

In-service Training
Programme (Part A)
Manual for the tutors
for face to face
learning



LEARNING CIRCLE

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Introduction

Background

The current situation in the world has brought significant challenges to all sectors of society and the economy, mainly due to the COVID 19 pandemic, many of which would never even have been considered only 12 months ago across Europe. The almost immediate transition from 'normal' provision of VET services based on traditional learning pathways to a new socially distant and remote working 'normal' has uncovered significant gaps in the pedagogic and digital competences of VET tutors, which undermine the move to quality online service provision which is now essential.

In the current context, developing the skills of VET tutors to (1) enable them to work effectively online; (2) adopt new models of instruction as facilitators of learning; (3) develop and produce robust learning resources for online use; is now a key priority and a key focus of the LEARNING CIRCLE project.

In addition, there are also the ongoing challenges of developing VET services to address new opportunities that arise throughout the economy due to advances in technology. Harnessing the employment, job creation, and business opportunities that the circular economy now offers presents a challenge for VET tutors.

VET providers have struggled in the past to satisfy the needs of digital native learners for accessible, agile and on-demand learning resources and opportunities. While Covid-19 has presented a challenge to VET providers, this can also be considered an opportunity to make VET services responsive to business needs.

Structure and objectives of the programme

This In-Service Training Programme for VET tutors has been developed by a partnership of organisations and trainers, working to support VET professionals' continuous professional development (CPD) as part of the LEARNING CIRCLE project.

LEARNING CIRCLE provides a comprehensive in-service training programme for VET tutors comprising 2 distinct parts as follows:

Part A focuses on (a) building an entrepreneurial spirit within the VET tutor target group; (b) an understanding of the circular economy. This will support VET tutors to provide appropriate sustainable business development supports to Innovative circular economy entrepreneurs.

Part B focuses on building VET professionals' digital and pedagogic skills to enable them to provide a quality VET service through accessible and interactive online environments while building their self-confidence to work in remote learning environments.

This programme aims to provide VET tutors with an in-depth overview of some of the main topics related to building an entrepreneurial spirit and understanding the circular economy to introduce these topics to their work practice. In addition, this programme aims to train VET providers to develop, apply and integrate some novel education approaches and activities into their youth work practice.

Therefore, the in-service programme addresses 3 key roles of VET tutors as follows:

- 1) tutors as learners themselves – to build an entrepreneurial spirit and an understanding of the circular economy;
- 2) tutors as facilitators of remote online learning – to build their pedagogic skills for online teaching;
- 3) tutors as developers and producers of media-rich digital learning content – to build their digital competences to develop digital teaching resources.

Overview of the In-Service Training Curriculum Framework

In developing the in-service training programme, Learning Circle project partners have produced a suite of learning materials comprising 70 hours of training. The training has been designed and developed with VET tutors in mind, aiming to provide a blend of specific and relevant theoretical grounding that will support them to understand entrepreneurial spirit and circular economy from a range of different perspectives, to develop activities and projects so that they can transfer what they have learned to students in their groups, and also to develop their understanding and application of challenge-based learning activities to their work practice.

The in-service training programme comprises 70 hours of learning – 21 hours of face-to-face instruction, workshops and discussion and 14 hours of self-directed learning – for each of the two parts foreseen (A and B).

This document comprises the Part A of the training:

- o 21 hours of face-to-face instruction addressing the following topics:
 - ✓ 3 hours – Module 1: Entrepreneurship and Social Entrepreneurship
 - ✓ 3 hours – Module 2: Circular Economy vs Linear Economy
 - ✓ 3 hours – Module 3: Circular Business Models
 - ✓ 3 hours – Module 4: Best practices on CE and Social Entrepreneurship
 - ✓ 2 hours – Module 5: Market Research and Testing
 - ✓ 3 hours – Module 6: How to build a business plan
 - ✓ 2 hours – Module 7: Financing for Circular Economy Entrepreneurs
 - ✓ 2 hours – Module 8: Finding Collaborators – Expanding the Network

This face-to-face content is presented as a series of lesson plans with accompanying PowerPoint slides, handouts, and activities delivered in practical and theoretical workshops. These resources are included as annexes of this handbook to support trainers in providing this face-to-face training.

- o 14 hours of self-directed learning that VET tutors will be expected to complete as part of their autonomous learning, and which aims to further enhance their understanding of the same topics:
 - ✓ 2 hours – Module 1: Entrepreneurship and Social Economy
 - ✓ 2 hours – Module 2: Circular Economy vs Linear Economy
 - ✓ 2 hours – Module 3: Circular Business Models
 - ✓ 2 hours – Module 4: Best practices on CE and Social Entrepreneurship
 - ✓ 1 hours – Module 5: Market Research and Testing
 - ✓ 2 hours – Module 6: How to build a business plan
 - ✓ 2 hours – Module 7: Financing for Circular Economy Entrepreneurs

✓ 1 hours – Module 8: Finding Collaborators – Expanding the Network

This content is presented in the second section of this handbook as a series of self-directed learning modules, which include key theoretical content, case studies, additional reading materials and links to short introductory video resources that will provide a brief overview of the topics for VET tutors, and which are intended to be viewed by VET tutors before they commence the self-directed learning modules.

Module 1. Entrepreneurship and Social Entrepreneurship

Module Objectives

Learning objectives are:

- To know the concept of entrepreneurship
- Identify the key competences and skills of entrepreneurs
- Understand the difference between entrepreneurship and social entrepreneurship
- Knowledge about social enterprises
- Identify the problems in your community
- Know how to develop a problems tree
- Identify the vision and mission of a social enterprise
- Use all the information and materials of the training in order to apply them to all the target group.

