

**Complete Course
Learning Programme**

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Introduction

This document presents the ComENTER training path that has been designed by the project partners in order to equip any interested stakeholder with the necessary skills and competences to create a community enterprise.

A survey was submitted to relevant experts in the countries of the partnership to define the skills and competences required to create a community enterprise. Its results have been taken into account when drafting this training path.

The ComENTER project

The ComENTER project targets an ambitious goal: increasing the participatory skills and entrepreneurial skills of the women and disadvantaged people for their engagement with the community enterprises sector, particularly by supporting community enterprise creation and diffusion.

To achieve this objective, the project will create two main tools:

- A start-up path for community enterprise
- A portal for the development of community enterprises

Overview of community enterprises in partners' countries

Bulgaria

Social enterprises in Bulgaria¹ cover different legal forms: associations and foundations; cultural community centres; specialised enterprises for work integration of people with disabilities and cooperatives of people with disabilities.

Enterprises with social aims in the country displaying the main characteristics of future social enterprises have a long history and tradition, particularly those in the form of the powerful cooperative movement and community cultural centres (*chitalishta*). **Cooperatives** experienced a remarkable expansion before World War II as a form of economic organisation that allowed people with limited material resources to cope with economic and social problems. The unique Bulgarian **community centres named *chitalisha*** (the literal definition of the word lies close to a reading room) established first in the beginning of 1856 perform enlightenment and cultural functions such as preservation of cultural traditions, values and virtues. A third pillar, **enterprises that provide**

¹ Jeliazkova, M. (2019). *Social Enterprises and their Ecosystems in Europe; Country Report Bulgaria*, Catalogue number KE-03-18-513-EN-N, ISBN 978-92-79-97826-5| DOI 10.2767/786387

sheltered employment for people with disabilities, also contributes to the development of contemporary social enterprises. Such enterprises started to emerge at the beginning of the 20th century. They underwent a rapid growth and development in the period 1951-1989 due to the legally defined right of reserved market niches for their products. After a period of difficulties during the first decade of transition, currently the enterprises facilitating work integration of disabled people are gradually restoring their capacity to fulfil their functions. As for the **associations and foundations**, their development started in the first half of the 20th century although they faced interruption during the socialist period, and after 1990 **non-profit organisations** (NPOs) again experienced fast expansion.

The recent lack of clear criteria for identifying social enterprises in Bulgaria and the fragmented legal framework have confused the field of social enterprises. The National Social Economy Concept (2011) is one of the key strategic documents that sets the policy framework for social entrepreneurship and more broadly - the social economy. It defines social enterprises as cooperatives, businesses, and organizations duly registered under national law, whose business aims at social and humanitarian effects and which reinvest their profits for social causes in favour of the community.

The Act on Enterprises of Social and Solidarity Economy which came into force on 2nd May, 2019 is the first law legally recognising the existence and function of the various actors of the social economy in Bulgaria. The law aims to provide a clear definition of social enterprises, measures to promote them along with mechanisms of interaction with the state and other stakeholders.

Due to the lack of sufficient statistical data and with many reservations, currently established social enterprises could account for around **1% of all the enterprises in Bulgaria**, employing about **2% of the employed population**. They contribute to about **0.7% of the added value produced in the country**. All three figures lie well below the EU averages.

The main factor threatening social enterprise development in Bulgaria is the general economic and social situation in the country. Currently social enterprises rely mainly on public (budget) support, but the opportunities of public budgets (national and local) to support social enterprises remain quite limited. This combines with a high level of (income) poverty, which ranks the highest in the entire EU. The effect of this combination shows that, despite large-scale needs for social services, limited public budgets and low incomes reduce the solvent (public and private) demand of goods and services that social enterprises could provide. Against the backdrop of rising needs that social enterprises could directly address, the surrounding ecosystem struggles to fully harness their potential.

France

The concept of social and solidarity economy (SSE) designates a set of enterprises organized in the form of cooperatives, mutual societies, associations or foundations, whose internal functioning and activities are based on a principle of solidarity and social utility.

These enterprises adopt democratic and participatory management methods. They strictly control the use of the profits they make: individual profit is forbidden and the results are reinvested. Their financial resources are generally partly public.

Implemented by structures with very diverse forms, the social and solidarity economy has acquired a real legal status with the law of July 31, 2014.

Defined by Article 11 of this same law, the "social utility company" (ESUS) approval allows the most socially demanding companies to be labeled in order to attract private investors through solidarity savings.

In 2015, the *Panorama de l'ESS en France*² (4th edition), produced by the National SSE Observatory listed the following figures for the SSE sector:

- 10.5% of French employment
- 13.9% of private employment
- 2.37 million employees
- 221,325 establishments

In contrast, more recent editions, including the 2019 edition³, report a national downward trend. At issue: the elimination of the contracts-assisted, the reorganization of territorial jurisdictions and the decline in donations following the elimination of the wealth tax.

"This represents a significant decline in the number of jobs in associative companies, which are by far the largest employers in the sector," notes Eric Forti, president of the Regional Chamber of the Social and Solidarity Economy of Ile-de-France, in the introduction to the 2019 Panorama.

However, the social and solidarity economy is still strong and is recruiting⁴: in the silver economy, 770,000 jobs are "available" in the care, solidarity tourism, mobility or housing sectors. Moreover, knowing that 18% of the employees of the SSE are less than 30 years old, but that 31% are more than 50 years old, the sector is preparing for 752,000 retirements within 8 years. That is to say nearly

² <https://www.avise.org/ressources/panorama-ess-2015> accessed April 14 2021

³ <https://www.cressidf.org/panorama-de-less-2019-ralentissement-inquietant-en-ile-de-france/> accessed April 14 2021

⁴

<https://www.mediatico.fr/editos/panorama-2020-de-leconomie-sociale-et-solidaire-une-contribution-a-lemploi-fortement-positive/> accessed April 14 2021

100,000 positions to be replaced per year, in branches of activity in full development in view of the growing social and environmental needs.

Italy

Social Economy Context in Italy

In 2015 (latest census available), the social economy in Italy was composed of 379,176 organisations with a total added value of over 49 billion euros, 1.52 million workers (of which 1.49 employees) and more than 5.5 million volunteers.

The role of Social Economy Organisations (SEOs) is therefore particularly significant in terms of weight percentage on the private economy. Indeed, compared to the private sector, the social economy represents 8.0% of organizations, 6.7% of added value, 9.1% of workers and 12.7% of employees.

In relation to the legal form of the SEOs, 75.7% (286,942) is constituted in the form of an association. On the other hand, cooperatives represent 15.6% of the units, with 3.8% referred only to social cooperatives. However, if we consider the economic weight, the proportions are reversed: the cooperatives contribute most to the creation of the social economy's added value, with a share of 60% equal to 28.6 billion euros (8.1 social cooperatives, 20.5 the others). However, the contribution of all the other legal forms in terms of added value is also noteworthy: associations (12.5 billion euros), no-profit institutions with other legal forms as ecclesiastical bodies, mutual aid companies, sports clubs, social enterprises and other entities with the legal form of private entities (4.7 billion euros) and foundations (3.3 billion euros).

The main social economy's employment pool is represented by cooperatives which employ more than three quarters of the workers (1.15 million, 380 thousand of which in the social cooperatives and 771 thousand in the others), increasing their weight compared to the share recorded in the added value.

Even though SEOs operate in all sectors of activity, they concentrate especially in the sectors of arts, sports and entertainment (37.0%) and other services (35.0%), typical activities of non-profit institutions. Although more distant, the next sector for numerical consistency is that of health and social assistance (11.3%). This sector, however, is the most important from an economic point of view: the SEOs that operate there generate an added value of 12.7 billion euros (25.9% of the total); it is also relevant in regard to employment, with more than 445 thousand employees, it represents 29.3% of the total occupation.

The weight of the social economy on the entire private economy, in terms of number of organisations, accounts for most in sectors of entertainment, sport and culture (48.1%), other

services (39.3%) and education (17.1%), which are sectors where organisational forms of the associative type prevail. Instead, shifting the focus on added value and employment, the sectors where social economy organisations are absolutely important are education (which represents over 60.0% of added value and of the private economy's employees), followed by health and social assistance (35.9% of value added, 45.1% of employees), other services (41.5% of value added, 18.9% of employees) and cultural activities, sports and recreational activities (25.3% of added value, 21.0% of employees).

Within this universe, it is relevant to see the considerable weight of SEOs which conduct entrepreneurial activities in a perspective of market sustainability. In 2015 41.3% of SEOS had an entrepreneurial orientation. This component, despite representing a minority in terms of the number of organisations, employs 93.9% of social economy employees and generates about 90% of the total added value.

Analysing the distinction of SEOs between entrepreneurial and non-entrepreneurial activities according to different economic sectors, it has been observed that the market-oriented component prevails totally (or almost) in manufacturing, construction, trade, transport and warehousing, real estate services, accommodation and catering, rental and travel agency, business support services. On the other hand, art, sport, entertainment and amusement activities and other services have a more non-entrepreneurial characterization. Lastly, in traditional welfare sectors such as education, health and social assistance, SEOs are divided equally between organisations operating in a market situation and those that do not.

From 2015 to 2017, the social economy's evolution indicated a positive dynamic both in the amount of organisations (+ 4.2%), which increased from 379,176 in 2015 to 394,968 in 2017, and in the number of employees (+ 3.5%) from 1.49 to 1.55 million.

The analysis of social economy's evolution from 2015 to 2017 by sectors of activity highlights a growth in the number of organisations operating in the field of education (16.2%), cultural, sport and recreational activities (+ 13.6%) and a significant drop in financial activities (-9.8%) and other services (-5.4%). Given the large number of workers employed there, it is interesting to note the occupational increase in the sectors of recreational activities (+ 27.0%), health and social assistance (+ 13.0%); in both cases it was higher than that recorded by other enterprises (respectively + 16.5% and + 10.7%).

Community Enterprises in Italy

Italian Social Economy includes community enterprises, which represent a fast-growing phenomenon, that is to some degree difficult to estimate in the absence of a clear definition. It is possible to identify community enterprises as enterprises that:

- conduct the production of goods or services on a stable and continuous basis;
- are managed in a "cooperative" and inclusive way (beyond the legal form);
- produce a community benefit.

According to an influential study (Sforzi, *Community Enterprises and Commons*, Euricse Report 2020) in 2019 there were 109 community enterprises, equally distributed throughout Italy.

In general, community enterprises were founded mainly for four reasons: to rebuild or strengthen the social framework of a given territory (86.4%), to contrast depopulation (81%), to give an answer to specific needs of the population (77.3%) and, finally, to offer missing services to the community (77%).

The most represented sectors of activity are: tourism (41%), agriculture (21%), personal services (14%), culture (10%), recreational activities (8%), energy production (5%), management of green areas (1%).

The cooperative is the most used legal form, which seems to be the most suitable to welcome this type of innovation in Italian legal system. However, other community enterprises have various forms: associations, social enterprises, foundations of participation in particular.

At the legal level, there is currently no single national legislation. In some Regions community enterprises are recognized by regional laws. Puglia, Liguria, Abruzzo have approved specific laws while Basilicata, Emilia Romagna, Lombardy, Tuscany have included specific articles in regional laws about cooperation. These regional laws all represent different profiles, but they share an emphasis on the cooperative form.

However, there is a National proposed law that would include community enterprises (i.e. not only in a cooperative form) within the Third Sector, that is within the general reform which establishes a single regulatory code for the Social Economy. In this perspective, community enterprises would be enterprises operating in certain sectors of community interest, constituted by inhabitants of a territory and characterized by the participation and inclusion of various territorial subjects.

Portugal

In recent years, Portugal has experienced a time of technological entrepreneurship⁵, with each year the number of new companies being twice as high as the number of companies closing down. Entrepreneurship is the engine of the economy because it has a strong social impact, such as:

- The decrease of the unemployment rate;
- The increase in competitiveness of Portuguese companies;
- The increase of Portuguese technology exports.

Entrepreneurship support programs are crucial to the evolution of entrepreneurship in Portugal, because, given the difficulty in accessing credit, without the existence of support programs, it would be impossible to create new companies, new jobs, and increase the export of Portuguese technologies.

Many young people see entrepreneurship as an alternative to emigration. Therefore, with the creation of technological companies in Portugal, Portuguese Higher Education will be able to be a producer of highly qualified people to supply domestic consumption, and will no longer be an exporter of qualified young people who enrich the countries that import them.

Portugal, a country that essentially imports technologies and exports qualified people, the increase in technological entrepreneurship would be a guiding thread to reverse this trend, create technological companies, retain talent and qualified people, produce technologies, consume and export Portuguese technologies.

Technological entrepreneurship in the Portuguese reality is one of the solutions to the country's main economic and social problems.

Spain

Community Enterprises in Spain relate with the Social and Solidarity Economy. The general law in Spain that regulates the situation of these enterprises is the law 5/2011⁶ which aims to establish a common legal framework for all entities. According to the law, they encompass cooperatives, mutual societies, foundations and associations that carry out economic activity, labor societies, insertion companies, special employment centers, fishermen's associations, agrarian transformation societies and singular entities created by regulations specific rules that are governed by the principles established.

Their main principles are to be socially inclusive, focused on the people and social responsibility before the profit. Also autonomous and transparent, democratic and participatory management, the promotion of internal solidarity, the commitment to local development, equal opportunities, social

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<https://www.portal-gestao.com/artigos/7645-o-empreendedorismo-tecnol%C3%B3gico-na-realidade-portuguesa.html>

⁶ <https://www.boe.es/buscar/pdf/2011/BOE-A-2011-5708-consolidado.pdf> accessed April 28, 2021

cohesion, the generation of stable and quality employment, the reconciliation of personal, family and labor and sustainability. Finally, independence from the public powers.

The Law 5/2011 also includes aspects such as who can work (in terms of health, for example, they must be graduates in the field they want to practise the profession) or the type of finance they can access to, as well as how to represent themselves legally, among other aspects. Aside from it, every autonomous community has its own regulations. The first law created to regulate it was written in 1990, as there was the need to regulate an increasing market of these enterprises.

