

YOUTH INCUBATOR

*on Social Entrepreneurship and Project
Management*

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Colophon

This is a publication of Don Bosco Youth-Net ivzw. Don Bosco Youth-Net ivzw is an international network of Salesian youth work offices and youth organizations which work in the style of don Bosco.

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Introduction

'Youth Incubator!' on Social Entrepreneurship and Social Tourism, is a 6-day training course focussed on project management and social entrepreneurship in EU youth work (Erasmus+). The main aim is to develop entrepreneurial skills for volunteers in youth work, enabling them to develop innovative approaches to cater for the needs of the young people working on local and European level.

We are using the model of a social incubator to offer the participants a creative environment in which to develop their project ideas. All participants are young volunteers active in local youth work. During the preparation of the TC, they will develop project ideas to cater for their local needs. These project ideas will be developed during the training (incubation) into feasible EU project applications, including a strategy for co-financing from the private sector. In order to do so we are offering a series of workshops in which the participants will focus on different aspects of project development and entrepreneurship. Every day we will conclude the workshops with a "cooperative working space" in which the participants can work on their individual projects, implementing the learning outcomes of the workshops.

We are mainly focussing on 2 key actions of Erasmus+ as to help the participants reflect on the subject if they are more of a youth worker (KA1 – educational mobility projects) or more of a social entrepreneur (KA2 – product or service development through youth initiatives). The concrete outcomes of this TC will be feasible project concepts developed by the participants, a dedicated website with all outcomes of the TC.

The training course fits in the training strategy of DBYN. In the Masterplan 2018-2020 we are working with 4 profiles of participants; the educator, the advocate, the Salesian chaplain and the social entrepreneur. The TC brought together 22 young people from 9 EU member states (AT, BE, DE, ES, IT, MT, PL, SK, UCR), taking place at the 'Hotel 21' in Bratislava (SK). It is coordinated by DBYN, and hosted by our Slovak member organisation 'DOMKA.

Participants

This training course mainly aims at volunteers and staff active within Don Bosco Youth-Net ivzw member organisations. Each partner can register **2 participants**.

As a profile we are looking for participants which are:

- at least 18 years old
- active on a local level with the member organisations
- strongly motivated to start developing European and/or local youth projects
- strongly motivated to act as multipliers this experience in their local organisations
- willing to work during the training course (it is not a holiday ☺)
- experienced in working in intercultural teams (for example have taken part in STEP I)
- Young people in NEET get priority in the selection process.

NEET stand for “Not in Education, Employment or in Training”. This include conventionally unemployed, young people taking a gap year for voluntary service, young people just out of university, but also young people which are facing social or psychological obstacles which make it difficult for them to find access to the labour market.

Team of trainers

Trainer's manual

Youth Incubator is a follow-up on our previous 'stepwise' training strategy (instead of profiles). The 2016 TC STEP2 in Groot-Bijgaarden (BE) and of the 2014 TC "Youth Hatch!" in El Campello (ES) and the 2015 TC "Out of the box" in Sliema (MT). We will use the trainer's manuals developed for these previous training courses, which includes the methodology of setting up a Cooperative Working Space (blue in the programme overview). However, we will need make revisions in order to make the programme a bit lighter, and bring in the focus on social tourism.

Crucial in the programme is the concept of social entrepreneurship, and how this influences the identification the participants as an "educational youth worker" or a "social entrepreneur in youth work". We will use this difference as a red line through the programme:

- Exploring the personal motivation and competences of the participants.
- Exploring the working styles of the participants
- Identifying differences and similarities between educational youth work and developing "products" for youth work
- Match-making Erasmus+ funding lines with their personal interest (youth work = KA1 and social entrepreneurship = KA2 – youth initiatives)
- Match-making participants in projects they want to develop
- Evaluating their learning process and putting forward new milestones for their personal development.

In the preparation process the trainer's will be sent the trainers manual. We will use it as a basis to adapt the programme. This means that there is a solid basis to start working from, so you will not have to start from scratch. However, we remain flexible, if you really want to bring something new, of course we are not going to hold back on that.

Role division

Trainers	Host	Salesian Chaplain	Project administration
<ul style="list-style-type: none"> • Barbora Holla • Pavel Koroš • Sarah Kusché • Claire-Eline Theyskens 	<ul style="list-style-type: none"> • Kristína Zelná • Betka Zelná 	<ul style="list-style-type: none"> • Jan Holubcik 	<ul style="list-style-type: none"> • Claire-Eline Theyskens • Kristína Zelná

Team cooperation

The team agrees on following principles for cooperation:

- The trainers meet each day after dinner to evaluate the day's programme and to prepare the next day(s). The team will aim to monitor the group dynamics, to monitor the individual learning process of the participants and to adjust the training programme according to surfacing needs.
- The team creates a WhatsApp group for the preparation process and activity itself.

- Claire-Eline send the previous training manual and introduces Tresorit
- The trainers and Salesian chaplain share all online media (videos, pdf, ...) which they will use for the training course with the project manager, so he can upload these on the resources blogs.

Training programme

General flow

The training course is build-up of 4 modules: The first module will run from Sunday until Thursday, during the day. Here the emphasis is on gathering knowledge. The participants create a common understanding about social entrepreneurship and identify their own competences as social entrepreneurs. There will also be sessions and methods to increase creativity and exploring the four key components of Social Entrepreneurship, entrepreneurship in the Don Bosco Movement. We will visit a social enterprise and get info about digital marketing in the youth field where the participants will get an interactive introduce to their work, focussing on how they manage projects. Furthermore, they will learn (in a non-formal way) about Erasmus +.

Project management is included in this module. There is a special emphasis on how to adapt a project concept towards the requirements of funders and/or policy makers, by practicing how “youth work language” needs to be adapted to the “language” of the donors. In the course of this module we carry out a study in the city of Bratislava to a fundraising company. We will have sessions on project management (from institutional aims to impact), funding for social entrepreneurship in youth work, and the development of individual entrepreneurial competences.

The second module during the TC is the method of the Cooperative Working Space (CWS). This is an open space method, in which the participants process their learning process experiences into competences. The participants are responsible for their own learning process by choosing which aspect they need to work on. However, every day we will have a particular focus for the CWS in order to steer the learning process towards the overall aims and objectives of the TC. On Friday evening we use the format ‘Dragon’s Den’ to assess the developed projects. We put together a jury that will assess this exercise. At the end of the ‘Dragon’s Den’ the trainers and invited stakeholders will give a final feedback to the group. The CWS process is the main learning catalyst in the training course. It should enable the participants to develop a realistic project proposal which can be developed into an Erasmus+ application or another format of funding request after the training course.

The third module is about evaluation, reflection and feedback. Parts of this third module are built into the CWS: the daily reflection on their personal learning process and the process of the group. If they identify issues, they will be encouraged to indicate this to the team of trainers, which will use the CWS to accommodate for these extra needs: If some topics or learning experiences were not met during the day, the trainers will make sure these experiences will be implemented the next day (microteaching sessions, mentoring/coaching sessions, ...). Next to this the participants are encouraged to also give feedback to each other, basing themselves on the key competences of the Youth pass. On the last day of the TC, there is an entire afternoon time for evaluation. During this evaluation moment we will try to evaluate the individual learning experience, the learning process of the group, the performance of the trainers, the host team, the venue ... This evaluation will happen in a fun and open manner. DBYN will gather this information and process it in the final report. During the evaluation we will also use the Youth pass. The participants will get the time to reflect about their own learning experience with the help of the eight key competences and to write it down. They will get one hour to start writing part II of the Youth pass. Up till one month after the actual TC they update part II of the Youth pass.

Finally, the fourth module will focus on informal learning. Every day we start and end with a 'good morning' or 'goodnight'. Each morning/evening the participants of one country prepare a reflection session to start-off/end the day. Another way to establish informal learning is during the bar moments. Every evening the participants get the chance to talk and have a drink at the bar. Also the intercultural evening, the free time in Brussels, the evening programmes and the farewell evening fit into this module.

Preparation for participants

The participants were asked to do some pre-reading as well as some preparation work before coming to the training course:

1. The participants should explore the www.donboscoyouthincubator.net website:
 - a. Information about the training course (and they received an infopackage)
 - b. General introduction Erasmus+/Youth in Action
 - c. Video on social entrepreneurship
 - d. 2 articles on Social Tourism
 - e. (Travel reimbursements)
2. Each participant should prepare at least 1 project concept. The project concept should be an activity or another project the participants would like to develop for young people in his or her local organisation. The project should come towards a need the participant identifies. The participant should prepare 1 A4 in which he or she answers 5 questions (What? When? Who? Where? Why?), and gives the project a title.

We additionally recommended the resources blog on our project website to explore additional trainer's resources. We particularly recommend taking a look at three manuals – from the series of T-kits: N°1 – Organisational management, N°3 – Project management and N°9 – Funding and Financial Management

Cooperative working space (CWS)

We are transforming our venue into a cooperative working space for the whole training course. For this we model ourselves on the format of a business incubator. Business incubators offer to start-up a common space to work and network with other start-ups. There are many models for this, like for example "The Network HUB" (<http://www.thenetworkhub.ca/coworking-vancouver/?source=menu+workspace>).

During the TC we programme each morning a cooperative working space to the participants where they can work on their project ideas, in an open space environment. The role of the trainers here is to be a coach. The trainers can also give micro-teaching sessions. It is an open space method, so the participants are responsible for their own learning process by choosing which aspect they need to work on. However, every day we will have a particular focus for the cooperative working space (CWS) in order to steer the learning process towards the overall aims and objectives of the TC. In this way we aim:

- To present and visualise the training programme and the focus of the day
- To develop a sense of initiative
- To interiorise the learning process (learning to learn).
- To network amongst participants.

- To offer individual coaching to the participants.
- To cater for additional learning needs identified during the learning sessions.
- To transfer the theoretical input into a practical.
- To ensure the multiplication of the project ideas after the end of the TC.

Every day the CWS has a different focus. The topics are: 'Exploring & networking, 'innovating project ideas', 'project cycle & language', 'budgeting' and 'follow-up'. Every session starts with the trainers introducing the subject they will have to implement during their time in the cooperative working space. We follow the principles Open Space Technology

1. Whoever comes is the right people
2. Whenever it starts is the right time
3. Wherever it is, is the right place
4. Whatever happens is the only thing that could have, be prepared to be surprised!
5. When it's over, it's over (within this session)
6. Law of 2 feet: If at any time during our time together you find yourself in any situation where you are neither learning nor contributing, use your two feet, go someplace else.

However, it is important the trainers actively search for ways to support (animate) the different participants. Every day participants get 3 hours in the cooperative working spaces. This means there is also time for the trainers to give input sessions according to the participants needs.

The places we foresee in the CWS are:

- General working space
- 1st floor area (aka 'Piano corner')
- Micro-teaching floor (2nd floor)
- I-to-I meeting space
- Coffee corner
- Information wall (partner search, project concepts, parking space for unsolved questions ...)

Next to this we will organise short breaks for energizers, entertainment and normal youth work fun. Although the space was quite limited.

YouthPass

The Youthpass is instrumental in the learning process of the participants. First of all, on conceptual level we have built this TC on the development of the 8 key competences as proposed by Youthpass.

On the introduction evening we will explain the participants what the Youthpass is and introduce the participants to the key competences of the Youthpass. This introduction will form a basis to collect the expectations of the participants on what they will learn during the TC. The Youthpass will be the general framework to reflect about competences such as team work and project management.

Once the participants are familiar with the key competences, we will use the instrument as a method to give and receive feedback. Feedback will be given face-to-face, or written. It is important the feedback is given in a personal and honest way. We will provide the participants with some general information about giving and receiving feedback. It is for example important to give your personal opinion. You cannot generalise it. It is also important to give feedback on a thing the participant said or did, but never on the participant him- or herself. Written feedback will be passed to other participants with the use of envelopes that have the name of a participant written on it.

During the cooperative working space sessions, the participants are encouraged to take time to reflect on their learning process so far. We are providing personal notebooks which the participants can use to record their learning progress.

During the session where we focus on qualitative aspects of Erasmus+/Youth in Action projects, we are presenting the Youthpass as one of the basic features. During the session on competences of a Social entrepreneur, we are using the key competences as a reference framework.