Module Title	Module 1: <i>Entrepreneurship and Social Economy</i>
Session 1	
Timing	[60] minutes
Materials Required	<ul style="list-style-type: none">● Training venue with IT equipment and space for all participants● Flipchart and markers● Sign-in sheet● Pens and note-taking materials for participants● Laptop and TV screen or projector for the facilitator to present the PowerPoint slides● Copy of MX.PPT1 for the tutor
Type of Activity	<ul style="list-style-type: none">● Lecture

**Description of
the Learning
Activities**

Workshop Opening:

The facilitator begins the workshop by welcoming all participants. They give a brief overview of the “Learning circle” project and distribute the session’s attendance list asking participants to sign in.

Activity 1: Entrepreneurship and social entrepreneurship

The facilitator presents the objectives of the Activity (slide 3).

Then, the facilitator introduces the background (slide 4).

In the slide 5, facilitator asks VET tutors if they can define the terms ‘entrepreneurship’ and ‘leadership’. This will allow participants to engage their schematic knowledge. The facilitator will write down commonly received terminology onto the flip chart so that it can be used to compare against the definition.

Using the definitions of ‘entrepreneurship’ and ‘leadership’ that are provided in slide 6, the facilitator will ask participants to guess the definition of ‘entrepreneurial leadership’.

Finally, the facilitator shows the definition of ‘entrepreneurial leadership’ provided in slide 7.

Using slide 8 the facilitator will explain the skills and competences of an entrepreneur.

Then, in slides 9, 10 and 11, the facilitator will describe the different types of entrepreneurial skills.

Through slide 12, the facilitator will explain what circular economy entrepreneurs have to change.

In slide 13, the participants will watch the video “Explaining the Circular Economy and how society rethink progress”, which talks about rethinking the operating system itself.

In slide 14, the participants can learn about 3 examples of circular economy entrepreneurship.

Before moving onto slide 15, the facilitator will ask participants to answer the following questions:

- Have you heard about social entrepreneurship?
- What do you think it means?

When the participants have provided their answers, the facilitator will explain the definition and characteristics of the social entrepreneurship (slide 15).

The facilitator invites participants to watch a YouTube video on slide 16. Prior to watching the video, the facilitator will ask learners to pay attention to the video to answer the following questions about the differences between a business and a social enterprise:

- How Are Profits Used? (mission)
- Who’s Investing in Your Entrepreneurship?
- How is performance measured? (accountability)

After watching the video, the facilitator supports the discussion and writes down the key points on the flip-chart board.

Then, the facilitator will explain the key points in slide 17.

The facilitator introduces the concept of social enterprise in slide 18 and the key dimensions of a social enterprise in slide 19.

	<p>In slide 20, the facilitator explains what a social enterprise does and what it does not.</p> <p>The facilitator will explain the main principles that a social enterprise may adopt in slide 21.</p> <p>Through slide 22 the facilitator will show what can a social enterprise do to generate incomes and outcomes.</p> <p>Finally, the participants will see a case study, the company Recreate (slide 23). They will visit the website and will have to answer the questions included in the slide. The facilitator will write the answers in the flipchart.</p> <p>Using slide 24, the facilitator will present participants with 3 examples of social entrepreneurship:</p> <ul style="list-style-type: none"> ● Grameen Bank https://grameenbank.org/ ● TOMS https://www.toms.com/, and ● Seventh Generation https://www.seventhgeneration.co.uk/home.html
Session 2	
Timing	[90] Minutes
Materials Required	<ul style="list-style-type: none"> • Training venue with IT equipment and space for all participants • Flipchart and markers • Sign-in sheet • Pens and note-taking materials for participants • Laptop and TV screen or projector for the facilitator to present the PowerPoint slides • Copy of MX.PPT1 for the tutor
Type of Activity	<ul style="list-style-type: none"> ● E.g. Lecture, Research, Case Study, group work, individual work, etc.
Description of the Learning Activities	<p><i>Activity 2: Defining Social Problems in your community – Problem tree</i></p> <p><i>Identify the problems</i></p> <p>The facilitator will introduce the main objectives of the session (slide 3)</p> <p>The facilitator will present to the participants the slide 4: What do you want to do for your community?</p> <p>Then, the facilitator will explain what a community is (slide 5).</p> <p>Through slides 6 and 7 the facilitator will make a series of questions to participants in order to develop the vision and mission of a social enterprise. The participants will spend 15 minutes thinking and talking about these questions in group:</p> <ul style="list-style-type: none"> ● What are the boundaries of the community you want to act upon? ● What groups of people exist in your community? ● Do any of these groups have special needs? ● Who are the leaders and communicators in your community?

	<p>After determining the community and identifying the specific groups and their needs, it is time to investigate which are the main problems that these groups or the community are facing. The participants will have to spend 30 minutes thinking and talking in groups about these questions:</p> <ul style="list-style-type: none"> • What are the main problems in your community? For example, integration problems, environmental problems, etc. • What is the most urgent problem? • What is the problem that gets the most media coverage? • What do you think is the most difficult problem to solve in your community? • Which do you think is the easiest to solve? • Are there any long-term problems? • Are there any problems that have arisen recently? <p>Finally, the facilitator will list the problems that the participants have identified and the whole group will choose one to work on it.</p> <p>Now that the participants have chosen the problem, they will have to do a "Problem Tree"</p> <p><i>The "problem tree"</i></p> <p>The facilitator introduces to the participants the concept of "problem tree" (slide 8).</p> <p>Then, in slide 9 the facilitator shows the graphic problem tree and gives the participants a blank page for them to draw the problem tree, showing the core problem in the middle, the effects of the problem on the top section, and the root causes underneath.</p> <p>Through slides 10, 11 and 12, the facilitator explains to the participants the steps to develop a problem tree. Then, the participants will have 30 minutes to work in the problem tree by groups. Then, they will discuss in common and the facilitator will write in the graphic which are the causes and effects of the problem they have been working at.</p>
Session 3	
Timing	[30] minutes
Materials Required	<ul style="list-style-type: none"> • Flipchart and markers • Pens and note-taking materials for participants • Sign-in sheet
Type of Activity	<ul style="list-style-type: none"> • Group work
Description of the Learning Activities	<p><i>Activity 3: Understanding the vision and mission of a social enterprise</i></p> <p>The facilitator will introduce the objectives of the activity (slide 3)</p> <p>Then, the facilitator will present an example of a successful business with a purpose, a social enterprise called Patagonia (slide 4).</p>

Through the following slides, the participants will observe different aspects of this enterprise.

