occurs. For example: “Newly arrived families in Nybro cannot access affordable childcare outside standard working hours.” Broad terms such as “unemployment” should be avoided, as they describe a general issue rather than a specific problem that can be investigated.

- When teams choose problems they have not experienced directly, they should speak with people who have. Social initiatives often fail when they are based on assumptions about other people’s needs rather than on direct evidence. Field interviews are therefore essential for testing whether the problem has been defined accurately.

- For participants with lower literacy levels, the problem tree can be created using drawings, symbols, and simple visual prompts. The 5 Whys exercise can also be conducted orally, with the facilitator recording the group’s responses.

- Keep the completed problem trees visible throughout the programme. Teams should revise them after the field interviews and return to them in Modules 6 and 8 as their ideas become more detailed.

ASSESSMENT & REFLECTION

The main learning artefacts are the completed problem tree and the marked intervention point showing the specific cause the team may be able to address.

Conclude the session with the following reflection questions:

- How did your problem statement change during the session?
- What do you still not know?
- Who could help you answer those questions?

For the EntreComp self-assessment, ask participants to rate the following statement from 1 to 5:

I can distinguish between a symptom and a root cause when analysing a community problem.

MODULE

6

Design Thinking

Phase 2 · Discover - “A creative approach to developing solutions based on real user needs.”

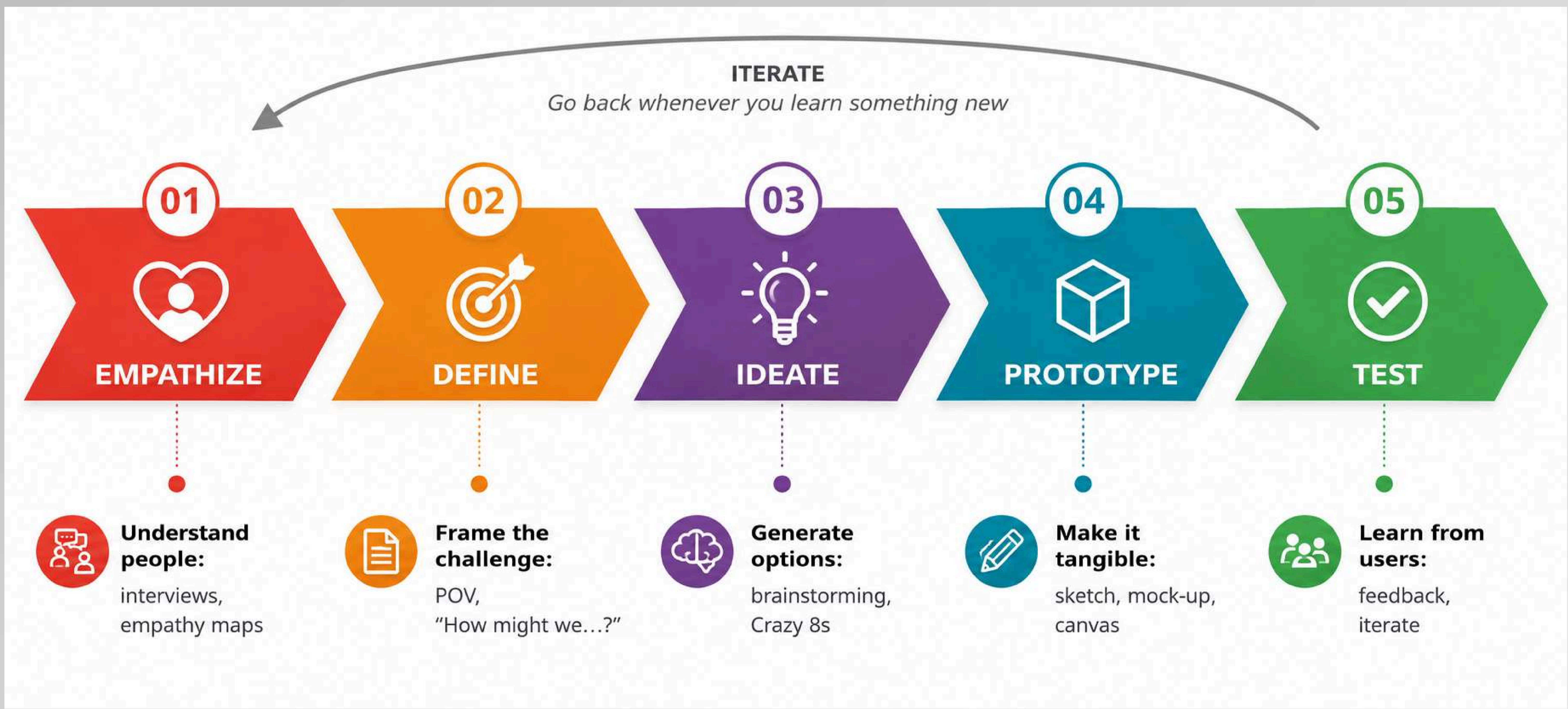
Duration	2.5–3 hours as one sprint (or split: Empathize/Define + Ideate/Prototype).
Group size	9–25 in teams of 3–5 (continuing Module 5 teams)
EntereComp focus	Creativity · Learning through experience (secondary: Working with others)
Materials	A3 empathy maps, A3 community empathy maps, POV-box sheets, A4 paper for Crazy 8s, timer, dot stickers, prototyping scrap (paper, cardboard, tape, LEGO if available)
Sources	Project exercise set (empathy map, community empathy map, POV boxes, Crazy 8s); Stanford d.school Design Thinking Bootleg; SALTO-Youth design-thinking tools

LEARNING OBJECTIVES

- **Knowledge:** participants can describe the five design-thinking stages and explain why the process starts with empathy rather than ideas.
- **Skills:** participants can conduct and synthesise empathy work (individual and community level), frame a “How might we...?” question, generate many divergent ideas fast, and build a first rough prototype.
- **Attitudes:** comfort with ambiguity and iteration; willingness to show unfinished work; bias toward making over debating.

FACILITATOR'S BRIEFING (THEORY INPUT)

Design thinking is human-centred problem solving: a disciplined way to make sure the solution fits real people before resources are spent. The five stages - Empathize, Define, Ideate, Prototype, Test - look linear on the poster but run as loops in practice: every test sends you back with better knowledge. Two rules produce most of the method's value. Diverge before you converge: generate many options before judging any (judgment kills the third, fourth, fifth idea - usually the good ones). And make it tangible early: a paper mock-up in week one teaches more than a business plan in month three, because people react honestly to things and politely to descriptions.



The five stages - with permission to loop back whenever you learn something new.

This module brings together five practical exercises developed and tested during the project.

The first is the **Empathy Map,** which helps the team focus on one clearly defined person who represents the target group. Participants give this person a name, age, role, and relevant context, such as "a 35-year-old migrant working part-time while learning German." They then explore what the person says, thinks, does, and feels, before identifying their main pains and desired gains.

The second exercise, the **Community Empathy Map**, expands the perspective from one individual to the wider community and its network of stakeholders. It should be informed by real conversations and open-ended questions rather than assumptions. Participants are also encouraged to reflect on their own approach by asking whether they are listening openly and without prejudice.

The third exercise uses **POV Boxes** to translate the insights gathered through empathy work into clearly defined challenge elements. By separating and recombining the user, need, and insight, teams can identify more promising problem configurations and formulate a sharper "How might we...?" question.

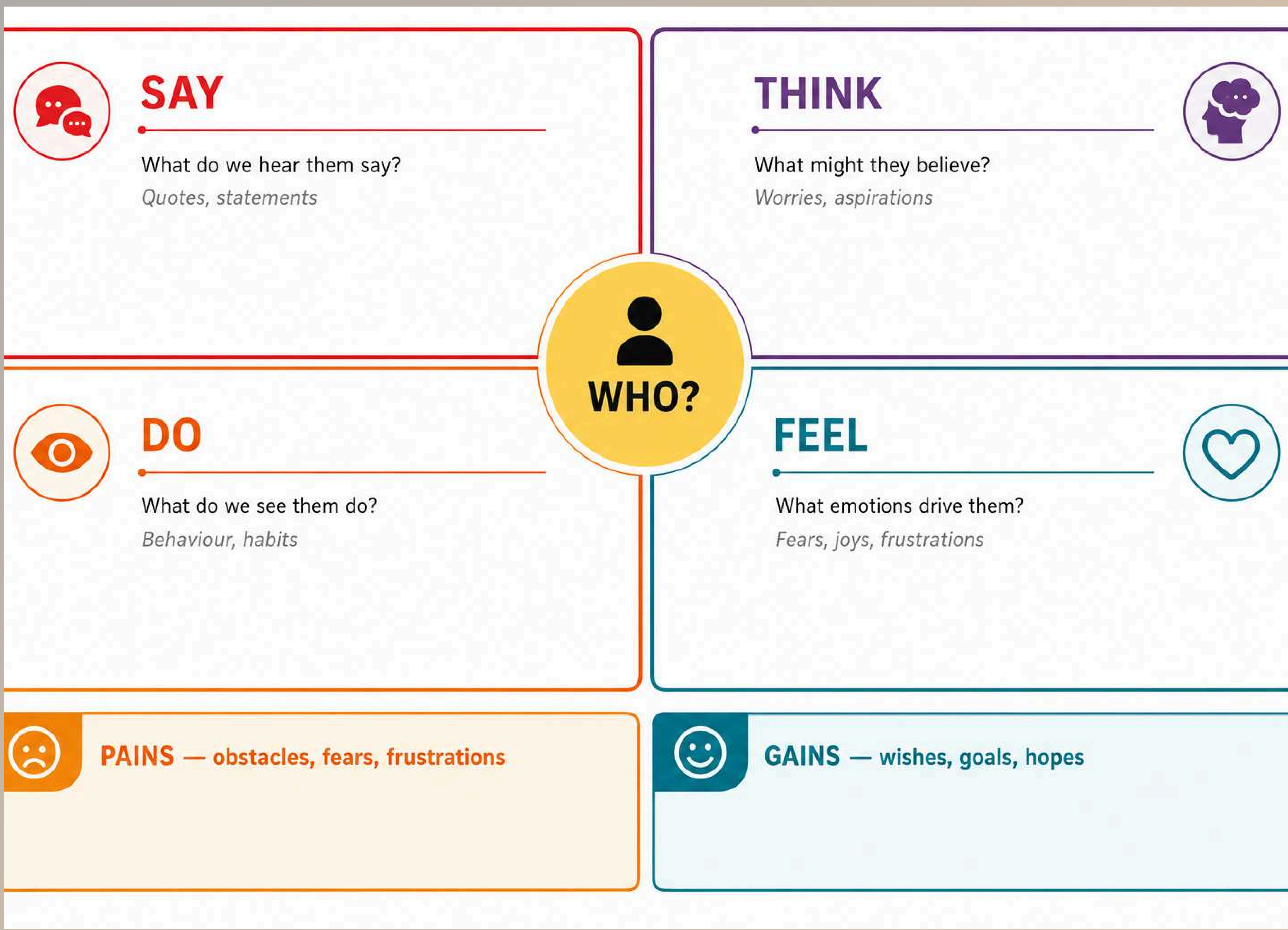
The fourth exercise, **Crazy 8s**, asks participants to sketch eight ideas in eight minutes. The time pressure helps teams move beyond their first and most obvious response and explore a wider range of possibilities. The ideas are then reviewed and prioritised through dot voting.

Finally, the selected concept is organised using the **Social Business Model Canvas** introduced in Module 8. At this stage, teams begin to distinguish clearly between the people who benefit from the solution and the customers or institutions that may pay for it.

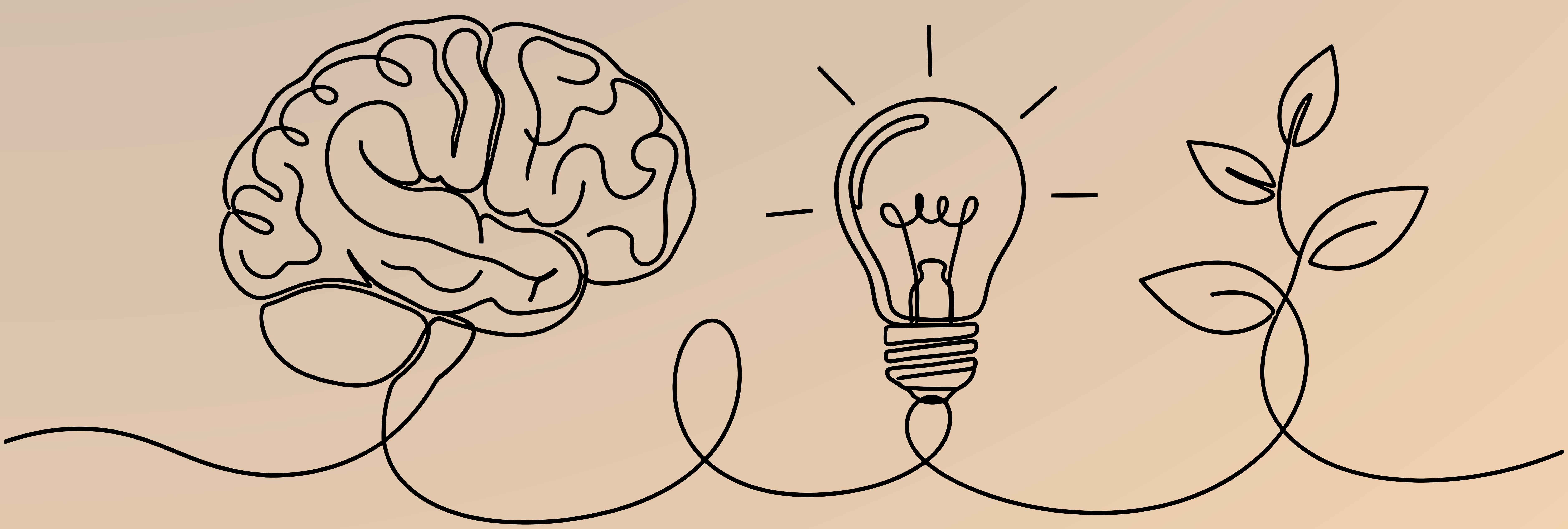
Together, these five exercises form the core process used in the project's Social Hackathon format, described in Case 2 of the Casebook.

SESSION PLAN

Time	Block	What happens	Materials
0:00	Warm-up - 30 Circles	Everyone gets a sheet of 30 empty circles and 3 minutes to turn as many as possible into recognisable objects. Debrief: quantity unlocks originality - the theme of the day.	Circle sheets
0:10	Input - the 5 stages	Brief tour of the process poster; connect Empathize to the Module 5 field interviews the teams have just done.	Process poster
0:20	Exercise 1 - Empathy Map	Teams choose one concrete persona from their interviews and fill Say/Think/Do/Feel, then Pains and Gains. Push for verbatim quotes from the field task.	A3 empathy map
0:45	Exercise 2 - Community Empathy Map	Zoom out: the community and its stakeholders. Teams identify what the community says/thinks/does/feels, drawing on conversations - including quick interviews with other participants or local people where possible.	A3 community map
1:10	Exercise 3 - POV Boxes & "How might we...?"	Teams redefine the challenge, list solution components in the boxes, combine components into configurations, and settle a sharp HMW question.	POV-box sheets
1:35	Exercise 4 - Crazy 8s	Fold, timer, 8 sketches in 8 minutes, silent. Then dot-vote the most promising ideas across the team's sheets.	A4 paper, timer, dots
1:55	Exercise 5 - Rapid prototype	Teams make the winning idea tangible: a paper storyboard, a role-played service moment, a cardboard mock-up. 20 minutes, ugly encouraged.	Prototyping scrap
2:15	Test & feedback carousel	Teams present prototypes to another team acting as users: "I like / I wish / What if". One iteration insight is recorded.	Feedback cards
2:30	Reflection	Where in the loop did your idea change most? What did making (vs. talking) reveal?	-



Empathy map template - Say / Think / Do / Feel, distilled into Pains and Gains (A3 print in Part IV).



FACILITATION TIPS & ADAPTATION

- Empathy maps should be grounded in real interview data. Without direct input from the people concerned, they risk becoming exercises in speculation. If a team has not completed the field task, ask them to interview at least two people in or near the venue during Exercise 2. The project's Community Empathy Map is designed to build on live conversation rather than assumptions.

- Keep the Crazy 8s exercise silent and strictly timed. The pressure and slight discomfort are intentional, as they help participants move beyond their first and most predictable ideas.

- Some participants may feel uncomfortable with drawing. Emphasise that simple sketches, stick figures, symbols, and arrows are sufficient. Facilitators can reduce anxiety by demonstrating this themselves and drawing in a deliberately simple way.

- In multilingual teams, sketches and prototypes can create a more equal basis for participation. Participants who are less confident in the shared language may take a leading role during this part of the process. Pay attention to these shifts and include them in the debrief.

- The complete set of templates, including the Empathy Map, Community Empathy Map, POV Boxes, Crazy 8s sheets, and the Social Business Model Canvas handover, is reproduced in Part IV for printing in A3 format.

ASSESSMENT & REFLECTION

The main learning artefacts are the completed empathy maps, the final "How might we...?" question, the selected Crazy 8s sheets, a photograph of the prototype, and one recorded insight showing how the idea changed during testing or discussion.

For the EntreComp self-assessment, ask participants to rate the following statements from 1 to 5:

- I can generate a range of different ideas under time pressure.
- I can turn an idea into something that can be tested within one hour.

MODULE

7

The Green Economy: Opportunities in Sustainability

Phase 2 · Discover - "Design business ideas that are environmentally sustainable from day one."

Duration	2 hours
Group size	8–24
EntereComp focus	Ethical & sustainable thinking · Vision (secondary: Spotting opportunities)
Materials	Printed R-loop poster, product cards (or real objects), flipcharts, markers, sticky notes, Green Check worksheet
Builds on	Values from M3; team ideas from M5–M6

LEARNING OBJECTIVES

- **Knowledge:** participants understand the linear take–make–waste model versus the circular economy, and can name the R-strategies (rethink, reduce, reuse, repair, refurbish, recycle).
- **Skills:** participants can trace a product's life cycle, identify where value leaks out as waste, and redesign a business idea to close at least one loop.
- **Attitudes:** sustainability reframed from cost and sacrifice to design intelligence and market opportunity.

FACILITATOR'S BRIEFING (THEORY INPUT)

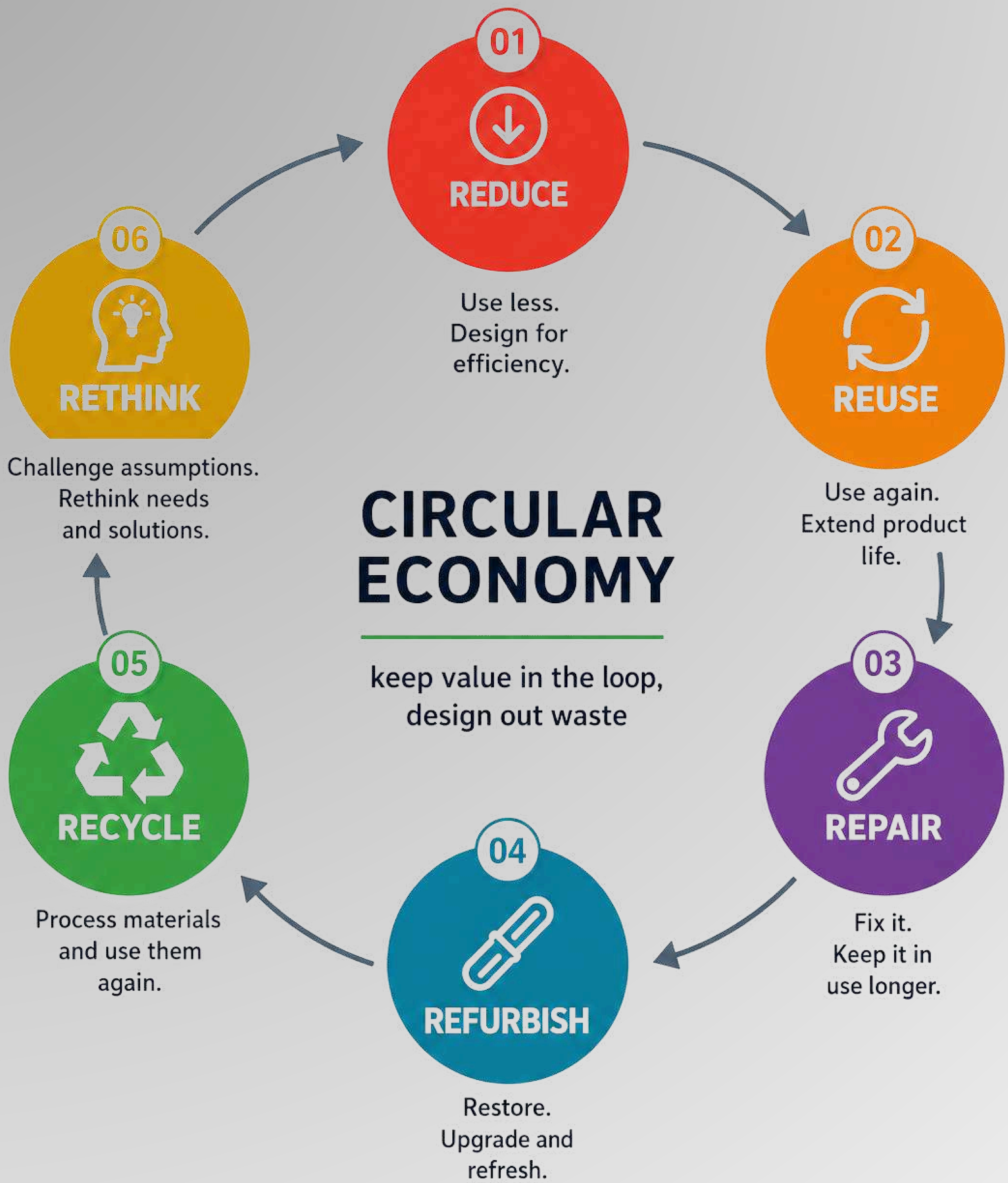
The linear economy takes materials, makes products and wastes them; every stage leaks value. The circular economy is the design response: keep products, components and materials at their highest value for as long as possible. The R-ladder gives learners an ordered toolbox - the earlier the R, the more value preserved: rethink (does this need to exist as a product at all, or could it be a service?), reduce, reuse, repair, refurbish, recycle. Recycling, the R most people know, is actually the last resort - the point where a product's design has already failed to keep it in use.