There has been an increase of this type of enterprises in the last 50-40 years, and from 2005 the Spanish Observatory of the Social Economy was created. According to this Observatory, in 2006 and 2007 there was a decrease in the number of employees that were working in all the sectors of the social economy, from 448.171 working in 2006, to 442.874 in 2007⁷. According to the report “*Las empresas más relevantes de la economía social 2019-2020*”, from CEPES there has been an increase of these enterprises as well as an increase of the number of employees. It has reached the figure of 2.177.256 employees in the social economy, and the more than 42.140 enterprises’ profits represent a total of the 10% in the PIB⁸.

In the conclusions of this last study from CEPES, they pointed out that these enterprises are gaining recognition and they are more extended than before. It is also mentioned that the enterprises can be from microenterprises to big companies, and they are gaining recognition within their sectors as well as they can compete on the same level with other companies. Some of the social enterprises are defined as “the best” in their fields, even more than other companies that do not have this social focus. The perspectives are good, and pretend to be better in the future, close or distant.

United-Kingdom

To understand the current position, it is necessary to cover three specific sets of status that an organisation can have as it is quite difficult to strictly reject any one status as inappropriate, though there may only be one of the three that strictly fits the model of a community enterprise as we are defining it within ComEnter&RC. The three are Community Interest Companies, Cooperatives and Community Benefit Societies.

Community Interest Company

⁷ <http://www.observatorioeconomiasocial.es/area-sociolaboral-trabajadores-poblacion-ocupada.php> accessed April 28, 2021

⁸ <https://www.cepes.es/files/publicaciones/119.pdf> accessed April 28, 2021

A Community Interest Company (CIC) is an enterprise set up to make a profit for the benefit of the community. They first appeared in 2005 and were designed to address the lack of non-charitable businesses or community-based companies. Legally, a CIC is a normal company that can be limited by guarantee or limited by shares, though most are limited by guarantee. What makes a CIC distinct is that it has a lock on its assets and is limited to the profits it can distribute to shareholders or members. All assets have to be used for the community purpose; if the assets are sold, the proceeds have to be used for community purpose. If a CIC ceases trading, the assets have to be transferred to a similar asset-secured company. When applying to set up a CIC, an entrepreneur will have to tell the regulator how the company passes the community-interest test, showing that there is a clear benefit to the wider community and not just the members of the CIC. All the directors have to sign a community interest statement to this effect. So, a CIC can be highly restrictive and hierarchical in its decision-making with no community involvement at all, but the activities must directly benefit the community and the assets cannot be reconfigured so they are no longer for community benefit. However, the vast majority of CICs do have considerable community involvement in decision-making and very much less hierarchical than most private companies, even companies limited by guarantee.

Co-operative Society

The International Co-Operative Alliance defines a cooperative, or co-op, as “an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically controlled enterprise.” In other words, cooperatives are created by people who have a specific need and who are willing to work together to operate and organize a company that will meet that need. Being a cooperative, or mutual society, is clearly defined in the UK. Coop UK is the representative body with 4,300 member organisations, so there will be many more cooperatives than that. However, there is nothing specifically required concerning activity in the community. A Co-op acts in the interest of its members. As opposed to the CIC, it is highly democratic and necessarily consultative in decision-making, but it could be located in a place 10 km or more from where any of the members live. Again, that would be rare. Most cooperatives comprise a high proportion of members that are very local to the activities, and go out of their way to act in harmony with the wider community, including those that are not officially members.

Community Benefit Society

The Community Benefit Society essentially combines the progressive elements – community interest and member-led democratic structure – to create an organisation that is led by a community for the benefit of that community through a community-led membership. Neither the CIC nor the

Cooperative are as strictly defined as this, though most organisations that are defined as CIC consult significantly with the community they seek to benefit, and many Cooperatives have members and activities that are embedded in their communities. Societies formally established to benefit their community have been around for a long time, although the term Community Benefit Society is still relatively new. They were previously known as Industrial and Provident Societies, but changes in 2010 required these societies to be registered as either (a) Co-operative or (b) Community Benefit Societies. However, the *substantive* legislation has not changed since the 1850s, so the idea is well established, which means that they are a tried-and-tested concept over 170 years or so in the United Kingdom.

The Umbrella of Mutuals

To give a complete picture, it is necessary to see both Co-operative Societies and Community Benefit Societies in the context of the umbrella known as Mutuals. These include not just these two, but also Building Societies (Housing), Friendly Societies (Social/Cultural) and Credit Unions (Finance). The common factor is that all these sectors exclusively contain organisations that are owned and run by their members. Each of these sectors are regulated by separate pieces of legislation, though both Co-operative Societies and Community Benefit Societies are both regulated by the Co-operative and Community Benefit Societies Act 2014, and 85% of Mutuals fall under this legislation.

Statutory Asset Lock and Charitable Status

Within Co-operative and Community Benefit Societies Act 2014, Community Benefit Societies may or may not have a statutory asset lock, which limits what they can do with their assets. Societies without the statutory asset lock may seek charitable tax status from HMRC. Community Benefit Societies can choose the statutory asset lock (meaning capital assets must be assigned for community purpose should the society close down) or exempt charitable status with the Revenue and Customs Office, which means the community benefit society can be an attractive form of structure to funders in each way.

Community Benefit Society Advantage

There are three principal advantages to being a community benefit society:

1. Firstly, the issue of withdrawable shares by community benefit societies gain exemptions to regulated activity and financial promotion prohibitions due to most businesses (withdrawable shares are not an option for normal Co-operatives which organise on the basis of membership). This means that societies may issue withdrawable shares to the public without

needing to comply with the restrictions on financial promotions that make public share offers very expensive for most companies.

2. Secondly, community benefit societies also have legislative provisions that mean re-organisations – particularly mergers between societies – are relatively easy to do.
3. Finally, many people are drawn to the idea of setting up their societies because they require a democratic structural connection to the community they want to benefit, where membership is drawn from the community and each member has one vote, regardless of how many shares they own in the society.

Community Benefit Society Examples

Here are some examples of sectors of industry, business and trade where a significant number of the active organisations may choose status as Community Benefit Societies:

- **Community Land Trusts**

These ensure land and other community assets are held for the benefit of the community in the long term and this status permits groups to raise capital by doing a community share issue. Community Benefit Societies are also compatible with the statutory requirements which Community Land Trusts must meet, e.g., they must provide a benefit to a local community, the profits must be used to benefit that community, and individuals who live or work in the Trust's area of operation must have the opportunity to become members of the society.

- **Renewable Energy**

Such organisations exist to develop, own and manage facilities for the generation of renewable energy. Using the Society structure means the local community are able to invest in the projects, have a say over how they are developed and benefit from profits generated, with them being reinvested in local community projects.

- **Heritage societies**

Their main aim is to preserve and protect heritage assets for the benefit of the community in the long term. Again, the Society form appeals to such groups because of the ability to do a community share issue. Using a charitable society means that grant funders were willing to invest in the projects.

- **Community pubs**

A number of pubs (bars, with alcohol sales) have been taken over by community benefit societies, which run the pubs for the benefit of the community in the long term. Using this format means they

can undertake a community share issue and attract grant funding, while being owned and controlled by the local community, who have a meaningful say over how the pub is used.

- **Regeneration of local areas**

Such societies might carry out activities including the acquisition and development of residential or commercial property, the leasing out of these properties to local users and the hosting of cultural activities in the area. Using a Society status means these organisations are rooted in their local area, with membership drawn from the local community. This tangible community support helps ensure the success of the society in the long term. If the societies are non-charitable, it would be possible to permit the directors to be paid for their work.

- **Care and support services**

In some cases, local public authorities have devolved their care and support services into independent organisations, and have used a Community Benefit Society identity as a legal structure. The reason would be to make it clear that the organisation exists for the benefit of the community, rather than for private profit, whilst permitting employees, users and other interested parties to be a member of, and have a say in, the running of the organisation.

- **Housing associations**

The majority of housing associations are established as community benefit societies. Although this is often for historical reasons, the statutory provisions which enable transfers of engagement between societies and amalgamations are a significant advantage for housing associations, in a sector in which mergers and group restructures are very common.

- **Social investment vehicles**

Some social investment vehicles are set up as Community Benefit Societies, because of the ability to raise community finance. However, such societies must also carry out other activities, in order to meet the statutory requirement for societies to carry out an 'industry, business or trade'. For example, a social investment vehicle might offer training or carry out research on social investment.

This gives a picture of how Community Enterprise fits into the overall landscape of industry business and trade in the UK

Partners had this European context in mind when designing the learning outcomes of this learning programme in addition with the data collected thanks to the implementation of the survey among local experts to define which specific skills should be targeted in the learning programme.

Structure of the learning programme

The learning programme is composed of 63 hours of face-to-face training designed as follows:

- **Module 1: First steps with commons (23 hours)**
 - **Unit 1 :** *What is The Commons? Attempt of conceptual definition (8h)*
 - **Unit 2:** *Identify commons in your local area and the relationship between them and local sustainable development (5h)*
 - **Unit 3:** *How to manage commons, how to organize yourselves? (5h)*
 - **Unit 4:** *How to raise money and other kind of resources? (5h)*
- **Module 2: Engage on your common enterprise (20 hours)**
 - **Unit 1:** *How to build a community around a common project? (5h)*
 - **Unit 2:** *How engage your community (face-to-face and online processes)? (5h)*
 - **Unit 3:** *How to solve conflict in a community enterprise? (5h)*
 - **Unit 4:** *How to create an appropriate communication campaign? (4h)*
- **Module 3: Starting-up your Community Enterprise (20 hours)**
 - **Unit 1:** *The Community Enterprise difference (4h)*
 - **Unit 2:** *Our entrepreneurial group (4h)*
 - **Unit 3:** *How to better define your idea? The Canvas (4h)*
 - **Unit 4:** *How to actually project your enterprise? The Business Plan (8h)*

Each module is therefore divided in 4 units. This document presents the lesson plans of each training session. Supporting resources have been designed by the partnership and are available on the project's platform.

Module 1 : First steps with commons

This first module lasts 23 hours divided as follows:

- Unit 1 : What is The Commons? Attempt of conceptual definition (8h)
- Unit 2: Identify commons in your local area and the relationship between them and local sustainable development (5h)
- Unit 3: How to manage commons, how to organize yourselves? (5h)
- Unit 4: How to raise money and other kind of resources? (5h)

Unit 1 : What is The Commons? A conceptual definition

Module 1 Unit 1: <i>What is The Commons? A conceptual definition</i>			
Learning hours: 8 Hours			
Learning Outcomes		At the end of this unit, learners should be able to: <ul style="list-style-type: none">• Understand what The Commons is conceptually.• Know the conceptual / theoretical debates emerging from examples of the Commons in practice.• Find examples of The Commons in their everyday lives.	
Module 1 Unit 1 (Introduction) Learning hours: 4			
Duration	Material Needed	Activity/Tips to the tutor	Resource
15 mins	Open floor space for students to move around	Ice breaker Teacher gives prompts for students to organise themselves in a <i>line to identify an order</i> or in groups according to something they have in common. 1. Have students line up side-by side in alphabetical order of their given name (using latin alphabet phonetically when necessary) 2. Have students line up side-by side in chronological order for their birthday in a calendar year. 3. Have students gather in four groups according to whether their	Teacher coordination

		<p>birthday is in the 1st, 2nd, 3rd or 4th quarter in the year.</p> <p>4. Have students gather in four groups according to whether they mainly travelled to class– by car, public transport, cycle or walking.</p> <p>5. Have students gather in three groups according to whether they love yeast extract, hate yeast attract, or they eat it only occasionally.</p> <p>Conclusion – we now know people who are new to us with whom we share a few things in common.</p>	
<p>15 mins</p> <p>10 mins</p> <p>10 mins</p>	<p>Desktop device to display PPT presentations and web-based video content on large screen.</p>	<p>1. Learners see Powerpoint presentation on 'Defining the Commons'.</p> <p>2. Class breaks of into groups of three learners who do not know one another to discuss when lines may become difficult to distinguish between common and collective ownership.</p> <p>3. Groups report back on group discussions to whole class for further discussion.</p>	<p>'Defining The Commons' Presentation</p>
<p>25 mins</p> <p>10 mins</p> <p>10 mins</p>	<p>Desktop device to display PPT presentations and web-based video content on large screen.</p>	<p>1. Introduce the idea of Commoning as a verb – a process of stewardship and creation – rather than the Commons as a noun being a set of assets and resources.</p> <p>2. Watch the two videos identified, using all of 'Commoning Project' (3:20) and first 4:10 of 'Strategies...' <i>(Teacher should prepare by pre-watching to choose one or two points in each video to stimulate consideration of what is being said and discussion)</i></p> <p>3. Send learners into threes to examine different examples of</p>	<p>Commoning Project (New Forest National Park)</p> <p>https://www.youtube.com/watch?v=RgYZot_df2c</p> <p>Strategies, next steps and education towards a Commons-based society</p> <p>https://www.youtube.com/watch?v=WBxfDGo-8ao&t=0s</p>

		today's commoners, those engaged in the process.	
15 mins	Arrange seating for a 'commons' discussion – open and non-hierarchical.	1. Using feedback from the preceding breakout discussions, class to discuss collectively where a single community entrepreneur exists in relation to the Commons. <i>Are creators of Community Enterprises 'Commoners', or something else?</i>	
20 mins		Break	