In slide 5, the facilitator will introduce the core values of the company.

In slides 6, 7 and 8, the participants will watch 4 short videos

Champion of the Earth 2019 – Patagonia (2'55")

<https://www.youtube.com/watch?v=dyoIB19vSE4>

How to Build a Mission-Driven Company Like Patagonia (2'44")

<https://www.youtube.com/watch?v=VPt0InbY6RA>

The Patagonia story: Bringing trends to life (3'17")

<https://www.youtube.com/watch?v=g9aOn5yUTFs>

Through slide 9, the facilitator will visit the website of Patagonia where the participants can see different projects:

- Supply chain and social responsibility
- Connecting people with environmental action
- Keeping gear in play
- Rethinking our food chain
- Funding the next generation of responsible business

After that, they also will watch the section “How clean are your cloths” that shows to the people the hidden cost of the clothes we are buying.

In the following link the participants can see how the company is making change.

In slide 10, the participants will watch a video where the company shows the “Action Works” to connect committed individuals to organizations working on environmental issues in the same community.

The facilitator will provide slide 11 as a reflection slide to participants. They will have to discuss about the following questions:

- How can our consumption habits influence in the production of waste? Give some examples
- How can a social Enterprise communicate to their customers, so they understand the impact that they're making?
- Do you think the owner of a company can also be an environmental activist?

To close this training session, the facilitator will ask the participants to engage in a short verbal feedback session. Here, participants will be asked to reflect on what they have learned in today's session, and to identify one new fact that they did not know before today.

The facilitator will then thank the participants and close the workshop.

Module 2: Circular Economy vs Linear Economy

Module Title	Module 2: <i>Circular Economy vs Linear Economy</i>
Session 1	
Timing	60 minutes
Materials Required	<ul style="list-style-type: none"> • Training venue with IT equipment and space for all participants • Flipchart and markers • Sign-in sheet • Pens and note-taking materials for participants • Laptop and TV screen or projector for the facilitator to present the PowerPoint slides • Copy of MX.PPT1 for the tutor
Type of Activity	<ul style="list-style-type: none"> • Lecture
Description of the Learning Activities	<p>Workshop Opening:</p> <p>The facilitator begins the workshop by welcoming all participants. They give a brief overview of the “Learning circle” project and distribute the attendance list for the session asking participants to sign in.</p> <p>Activity 1:</p> <p>On the TV screen or projector, the trainer can show the following diagram:</p> <div data-bbox="421 1377 1423 1843" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%; background-color: #e6f2ff; padding: 5px;"> <p style="text-align: center;">LINEAR ECONOMY</p> <p style="text-align: center;">Materials in a Linear Economy create waste after use.</p> <div style="text-align: center;"> <p>TAKE MAKE USE DISPOSE</p> </div> </div> <div style="width: 45%; background-color: #e6f2e6; padding: 5px;"> <p style="text-align: center;">CIRCULAR ECONOMY</p> <p style="text-align: center;">Materials in a Circular Economy are collected and reused after each use.</p> <div style="text-align: center;"> </div> </div> </div> <p style="text-align: center; margin: 10px 0;">vs.</p> </div> <p>Figure 1. From a linear to a circular economy, Source: Government of the Netherlands Website, The Circular Economy Topic. Source: From a linear to a circular economy Circular economy Government.nl</p>

	<p>Based on this table, the trainer can ask the participants what the circular economy is and linear economy.</p> <p>The trainer can then dive into the material provided in self-directed learning, explaining what are the differences between Linear and Circular Economy, focusing on the definition of Circular Economy, basic elements, why is it important, other explanations (school of thoughts) and what is the current situation in the EU.</p>
Session 2	
Timing	40 Minutes
Materials Required	<ul style="list-style-type: none"> Laptop, paper, text book
Description of the Learning Activities	<p>Activity 2: Group Work</p> <p>Case Study: How can social entrepreneurship contribute to Circular Economy</p> <p>The facilitator will share CS2 and the case of Sonian Forest Co-op.</p> <p>The facilitator can directly share the link or give the text from the website of this social enterprise and can give an introduction on how this enterprise decided to focus on the local production of wood, giving the challenge as presented to the case study.</p> <p>Participants need to visit the website of the Sonian Wood Co-op to learn more about this project:</p> <p>https://sonianwoodcoop.be/</p> <p>Key questions that they need to be able to answer:</p> <ul style="list-style-type: none"> How does this enterprise contribute to strengthening the local economy? Identify the economic challenges that this social enterprise can have. How do family businesses protect this cooperative model from being taken over by large investors? Give 3 real-life examples of how this wood is locally used. How this project contributes to the circular economy?
Session 3	
Timing	20 minutes
Materials Required	<ul style="list-style-type: none"> paper, pen or a whiteboard

**Description of
the Learning
Activities**

Activity 3: The role of consumers

Closing of Workshop

The facilitator will ask the participants to engage in a short verbal feedback session to close this training session. Here, participants will be asked to reflect on what they have learned in today's session and to identify at least one fact on what is the role of consumers in the circular economy and how do we contribute to strengthening the importance of consumers in the conservation of the environment to the centre, as the way we approach the protection and restore a healthier planet.