On the last day of the TC the participants need to reflect individually on what they learned during the week. The participants have to use the eight key competences of the Youthpass to reflect about their learning outcomes. They will also get the time to start writing part II of the Youthpass. The participants get one hour to do this. We want to give them enough time to start completing it. In this way the reflection will be more thorough. We will give the participants up to one month after the TC to finalise the part II of the certificate. Afterwards we will deliver the certificates to the partners to hand out to the participants.

We are adding the promotional materials of Youthpass on the resource blog of www.donboscoyouthinictubator.net (manuals, videos ...). In this way the participants can easily find the information if they want to (re-)read of use it.

Salesian good mornings & good nights

As DBYN is a faith-based organisation, it is important for us to assign time in the programme for the participants to reflect on what gives meaning in their lives.

In the Don Bosco Movement there is a tradition of over 169 years (since May 1847) closing the day with a “Salesian goodnight”. This is a tradition which all organisations, schools, youth care facilities, ... in the Don Bosco Movement maintain up to today. DBYN uses this as well in all its activities. It creates a recognisable identity, as all participants are familiar to this. At the same time, it offers the opportunity for intercultural dialogue, as all countries have a different tradition. In DBYN we also start the day with a “Salesian good morning”, to offer more participants to deliver such a reflection.

For this training course we will work in the following way:

- *The participants are divided by the Salesian chaplain into mixed teams.*
- *The rota for good mornings/goodnights (and optional table prayers) is presented on arrival*
- *The rota includes the themes for the day which need to be integrated in the goodmorning/goodnights*
- *DBYN provides a Salesian Chaplain in order to challenge, support and provide feedback to participants in this process*

By following this method, the participant will learn a variety of skills related to our identity as a faith-based organisation.

Programme overview

DAILY PROGRAMME	Sunday 02/09/2016	Monday 03/09/2016	Tuesday 04/09/2016	Wednesday 05/09/2016	Thursday 06/09/2016	Friday 07/09/2016	Saturday 08/09/2016	Sunday 09/09/2016	
07:30 – 08:00	Arrival of participants	Morning prayer (optional)							
08:00 – 08:45		Breakfast							
08:45 – 09:00		Good morning – Every day is started by a short good morning by the participants at around 08:45.							
09:00 – 12:00		<u>CWS:</u> Exploring & networking	<u>CWS:</u> Innovating project ideas/ Pitching	<u>CWS:</u> Project cycle & language	<u>CWS:</u> Budgeting	<u>CWS:</u> Simulation day	<u>CWS:</u> Finalisation & future action planning	Cleaning up	
12:00 – 14:00		Lunch / Travel to Brussels							
14:00-16:00		Defining Social Entrepreneurship & Social Tourism	Project management	Erasmus + introduction	Erasmus+ and EU funding for social entrepreneurship	<u>CWS:</u> Simulation day (cont.)	Evaluation	Departure of the participants.	
16:00 – 16:30		Coffee break	Coffee break	Coffee break	Coffee break		Coffee break		YouthPass
16:30 – 18:00		Study visit: PS Digital	Key competences of the social entrepreneur	Co-financing	Study visit		Mass		
18:00 – 20:00		Dinner / Travel back to venue Team meeting							
20:00 – 21:30		Introduction to the training course Intro youth pass	Intercultural evening	Social entrepreneurship and Social Tourism in Don Bosco's style	Free evening in Bratislava	Sport and games	<u>CWS:</u> Dragons' Den		Farewell-evening
21:30 – 22:00	Goodnight – Every day is concluded by a short goodnight by the participants.								
22:00 – 00:00	Bar moment – The participants have the opportunity to socialise and to have a drink at the bar.								

Session outlines

Introduction to the training course

<i>Timing in the programme</i>	Sunday evening
<i>Background/rationale</i>	All participants have made some preparations before coming to the TC, but we know from experience that there will be a big diversity in-between age and experience. Some people will have travelled the whole day, the others, and some people are still arriving. Some participants will know DBYN and have friends taking part in the TC, others don't know anyone.
<i>Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> • To understand the working of DBYN and also to understand the outline of the training programme • To get to know the other participants and to create a group feeling • To record the expectations of the participants towards the training programme • To introduce the learning diaries • To introduce the programme (also possible on Monday morning) • To introduce a message wall
<i>Description session (Methodology, methods, timing)</i>	<ul style="list-style-type: none"> • Word of welcome • <u>Presentation of the programme:</u> Each programme item is written on a coloured pieces of paper. We use different colours A4 for the CWS sessions, the input sessions, the inspiration sessions and the spiritual programme. The programme is “build” on the floor. The next days we will publish the programme of that day on a wall, using the papers of the programme. • <u>Presentation of the rules of the house:</u> A simple overview of the do's and don'ts of the venue made by a host team member. • <u>Standing in lines without talking:</u> alphabetic order first name, age, travel distance • <u>Introduction learning diary:</u> On arrival all pax could chose a learning diary. We now introduce the learning diary, a tool that we give to pax to take notes about their skill's improvement • <u>Fears & expectations:</u> There are 2 flipcharts put to the wall, one indicating 'Fears', the other 'Expectations'. The pax are asked to write their fears & expectations on post-its and put it on the right poster. • <u>Message wall:</u> Each pax received an envelope. On it they write their names. Next the pax are asked to walk through each other as long a music is playing. When the music stops they need to make pairs with whoever is closed to them. The exchange envelopes. Each participant now has 30 sec. to present a key personality point of him or herself. The other person needs to draw a symbol of this. This is repeated 4 times. Afterwards, the group forms a circle and hands the envelope to the person on their left. Now the person on the left needs to present the person of the envelope basing themselves only on the drawings. At the

	<p>end the envelopes are glued to the wall, in which the pax can leave messages for each other.</p> <ul style="list-style-type: none"> • We introduce the Salesian Chaplain and the role. Further on, we explain the Salesian goodnight and asks the pax to register for a goodmorning/night on a flipchart. We end with a goodnight made by the Salesian Chaplain.
<i>Outcomes</i>	<ul style="list-style-type: none"> • Message wall • Programme of the week • The pax know (almost) all names of the other pax and the team. • The pax know the rules of the house. • There is a good group atmosphere.
<i>Evaluation</i>	<ul style="list-style-type: none"> • The introduction evening went well. Most of the participant arrived in time. It was unfortunate that the hostingteam wasn't present before and during this session, it that way the house rules were not simple and we didn't have the appropriate materials.
<i>List of materials & space required</i>	<ul style="list-style-type: none"> • Note books for each participants • Flipcharts • Markers • Post-its • Coloured A4 papers • Blue tack • Envelopes
<i>Further reading</i>	n/a
<i>Annexes</i>	n/a

CWS – Exploring & networking

<i>Timing in the programme</i>	Monday morning
<i>Background/rationale</i>	The participants got to know each other last night. During the first session we need to 'install' our Cooperative working space. The centre will be organised in different working areas in which the participants will need to work the rest of the week. It is important to develop their personal responsibility and motivation to use the CWS. Next to this we need to immediately grasp their personal project ideas as main working material.
<i>Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> • To create clear definitions on 'social entrepreneurship' and a 'youth work' and identify differences and similarities between them • To get to know each other • To introduce and establish the CWS (in an active way) • To motivate the participants, take charge of their own learning process • To collect project ideas • To match-make participants interests • To create an overview of organisational background of the participants
<i>Description session (Methodology, methods, timing)</i>	<p>During this session we actively explore the cooperative working space (CWS) to the participants. We will play a game or do a method in each area which introduces the participants to the aim of the area. As thematic focus for the first session we will have "networking". We will create an overview of all the project ideas which the participants brought to the TC, as well as their relation to their sending organisations.</p> <p>I. Plenary workshop room (45'):</p> <ul style="list-style-type: none"> ○ We start with active team building games to facilitate the team work and also to discover in the same time different places of the location. As it is nice weather we take the group outside: ○ We play "<u>Make that shape</u>" (in the football pitch): We split the whole group in 2 little groups, we give them 3 shapes to represent what their bodies (pyramid – star - DBYN write), the team that do it first win. It's good to take precautions, so an important rule is that the shapes that they do have to be 2D, So no one has to go over the back of a mate. ○ The second game its called "<u>Crossing the silent river</u>" (in the basket pitch), in the same 2 groups that we did in the first game they have to cross an imaginary river (draw 2 lines 3 feet away or do it with masking tape to create the river banks) without talking to each other, they have 7 cartoon stones (per) to create a bridge, a path or a strategy to cross the river. In the second the can use just 5 stones, to make it more complex. The group that has passed all the members to the other side win. An important rule to understand the game and the difficulties to play in a team is that whenever a player touches the river one stone is seized by the referee until the next round. The stone is seized also whenever the silent is broken. ○ The third game is played inside: Split the group in 4 mini groups. Give them a random task about tourism between the 2 below and make a small drama to understand better what are the needs and the stereotypes around each category: 2 groups represent a typical "Beach Holidays scenario", 2 other a typical "Mountain Holidays scenario".

2. Visit Pitching room (5'): The room is set-up for a frontal presentation (if possible including a small podium). There is a timer clearly visible for the public. There is a camera facing the podium. The pax are invited to sit in chair facing a small podium. Angela gives a 2 minutes short pitch on "What is a pitch". Before starting the pitch she switches on the timer. In the pitch Angela touches upon the definition of a pitch, the reason why we include it in this training course and gives information on the micro-teaching sessions to which the pax will be able to subscribe the coming days.
3. Visit computer room (5'): We pass the computer room. We introduce the function for self-study, using the www.donboscoyouthincubator.net website. We also indicate which are the passwords for the WIFI.
4. Visit coffee corner (5'): We shortly visit the coffee corner, giving the rules on how to keep it clean and tidy. The coffee will be available the whole morning during the CWS sessions. In the afternoon there will be a fixed moment.
5. Visit the "Foyer" (45'):
 - The foyer will be the main room for networking. There are comfortable seat laid out of the room for short meetings, there is also a "project wall" where the progress on the projects in the CWS is posted every day. Everyday just before lunch the participants meet in the foyer, posting their project on the project wall. The trainers use this moment to round-off the work of the CWS of that day.
 - The participants received as part of the preparation an assignment to develop a project concept. For the project concept they received a format which includes a title, a project identifier and a short description based on the questions what, who, why, where and when?
 - As not all participants have made this preparation, those who haven't got the homework get 15 minutes to complete a form, the other participants can enjoy the coffee corner in the co-working space.
 - After the coffee break the participants start a speed-dating session. To facilitate the speed-dating, they receive a form which includes a list of names. After each name there is space for writing the name of the project and indicate if the type of project and the target group is similar or different than their own project. During conversations they complete this list. They also receive a box of matches. After the presentation the participants give a match to the presenter if they would like to support the development of the project. The speed-dating consists of at least 5 rounds of 5 minutes.
 - To conclude the speed-dating the participants hang their project concept forms on a pin wall. The other participants are invited to read the forms, and also to use colored string to make connections between different project concepts they perceive as being similar or having a common ground. This project presentations wall will be used the rest of the week, to publish the progress of their project and to keep on making links.