20 mins	Desktop device to display PPT presentations and web-based video content on large screen.	1. Introduce the debates that have been held in the last 50 years or so on the viability of Commons through PDF presentation that highlights 'The Tragedy of the Commons.	'Debateable Commons' Presentation
15 mins		2. Ask learners to pair-off and consider how they might advocate a response to the critique.	
10 mins		3. Host a feedback session where some of the learners can articulate their responses.	
25 mins	Desktop device to display PPT presentations and web-based video content on large screen.	1. Use 'Enabling A Commons' to set out examples of where common resources have become depleted due to human behaviour, establishing the context of these failures. (Slides 1–4)	1. 'Enabling A Commons' Presentation 2. Sustainable development and the tragedy of commons www.youtube.com/watch?v=ByXM47Ri1Kc An 8-minute video by Elinor Ostrom, a Nobel-prize winning economist. 3. <i>Cultural Evolution of Altruism — Jonathan Birch / Serious Science</i>
25 mins		2. Present examples of commoner-based regulation of commons that offer evidence against the Tragedy of the Commons position from the same presentation. (Slides 5–18) 3. Show two videos (show Ostrom before Birch) offering expert analysis of solutions to the 'tragedy' and explanations of why	

10 mins		understanding of the dynamics in the commons. (Slides 1–10)	
5 mins		2. Break into two groups to discuss how lessons from ecology can be applied to understand (a) the dynamics of political ecology in communities, and (b) sustainable resource management within communities. These being the two subfields. (Slide 11)	
		3. Host a short feedback session and discussion for learners to offer their conclusions.	
15 mins	Desktop device to display PPT presentations and web-based video content on large screen.	Social-Ecological Systems (SES) 2. 1. Present the learners with information on the core subsystems in Ostrom’s version of the SES, including the primary and secondary variables. (Slides 12–18)	1. ‘Systems and Frameworks’ Presentation (cont.).
5 mins		2. Learners consider the ten most frequently identified secondary-level variables on their own to place them in order of importance regarding their own proposal for a community enterprise. (Slides 19–20)	
10 mins	Arrange seating for a ‘commons’ discussion – open and non-hierarchical.	3. Host a short feedback session for learners to offer their thoughts on the relative importance of the ten secondary variables.	
15 mins		Break	

5 mins	Desktop device to display PPT presentations and web-based video content on large screen.	<p>Systems & Frameworks II: Institutional Analysis and Development Framework.</p> <p>1. Briefly introduce that Elinor Ostrom created a highly important Institutional Analysis and Development (IAD) Framework that is central to the analysis necessary to maximise the potential in making a small-scale common pool resource work.</p> <p>2. Present the 'Introduction to IAD Framework' video.</p> <p>3. Show the image of the Framework and ask class if they can see how they might – in due course – be able to interrogate their community enterprise proposal both before and after inception.</p>	<p>1. 'Systems & Frameworks' Presentation (cont.)</p> <p>1. Introduction to IAD framework</p> <p>https://www.youtube.com/watch?v=3cindBF1EM</p> <p>A 19-minute video summarising how the Institutional Analysis and Development Framework is applied.</p>
20 mins			
10 mins			
15 mins	Desktop device to display PPT presentations and web-based video content on large screen.	<p>Specific Types of Commons</p> <p>1. Apply Part 1, 'Types of Commons' in the presentation to give overview of five different sectors of commons – starting with Creative (slides 1–9).</p> <p>2. Show video on Creative Commons after covering this element in the presentation. Then return to the Presentation to cover Digital, Knowledge, Urban and Cultural (slides 10–23)</p> <p>3. On the final slide in 'Types of Commons', ask the whole class the three questions to start discussions on identifying commons (slide 24)</p>	<p>1. 'Different Types in a Common Pool' Presentation.</p> <p>2. Creative Commons licences explained</p> <p>https://www.youtube.com/watch?v=4ZvJGV6YF6Y</p> <p>A 5-minute video that explains the 'open access' model for copyright and the different licences.</p>
20 mins			
10 mins			
5 mins		Break	

10 mins	Desktop device to display PPT presentations and web-based video content on large screen.	Common Pool Resource Institution	1. 'Different Types in a Common Pool' Presentation (cont.). 2. Governing the Commons in Six Minutes https://www.youtube.com/watch?v=B4hVbLjP1v8
10 mins		1. Apply Part 2, 'Common Pool Resources', from the same presentation. Identify the eight 'design principles' in establishing and sustaining stable management of a local common pool resource (slides 25–29)	
5 mins		2. Pause the presentation on the slide introducing the video to show this summary overview of theory within Ostrom's frame for effective Commons governance (slide 30) 3. Return to Presentation to cover Ostrom's Law (slide 31)	
20 mins	Arrange seating for a 'commons' discussion – open and non-hierarchical.	Summary and wrapping-up. 1. Open plenary discussion on the importance of governance and management that is well defined and broadly understood while being inclusive of the expertise provided by the communities of Commons stakeholders.	

Additional Resources – To go further

Definition

Defining the Commons – Emmanuel Quartey

<https://emmanuelquartey.com/post/6576340470/defining-the-commons>

Wiki

P2P Foundation Wiki

<https://wiki.p2pfoundation.net/>

Course

Commons Course Syllabus | David Bollier

<http://www.bollier.org/commons-resources/commons-course-syllabus>

Commons

Can Batlló Community Space

<https://meet.barcelona.cat/en/discover-barcelona/districts/sants-montjuic/can-batllo>

Books

The Wealth of the Commons (73 Essays)

<http://www.wealthofthecommons.org/>

"Patterns of Commoning" (Commons Strategies Group)

<http://patternsofcommoning.org/>

"Patterns of Commoning" (Google Play)

<https://play.google.com/books/reader?id=bzhCgAAQBAJ&hl=en&pg=GBS.PT20.w.0.0.294>

Journal

International Journal of the Commons

<https://www.thecommonsjournal.org>

Article / List of Reports

Constructing Commons in the Cultural Environment (SSRN)

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1265793

Commons Reports | David Bollier

<http://www.bollier.org/commons-resources/commons-reports>

Videos / Video List

Elinor Ostrom Search Results (YouTube)

https://www.youtube.com/results?search_query=Elinor+Ostrom

Sustainable Development and the Tragedy of Commons (YouTube)

<https://www.youtube.com/watch?v=ByXM47Ri1Kc>

Institutional Analysis and Development Framework by Elinor Ostrom Part I (YouTube)

<https://www.youtube.com/watch?v=vmDw4v-LVQg>

The Urban Commons (YouTube)

<https://www.youtube.com/watch?v=sQCahsTLaD0>

Commons Videos | David Bollier

<http://www.bollier.org/talks-essays/videos>

Podcasts / Podcast Lists

Frontiers of Commoning Podcasts | David Bollier (Apple Podcasts)

<https://podcasts.apple.com/us/podcast/frontiers-of-commoning-with-david-bollier/id1501085005>

Commons Podcasts | David Bollier

<http://www.bollier.org/podcasts>

Organisations

Foundation for Common Land

<https://foundationforcommonland.org.uk/>

On The Commons

<https://www.onthecommons.org/>

Commons Strategies Group

<https://commonsstrategies.org/videos>

The International Association for the Study of the Commons

<https://iasc-commons.org>

P2P Foundation (Peer-to-Peer)

<https://p2pfoundation.net>

Special Interest Group

Infrastructuring the Commons (Aalto University)

<http://co-p2p.mlog.taik.fi>

Projects / Project Lists

P2P Lab – a Research Collective

<https://www.p2plab.gr/en/>

Commons Transition Primer

<https://primer.commonstransition.org>

Commons In Practice | David Bollier

<http://www.bollier.org/commons-resources/commons-project>

Course Repository

Bollier, D. and Helfrich S. (2012) *The Wealth of the Commons: A World Beyond Market & State*. Amherst: Levellers Press.

Hardin, G., 'The Tragedy of the Commons' in *Science* 162 (3859), pp 1243–1248.

Madison, M.J., Frischmann, B.M., and Strandberg, K.J., 'Constructing Commons in the Cultural Environment' in *Legal Studies Research Paper Series*, Working Paper No. 2008–26, August 2008.

Ostrom, E., 'A General Framework for Analyzing Sustainability of Social-Ecological Systems' in *Science* 325 (5939), pp 419–422.

Schmitt-Harsh, M.L. and Mincey, S.K., 'Operationalizing the social-ecological system framework to assess residential forest structure: a case study in Bloomington, Indiana' in *Ecology and Society* 25(2):14. <https://doi.org/10.5751/ES-11564-250214>.

Unit 2: Identify commons in your local area and the relationship between them and local sustainable development

Module 1 – Unit 2: Local commons and sustainable development	
Learning hours: 5 hours	
Learning outcomes	<p>At the end of the workshop, learners should be able to:</p> <ul style="list-style-type: none">• Localize commons in their local area• Explain what is meant by sustainable development• Identify how commons can be involved in local sustainable development• How to exploit the entrepreneurial enhancement of the commons

		<ul style="list-style-type: none"> Know about open-source software that can be used to “pin” the identified sites 	
Duratio n	Material Needed	Activity/Tips to the tutor	Resource
15 min	Pens and papers	Ice breaker activity Find 10 things in common with your team <i>One person starts expressing a preference (I like trekking, I love spinach...), the others give feedback until they find some preferences on which everyone can agree. E.g., 10 out of 10 love reading books. The trainer decides how many common preferences to reach (minimum 3)</i>	
15 min	Pens and papers Flipchart and markers for the trainer Computer and projector, if preferred	Summary of the previous session Ask the group of participants what they have learned in the first session and if they need some further explanations. Make sure to note the key words that appeared in the discussion of the flipchart.	Commoning a project, enabling a commons (ref. unit 1)
30 min	Pens and paper, flipchart and markers for the trainer. A computer, a projector and an internet connection	Introduction to the unit topic: commons in our local area. Have the group work together or in smaller groups to identify the commons in their local area. Start watching the video. The identification of local commons should make participants understand better how wide and precious the patrimony of commons is.	Trainer facilitates the conversation. Some examples: Villages Mountains Fountains Streets and routes Dialect Folklore Recipes https://www.youtube.com/watch?v=k0ZWFPVBTws
30 min	Pens and paper and flipchart and markers for the trainer.	Brainstorming and discussion: - Have we considered everything? - Are we forgetting anything? - Can we create macro groups of	Mind map can also be created virtually at https://www.mindmup.com/

		commons (naturalistic, architectural, eco-gastronomic...)?	
		In this time, after brainstorming, the trainer draws a mind map with all the suggestions.	
30 min	Internet connection PC Projector flipchart/markers	<p>Discussion: <u>Focus on sustainable development</u> (S.D.)</p> <p>Show the group of participants the video and launch a discussion. Make sure that the main topics listed below are addressed.</p> <p>Main topics to address:</p> <ul style="list-style-type: none"> - Sustainable development definition - Agenda 2030 and sustainable goals 	<p>Agenda available here: https://unric.org/it/agenda-2030/</p> <p>https://www.youtube.com/watch?v=FbAjxkGvDNs</p>
30 min	PC projector Internet connection flipchart markers	<p>Discussion</p> <p>Show the participants the video. Then launch the discussion with the following questions:</p> <ul style="list-style-type: none"> - How can sustainable development apply to our local area? - How are commons related to S.D.? <p>Once the concept is clear, the trainer asks for examples of how the local commons can be developed in a sustainable way.</p>	<p>https://www.youtube.com/watch?v=A9iRBVEU72c</p>
30 min	1PC/ tablet/ smartphone for each participant (if this is not possible, make a copy of the article and provide at least a copy for 2 participants) Internet connection , Flipchart	<p>Ask the participants to read the article and then launch a group reflection. Make sure that the following questions are covered.</p> <ul style="list-style-type: none"> - What is the entrepreneurial enhancement of commons? - How can we apply entrepreneurial enhancement of commons to local commons? <p>The main topic to tackle could be:</p> <ul style="list-style-type: none"> - Community enterprises: how can a business work for the community? - At what does the enterprise aim? - How can citizens participate in a community enterprise? 	<p>https://www.labsus.org/2019/03/impresa-di-comunita-un-nuovo-strumento-per-la-gestione-dei-beni-comuni/</p> <p>(Use GoogleTranslate automatic tool to read the article in your own language)</p>

	markers		
60 min	<p>1PC for 2 participant,</p> <p>Internet connection ,</p> <p>Paper and pens for the participant s to take notes.</p> <p>Flipchart</p> <p>Markers</p>	<p>Best Practice:</p> <p>“Piccoli Comuni Welcome” Campania, Italy.</p> <p>Ask the participants to study this example of identified good practice for 30 minutes.</p> <p>Discussion.</p> <p>Moderate the discussion regarding the best practices and examples that were shown. Ask the group:</p> <ul style="list-style-type: none"> – Why was this good practice identified? – What can they take back with them? 	https://piccolicomuniwelcome.it/
30 min	<p>PC</p> <p>Projector</p> <p>Internet connection</p>	<p>Open-source software to search for:</p> <ul style="list-style-type: none"> – Routes – Local tours – Local events – Regional offers – Municipal offers – Food and wine tasting – Local experiences – Local services – Local transports – Others? <p>– Is there any open-source software you think would be useful to have?</p> <p>– Do you have any ideas for a new platform to launch?</p> <p>The trainer can show some practical examples:</p> <p>Events finder: https://www.turismofvg.it/eventi</p> <p>Shared cargo transportation finder: https://www.trasportoeuropa.it/notizie/autotrasporto/piattaforma-online-per-auto-trasporto-condiviso/</p> <p>Mountain and tracks tour: https://www.dolomititour.com/itinerari-nelle-dolomiti.htm</p>	
30 min	<p>Flipchart,</p> <p>markers,</p>	<p>Summary and wrapping-up</p> <p>Recap of main topics addressed</p>	

	pens and paper	Make sure that all participants can ask the questions they need.	
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Unit 3 : How to manage commons, how to organize yourselves?