Module 3: Circular Business Models

Module Title	Module 3: <i>Circular Business Models</i>
Session 1	
Timing	55 Minutes
Materials Required	<i>For Parts 2 and 4, you will need posters/paper/pens/pencils or markers.</i>
Type of Activity	<ul style="list-style-type: none"> • Group and Individual work.
Description of the Learning Activities	<p>Workshop Opening:</p> <p>This activity is divided into four parts, highlighting one of the four Rs. The total time should be approximately 45 minutes.</p> <p style="text-align: center;">Activity 1: Reduce, Reuse, Recycle, Rethink</p> <p>Part 1: Reduce (15 mins)</p> <ul style="list-style-type: none"> - Put students into groups and give each group a poster that outlines REDUCE. - Have each group discuss briefly with each other. - Have each group share their poster and the answers with the class. <p>Part 2: Reuse (15 mins)</p> <ul style="list-style-type: none"> - Give each group a copy of the REUSE page. - Give students 3-4 minutes to write down as many alternative uses for each product as possible. Allow them to write on this page or provide a separate place to record answers. - Trade posters between groups and have the students accept or reject the uses (the uses should be possible, believably functional, etc.) and total the accepted answers. Also have students pick the most creative on each page. - Share which group had the most uses for each category. <p>Part 3: Recycle (10 mins)</p> <ul style="list-style-type: none"> - Post the Fact and Fiction posters on opposite sides of the room.

- Have participants start in the middle of the room (remind them not to run, be careful, etc.)
- Read the statement from the Recycling Fact and Fiction table and have each student move to the location they think is correct.
- Tell participants if they were correct or not and elaborate if needed.

Part 4: Rethink (5 mins)

- Ask participants what they can change in their lives to reduce waste.
- If desired, have participants sign a pledge on a poster. A pledge is included in the poster file, but you may want to consider having students come up with their own class-specific pledge.

Part 5: Recycling Fact or Fiction (approx.. 10 mins)

Statement	Fact or Fiction
Recycling is hard.	Fiction– cans, bottles, and paper can all go in the same container.
You can pack a waste-free lunch by reusing containers and recycling.	Fact
80% of your trash can be recycled or composted.	Fact
Recycling is the solution to all our waste problems.	Fiction– reducing waste, reusing items, and rethinking our behaviour help play a role in solving our waste problems.

	I don't make that much trash.	Fiction– the average American generates 4.5 lbs. of trash every day.
	Recycling saves money.	Fact. Trash is expensive to landfill. Recycling also saves energy and requires fewer resources.
	Plastic bottles can be recycled into carpet, jeans, and t-shirts.	Fact– polyester is often made of recycled plastic.
	Recycling one aluminium can saves enough energy to run your TV for 3 hours.	Fact
	You can make a difference through Reducing, Reusing, Recycling and Rethinking.	Fact

Session 2

Timing	60 Minutes
Materials Required	It depends on what they will use in Part 2 (pencil/pen/coloured pencils/A3 paper OR laptop/access to Wi-Fi/PowerPoint).
Type of Activity	<ul style="list-style-type: none"> Group Work, Case Study and Research.
Description of the Learning Activities	<p>Workshop Opening:</p> <p>For this activity, Divide students into groups of 4-5 students. The purpose of this activity is transforming their business from the Traditional Model to Circular Business Model. The activity is divided into three parts with the third and final step to be a presentation of each group plan for CBM. The total time should be approximately 60 mins.</p>

Below you can find some sources the students can use for this activity, such as a video with an example, some websites briefly describe the companies that use CBM and another website of the calculation of footprint.

First the students have to decide within their group, the roles they will have. For instance, someone can be responsible for researching the Product as a service method etc.

Activity 2: Transformation from Traditional Model to Circular Business Model

Part 1: (15 mins)

Students have 15 minutes to discuss and decide some of the following; what type of business they are in, they can also choose a name, why they want to transform to a CBM, how they can do that and what are their next steps. *For instance*, they can rent machines from X business and avoid buying new ones but also as a business they can rent their vans to other businesses too.

Part 2: (30 mins)

In this part students have 30 minutes to create a poster or a presentation etc, in order to show how they will be a Circular Business. Each of the students have to do research on the method they are responsible for and discuss with their group the different steps they can take or the changes the business should make. Moreover, they can include how their footprint as a business will be reduced.

Part 3: (15 mins)

This part is the presentation of their plan. Each group has 5 mins to present. Afterwards the rest of the groups can ask questions.

Sources:

- Check this website about “How to calculate a Corporate Carbon Footprint”:
<https://www.climatepartner.com/en/services/corporate-carbon-footprint-ccf>
- Watch this video about H&M Group exploring new circular business models: <https://www.youtube.com/watch?v=KaJXOWLo2zc>
- Also, you can sign up for free on this website: <https://greenfeet.com/> and then, add data and info to have an analysis of how much is your business footprint. (The data and info will be of course placeable).
- Check this website about the “Scottish Businesses Leading the Way” to Circular Business Model:
<https://www.zerowastescotland.org.uk/circular-economy/in-action>
- Check this website about the “These 11 companies are leading the way to a circular economy”:
<https://www.weforum.org/agenda/2019/02/companies-leading-way-to-circular-economy/>

- Use this website as an example to start your plan of transforming:
<https://ellenmacarthurfoundation.org/fashion-business-models/overview>

Module 4: Best practices on Circular Economy and Social Entrepreneurship

Module Objectives

The learning objectives of this modules are:

- Know good practices of social enterprises in the circular economy
- Understand the added value of the social enterprise
- Understand the circular business models