	<ul style="list-style-type: none"> ○ The session is rounded off with checking who got the most matches. <p>6. <u>The silent room (5')</u>: We introduce the silent room which can be used by the pax for silent reflection or prayer. This room is open always. In the morning also the optional morning prayer will be held in this room</p> <p>7. <u>Visit bar (5')</u>: We quickly visit the bar, which is available for games and social talks during the CWS. We explain also the rules for the evenings.</p> <p>8. <u>Visit reflection room</u>: The reflection room will be available the whole TC for youth pass reflection. During this introduction session we do 3 different sessions in this room.</p> <ul style="list-style-type: none"> ○ <i>Introduce Youth Pass (Reflection Room)</i>: Create a flipchart with a Youthpass (short explanation), write the 8 key-competences and stick them on the wall around the main flipchart. Throughout this tools explain what a youthpass is and how it's create, so make a link with the learning diaries which they have received to use it as a tool and try improve those skills/competences that they have to work on during the week! All the materials will be available the whole week so they can came in whenever moment to reflect on. ○ <i>“Learning from the Chameleon “Mali” (5”)</i> How: Use a flipchart paper, draw a chameleon in beforehand on it, put on colourful cards keywords of the Chameleon – put this flipchart on the wall and let it throughout the seminar, participants shall always be able to refer to it, accompanies them. Time estimation: 10 minutes. The characteristics of a chameleon can be connected to skills that may guide us through a project management challenge and overall through the remaining week. ○ <i>Microteaching Social Entrepreneurship (45')</i>: In order to start from a common understanding of what Social Entrepreneurship is, a 30 minutes introductory session on the topic is delivered. First, participants will watch a short video to visualize the dimension of Social Entrepreneurship (https://www.youtube.com/watch?v=KrrF_LrIYus) . Then, an introduction supported by a Power Point Presentation (see material) makes clear that there exists, as for now, no clear-cut definition of Social Entrepreneurship. In the end, participants receive a small paper with the sentence “Key Competences of a Social Entrepreneur...” on it and are encouraged to take this with them during the study visit to Brussels in the afternoon and reflect on the key competencies they observe. This will then be used in the afternoon back in the venue to wrap up the study visits and conclude the day. The connection to the 8 key competencies in the Youth Pass shall be made as well.
<p>Outcomes</p>	<ul style="list-style-type: none"> • http://www.donboscoyouthincubator.net/outcomes/travel-beyond-project-development-outcomes • The pax discovered the place that they will use during the whole week and have some fun doing a team building process. • The pax were introduced to 3 words linked to the games and the concept of social tourism (Stimulation, Participation, Inclusion), which

	<p>will be used by Tourism Flanders in the afternoon to explain the concept of Social Tourism.</p> <ul style="list-style-type: none"> • 27 project concepts • The pax can orient themselves in the CWS. • The pax know each others names, and each others project concepts.
<i>Evaluation</i>	<ul style="list-style-type: none"> • The session was a good introduction to the CWS, and helped to establish the learning environment.
<i>List of materials & space required</i>	<ul style="list-style-type: none"> • Laptop • Projector • Paper with “Key Competencies of a Social Entrepreneur...” • Matches • Pins or thumbnails • Colored string • Project concept templates • Speed-dating form • Timer • Camera on stand • Flipcharts • Coloured paper • Papers with “8 key competences – Youthpass”
<i>Further reading</i>	<ul style="list-style-type: none"> • http://www.donboscoyouthincubator.net/inspiration/introduction-to-social-entrepreneurship • http://www.donboscoyouthincubator.net/inspiration/the-social-entrepreneur-that-rare-individual
<i>Annexes</i>	<ul style="list-style-type: none"> • Annex 1: 8 Key competences - YouthPass • Annex 2: Project concept form • Annex 3: Speed dating form • Annex 4: Mali the Chameleon Illustration

Defining Social Entrepreneurship & Social Tourism

Timing in the programme	Monday – first afternoon session													
Background/rationale	After being introduced to the CWS, we travel to Brussels for 2 study visits. The first aims to develop a common definition for Social entrepreneurship and Social tourism, so all participants have the same understanding of this crucial concept.													
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To create a common starting position for all participants To define the concepts “Social Entrepreneurship” and “Social Tourism” • To identify differences and similarities between Youth work, Social Entrepreneurship and Social Tourism • To learn to know about good practices related to youth work and Social entrepreneurship and Social Tourism • To get to know a social tourism provider (Toerisme Vlaanderen) and the role they play towards youth organisations. 													
Description session (Methodology, methods, timing)	<p>The first session aims at creating a common understanding of “Youth work”, “Social Entrepreneurship” and “Social Tourism”, by offering the participants a common concept framework. For this we carry out a study visit to the “Holiday participation Centre”, which is the social tourism department of the Flemish Tourism centre. The holiday participation centre has a long expertise in developing social tourism opportunities for youth. Next to this, they have been engaged in theoretical development of the sector on European level. A staff member of the holiday participation centre makes a presentation of their work. The presentation includes:</p> <ol style="list-style-type: none"> 1. A definition and historical perspective on social tourism. 2. A framework for social tourism in Europe: For each type of tourism product in the framework the presenter gives examples, specifically focussing on products developed including families with children or exclusively for youth. 3. <table border="1" data-bbox="523 1346 1420 1724"> <thead> <tr> <th colspan="2" rowspan="2"></th> <th colspan="2">USER</th> </tr> <tr> <th>Social tourism</th> <th>Social tourism & other users</th> </tr> </thead> <tbody> <tr> <th rowspan="2">PRODUCT</th> <th>Standard product</th> <td>Participation</td> <td>Inclusion</td> </tr> <tr> <th>Specific changes</th> <td>adaptation</td> <td>stimulation</td> </tr> </tbody> </table> 4. A presentation on the working structure of the holiday participation centre, focussing on the financial spectrum of social tourism providers, the Public-private cooperation triangle and its implementation and the holiday chain. 5. After the presentation the pax can ask questions. The trainers help with moderating the Q&A by asking questions to the pax if they can recognise their own work or project concepts with the social tourism framework. 			USER		Social tourism	Social tourism & other users	PRODUCT	Standard product	Participation	Inclusion	Specific changes	adaptation	stimulation
				USER										
		Social tourism	Social tourism & other users											
PRODUCT	Standard product	Participation	Inclusion											
	Specific changes	adaptation	stimulation											

<i>Outcomes</i>	<ul style="list-style-type: none"> • The pax understand the framework for social tourism
<i>Evaluation</i>	<ul style="list-style-type: none"> • The theoretical framework for social tourism was clear, but the presentation had too much information included. The section on how the Holiday Participation Centre works, was not understandable for the pax, because it was too technical and non-transferable to their national realities.
<i>List of materials & space required</i>	<ul style="list-style-type: none"> • PPT: http://www.donboscoyouthincubator.net/inspiration/social-tourism-an-introduction-by-the-holiday-participation-centre • Beamer • Computer
<i>Further reading</i>	<ul style="list-style-type: none"> • http://www.donboscoyouthincubator.net/inspiration/what-is-social-tourism • http://www.donboscoyouthincubator.net/inspiration/social-tourism-and-its-ethical-foundations • http://www.donboscoyouthincubator.net/inspiration/june-14th-2016 • http://www.donboscoyouthincubator.net/inspiration/holidays-are-for-everyone-research-into-the-effects-and-the-importance-of-holidays-for-people-living-in-poverty
<i>Annexes</i>	n/a

Social innovation and creativity

Timing in the programme	Monday – afternoon session 2
Background/rationale	After the first study visit we move to social organisation in Brussels, which is using social innovation and creativity to tackle social issues (of youth) in Brussels. In this way we want to inspire the participants with a practical example, after the ‘presentation’ of the first study visit.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To inspire the participants • To define and explore key concepts of social entrepreneurship (“Innovation”, “Sustainability”, “Reach” and “Social Impact”) in a youth work concept • To encourage innovation through creativity
Description session (Methodology, methods, timing)	<p>Second session is a study visit to the Brussels-based social innovative organisation Cultureghem. This is a social organisation which is based at the large slaughterhouse (Abattoir) site in Kuregem. This district of Brussels is very multicultural and is a typical transfer area, where people live for a short while before moving to other more permanent destinations in Belgium or abroad. The Slaughterhouse site plays an important role for the community as during the weekends it hosts the second largest market of Brussels (100.000 visitors). Cultureghem is designing projects during the week, when the market is not being used, with the aim to strengthen the social cohesion. It is responsible to generate its own funding, but is supported by the private company Abattoir as well.</p> <ol style="list-style-type: none"> 1. Prior to the study visit itself we walk with the pax from the Holiday participation centre which is in the heart of touristic Brussels to Cultureghem. This is important as it shows both sides of the city. 2. We start with a presentation by Cultureghem’s initiator and coordinator (Eva De Baerdemaker) on the development of their organisation, focussing on the social innovation aspects of this development. 3. After the presentation we participate in the KOOKMET activity. With this the group does a social cooking workshop: <ul style="list-style-type: none"> • The group is divided into 4. Each group gets € 1 per person and a list of ingredients. They have 30 minutes to go to the local shops and buy (including price negotiations) the ingredients. • When the groups are back the 2 chefs from Cultureghem guide the pax in preparing and cooking a 3 course meal. The pax need to clean, cut and cook the recipe. • During the cooking session, a staff member of Cultureghem presents another project: the play boxes. • After dinner, we clean together and leave Cultureghem.
Outcomes	<ul style="list-style-type: none"> • The pax got a good introduction to social innovation, and how it can show local communities. • The cooking workshop worked very well for the teambuilding.
Evaluation	<ul style="list-style-type: none"> • The workshop itself was very good. It could have been stronger if Cultureghem would also have placed some of the playboxes outside. • For the learning flow, the workshop could have been 1 day later in the programme.

<i>List of materials & space required</i>	<ul style="list-style-type: none">• Workshop provided by Cultureghem
<i>Further reading</i>	n/a
<i>Annexes</i>	n/a

Key competences of the social entrepreneur

<i>Timing in the programme</i>	Monday – Evening
<i>Background/rationale</i>	The participants now understand the main educational engine (CWS) and have a basic knowledge framework. The evening session wants to start the process to make connections between the training programme, and the individual learning process of the participants. The session should not be a heavy input session, but more allow the participants to reflect how the training course will help them develop their own entrepreneurial skills.
<i>Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> • To use YouthPass for identifying key competences for social entrepreneurs • To use project planning and team work as a tools to develop competences • To learn different steps of project planning in teams • To develop the attitude to be able to work in an intercultural team • To recognise the dynamism of an intercultural team • To use the learning diaries as resource for reflection
<i>Description session (Methodology, methods, timing)</i>	As part of the Mali session during the CWS, we gave each participant small papers, which they needed to collect entrepreneurial competences they recognised in the study visits of the afternoon. During this session the trainer invites the participants to share these competences in a group discussion. The results are collected on a flipchart, and will remain available in the reflection room, as support for the youth pass reflection. The trainers finish with a short reflection on which competences were not identified by the pax, as well as linking the competences collected with the 8 key competences of YouthPass. The whole session should not last more than 30 minutes.
<i>Outcomes</i>	<ul style="list-style-type: none"> • The pax could round-up their learning experience during this session.
<i>Evaluation</i>	<ul style="list-style-type: none"> • The session reached its aims. We might be able to strengthen the collection of conclusions with visual facilitation of the outcomes, to make the outcomes more present the whole week in the reflection room.
<i>List of materials & space required</i>	<ul style="list-style-type: none"> • Reflection room • Flipchart • Markers
<i>Further reading</i>	<ul style="list-style-type: none"> • http://www.donboscoyouthincubator.net/tools/youthpass-guide
<i>Annexes</i>	n/a

CWS – Innovating project ideas

<i>Timing in the programme</i>	Tuesday morning
<i>Background/rationale</i>	The first day aimed at creating the general framework which the participants will use the rest of the week to elaborate their learning process. Tuesday morning is the first CWS in which the participants really need to take charge. This is going to take effort from the trainers, not to interfere but to continuously animate the CWS. The main motor should be the project concepts they brought. They need to start developing them and pitching them, in order to put a direct focus during the learning session on a projects which is linked to their interests.
<i>Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> • To adapt the project concepts to the concept of social entrepreneurship and social tourism • To identify in what way the project idea is innovative • To use creativity to strengthen the innovative dimension of the project idea
<i>Description session (Methodology, methods, timing)</i>	<ul style="list-style-type: none"> • During the cooperative working space of “innovating project ideas”, the participants get the assignment to individually work-out 1 project description, taking inspiration from the study visits yesterday to the Holiday Participation Centre and to Cultureghem. At the end of the CWS we need to have 27 individual projects pinned to the project wall. This means if some participants brought the same project, they still need to individually work-out a form. This will enable us to split-up groups later if relevant. The participants only get 1 project form. This means that they need to use their training manuals or their computers to make the draft versions, trying to get the project clearer. • When the projects are finished and pinned to the project wall the participants are invited to do 2 exercises: The first one is continuing with making connections between the projects using colored string (like yesterday). The second one is using post-its to put comments and feedback to the project descriptions of other participants. • As it is the first day that the participants are individually active in the CWS, there are no microteaching sessions planned. This will help the participants to take initiative themselves.
<i>Outcomes</i>	<ul style="list-style-type: none"> • We ended with the aimed 27 project concepts.
<i>Evaluation</i>	<ul style="list-style-type: none"> • During the CWS it became clear that the trainers need to let go of wanting to do sessions, and really get into the role of a facilitator or coach. This helped the pax to take-up the freedom and responsibility of self-directed work. • We decided to cancel the first pitching session as it was too important for the pax to develop their own project concepts first.
<i>List of materials & space required</i>	<ul style="list-style-type: none"> • http://www.donboscoyouthincubator.net/outcomes/travel-beyond-project-development-outcomes
<i>Further reading</i>	n/a
<i>Annexes</i>	<ul style="list-style-type: none"> • Annex 5: Project development form