Module 1 – Unit 3: Commons and organization			
Learning hours: 5 hours			
Learning outcomes	<p>At the end of the workshops, learners should be able to:</p> <ul style="list-style-type: none"> • Know about Community-based enterprises • Know the different legal forms to manage a common • Know what the administrative issues are and what risks are • Know about the various governance models • Know about the collective decision-making processes • Identify the most appropriate and effective governance model for their own case 		
Durati on	Material Needed	Activity/Tips to the tutor	Resource
30 min	Flipchart Markers	<p>Summary of the previous session – involve participants, asking them what they remember, to be stated in short-sentence summaries.</p> <p>Take notes on the flipchart.</p> <p>Ask the group if they have additional questions.</p>	Unit 2
60 min	Internet connection and projector	<p>Community enterprises in Italy as Euricse report shows.</p> <p>Trainer shows the associated ppt presentation and starts a discussion about Community Enterprises (CE) in Italy to know the level of interest and knowledge about the topic among participants.</p> <p>After this first part, the trainer shows this video to give participants an overview of CE in Europe.</p> <p>Community Enterprises in Europe – watch the video:</p>	<p>Euricse report about community enterprises https://www.euricse.eu/projects/social-and-community-enterprises-and-cooperatives/</p> <p>https://www.youtube.com/watch?v=hIBbu6vgzIM</p>
60 min		<p>Legal aspects of managing a common governance model – a collective decision-making process.</p> <p><u>Shared administration</u> as an example.</p>	<p>1. https://www.labsus.org/glossario-dellamministrazione-condivisa/#:~:text=L'amministrazione%20condivisa%20%C3%A8%20un,118%2C%20co</p>

		<p>Activity Link 1. The trainer shows the link and read participants the brief definition of shared administration.</p> <p>Activity Link 2 (video). Participants are divided into groups. There will be (a) Writers and (b) Listeners.</p> <p>Writers' group watch the video, note the main points in writing and orally summarise them to Listeners.</p> <p>Listeners also watch the video and prepare questions for the group of readers.</p> <p>Trainer writes the main points on the flipchart, during the discussion among the learners.</p> <p><u><i>The participatory foundation.</i></u> as another form of common management.</p> <p>Activity Link 3.</p> <p>Participants are divided in groups as before (possibly invert the group participants).</p> <p>Some take notes and present contents to others, who prepare questions.</p> <p>Trainer writes the main points on the flipchart, during the discussion among learners.</p> <p>As a concluding and relaxing activity after previous work, the trainer shows an example of a participatory foundation in Italy.</p> <p>https://www.pacefuturo.it/en/fondazione-di-partecipazione/</p>	<p>2.https://www.labsus.org/2017/10/officina-dei-beni-comuni-il-racconto-del-nostro-evento-a-torino/</p> <p>3.https://www.labsus.org/2021/05/le-fondazioni-di-partecipazione-e-la-sussidiarieta-orizzontale/</p>
100 min	Flipchart, markers, pens and paper	<p>Workshop</p> <p>Participants are divided into small groups. All mini-groups work on imagining an ideal form of Community Enterprise and of shared administration of a common.</p> <p>Following the steps of the previously shown ppt, video and article, they identify a connection to the following principles:</p> <p>Community enterprise:</p> <ul style="list-style-type: none"> • Strong roots with the territory • Free and non-discriminatory access • Community benefit • Common areas of development 	<p>Deal:</p> <p>https://www.comune.verona.it/media//_ComVR/Cdr/AffariGenerali/Sussidiarieta%20orizzontale/OFFICINA%20AIAS/1_Patto_AIA.pdf</p> <p>Available in English here:</p> <p>https://docs.google.com/document/d/1KNX6hn4oHZzNjaRkdlabLQCjhrtp0_ZW1uYb8mAd1LU/edit</p>

		<ul style="list-style-type: none"> Common reasons for the CE creation <p>Shared administration</p> <ul style="list-style-type: none"> Active citizenship Subsidiarity deal (see link below as an example) Alliance between the public and private bodies. <p>A presentation and discussion of the result follows.</p>	
30 min		<p>An example of application of Commons governance: “Luoghicomuni” Padova, Italy.</p> <p>The trainer goes through the website and presents this successful example. There needs to be time for questions and discussion.</p>	https://www.labsus.org/progetti/luoghicomuni-2/
20 min		<p>Summary and wrapping-up, including a recap of main topics addressed.</p> <p>Exit Activity: Learners write two sentences about what they learned today. If there are overlapping sentences, Learners should reformulate a new sentence.</p> <p>Make sure that all participants can ask the questions they need.</p>	

Additional Resources – To go further

It could be interesting to mention <https://www.rivistaimpresasociale.it/rivista/articolo/imprese-di-comunita-e-riconoscimento-giuridico>.

Also, it is interesting to read https://www.euricse.eu/wp-content/uploads/2015/12/WP-82_15_Fici2.pdf.

Unit 4: How to raise money and other kind of resources?

Workshop n°4: How to raise money and other kind of resources?	
Learning hours: 4 hours	
Learning outcomes	<p>At the end of this unit, learners should be able to:</p> <ul style="list-style-type: none"> Be aware of the seed funding processes available in their area Be aware of crowdfunding processes Be aware of public subventions available in their area

		<ul style="list-style-type: none"> Be aware of financing models rooted in the social economy and mutualism (like fiduciary loans and popular widespread shareholding) 	
Duration	Material Needed	Activity/Tips to the tutor	Resource
5mn		Presentation of the participants	
10mn		Summary of the previous session	It is particularly important to refer to Module 1 Unit 2 which concerns the recognition of commons in the areas where the learners reside (see materials).
45mn	Post-it, pencils, whiteboard.	<p>Brainstorming on the sources of funding</p> <p>Ask the participants what they think the most important sources may be for their community enterprise.</p> <p>Most brainstorming techniques can be used: the important element is, when working together in one group, ask:</p> <ul style="list-style-type: none"> Where will you go to find the funds required for your Community Enterprise? <p>When lots of sources have been stated by learners (helping them to go beyond the most typical ones), the teacher can ask:</p> <ul style="list-style-type: none"> Which ones do you prefer? Which ones are the best for your Community Enterprise? 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Emphasise that there could be other sources, different from those typical for normal enterprises Indicate that money is not the only resource that can be activated in a community: there are also people and other kinds of cooperative activity. <p>Proposed techniques for managing the brainstorming:</p> <ul style="list-style-type: none"> Group Ideation. Have a group brainstorming session. Have people use their imaginations and articulate their ideas in this setting so that the 'creative juices' can 'flow'. Gap Filling. Identify the current position – Point A with a lack of resources – and your end goal – Point B with plenty of resources. What is in the gap that takes one from A to B? What are all the things an entrepreneur needs to fill this gap? List them and find out what it takes to gain them. Mind Map. This is a useful tool to work out as many ideas as possible in a hierarchical tree and cluster format. Start off with a goal in the centre, branch out into the major sub-topics, and continue to branch out into as many sub-sub-topics as are needed. Brain Writing. Have a group of people write their ideas on a sheet of paper. After 10 minutes, rotate the sheets to different people and

			<p>build from what others wrote on their paper. Continue until everyone has written on everyone else's sheet.</p> <ul style="list-style-type: none"> • Reverse Thinking. Think about what everyone will typically do in your situation. Then do the opposite to that.
90mn	video projector, PC	Lecture on the most important sources of financing, for Community Enterprises in general.	See proposed slides.
30mn	video projector, PC	Focus on specific sources in the area that their Community Enterprise is to be settled.	Slides are prepared by project Partners for their country.
45mn	Post-it, pencils, whiteboard.	Brainstorming in groups, one for each business idea, starting from the question: "What do you think could be the best financing strategy for your Community Enterprise?"	The teacher does not have to describe an actual financial strategy, but has to help open thinking on this, trying to draw out a mix of sources that are consistent with the territory and the idea.
15mn		Summary and wrapping-up	

Module 2: Engage on your common enterprise

The second module of the ComENTER training path lasts 20 hours divided as follows:

- Unit 1: How to build a community around a common project? (5h)
- Unit 2: How to engage your community (face-to-face and online processes)? (5h)
- Unit 3: How to solve conflict in a community enterprise? (5h)
- Unit 4: How to create an appropriate communication campaign? (5h)

Unit 1 : How to build a community around a common project?

Module 2, Unit 1: How to build a community around a common project?	
Learning hours: 5 hours	
Learning outcomes	<p>At the end of the workshops, learners should be able to:</p> <ul style="list-style-type: none"> • Create Personas embodying the different categories of people involved in the process: users, partners, beneficiaries, public bodies etc. • Target the relevant stakeholders in their area • Find the appropriate way and language to communicate with each stakeholder, identifying the key idea for its engagement

Durati on	Material Needed	Activity/Tips to the tutor	Resource
10mn	1 chair per participant displayed in circle	<p>Ice breaker: Rather than</p> <ol style="list-style-type: none"> 1. Get all participants sat in a circle. 2. Start by telling everyone one thing that you like to do (e.g. jog for one hour). 3. The person to your left repeats what you have just said and then says something that he/she would rather do (e.g., jog for one hour, eat a vanilla ice-cream). 4. The next participant restates what was said and adds what he/she would rather do (e.g., jog for one hour, eat a vanilla ice-cream, read a book). 5. The game continues until every participant has stated the whole list and added an item to the list. 6. Finally, participants will raise a hand if what they said they wanted to do was improved on by a later suggestion. They identify the latest suggestion and give a 'thumbs-up' to the person. <p>This ice-breaker indicates the power of consultation and collaborating on ideas.</p>	N/A
10mn	PaperBoard Markers	<p>Summary of previous sessions</p> <p>Ask the participants what they have retained from Module 1, going unit by unit:</p> <ul style="list-style-type: none"> • Module 1, Unit 1: <i>What is commons? Attempt of conceptual definition</i> • Module 1, Unit 2: <i>Identify commons in your local area and the relationship between them and local sustainable development</i> • Module 1, Unit 3: <i>How to manage commons, how to organize yourselves?</i> • Module 1, Unit 4: <i>How to raise money and other kinds of resources?</i> 	N/A

		Write on the Paperboard the key concepts the participants retrieve from the discussion.	
30mn	PC Projector Paper and pen for participants to take notes Paperboard Markers	<p>Start the session with showing the video [18:07]:</p> <p>Then launch a discussion with the participants:</p> <ul style="list-style-type: none"> • What have they learned about the idea of community? • What features bring people together? • What is needed in the creation of a community? <p>Take notes on the Paperboard of what has been said during the discussion. Identify the key words that come up during the discussion.</p>	https://www.youtube.com/watch?v=a5xR4QB1ADw&ab_channel=TEDxTalks
20mn	PC Projector	<p>Display the PPT presentation entitled “Steps to build a community” as an introduction into the core topic of this unit.</p> <p>Go slowly and allow the participants to ask questions and add ideas. Possibly make the Powerpoint ‘live’ by copying each of the five main slides to add one below it where the teacher can insert learner suggestions directly into the Powerpoint itself.</p>	PPT “Steps to build a community”
10mn	PC Projector Paper and pen for the participants to take notes	Show the participants the video introducing personas technique.	https://www.youtube.com/watch?v=GNvLpfXCge8&ab_channel=Smapply
10mn	PC Projector Paper and pen for the participants to take notes	Show the participants the video about the importance of empathy in engagement.	https://www.youtube.com/watch?v=Z-olYm4i3yk&ab_channel=HallmarkBusinessConnections

40mn	Persona Template (available below): one per participant Pen	Create your persona Ask each participant to select one type of stakeholder (public authority, citizen, NGO etc.) to be illustrated in the persona template and to complete the persona.	In order to help participants, you can show them an example of persona here: https://blog.alexa.com/10-buyer-persona-examples-help-create/
10mn	N/A	Restitution Ask the participant to present their choice for the illustrated persona to the group.	N/A
20mn	Coffee Break Allow the participants a deserved break!		
30mn	1 PC per participant Paper and pen for participants to take note	Self-reflexion Ask the participants to carefully read the article, then note on paper how they can apply the advice that the article provides to engage the stakeholders who are identified in their chosen persona in their project idea.	https://www.artscapediy.org/guide/a-guide-to-engaging-the-community-in-your-project/
30mn	Paperboard Markers	Group restitution Ask the participants to share the result of their reflection and discuss the ideas among the group. Make sure to note the key words emerging on the paper board.	N/A
30mn	PC Projector Paperboard Markers	Show the video [13:15] illustrating how to engage an audience when speaking publicly. Then engage a group discussion and make sure that the group speaks about: <ul style="list-style-type: none"> • What makes this speaker engaging – or potentially disengaging? • When several listeners are not truly engaged, what might this say about applying the persona? • What qualities make a speaker eloquent to a broad range of listeners? Make sure to consider three key elements to generate when speaking: Insight, Entertainment and good feelings.	https://www.youtube.com/watch?v=5h0dHhJYx5s&ab_channel=TEDxTalks

30mn	Paper and per for participants	Practical exercise Ask the participant to write a short speech to engage the stakeholder they have chosen to embody in the persona. Think hard about the persona and what that stakeholder seeks in a speech. Allow participants 20 minutes to do so and save 10 minutes for presentation and feedback.	N/A
20mn	Paperboard Markers	Summary and wrapping-up Ask the participants what they have learned during this session. Be prepared and ready to nudge and stimulate discussion if necessary. Take notes on the paperboard. Make sure that the group can ask any question they need.	N/A

Annex

Persona template

Name	Age	Picture (Find a copyright free picture to illustrate your persona, on Flickr for instance)
Family status	Level of Financial Independence	Limitations or Restrictions
Hobbies	Character Traits	Motivation to join your community enterprise?
Favourite social network	Need	

Unit 2: How to engage your community?