Module Title	Module 4: <i>Best practices on CE and Social Entrepreneurship</i>
Session 1	
Timing	[60] minutes
Materials Required	<p>Materials:</p> <ul style="list-style-type: none"> • Training venue with IT equipment, and space for all participants • Flipchart and markers • Sign-in sheet • Pens and note-taking materials for participants • Laptop and TV screen or projector for the facilitator to present the PowerPoint slides • Copy of M4.PPT1 for the tutor
Type of Activity	<ul style="list-style-type: none"> • Good practices
Description of the Learning Activities	<p>Workshop Opening:</p> <p>The facilitator begins the workshop by welcoming all participants. They give a brief overview of the “Learning circle” project and distributes the attendance list for the session asking participants to sign in.</p> <p>Activity 1: Good practices in the food production sector: Espigoladors and Karakeleko Organic Farm</p> <p>In this activity, 2 good practices in the food production sector are shown.</p> <p>In slide 3, the facilitator will introduce the objectives of this activity.</p> <p>In slide 4, the facilitator will explain the roles of social entrepreneurs in the circular economy.</p> <p>In slide 5 and 6, the facilitator will explain the main goal of bridging circular economy and social entrepreneurship.</p>

	<p>Slides 8 to 12 present a good practice of circular economy + social enterprise in the food production sector: Espigoladors.</p> <p>The facilitator will present what Espigoladors is and their mission (slide 8), how they do address their mission (slide 9), the gleaning activity of the enterprise (slide 10), several commitments with the Sustainable Development Goals (SDGs), the circular economy and the local producers (slide 11) and finally the social impact of the company (slide 12).</p> <p>Then, the participants will watch a video of Espigoladors (https://www.youtube.com/watch?v=6W9ec1HK4UE) and will have to debate answer the following questions (slide 13). For that, they will have first to visit their website.</p> <ul style="list-style-type: none"> ● How does Espigoladors involve the local community? ● Why is it a social enterprise? ● How do they apply the circular economy? <p>Then, the facilitator will remind the lessons learned of this social enterprise.</p> <p>The second good practice is Good Edi which is presented through slides 15-17.</p> <p>The facilitator will present what Good Edi is (slide 15). Then, through slide 16-17 the facilitator will present an interview with the founders of Good Edi, and is also provided a podcast. Then, the facilitator will ask the following questions to the participants to debate and answer (slide 18). For that, they will have first to visit their website and read or listen the interview.</p> <ul style="list-style-type: none"> ● Why is it a social enterprise? ● How do they apply the circular economy? ● What other benefits offer Good Edi?
Session 2	
Timing	[60] Minutes
Materials Required	<p>Materials:</p> <ul style="list-style-type: none"> ● Training venue with IT equipment, and space for all participants ● Flipchart and markers ● Sign-in sheet ● Pens and note-taking materials for participants ● Laptop and TV screen or projector for the facilitator to present the PowerPoint slides ● Copy of M4.PPT2 for the tutor
Description of the Learning Activities	<p>Activity 2: Good practices of product as a service: Inwit and Repack</p> <p>In this activity, 2 good practices of product as a service business model are shown.</p> <p>In slide 3, the facilitator will introduce the objectives of this activity.</p> <p>In slide 4, the facilitator will explain the roles of social entrepreneurs in the circular economy.</p> <p>The first good practice is presented through slides 5 to 8.</p>

	<p>The facilitator will present the Inwit, a company that provides reusable containers among food businesses and consumers (slide 5).</p> <p>Then, the facilitator will introduce their mission (slide 6).</p> <p>In slide 7, the facilitator will ask the participants the following questions for debate:</p> <ul style="list-style-type: none"> • Is this a social enterprise? Explain why • How do they apply the principles of circular economy? <p>The second good practice is the company Repack, which is presented through slides 9-13.</p> <p>The facilitator will present the company (slide 9), their circular business model (slide 10), their positive environmental impact (slide 11), the difference between reuse and single use (slide 12) and how they have measured their social and environmental impact (slide 13).</p> <p>In slide 14, the facilitator will ask the participants the following questions for debate. For that, they will have first to visit their website.</p> <ul style="list-style-type: none"> • Why is better to reuse than recycling? Consider the effect of the transport in the return of packaging • Is this a social enterprise? Explain why • How are they measuring their positive impact? What dimensions they have considered?
Session 3	
Timing	[60] minutes
Materials Required	<p>Materials:</p> <ul style="list-style-type: none"> • Training venue with IT equipment, and space for all participants • Flipchart and markers • Sign-in sheet • Pens and note-taking materials for participants • Laptop and TV screen or projector for the facilitator to present the PowerPoint slides • Copy of M4.PPT3 for the tutor
Description of the Learning Activities	<p>Activity 3: Good practices in energy sector and resources recovery: Energy4all, Dycle and Retalhar</p> <p>After presenting the objectives of the activity (slide 3) and a short introduction to the renewable energy (slide 4), the facilitator will present the good practice on renewable energy “Energy4all”, a green energy cooperative through slides 6-9.</p> <p>After presenting the social enterprise (slide 6), the facilitator introduce their mission and how do they work (slide 7). Then, the facilitator will explain the involvement of landscapers and developers in the community (slide 8) and some examples of projects that they have developed, with their outputs (slide 9).</p>

In slide 10, the participants will visit their website and the facilitator will ask the following questions for debate:

- How do they involve the local community?
- Why is it a social enterprise?
- How do they apply the circular economy?
- What other benefits have this system?

The following good practice is Dycle, a company that is analysed in slides 12-14, a new way of diaper circular business.

In slide 12, the facilitator will introduce the company, then the challenge and the solution, a circular business model that the company wants to implement (slide 13). In slide 14, the facilitator will present the estimations of the company to reduce the impact of diapers in the environment.

Through slide 15, the facilitator will pose the following questions to the participants for debate:

- How do they involve the local community?
- How do they apply the circular economy?
- What can be their social and environmental impact?