Project management

<p><i>Timing in the programme</i></p>	<p>Tuesday afternoon</p>
<p><i>Background/rationale</i></p>	<p>The participants have a clearer understanding of their project idea and how it links to the general framework of the TC. In this session we want to create a realistic overview of project management, or all steps the participants will need to take to develop their project concept into a realistic project.</p>
<p><i>Aim(s) and objectives of the session</i></p>	<ul style="list-style-type: none"> • To understand basis concepts of project management: project cycle, application procedures, fundraising, marketing, target groups, accountability, ... • To understand the multiple steps of a project management cycle and the importance to address this professionally in order to attract funding and achieve visibility • To learn to translate ‘youth work jargon’ into ‘funders’ jargon’ • To get a first insight into a competitive environment and experience a first pitching session of projects
<p><i>Description session (Methodology, methods, timing)</i></p>	<p>The main focus of this session is to give an introduction to the participants in all aspects which are relevant to project management. We will have a special emphasis on how to adapt a project concept towards the requirements of funders and/or policy makers, by looking practicing how “youth work language” needs to be adapted to the “language” of the donors. Participants have the chance to go through a speed-project-management-process within a group activity which enables them to relate practical experience with the theoretical input given in the second part of the session.</p> <p>I. Introduction 14:00 – 14:30</p> <p>The session will be started by asking the participants who has already run or developed a project and has certain experience with it. What is a project? (Go back to the roots of the word “project” which comes from Latin <i>projicere</i> = throw forward.) The Latin root thus suggests movement, certain relationship with space and time. The implied process involves:</p> <ul style="list-style-type: none"> • A point of departure... • Used as a base, from which... • One throws oneself forward... • Towards a goal <p>The trainer shows this graphically on a flipchart while explaining. → Characteristics of a project</p> <ul style="list-style-type: none"> • Have a purpose • Are realistic/achievable • Limited in time and space • Unique (Stem from new ideas) • Adventure (uncertainty & risk) • Are measurable • Made up of stages (Step by Step) -> Framework second part of the session <p>A project is NOT:</p> <ul style="list-style-type: none"> • Activities which are repeated in exactly the same way • Activities with no clear defined goals <ul style="list-style-type: none"> • Activities which can be transplanted anywhere at any moment

	<ul style="list-style-type: none"> • Ongoing activities <ul style="list-style-type: none"> • “Learning from the Chameleon “Mali” -> or for microteaching session? (How: Use a flipchart paper, draw a chameleon in beforehand on it, put on colourful cards keywords of the Chameleon – put this flipchart on the wall and let it throughout the seminar, participants shall always be able to refer to it, accompanies them. Time estimation: 10 minutes) <p>2. Project Management Activity 14:30 – 16:00</p> <p>After the 30 minutes introduction, participants will have to get active themselves. They will be grouped into groups of 4 people each (7 groups in total) with a game, paying special attention that the groups are country- and language wise properly mixed. Each group will receive a number which represents the order in which they have to do the pitch in the second part of the afternoon.</p> <p>They have to create a project idea and a 2-minutes pitch of their idea and the overall project plan. It is important to stress the strict limit of 2 minutes – the trainers will then stop the time during the pitches and cut the presentation if it is not finished yet. This is crucial as to let the participants experience how difficult it is to present a project convincingly within such a short timeframe and show how strict it is handled also in real life.</p> <p>They can work with the 5Ws as a guideline (What, Who, Why, Where, When) but have to pay special attention to their budget as well, giving an overall estimation of the costs as well where they expect to get their funds from.</p> <p>All groups will receive the same triggers (small cards with pictures and keywords that serve as a trigger for their creative project ideas) so that competition will be enhanced, which depicts reality. They have to design one flipchart paper which they will use for the pitch as well. They also have to assign one member of the group which will pitch the project within 2 minutes.</p> <p>The strict deadline for handing in their project (flipchart for the pitch) is 15:55 – no minute later! It is important to learn to stick to such strict deadlines as they will face them when applying for funds such as from Erasmus+ as well.</p> <p>During the 5 remaining minutes, the trainer gives instructions to meet exactly at 16:30 after the coffee break again in the room so that the pitches can start on time.</p> <p>3. PM Activity Continued – Pitches and Analysis</p> <p>After the coffee break at 16:30, the pitches will start. The trainers will sit in the audience – each group gets 2 minutes for the pitch.</p> <p>After all 7 groups have presented, the trainer will wrap up the group experience with the participants together. Participants are asked to share the process, how they organised themselves in the team, which were they biggest hurdles they faced etc.</p> <p>This is the point where the trainer makes the connection to the Project Management Framework(s).</p> <p>4. Project Management Theory - Framework</p> <p>➔ Provide the participants with a framework that serves as a template for the development of their own projects. The three main parts of</p>
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a project will be discussed: Definition – Implementation – Evaluation. Under each of these three main parts of a project, the subordinated questions that have to be answered will be discussed.

Preparation (Defining the Project)

- Needs Analysis **WHY?**
Why is the project necessary?
Why is it relevant?
Why should everybody be interested in it?
- Defining the aims **WHAT FOR?**
Social aims, educational aims...
What changes does the project pursue in the social/political environment?
What would it seek to achieve if it were 100% successful?
- Concrete Objectives **WHAT?**
Are your objectives SMART?
(Specific/Measurable/Achievable/Realistic/Timed)?
- Strategy & Methodology **HOW?**
Social, educational or organisational process through which objectives will be pursued; the way in which the different activities will build up on each other to reach the objectives
- Planning an activity **WHAT? WHEN? WHERE? THROUGH WHAT?**
All that has been mentioned above must be practically put together in a plan, with a calendar, assignment of activities to place etc...
Planning & Timing (most forms have specific questions about the activities or the program. For the application, make sure that all information is correct and compatible with the budget).

Implementation

- **Managing Resources**
Financial Resources – Fundraising?
Fundraising is an activity in its own right and must not be seen as merely incidental to the project. It demands a very professional approach. This is because the project will face competition; it must be effective, convincing and innovative and offer funding organisations something in return. It is part of PR work and is concerned with putting across the image of a project.
Time resources
Material and technical resources
- **Managing People**
- **Teamwork**
- **Ongoing monitoring (& evaluation)**
Monitoring: is done throughout the project, when it is still possible to introduce changes, change courses and adapt better to reality.

Evaluation

= the process of collecting information and establishing criteria leading to:

- An assessment of what has been achieved
- An explanation of how it happened
- A better planning of future projects.

Anticipating possible follow-up is usually a sign of good planning when submitting the application for the original project. One shall use the

	<p>interim or progress reports to prepare the sponsors for the possible follow-up. So it is helpful to provide a good picture of the changes that the project will bring, and how that may influence the follow-up.</p> <p>This part of the session will be rather frontal, but connecting to the small project management activity in the first part of the afternoon. By using a flipchart and writing down the different stages of a project, participants will be provided with the framework of what project management encompasses. It is important to point out that there are probably as many project management models as there are projects out there, as every project has its own needs and depends very much on the environment.</p> <p>At the end of the session, each participant shall have understood the different steps in a project and be able to apply them on their own projects they have to develop in the remaining part of the seminar.</p> <p>→ A Project Life Cycle -> Draw on flipchart – add stages with postits/cards...this is what they will most probably face during this week as well (If time is left??)</p>
<i>Outcomes</i>	<ul style="list-style-type: none"> • Participants have understood the main steps in a project management process through the framework provided in the session • They have practiced a short project management activity and a pitch, enhancing their teamwork-, intercultural-, competition-, and time pressure experience • Participants could practice a pitch and got a first insight of what they have to prepare for on Friday afternoon (Dragon's Den)
<i>Evaluation</i>	<ul style="list-style-type: none"> • The session went as planned, however it is tricky to keep a correct balance between the essential basics and the huge body of knowledge on project management. There are many models for project management, and pax do also expect input. • The hand-out was good resource, maybe the session was a bit rushed, we could work with case studies in future? It is ok to sometimes let them struggle, theory-wise we could have brought in IOOI, but then we need to 'cut' something else. Structure which is presented should be the same as the one they need to write.
<i>List of materials & space required</i>	<ul style="list-style-type: none"> • Flipchart (for trainer instructions as well as 7 flipchart papers for each group) • Coloured paper / Post Its • Pens (for each group) • Tape • Pictures and keywords for Projects
<i>Further reading</i>	<ul style="list-style-type: none"> • T-Kit Project Management: http://www.donboscoyouthincubator.net/tools/t-kit-3-project-management
<i>Annexes</i>	<ul style="list-style-type: none"> • Annex 6: Project management handout • Annex 7: Pictures Input for Group Activity

Intercultural evening

<i>Timing in the programme</i>	Tuesday evening
<i>Background/rationale</i>	After the second day of learning, we want to give the participants a fun break, in which they will still practice their creative and pitching skills.
<i>Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> • To train marketing skills in a fun way • To build an intercultural atmosphere • To install a good group feeling
<i>Description session (Methodology, methods, timing)</i>	<ol style="list-style-type: none"> 1. The group is divided into 5 teams. Each team gets a recipe of a typical Belgian dish. The ingredients of this dish are hid all over the venue. The pax get 45 minutes to find the ingredients, prepare the dish and develop a pitch of why their dish is the best. 2. The dishes are pitched to a team of “experts” (host team), which will give points on each dish. After the pitches the experts distance themselves from the groups for making the score. Points are giving on taste, presentation of the food and pitch. 3. After the award ceremony, all participants can eat the food.
<i>Outcomes</i>	<ul style="list-style-type: none"> • All objectives were attained.
<i>Evaluation</i>	<ul style="list-style-type: none"> • It was a fun intercultural evening in which the pax could play a bit with their presentation skills. We did have problems with making the different team respect each other’s presentation, as they were sometimes to much focussed on their own presentations.
<i>List of materials & space required</i>	<ul style="list-style-type: none"> • Kitchen • Ingredients for Belgian dishes • Timer • Flipcharts, coloured papers, markers, ... and other handicraft materials for the presentations.
<i>Further reading</i>	n/a
<i>Annexes</i>	n/a

CWS – Project cycle & language

Timing in the programme	Wednesday morning
Background/rationale	The participants need to bring the learning process of the last 2 days together in developing their project concepts, into a project plan which includes the project cycle and uses already some policy language. They do this by matching their project concept with the KA possibilities in Erasmus+, as well as by starting to develop their project writing and presentation skills.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To integrate the project cycle into the project concepts • To fit the general aims and objectives of Erasmus+ to the project concepts • To determine which Erasmus+ KA1 or KA2 the project concept fits • To establish a rudimentary project cycle for the project concepts • To point out the importance of being a good presenter in order to attract attention, receive funding and push the project further • To provide the participants with tools they can use and practise for their own presentations • To give the participants the possibility to overcome personal insecurities when presenting and provide tailor made techniques in order to ensure their ongoing development • To prepare the participants for the pitching of the projects developed during the seminar during the Dragon's Den on Friday
Description session (Methodology, methods, timing)	<p><u>The pax receive 3 assignments for during the CWS:</u></p> <ul style="list-style-type: none"> • To group similar project concepts, setting up project teams. We aim to have a max. of 8 projects developed during the simulation day. The pax now already need to work towards the 8, but it is ok if there are more teams at the end of the CWS. • The teams need to indicate what kind of funding they are looking for their project concept (researching Erasmus+ on the incubator website). • The teams need to integrate the project cycle in their project concepts. They also need to rewrite their project description so it fits the jargon demanded by public or private donors. • The trainers will actively visit each group for team or personal coaching during the CWS. <p>Apart from this we offer a micro-teaching session on pitching. This session can accept a max. of 8 pax. It will be offered on Wednesday, Thursday and Friday. On Saturday there is an extra session specifically for feedback on the person who delivered the pitch to the dragon's den. The rationale for this session is that No project will work well in the long run if it is poorly funded and advertised. In order to raise awareness and attract funds, presentation skills are indispensable. With respect to funding, pitching as a special form of presentation is becoming one of the most common practices worldwide to generate money from investors. The key essence lies in presenting one's project and raise attention within a very precise and limited time, normally 5 minutes. There are techniques which allow to better and ongoing train for pitches, but also presentations in general.</p> <p><i>The microteaching session comes with a number of techniques that can be applied, depending very much on the abilities and necessities of the participants.</i></p>