Workshop n°1: THE IMPORTANCE OF COMMUNITY ENGAGEMENT			
Learning hours: 130 mn			
Learning outcomes	<p>At the end of the workshops, learners should be able to:</p> <ul style="list-style-type: none"> • Use Mentimeter to engage with the classroom/workshop participants • Create Mentimeter presentations • Be able to create meaningful questions related to specific topics • Practice teamwork in order to create presentations 		
Duration	Material Needed	Activity/Tips to the tutor	Resource
<u>15mn</u>		<p>Ice breaker: That's me!</p> <p>To prepare for the activity, everyone starts by sitting down / camera off. Next, one person stands up / turns the camera on and shares a statement about themselves out loud. For example: "I have a brother". Anyone else who has a brother stands up / turns the camera on and says: 'So do I!' Then everyone sits down / turns the camera on again and the next person makes another statement.</p> <p>Statements can be like: 'I don't like chocolate', 'I am a coffee addict', 'I like to do Crossfit', etc.</p>	
<u>5mn</u>		Dedicate 5 minutes to ask people to briefly summarize the main points of the previous workshop: ask them to mention up to 3 new things they learnt.	
<u>5mn</u>	Screen to share the Worksheet 1	<p>Explanation of the structure of the whole workshop</p> <p>Worksheet 1: "Key concepts & definitions."</p> <p>Read the structure of the workshop and explain to the participants what they will learn, what they can expect from the workshop and what kind of activities they will do. Also take into account the duration, the material, the tools to be used, etc.</p>	Worksheet 1 "Key concepts & Definitions"

<p><u>20 mn</u></p>	<p>Laptop & Internet connection</p>	<p>Mentimeter activity. Before the class, watch the following video if the tutor has never used Menti.</p> <p><u>Mentimeter Tutorial - Create your first Mentimeter presentation</u></p> <p>After that, create a presentation like Mentimeter example, available below.</p> <p>Then, use the Menti presentation to do brainstorming with the participants. The question/prompt will be: - 'Why do you think "in-person engagement" is important?'</p> <p>Participants can participate by downloading the app "Menti" and introducing the code on top of the screen.</p> <p>After the contributions, the author of each one will expand on their comment a little bit, adding more information or examples.</p>	<p>Mentimeter video introduction: <u>Mentimeter Tutorial - Create your first Mentimeter presentation</u></p> <p>Example of menti presentation for brainstorming Menti presentation to create before the workshop: Mentimeter example</p>
<p><u>30 min</u></p>	<p>Laptop & Internet connection</p>	<p>After getting to know Menti, separate the class into 3 different groups, or breakout rooms if teaching online.</p> <p>Every group will create a 5-slide presentation using different types of features such as:</p> <ul style="list-style-type: none"> ● Multiple-choice questions ● Word cloud ● Scales ● Open-Ended ● Quiz <p>Each group can choose their own topic but the teacher can suggest some of these.</p> <ul style="list-style-type: none"> ● Boosting one's business with social media. ● Paying taxes ● The impact of entrepreneurship on the economy 	

		<ul style="list-style-type: none"> Famous entrepreneurs <p>They can also create presentations on completely different topics.</p>	
<u>40 mn</u>	Laptop, internet connection & big screen to share results	<p>Each group will deliver its presentation to the rest of the participants who will participate through the <u>Menti code</u></p> <p>Give around 10 mins per group in order to finish the presentation.</p>	
<u>15 mn</u>	Big poster Stickers Markers	<p>Gallery walk</p> <p>Participants can put their own unique flair into a poster board with highlights from the concept that they learned. Posters can focus on a particular section of the concept (if it's sufficiently large) or demonstrate their understanding of the concept as a whole. Much like the trivia game, this activity allows learners to get twice the benefit as they assemble their own posters and then participate in a gallery walk to view their peers' work.</p> <p>Allow students to ask their questions during the last 5 minutes of the session.</p>	

Workshop n°2: "SOCIAL MEDIA GURUS"			
Learning hours: 100 mn			
Learning outcomes	<p>At the end of the workshops, learners should be able to:</p> <ul style="list-style-type: none"> Learn how to create a powerful post on Instagram to engage and have better content for your enterprise. Learn how to create carousels on Instagram Apply AIDA (Attention, Interest, Desire & Action) to their social media content. Get to know other enterprises' ideas to adopt them. 		
Durati on	Material Needed	Activity/Tips to the tutor	Resource
		Ice breaker: Zip, Zap, Zop.	

<u>10mn</u>		<p>Invite students to stand in a circle. Ask the group to repeat the words “Zip, Zap, Zop” three or four times, altogether.</p> <p>Introduce the activity by asking the learners to imagine that the teacher has a bolt of energy in their hands. To start the game, the teacher sends the bolt of energy straight to someone else in the circle (using hands, body, eyes, and voice to make contact across the circle) and says, “Zip.”</p> <p>Explain that the next person takes the energy and passes it immediately to someone else saying “Zap.”</p> <p>That person passes it on to another participant with a “Zop.”</p> <p>The game continues and the “Zip, Zap, Zop” sequence is repeated as the energy moves around the circle. Encourage all players to use their whole body to send energy and to make eye contact.</p>	
<u>10 mn</u>		<p>Summary of the previous session (Menti) Ask the participants the following questions regarding a Mentimeter.</p> <ul style="list-style-type: none"> • Would you use the tool with children? Why? • Would you use the tool with adults? Why? <p>These two questions can open a small discussion, in which the teacher can talk about the characteristics of the platform and the opinions that the participants have after having used it.</p>	
<u>20 mn</u>	Big screen	INSTAGRAM: How to create engaging posts that perform well in your enterprise (Carousels)	Carousels Canva explanation (AIDA strategy) Why Your Instagram

	<p>Laptop & Internet connecti on Blank sheet Pen</p>	<p>Watch the following video (Why Your Instagram Carousels Are Being Ignored— Use AIDA technique) with the students.</p> <p>Stop in the following timestamps to make sure they follow the video: <u>00:39</u>: Why should I care about the previous 3 slides? ATTENTION:</p> <ul style="list-style-type: none"> • How to get work • Managers vs. leaders • How to get stuff done <p><u>2:04</u>: Emphasis on the reader's DESIRE / DETAILS. It's a matter of satisfying their desire rather than showing how good we are. <u>02:27</u> ACTION It is very important that the reader takes action somehow. Depending on your learner's enterprise, the action can be subscribing to their newsletter, dropping a comment, sharing with a friend, purchasing a product, buying a service...</p>	<p>Carousels Are Being Ignored— Use AIDA technique</p>
<u>40 mn</u>	<p>Laptop, Mobile phone and Instagram / Facebook account</p>	<p>Create a carousel and post it on their own social media.</p> <p>Each enterprise uses one laptop. If there is only one enterprise member, he/she can do it alone as well.</p> <p>The goal is to create an Instagram carousel post for the enterprise. First, one can do it on a sheet of paper by drawing different squares and the content that will appear inside.</p> <p><u>Participants should focus on the AIDA formula</u> they have seen in the video.</p>	<p>How to create Instagram Carousels on Canva. https://www.youtube.com/watch?v=6FpiiCGHI0c</p>

		<p>Show the students the Instagram account https://www.instagram.com/thechrisdo/ so they can be inspired to adopt some posts to their enterprise.</p> <p>In the end, it can be transferred to digital via www.canva.com.</p> <p>To do so, watch the following video to learn how to create a carousel on Canva in order to explain to participants how to do so. The teacher can also share the video during the workshop https://www.youtube.com/watch?v=6FpiiCGHI0c</p> <p>After creating it, The teacher asks them to post it if they want, so the next day one can see how the post performs when compared with the 'normal' posts.</p>	
<u>20mn</u>		<p>Summary and wrapping-up: 3–2–1</p> <p>1. Three After the lesson, have each participant write three things he or she learned from the lesson.</p> <p>2. Two Next, have participants write two things that they found interesting and that they would like to learn more about.</p> <p>3. One Then, ask participants to write one question they still have about the material.</p> <p>4. Review Finally, the most important step. Review the learners' responses and answer their questions. These questions can be answered by the trainer or other participants.</p>	

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Workshop n°3: ORGANISE ENTERPRISE WITH NOTION			
Learning hours: 120 mn			
Learning outcomes	<p>At the end of the workshops, learners should be able to:</p> <ul style="list-style-type: none"> • Learn the basics of Notion to be able to use it in the future. • Organize their personal & professional tasks and notes. • Collaborate with their colleagues in a Notion workspace. • Find and use a template that suits their enterprise. 		
Duration	Material Needed	Activity/Tips to the tutor	Resource
<u>10 mn</u>		<p>Ice breaker: “Make up a question.”</p> <p>One participant will say a word completely at random and then point to or name another participant. The other participant has to make up a question, the answer to which is the word said by the other person.</p> <ul style="list-style-type: none"> • For example, if a participant says: chocolate - Marc. Marc can make up the question: What is your favourite ice cream flavour? <p>They can be as creative as they feel at that moment.</p>	
<u>10 mn</u>	Blank sheet Pen	<p>Summary of the previous session</p> <p>Brief Summary: Ask your students to write a concise, 20-word summary of the previous lesson.</p>	

		<p>For framing further, ask students to include specific words in their statement.</p> <p>These extra words can be: people, engage, cooperate, tasks, understand, colleagues, AIDA, template, carousel, enterprise...</p> <p><i>In the last couple of minutes, see how the Instagram post has performed</i></p>	
<u>25 mn</u>	Laptop & Internet connection	<p>What is Notion? Create account & Workspace</p> <p>Notion is an online collaborative platform. Show the following video to the participants (https://www.youtube.com/watch?v=oTahLEX3NXo) as it can be very helpful for them to collaborate efficiently.</p> <p>After the video, ask them if they already knew the platform or if it is completely new for them.</p> <p>The next step will be signing up to Notion. (Enterprise members can work together creating only 1 account per enterprise). Ask them to follow the steps on the following video: https://www.youtube.com/results?search_query=how+to+create+notion+account</p> <p>The last step before starting the activity will be creating a workspace.</p> <p>To do so, follow the steps in this article: https://www.alphr.com/notion-add-workspace/</p>	<p>What is Notion? https://www.youtube.com/watch?v=oTahLEX3NXo</p> <p>Create Notion account: https://www.youtube.com/results?search_query=how+to+create+notion+account</p> <p>Create Notion Workspace: https://www.alphr.com/notion-add-workspace/</p>

		If the activity is online, create breakout rooms in order to work in groups.	
40 mn	Laptop & Internet connection	<p>Before starting the activity, ask the participants if there's any question regarding the usage of Notion.</p> <p>Filling up a template</p> <p>Ask participants to keep working together with their enterprise colleagues to start using Notion templates to see if they can be useful in their day-to-day work.</p> <p>The aim of the session is to choose one or two templates that they feel they can use and fill them in.</p> <p>This way, they can see how Notion works, how they can add text, position the text in different ways, create sections, pages, etc.</p> <p>To do so, watch the following video to learn how to begin with templates.</p> <p>https://www.notion.so/guides/start-with-a-template</p>	<p>How to start with a Template:</p> <p>https://www.notion.so/guides/start-with-a-template</p>
20 mn	Big screen	<p>Sharing results</p> <p>Each enterprise will show the template they have used to the other participants.</p> <p>After that, they will share the following:</p> <ul style="list-style-type: none"> • what we liked the most • what we think could be improved / it's been difficult for us • what do we see as its potential for everyday use? 	

<u>15</u> <u>mn</u>	Blank sheet Pen	Summary and wrapping-up <p>Snowstorm: Students write down what they learned on a piece of scrap paper, then crunch it, like a ‘snowball’. When given a signal, they throw their paper ‘snowballs’ in the air. Then each learner picks up a nearby response and reads it aloud.</p>	
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Additional resources – To go further

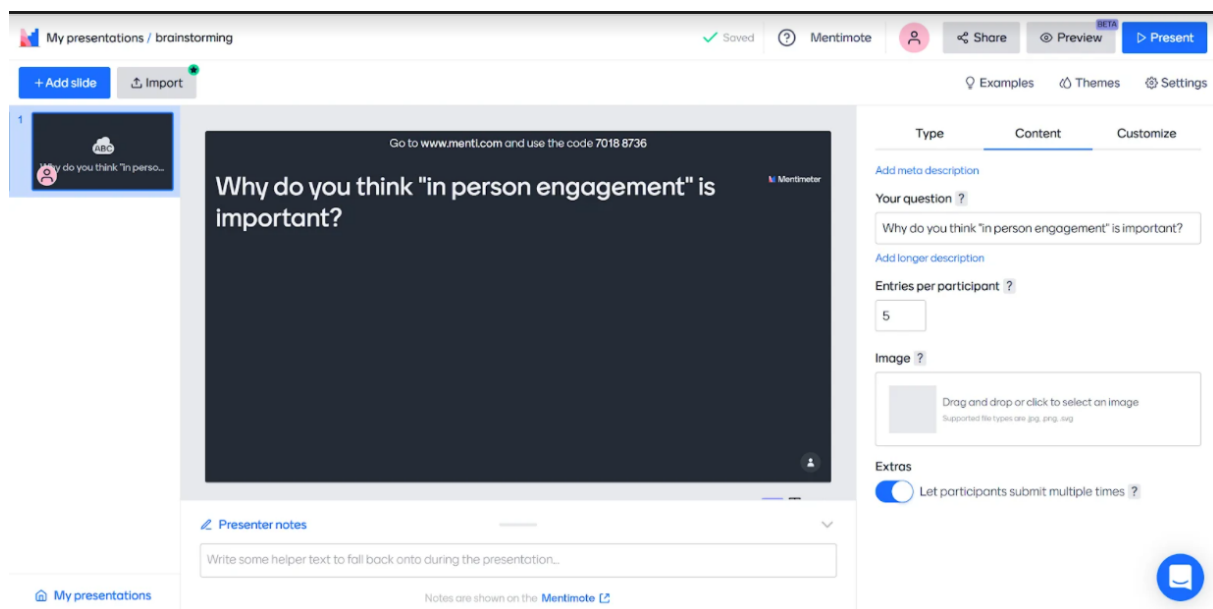
Workshop 1: [How To Create Your First Mentimeter Presentation - 7 Minute Crash Course Tutorial](#)

Workshop 2: [Why Your Instagram Carousels Are Being Ignored— Use AIDA technique](#)

Workshop 3: <https://nira.com/how-to-use-notion/>

Annex

Mentimeter example



Unit 3: How to solve conflict in a community enterprise?

This unit is composed of 3 workshops for a total duration of 335 minutes.