The last good practice, Retalhar, is presented through slides 17-20. First, the facilitator presents the circular business model of the social enterprise (slide 17), the social impact (slide 18) and the purpose, vision, mission and values (slide 19). In slide 20, the outcomes of the company are shown.

The participants will visit the website of the company and the facilitator will ask the following questions for debate:

- How do they involve the local community?
- How do they apply the circular economy?
- Which is the social and environmental impact?

To close this training session, the facilitator will ask the participants to engage in a short verbal feedback session. Here, participants will be asked to reflect on what they have learned in today's session, and to identify one new fact that they did not know before today. The facilitator will then thank the participants and close the workshop.

Module 5: Market Research: Methods and Tools

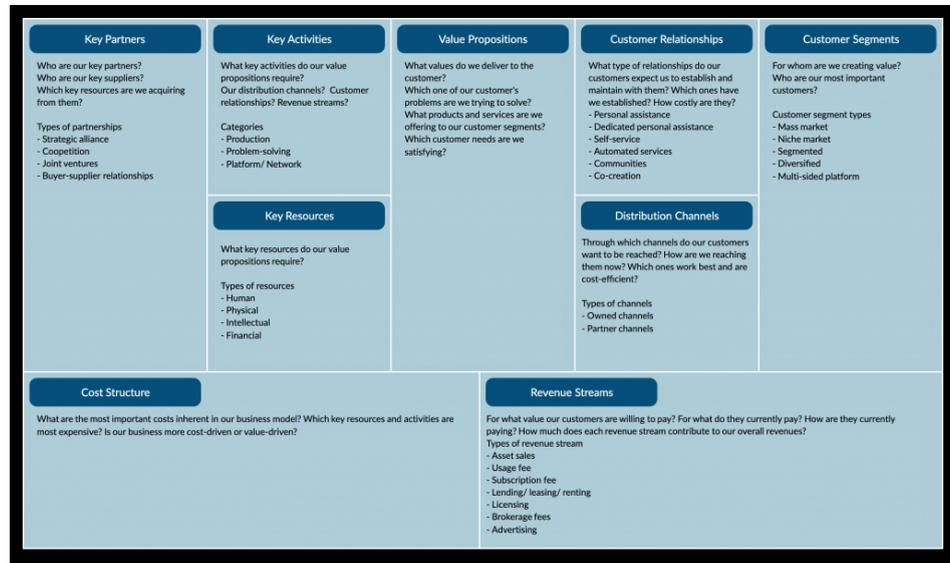
Module Title	Module 5: <i>Market Research and Testing</i>
Session 1	
Timing	100 minutes
Materials Required	<ul style="list-style-type: none"> ● Training venue with IT equipment, and space for all participants ● Flipchart and markers ● Sign-in sheet ● Pens and note-taking materials for participants ● Laptop and TV screen or projector for the facilitator to present the PowerPoint slides ● Copy of MX.PPT1 for the tutor
Type of Activity	Group work
Description of the Learning Activities	<p><i>Workshop Opening:</i></p> <p>The facilitator begins the workshop by welcoming all participants. They give a brief overview of the “Learning circle” project and distribute the attendance list for the session asking participants to sign in.</p> <p><i>Activity 1: Understanding the importance of Market Research ()</i></p> <p>Real life example: Ask participants to share the most recent purchase they made and whether they have looked for many/other options before proceeding to the purchase.</p> <p>Ask participants to form groups and brainstorm about when and why we conduct market research.</p> <p>The facilitator needs to conclude on the points shared by the group and provide his/her knowledge and theory on the topic based on the self directed.</p> <p><u>Activity</u></p> <p>Ask participants to identify a product/service idea they would like to explore market opportunities.</p> <p>Where do you start? - Show on screen the Six Step Market Research Process.</p> <p>But! Before starting with the objectives as per the diagram, an important element needs to be identified first! This is the “ideal customer”.</p> <p>Identifying the idea’s Target group and start building the persona using the below template:</p>

Module 6: How to build a business plan

Module Title	Module 6: <i>How to build a business plan</i>
Session 1	
Timing	120 minutes
Materials Required	<ul style="list-style-type: none"> ● Training venue with IT equipment, and space for all participants ● Flipchart and markers ● Sign-in sheet ● Pens and note-taking materials for participants ● Laptop and TV screen or projector for the facilitator to present the PowerPoint slides
Type of Activity	Group work
Description of the Learning Activities	<p>Workshop Opening:</p> <p>The facilitator begins the workshop by welcoming all participants. They give a brief overview of the “Learning circle” project and distribute the attendance list for the session asking participants to sign in.</p> <p>Activity 1: What is a business plan and the importance of it (35 mins)</p> <p>Intro - Ask participants to brainstorm about the concept of the business plan (what this is, when do we do it, why it is important).</p> <p>Facilitators are advised to show to participants one of the below videos:</p> <p>What is a Business Plan? - Bplans Explains Everything Harvard i-lab Developing a Social Enterprise Business Plan with Allen Crossman</p> <p>Activity 2: Where shall they start then? (30 mins)</p> <p>Ask participants to form groups and come up with a business idea they would be interested in pitching. Where shall we start then? Drafting a business may be a daunting process.</p> <p>Introduce the concept of the BMC or SBMC. Play on of the below videos:</p> <p>The Business Model Canvas - 9 Steps to Creating a Successful Business Model - Startup Tips Overview of the Social Business Model Canvas</p> <p>Facilitators need to mention that due to the emergence of social entrepreneurs, the Social BMC evolved. So if participants have an idea which has a social impact it is better to go for the SBMC.</p> <p>In order to provide more practical insights, the facilitator should take the participants through a case study.</p>

<https://socialbusinessdesign.org/recyclepoints-business-model-case-study/>

The participants should start answering the questions of the BMC or SBMC and start completing the diagram.