For this audience, three green opportunity zones matter most. Repair and reuse: repair cafés, second-hand logistics, textile alteration, furniture upcycling - low capital entry, skills many participants already carry from countries where repair culture never died (name this asset explicitly). Local food and short chains: surplus-food catering, community gardens, preserving and processing local produce. Services replacing products: rental, sharing and maintenance models, which turn one-off sales into relationships - a structure that suits community-embedded ventures. EU context in one line: the European Green Deal and circular-economy action plan are shifting regulation and funding toward exactly these models, so a green design choice made on day one becomes eligibility for support later.

Guard against greenwashing vocabulary from the start: the Green Check worksheet forces specificity (“which material, which loop, measured how?”) instead of adjectives (“eco-friendly”).

SESSION PLAN

Time	Block	What happens	Materials
0:00	Opener - The Biography of a T-shirt	Group collectively reconstructs a cheap T-shirt's life from cotton field to landfill, facilitator drawing the chain. Then: “Where did value leak? Who paid costs that never appeared on the price tag?”	Flipchart
0:15	Input - Linear vs circular & the R-ladder	Present the loop poster; walk the R-ladder with one example per rung, ideally local.	R-loop poster
0:30	Activity 1 - R-Strategy Speed Round	Teams draw product cards (broken bicycle, hotel bed linen, unsold bakery bread, old smartphones, wooden pallets...) and have 4 minutes per card to propose a venture for the highest possible R. Rotate 3 cards per team; best proposals go on the wall.	Product cards
1:00	Activity 2 - Green Check your own idea	Teams run their Module 5–6 project idea through the Green Check worksheet: materials in, waste out, energy, transport, end-of-life - and choose one loop to close by design. Teams adjust their concept accordingly.	Green Check worksheet
1:35	Peer exchange	Teams present their closed loop in 90 seconds; the audience challenges with “is that real or greenwash?” - specific claims only.	-
1:50	Reflection	Which R felt like a business opportunity rather than a duty? What in your own background (skills, habits, repair culture) is a green asset here?	-



The R-loop: the earlier the strategy,
the more value stays in the community.

HANDOUTS & MATERIALS

HANDOUT - Green Check worksheet

- What physically flows into our venture? (materials, packaging, energy, transport) ....
- What flows out as waste - and who deals with it today? ....
- Which R could we apply, at the highest possible rung? rethink / reduce / reuse / repair / refurbish / recycle ....
- One loop we close by design (be specific: which material, which partner, measured how?) ....
- Does closing this loop create a new revenue stream, cost saving or story we can tell? ....

FACILITATION TIPS & ADAPTATION

- Use real objects instead of cards if you can - a broken toaster on the table changes the energy of the room.
- Rural adaptation: emphasise bioeconomy cards (farm surplus, forestry offcuts, food processing); invite a local farmer or recycling-centre worker as a reality-checker.
- Push back on recycling-first answers in the speed round: “What would REPAIR look like? What would RETHINK look like?”
- Teams without a physical product still play: trace the material footprint of a service (a café, a training centre) - food, furniture, electronics, paper.

ASSESSMENT & REFLECTION

Artefacts: completed Green Check and the named closed loop, which carries into the Module 8 canvas as either a cost advantage, a revenue stream or a brand story. EntreComp check (1–5): “I can identify the environmental consequences of a business idea and redesign against them.”

PART II
The Modules

Phase 3: Design

Modules 8–10 help participants turn a validated problem and an initial solution into a venture that can function in practice and remain viable over time. The central question now becomes: “How will my idea actually work-who benefits, who pays, and which people or organisations need to be involved?”

During this phase, participants examine the relationships, resources, partnerships, activities, and revenue structures needed to deliver their intended social value.

MODULE

8

Value Proposition Canvas & Business Model Canvas

Phase 3 · Design - “A one-page visual plan of the business.”

Duration	2 × 2 hours (Session A: Value Proposition Canvas; Session B: Business Model Canvas) - deliverable back-to-back as a half day
Group size	9–25 in project teams
EntereComp focus	Valuing ideas · Financial & economic literacy (secondary: Vision)
Materials	A3 Value Proposition Canvases (2 per team!), A3 Business Model Canvas or Social BMC per team, sticky notes, markers, VPC interview sheets
Sources	Strategyzer-style VPC & BMC; the project's twin-canvas and “funding disappears” methods piloted in Erfurt and Orrefors (Casebook Cases 4 & 5)

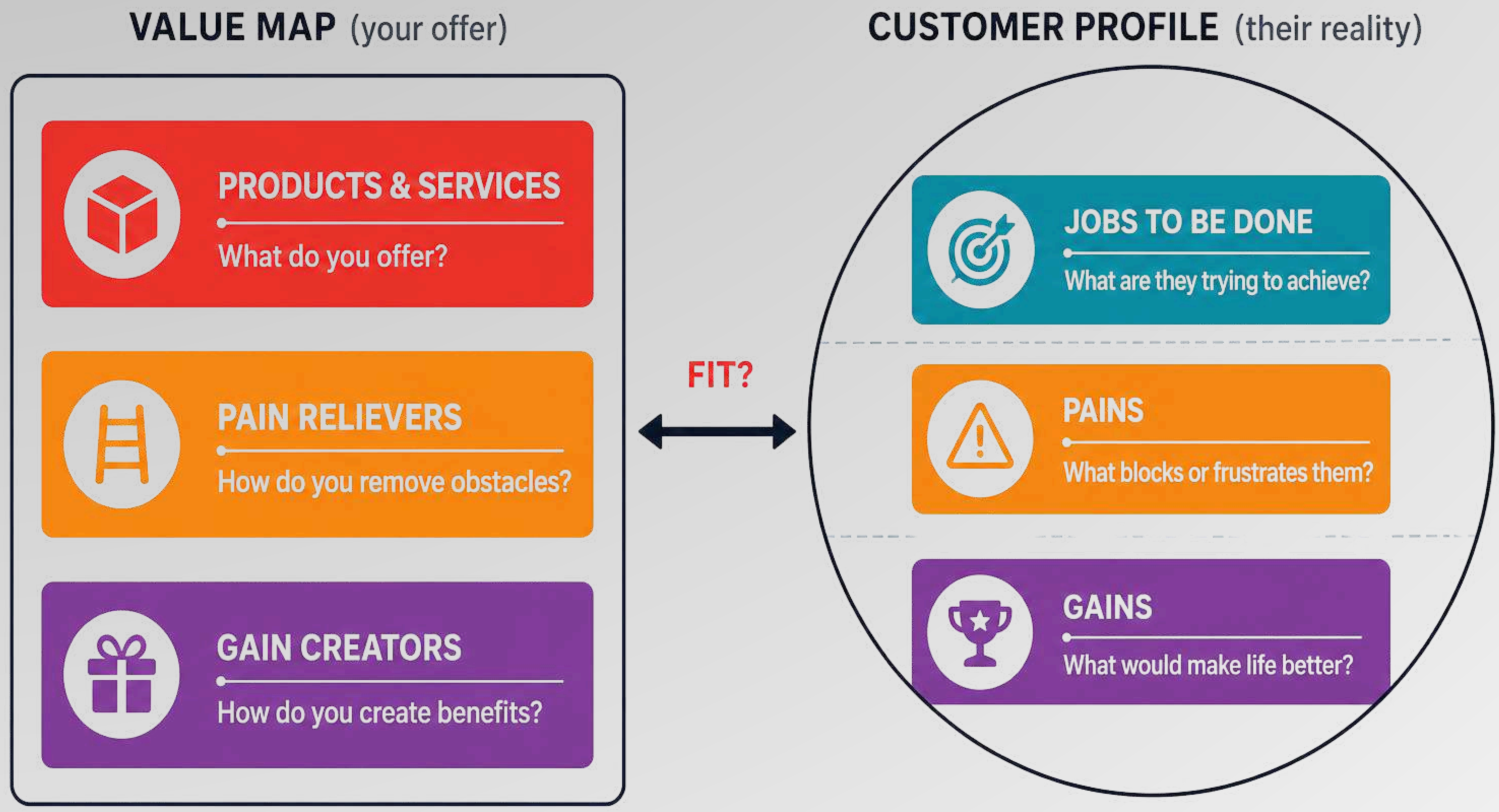
LEARNING OBJECTIVES

- **Knowledge:** participants understand value proposition logic (jobs, pains, gains → products, pain relievers, gain creators), the nine BMC blocks clustered as value / money / delivery, and the split-customer structure of social ventures (beneficiaries vs payers vs market customers).

- **Skills:** participants can build twin value propositions for beneficiary and payer, assemble a coherent one-page business model, and stress-test it against failure scenarios.
- **Attitudes:** the shift from "problem → activity → funding" thinking to "problem → value → exchange → structure → sustainability"; ownership of the uncomfortable question "who actually pays?"

FACILITATOR'S BRIEFING (THEORY INPUT)

The Value Proposition Canvas has two halves. The circle is the customer profile - their jobs to be done (what they are trying to achieve in their own words), their pains (what blocks and frustrates them) and their gains (what would make life tangibly better). The square is your value map - products and services, pain relievers, gain creators. Fit is when the square demonstrably answers the circle. The order is non-negotiable: circle first, from interview data (Modules 5–6), never from imagination.



The Value Proposition Canvas - build the circle from real interviews before touching the square.

A central insight for social ventures-and one of the project's main methodological contributions-is that they rarely serve a single type of customer. Instead, they must bring together three interconnected layers: an **impact logic**, which identifies who benefits; a **financial logic**, which determines who pays; and an **operational logic**, which explains how the venture functions in practice.

To make these different perspectives visible, teams develop two separate mini-canvases. Consider, for example, a venture that supports migrants in accessing employment.

The first canvas focuses on migrants as the beneficiaries. Their main tasks may include finding suitable work and navigating an unfamiliar employment system. Their difficulties may include language barriers, limited professional networks, and complex bureaucracy. Their desired outcomes may be stable employment, greater independence, and confidence in dealing with institutions. The venture responds by offering training, job matching, and individual support.

The second canvas focuses on the institutions or funders that may pay for the service. Their priorities may include reducing unemployment and demonstrating measurable results. Their difficulties may include ineffective programmes, insufficient data, and pressure to show that public or charitable funding produces tangible outcomes. They may value visible impact, structured delivery, reliable reporting, and the potential to replicate or scale the programme.

The same venture therefore creates two distinct value propositions. A strong model must work for both sides. An idea may be highly valuable to beneficiaries but difficult to finance. Conversely, it may appeal to funders while failing to respond meaningfully to the needs of the people it is intended to support. Either imbalance can undermine the venture.

A useful question for teams is:

IF THE BENEFICIARIES VALUE THE IDEA BUT NO ONE IS WILLING TO PAY FOR IT, CAN THE INITIATIVE CONTINUE TO EXIST?

The Business Model Canvas then helps teams answer a broader question: how will this idea function and remain viable in the real world? Rather than completing the nine sections in sequence, it is more useful to organise them into three connected areas.

The **value side**, developed in the first part of the session, clarifies the needs being addressed, the groups involved, and the value offered to each of them.

The **financial side** covers revenue streams and cost structure. Teams examine who benefits, who pays, and whether these are the same people. A direct model means that the user pays for the product or service. In an indirect model, another actor-such as a municipality, public institution, NGO, foundation, or company-pays on the beneficiary's behalf. A hybrid model combines several sources of income.

When teams suggest that "the government should pay," encourage them to make the proposition more precise:

- What value does the initiative create for the public institution?
- Why would the institution choose this service?
- What makes this team or model more suitable than existing alternatives?
- Could the initiative operate through more than one revenue model?

The delivery side covers the channels, key activities, resources, and partnerships needed to make the venture work. Teams should identify the practical requirements of delivery, including staff time, materials, premises, utilities, specialist expertise, technology, transport, and administration.

Conclude the analysis with two survival questions:

Does this model work as a whole?

What happens if one essential element fails?

The discussion should be framed carefully. The purpose is not to suggest that every initiative must become a conventional business. A grant-funded model may be entirely appropriate. However, a model that combines several sources of support or income is often more resilient than one that depends on a single funder, contract, or customer.

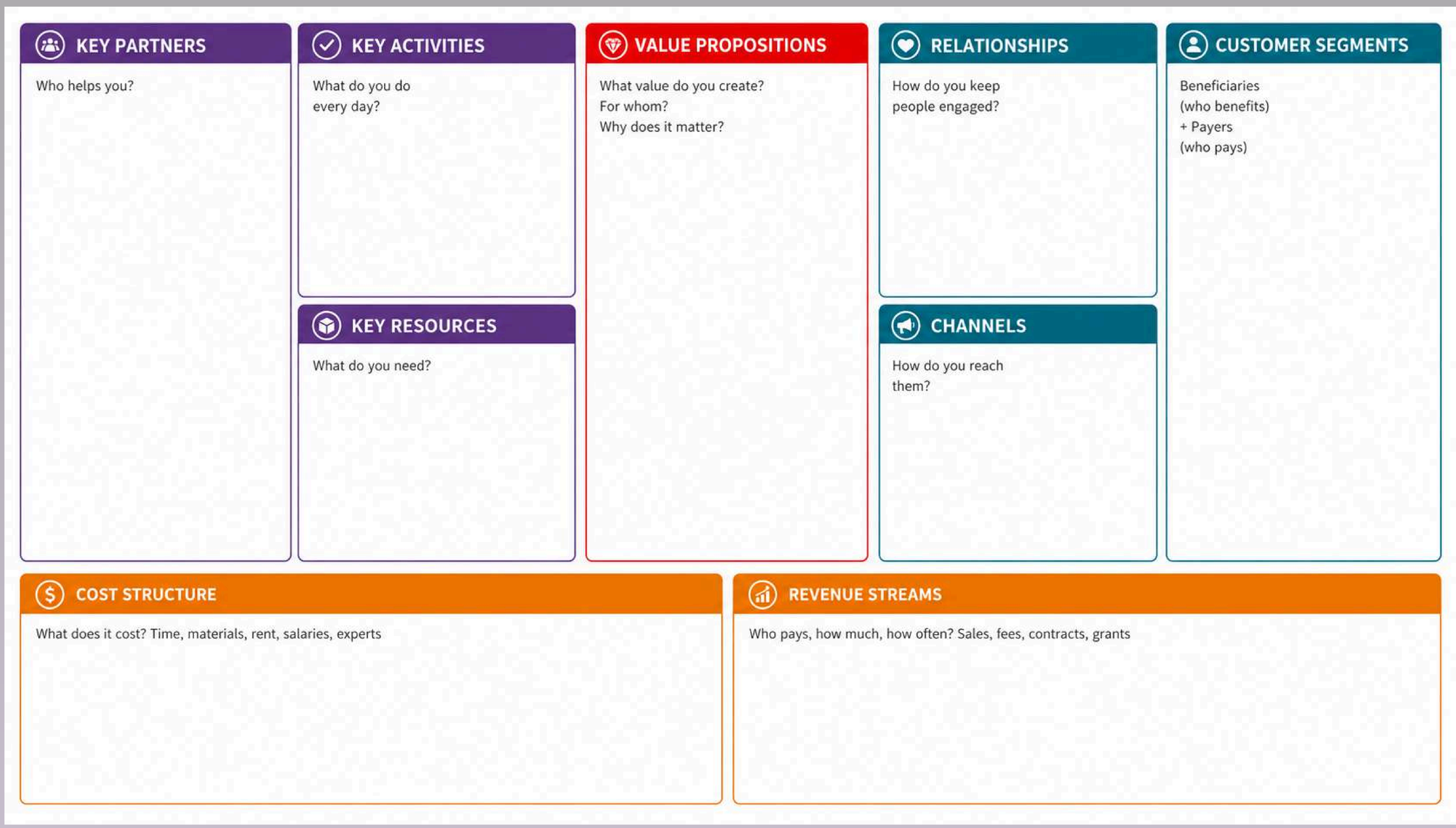
SESSION PLAN - SESSION A: VALUE PROPOSITION CANVAS (2 H)

Time	Block	What happens	Materials
0:00	Opener - “Who is your customer?”	Each team answers in one sentence. The facilitator writes answers up, then introduces the twist: “You don't have one customer. You have at least two.”	Flipchart
0:10	Input - VPC anatomy	Circle and square, with the migrant-jobs worked example (both canvases shown).	VPC poster
0:25	Build - Canvas 1: Beneficiary	Teams fill the customer profile from interview data, then the value map. Facilitator patrols for invented pains: “Which interview did that come from?”	A3 VPC #1
0:50	Build - Canvas 2: Payer	Teams identify the most plausible payer (municipality? employers? customers with money? an NGO?) and build their profile and value map. This is new thinking for most teams - allow struggle.	A3 VPC #2
1:20	Compare - alignment & conflict	Teams mark where the two canvases align and where they conflict, then answer aloud: “Who are you actually designing for?” Uncomfortable - and meant to be.	Both canvases

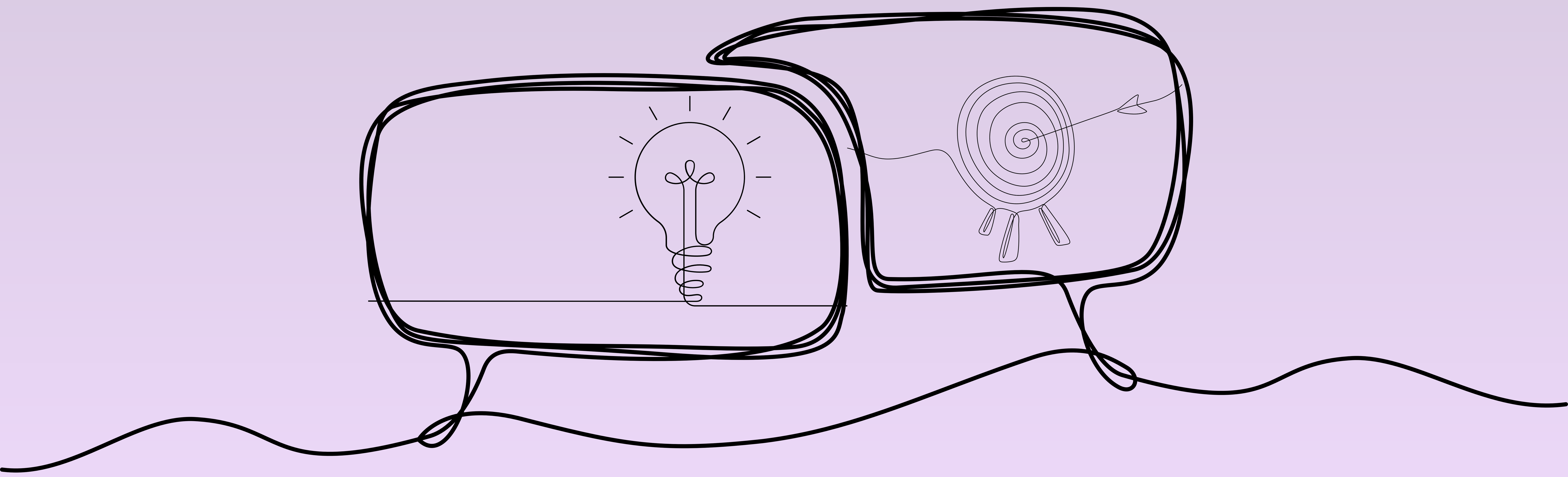
Time	Block	What happens	Materials
1:40	Add the third possibility	“Can someone directly pay for this - even partially?” Teams note one potential market customer and what they'd pay for.	Sticky notes
1:50	Checkpoint reflection	The closing question of record: “If your beneficiary loves your idea, but no one pays - does it exist?”	-

SESSION PLAN - SESSION B: BUSINESS MODEL CANVAS (2 H)

Time	Block	What happens	Materials
0:00	Shock opener - “Funding disappears”	No BMC yet. “Tomorrow your funding stops. What happens?” Teams discuss; harvest: project stops, no salaries, no activities. Urgency established.	-
0:15	Forced shift - “No grants allowed”	For 20 minutes teams must answer: how do you survive? who pays? what do you offer? Grants are banned from the conversation. Uncomfortable → good.	Flipchart
0:35	Input - BMC as survival map	Introduce the canvas as the tool that organises the pieces they just struggled with. Clusters: value / money / delivery. Direct-indirect-hybrid payment models.	BMC poster
0:50	Build - core model	Teams fill: customer segments (split! beneficiaries + payers), value propositions (imported from Session A), revenue streams, cost structure. Only then delivery blocks: channels, key activities, key resources, key partners.	A3 BMC/SBMC
1:20	System Stress Test	Teams rotate and challenge each other's canvas: “Why would someone pay?” “What if your costs double?” “What if your key partner leaves?” Each team leaves one written risk on the canvas it visited.	Risk cards
1:40	Iterate	Teams adjust their model in response to the stress test; mark the weakest block with a warning sticker - their homework.	Stickers
1:50	Closing question	“Would your idea survive without external support?” Round of one-sentence answers; no wrong answers, only honest ones.	-



The Business Model Canvas, clustered: value (red), money (orange), delivery (purple/teal). A3 print in Part IV.