Workshop n°1: PERCEPTION, COMMUNICATION AND CONFLICT			
Learning hours: 105 minutes			
Learning outcomes		<p>At the end of the workshops, learners should be able to:</p> <ul style="list-style-type: none"> • Demonstrate the importance of perception in what we see and how we interpret situations or figures. • Knowing how to open up to the perspectives of others and go beyond them wisely. • To enable participants to examine the attitudes and feelings they associate with the conflict. • Encourage participants to reflect on how stereotypes affect conflict; provide them with an opportunity to think about the different groups they belong to, listen to what others think about the groups they belong to, and challenge stereotypes. 	
Duration	Material Needed	Activity/Tips to the tutor	Resource
5 to 10 mn	Transparencies or optical illusions drawings, which includes Worksheet M2.U3.1 drawings Old Lady / Young Lady, and Face / Vase.	<p>Ice breaker: Old Lady/Young Lady</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1) Show the slides of the Old Lady / Young Lady 2) Ask the participants what they see. Some will see an old lady, others will see a young lady, others may not see either. 3) Ask one of the participants to show the others the parts of the two ladies in the drawing. 4) Repeat the same process with the Face / Vase design. <p>Discussion: Remark that everyone is looking at the same thing, but that someone can see something different from others. For some it will be easy</p>	Worksheet M2.U3.1

		<p>to identify both, but for many it is possible to see the other only after receiving precise indications from other people.</p> <p>Notes to the trainer: If you don't have an overhead projector, you can make multiple copies of the paper for each participant or show the image on a large sheet. During the training, only one or both images may be presented.</p>	
10mn		<p>Summary of previous session</p> <p>Ask participants to fold a piece of paper in half and write "Give One" on one side and "Get One" on the other side.</p> <p>"Give One" side: write 2 insights from the last session.</p> <p>Have participants stand up and find a partner. Each participant shares one idea from the "Give One" side of the paper and writes down one idea on the "Get One" side of the paper.</p> <p>Have participants continue finding</p>	

		new partners to fill their "Get One" side of the paper with new ideas.	
20 min	Billboard and markers or blackboard and chalks.	<p>The network of conflict</p> <p>Procedure:</p> <p>1) Draw a circle in the centre of one of the sheets and write the word "conflict" in the middle. Ask the participants to say, without thinking too much, those words or phrases they associate with the word "conflict". They could be descriptions of situations, elements of the conflict, feelings, various types of conflict, sources or effects. Accept all the answers without opening a discussion or making a judgment and write them on the paper, each at the end of a line that starts from the word "conflict" and goes outside the circle.</p> <p>2) As soon as there are quite a few suggested answers, try to group them (for example, by connecting the various feelings about the conflict, or all the words associated with the types of conflict).</p>	

		<p>Some answers could give rise to associations that become other branches of the Net.</p> <p>3) Keep asking for answers for about 10 minutes or until the group stops giving them.</p> <p>Discussion: When the network is complete, ask the group to look at the drawing and describe what they think it represents. Often most of the responses are negative or violent. If this is the case, point that out to the group, especially if you see that there are many responses that emphasise feelings, or types of conflict.</p> <p>Questions to ask can be:</p> <ul style="list-style-type: none"> • Does anyone have a positive association with the word conflict? • Why are our associations with conflict so negative? 	
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45 min	White cards or small pieces of paper, scotch tape	<p>Three questions Procedure:</p> <p>1) Ask participants to think individually about the cultural group or groups they belong to. Each person could belong to multiple groups. Encourage them to think not only about ethnic or racial based groups, but also about groups based on religion, gender, social class, languages, personal passions, sports, etc.</p> <p>2) Have the participants write the names of the groups they associate with on the cards. The trainer collects all the cards and places them on a wall of the room to create a sort of 'living description' of the diversity of the group.</p> <p>3) Divide the participants into groups of four. All of the participants, personally, should think of a group with which they feel strongly associated or from which they feel a strong formative influence. Ask them</p>	
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		<p>to think about the following three questions:</p> <ul style="list-style-type: none"> - What drew you to identify with being part of the chosen group? - What element of your group would you like to change? - What is the thing you never want to hear about your group? <p>4) Ask the participants to share in small groups their answers to these questions, speaking, each person, no more than 5 minutes. Remind them that if they want to, they have the right to 'pass' or not to speak.</p> <p>5) Gather for a large group discussion.</p> <p>Discussion: Questions to ask:</p> <ul style="list-style-type: none"> - How did you react to this activity? Did you feel comfortable or not? - Did you learn anything from this activity? If so, what have you learned? - Have you learned anything new or surprising about members of various cultural groups? <p>Can you share this</p>	
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		<p>information with the learning group here without revealing anything confidential?</p> <p>-What are some of the common stereotypes about various cultural groups that others have held?</p> <p>- how might some of the stereotypes you highlighted contribute to the conflict? How does conflict affect stereotypes?</p> <p>Notes for the trainer: This exercise works well after developing a good dose of trust among the participants that allows them to also be able to talk about potential topics related to emotions. This exercise is most effective when used in groups representing various parties to a conflict, although it is likely to provoke heated discussions.</p>	
15mn	<p>The story of the "Six Blind Men and the Elephant" printed in a paper and divided between the readers</p> <p>Or, in alternative, a</p>	<p>Summary and wrapping-up:</p> <p>"Six Blind Men and the Elephant"</p>	<p>Worksheet M2.U3.2</p> <p>https://www.youtube.com/watch?v=bJVBOefNXIw</p>

	projector to show the video		
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Workshop n°2: The CONFLICT MANAGEMENT

Learning hours: 95 min

Learning outcomes	<p>At the end of the workshops, learners should be able to:</p> <ul style="list-style-type: none"> • Develop creative thinking skills that can be used in problem solving. • Have participants explore their own responses when they are in a conflict and recognise that there are many ways to cope with it.
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Duration	Material Needed	Activity/Tips to the tutor	Resource
10 mn	<p>Copies of the Nine-dot puzzle (Worksheet M2.U3.3) for each participant, or a Nine-dot transparency, or a whiteboard on which to draw the nine points as formed for the puzzle.</p> <p>Pencils or pens.</p> <p>Worksheet M2.U3.3_9points_Solution for the trainer</p>	<p>Ice breaker: The Nine-dot Puzzle</p> <p>Procedure:</p> <p>1) Explain that problem solvers are generally people who are capable of thinking creatively and who constantly push the boundaries of their thinking.</p> <p>2) Give everyone the Nine-dot Puzzle. Explain that their job is to join the nine points using only four straight lines, without removing the pencil from the paper and without tracing over previous lines. If any participants know the exercise, they must remain silent while waiting for the debriefing.</p> <p>3) After a few minutes, ask if anyone has found the solution. If so, have the person draw the solution on the whiteboard or poster. If no one has found the solution, explain the solution.</p>	<p>Worksheet M2.U3.3</p> <p>Worksheet M2.U3.3_9points_Solution</p>

		<p>Discussion: Further discussion questions follow:</p> <ul style="list-style-type: none"> - What made solving this problem so difficult? - What were the assumptions from which you started to try to solve the problem? - Why don't most people happen to draw outside the boundaries dictated by the points? - Do you remember a problem you had to face that was solved in a creative, alternative ('outside of the box') way? 	
10mn		<p>Summary of previous session</p> <p>After a very brief summary of the previous session made by the Trainer, ask participants to try to give their own definition of Conflict.</p>	

60 min	<p><i>Worksheet M2.U3.4 (page 1, 2 + page 3 separately) - one for each participant</i></p> <p><i>A blackboard and a chalk, or a poster and some markers</i></p> <p><i>Pens</i></p>	<p>How do I respond to conflict? Procedure:</p> <p>First, distribute copies of the <i>Worksheet Conflict Management Styles Assessment</i> (page 1 and 2) to each participant.</p> <p>2) Inform participants that there are various ways of responding to conflict and this tool is designed to identify how they respond to it as soon as it appears or early in any continuance. Also mention that it is important for people to deal with conflict transformations and Peacebuilding to understand how they personally react to conflict so that they can deal with it in a healthy and constructive way when it emerges.</p> <p>3) Have the participants read the questionnaire (page 1) and make sure they follow the instructions listed.</p> <p>4) After the participants have answered the questionnaire, perform the scoring procedure (page 2) if the participants are having difficulty.</p> <p>5) Analyse the questionnaire underlining the different types of conflict and identifying the strengths and weaknesses of each style (page 3). State that it is</p>	Worksheet M2.U3.4
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		<p>not necessary to share their favourite conflict styles with the group and that each style has strengths and weaknesses that make them better in some situations than in others. Ask participants to find the strengths and weaknesses of each style. Write their answers on the chalkboard or poster.</p>	
15mn		<p>Summary and wrapping-up: Ask some of the questions below regarding the previous activity in discussion: Ask participants to reflect on the cultural adequacy of the Test, and how their responses to the conflict are culturally influenced. It might be helpful to use the following questions to deepen reflection in discussion:</p> <ul style="list-style-type: none"> - Under what circumstances are each of the five questions appropriate? • In your own cultural context, what values do you give to each style? <p>Notes to the trainer: Some participants may feel embarrassed to share their ideas, but others may want to share. Generally, individuals will discuss their findings with their neighbours in small groups.</p>	

Workshop n°3: POWER, MEDIATION AND NEGOTIATION			
Learning hours: 130 min			
Learning outcomes		<p>At the end of the workshops, learners should be able to:</p> <ul style="list-style-type: none"> Encourage participants to reflect on the dynamics and / or relationships of power; animate the discussion and the mediation using 'living sculptures'. Create an opportunity to put negotiation into practice. 	
Duration	Material Needed	Activity/Tips to the tutor	Resource
5 to 10 mn	Good music with rhythm	<p>Ice breaker: The Flock Dance</p> <p>Procedure:</p> <p>This is a physical warm-up. The group forms a pyramid: one player becomes the top, 2 players behind that player, 3 players on a third line, and so on.</p> <p>The top player starts moving about the room (perhaps use music to guide the players). The second line follows the first player, and mimics the player's movements, and the third line follows the second line. The top player can change movement according to choice (and can be guided by, for example, a change in the music).</p> <p>The top player can even turn around, and face the second line, bringing complete confusion. Other variations can happen when the top player bumps into the last line, and takes over their movements</p>	<p>Music suggestions:</p> <ol style="list-style-type: none"> Moliendo café La vida es un carnaval Black or white

10mn	Worksheet M2.U3.5 Scotch tape	Summary of previous session 1. Arrange the pictures of the animals on the ground by arranging them according to the diagram on page 1 of the Worksheet. 2. Briefly remind the participants of the ways of responding to the conflict represented by animals. 3. Tell the participants to listen to the sentences you will read (Worksheet - page 2) and to stand near the animal that most represents the way they would react. 4. Remind them that there is no right or wrong choice and that they can be placed more or less close to the animal depending on the intensity of their response mode. 5. Close the activity by pointing out the meaning of the different axes in the diagram and invite a minute of personal self-criticism beyond the question: How, and what, could I improve?	Worksheet M2.U3.5
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30 min	A floor with a carpet or mat, chairs	<p>Model relationships</p> <p>Procedure:</p> <p>1) Ask for three volunteers. Specify that a volunteer will be asked to sculpt an image on which others will be asked to comment.</p> <p>2) Ask the first person to lie on the floor in a supine position (see the image). Ask the second person to place their foot on the first person's stomach. Ask the third person to step into a chair and place their hands on the second person's shoulders.</p> <p>3) Ask the group: <i>What does this sculpture represent? To what is it referring?</i> A further investigative question may be: <i>So who is who in the sculpture?</i></p> <p>Discussion:</p> <p>Some of the frequent answers to the first question are about family, school, church, government or local organizations.</p> <p>With the 'investigative' question, different opinions on the position of the various characters could emerge from the group and a series of levels of power and relationships could be identified.</p> <p>Additional questions for reflection and discussion can be:</p> <ul style="list-style-type: none"> - <i>How would you adapt the sculpture to represent what you want it to look like?</i> - <i>How would you modify the sculpture to represent a more equal distribution of power?</i> - <i>Would you start from the bottom? From above? From the middle?</i> <p>There are several ways to make changes to the sculpture:</p> <ul style="list-style-type: none"> -Ask the three volunteers to change the scene while the group is looking at the sculpture. -Ask the larger group to tell the volunteers how to change the sculpture. -Divide the group into small groups and ask each group to think of a process that depicts change aimed at building peace and to incorporate it into their own sculpture. -Insert people in the sculpture with the question: To represent the situation more precisely, what would you like to add? - Ask the participants to compose an image of what they would like to see and then ask: How do we get there? 	
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60 min	<p>Worksheet M2.U3.6</p> <p>Worksheet M2.U3.7</p>	<p>Role play on negotiation Procedure:</p> <p>This case represents a situation in which two people negotiate over a shipment of exotic oranges. The roles for Roland and Jones state that one of them requires the oranges for the rind while the other requires them for the juice. The key is to see whether – and how – pairs of negotiators for the oranges discover that they can share the shipment and have no conflict.</p> <ol style="list-style-type: none"> 1. Introduce negotiation, including the four principles of negotiation. You can distribute the <i>Worksheet M2.U3.6</i> to the participants 2. Have one third of the class receive the role for Roland, one third receive the role for Jones, and one third prepare to take the role of observer/recorder of the interaction between Jones and Roland. (Distribute the correspondent page of the <i>Worksheet M2.U3.7</i> to the groups) <p>After students have read their roles, form the class into groups of three (one Jones, one Roland, and one Observer) and let the discussion begin and run 10 or more minutes or until most pairs have reached some kind of a resolution.</p> <p>Proceed to record the solutions and group the different types of solution. Have the reporters and role players describe the behaviours that led to the outcome. Discuss the implications of such behaviours in terms of questions, such as the following:</p> <ol style="list-style-type: none"> 1. What conflict styles did the parties use? 2. What were the effects of such styles? 3. Were there some critical turning points in the discussion? 4. What techniques from Principled Negotiation or Integrative Decision Making are useful here? 5. Would a third party be useful in this case? 	<p>Worksheet M2.U3.6</p> <p>Worksheet M2.U3.7</p>
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20 mn		<p>Summary and wrapping-up: What happens next? Close the workshop, then let people build their unforgettable story:</p> <p>One player in the middle, the other participants sit around the player in a circle. Any participant can give the middle player a task, which the player performs, then asking: `What happens next`? Any player may suggest what could happen next if there is a long pause, but the idea is for the participants to construct their story so that it is coherent.</p> <p>Notes The player in the middle should strictly do only the tasks as they are given; it is up to the participants in the circle to construct the story.</p> <p>Close the workshop by thanking all participants, wishing them good luck and a big round of applause.</p>	
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Additional resources – To go further

Workshop 2:

<https://nobeexplorers.com/conflict-management/>

<https://slideplayer.com/slide/3435079/>

Unit 4: How to create an appropriate communication campaign?