It is important for the participants to follow the order that the building blocks appear. Facilitators should refer to the tips shared in the self learning toolkit to share those to the participants during the workshop.

At the end, groups need to present their BMC/SBMC in a poster format to the rest of the groups. All groups need to vote for the top 3 most viable ideas.

Session 2

Timing

40 Minutes

Materials Required

- Training venue with IT equipment, and space for all participants
- Flipchart and markers
- Sign-in sheet
- Pens and note-taking materials for participants
- Laptop and TV screen or projector for the facilitator to present the PowerPoint slides
- Copy of MX.PPT1 for the tutor

Description of the Learning Activities

Workshop Opening:

The facilitator begins the workshop by welcoming all participants. They give a brief overview of the "Learning circle" project and distribute the attendance list for the session asking participants to sign in.

Activity 1: Drafting a business plan

Using the same idea they came up in the previous session, participants now will be requested to draft a business plan.

	<p>They have all the information about the objectives, the goals, the target market, the product and/or service, the channels (the marketing and sales plan), the financials (revenue streams and cost structure).</p> <p>Therefore, now it is the time to put everything down in a professional and structured way.</p> <p>Use the template when drafting the business plan: Business plan template doc.docx</p> <p>At the end, ask the groups to present their business plans and the rest of the groups to represent the investors and decide on whether they would like to proceed with the idea.</p>
Session 3	
Timing	20 minutes
Materials Required	<ul style="list-style-type: none"> • Laptops etc.
Description of the Learning Activities	<p><i>Closing of Workshop</i></p> <p>To close this training session, the facilitator will ask the participants to engage in a short verbal feedback session. Here, participants will be asked to reflect on what they have learned in today's session, and to identify one new fact that they did not know before today.</p>

Module 7: Financing for Circular Economy Entrepreneurs

Module Objectives:

The learning objectives of this modules are:

- Knowing the concept and types of Green Investing and the types
- Knowing the concept of Greenwashing
- Knowing the concepts of Social Investing and Impact Investing
- Understand the role of different actors in financing a business.
- Analyse the financial potential of an entrepreneurial project.
- Comprehend the criteria that investors may use to assess an idea.
- Knowing the different development phases of a company and the relation with financing.
- Know the different funding sources that an enterprise can access.

Module Title	Module 7: <i>Financing for Circular Economy Entrepreneurs</i>
Session 1	
Timing	[120] minutes
Materials Required	<p>Materials:</p> <ul style="list-style-type: none"> • Training venue with IT equipment, and space for all participants • Flipchart and markers • Sign-in sheet • Pens and note-taking materials for participants • Laptop and TV screen or projector for the facilitator to present the PowerPoint slides • Copy of M7.PPT1 for the tutor
Type of Activity	<ul style="list-style-type: none"> • Lecture
Description of the Learning Activities	<p>Workshop Opening:</p> <p>The facilitator begins the workshop by welcoming all participants, gives a brief overview of the “Learning circle” project and distributes the attendance list for the session asking participants to sign in.</p> <p>Activity 1: Financing the circular economy entrepreneurship</p> <p>The facilitator introduces the main objectives of the session (<i>slide 3</i>).</p> <p>In <i>slide 4 and 5</i>, the facilitator presents an introduction to the topic.</p> <p>In <i>slide 6</i>, the participants will watch a video about “how do leading financial services firms see the circular economy opportunity”.</p> <p>https://youtu.be/u7GvAptjV2I</p>

Through *slides 7 and 8* the facilitator will explain what the Green Investing is and which types there are.

In *slide 9*, the facilitator will introduce participants to the concept of greenwashing, versus green investing. The participants will watch a trailer of the documentary "The green lie". <https://youtu.be/Kon48ssPfCU>

The facilitator will use the *slide 10* to explain some definitions: capital structure, debt, equity and maximize the market value.

Slide 11 will provide participants the criteria that investors may use to assess an idea or a project. After that (*slide 12*), the facilitator will pose some questions that need to be answered to analyse the financial potential of a project, in order to plan how to get financing.

Slide 13: The facilitator will explain the four phases that must be distinguished in order to find the best investors in each phase of developing an enterprise.

Slides 14-15: The facilitator will elicit the definition of social investor from participants and will pose the following questions, to be answered after the video:

- What is a social investor?
- What do social investors want?

The facilitator will play a brief YouTube video to participants to identify some of the key issues relating to social investment.

The facilitator will present a definition of social investor from slide 15. He/she will encourage participants to debate the definition, asking what do social investors want. To provide more information for the debate, the facilitator will play a short video to understand what the cost of capital is. <https://youtu.be/f6E4POki8vg>

Slide 16: The facilitator will elicit the definition of impact investment from participants. The facilitator will pose the following questions to participants pay attention during the video.

- What is impact investment?
- Which types of investment are explained in the video?
- Which is the aim of any type of investment?
- Give an example of sustainable investment

The facilitator will play a brief YouTube video to participants to identify some of the key issues relating to impact investment. <https://youtu.be/jv3oKGUbCPo>

Slide 17: After having watched the video, the participants will discuss the questions. To encourage further debate on this issue the facilitator will ask the participants to give some examples of sustainable investment and impact investment.

Slide 18: To better engage with the participants, the facilitator will ask them to think about what type of financing sources a social enterprise can access. In *slide 19*, the facilitator will show the list of sources and the group will discuss about it.

Slide 20-21: Following on from the discussion, the facilitator will invite participants to know about one specific type of private financing, the Crowdfunding. They will talk about the different types of crowdfunding and will visit some of the Crowdfunding and Crowdlending platforms. The

participants will debate about the differences between this 2 type of crowdfunding.

Slide 22 will provide participants an example of investment organisation, RSF. The facilitator will play a short YouTube video.

Slide 23 provides an example of Tech accelerator company that provide funding and validate solutions.