FACILITATION TIPS & ADAPTATION

- Prepare two Value Proposition Canvases for each team from the beginning. Physically introducing the second canvas often communicates the idea of two distinct customer groups more effectively than explanation alone.

- Where teams need to test or refine their assumptions, use the VPC interview sheet provided in Part IV. Between Sessions A and B, participants can ask five structured questions to a real potential beneficiary, customer, funder, or institutional partner.

- If participants are uncomfortable with numbers, keep Session B at a qualitative level. Focus on identifying the main costs, possible sources of income, and who might be willing to pay. Detailed budgeting can be addressed later through a dedicated finance session or individual mentoring.

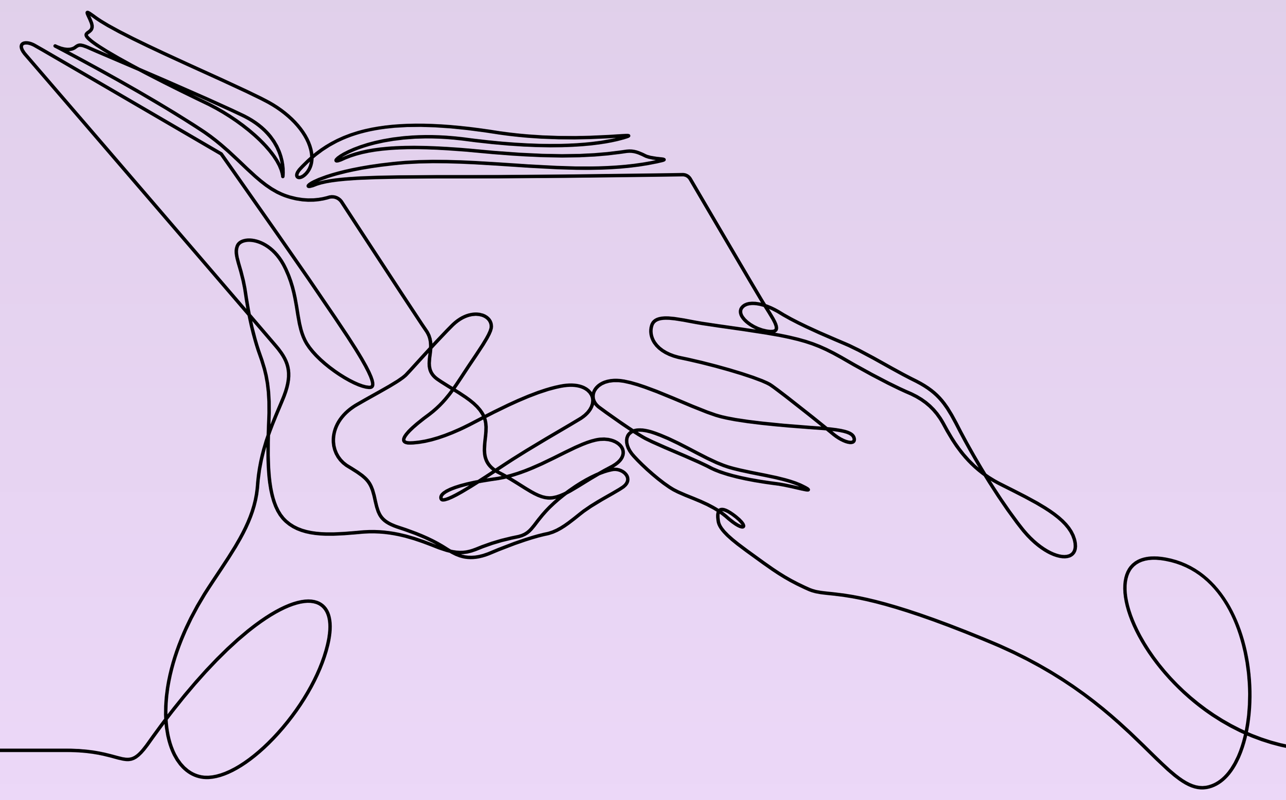
- The completed Social Business Model Canvas is a prerequisite for Module 15. Teams should have a coherent canvas before they begin preparing their final pitch.

ASSESSMENT & REFLECTION

The main learning artefacts are two completed Value Proposition Canvases and one stress-tested Social Business Model Canvas. Teams should mark the block they consider weakest or most uncertain, making clear which part of the model requires further research or testing.

For the EntreComp self-assessment, ask participants to rate the following statement from 1 to 5:

I can explain who benefits from my idea, who pays for it, and why both groups would choose to participate.



MODULE

9

Finding Customers & Market Fit

Phase 3 · Design - "Understand who will actually buy the product or service."

Duration	2 hours
Group size	8–24 in project teams
EntereComp focus	Spotting opportunities · Financial & economic literacy (secondary: Mobilising others)
Materials	Persona template (A3), segmentation grid, flipcharts, markers, sticky notes; optional phones for a live micro-survey
Builds on	Twin VPCs from Module 8

LEARNING OBJECTIVES

- **Knowledge:** participants understand market segmentation, personas, early adopters, and what "market fit" means for a community-scale venture.
- **Skills:** participants can segment a market by need and behaviour (not just demographics), build an evidence-based persona, choose a beachhead segment, and design a simple first-hundred-customers plan.
- **Attitudes:** respect for the customer's actual behaviour over the team's hopes; willingness to start embarrassingly small and specific.

FACILITATOR'S BRIEFING (THEORY INPUT)

“Everyone” is not a meaningful market segment. An attempt to design an offer for everyone usually results in something that responds well to no one. For a new venture, beginning with a clearly defined group makes it easier to understand the need, test the offer, and build trust.

For small ventures, segmentation is often more useful when based on behaviour and circumstances rather than broad demographic categories. Participants should consider the specific need people experience, what triggers that need, and how they currently address it. “Working parents whose shifts end after the local childcare facility closes” is a defined segment; “families” is not.

Within this segment, teams should identify potential early adopters: people who experience the problem most strongly and are already trying to solve it. They may be paying a neighbour, travelling long distances, relying on an inconvenient alternative, or going without the service altogether. Because the need is immediate, these people are often more willing to test an imperfect first version, provide useful feedback, and recommend an effective service to others.

A persona turns the selected segment into a concrete person whom the team can keep in mind when making decisions. The persona should include a name, situation, relevant jobs, pains, and gains identified in Module 8, as well as where the person finds information, whom they trust, and what they may be willing and able to pay.
As with the earlier empathy work, every important element of the persona should be grounded in something a real person has said or done. A persona created entirely from imagination risks turning the team’s assumptions and biases into a fictional customer profile.

At community level, market fit has a practical meaning: people repeatedly choose the offer instead of their current alternative and recommend it to others. A small venture does not necessarily need complex analytics to identify this. Return visits, repeated purchases, requests to continue, and unsolicited recommendations can provide strong early evidence.

For a venture with little or no marketing budget, the go-to-market plan can be framed as a plan for reaching the first hundred customers or users. Teams should ask:

- Where do members of the initial target segment already meet, communicate, or seek support?
- Which physical spaces, online groups, organisations, or institutions already connect them?
- Which trusted people could introduce or recommend the offer?
- What is the smallest realistic test that would generate useful evidence?

Trusted multipliers may include job-centre advisers, community leaders, teachers, football coaches, pharmacists, social workers, or local association representatives. A first test might take the form of a market stall, a pilot evening, a limited workshop, ten pre-orders, or a trial service for a small group.
The aim is not to launch the complete venture immediately, but to move from assumptions to evidence. This work leads directly into Modules 13 and 14, where participants learn how to communicate with their selected audience, and Module 15, where they use the evidence gathered to strengthen their final pitch.

SESSION PLAN

Time	Block	What happens	Materials
0:00	Opener - "Sell me a pen... to whom?"	The facilitator holds up a mundane object; the group must invent three completely different buyers with three different reasons. Point: value depends on the segment, not the object.	Any object
0:15	Input - Segments, early adopters, fit	Briefing as above; one local worked example on the wall.	Flipchart
0:30	Activity 1 - Slice the market	Teams brainstorm every conceivable user group for their venture, then cluster by need + trigger + current alternative. Each team picks a beachhead segment and defends the choice against the facilitator's challenge: "Why them first?"	Segmentation grid
1:00	Activity 2 - Persona from evidence	Teams build one persona on the template, importing interview data. Empty fields = knowledge gaps = questions for the next field task.	A3 persona template
1:25	Activity 3 - First Hundred Customers	Teams map: 3 places the segment gathers, 3 trusted multipliers, 1 smallest testable offer with a date. Written as commitments, not ideas.	Flipchart
1:45	Micro-pitch & peer check	Each team presents a persona + first-customer plan in 2 minutes; audience challenge: "Would this person really switch from their current solution? Why?"	-
1:55	Reflection	What shrank today - and why is that good news?	-

HANDOUTS & MATERIALS

HANDOUT - Persona template (fields)

- Name, age, situation (one line that makes them real): ....
- The job they're trying to get done / the trigger moment: ....
- Their current alternative (what do they do today?): ....
- Top pain (verbatim quote if possible): .... · Top hoped-for gain: ....
- Where they get information / who they trust: ....
- What they could realistically pay (money, time, effort): ....
- Evidence base: which interviews/observations does this persona come from? ....

TIP - Live validation, zero budget
If the session runs in a community venue, use the building: send each team out for 15 minutes to test one persona assumption on two real people (staff, visitors, passers-by). Teams return with confirmed/broken assumptions - and experience how cheap validation actually is. This replaces Activity 3's first ten minutes.

FACILITATION TIPS & ADAPTATION

- Participants may resist narrowing their target group and argue that "everyone needs this." Respond by bringing the discussion back to practical reach and commitment. A community venture with 30 loyal customers or users has a foundation on which to build; an idea that attracts only mild interest from 3,000 people does not.

- Personas can also represent institutional customers or payers. For ventures that depend on public-sector funding or contracts, teams may develop a persona such as "the municipal integration officer." This helps them understand the priorities, constraints, and decision-making logic of the organisation expected to pay and links directly to the stakeholder work in Module 10.

- In rural areas, target segments may be small in absolute numbers. Trusted multipliers therefore become especially important. One well-connected and credible person may provide access to a large share of the relevant group.

- Keep the personas visible throughout Modules 13–15. Teams should use them as a reference point when making decisions about branding, communication, outreach, and pitching.

ASSESSMENT & REFLECTION

The main learning artefacts are a completed segmentation grid, an evidence-based persona, and a first-hundred-customers plan that includes at least one specific, dated action.

For the EntreComp self-assessment, ask participants to rate the following statement from 1 to 5:

I can describe my first customer or user clearly enough that another person would know how to recognise and reach them.

MODULE

10

Stakeholder Mapping & Ecosystems

Phase 3 · Design - "You don't build a business alone; you build it within a network."

Duration	90 min – 2 hours
Group size	8–24
EntereComp focus	Mobilising others · Working with others (secondary: Ethical & sustainable thinking)
Materials	Whiteboard/flipcharts, markers, sticky notes, projector (optional), printed power–interest grid (A3), stakeholder role cards

LEARNING OBJECTIVES

- **Knowledge:** participants can define stakeholders, explain the concept of a stakeholder ecosystem and its interconnections, describe key mapping frameworks (e.g. the power–interest grid), and recognise ethical considerations in engaging stakeholders.
- **Skills:** participants can identify and categorise stakeholders, develop a stakeholder map, analyse interests, influence and impact, prioritise stakeholders, and communicate stakeholder insights to support decisions.
- **Attitudes:** empathy and respect toward diverse stakeholder perspectives; valuing transparency, accountability and ethics; openness to adapting strategy based on stakeholder needs; recognising the long-term importance of trust.

FACILITATOR'S BRIEFING (THEORY INPUT)

No project operates in isolation. Every initiative is part of an ecosystem of people, organisations, institutions, and relationships that can influence its development and may themselves be affected by its success.

A stakeholder is any person, group, or organisation with an interest in the venture. This may include customers, beneficiaries, funders, public authorities, neighbours, competitors, suppliers, media, community leaders, and partner organisations. An ecosystem perspective goes beyond identifying these actors. It also examines the relationships between them, including flows of information and resources, formal and informal influence, alliances, dependencies, and possible tensions.

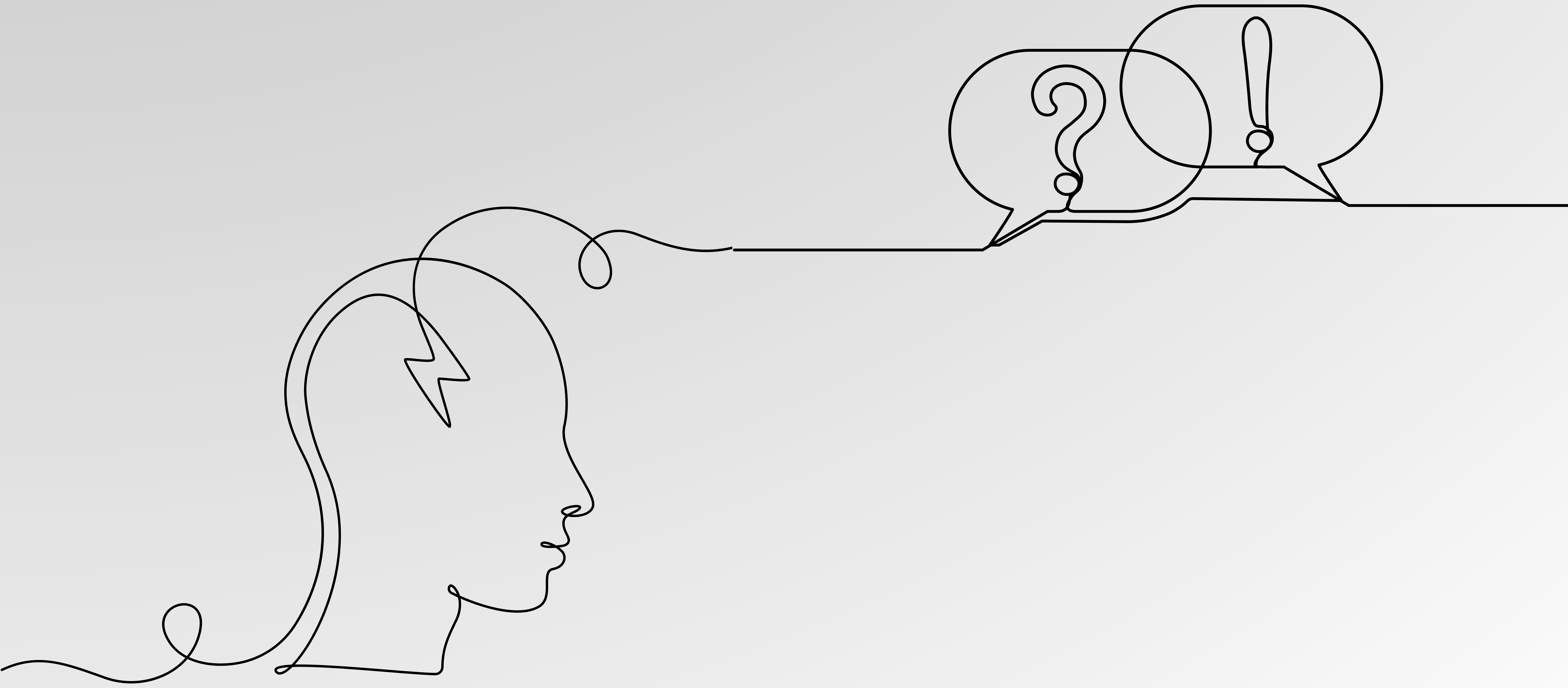
For a social venture in a small community, this ecosystem often forms the less visible half of the business model. A municipality may provide access to premises, a job centre may refer participants, a local newspaper may help build credibility, and an established business may view the new initiative as competition. Understanding these relationships early can help a team identify support, anticipate resistance, and avoid relying too heavily on a single actor.

The power–interest grid helps teams prioritise stakeholders. **Power** refers to a stakeholder's ability to influence the project, while **interest** describes how strongly they are affected by or engaged with it.

Stakeholders with high power and high interest should be engaged closely through regular, direct, and transparent communication. Those with high power but lower interest should be kept satisfied and should not be surprised by important developments. Stakeholders with lower formal power but high interest should be kept informed and given meaningful opportunities to contribute. This group may include beneficiaries, volunteers, and committed community supporters. Stakeholders with both low power and low interest can be monitored without requiring intensive engagement.

Two ethical principles should guide the exercise. First, stakeholder mapping is a tool for understanding relationships and building trust, not for manipulating people. Second, limited formal power does not make a stakeholder's perspective less important. Beneficiaries may have little institutional influence, but an ethical social venture must still give substantial weight to their interests, experience, and voice.

The power–interest grid - where to invest scarce relationship energy.



SESSION PLAN

Time	Block	What happens	Materials
0:00	Introduction	Open with: “Who can influence the success or failure of a project?” Harvest quick answers (customers, managers, government, communities). Frame stakeholders and ecosystems; preview the session.	-
0:10	Icebreaker - “Who's Involved?”	Small groups get a simple scenario (e.g. opening a café) and 5 minutes to list as many stakeholders as possible. Share; facilitator highlights unexpected finds.	Flipcharts
0:20	Activity 1 - Stakeholder Role Play	Each participant receives a stakeholder role (customer, investor, regulator, local resident...) for a scenario such as building a new shopping centre; each introduces themselves in role with one concern or expectation.	Role cards
0:35	Activity 2 - Power Line	Room becomes a line: “High influence” ⇔ “Low influence”. Facilitator reads stakeholders; participants position themselves where they judge that actor sits; discuss differences in perception.	Signs
0:50	Activity 3 - Power vs Interest Grid	Introduce the 2×2 (draw live, define power and interest). Teams map the stakeholders of their OWN venture from Modules 8–9 onto the grid; then mark the top 3 relationships to build first and note one engagement action each.	A3 grids
1:20	Activity 4 - Stakeholder Drama	Simulation: a live “community meeting” about one team's real venture. Roles with goals and hidden motivations; facilitator injects a conflict or decision point; participants negotiate, form alliances, oppose.	Role cards
1:45	Debrief & reflection	What did the drama reveal that the grid could not? Which stakeholder surprised you? How will you engage your top 3 - and how will you make sure beneficiaries are heard despite low power?	-

FACILITATION TIPS & ADAPTATION

- Use a fictional scenario for Activities 1 and 2 before asking teams to work with their own ventures in Activity 3. This sequence allows participants to practise the tools in a lower-stakes setting before applying them to real relationships and interests.

- During the role-play, assign hidden-motivation cards to participants who are comfortable improvising and managing ambiguity. Give observers a simple checklist to guide their attention, including questions such as: Who formed alliances? Whose interests were prioritised? Whose concerns were overlooked? How did formal and informal power shape the discussion?

- For ventures working with migrant communities, make sure that the stakeholder map includes diaspora networks, religious and cultural organisations, and informal community leaders. These actors often hold considerable trust and influence within the community, yet they are frequently absent from initial stakeholder maps.

- As a follow-up, organisations may use the same tools to conduct a stakeholder workshop around their own programmes or services. The module can also be adapted to reflect the local institutional landscape, community structures, and decision-making processes.

ASSESSMENT & REFLECTION

Conclude the session with individual reflection using the following questions:

- What is your main takeaway from the session?
- Which of the tools are you most likely to use in your work?
- How has your understanding of stakeholders changed?

Participants may also complete a short feedback survey covering the clarity, usefulness, engagement, facilitation, and relevance of the session. A template is provided in Part IV.

Facilitators should reflect on the session by considering which activities were most effective, whether the learning objectives were achieved, where participants encountered difficulties, whether the timing was appropriate, and what could be improved in future delivery.

The main learning artefact is each team's completed power–interest grid, accompanied by three specific actions for engaging priority stakeholders.

Phase 4: Act & Communicate

Modules 11–15 develop the interpersonal and communication skills needed to bring a business idea into the world. Participants learn how to work effectively in diverse teams, communicate in ways that engage others, build a clear and credible brand, reach potential customers through digital channels, and present their ideas to the people who can support, fund, or approve them.

MODULE

11

Teamwork & Intercultural Collaboration

Phase 4 · Act & Communicate - “Diversity as a strength, not a barrier.”

Duration	90 min – 2 hours
Group size	8–24
EntreComp focus	Working with others (secondary: Self-awareness & self-efficacy)
Materials	Flipcharts, markers, sticky notes, paper, tape, straws or similar building material, Cultural Bingo sheets, secret role cards, Lost-at-Sea item list, projector (optional)

LEARNING OBJECTIVES

- **Knowledge:** participants can define key concepts of teamwork and intercultural collaboration; explain characteristics of effective teams and stages of team development; describe how culture influences communication styles, behaviours and expectations; recognise common challenges in intercultural teamwork; understand why diversity and inclusion drive performance and innovation.
- **Skills:** participants can communicate effectively in diverse teams, adapt style to different cultural contexts, share responsibilities toward team goals, identify and address misunderstandings, and apply active listening, feedback and negotiation techniques.
- **Attitudes:** openness and respect toward cultural differences; curiosity to learn from other perspectives; valuing diversity as a strength; empathy and cultural sensitivity; fostering trust, cooperation and mutual understanding.