MODULE 2 – Unit 4: How to create an appropriate communication campaign?			
Learning hours: 5 hours			
Learning outcomes	<p>At the end of the workshops, learners should be able to:</p> <ul style="list-style-type: none"> • <i>Create an efficient communication strategy</i> • <i>Define the message and the editorial plan</i> • <i>Identify good practices of social marketing campaigns</i> • <i>Apply principles of social marketing to their community enterprise</i> • <i>Apply creative thinking methodologies</i> 		
Durati on	Material Needed	Activity/Tips to the tutor	Resource
5mn		<p>Ice breaker This is more a discussion than an ice-breaker. Ask the group: Have you become aware of any insight or viewpoint since the last session when reflecting on community building and engagement? Are there any comments as to how they feel about the training so far?</p>	

		Are there any questions about previous sessions that have come to mind since the last session ended?	
10mn	Paperboard Markers	<p>Summary of previous session</p> <p>'Creating a Communications Campaign' is the last Unit in the second Module. Learners have now a clearer view of how they organise themselves when creating a Community Enterprise. When introducing the topic of the session, ask the participants to state what learning outcomes addressed previously they will use in today's session.</p> <p>Take notes of the key words emerging from the discussion on the Paperboard.</p>	
60mn	PC Projector Paperboard Markers Paper and pen for participants to take note	<p>Define your message</p> <p>Watch the following video about effective communication with the group of participants (12:07) https://www.youtube.com/watch?v=2Yw6dFQBklA&ab_channel=TEDxTalks</p> <p>Then, for 10 min, have a discussion with the group. Make sure to ask the following questions:</p> <ul style="list-style-type: none"> • How do you ensure that your audience receives your message? • How do you ensure that your audience understands your message? <p>For the next 20 min, ask the participants to think about how to formulate their core message. What role is there for finding a motto or a catch phrase? Or constructing a pitch to convince clients and/or customers?</p> <p>To support participants, show them this video about pitching: https://www.youtube.com/watch?v=XWRtG_PDRik&ab_channel=SAISProgramme</p> <p>Keep 15 min for the participants to present their findings to the group. Ask for feedback from the others.</p>	
30mn	Paperboard Markers PC Projector 1 PC per participant	<p>Find an example of a social marketing campaign</p> <p>To introduce social marketing, show the participants the following video: https://www.youtube.com/watch?v=Bx_DnXenbHU&ab_channel=TheMount</p> <p>Write the 4 Ps on the Paperboard</p> <ul style="list-style-type: none"> • Populus • Partnerships • Policies • Purse strings <p>Then give 15 min for the participants to find a good practice regarding social marketing on the</p>	

		Internet. Afterwards, they will present their findings to the group.	
25mn	Projector PC Paper and pen for participants to take notes	What is a communication plan? Present the 'Communication Plan' Powerpoint. Go slowly and allow participants to ask questions at any stage.	PPT "Communication Plan"
15mn	<i>Coffee break</i>		
50mn	Templates for communication plan (1 per participant) Pen Paperboard and markers	Create the communication plan Provide the templates displayed here below to the participants. Give them 45 min to create their communication plan. Allow 15 min for the participants to present their plans to their peers and collect feedback by writing key words on the Paperboard.	Template "Communication Plan"
45mn	1 PC for each participant Internet connexion	Create a flyer and an initial Instagram post on Canva Ask the participants to access https://www.canva.com/ and to explore the website. Several designs are proposed to the user; participants can choose the one(s) that best fit their idea.	Before launching the creation phase, you can show the participants the following link that provides tips for beginners on Canva: https://www.canva.com/learn/graphic-design-tips-non-designers/
45mn	1 PC for each participant Internet connexion	Create the social media accounts According to the strategy each participant has identified, allow them 45 min to create their accounts on the key social media platforms appropriate for business marketing. Once the accounts are live, they can post the flyer and Instagram post just created if they feel satisfied with the work they have accomplished.	
15mn	Paperboard Pen	Summary and wrapping-up Close the workshop by asking the participants if they have any questions. Then ask them the following questions: <ul style="list-style-type: none"> • What was the most useful part of this Unit? • What was the least useful? • How will you apply the learning to your business idea? 	

Annex

Communication Plan Template

Audience	Deliverable	Timeline	Description	Channel	Responsible

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Module 3: Starting-Up your community enterprise

The final module of the ComENTER training path is also lasting 20 hours and is divided in 4 learning units:

- Unit 1: The Community Enterprise difference (4h)
- Unit 2: Our entrepreneurial group (4h)
- Unit 3: How to better define your idea? The Canvas (4h)
- Unit 4: How to actually project your enterprise? The Business Plan (8h)

Unit 1 : The Community Enterprise difference

Workshop n°1: The Community Enterprise difference			
Learning hours: 4			
Learning outcomes		At the end of the workshops, learners should be able to: <ul style="list-style-type: none"> • Be aware of differences between a profit-oriented business, a social enterprise and a community enterprise • Identify specificities of their own entrepreneurial idea • Identify the reasons why their idea can be recognized as a community enterprise 	
Duration	Material Needed	Activity/Tips to the tutor	Resource
5mn		Ice breaker Each of the participants has to declare if they have any experience with enterprises and economics, through for instance, work placements, shadowing an employee, or in their studies.	
10mn		Summary of the previous session. Especially refer to the content in Module 1, Unit 2 which covers recognition of any commons in their area (see materials).	Apply at least one of the resources applied in teaching Module 1 Unit 2 for reference.
45mn	Post-it, pencils, whiteboard.	Brainstorming on Community Enterprise as a concept. Apply OPERA (see below) as a technique to guide participation, which should lead learners to identify the main features of a community enterprise. Once the most important features according to participants are defined, the teacher connects what they said to the actual scenario, giving explanations. The aim is to stimulate reflection by the individual	The methodology, "OPERA" as developed by Innotiimi-icg.

		<p>learners before the theoretical framework is provided.</p> <p>The “OPERA” methodology (developed by Innotiimi-icg) has these phases:</p> <p><i>1. The Task (2 min)</i> The process starts with the presentation of the task, in this case, answer the question: “What is, according to you, a Community Enterprise? What are its characteristics?”</p> <p><i>2. Own Suggestions (5 min)</i> Each participant ponders the leading question individually and puts down the thoughts it evokes on their own piece of paper.</p> <p><i>3. Pair Suggestions (10 min)</i> The participants discuss their written thoughts in pairs. They write their most important suggestions (it is better to agree a maximum of ideas for each pair, e.g., 4) on separate pieces of paper. These are then attached to the workboard for everyone to read. If some are the same or really similar, put them together.</p> <p><i>4. Explanations (20 min)</i> Each pair briefly explains to the rest of the audience the suggestions they have attached to the board.</p> <p><i>5. Ranking (3 min)</i> Each participant selects, in accordance with agreed selection criteria, the most important ones among all the suggestions. They mark their choices on the workboard. Suggested Criteria: they have to give 6 “votes” to identify relative importance, giving 1 to 4 votes to each idea on the board. The limit of 6 is intended as the sum of all votes given (e.g. 2+3+1 on three different ideas, or 2+1+1+1+1 on five ideas). Votes are given by putting 6 symbols (one for each vote) on their piece of paper according to their view of the relative importance.</p> <p><i>6. Arranging (5 min)</i> The facilitator finds out the most important features of Community Enterprise according to participants by putting ideas in an order according to the</p>	
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		number of votes placed across the whole of the learner group.	
75mn	video projector, PC	<p>Lecture on the main features of Community Enterprises.</p> <p>From the Economic Model to the specificities of this actual entrepreneurial model, with a final brief of specific laws in the country where the learning is taking place.</p> <p>See below additional comment to support the delivery of the presentation.</p>	<p>See proposed slides.</p> <p>It is useful to give a break between Slides 23 and 24.</p> <p>The teacher should always provide time for comments and questions. Also, the teacher should ask frequently for feedback from participants.</p>
45mn	video projector, PC, whiteboard	<p>Storytelling about best practice in operating a community enterprise and analysis of any specific features.</p> <p>The teacher needs to reserve a 15 minutes at the end to discuss the common factors between best practices with participants, and to identify why these enterprises are to be considered Community Enterprises (consistency with slides).</p>	<p>See proposed Best Practices.</p> <p>During discussion, the facilitator has to write on the whiteboard the most significant concepts.</p>
45mn	Post-it, pencils, whiteboard.	<p>Brainstorming in groups on the specificities of each proposed Community Enterprise: ask what is the actual benefit to the community and why it is a Community Enterprise.</p> <p>Phase 1: 20 min.</p> <p>Each group has an internal discussion to discover the components of the business that identify whether the idea can be considered a Community Enterprise, and if it is one, what the key features are that make it so.</p> <p>Phase 2: 25 min.</p> <p>Each group presents their conclusions to the other groups.</p>	<p>Important: the facilitator must try to underline the connection with the Community Enterprise perspective, helping the recognition as this kind of organisation.</p>
15mn		Summary and wrapping-up	

Annex

Notes for trainers – Powerpoint presentation

Section: What is the Purpose of the Economy?

Slides 4–5	<p>It is appropriate for there to be a brief overview of the classical paradigms of the economy at this point.</p> <p>Here are references offering insights in this area that teachers may be able to use in their presentation of the slides to learners</p> <ul style="list-style-type: none"> • Adam Smith, 1776. Economy as creation of wealth, regulated by the market's invisible hand. Conflicts of interest that lead to balance. • Jeremy Bentham, 1789. Economic action is not driven by happiness or anything else, but by mere utility. • Philip Wicksteed, 1933. When we engage in trade we are mutually furthering each other's purposes because we are interested in our own. In this context, he invents the word "non-tuism" (where "tu" means "you", i.e., another person, whose interests come first – the antithesis of egoism). By "<u>non</u>-tuism", he means that much economic activity is actually "impersonal", though it is also mutually and socially beneficial at the same time. • Milton Friedman, 1972. The company's sole responsibility is the business, and to distribute wealth to shareholders.
Slide 6	<p>The tutor needs to take care to explain how the economy has multiple roots, and how less-classical perspectives, more similar to those within the social economy, can also be found in the history of the economy.</p> <p>Teachers can find a series of insights on this in the following.</p> <ul style="list-style-type: none"> • The origin of the so-called 'Modern' economy dates back to the Middle Ages, with Franciscanism: economic action aimed at managing resources for a shared well-being, with a principle of reciprocity. • Humanism and the Renaissance were based on 'good living' together with solidarity in achieving that, from a point of view quite different from those that had preceded that age. • Antonio Genovesi, 1765. «Lessons of Civil Economy». Civil economy has public happiness as its purpose, it is based on trust and reciprocity, therefore on relationships. People are at the core of economic action instead of exchange.
Slides 7–8	<ul style="list-style-type: none"> • Until recent years, the mainstream economy seems to have forgotten the civil economy. • In the context of the state's conflict with the market, a 'third wheel' is added – the non-profit or third sector, which cannot really be explained according to the laws of economic science. • The individualist model begins to crack, as both theoretical limits and related effects become evident. • The Anglo-Saxon world separates 'business' from 'philanthropy'. • In the Latin world, however, there may also be an enterprise that does not have 'business' as its purpose or reason-for-being. For example, social cooperatives, social enterprises, the model of non-profit entrepreneurial organisations.
<p>Section: Moving from profit-motivated enterprise to social enterprise, especially community enterprise</p>	
Slide 10	<p>It is necessary to state the slide's headline to understand how the term can be defined in various ways, and to clarify the sense in which the topic is addressed in this training.</p>

	<p>Social Economy is a broad world, one which basically includes all those organizations and activities that generate value, including economic value, through actions oriented towards a social purpose: it is seen to generate shared well-being in a variety of forms. There is no single definition and no legal characterisation. In this teaching, we focus on that part of the world of Social Economy that carries out its activities in an entrepreneurial way: Social Enterprises.</p>
Slides 11–13	<p>The ‘spheres of responsibility’ model is presented as a cognitive framework in order to analyse diversity and similarities between different enterprises.</p> <p>In this case, the focus is ‘neutral’: the three spheres exist and they can be studied for <u>any</u> type of organisation.</p> <p>In Slide 12, teachers can find the definition of each sphere of responsibility.</p> <p>The aim of an economic organisation is to balance the goals given by each sphere, in a kind of “integrated responsibility”. This is something more than CSR (Corporate Social Responsibility) because all the different spheres work together and are linked in a unique action.</p>
Slide 14	<ul style="list-style-type: none"> • Here the spheres of responsibility of profit and social enterprise are compared. • The aim is to show how the mission responsibility of the social enterprise closely resembles the socio-environmental sphere of the traditional enterprise, while the social enterprise also maintains its own distinct responsibility. • The social enterprise places as its mission not remuneration but the response to a need, virtually selecting ‘social responsibility’ and making this become the purpose in itself. Profit goes from being a ‘goal’ to being a ‘tool’. • All this does not exempt the social enterprise from considering the requests and needs that are not strictly in its mission, but are still relevant to its nature (e.g., the interests of workers even if the mission is the education of minors). • It is useful to give concrete examples that assist to define these elements.
Slide 15	<p>Here we introduce the concept that social enterprise combines two distinct elements that comprise a single distinct identity. Therefore, it is both a company and a socially oriented organisation with the characteristics of both.</p>
Slides 16–17	<p>Here we explore elements that unite all social enterprises.</p> <p>It is necessary to say a few words for each one, deepening the following themes:</p> <ol style="list-style-type: none"> 1. The objective is not the remuneration of an investment but the response to needs/desires that, when satisfied, improve the living conditions of the entrepreneurs and the community of reference. 2. The social enterprise reinvests (in whole or in part) profits in the pursuit of social purpose, and in case of dissolution, it distributes the residual assets, which therefore can be considered a common good for the community of reference. 3. In social enterprise, centrality is given to work, also seen as an element of its meaning. Consequently, it hardly cuts or saves on work, but tends to create jobs and preserves this in management choices. 4. Here we describe the added value, which can be either inherent (the activities of general interest, such as the creation of cultural opportunities or the provision of health services) or linked to the methods of implementation (for example, the production of objects for sale by employing people with fewer opportunities to exploit the labour market). 5. The ability to have dialogues between interlocutors who are involved in the organisation at different levels – quite possibly one in day-to-day management decisions, the other in strategic decisions, is fundamental.