	<p>The session will start with watching an example video of a (so perceived) good and a bad presentation/pitch. After that, participants are asked what made it a good/bad pitch to them. If needed, we will watch the video(s) again, the trainer giving them a hint which things they should especially pay attention to when watching the performance. A list of DO's for a good presentation (content and behavioural) shall be the first output.</p> <p>During the second part of the session, we will address the presentation skills of the participants. They will be given tasks and have to make short presentations which do not require any preparation in front of the (small) audience. The crucial point is that they will be recorded with a camera. Right after the task, we will watch the taped video together and analyse it. For many participants, this may be one of the first times they actually get the possibility to watch themselves while presenting. After analysing the tape, further tasks will be given to the participants and these rounds go on according to the personal needs, group size and time constraints.</p> <p><u>The tasks for the presentation include:</u></p> <ol style="list-style-type: none"> 1. Short introduction of oneself (example): Name, Age, Nationality, Organisation, Favourite Food (...), What you like most about Don Bosco Youth Network. 2. Same content as in point 1. But now participants have to include the given feedback on the taped task 1 and pay special attention to their body movement. 3. Same content as in point 1. But now participants have to include the given feedback on the taped task 1 and pay special attention to keeping eye contact with the audience. They have to talk about themselves as long as they have gone through each member of the audience, having eye contact with all of them for at least 3 seconds. Therefore, the audience has to raise one hand from the beginning of the presentation and are only allowed to put the hand down when they had eye contact with the presenter for a minimum of 3 seconds. 4. Participants draw a piece of paper with a Substantive on it. They are asked to do a pitch on that for 1 minute without preparation time. The pitch needs to be of 30 seconds. (times and preparation time are variable according to the necessities of the participants) <p>A handout with the most important points for presenting and the most common pitfalls when making slides will be given to the participants.</p> <p><u>Examples of Pitches (of Social Entrepreneurs) that can be used in the session:</u></p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=vbGpgi2iNTs (Ruby Cup) • https://www.youtube.com/watch?v=kinKrvs-0B0 (Humano Games) • https://www.youtube.com/watch?v=tyq-lo6Lm9s (Urban Farmers) • https://www.youtube.com/watch?v=P8m6bOTXdmg (Barista Fair Trade)
<p>Outcomes</p>	<ul style="list-style-type: none"> • http://www.donboscoyouthincubator.net/outcomes/travel-beyond-project-development-outcomes • Participants have critically analysed their own presentation styles • Participants received techniques to improve their presentation skills • Participants are able to further develop their presentation skills and the pitch they have to prepare for the Dragon's Den on Friday afternoon

<i>Evaluation</i>	<ul style="list-style-type: none"> • The pitching workshop developed to become the motor of this new training course. We need to further explore how the presentation skills develop can be transferred to the project writing process.
<i>List of materials & space required</i>	<ul style="list-style-type: none"> • Closed room • Camera (Angela) • Tripod • Laptop • Chairs for the audience • Table for the laptop • Beamer if available (if not, laptop is enough if the group is small) • Printed Handout for the participants
<i>Further reading</i>	<ul style="list-style-type: none"> • http://www.donboscoyouthincubator.net/inspiration/successful-pitching • The Business Pitch_Article • The 102030 Rule of PPT_Article • Delivering a winning business plan pitch_Article
<i>Annexes</i>	<ul style="list-style-type: none"> • Annex 8: Handout on Presentation Skills, Techniques and Pitching • Annex 5: Project development form

Erasmus + and EU funding for social entrepreneurship and Social Tourism

<i>Timing in the programme</i>	Wednesday – afternoon session I
<i>Background/rationale</i>	After their personal research in the morning, we will introduce the main funding mechanisms which the participants will be able to use for their projects, as well as create an overview of how project management works under Erasmus+ or other funding programmes. We want to introduce several DBYN activities as case-studies.
<i>Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> • To introduce EU funding programmes which can support social entrepreneurship or Social tourism, with a special focus on Erasmus+ • To understand the working of National Agencies • To learn to work with a flat-rate based and budget based EU application form • To learn how to ensure co-financing for EU projects applications • To learn about eligible and non-eligible costs
<i>Description session (Methodology, methods, timing)</i>	<ul style="list-style-type: none"> • In the plenary room with the beamer, we explore the Erasmus+ programme through a “prezi presentation” and with a YouTube video about the Erasmus+. During the explanation we focus on the 3 KA to clarify what are the main aims and how they can choose one according to the core of the project that they have brought. • After the explanation, we split them in six random group (make sure the gender balance) and give the 6 USB drive with inside one DBYN's project descriptions. • They have to read the description, find the right KA and then make with a spreadsheet an estimate budget. • At end of this session they have to present the budget that have made and describe the choose that they made in plenary to the rest of the group.
<i>Outcomes</i>	<ul style="list-style-type: none"> • Participants have got knowledge about Erasmus + programme • Participants have got the meaning and function of the 3 KA of E+ • Participants have discovered how to do a budget • Participants have known more about DBYN's projects • Participants have improved how to use spreadsheet programmes
<i>Evaluation</i>	<ul style="list-style-type: none"> • In general, the session went well, all the pax got the message. But some points should be more clear, some pax struggled about funding, bring-in case studies (real budgets as a track) will help them. • At the end Erasmus+ program was clear also thanks to the exercise, but during the explanation the trainer gave some incorrect information. (make sure that the program is clear before the explanation)
<i>List of materials & space required</i>	<ul style="list-style-type: none"> • Computer • Beamer • speakers • USB drives • Papers • DBYN's projects description

<i>Further reading</i>	<ul style="list-style-type: none">• http://www.donboscoyouthincubator.net/erasmus.html
<i>Annexes</i>	<ul style="list-style-type: none">• https://prezi.com/7udoyltdljkv/erasmus/ (Erasmus+ prezi presentation)• https://www.youtube.com/watch?v=KrgFPqQ7AyA (Erasmus+ video)

Co-financing

<i>Timing in the programme</i>	Wednesday – afternoon session 2
<i>Background/rationale</i>	Now the participants understand where they can get a large part of the funding, they need to focus on where to find the necessary co-financing.
<i>Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> • To create an overview of private donor systems (crowd funding, Friends-Family, Foundations, CSR...) • To create an overview for co-financing opportunities for EU projects
<i>Description session (Methodology, methods, timing)</i>	<p>Securing co-financing is important for each Erasmus+ project. However, knowing where to find this is not easy. In this session the participants explore different existing possibilities and create an overview of pro and cons for each type of co-financing. We will develop a request for co-financing which can be used to approach private donors. Finally, we will see which private donors are fitting for co-financing EU granted projects.</p> <ul style="list-style-type: none"> • To facilitate the work in this sessions we, as trainers, create a commission to work on those 6 project. To split them in 4 groups for the next activity we approve just 2 projects. This means that the 2 winner's groups have to split themselves in the other losers group to find new way to finance their intentions. Afterwards, when the new 4 groups are done, we go outside to play the “Pignatta game”. • Create a “Pignatta” - it's a funny box with some candies, chocolate and also with the task to help them in the process of think about other possibilities to finance their projects. Hold it in a high spot and blind a person who use the wooden hammer to destroy it and discover what's inside the “Pignatta”. The group’s members will help the blind person giving indications about the directions to take. Afterwards when they find the “pignatta”, destroy it and find the task they have 1h to think about, to discuss about alternatives financing methods/resource. As conclusion they have to plane a strategy and using the tool of a flipchart explain that to the rest of the group. • The task inside each “pignatta” is: <ul style="list-style-type: none"> ○ Don't use government money ○ Don't use crowdfunding ○ Don't use a sponsorship ○ Don't use a private donor • The session ends with a short 2-minute pitch of the different funding strategies.
<i>Outcomes</i>	<ul style="list-style-type: none"> • The pax are informed about different way to finance or co-finance a project. • Participants have improved strategic skills to develop a campaign, to plan a financing research and to • Participants have learned how to create a plan B to act in financing a project in case of failure with ERASMUS+ program.
<i>Evaluation</i>	<ul style="list-style-type: none"> • The sessions went very well! They enjoyed the active game and fund creative alternative ways to finance their ideas.

<i>List of materials & space required</i>	<ul style="list-style-type: none">• 4 Pignattas• Candies• Wooden hammer• flipcharts• markers• paper with tasks
<i>Further reading</i>	<ul style="list-style-type: none">• http://www.donboscoyouthincubator.net/alternative-funding.html
<i>Annexes</i>	n/a

Social entrepreneurship and social tourism in Don Bosco's style

Timing in the programme	Wednesday evening
Background/rationale	In the middle of the week, we want to take some time to stand-still with exploring the value systems of the participants which motivate them to be(come) active in organising social activities/services for young people. The idea would be having a reflective session, using stories from Don Bosco's life in the social area. This session should be led by the Salesian Chaplain if possible.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To learn how the working style of Don Bosco can be a model for social entrepreneurship and Social Tourism • To learn how address young people facing fewer opportunities in a respectful way building an inclusive project environment • To let the participants critically reflect on the concept of entrepreneurship
Description session (Methodology, methods, timing)	<p>DBYN works in a specific educational style, which is fully explained in our publication "Few words and a lot of action" which can be downloaded from our website. From the start of his movement Don Bosco always combined the education of young people with entrepreneurship. During this session the participants reflect on how they can translate Don Bosco's model to present-day Europe. This session will give the participants the opportunity to reflect on how a social entrepreneur can use this model during the development, planning, implementation and evaluation can ensure the participation of all participants in the projects organised.</p> <p>The group makes an evening walk in the surroundings of the venue. At different points during the walk the group halts for an inspiring story of how Don Bosco was working as a social entrepreneur. The stories include:</p> <ul style="list-style-type: none"> • The socio-economical context of Piedmont and Italy in which Don Bosco started his work, and the boys he was working with • Don Bosco's work on educating basic competences (reading, writing, metric system, ...) • The development of apprenticeship contracts • The development of mutual aid societies • The development of the workshops, financing the works of Don Bosco.
Outcomes	<ul style="list-style-type: none"> • The pax got input on Don Bosco as Social entrepreneur, which seems to have been new for most of them.
Evaluation	<ul style="list-style-type: none"> • The session worked-out very well, but we missed input on Don Bosco and social tourism. • It is impossible doing this walk with reading out stories, it is crucial to capture the pax attention through the enthusiasm of a Salesian Chaplain sharing the stories.
List of materials & space required	<ul style="list-style-type: none"> • Walking route • Salesian Chaplain with the stories of Don Bosco • Safety jackets • Torches
Further reading	<ul style="list-style-type: none"> • http://www.donboscoyouthincubator.net/inspiration/ribotta-don-boscoss-battle-against-illiteracy

	<ul style="list-style-type: none">• http://www.donboscoyouthincubator.net/inspiration/ribotta-training-boys-to-earn-a-living• http://www.donboscoyouthincubator.net/inspiration/briado-don-bosco-for-poor-youth
Annexes	n/a