FACILITATOR'S BRIEFING (THEORY INPUT)

In a world where we increasingly collaborate across cultures, backgrounds and perspectives, teamwork is not just about working together - it is about understanding each other. Two compact models carry the input. Tuckman's stages (forming, storming, norming, performing) normalise conflict: storming is not failure, it is a stage - teams that never storm often never perform either. And cultural difference operates on predictable dimensions: direct versus indirect communication, attitudes to hierarchy, relationship-first versus task-first working, and different relationships to time and punctuality. None of these is right or wrong; trouble comes from reading someone else's style through your own rulebook - the direct colleague is not rude, the indirect one is not evasive.

The evidence for diversity is worth stating plainly: diverse teams outperform homogeneous ones on complex problems because they hold more perspectives - but only when communication is inclusive; otherwise the same diversity produces friction instead of insight. That conditional is the module: the activities manufacture moments where difference causes friction, and the debriefs convert the friction into technique (turn-taking, clear language, checking understanding, explicit norms). For entrepreneurial teams the payoff is concrete: a team that spans communities sees more of the market, speaks more of its languages and holds more of its trust.

SESSION PLAN

TIME	BLOCK	WHAT HAPPENS	MATERIALS
0:00	**Introduction**	What effective teamwork in diverse teams really means; preview: practical skills - active listening, inclusive communication, conflict resolution.	-
0:10	**Icebreaker - My Culture, My Way**	Each participant shares: one communication habit from their culture, one workplace norm (punctuality, hierarchy...), one thing others might misunderstand. Debrief: What surprised you? What differences did you notice? How can misunderstandings be avoided?	-

0:25	**Activity 1 - Cultural Bingo**	Bingo sheets with statements ("speaks more than 2 languages", "has lived abroad", "celebrates a unique holiday"). Participants mingle, collect names, first full line shouts Bingo. Debrief on surprising discoveries and the diversity in the room.	Bingo sheets
0:40	**Activity 2 - The Broken Project**	Teams plan an event, but members hold secret roles: one avoids conflict, one dominates, one misunderstands instructions, one is very detail-focused. Debrief: What challenges arose? How did roles affect teamwork? What would you do differently?	Secret role cards
1:05	**Activity 3 - Lost at Sea**	Individual ranking of 15 survival items, then group consensus ranking, then comparison (optionally against expert list). Debrief: group dynamics, communication styles, decision-making under disagreement.	Item lists
1:25	**Activity 4 - Build It Together**	Teams build the tallest tower under constraints: one member may not speak, one may not touch materials. Debrief: What worked? How did constraints change who contributed - and who leads when words are removed?	Paper, straws, tape
1:45	**Reflection & closing**	What did you learn about teamwork in diverse groups? What challenged you most? How did your communication style affect others? What will you do differently?	-

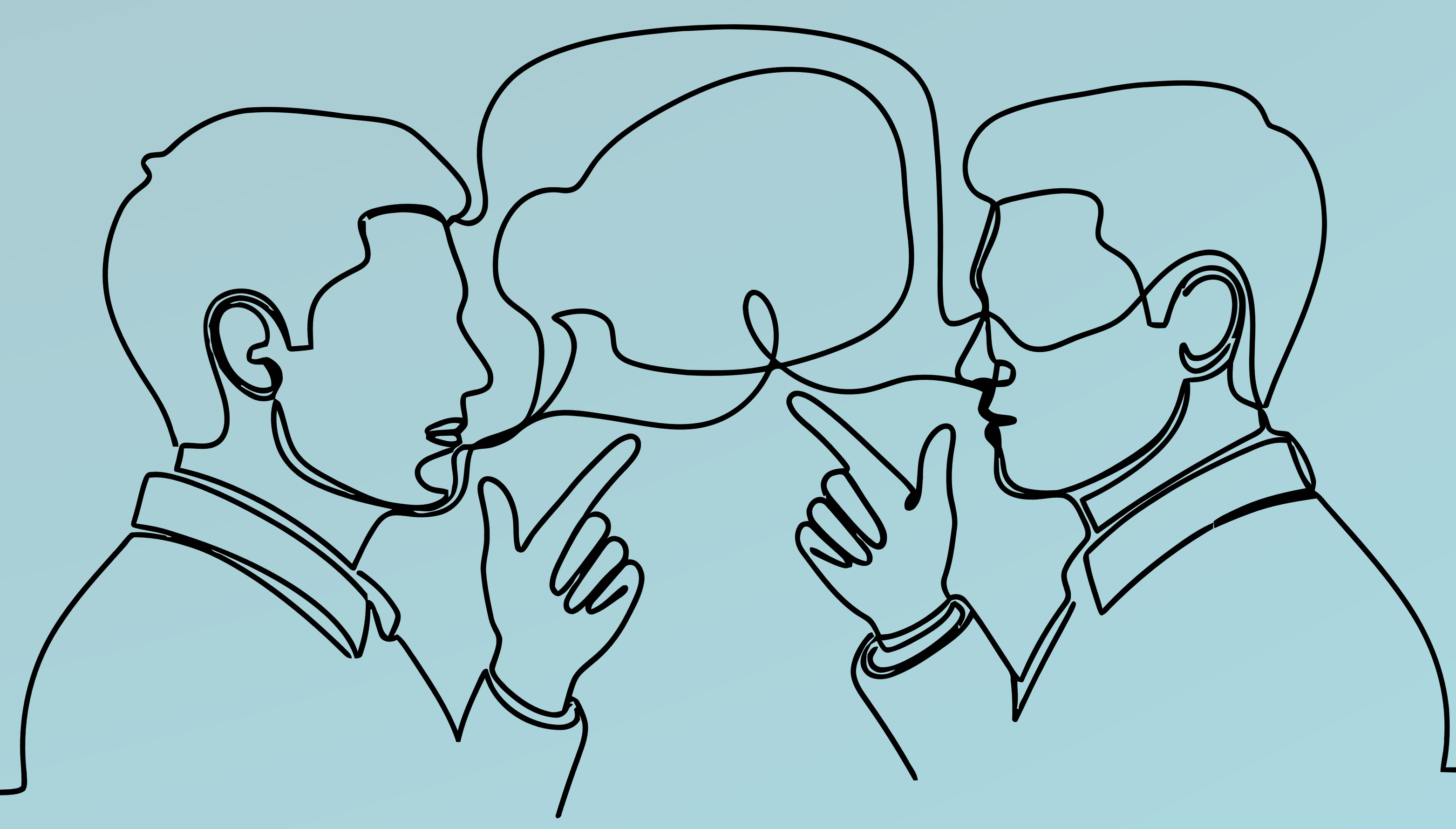
TIP - Choose two, run them well
In 90 minutes, run the icebreaker plus TWO main activities with full debriefs rather than all four rushed. Broken Project + Build It Together is the strongest pairing for entrepreneurial groups: one exposes interpersonal dynamics, the other exposes structural exclusion - and both map directly onto what will happen inside their venture teams.

FACILITATION TIPS & ADAPTATION

- This module doubles as team maintenance: run it right after project teams form (the 4-day format places a first dose on Day 1) and return to its vocabulary whenever a team storms.
- Cultural sharing must stay voluntary and self-defined - participants speak for themselves, never as ambassadors of "their culture". Intervene if the group starts generalising.
- The constraints in Build It Together quietly simulate language barriers and gatekeeping; name this in the debrief only after participants describe the experience themselves.
- Partners' follow-up practice: apply inclusive meeting techniques (clear language, turn-taking, active listening) in daily work; share experiences and good practices across the consortium.

ASSESSMENT & REFLECTION

Self-reflection prompts as in the session plan; feedback survey (clarity, usefulness, engagement, facilitation, relevance - template in Part IV); facilitator reflection: were objectives achieved, which activities worked best or least, how did participants respond to intercultural topics, were there sensitivity or engagement challenges.



MODULE

12

Communication & Presentation Skills

Phase 4 · Act & Communicate - "Good communication is simple, clear, and understood."

Duration	90 min – 2 hours
Group size	8–20 (presentation practice needs airtime per person)
EntreComp focus	Mobilising others · Self-awareness & self-efficacy
Materials	Flipcharts, markers, sticky notes, projector, feedback sheets, timer

LEARNING OBJECTIVES

- **Knowledge:** participants can define key principles of effective communication (verbal, non-verbal, written); explain the elements of a structured presentation (introduction, main message, conclusion); identify communication styles and audience needs; understand the role of body language, tone and visual aids; recognise common communication barriers.
- **Skills:** participants can communicate ideas clearly and confidently, structure and deliver presentations with a clear message, adapt style to audience and purpose, use voice, body language and visuals effectively, practise active listening and give constructive feedback.
- **Attitudes:** confidence and willingness to speak publicly; valuing clarity, simplicity and audience-centred communication; respect for diverse perspectives and styles; motivation to communicate responsibly and ethically.

FACILITATOR'S BRIEFING (THEORY INPUT)

Open with the group's own definitions - what is good communication, what is bad communication? - and distil the key message: good communication is simple, clear, and understood. The structural rule: every message needs an introduction (why should I listen?), a main body of at most three points, and a conclusion that tells the audience what to do with what they heard. The audience rule: adapt to their knowledge, expectations and cultural background - the same content is a story for neighbours and a numbers-first summary for a bank. The delivery rule: how you say it carries much of the meaning - eye contact, posture, pace and pauses either reinforce your words or argue with them; nervousness is normal and manageable (breathing, rehearsal, visualising success, positive self-talk).

For learners presenting in a second or third language, add the liberating reframe: clarity beats eloquence. Short sentences, concrete words and a confident pause outperform complex grammar delivered anxiously. An accent is not a barrier to being understood - disorganisation is. Active listening completes the loop: summarising what you heard and asking clarifying questions is half of every negotiation, sale and partnership the participants will ever conduct - which is why this module trains listening as deliberately as speaking.

SESSION PLAN

TIME	BLOCK	WHAT HAPPENS	MATERIALS
0:00	**Introduction**	Group harvest: good vs bad communication. Key message and the four goals: communicate simply, structure messages, adapt to audiences, build confidence.	Flipchart
0:10	**Icebreaker - Two Truths and a Lie, presentation style**	Each participant prepares two truths and one lie, presents convincingly (clear voice, body language); group votes on the lie. Debrief: What made a speaker convincing? How did body language and tone influence your vote?	-

0:30	**Activity 1 - 1-Minute Elevator Pitch**	Topic: “my work experience” (or “my project idea”). Structure on the board: Start - who are you? Middle - what did you do? End - what do you want? 5–10 min preparation, delivery in small groups, peer feedback on clarity, confidence, structure, timing; optional second attempt incorporating feedback.	Timer, structure board
0:55	**Activity 2 - Active Listening & Paraphrasing**	Pairs: speaker (2–3 min on a personal topic) and listener (no interruptions, attentive body language), then the listener paraphrases and the speaker corrects. Swap. Debrief: What made listening difficult? How accurate were the summaries? What improved understanding?	-
1:15	**Activity 3 - Presentation Skills Lab**	Short presentations (3–5 min) prepared individually or in pairs (15–20 min prep) with intro/points/conclusion and at least one visual aid. Observers use the feedback sheet: body language, voice, structure, engagement. Structured feedback; optional improved re-run.	Feedback sheets, flipcharts
1:50	**Reflection & quiz**	Short knowledge quiz (below) and closing round: one technique I will use next time I speak.	Quiz

HANDOUTS & MATERIALS

HANDOUT - Observer feedback sheet

- Body language: eye contact, posture, gestures - what supported the message?
- Voice: clarity, pace, tone, pauses - could you follow comfortably?
- Structure: did you catch the opening hook, the (max 3) main points, the conclusion?
- Engagement: one moment that held your attention; one suggestion for next time.
- Rule: feedback is specific, behavioural and starts with what worked.

HANDOUT - Check-out quiz (answers in italics)

- Most important when preparing a presentation? - knowing your audience and structuring your message clearly.
- Non-verbal communication includes tone of voice, eye contact, gestures, facial expressions - all of the above.
- A common barrier to communication? - jargon and unclear terminology.
- A strong presentation has a clear introduction, main points and conclusion - true.
- Focus solely on what you want to say rather than adapting to the audience - false.
- Active listening means summarising what the speaker said and asking clarifying questions - true.
- Name two techniques to reduce nervousness - e.g. deep breathing, rehearsal, visualising success, positive self-talk.
- Why adapt style to different audiences? - different knowledge, expectations and cultural backgrounds; adapting keeps the message understood and engaging.

FACILITATION TIPS & ADAPTATION

- Applause after every single speaker, no exceptions - the module's job is to build the association speaking = survivable, then speaking = enjoyable.
- Let participants pitch in pairs first if solo feels too exposed; the Lab can be delivered jointly.
- Second-language groups: allow notes as safety net but reward speakers who depart from them; never correct grammar in feedback - only clarity and structure.
- This module is deliberate preparation for Module 15; keep the feedback sheets, participants will reuse them at pitch training.

ASSESSMENT & REFLECTION

Artefacts: peer feedback sheets and quiz results. Facilitator reflection: were objectives met, which exercises produced the biggest confidence shift, and who needs targeted encouragement before the final pitch.

MODULE

13

Branding & Communication Strategy

Phase 4 · Act & Communicate - "Create a recognisable identity for the project or business."

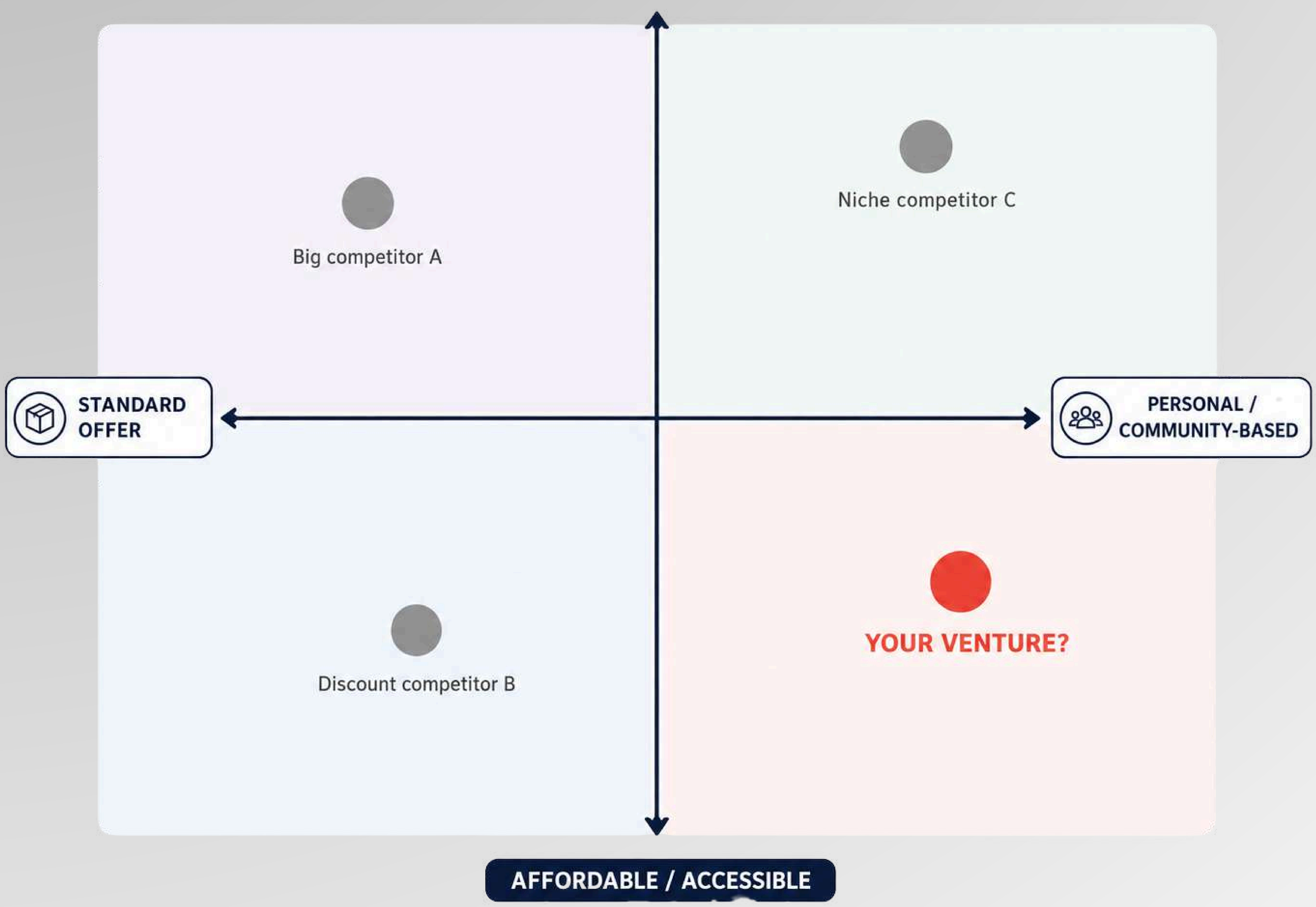
Duration	2 hours
Group size	8–24 in project teams
EntreComp focus	Creativity · Mobilising others (secondary: Vision)
Materials	Flipcharts, markers, printed positioning map (A3), USP formula sheet, brand one-pager template, coloured paper
Sources	Project USP workshop "Beyond Value: Becoming the Obvious Choice" (Erfurt, March 2026)

LEARNING OBJECTIVES

- **Knowledge:** participants understand the difference between value, USP and positioning; what a brand actually is (a promise kept consistently, not a logo); and the elements of a simple visual identity.
- **Skills:** participants can write a one-sentence USP with proof points, place their venture on a positioning map, and produce a brand one-pager (name, promise, tone, story, look).
- **Attitudes:** confidence that a tiny venture deserves - and can afford - a strong identity; honesty as brand strategy.

FACILITATOR'S BRIEFING (THEORY INPUT)

Untangle three often-confused terms, as the project's USP workshop framed it. Value is what your offer does for the customer (Module 8's territory). A USP - unique selling proposition - is the one-sentence reason to choose you over every alternative: sharp enough that a stranger can repeat it after hearing it once, and evidenced by proof points (facts a sceptic can check: numbers, testimonials, credentials, guarantees). Positioning is where you deliberately "sit" in the market relative to alternatives - found by mapping competitors on two axes that matter to your segment (price vs. personal service, standard vs. specialised) and looking for the empty space you can own. The workshop's practical output list is exactly what teams produce here: one clear USP sentence, three proof points, a one-line pitch and an 8-second version, and a positioning direction.



The positioning map - the venture claims the space competitors left empty.

Then the brand: the sum of expectations your name triggers - a promise kept consistently at every contact point. For social ventures the brand carries double freight: the offer's quality AND the mission's credibility. Two traps to warn against explicitly. Worthiness-only branding ("support us because we're good people") produces one-time charity customers; the winning frame is "choose us because we're excellent - and your money does good." And inconsistency: a small venture that shows the same name, colours, tone and promise everywhere looks bigger and more trustworthy than it is; one that changes identity between the market stall and Facebook looks smaller. Authentic story is the newcomer's unfair advantage: "bread from my grandmother's recipes, baked in Volda" cannot be copied by any chain.