	<p>6. Another fundamental element is having contact with the territory and the community. This involves investment in relationships and the activation of non-instrumental but generative networks.</p> <p>Even in the absence of specific laws, these defining elements are valid to make people understand what social enterprises are.</p>
Slides 18–19	<p>These slides cover the EU definition of social enterprise. Notice how it takes up some of the concepts covered above.</p> <p>The complete definition is: “A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for its owners or shareholders.” It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities in the decision-making process.</p> <p>The Commission uses the term 'social enterprise' to cover the following types of business:</p> <ul style="list-style-type: none"> • those for which the social or societal objective of the common good is the reason for the commercial activity, often in a form with a high-level of social innovation, • those where profits are mainly reinvested with a view to achieving this social objective, • and where the method of organisation or ownership system reflects their mission, using democratic or participatory principles or focusing on social justice. <p>Thus:</p> <ul style="list-style-type: none"> • businesses providing social services and/or goods and services to vulnerable persons with access to housing and health care, assistance for elderly or disabled persons, the inclusion of vulnerable groups, child care, access to employment and training, dependency management, or the like of these. Alternatively, • businesses with a method of production of goods or services with a social objective (social and professional integration via access to employment for people disadvantaged in particular by insufficient qualifications or social or professional problems leading to exclusion and marginalisation) but whose activity may be outside the realm of the provision of social goods or services. <p>“Social Business Initiative”, Communication from the Commission to European Parliament, 25/10/2011, COM(2011) 682 Final https://ec.europa.eu/transparency/regdoc/rep/1/2011/EN/1-2011-682-EN-F1-1.Pdf</p>
Slide 20	Here, we identify the characteristics of community enterprises in particular.
Slides 21–23	First key element: community benefit. Attempt to define with examples.
Slide 24	<p>Second key element: participation, which must coexist with community benefit:. In the attempt to define, please note the different stages of involvement:</p> <ul style="list-style-type: none"> • Development and start-up (CO-DESIGN) • Decision-making (CO-MANAGEMENT) • Finding resources (CO-FINANCING) • Operation and implementation of activities (CO-PRODUCTION)

	<ul style="list-style-type: none"> ● Possibility to benefit from the results (CO-ENJOYMENT OF THE COMMUNITY BENEFIT) <p>This procedural aspect becomes a defining element: you cannot be a Community Enterprise without involvement.</p>
Slides 25–26	<p>Summary. Useful concrete examples.</p> <p>You can find a categorization element useful to show how community enterprises add something to a social enterprise, which in turn adds to a for-profit enterprise.</p>
Slide 27	<p>In-depth analysis of innovation in the context of community enterprise.</p> <p>The focus is on innovation in the process and not necessarily on the products as tangible outputs.</p> <p>Note that the word ‘innovation’ is often abused, implying that it can only refer to a technological change or new products.</p>
Slide 28	<p>The proposed matrix model connects the ability to address and account for the market (the entrepreneurial element) as well as creating the necessary level of participation within the community (the social element).</p> <p>The different quarters define different models of social innovation.</p> <p>The model shows that high-functioning community enterprises, ones which have high entrepreneurial characteristics with a high capacity to listen to as well as involve the community, represent the most advanced innovation trajectories, ones that really modify traditional paradigms.</p>
Slide 29	<p>This slide introduces the factors that are necessary to start a community enterprise, and the strategies for how it should operate.</p> <p>In the following slides, consideration of these factors is deepened.</p>
Slide 30	<p>Explanation of Factors (what is necessary)</p> <ul style="list-style-type: none"> ● The Community Enterprise finds meaning starting from the needs of the reference territory, or from the desire to enhance what already exists. ● Central to all the stages of the process is the involvement of the inhabitants, or at least of the most pro-active ones among them. ● All this is done with an entrepreneurial style, with a focus on building sustainability and being engaged in the market while not assuming its established, classical ‘logic’. ● The design of the Community Enterprise must consider the essence of its general interest and the search for economic/financial sustainability. ● Innovation is expressed as a desire for change together with the community. It is based on the process and social-economic activities.
Slide 31	<p>Explanation of Strategies (how to do)</p> <ul style="list-style-type: none"> ● Aim to create relations with different interlocutors on the territory of reference, creating alliances, synergies and networks with different subjects (biodiversity). ● Adopt management and participatory decision-making modalities, assuming needs, desires and points-of-view held within the community, maintaining dialogue and narrating with transparency what happens. ● Promote the acquisition of social and entrepreneurial skills. ● Develop models that are effective in the market to ensure enterprise sustainability without adopting classical for-profit logic but instead acting in a transformative way. ● Maintain the practice of thinking in addition to action, in order to reflect on processes and to understand them. ● Have self-awareness and make them replicable.

Section: The Specific Framework in the Specific Country* to be localized

The teacher must illustrate the context of Social Economy in the Country where the learners are located from an economic and a juridical point of view.

In particular, consider the following:

- Pay attention to the relative weight, if the data is available.
- It is also useful to define which sectors have more social economy organizations.
- In this case, there is also an important presence of entrepreneurial social realities, so social economy activity is not just carried out as 'voluntary work'.
- Pay attention to the trend in the years, if this is available.
- Also if available, it is useful to insert data focusing on community enterprises in the country.
- It can be problematic if there is no single legal definition.
- If there is data, focus on sectors of activity and motivations of community enterprises.
- Fundamental in the path is to insert the local legal framework (also indicating its absence if necessary).

**This framework is localised according to the location of the course.*

Section: Case Studies*

- It is necessary to present at least a case study.
- Here we select two case studies, one consolidated and the other one more recent.
- Structure type:
 - Story
 - Context of departure
 - Reasons
 - Performed activities
 - Accomplished results
 - Context changes as a result
- In the course of storytelling, the elements that characterise these experiences as community enterprises must be brought out. The tutor/teacher must therefore bring back the elements of the story and link them to the previous theoretical slides.

They can be accompanied by multimedia materials such as videos.

**This case study is localised according to the location of the course.*

Unit 2: Our entrepreneurial group

Workshop n°2: Our entrepreneurial group	
Learning hours: 4	
Learning outcomes	At the end of the workshops, learners should be able to: <ul style="list-style-type: none">• Be aware of skills and competencies needed by a group leading a Community Enterprise

		<ul style="list-style-type: none"> • Have a greater awareness of the limits and potential of their group • Define roles and responsibilities within the group 	
Duration	Material Needed	Activity/Tips to the tutor	Resource
5mn		Ice breaker <ul style="list-style-type: none"> • Tutor can ask people what they think skills are and if they have ever thought about this before. • Each participant shall say a word that he/she thinks is significant for the theme. 	
10mn		Summary of the previous session: <ul style="list-style-type: none"> • Economy is not necessarily about making money as there are other forms of capital and there are other spheres of responsibility where care should be taken. • A community enterprise has some specificities, so it needs to be managed with a specific profile. • Community enterprises are a part of the wider social economy. • Community benefit and participation are the main ingredients. • In the development of a community enterprise, emphasis on the relational aspects is fundamental. • Community enterprises comprise a highly innovative growing sector. 	
15 mn	Video projector, PC	Brief explanation of the characteristics that an effective working group must have, starting with the information that emerged from the research carried out in the project.	PPT M3U2.
30mn	Post-it, pencils, whiteboard.	Brainstorming on the skills and competencies that a group must have when preparing to lead a community enterprise. Find a definition, together with the group, of the most important characteristics. Ask the participants to note on their Post-its the skills and competencies needed to lead a community enterprise.	
30mn	Video projector, PC	Lecture on personal identity and subjectivity. Display the related slides, speak slowly and allowing participants to ask questions.	PPT M3U2.
45mn	Post-it, pencils, whiteboard.	Workshop on 'Knowing limits and fears'. Follow the indication contained on the related slides.	PPT M3U2.
5 mn		Coffee break	
45mn	Post-it, pencils, whiteboard.	Brainstorming on the subdivision of roles within a group. Starting question: "What are the criteria for defining roles and tasks within a group?"	

		Supplementary question: "Does our group have the necessary characteristics?"	
40mn	Video projector, PC	Lessons on effective techniques and methods to be able to work in a cohesive group, with well-defined roles and the application of appropriate leadership techniques.	PPT M3U2.
15mn		<p>Summary and wrapping-up</p> <ul style="list-style-type: none"> The profile needed for a community enterprise is very specific but it is also a collective profile, so it has to be 'played together'. The main area where skills are needed is in instigating, developing and maintaining the link with the Community: the group leading this kind of organisation has to give particular attention to this aspect of its work. Self-evaluation: "How do you feel, as a person and as a group, after this workshop? Why?" "Do you think you need to look for more contributions for examining your enterprise?" 	

Unit 3: How to better define your ideas? The Canvas

Module 3 Unit 3: Business Model Canvas			
Learning hours: 6			
Learning outcomes	<p>At the end of this unit, learners should be able to:</p> <ul style="list-style-type: none"> Know how a Business Model Canvas works Be aware of the specificities of this tool adapted for a Community Enterprise Understand the Canvas contents* <p><i>* The actual ability to produce the Canvas will be developed "on the job" creating the enterprise</i></p>		
Duration	Material Needed	Activity/Tips to the tutor	Resource
20mn		<p>Ice breaker:</p> <p>(1) Summary of previous sessions through the participants summarising the previous sessions.</p> <p>(2) A representative of each group gives a short presentation of their group and their project.</p>	Teachers can refer to the previous meetings where they explored the connection between their project idea and the social value proposition. If they produced materials, these could be shown.
160mn	Post-its, pencils, whiteboard.	Lecture about Canvas and with an explanation of each part,	We can use the materials produced in the previous meetings, if any, to

	PC, video projector. One Canvas poster for each group, one for the lecturer.	reconnecting it with the previous activities of self-reflection. Break of 15 minutes after the first two hours.	reconnect their results with the first part of the Canvas. See proposed slides M3U3 Slide Canvas.
		BREAK	
80mn	Post-its, pencils, whiteboard. One Canvas poster for each group.	Filling the Canvas. Each group completes their own Canvas by writing on the poster.	See proposed slides M3U3 Slide Canvas.
60mn	Post-it, pencils, whiteboard.	Each group presents their Canvas to the other groups, exposing the problems they faced.	See proposed slides M3U3 Slide Canvas.
30mn	Post-its, pencils, posters, whiteboard. A table for each group.	Brainstorming – (World Café) Canvas confrontation. Members of each group give feedback to the others. The feedback could be given using the World-Café technique. Each member goes from one table group to another in turn asking for explanations and giving feedback. The facilitator will manage the time depending on the overall progress of the meeting. The activity could be done in three turns of ten minutes each.	To open the conversation and give different ideas and feedback to the participant, teachers can use different variations of the “World Café” methodology. https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/planning-the-future-vision-strategies-projects/world-cafe
10mn		Summary, wrapping-up and homework – to finish their Canvas and prepare a Pitch of five minutes about their projects.	

Unit 4: How to actually project your enterprise? The business plan

Module 3, Unit 4: Business Plan			
Learning hours: 6			
Learning outcomes	<p>At the end of this unit, learners should be able to:</p> <ul style="list-style-type: none"> • Know how a Business Plan works • Be aware of the specificities of this tool adapted for a Community Enterprise • Know some basic information about market survey, economic and financial forecasts, entrepreneurial organisation, project management tools • Understand the Business Plan contents* <p><i>* The actual ability to produce the Business Plan will be developed “on the job” creating the enterprise</i></p>		
Duration	Material Needed	Activity/Tips to the tutor	Resource
15mn		Summary of previous session.	Connect the Canvas specifically to the Business Plan. Also refer directly to the key factors of a social enterprise, as identified in the previous activities.
60mn		Follow-up on the Canvas. Participants explain their progress and present their 5-minute Pitch.	Participants need to take with them the Canvas of the previous sessions and the homework they have done.
210mn	Post-its, pencils, whiteboard, video projector, PC. Posters with the Business Plan module to be filled during the lecture.	<p>Lecture on the Business Plan, including an explanation of each separate part. During the explanation, link each part of the Plan to the relevant parts of the Business Model Canvas. The teacher interacts with the whole class to fill the plan step by step using examples from the proposed ideas held by groups in the class.</p> <p>Break of 15 minutes after the first two hours.</p>	<p>Apply the Canvas produced in the previous meetings as this will reconnect their results with the current activities.</p> <p>See proposed slides on Business Plan.</p>
		BREAK	
60mn	Post-its, pencils, whiteboard, video projector, PC. Posters with the Business Plan module to be filled	Focus on the last part of the Business Plan, referring to the investments plan and cash flow.	See proposed slides on Business Plan.

	in during the lecture.		
15mn		Summary, wrapping-up and final survey.	

Annex

Business plan explanatory notes

You can access the resource created by the ComENTER project by clicking on the following link:

INSERT LINK

Additional resources – To go further

Based on the interactions and reactions of the groups, every part of the Business Plan can be identified using visioning methodologies.

<https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/planning-the-future-visions-strategies-projects/vision-factory>