CWS – Budgeting

<i>Timing in the programme</i>	Thursday morning
<i>Background/rationale</i>	After the input of yesterday, the participants now need to develop a budget for their project concept. In order to do this, they will also need to explore how application forms work and how the budget works in Erasmus+. At the end of the CWS the project's should be able to be shared between the participants.
<i>Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> • To consult the participants which fundraising opportunities exist for their projects • To learn about the Erasmus+ application form • To learn about the budget within a Erasmus+ • To develop a budget for the participants' projects • Continue the pitch-training for new participants
<i>Description session (Methodology, methods, timing)</i>	<ul style="list-style-type: none"> • The assignment for the CWS is that the participants need to develop a funding strategy and develop a basic budget for their project ideas. If they go for support from Erasmus+, they need to develop a strategy for co-financing as well. If they go for private donors, they need to choose which type best suites their idea. Based on the budget developed, they need to also rewrite the project concept. The budget needs to be developed on the backside of the project form. In this way the group is free to design the budget as they think is fit. • The trainers will be approaching the teams for giving consultancy in this matter. They will also help with finding the right background information the participant need to further explore their fundraising. • At the end of the CWS, each group publishes their updated projects on the project wall. • During the CWS the microteaching session on pitching will be available for 8 participants.
<i>Outcomes</i>	<ul style="list-style-type: none"> • http://www.donboscoyouthincubator.net/outcomes/travel-beyond-project-development-outcomes
<i>Evaluation</i>	<ul style="list-style-type: none"> • The pax struggled a bit with making the budget, and not all of them found the correct Erasmus+ line. We could improve this by organising a microteaching session on specific grants or an official consultancy session to which the teams can subscribe. This could make the coaching more structured. • We need to think if we will give them a summary budget ourselves (the summary of the project application) ,this could help them to go directly to the discussion on expenditures, but would not allow them to explore different formats to develop a budget.
<i>List of materials & space required</i>	<ul style="list-style-type: none"> • CWS
<i>Further reading</i>	n/a
<i>Annexes</i>	<ul style="list-style-type: none"> • Annex 9: Project development form

CWS – Simulation day

<i>Timing in the programme</i>	Friday whole day
<i>Background/rationale</i>	<p>The full day is spent in the cooperative working spaces. The past five days the participants learned a lot about social entrepreneurship. Every evening they also got the chance to make a connection with the input they got during the day with their personal project ideas. At this moment in the training course the participants will have a good idea on their personal projects. During this day they get the chance to implement all the knowledge they gained during the past week. This is also an opportunity to start-up future partnerships. Within the Erasmus+ framework there is specific emphasize on strategic partnerships. This is the ideal moment/training course to start-up these partnerships.</p>
<i>Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> • To write a general project proposal (partners, aims, participants, content, practical issues, dissemination, impact, budget). • To know the Erasmus+ youth section into detail, or if applicable other EU funding programmes • To experience working against deadline • To learn to write a balanced application • To become motivated to become a social entrepreneur
<i>Description session (Methodology, methods, timing)</i>	<p>The participants will be challenged to present between 6 and 8 full project applications by a fixed deadline at 17:30. They need to self-organise them into teams, combining their personal project ideas. The projects should fit an action of Erasmus+, so the participants can submit a full application form by the deadline, including a strategy to attract private donors for their co-financing strategy. Throughout the day they have the opportunity to “consult the experts”. The experts are the trainers, the facilitators, other participants and if possible the experts from the Spanish NA.</p> <p>Start the morning session with an energizer. After this game, explain the participants what their task for the day will be. This is making these project applications by 17:30 in the evening.</p> <p>The trainers will provide a format for the project proposal which includes all standard elements of an application: partners, aims, participants, content, practical issues, dissemination, impact, budget... The project proposal needs to be between 5 and 10 pages.</p> <p>Apart from each groups gets the assignment to identify which Erasmus+ action the project could apply to, and indicate in an empty application form which sections of their own project proposal fits which sections of the Erasmus+ application. The group also need to indicate their strategy for co-financing.</p> <p>The ‘full application’ consists of both documents. Throughout the day they have the opportunity to “consult the experts”.</p> <p>After this, the participants are free to work on the projects. As a trainer you can go round the groups to give additional information and motivate them to work on all aspects of their personal projects.</p>

	<p>As a trainer you can also use this moment to meet with the team and/or organise some practical things for the departure on Sunday.</p> <p>Once the deadline of 17:30 has passed, all the participants get together again at the conference room. First ask the participants about their impressions of the past day. Did they like working in project groups? Did they learn something from the past day? Are they still fit to do one more session in the evening? ... After the participants got to say their first impressions tell the participants the plan for the evening, which is 'Dragons' Den'. Only a brief introduction is sufficient (this session is explained below). Once this is done the participants are free to relax until after dinner. During this free-time, the teams can ask for coaching from the trainer responsible for the pitching workshop, in order to prepare their pitch.</p>
Outcomes	<ul style="list-style-type: none"> • http://www.donboscoyouthincubator.net/outcomes/travel-beyond-project-development-outcomes
Evaluation	<ul style="list-style-type: none"> •
List of materials & space required	<ul style="list-style-type: none"> • The whole venue (CWS) • the participants will have access to all the materials provided by the trainers, such as printer, computer, pen, paper, post-its, books, ... • Project application form in .doc (for online applications) and .pdf (for application in pen).
Further reading	n/a
Annexes	<ul style="list-style-type: none"> • Annex 9: project application

CWS – Dragon’s Den

<i>Timing in the programme</i>	Friday evening
<i>Background/rationale</i>	During the day, the participants worked hard on their personal/group project ideas. In this session they will get the chance to present their ideas. They will present it in front of all the participants and a ‘jury’ in which are the trainers, facilitators and some experts. This session will be a little stressful for the participants. This is also a part of the learning experience. “How will they do their sales pitch in front of a public, within a certain time frame?” As a social entrepreneur you should be able to present your ideas in a clear way in front of a critical audience. This session will be a great moment to train this competence, within a controlled environment. During this session, participants will receive feedback from the judges. This will give them a better image of their own project. Did they forget something and which parts of the project is really good?
<i>Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> • To train presentation skills. • To deliver tailor-made feedback on the project’s developed by the participants. • To present their projects to the other participants, trainers and experts. • Make a presentation in a foreign language (English).
<i>Description session (Methodology, methods, timing)</i>	<p>In the evening we use the popular TV-format ‘Dragons’ Den’ to assess the projects developed. One trainer is plays the TV host, and is responsible for the time keeping:</p> <ol style="list-style-type: none"> 1. The trainer introduces the flow of the concept of the dragon’s den. 2. We will put together a jury consisting of the trainers together with some external experts/social entrepreneurs (the host organization will make the contacts). Each dragon is invited by the presenter to give a short presentation on their expertise as dragons. 3. The participants get 2,5 minutes to pitch their projects. They are free to choose how they will present the projects, but are supported by the trainer responsible for the pitching session. The pitch will be limited by a timer, which is clearly visible for the pitcher. 4. After each pitch the team is invited to join the pitcher for feedback from the dragons. The Dragons than will analyse the feasibility of the projects, asking critical questions and giving tailored feedback to the teams. Each project application has been analysed by at least 2 dragons. They will ask critical questions on both what has been written in the application as well as the pitch itself. 5. The chronology of the 8 presentations follow the chronology of submissions of the applications. We start with the projects which were submitted within the deadline. We end with those who didn’t make the deadline. The presenter clearer indicates when the switch is made from those submitted within or outside the deadline.
<i>Outcomes</i>	<ul style="list-style-type: none"> • 8 annotated project applications • 8 videos of project pitches • http://www.donboscoyouthincubator.net/outcomes/travel-beyond-project-development-outcomes
<i>Evaluation</i>	<ul style="list-style-type: none"> • The Dragon’s den performed very well. The serious introduction of the dragon’s helped to install the right atmosphere.

	<ul style="list-style-type: none"> We need to make sure that the pax respect each other's presentation. do focus on the presentations, instead of their own 						
<p><i>List of materials & space required</i></p>	<ul style="list-style-type: none"> Conference room pen, paper, jury-table, beamer, computer <p>The room is set-up so public both can see the pitcher and the dragons:</p> <table border="1" data-bbox="523 472 1428 869"> <tr> <td data-bbox="523 472 975 622" style="text-align: center; vertical-align: middle;">Pitcher</td> <td data-bbox="979 472 1428 622" style="text-align: center; vertical-align: middle;">Dragons</td> </tr> <tr> <td colspan="2" data-bbox="523 629 1428 745" style="text-align: center;">Team</td> </tr> <tr> <td colspan="2" data-bbox="523 752 1428 869" style="text-align: center;">Public</td> </tr> </table>	Pitcher	Dragons	Team		Public	
Pitcher	Dragons						
Team							
Public							
<p><i>Further reading</i></p>	<p>n/a</p>						
<p><i>Annexes</i></p>	<p>n/a</p>						

CWS – Finalisation of projects and follow-up

<i>Timing in the programme</i>	Saturday morning
<i>Background/rationale</i>	The participants get an open space to finalise their personal projects, taking into account their learning process during the full week. “What will we do once we’re back home?” Under this motto the participants will make future plans. We will also encourage them to build future partnerships with other participants, with whom they can develop the project(s). The trainers will foresee microteaching sessions on general trends which came forward from the “Dragons’ Den”.
<i>Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> • To finalise the individual projects and build partnerships in between personal projects. • To ensure the multiplication effect after the TC. • To evaluate the individual learning process. • To establish follow-up of the projects.
<i>Description session (Methodology, methods, timing)</i>	<p>At the start of the CWS, the trainers give general feedback on the projects which were presented to the Dragon’s den. This feedback includes trends which we see in all applications:</p> <ul style="list-style-type: none"> • Advise in project writing • Advise in budgeting • Advise in teamwork <p>Next, the participants get the assignment to finalise their project applications and make agreements with the team on next steps to make this project reality.</p> <p>The pax which pitched the projects have the possibility to get personal feedback from the pitching trainer/coach on their performance.</p>
<i>Outcomes</i>	<ul style="list-style-type: none"> • The pax could make final agreements in the teams on how to proceed with their projects.
<i>Evaluation</i>	<ul style="list-style-type: none"> • It was important to give this moment to the pax, to rework their projects. Also the direct feedback to the pitchers was necessary. • As this is the last session, we also give some general feedback on the total CWS: <ul style="list-style-type: none"> ○ The CWS was highly appreciated by the pax and trainers. It gave more freedom than a normal training course. It also allowed the trainers to give individual attention to all pax. ○ It was sometimes difficult in finding the balance between theoretical input and the work in the CWS. Quite some pax indicated that they wanted more theoretical input, certainly the first days. At the same time, it was crucial not giving them too much, because this would work against the teamwork. Maybe we need to insist stronger on making a project concept (submitting this the Friday before arriving), so the pax will have working in advance on their project concepts. Another option is really choosing one extra microteaching session each day. ○ Working in teams already from day 3 impacted the group dynamics. We saw that compared to the previous STEP2 TC, the formation of cliques within the group. This is a result of the

	teamwork, but should be controlled so there is no negative impact on the whole group.
<i>List of materials & space required</i>	<ul style="list-style-type: none">• CWS• Annotated project applications
<i>Further reading</i>	n/a
<i>Annexes</i>	n/a

Evaluation

<i>Timing in the programme</i>	Saturday - afternoon
<i>Background/rationale</i>	After an intense week, DBYN and the trainers want to know what the participants think about the training course as a whole. We will ask the participants to give a first feedback on the programme, the trainers and the group of participants. After the training course the participants will receive an evaluation form to give detailed feedback on every session, the accommodation,...
<i>Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> • To assess if the expectations of the participants were met • To learn to know difference evaluation techniques • To close the learning experience of this TC • To record the participant's development of competences using YouthPass • To set new goals for the future
<i>Description session (Methodology, methods, timing)</i>	<ul style="list-style-type: none"> • We go outside taking the two flipcharts that the participants made about initial fears and expectations (Sunday evening). • The pax sit around on the grass and they have to pick up a random post-it form those flipcharts and they to discuss in pair about the possible fears and expectation that they had overcome during the TC using the post-it as a track. Each round takes 2 minutes (1 minute for each participant in the couple). The trainer keeps the time. • After 8 rounds of sharing we move inside where they find 5 flipcharts in many tables. Each flipchart has a topic to evaluate and give feedback about: <ul style="list-style-type: none"> ○ Co-working space ○ Project management ○ Budgeting ○ Erasmus+/Youthpass ○ Pitching • The participants now get time to write-out their YouthPass certificates.
<i>Outcomes</i>	<ul style="list-style-type: none"> • Participants took consciousness about the fears overcome and the expectations full filled. • Participants gave important feedbacks about the TC and the sessions.
<i>Evaluation</i>	<ul style="list-style-type: none"> • It was a good and clear process, we received a lot of inputs to confirm or amend or improve our methodology in the TC. • All the pax enjoyed the opportunity to give us their impressions/feelings
<i>List of materials & space required</i>	<ul style="list-style-type: none"> • Flipcharts • Markers • Pens • Learning diaries
<i>Further reading</i>	n/a
<i>Annexes</i>	n/a