SESSION PLAN

TIME	BLOCK	WHAT HAPPENS	MATERIALS
0:00	**Opener - Brand blind test**	Show 5 well-known logos/slogans stripped of names; the group guesses instantly. Then: "What do people say about YOUR venture when you leave the room? That's your current brand - let's design it on purpose."	Slides/cards
0:10	**Input - Value vs USP vs positioning**	The three-term reset with examples; anatomy of a strong USP (specific claim + proof).	Flipchart
0:25	**Activity 1 - Positioning map**	Teams choose the two axes their segment (persona from M9) truly cares about, map alternatives and competitors, and find their empty space. Gallery glance across teams.	A3 positioning maps

TIME	BLOCK	WHAT HAPPENS	MATERIALS
0:50	**Activity 2 - USP writing sprints**	Using the formula sheet, teams draft 5+ candidate USPs fast, test the best against the checklist (specific? provable? repeatable by a stranger? true?), and lock one sentence + three proof points + an 8-second version.	USP formula sheet
1:20	**Activity 3 - Brand one-pager**	Teams complete the template: name, USP, promise, tone of voice (3 adjectives), the founder story in 4 sentences, first visual choices (colours, feel). Fancy design tools not required - consistency is the deliverable.	One-pager template
1:45	**Stress test & polish**	Teams swap one-pagers; the receiving team plays sceptical customer: “Prove it. Why you? So what?” Final polish.	-
1:55	**Reflection**	Which felt harder - claiming uniqueness or proving it? What will you keep consistent from tomorrow?	-

HANDOUTS & MATERIALS

HANDOUT - Observer feedback sheet

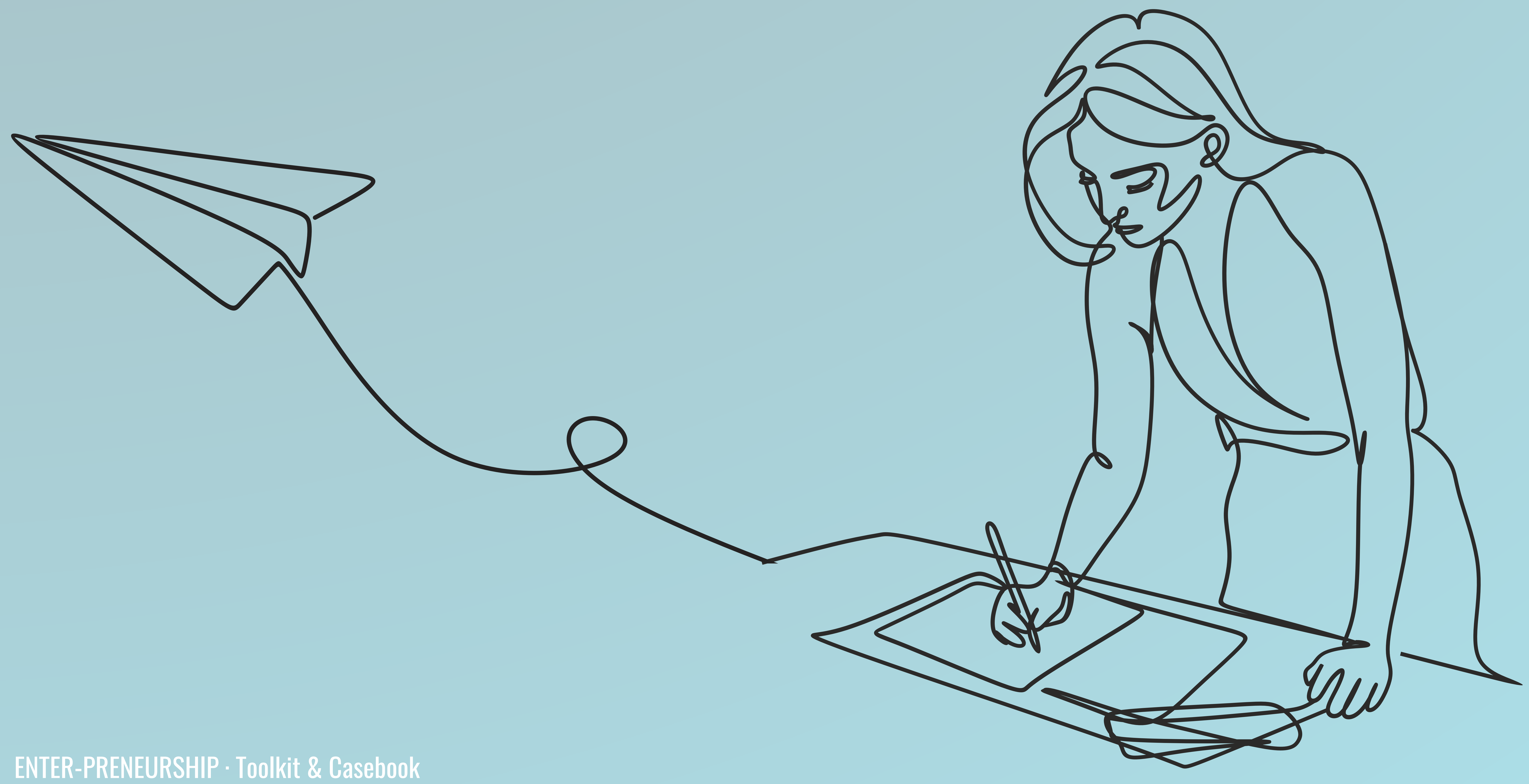
- For [segment] who [pain/job], we are the only [category] in [place] that [specific difference] - proven by [proof].
- We help [who] achieve [outcome] without [the thing they hate].
- [Product], made by [authentic origin], so that [benefit + impact].
- The 8-second version: [name] - [what] for [whom], [the one difference].
- Checklist: Specific? Provable? Repeatable by a stranger? True on your worst day?

FACILITATION TIPS & ADAPTATION

- Ban the words “quality”, “affordable” and “unique” from USP drafts - they are claims everyone makes and no one believes. Force concrete substitutes.
- If a team's positioning map shows no empty space, the problem is usually the axes - help them find the dimension their persona actually decides on.
- Mission statements are not USPs: “we empower communities” tells a customer nothing. Mission belongs in the story block of the one-pager.
- The one-pager becomes the brief for Module 14's content plan and the identity slide of the Module 15 pitch.

ASSESSMENT & REFLECTION

Artefacts: positioning map, locked USP with proof points, brand one-pager. EntreComp check (1–5): “I can explain in one sentence why someone should choose my venture - and back it with evidence.”



MODULE

14

Digital Marketing & Online Visibility

Phase 4 · Act & Communicate – "Find customers online with zero budget."

Duration	2 hours
Group size	8–24 in project teams; participants use their own phones
EntreComp focus	Mobilising resources · Digital competences (secondary: Spotting opportunities)
Materials	Phones, flipcharts, markers, 30-day content plan template, funnel poster; wifi

LEARNING OBJECTIVES

- **Knowledge:** participants understand the see–think–do–care funnel, the difference between owned/earned/paid visibility, the basics of local SEO (being findable on Google and maps), and why consistency beats virality for small ventures.
- **Skills:** participants can choose the one or two channels where their persona actually is, produce simple content with a phone, set up a Google Business-style profile checklist, and draft a realistic 30-day content plan.
- **Attitudes:** permission to be imperfect and start now; marketing as service (useful, honest content) rather than shouting.

FACILITATOR'S BRIEFING (THEORY INPUT)

Zero-budget marketing is a discipline of focus. The funnel gives the logic: people must first SEE you (discovery), then THINK about you (interest and trust), then DO something (buy, book, join), and ideally CARE (return and recommend). Each stage needs different content - and small ventures fail most often by producing only SEE-content (announcements about themselves) and wondering why nothing happens. The trust-building THINK layer - useful tips, behind-the-scenes honesty, customer stories - is what converts strangers into customers, and it is exactly the layer where an authentic founder story (Module 13) outperforms any advertising budget.

The zero-budget funnel -
every piece of content has a job at one stage.

Channel choice follows the persona, not fashion: a venture serving elderly rural residents may need a Facebook group, the local paper and a laminated poster in the shop more than any other channel; one serving young families needs Instagram and WhatsApp; one serving institutions needs LinkedIn and email. Rule: two channels done consistently beat five done sporadically. Local SEO is the highest-leverage free move for any physical or local service: a complete, photographed, review-rich business profile on the dominant search and map service often decides whether the venture exists for people searching “[service] near me”. Finally, the 30-day plan converts intention into calendar: three posts a week, each tagged to a funnel stage, batched in one production hour - sustainable beats spectacular.

SESSION PLAN

TIME	BLOCK	WHAT HAPPENS	MATERIALS
0:00	**Opener - Find yourself**	Teams google their venture idea's service + town on their phones. Who appears? (Usually: competitors or nobody.) “Nobody” = the opportunity of this session.	Phones
0:15	**Input - Funnel, channels, local SEO**	Briefing as above, anchored on two local examples the group knows.	Funnel poster
0:30	**Activity 1 - Channel audit**	Teams answer for their persona: where do they scroll, search, ask for recommendations? Choose max 2 channels and justify to a neighbour team.	Flipchart
0:50	**Activity 2 - Content sprint**	Each team produces 2 real pieces in 25 minutes with phones: one SEE piece (a post introducing the venture with photo) and one THINK piece (a useful tip or behind-the-scenes moment). Share to the room; feedback: would you stop scrolling for this?	Phones

TIME	BLOCK	WHAT HAPPENS	MATERIALS
1:15	**Activity 3 - 30-day plan**	Teams fill the calendar template: 3 slots/week, each tagged SEE/THINK/DO/CARE, plus the local-SEO checklist (profile, photos, first 3 reviews from real customers).	Plan template
1:45	**Peer commitment**	Teams exchange plans and set one accountability check: a date when they will show each other the first week's results.	-
1:55	**Reflection**	What stops you from posting the content you just made - and is that reason real?	-

HANDOUTS & MATERIALS

HANDOUT - Observer feedback sheet

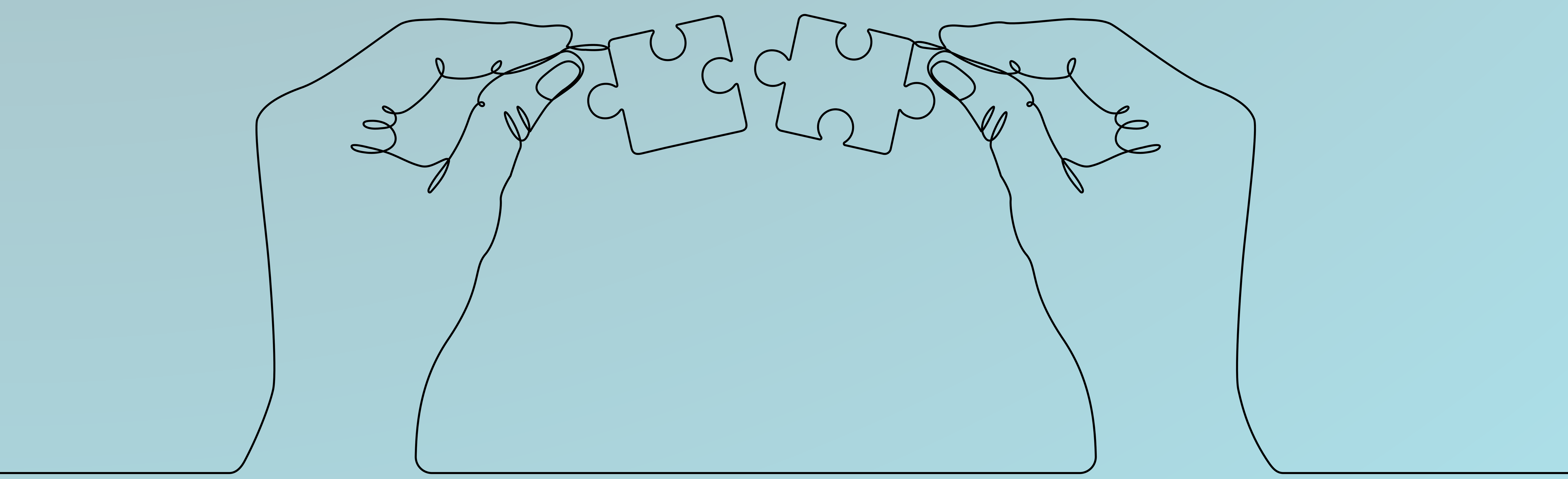
- Week rhythm: Mon - THINK (a tip, an answer to a common question) · Wed - SEE (what we're making/doing today, with photo) · Fri - CARE/DO (customer story, invitation, offer).
- Local SEO checklist: business profile claimed □ · opening hours & phone correct □ · 10+ real photos □ · first 3 reviews requested from happy customers □ · replies to every review □
- One production hour per week: batch-photograph, batch-write, schedule.
- Measure only two numbers in month one: how many people asked/came "because I saw you online", and which post they mention.

FACILITATION TIPS & ADAPTATION

- Multilingual content is an asset: encourage posting in two languages - it doubles reach and signals exactly who is welcome.
- Data privacy and image rights in 60 seconds: always ask before photographing people; never post beneficiaries in vulnerable situations.
- Low digital confidence: pair participants deliberately; the content sprint works as a two-person job (one on camera, one directing).
- If the venue has no wifi, the content sprint still works offline - drafting posts on paper storyboards; publishing becomes homework.

ASSESSMENT & REFLECTION

Artefacts: two produced content pieces, channel choice with justification, 30-day plan with accountability date. EntreComp check (1–5): “I know where my first customers look, and I have a realistic plan to be visible there.”



MODULE

15

Pitch Training & Negotiation

Phase 4 · Act & Communicate - "Prepare to pitch the final concept at the Social Hackathon."

Duration	2–3 hours (the third hour = full dress rehearsal)
Group size	8–20; every team pitches at least twice
EntreComp focus	Mobilising others · Taking the initiative · Coping with ambiguity, uncertainty & risk
Materials	Timer, pitch-arc poster, feedback sheets from M12, negotiation role cards, (optional) projector for slide-supported pitches

LEARNING OBJECTIVES

- **Knowledge:** participants know the seven-part pitch arc, how to adapt it to audiences (jury, funder, partner, customer), and basic principles of value-based negotiation (interests vs positions, BATNA, anchoring).
- **Skills:** participants can deliver a structured 3-minute pitch with a concrete ask, answer hostile questions without collapsing or overpromising, and conduct a simple negotiation that protects their venture's core interests.
- **Attitudes**: nerves reframed as energy; the ask spoken without apology; negotiation understood as joint problem-solving, not combat.

FACILITATOR'S BRIEFING (THEORY INPUT)

The pitch arc gives every team the same skeleton: hook (a story, question or striking fact that earns attention), problem (who hurts and why it matters - the Module 5 tree, compressed), solution (what you do, one sentence - the Module 13 USP), impact (proof it works: numbers, quotes, the pilot you ran), model (who pays - the Module 8 canvas in twenty seconds), team (why you are the right people; lived experience is a credential here, not a footnote), and the ask (what you need: an amount, a partnership, a room, an introduction - concrete enough to say yes to). Three minutes, one clear message, end on the ask. The most common failures, in order: no ask at all; a vague ask ("support us"); drowning the problem in solution details; and reading slides aloud. Slides, if used at all, are pictures and single numbers - the pitch is the person, not the deck.

The seven-part pitch arc - three minutes from hook to ask.

Negotiation begins the moment the pitch lands and someone says "interesting, but...". Teach three portable tools. Interests vs positions: a position is what they say ("we can only give €500"), an interest is why ("we must show results this budget year") - negotiate the interest, not the position. BATNA (best alternative to a negotiated agreement): know what you'll do if this partner says no; the team with a real alternative negotiates calmly, so never enter with only one door. Anchoring and the flinch: name your number first when you can justify it, and when their first offer comes low, don't fill the silence - restate value, then trade ("at that level we could pilot one group instead of three"). For participants who will negotiate across cultures and in second languages, add the meta-rule: slow is strong - asking for time ("let me check and come back tomorrow") is a power move, not a weakness.

SESSION PLAN

TIME	BLOCK	WHAT HAPPENS	MATERIALS
0:00	**Opener - worst pitch ever**	Facilitator (or a brave volunteer) delivers a deliberately terrible 1-minute pitch: no structure, no ask, mumbling at slides. Group deconstructs what went wrong → the arc emerges from their answers.	-
0:10	**Input - the pitch arc & the ask**	Walk the seven parts with one worked example; hard rule: every pitch ends with a concrete ask.	Arc poster
0:25	**Build - draft the pitch**	Teams assemble their pitch from existing assets (tree, USP, canvas, persona, proof). Script allowed, reading forbidden. Assign speaking parts - every member speaks at least one section in the first run.	Team materials
0:50	**Round 1 - peer pitches**	Teams pitch to teams, strict 3-minute timer. Feedback with M12 sheets + arc checklist: which parts existed, which were missing, was the ask concrete?	Timer, sheets

1:15	**Input - negotiation in 15 minutes**	Interests vs positions, BATNA, anchoring, the flinch, slow is strong - each with a 30-second demo.	Flipchart
1:30	**Activity - negotiation role-plays**	Pairs of teams: one pitches its real ask, the other plays the counterpart from a role card (skeptical funder who loves the idea but has half the budget; municipality officer who wants it free; supplier who smells inexperience). Swap. Debrief: which interests hid behind positions? Who used their BATNA?	Role cards
2:00	**Round 2 - dress rehearsal**	Full hackathon simulation: jury (facilitators/guests) with scorecards, 3-minute pitches, 3 minutes of hostile-but-fair Q&A each. Jury feedback focuses on the ask and the answers, not the polish.	Scorecards
2:45	**Closing - full circle**	Participants retrieve their Module 1 EntreComp flowers and mark their growth petals. Course-final reflection and celebration.	M1 flowers

WATCH OUT - Protecting participants in public pitching
At real hackathons and multiplier events, participants pitch to strangers, sometimes including press. Agree beforehand what personal story each speaker is comfortable sharing; rehearse one graceful deflection ("that part of my story isn't for today - but let me tell you what it taught me"); and brief juries that they are evaluating ventures, not migration biographies. A confident pitch should never require self-exposure as the price of credibility.

FACILITATION TIPS & ADAPTATION

- Film Round 1 pitches on phones (with consent) - watching yourself once improves delivery more than three rounds of verbal feedback.
- Give the hostile-question role to warm participants: the exercise needs pressure with goodwill, not cruelty.
- Teams whose ask is non-financial (a room, a partnership, referrals) often pitch better - highlight them as models; not every ask is money.
- This module is the direct rehearsal for the Social Hackathon (Casebook Case 2); if a real event follows, invite one authentic jury guest to the dress rehearsal.

ASSESSMENT & REFLECTION

Artefacts: the delivered pitch (recording), arc checklist, jury scorecards, and the before/after EntreComp flower - the programme's summative self-assessment. Facilitator reflection: is every team hackathon-ready, and who needs one more private run-through?

PART III
The Casebook

Eleven documented practices in two collections. Section A (Cases 1–6) documents methodologies and activities developed, piloted and refined during the ENTER-PRENEURSHIP project itself - what we did, what actually happened, and what we would tell a colleague before they try it. Section B (Cases 7–11) profiles established European social enterprises whose models illuminate the programme's themes; each ends with lessons and ready-to-use discussion questions, so the cases double as teaching material for the modules.

Section A

Best Practices & Methodologies from the Project

Six documented practices from ENTER-PRENEURSHIP's own activities - each with what we did, what actually happened, and what we would tell a colleague before they run it.

CASE 1

The Inequality Simulation

Methodology from the project · developed by CGE e.V. for Module 3 · piloted in Erfurt and at the Orrefors training course

Type	Experiential simulation (90 minutes) - economic systems, inequality, entrepreneurial responsibility
Group	10–24 adults; works across language levels (rules are physical)
Materials	Paper money or tokens spread through the room; socks or gloves for half the group
Used in	Module 3 (Economy for the Common Good); adaptable as a course opener on values

THE PRACTICE

Participants are told only: “We're going to simulate a simple economic system. Your goal is to collect as many resources as possible.” No mention of fairness, inequality or ethics - the system must reveal itself. Half the group puts socks on their hands; optionally, a small group starts with extra money. Nothing is justified or explained. Round 1: a free-market grab - minutes of chaos in which the unrestricted collect easily and the restricted struggle. A deliberately short reflection (“How do you feel? Was it fair?”) surfaces emotions without analysis. Round 2 repeats the same rules - this is the crucial move, because it makes structural advantage compound visibly: the gap widens, strategies emerge (alliances, hoarding, exclusion, dominance).

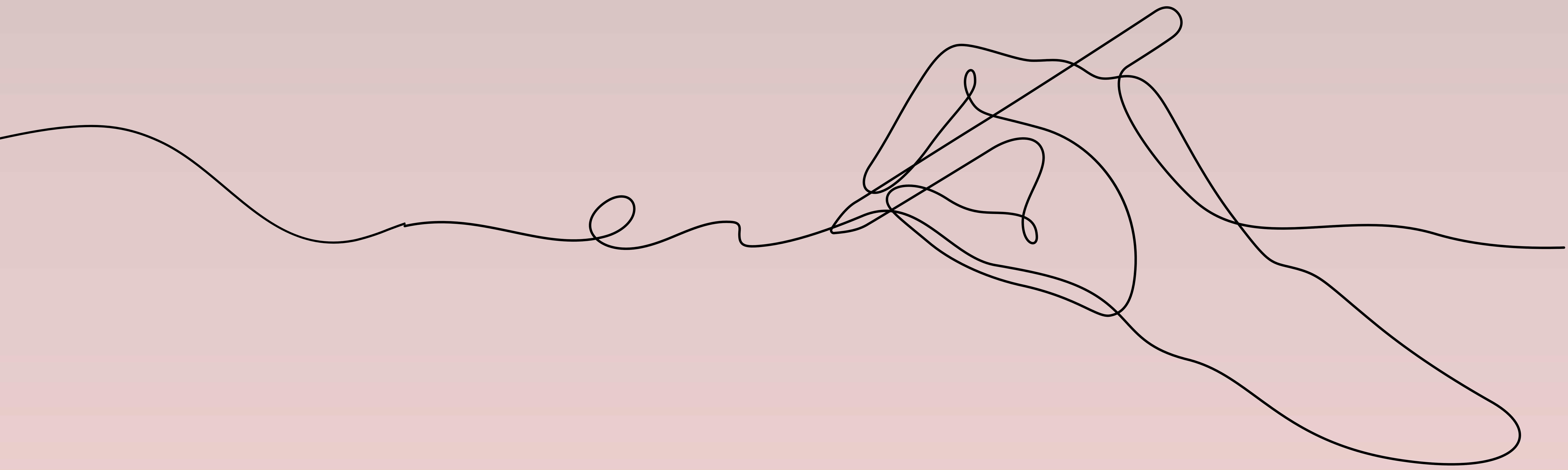
Then the system itself becomes negotiable: money is counted publicly, and the group votes - redistribute equally? tax the richest? keep the system? create support for the weakest? Majority rules; the decision is implemented, possibly with a short extra round. The deep debrief (25–30 minutes, the true core) moves through six phases: experience (who benefited, how did restriction feel?), mechanisms (what made the difference - effort or starting position? push until the group says it: structure beats effort), behaviour (what did the system reward - speed, aggression, cooperation? did anyone try to change the rules?), power (who set the rules? was the vote fair to the minority?), reality (where do we see this in real economies - who starts with socks on their hands?), and finally the bridge: what would this game look like under Economy-for-the-Common-Good values - and, as future entrepreneurs, what kind of system will you reinforce? Would you play to win, or change the rules?