Slide 24 presents the non-profit Ashoka, which identify, connect and accompany the leaders of social innovation.

In *slide 25*, the facilitator will present to the participants some European programmes where SME can access to public funding.

To close this training session, the facilitator will ask the participants to engage in a short verbal feedback session (*slide 26*). Here, participants will be asked to reflect on what they have learned in today's sessions, and to identify the keypoints.

The facilitator will then thank the participants and close the workshop.

Module 8: Finding Collaborators – Expanding the Network

Module Objectives:

- Understand the concept of stakeholder.
- Understand the importance of identifying stakeholders.
- Appreciate the importance of distinguishing between stakeholder’s groups.
- Comprehend the influence that stakeholders have on a Social Enterprise.
- Know how to develop a stakeholder’s analysis.
- Understand the importance of measuring the social impact.

Module Title	Module 8: <i>Finding Collaborators – Expanding the Network</i>
Session 1	
Timing	[90] minutes
Materials Required	<p>Materials:</p> <ul style="list-style-type: none"> • Training venue with IT equipment, and space for all participants • Flipchart and markers • Sign-in sheet • Pens and note-taking materials for participants • Laptop and TV screen or projector for the facilitator to present the PowerPoint slides • Copy of M8.PPT1 for the tutor • Copies of the Power Grid template for the participants <p>(https://www.mindtools.com/pages/article/newPPM_07.htm?download=1)</p>
Type of Activity	Group work
Description of the Learning Activities	<p>Workshop Opening:</p> <p>The facilitator begins the workshop by welcoming all participants. They give a brief overview of the “Learning circle” project and distributes the attendance list for the session asking participants to sign in.</p> <p>Activity 1: Stakeholders in Social Enterprise</p> <p>The facilitator will introduce the main objectives of the session (slide 3)</p> <p>The facilitator will introduce to the participants the slide 4: Stakeholders of a social enterprise. The facilitator will explain that basically, they are going to take participants through the idea of what is a stakeholder analysis, and methodology for doing the analysis. Apply the concept to an actual case, so they can see how it plays out. And then talk a little bit about how to take a</p>

	<p>stakeholder analysis, and convert it into what we call a Stakeholder Impact Table.</p> <p>In slide 5, the participants will watch a video to understand why stakeholders are important. Then, they will debate in group the questions presented in the slide.</p> <p>https://www.youtube.com/watch?v=WjxvP5eitzk</p> <p>After that, the facilitator will explain some definitions: stakeholder, stakeholder analysis, stakeholder engagement and stakeholder management (slide 6).</p> <p>Then, the facilitator will explain the difference between internal, external and key stakeholders (slide 7).</p> <p>Through the following slides, the participants will have to develop a stakeholder analysis. In slide 8 there it is explained what is a stakeholder analysis, with 3 steps.</p> <p>In step 1 (slide 9-10), the participants will have to choose one of the good practices of Module 4 and imagine that it is a social enterprise in their local community. They will have to identify the stakeholders that this social enterprise could have.</p> <p>The participants will brainstorm, thinking of all the people who is affected by the social enterprise, or have some interest on it.</p> <p>In slide 10 there are some tips that the facilitator can explain to the participants in order to facilitate the identification. The facilitator will write down in the flipchart the stakeholders map.</p> <p>Through slides 11 and 12 the participants will work on the second step of the stakeholders analysis, i.e. prioritize them.</p> <p>For that, the participants will need to fill the Power grid template. The facilitator will provide the template and pens to the participants, and they will have to prioritize the stakeholders that they have identified.</p> <p>In slide 13 the facilitator will ask some questions to the participants for them to identify the motivations of every stakeholder, their profile, their potential interest in your project, the relationships, the opposition, etc.</p> <p>When the participants finalize the analysis, the facilitator will ask the participants which are the key points of the stakeholders analysis (slide 14). Then, he will complement the answers of the participants with slide 15.</p> <p>To conclude the session, the facilitator will ask some questions to the participants (slide 16), they will debate about it and the facilitator will complement the answers with the ones in slide 17.</p>
Session 2	
Timing	[30] Minutes

<p>Materials Required</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Training venue with IT equipment, and space for all participants • Flipchart and markers • Sign-in sheet • Pens and note-taking materials for participants • Laptop and TV screen or projector for the facilitator to present the PowerPoint slides • Copy of M8.PPT2 for the tutor
<p>Description of the Learning Activities</p>	<p>Activity 2: Measuring the social impact</p> <p>The facilitator will introduce the objectives of this activity (slide 3).</p> <p>Through slide 4, the facilitator will give a definition of social impact.</p> <p>In slide 5, the facilitator will explain what measuring the social impact is and which is the importance of measuring it.</p> <p>Then, the participants will watch a video (2'34'') regarding stakeholders engagement, showed in slide 6 (https://www.youtube.com/watch?v=VHGTsEwbOjY). After watching the video the participants will work in group to answer these questions:</p> <ul style="list-style-type: none"> • What is stakeholders engagement? • Why is critical to engage stakeholders? <p>With slide 7, the facilitator will add some information to this answers. After this debate, the participants will watch a second video on how to measure the social impact (https://www.youtube.com/watch?v=KDCYc_0h13g). After watching the video they will have to debate and answer these questions:</p> <ul style="list-style-type: none"> • Why is important to measure the social impact? • How can we measure the social impact? Which are the main steps? • How can you collate data? • How can you assess those data? • How can you share your results effectively to the right audiences? <p>Through slides 9 and 10, the facilitator will provide 2 important tips regarding social impact measurement.</p> <p>To close this training session, the facilitator will ask the participants to engage in a short verbal feedback session. Here, participants will be asked to reflect on what they have learned in today's sessions, and to identify one new fact that they did not know before today. The facilitator will then thank the participants and close the workshop.</p>



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