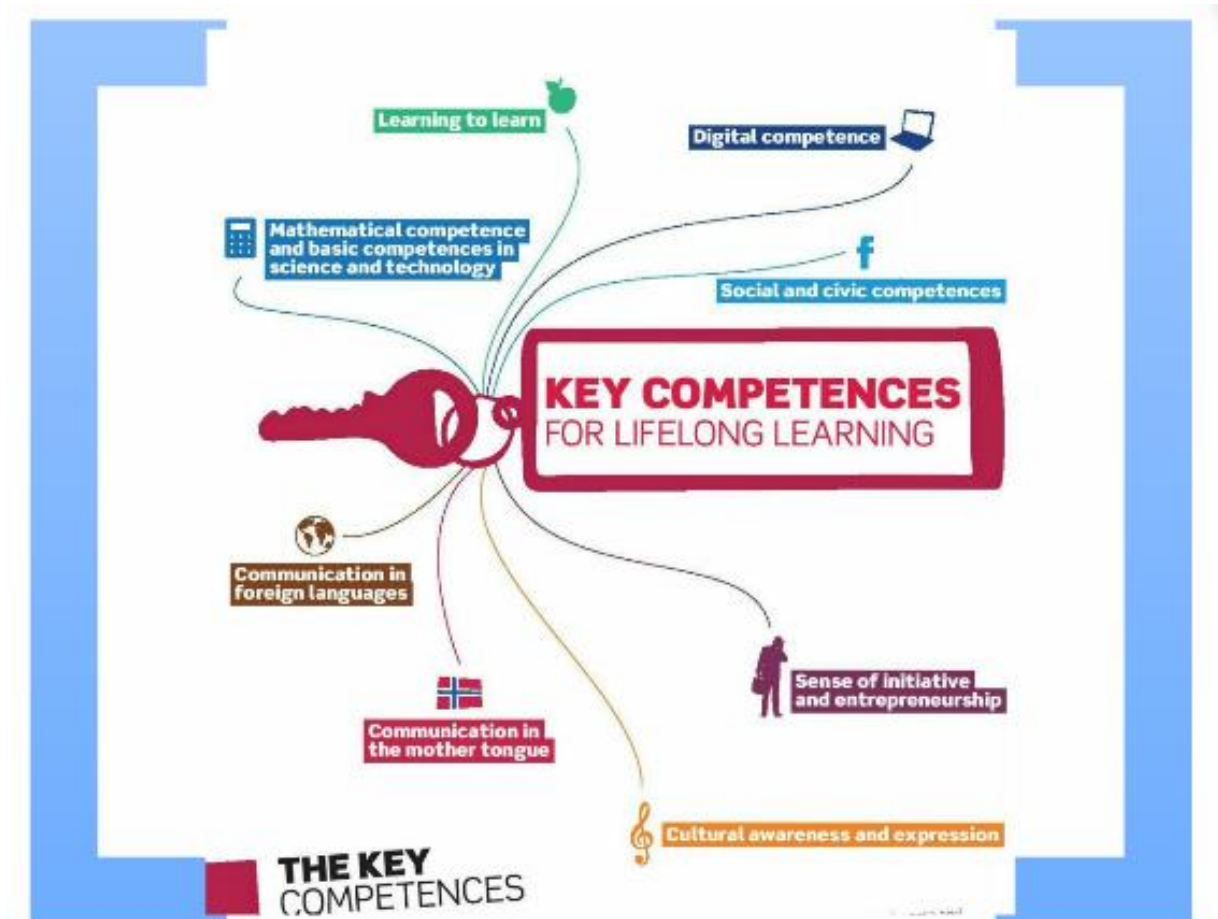
Farewell evening

<i>Timing in the programme</i>	Saturday evening
<i>Background/rationale</i>	This is a very important moment in the week. After the TC we want the participants to start working together as international teams. The farewell night is there to consolidate the new friendships they've made and build lasting relationships amongst the participants.
<i>Aim(s) and objectives of the session</i>	<ul style="list-style-type: none"> • To close the TC • To build lasting friendships amongst the participants
<i>Description session (Methodology, methods, timing)</i>	For the farewell evening we organised a BBQ outside. The pax helped with setting the table in a nice way. For the rest it was time to relax for them. After the BBQ we opened the bar. There was no special theme planned for the evening.
<i>Outcomes</i>	n/a
<i>Evaluation</i>	<ul style="list-style-type: none"> • The BBQ was a very nice way to conclude the training course. Normally you need a specific focus to bring something special to the farewell, like a theme party. But because of the nice weather and impressive BBQ service, the group didn't need anything else
<i>List of materials & space required</i>	n/a
<i>Further reading</i>	n/a
<i>Annexes</i>	n/a

Annexes

On the following pages we are collecting all the annexes developed for the sessions. The session outlines will indicate which annexes are connected to which sessions.

Annex 1: 8 Key competences – YouthPass



Annex 2: Project concept form

Title		
Type of project	<input type="checkbox"/> Oratory / youth club activity	<input type="checkbox"/> <u>Development product</u> : magazine, video, comic, website, APP, maps, ...
	<input type="checkbox"/> Summer camps / playgrounds	<input type="checkbox"/> <u>Development service</u> : training, guiding, coaching youth (workers)
	<input type="checkbox"/> Cultural & Sports activities	
	<input type="checkbox"/> Training activity	<input type="checkbox"/> Other:
	<input type="checkbox"/> Tourism activity	
What?		
Who?		
Why?		
Where?		
When?		

Annex 3: Speed dating form

First Name	Last name	Country	Project title	Type of project	Target group
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different
				similar - interesting - not for me	similar - different

This form needs to be completed with all the names and countries of the participants. The idea is that they only need to complete the project title, type of project and target group.

Annex 4: Mali the Chameleon



Annex 5: project development form

Title		
Type of project	<input type="checkbox"/> Oratory / youth club activity	<input type="checkbox"/> <u>Development product</u> : magazine, video, comic, website, APP, maps, ...
	<input type="checkbox"/> Summer camps / playgrounds	
	<input type="checkbox"/> Cultural & Sports activities	<input type="checkbox"/> <u>Development service</u> : training, guiding, coaching youth (workers)
	<input type="checkbox"/> Training activity	
	<input type="checkbox"/> Tourism activity	<input type="checkbox"/> Other:
Project initiator		
Interested partners		
Description	<p><i>Write short summary of your project. Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits.</i></p>	
Grant identifier	<p><i>Shortly describe in what way you aim to fund the project: Erasmus+, another foundation, alternative financing...</i></p>	

Annex 6: Project management handout

PREPARATION

- Needs Analysis WHY?
 - Why is the project necessary?
 - Why is it relevant?
 - Why should everybody be interested in it?
- Defining the aims WHAT FOR?
 - Social aims, educational aims...
 - What changes does the project pursue in the social/political environment?
 - What would it seek to achieve if it were 100% successful?
- Concrete Objectives WHAT?
 - Are your objectives SMART? (Specific/Measurable/Achievable/Realistic/Timed)?
- Strategy & Methodology HOW?
 - Social, educational or organisational process through which objectives will be pursued; the way in which the different activities will build up on each other to reach the objectives
- Planning an activity WHAT? WHEN? WHERE? THROUGH WHAT?
 - All that has been mentioned above must be practically put together in a plan, with a calendar/schedule, assignment of activities etc...
 - Planning & Timing (most forms have specific questions about the activities or the program. For the application, make sure that all information is correct and compatible with the budget).
- Fundraising
 - Fundraising is an activity in its own right and must not be seen as merely incidental to the project. It demands a very professional approach. This is because the project will face competition; it must be effective, convincing and innovative and offer funding organisations something in return. It is part of PR work and is concerned with putting across the image of a project.

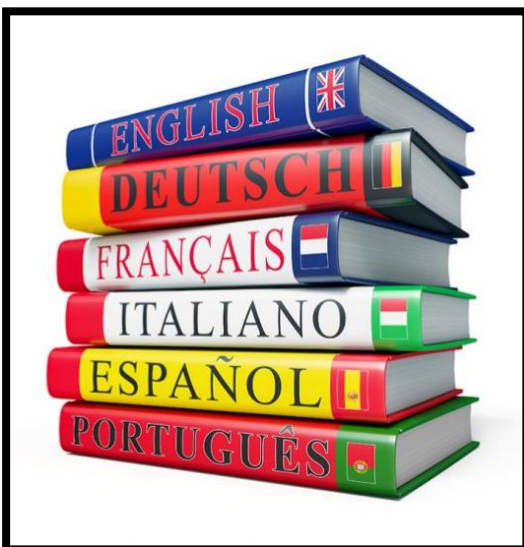
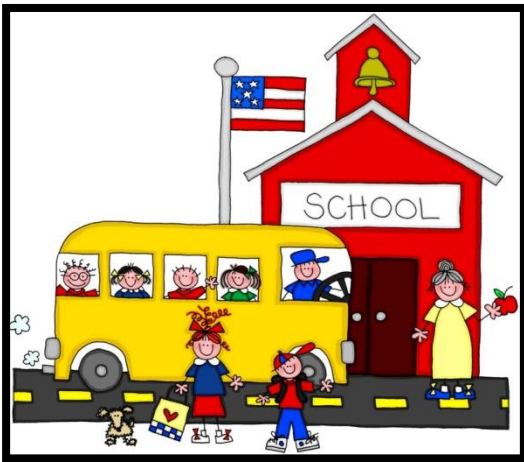
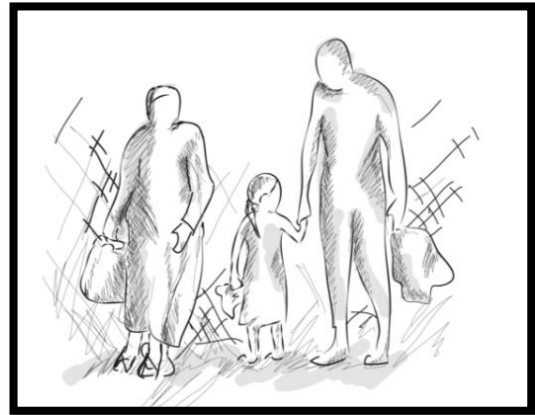
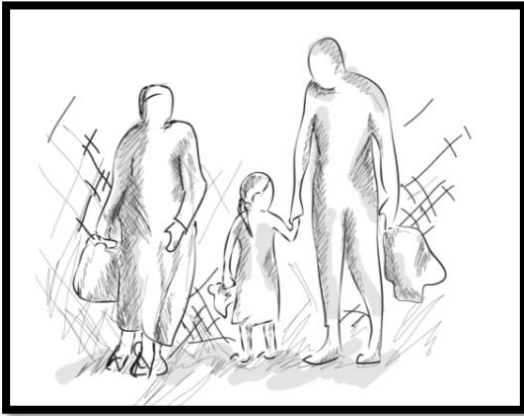
IMPLEMENTATION

- Managing Resources
 - Financial Resources
 - Time resources
 - Material and technical resources
- Managing People
- Teamwork
- Ongoing monitoring (& evaluation)
 - Monitoring: is done throughout the project, when it is still possible to introduce changes, change courses and adapt better to reality.

FOLLOW-UP & EVALUATION

- Evaluation = the process of collecting information and establishing criteria leading to:
- An assessment of what has been achieved
- An explanation of how it happened
- A better planning of future projects.
- Anticipating possible follow-up is usually a sign of good planning when submitting the application for the original project. One shall use the interim or progress reports to prepare the sponsors for the possible follow-up. So it is helpful to provide a good picture of the changes that the project will bring, and how that may influence the follow-up.