WHAT HAPPENED IN PRACTICE

In pilots the simulation reliably produced genuine frustration - which is the material the debrief works with. Participants who had personally experienced structural disadvantage often became the debrief's most powerful voices, naming mechanisms from lived experience; several groups spontaneously connected the sock handicap to language barriers and credential non-recognition. The redistribution vote regularly split groups and generated the session's best arguments about majority rule and minority protection.

LESSONS FOR FACILITATORS

- Don't moralise during the game, and let unfairness escalate - fixing it early destroys the learning.
- Protect emotional safety in the debrief: some frustration is real, not performed. Name it, honour it, and only then analyse it.
- Keep the early reflection minimal ("don't overtalk") - emotions first, mechanisms later.
- A strong follow-up: let the group redesign the system's rules themselves - this links directly into the entrepreneurship modules as "rule-changing" practice.
- Facilitator pairing recommended: one runs logistics, one observes group dynamics for the debrief.



CASE 2

The Social Impulse Hackathon

Best practice from the project · format by CGE e.V., Erfurt (piloted 27–28 September 2025) · the programme's flagship community event

Type	1–2 day community innovation event; graduation format of the learning journey
Group	Mixed teams: programme participants + community members, local SMEs, job-centre and municipal staff
Tools	Empathy Map & Community Map → POV Box → Crazy 8s → Social Business Model Canvas → mock-up pitch
Used in	WP2 social hackathons in all four partner countries; adaptable as stand-alone taster or course finale

THE PRACTICE

The hackathon compresses the design-thinking core of the programme into a public, high-energy event around concrete local challenges. The documented tool chain assigns each design-thinking stage a specific instrument, chosen for its strength: the Empathy Map captures individual users' feelings and behaviours while the Community Map widens the lens to the ecosystem of stakeholders, power and resources; the POV Box distills insights into concise “user + need + insight” statements that drive strong “How might we…?” questions; Crazy 8s forces rapid, diverse idea generation that breaks out of obvious solutions; and the Social Business Model Canvas moves beyond a service sketch to show value proposition, revenue, cost and social-impact logic - essential for social enterprises - presented as a mock-up pitch to a jury of community stakeholders.

The day runs in timed blocks from a 10-minute welcome and orientation (design thinking, the challenges, common language and energy) through the tool chain to final pitches, with facilitators patrolling for the classic failure modes: teams skipping empathy to jump to their pet solution, and canvases filled with wishes instead of interview evidence.

WHAT HAPPENED IN PRACTICE

The Erfurt pilot confirmed three design decisions. Mixed teams work: pairing programme participants with community members and institutional staff produced both better ideas and instant stakeholder buy-in - several jury members became the projects' first supporters. Real challenges work: teams addressing needs that had been mapped in advance (Modules 2, 5) moved faster and pitched more credibly than teams inventing challenges on the day. And the public pitch matters: knowing that the mayor's office or the job centre would be in the room changed how seriously teams treated the money side of their canvas.

LESSONS FOR ORGANISERS

- Recruit the jury first: institutional guests confirm attendance weeks ahead, and their presence recruits the participants - not the other way round.
- Pre-map the challenges with modules 2/5 outputs, but let teams reframe them - ownership beats precision.
- Timebox brutally and visibly (countdown on the wall); the energy of a hackathon is the deadline.
- Provide all templates as large prints; digital tools fragment mixed-ability teams.
- Plan the follow-up before the event: which ideas get mentoring, meeting space or an introduction afterwards. A hackathon without follow-up is theatre - with it, it is an incubator's first day.

CASE 3

"Make-Your-Move" - the 4-Day Intensive Training Course

Case study from the project · Orrefors, Sweden, 20–25 April 2026 · the international pilot of the full module set

Type	Residential training course; pilot and validation of the toolkit
Group	Participants from SE, DE, LT, NO: migrants, refugees and international residents interested in entrepreneurship; adult educators; NGO staff. Working language English
Format	4 working days × four 90-minute sessions; role-play simulations, group work, practical exercises
Expectation	Participants facilitate the experienced modules with their sending organisations afterwards - the multiplication mechanism

THE PRACTICE

The course delivered the condensed learning journey documented in Part I (Foundations, format A): Day 1 built the container and the mindset (welcome and group agreements, Social Entrepreneurship & EntreComp, Economy for the Common Good, teamwork and intercultural collaboration); Day 2 discovered (opportunity recognition and ethics, needs mapping and problem analysis, stakeholder mapping, design thinking); Day 3 designed (Value Proposition Canvas, Business Model Canvas, working in teams, digital participation); Day 4 communicated (communication skills, branding and USPs, pitching methods, closing and certificates). Coffee breaks and shared meals were treated as part of the pedagogy - the intercultural learning documented in Module 11 happened disproportionately there.

Two design choices defined the pilot. First, the dual audience: aspiring entrepreneurs learned alongside the educators who would later facilitate the modules at home - so every session worked simultaneously as training and as facilitator demonstration, with short "fishbowl" moments where the trainer explained a facilitation choice. Second, continuity of ideas: teams formed around real project ideas early and carried them through every canvas and pitch, so by Day 4 the outputs were not exercises but drafts of real ventures.

WHAT HAPPENED IN PRACTICE

The pilot validated the module sequence and exposed the compressions documented in Part I (Modules 2, 7 and 9 woven into neighbours rather than stand-alone). The residential setting accelerated trust dramatically - facilitators judged that Day 2's needs-mapping honesty would have taken weeks in a weekly format. The certificate ceremony, mapped against EntreComp competences, was consistently named in evaluations as unexpectedly meaningful - for participants whose competences are rarely formally recognised, the document mattered.

LESSONS FOR ORGANISERS

- Protect the 90-minute session length; every attempt to squeeze two modules into one slot cost debrief time, and debrief is where the learning lives.
- Mixed educator/entrepreneur groups need explicit role moments - the fishbowl technique made the dual purpose an asset instead of a confusion.
- A remote venue is a feature: fewer exits, deeper group process (and the setting itself demonstrated Module 2's small-community themes daily).
- Send the infopack early and bilingual where possible; the arrival experience of participants with refugee background depends on logistical clarity.
- Budget evening energy realistically: optional evening activities, never additional content.

CASE 4

The Twin-Canvas Method

Methodology from the project · developed for Module 8 · the toolkit's core contribution to social-venture design

Type	Workshop methodology (60–90 min block inside Module 8)
Core move	Every social venture builds TWO Value Proposition Canvases - beneficiary and payer - and confronts their alignment
Used in	Module 8 Session A; hackathons; partner follow-up trainings

THE PRACTICE

Teams arriving from NGO or community contexts habitually design for the person they want to help and treat money as someone else's later problem - "problem → activity → funding". The twin-canvas method interrupts this by materialising the funder as a customer with their own jobs, pains and gains. The worked example from the pilots: a venture helping migrants access jobs. The beneficiary canvas (migrants) shows jobs = find employment, navigate the system; pains = language barrier, no network, bureaucracy; gains = stable job, independence; value = training, matching, support. The payer canvas (funders/institutions) shows jobs = reduce unemployment, improve integration, show measurable impact; pains = ineffective programmes, lack of data, political pressure; gains = visible results, scalable solutions; value = measurable impact, structured programme, reporting. Same project - two completely different value logics.

The confrontation step asks: where do the canvases align, where do they conflict, and who are you actually designing for? Then the third possibility is introduced - a market customer who could pay directly, even partially - and every "the government should pay" is challenged with: why? what value do you create for them? why you and not someone else? The session's question of record: "If your beneficiary loves your idea, but no one pays - does it exist?"

WHAT HAPPENED IN PRACTICE

The physical handover of a second blank canvas proved to be the method's key moment - groups that had nodded through the theory only internalised the split when they had to fill the second sheet. The most common discovery: ideas “great for migrants but not fundable” or “great for funders but useless for migrants”. Teams consistently reported the discomfort as productive; several redesigned their offer on the spot so that both canvases worked simultaneously.

LESSONS FOR FACILITATORS

- Print two canvases per team from the start; announcing the second canvas mid-session lands better than warning about it.
- Allow the struggle on the payer canvas - most teams have never imagined a funder's pains. Don't rescue too early.
- The uncomfortable “who are you actually designing for?” discussion needs naming as intentional: this is where ideas break in the workshop so they don't break in reality.
- Chain it: the twin canvases become the customer-segments and value blocks of the Business Model Canvas in the following session.

CASE 5

"Funding Disappears" - the Sustainability Stress Test

Methodology from the project · developed for Module 8 Session B · piloted with NGO-background groups in Erfurt and Orrefors

Type	Provocation + simulation sequence (90–120 min) around the Business Model Canvas
Core move	Confront grant-dependence emotionally before introducing the BMC as the tool that organises the way out
Used in	Module 8 Session B; adaptable to strategy retreats of existing NGOs and social projects

THE PRACTICE

The sequence deliberately withholds the canvas. It opens with the shock question - "Tomorrow your funding stops. What happens?" - and lets teams sit with the honest answers: the project stops, no salaries, no activities. Then the forced shift: for twenty minutes, grants are banned from the conversation; teams must answer how do we survive, who pays, what do we offer? Only after this struggle is the Business Model Canvas introduced - explicitly framed as "the tool that organises the pieces you just struggled with" - and built in clusters (value side, money side, delivery side) rather than box-by-box, with customer segments split into beneficiaries and payers. The System Stress Test follows: teams rotate and attack each other's canvases - why would someone pay? what if your costs double? what if your key partner leaves? - and each team iterates its model in response. The closing round asks every team the question the whole sequence was built for: "Would your idea survive without external support?"

WHAT HAPPENED IN PRACTICE

The method proved its worth precisely where facilitators expected resistance: participants socialised in project-funding culture initially wrote "grants" into revenue and considered the matter closed. The peer-delivered stress test dissolved this more effectively than any facilitator lecture - the lesson "a good idea is not enough; a model must deliver value, generate resources and sustain itself" landed peer-to-peer. Facilitators' documented nuance held up in practice: pushing too hard turns the session into "you must become a business", which alienates mission-driven participants; the effective frame is "a grant model is one option - a hybrid model is stronger."

LESSONS FOR FACILITATORS

- Sequence is everything: urgency (funding disappears) → struggle (no grants allowed) → relief (the canvas as organiser). Reversing it produces a boring canvas-filling exercise.
- Let discomfort do the teaching, but close with agency: every team marks its weakest block and leaves with one concrete strengthening move.
- Make the stress-test questions written and physical (risk cards left on the canvas) - teams take written challenges more seriously than spoken ones.
- Connect explicitly backwards ("in the VPC we learned WHY someone cares") and forwards ("in the pitch you will be asked exactly these questions by real jurors").

CASE 6

Learning from an Entrepreneurial Hub - the KTU Study Visit

Best practice from the project · Kaunas University of Technology, Lithuania (WP1) · intersectoral module co-development

Type	Study visit + co-development framework (3 working days), followed by online module development
Participants	2 representatives per partner country: project coordinators and adult educators
Purpose	Ground the educational modules in academically proven concepts; collect case studies; build the module framework

THE PRACTICE

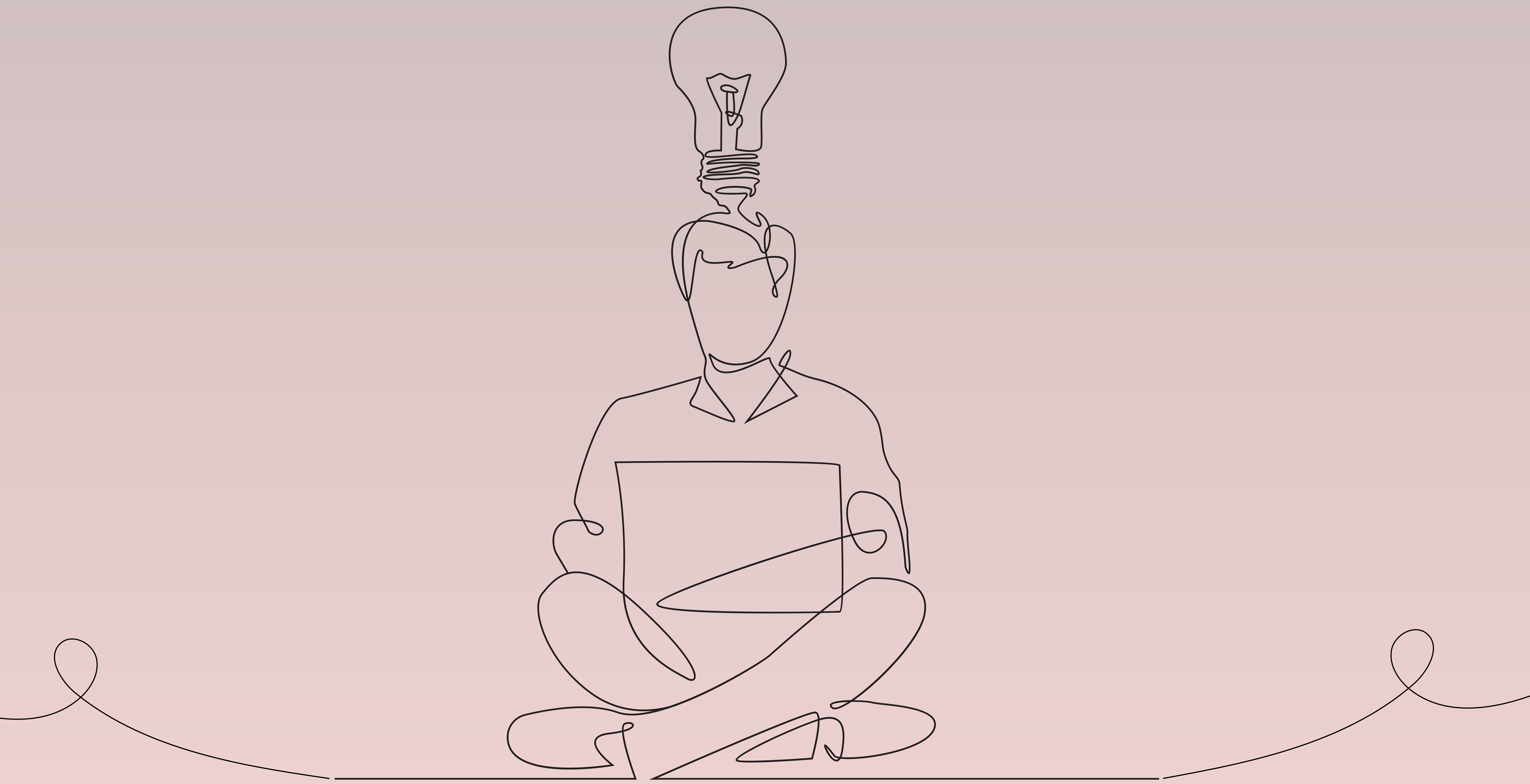
Before any module was written, the consortium travelled to its academic partner. The study visit to KTU's Faculty of Economics and its entrepreneurial hub had four documented functions: exposure (seeing how a university hub supports ventures - mentoring structures, idea validation, connection to research); framework building (agreeing the module template that every module in this toolkit follows: general information → EntreComp-linked learning objectives split into knowledge, skills and attitudes → content description → non-formal methodology step-by-step → materials → practical application → assessment and reflection); case collection (gathering documented practices for this casebook); and network building between the grassroots NGOs and the university. Module development then continued online, with KTU leading the template quality and EntreComp alignment while the NGO partners supplied the non-formal methods and target-group reality checks.

WHAT HAPPENED IN PRACTICE

The intersectoral exchange worked in both directions, exactly as designed: the NGO partners took home academic structure - measurable learning objectives, competence progression, assessment logic - while KTU staff encountered the grassroots realities of migrant and refugee adult education that no campus programme reproduces, and gained hands-on experience with non-formal methods. The shared template proved to be the collaboration's most durable artefact: it made fifteen modules, written by different authors in four countries, into one coherent programme instead of an anthology.

LESSONS FOR CONSORTIA

- Agree the module template before anyone writes a module; retrofitting structure is far more expensive than starting with it.
- Put the academic partner in charge of the framework, and the practice partners in charge of the methods - then force both through each other's review.
- Physical visits at the start of intellectual collaboration are not luxury: the trust bandwidth of three days in person carried months of online co-writing.
- Collect case-study material continuously from day one (this casebook exists because collection was a study-visit objective, not an afterthought).



Section B

Case Studies from the European Social Economy

Five established ventures that prove the programme's themes at scale. Use them as teaching cases: each ends with lessons and discussion questions keyed to specific modules. Facts reflect public reporting as of 2026; verify current details before citing them in funding applications.

CASE 7

Yalla Trappan - the Staircase into Working Life

European case study · Malmö, Sweden · women's work-integration cooperative, est. 2010

Model	Work-integration social enterprise, organised as a women's cooperative
Mission	Jobs and economic independence for foreign-born women far from the labour market
Business lines	Café & catering · sewing studio · cleaning services; plus a licensing/mentorship scheme (incl. a sewing-studio collaboration with IKEA)
Toolkit link	Modules 1, 3, 8 - mission-first models; M11 - intercultural teams

THE STORY

Yalla Trappan ("the Yalla staircase") grew from a temporary project in Malmö's Rosengård district into one of Scandinavia's best-known social enterprises. Founded formally in 2010 under the leadership of Christina Merker-Siesjö, it targets precisely the women whom standard activation programmes leave behind: often without formal education or work experience, sometimes illiterate, carrying care burdens and migration-related health strains. Instead of demanding job-readiness first, Yalla Trappan reverses the sequence - women enter a six-month internship in one of three real business lines (café and catering, sewing, cleaning), earn and learn simultaneously, supported by Swedish-language training on the job and supervised by women who once started in the same position. The cooperative form is deliberate: participation, co-determination and solidarity are part of the product, not decoration. The model now employs dozens of women, has won national recognition including Sweden's Gender Equality Award (2021), and spreads through licensing and mentorship - including partnerships with major companies such as IKEA.

WHY IT WORKS

- Revenue from real customers (catering contracts, sewing commissions, cleaning) funds the mission and proves the work's value - the enterprise is not a simulation of employment but the thing itself.
- The “first rung” design: entry requirements are deliberately minimal, and progression is built in - yesterday's intern becomes tomorrow's supervisor, making role models structural.
- Corporate partnerships buy scale and legitimacy without surrendering the mission: the cooperative sells services, not its identity.

LESSONS & DISCUSSION QUESTIONS FOR THE CLASSROOM

- Lesson: mission-first can be commercially disciplined - the twin-canvas logic of Module 8 is visible here (beneficiaries: the women; payers: catering customers, companies, municipal contracts).
- Discuss: which group in YOUR community is “left behind by the standard programmes” - and what would a first rung of the staircase look like for them?
- Discuss: what does the cooperative legal form add that a normal company wouldn't? What would it cost?

CASE 8
magdas HOTEL - Hospitality as Integration Engine

European case study · Vienna, Austria · Austria's first social-business hotel, opened 2015 by Caritas Vienna

Model	Social business (hotel) - market revenue, mission-first employment and training
Mission	Training and employing refugees in hospitality; proving social business viability at commercial quality
Scale	~40+ staff from ~20 language backgrounds; 100+ refugees integrated into the labour market in its first decade; second hotel in preparation
Toolkit link	Modules 1, 8 - hybrid model; M13 - brand built on story without pity

THE STORY

Opened by the Catholic charity Caritas in a converted retirement home near Vienna's Prater park, magdas HOTEL set out to prove a provocation: that a hotel staffed largely by refugees, run at full commercial quality, could survive on the open market. It does - revenue comes from room bookings, food and beverage, and events, at competitive prices; job-shadowing and mentorship pair newcomers with hospitality professionals, supported by language training and social services from the parent organisation. Crucially, the hotel competes on design and guest experience, not on charity: it became a Vienna design destination, moved to a new central location in 2022, and its founding building is being renovated as a second hotel with dozens of additional training places. Ten years in, magdas is one of Europe's most-cited proofs that a social business does not have to sacrifice its bottom line.

WHY IT WORKS

- The offer wins on its own merits (design, location, experience) - the mission is the reason many guests choose it, but never the excuse for mediocrity.
- Hybrid resourcing done transparently: a charity incubated it, but operations stand on market revenue - the model Module 8 calls “hybrid is stronger”.
- Employment plus wraparound support (language, mentoring, counselling) recognises that a job alone does not integrate - the enterprise budgets for the whole person.

LESSONS & DISCUSSION QUESTIONS FOR THE CLASSROOM

- Lesson: “choose us because we're excellent - and your money does good” (Module 13) is a real strategy with a decade of evidence.
- Discuss: magdas needed Caritas to start. What incubating institution exists in your community - and what would you ask it for (Module 15's ask)?
- Discuss: where is the line between telling employees' stories as brand and exposing them? Who should decide?

CASE 9
CUCULA - Refugees Company for Crafts and Design

European case study · Berlin, Germany · furniture manufactory & educational programme, founded 2014

Model	Non-profit design manufactory: product sales finance education and livelihoods
Mission	Vocational preparation, education and legal support for young refugees through furniture-making
Signature	Furniture built to Enzo Mari's “Autoprogettazione” designs - with the designer's personal blessing; some pieces incorporate wood from refugee boats landed on Lampedusa
Toolkit link	Modules 7 - material storytelling & reuse; M13 - brand with unfakeable authenticity; M8 - product-funded mission

THE STORY

CUCULA began in the winter of 2013 when a Berlin cultural association sheltered five young West African men who had come to Germany via Lampedusa. To give the waiting time meaning, a construction workshop was set up; the idea emerged to build simple, elegant wooden furniture after Enzo Mari's radical 1974 DIY designs - and to sell the pieces to finance the makers' living costs and education. Mari granted the rights personally. After a breakout presentation at the Milan Furniture Fair, the association CUCULA e.V. was founded in 2014 as a “Refugees Company for Crafts and Design”: part manufactory, part educational programme (German lessons, general education, legal counselling), part political statement. Some pieces integrate timber from boats that carried refugees across the Mediterranean - turning the object itself into testimony. Proceeds flowed back into education and livelihoods for the young people in the programme.

WHY IT WORKS

- The product is excellent design first and a good deed second - collectors bought Mari-designed furniture, not pity.
- Radical authenticity: the makers' story is physically present in the object (the boat wood), which no marketing budget could replicate - Module 13's authenticity advantage in its purest form.
- Education is financed by production: the workshop is simultaneously the classroom, the income source and the community.

LESSONS & DISCUSSION QUESTIONS FOR THE CLASSROOM

- Lesson: a venture can be a political argument - CUCULA changed how visitors talked about refugees by changing what they associated them with: craftsmanship.
- Discuss: which skill in YOUR group could carry a product with a story only you can tell?
- Discuss: CUCULA depended on a designer's goodwill and a cultural institution's shelter. Map its stakeholders (Module 10) - which relationship was existential?

CASE 10

Startup Refugees - the Network as the Enterprise

European case study · Finland · support network for migrant employment & entrepreneurship, founded 2015

Model	Network organisation: 5,000+ member companies, public bodies and individuals matching skills to opportunities
Mission	Employment and business creation for asylum seekers, refugees and other migrants
Scale (10 years)	10,000+ professional profiles collected · 2,200+ people into employment · 1,300+ aspiring entrepreneurs trained · a dedicated Newcomer Fund for founders with refugee/immigrant background
Toolkit link	Module 10 - ecosystems as strategy; M9 - matching as market fit; M1 - entrepreneurship support as a venture itself

THE STORY

Founded in 2015 by television journalists Riku Rantala and Tuomas "Tunna" Milonoff during the arrival of tens of thousands of asylum seekers in Finland, Startup Refugees chose not to build classrooms or workshops but a network. The insight: the skills, the vacancies, the mentoring capacity and the funding already existed in Finnish society - what was missing was the connective tissue. The organisation systematically maps newcomers' competences into professional profiles, matches them with jobs through its employment programme, and runs a business programme that trains aspiring entrepreneurs and connects them to advisers, partners and - through Finland's first dedicated Newcomer Fund - early-stage investment. A decade on, with thousands employed and over a thousand entrepreneurs trained, it won the European Enterprise Promotion Award (2023) for responsible and inclusive entrepreneurship.

WHY IT WORKS

- It treats newcomers as an asset to be mapped, not a problem to be processed - the skills inventory reframes the entire integration conversation.
- The network model scales where service models saturate: every new member organisation adds capacity at near-zero marginal cost.
- It closes the finance gap it discovered: when trained founders couldn't raise capital, the organisation built the fund rather than lamenting the barrier.

LESSONS & DISCUSSION QUESTIONS FOR THE CLASSROOM

- Lesson: sometimes the venture is the ecosystem - Module 10's map, turned into a business model.
- Discuss: what connective tissue is missing in your community - who has needs, who has resources, and who could profitably connect them?
- Discuss: Startup Refugees was founded by two celebrities. What did fame substitute for - and what would you need to substitute for fame?

CASE 11

The Bregenzerwald Model - a Region that Refused to Shrink

European case study · Vorarlberg, Austria · community-led rural development across ~20 villages

Model	Community-led regional development: craft, tourism, culture and agriculture woven into one regional value system
Mission	Keep a rural alpine region economically and culturally alive without surrendering it to mass tourism or out-migration
Signature	Craftsmanship routes and the “Werkraum” craft association; architecture as regional identity; cooperative marketing of local products and hospitality
Toolkit link	Module 2 - the four entrepreneur roles at regional scale; M10 - ecosystem governance; M7 - value staying local

THE STORY

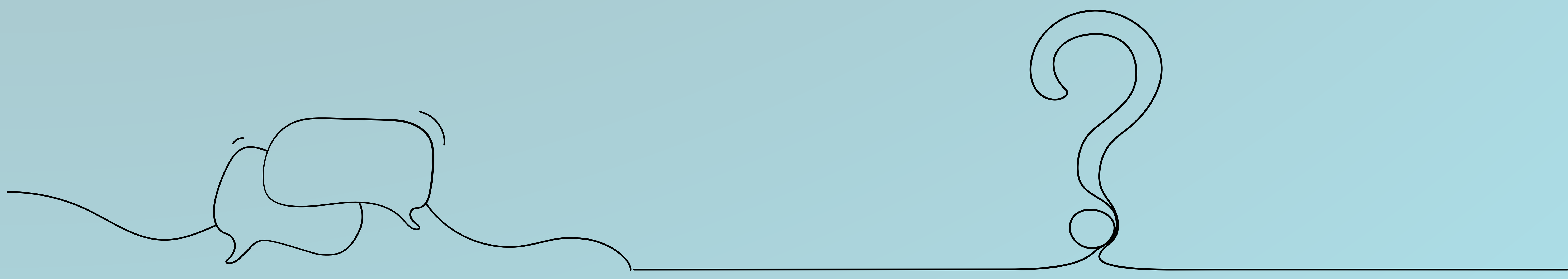
The Bregenzerwald, a valley region of small villages in Austria's westernmost province, faced the standard alpine-rural script: young people leaving, farms consolidating, services thinning. Its counter-strategy, built over decades, is studied today as a benchmark of community-led rural development. Rather than importing a resort economy, the region invested in what it already was: exceptional timber craftsmanship (organised in the Werkraum Bregenzerwald association, with a Peter Zumthor-designed exhibition house), contemporary architecture rooted in local building tradition, dairy and food culture (the KäseStrasse cheese route), and tourism that sells participation in a living region rather than a backdrop. Research on the model highlights its triad: active participation of residents in tourism planning, empowerment to shape development and share its benefits equitably, and sustainable belonging - economic development integrated with cultural identity and environmental stewardship. The result is documented social cohesion, cultural valorisation and prosperity - and a region where staying became attractive again.

WHY IT WORKS

- Hundreds of small ventures, one shared story: carpenters, farmers, hoteliers and cooks position themselves under a common regional identity that none could afford alone - cooperative branding as infrastructure.
- Quality as strategy: the region competes on craft excellence and design, never price - which keeps value (and young professionals) local.
- Governance is part of the model: residents co-decide development, which keeps tourism a tool of the community rather than its landlord.

LESSONS & DISCUSSION QUESTIONS FOR THE CLASSROOM

- Lesson: Module 2's four roles (provider, connector, employer, storyteller) can operate at regional scale when ventures cooperate under a shared identity.
- Discuss: what could be your region's “timber craft” - the undervalued asset a shared story could elevate?
- Discuss: who would have to sit at the table to start a micro-version of this in your area (map it with Module 10's grid)?



PART IV
Annexes: Evaluation Tools & Handouts

Everything reproducible: the evaluation instruments used across all modules, the EntreComp self-assessment, the group agreement starter, and the canvas templates for A3 printing. Photocopy freely.

ANNEX 1 - PARTICIPANT FEEDBACK SURVEY
(PER MODULE OR PER DAY)

Used after every piloted module. Collect anonymously, on paper or via a QR code; five scored items plus two open questions keeps completion above 90%.

Item (rate 1 = not at all … 5 = fully)	1	2	3	4	5
The content was clear and understandable					
The tools and methods are useful for me					
The activities kept me engaged					
The facilitation supported my learning					
The module is relevant to my work / my plans					

- Open question 1: What was the most valuable moment of this session for you?
- Open question 2: What should we change before running this module again?

ANNEX 2 - FACILITATOR REFLECTION PROTOCOL
(AFTER EVERY SESSION)

The modules improve only if facilitators document their experience. Ten minutes, immediately after the session, while it is fresh:

- Were the learning objectives achieved? What is my evidence (artefacts, statements, behaviour)?
- Which activities worked best - and least? Why?
- Where did participants struggle (language, concept, emotion, energy)?
- Was the timing appropriate? What would I cut or extend?
- How did participants respond to sensitive topics (inequality, culture, money)? Anything to follow up individually?
- One concrete improvement for the next run - written as an instruction to a colleague, not a vague wish.

ANNEX 3 - ENTRECOMP SELF-ASSESSMENT (BASELINE & FINAL)

Administered in Module 1 (baseline, via the flower marking) and repeated after Module 15. Participants rate: "I can do this…" 1 = not yet · 3 = with support · 5 = independently, and could show someone else.

Competence statement	M1	M15
I can spot opportunities for creating value in my community		
I can develop several different ideas before choosing one		
I can assess the social and environmental consequences of a business idea		
I can explain who benefits from my idea and who would pay for it		
I know my strengths and where I need support		
I can keep going when things are uncertain or difficult		
I can find and mobilise resources (people, space, money, information)		
I understand the basic financial logic of a small venture		
I can get others enthusiastic about my idea		
I can take initiative and act, not only plan		
I can plan the steps of a project and adjust when reality changes		
I can work productively in a diverse, intercultural team		
I can present my idea clearly to strangers in 3 minutes		
I can negotiate for my venture's interests		
I treat setbacks as learning and try again differently		

ANNEX 4 - GROUP AGREEMENT STARTER
(MODULE 1 / COURSE OPENING)

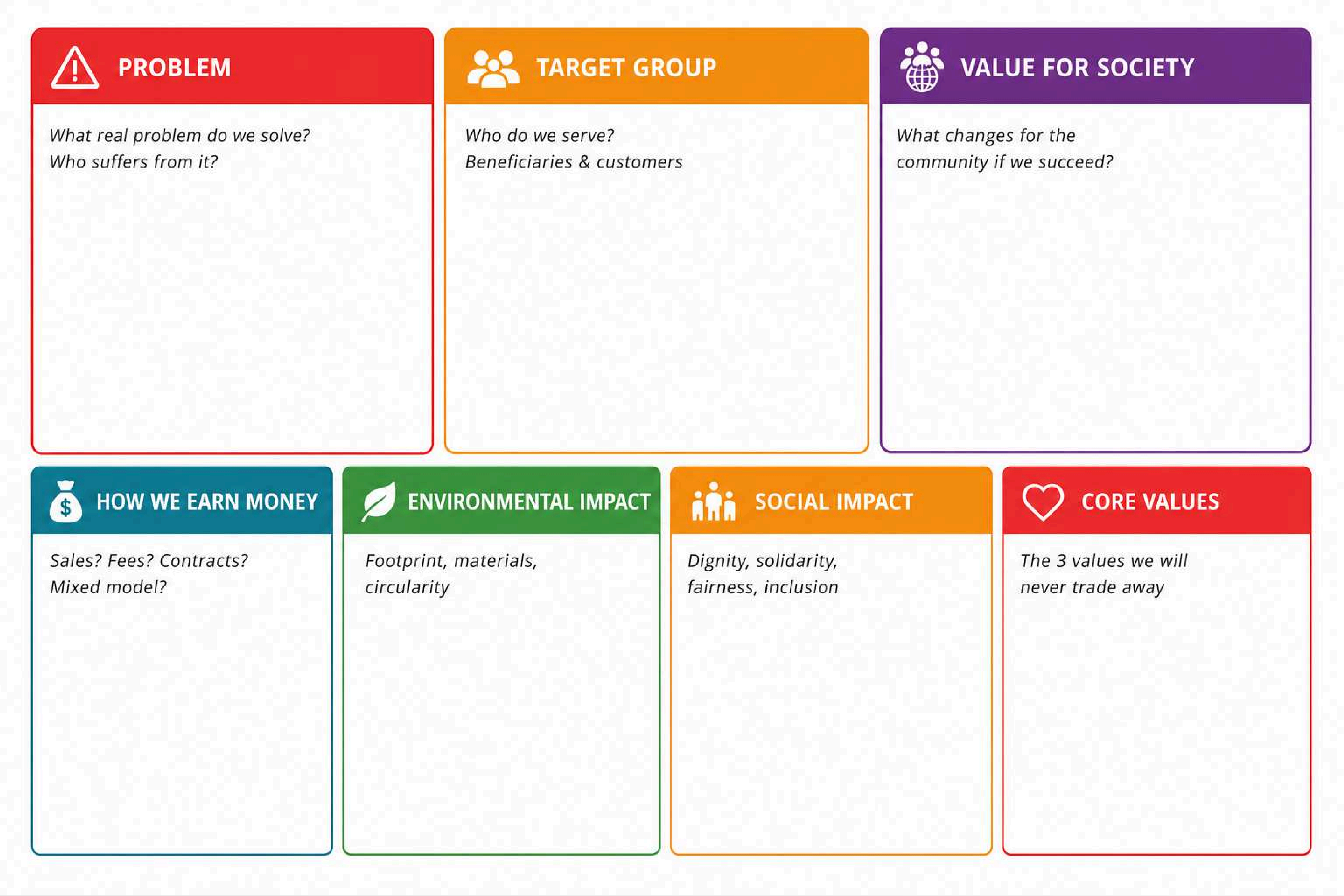
HANDOUT - Group agreement - propose, discuss, adopt, display

- We ask when we don't understand - questions are contributions.
- One voice at a time; we make space for slower speakers and other languages.
- Personal stories stay in the room; ideas travel freely.
- We criticise ideas, never people - and we say what works before what doesn't.
- Phones exist; we use them for the task or not at all.
- Time: we start together and finish on time.
- Add your own - the group owns this list, not the facilitator.

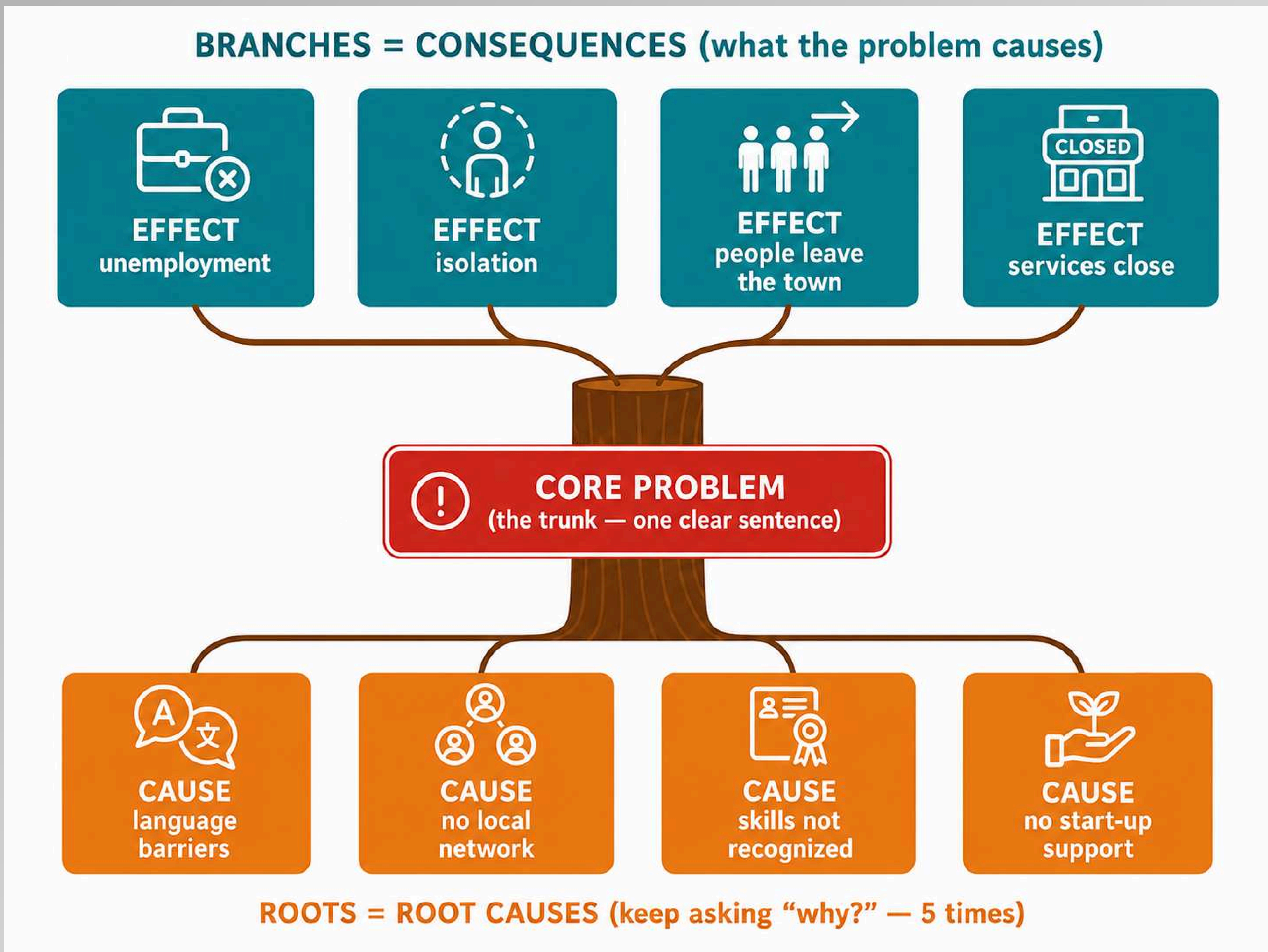
ANNEX 5 - CANVAS & TEMPLATE PACK (PRINT AT A3)

The working tools referenced throughout Part II, in printable form. High-resolution versions accompany the digital edition of this toolkit.

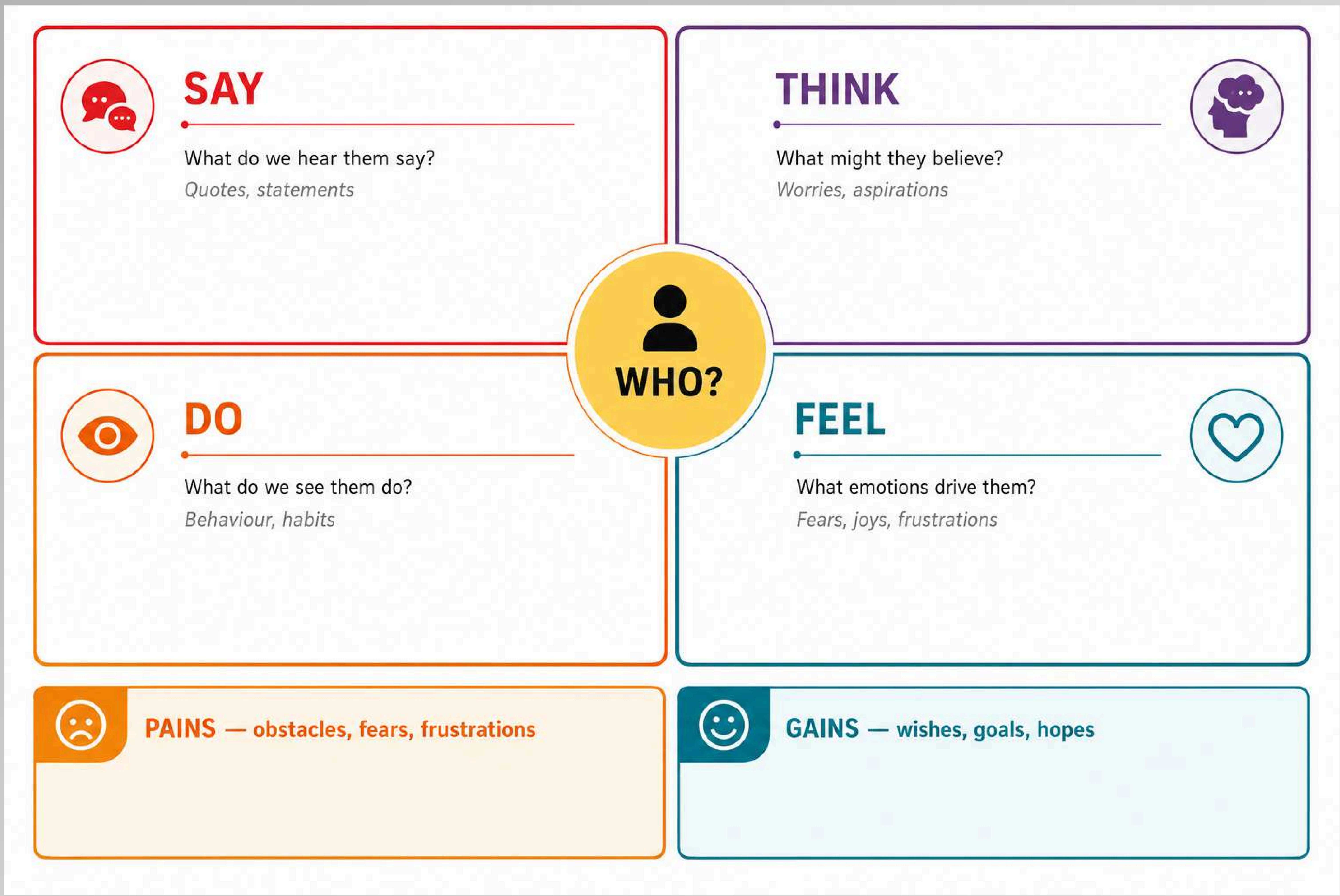
5.1 Common Good Canvas (Module 3)