Annex 7: pictures for Group activity



Annex 8: Presentation Techniques – Pitching – Slides

I. PREPARE If you fail to prepare, you prepare to fail!

- Prepare your presentation well – this includes to get yourself familiar with the slides, the content (WHAT you are going to say), the setting as well as the audience (In front of whom will I present?).
- When you have to present in a language that is not your mother tongue, your speech needs to be prepared even better.
- The shorter the time slot for a presentation is (e.g. Pitch), the trickier it becomes usually to deliver a thorough, coherent and convincing presentation. Keep this in mind when planning the preparation schedule.
- Presentation techniques can be trained! Practice it whenever you get the chance to.
- Before an important presentation in front of an audience, ask friends or family to be your “Trial-Audience” and to videotape you – be brave and analyze this video and try to collect as much feedback as possible.

2. ON THE SPOT

- Be there on time! Get yourself familiar with the technical equipment. Make sure that your slideshow works properly as well as the beamer/audio system etc.
- Try to make yourself familiar with the surrounding, the stage where you are going to present from etc.
- Before the presentation, try to do some small talk with the audience/investors etc. if possible to grasp the mood they are in right now.
- Before presenting, put your focus on something else not thinking about “oh I am next” but rather observe the presenter before you what he or she is doing.

3. WHEN PRESENTING

• VISUAL

- Eye contact!
 - If it’s a big audience, you won’t be able to keep eye contact with every individual: try to group them for yourself into smaller groups and keep eye contact with those smaller groups
- (Facial) Expression
- Gestures: do big gestures, according to what you say and also what is on the slide. Be careful that you have to mirror your gestures to the audience, for example if you say “to the right” and support this with a gesture, you actually have to point to the left.
- Posture: BASE Position! Hands down beside your hips
- Avoid crossing your feet or hands – it shows that you are unsecure and that you want to distance yourself from the audience
- Movement: only on purpose – Avoid every unnecessary movement
- Don’t speak to the slides! Speak to the audience!
- Don’t stand in front of the slide – make sure that everybody in the audience can properly view the slide
-

• VOCAL

- Words
- Volume (up!)
- Tempo
- Intonation
- Speed

4. Q&A CIRCLE

- Invite for questions after your presentation is finished
- Wait until they come
- Rephrase the question you got (Don't say "the question was..." but rephrase it, if it's a straight forward question you simply repeat it, you never judge a question, Do NOT say "thank you for the good question/interesting question" etc. because you would need to do it every time and it becomes repetitive)
- Give the clear answer
- Next question round starts, you invite for another question ("May I have your questions please.."; Open your arms which shows invitation)
- If there are aggressive questions, you should keep on rephrasing and calmly answer them. By the end of the rephrase, you don't look back at that person but instead at someone else so that you don't give him/her the chance to ask again in an aggressive manner

5. SLIDES

- Keep it simple (slides and content)
- Don't overload the slides – avoid too much text!
- Avoid using many colors and designs – high contrast preferred (e.g. black and white)
- Careful choose the font and size
- Keep the number of slides to a minimum! For a 5-minute pitch, you would calculate not more than 2-3 content slides
- Only put something on the slide if you are going to refer to it during the presentation
- Never apologize for the slide while presenting
- Explaining a graph: don't move to the slide, only if it's really hard to understand etc. -> keep on having eye contact with the audience
- Avoid circulating the visuals (don't hand around printed presentation because people will have a look at it and do not concentrate on you). You can do so after the presentation.

6. THE PITCH

- A pitch is basically delivering a [business plan](#) verbally. A pitch typically takes the form of an entrepreneur or group of entrepreneurs presenting or describing their ideas to prospective investors.
- An elevator pitch is simply a very short pitch that distils the idea into a short summary that takes only as long as a short elevator ride. A video pitch is a pitch done via a short video rather than in person. Regardless of the means chosen to pitch, the aim is typically the same; describing a business opportunity with the intention of securing funding to develop the idea further.
- Typically, entrepreneurs commence the pitch with a request for a certain amount of funding in return for a certain percentage of equity in the business. The presenter then describes the opportunity and concludes with a Q&A session.
- A primary aim of most pitches is to secure funding for an idea. The presenter needs to decide in advance what the likely terms are for the investment. Like a business plan, a pitch needs to describe the opportunity for the investor in clear terms so they can assess risk and return, and how it sits within their existing investment portfolio.
- The optimum way to create an effective pitch is to start with a thorough business plan/project plan. Once this is written, the key elements of the [executive summary](#) can be distilled into a pitch. One major benefit of this method is that while the process of creating a business plan can be difficult, it is also rigorous and usually an exhaustive process. Hence it serves to equip the author with the answers to typical questions they should expect from prospective investors.

Source: <http://articles.bplans.co.uk/starting-a-business/the-business-pitch/407>

PROPOSAL

Annex 9: Project proposal

[Title]

A. General information

Project summary

Please provide a short summary of your project. Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits. (max. 10 lines)

--

Dates and venues

Starting date project		Final date project	
Starting date actions		Final date actions	
Venue(s)			
Country(ies)			

Financial framework

Please indicate which sources of finance you will apply for to implement this project. Your choices in this box will need to be reflected afterwards in the budget section.

Grant identifier	<input type="checkbox"/> Erasmus+ KA1 – Youth exchange
	<input type="checkbox"/> Erasmus+ KA1 – European Voluntary Service
	<input type="checkbox"/> Erasmus+ KA1 – Mobility for youth worker
	<input type="checkbox"/> Erasmus+ KA2 – Transnational Youth Initiative
	<input type="checkbox"/> Erasmus+ KA3 – Meeting between youth and decision makers in the field of youth
	<input type="checkbox"/> Other EU grant:
	<input type="checkbox"/> European Youth Foundation – International activity
	<input type="checkbox"/> European Youth Foundation – Annual work plan
	<input type="checkbox"/> European Youth Foundation – Pilot projects
Alternative funding	<input type="checkbox"/> Private foundation, private donations
	<input type="checkbox"/> Income generated through project
	<input type="checkbox"/> Crowd-funding
	<input type="checkbox"/> Other source:

B. Participating organisations

Applicant organisation or group

Please provide information on the applicant for this project. This can be an organisation or a group of young people. The information should enable the project assessors to get an overview on who will be managing the project. Therefore, it is important when making the description to focus it on your capacity to manage this kind of project.

Details applicant organisation			
Name			
Acronym			
Street address			
Postcode		City	
Region		Country	
Email			
Website			
Legal responsible			
Family name (Mr)		First name	
Position/function			
Email			
Contact person			
Family name (Mr)		First name	
Position/function			
Email			
Description application organisation (max 10 lines)			

Partner organisations or groups

Please provide information on each partner involved in the project. We are not asking for the same amount of information as for the applicant. We need to be able to identify with whom you are working together, in order to assess if they fit the project. Please copy this page if you have more partners. If you apply alone for a project, you can delete this section.

Details partner organisation	
Name	
Acronym	
Country	
Contact person	
Position/function	
Email	
Website	
Short description partner (max. 5 lines)	

Details partner organisation	
Name	
Acronym	
Country	
Contact person	
Position/function	
Email	
Website	
Short description partner (max. 5 lines)	

Project description

Needs statement

The needs statement should be a concise but convincing overview of the needs your organisation wants to address with the project. Describe briefly the overall context – this will help the reader get a more complete picture of the problem. When outlining the actual problems or needs, use relevant facts, examples from the community or statistics to underpin your statement. However, make sure the data are accurate. If you aim to apply for a grant from Erasmus+ or from the European Youth Foundation, you need to make a connection between the needs you identify and the aims and objectives of the European Union or the Council of Europe. (max. 20 lines)

Goals, target groups and activities

The needs statement outlines the issues you are concerned with. You then have to explain your goals, the target groups and the activities you plan for addressing the needs. Goals are concepts or ideal situations that are not necessarily measurable but are the main aims of your project and organisation. Target groups are the people you aim to reach directly with this project. Defining the age group, size, social background and needs of the target group help the funder to understand who will directly benefit from the project. Activities are the specific, tangible and measurable outcomes that should be achieved in a specific time to fulfil your goals. This will allow the funder to see clearly where the motivation for your project comes from and the unique way in which it seeks to address one problem within a wider series of issues. max. 20 lines).

Methodology and time table

Your potential funder needs to know the 'What', 'hows', 'where' and 'whens' of your project. The methodology is the specific action you will be taking to carry out the activities you have listed. When detailing the methods by which you will implement your project, set a reasonable timetable for putting them into effect. This should include the proposed start and finishing dates. (max. 20 lines)

Follow-up of the project

Results & dissemination of results

What are the tangible and intangible outcomes of your projects? What are the deliverables? How are the participants, partner organisations or the community different after the project? (max. 10 lines)

Which actions and activities will you carry out in order to share the results of your project outside your organisation and partnership? What will be the target groups of your dissemination activities? (max. 10 lines)

Evaluation

Which activities will you carry out in order to assess whether, and to what extent, your project has reached its objectives and results? (max. 10 lines)

Future actions

Are there future actions you want to develop from it in order to achieve more impact? This question helps the funder understand how the project fits into the larger strategy of the applicant organisation. (max. 10 lines)

Budget

Summary

Develop a budget for the project using the expenditure and income tables on the following pages. Use this table to make an overview of the totals.

Expenditure		Income	
Personnel costs	€	Grants	€
Travel costs	€	Contributions participants	€
Food & accommodation	€	Donations & gifts	€
Activity costs	€	Sales deliverables	€
Publicity & communication	€	Own resources	€
Dissemination	€	Other sources	€
Total expenditure	€	Total income	€

Funding request

Write a short motivation on your funding request, including the total expenditure, the funding you will raise yourself and your concrete request for funding. (max. 10 lines)

Expenditure

Make a clear breakdown of the expenses of the total project using the proposed budget headings. This includes costs for the preparation, the implementation and the follow-up. The overview should clearly show how the totals are calculated.

Expenditure		
1.	Personnel costs:	€
		€
		€
		€
		€
		€
2.	Travel costs:	€
		€
		€
		€
		€
		€
3.	Food and accommodation:	€
		€
		€
		€
		€
		€
4.	Activity costs:	€
		€
		€
		€
		€
		€
5.	Publicity & communication:	€
		€
		€
		€
6.	Dissemination:	€
		€
		€
		€
Total		€

Income

Make a clear breakdown of the expected income of the total project using the proposed budget headings. Use actual numbers for grants. The overview should clearly show how the totals are calculated (e.g. unit prices * total participants).

Expenditure		
1.	Grants (cf. grant identifier):	€
		€
		€
2.	Contributions participants:	€
		€
		€
		€
		€
		€
3.	Donations and gifts:	€
		€
		€
		€
		€
		€
4.	Sales deliverables:	€
		€
		€
		€
		€
		€
5.	Own resources:	€
		€
		€
		€
		€
		€
6.	Other resources:	€
		€
		€
		€
		€
		€
Total		€

Annex [n°] : [Title annex]

Any information which is not included in the application form, but which is relevant as background or resource for the project application can be annexed to the application.

Austria	 JUGEND EINE WELT		Malta
Austria	 SALESIANER DON BOSCO		Poland
Belgium	JEUGDDIENST  DON BOSCO vzw	 DOMKA	Slovakia
Czech Republic	 Salesiánská asociace Dona Boska SADBA		Slovenia
Germany	 Aktionszentrum Benediktbeuern	 Don Bosco confederación	Spain
Italy	 Salesiani per il sociale Federazione SCS/CNOS	 Don Bosco Youthnet Nederland	The Netherlands
Italy	 Turismo Giovanile e Sociale	 DON BOSCO ODESSA	Ukraine
Ireland	 SALESIANS IRELAND		United Kingdom
Montenegro	 Don Bosko centar Podgorica	 MSJ Mouvement Salésien des Jeunes FRANCE & BELGIQUE-SUD	France

Mission statement DBYN

We, the partners of Don Bosco Youth-Net, wish to contribute to the total development of all young people by bringing them together through various international activities. We hereby look to broaden the opportunities for these young people who are, through various reasons, excluded. By concrete activities of co-operation, we wish to be a living example of tolerance and mutual understanding.

Through our own Salesian identity, we aim to keep the heritage of Don Bosco alive and look to offer a 'youthful voice' in the Europe of today. By doing this, we want to make a real difference in the lives of all young people, especially for those most in need.