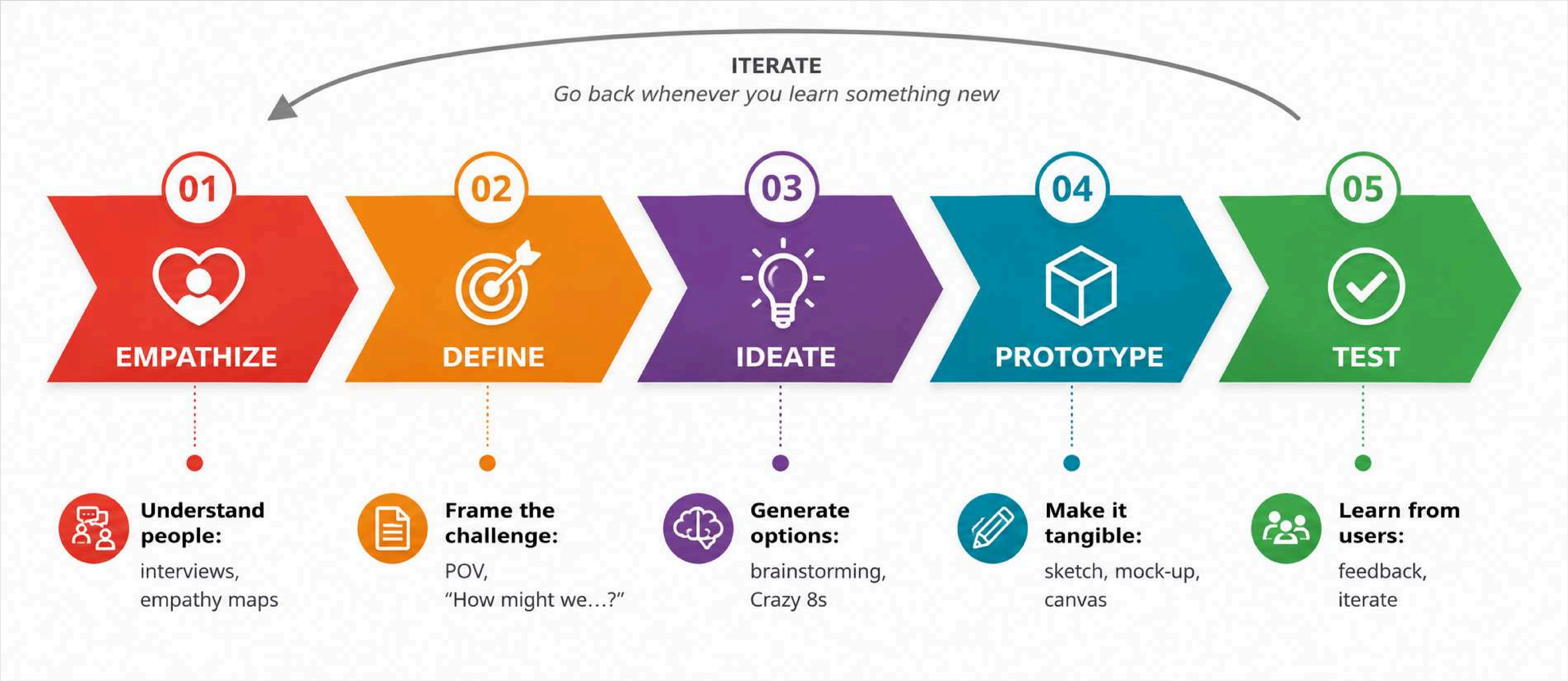
5.2 Problem tree (Module 5)



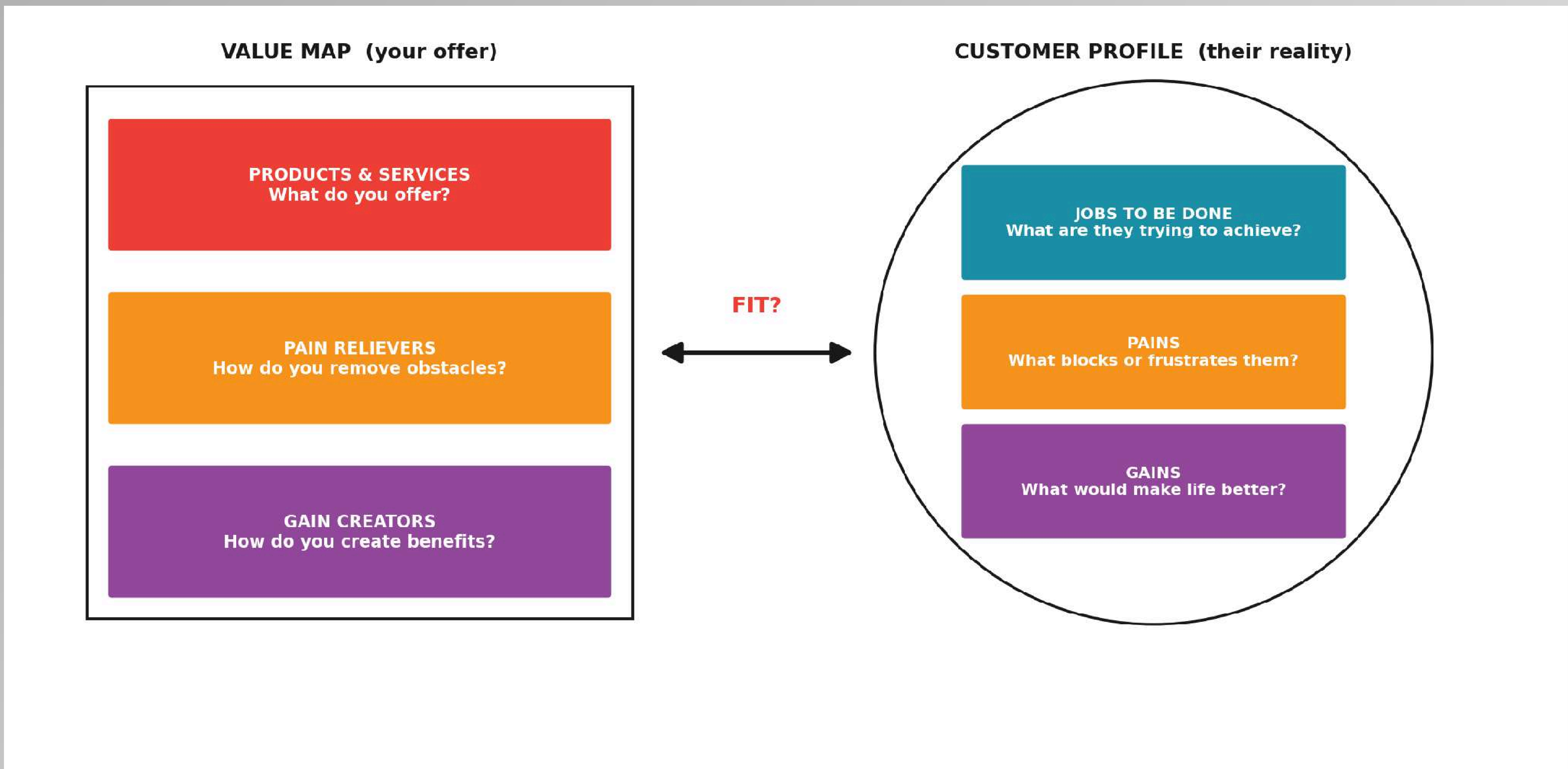
5.3 Empathy map (Module 6 - exercise 1; community variant: replace WHO with your community and add stakeholders)



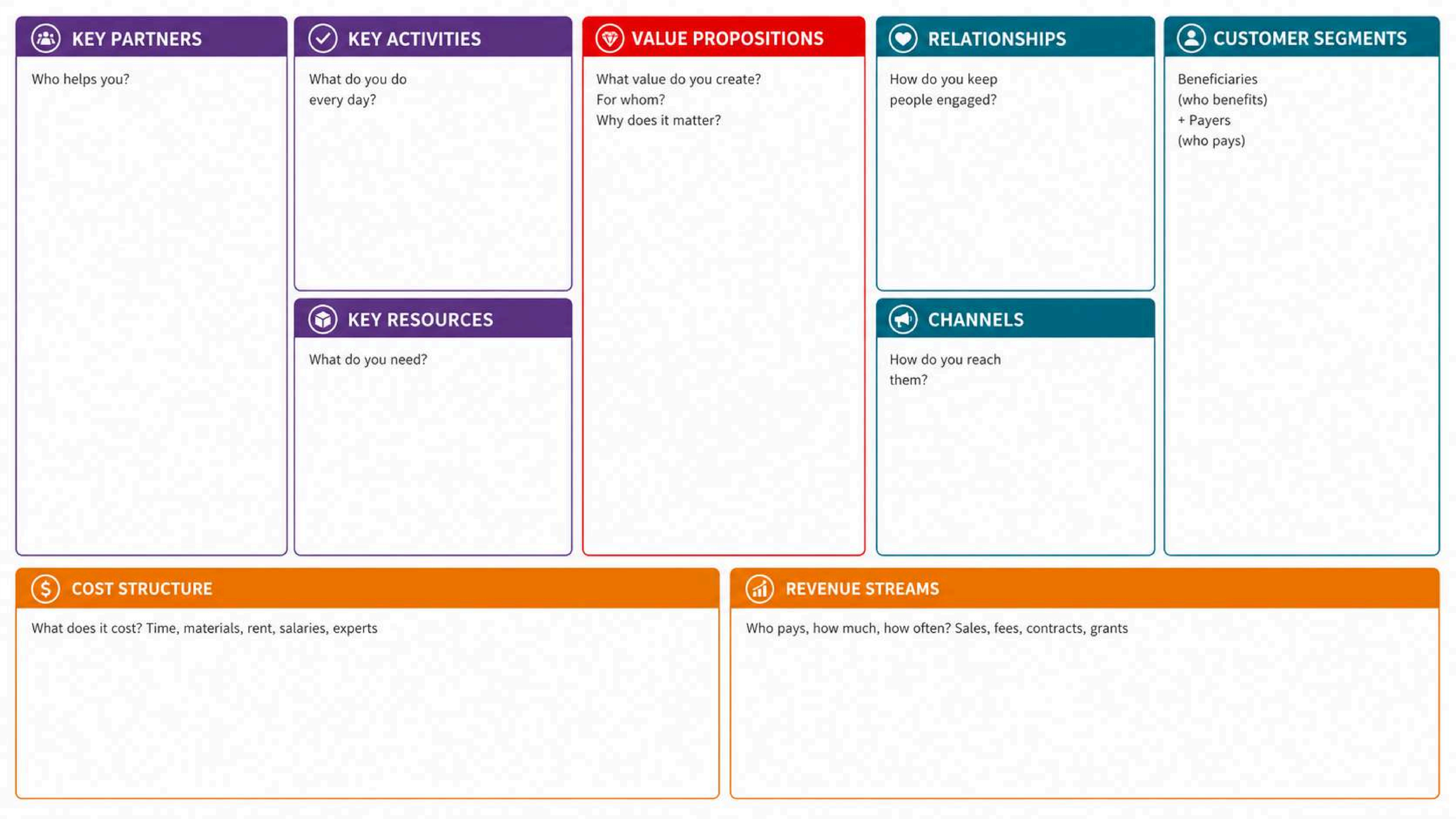
5.4 Design-thinking process poster (Module 6)



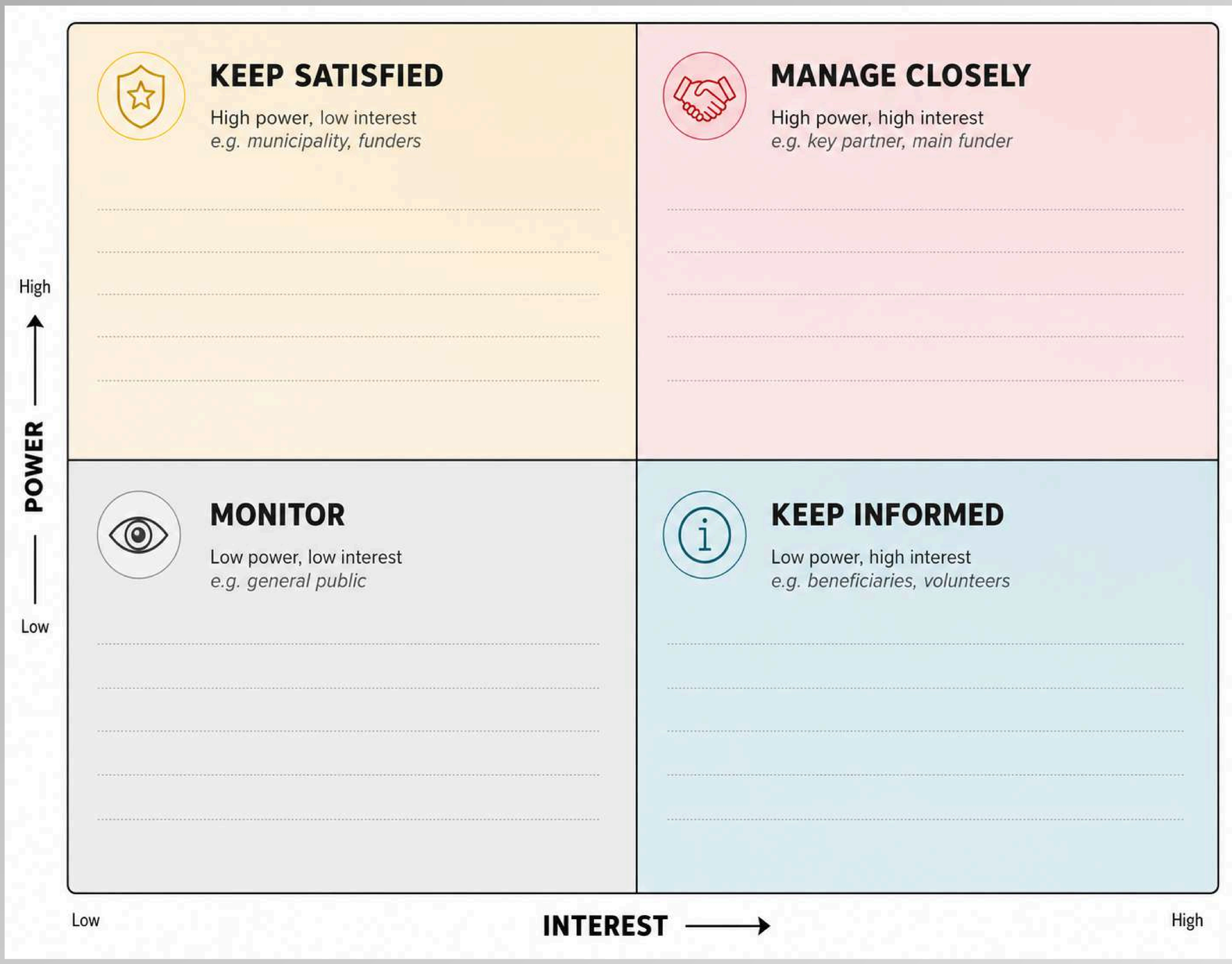
5.5 Value Proposition Canvas - print TWO per team (Module 8)



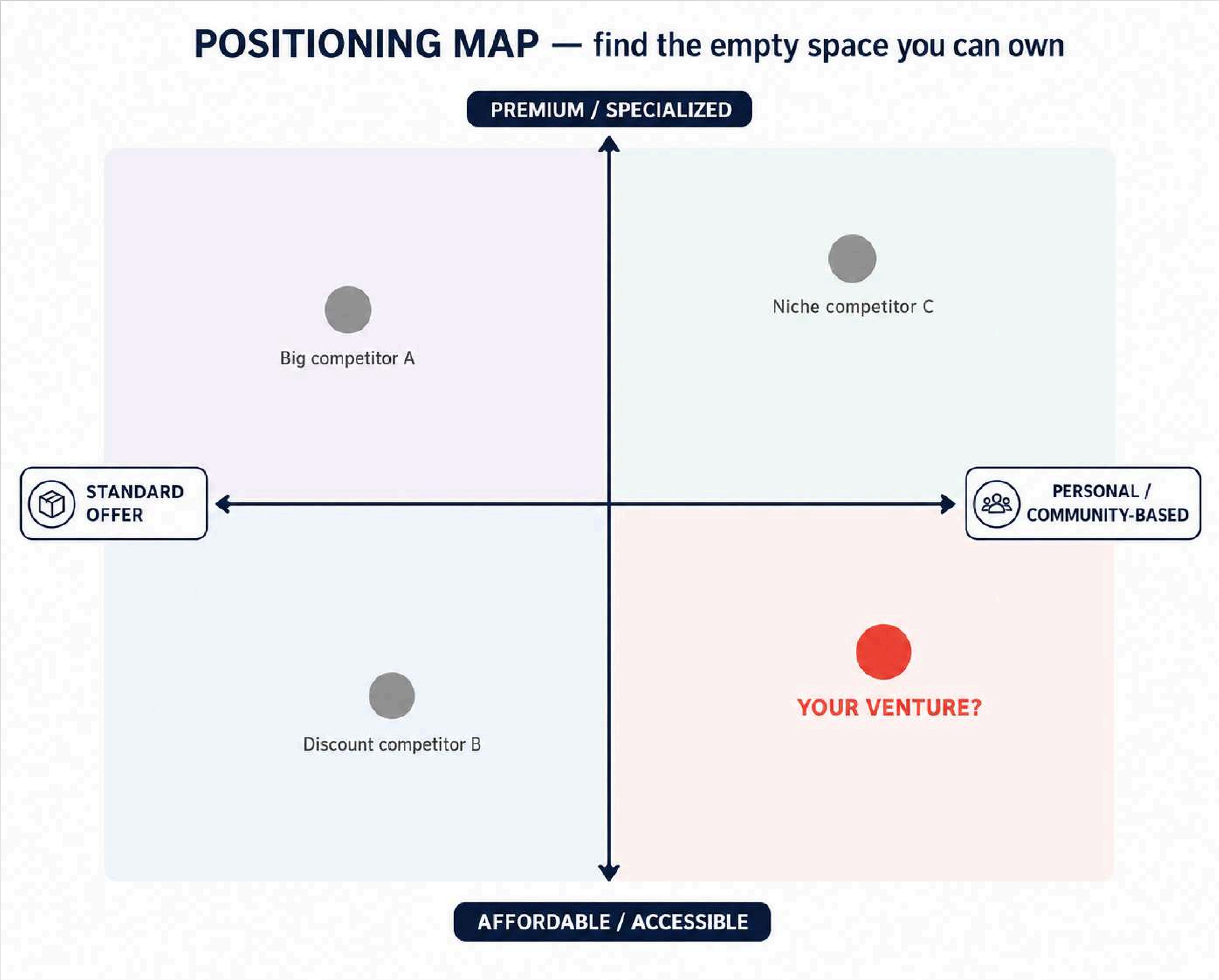
5.6 Business Model Canvas (Module 8; for the social variant, split Customer Segments into Beneficiaries / Payers)



5.7 Power–interest grid (Module 10)



5.8 Positioning map (Module 13)



5.9 Zero-budget marketing funnel (Module 14)

5.10 Pitch arc poster (Module 15)

ANNEX 6 - GLOSSARY

Term	Working definition used in this toolkit
Social enterprise	An organisation that uses entrepreneurial means (products, services, revenue) to pursue a social or environmental mission as its primary purpose, reinvesting most surplus into that mission.
EntreComp	The European Entrepreneurship Competence Framework (EU JRC, 2016): 3 areas, 15 competences, 8 progression levels - entrepreneurship as a learnable competence for life.
Non-formal education	Structured, intentional learning outside formal curricula: voluntary, participatory, learner-centred, without grades.
Beneficiary / Payer	The two customer layers of a social venture: who benefits from the value vs. who pays for it - often different people (Module 8, twin canvas).
Value proposition	The promise of specific value for a specific customer: which jobs, pains and gains your offer addresses, and how.
Business Model Canvas (BMC)	One-page map of how a venture creates, delivers and captures value across nine blocks - clustered here as value / money / delivery.
Root cause	The underlying reason a problem exists, found by repeated "why?"; interventions aimed at root causes outlive interventions aimed at symptoms.
Design thinking	Human-centred innovation process: Empathize → Define → Ideate → Prototype → Test, run in loops.
Circular economy	Economic model that keeps products, components and materials at their highest value for as long as possible (R-strategies), designing out waste.
Stakeholder	Any person, group or organisation that can affect or is affected by a venture; mapped by power and interest.
USP	Unique selling proposition: the one-sentence, provable reason to choose you over every alternative.
Market fit (community scale)	Real people repeatedly choose your offer over their current alternative and recommend it unprompted.
BATNA	Best Alternative To a Negotiated Agreement - what you will do if this negotiation fails; the source of calm negotiating power.
Social hackathon	A compressed community innovation event where mixed teams move from empathy to a pitched prototype around real local challenges.
Multiplier event	A dissemination event where project results are presented to stakeholders who can adopt and spread them.

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