



CURRICULUM

“Empowering adult educators to encourage digital social entrepreneurship start-ups among seniors and adults with different abilities”

TITLE:

Curriculum "Empowering adult educators to encourage digital social entrepreneurship start-ups among seniors and adults with different abilities"

PROJECT:

"Digital Social Entrepreneurship of seniors and adults with different abilities", funded by the Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung, the German National Agency for the Erasmus+ (Adult education) programme.

Project partners are:

- Outreach Hannover e.V., Germany
- LINK DMT SRL, Italy
- Learning Wizard d.o.o., Croatia
- Association for improvement of modern living skills "Realization", Croatia
- Company for professional rehabilitation and employment of persons with disabilities ITECCION, Serbia
- Centre for Non-formal education and Lifelong learning (CNELL), Serbia
- Fondazione Don Giovanni Zanandrea Onlus, Italy

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ABOUT THE PROJECT

Project title: "Digital Social Entrepreneurship of seniors and adults with different abilities"

There are lots of seniors and adults with disabilities who lack employment and regular salary/income. With the current situation of Covid-19 pandemic and the fact that due to the lockdown, isolation and other measures followed by citizens, lots of employers have fired their employees at the start of the pandemic measures or are not having enough revenues to keep the employees sufficiently paid. So, even with the economic help from the governments, we still find ourselves with higher unemployment rates and with lower economic levels now (especially of our target groups) than before the pandemic measures started.

Quite often, both salaries of the employed citizens, as well as the pensions for the retired seniors are not fully sufficient for the high costs of life in those "older" ages when their youngsters have left households to pursue their own career and life in separate households of their own. More and more seniors and adults (with disabilities), thus, are looking forward to another way of regular money incoming into their households. In addition, persons with disabilities often face societal barriers and disability evokes negative perceptions and discrimination in many societies.

For this target group, formal education takes too much time and is not a preferred option to take, nor is feasible for them for different reasons. Adult education is a very appreciated option both for seniors and adults with disabilities and is perceived as a better option, as it is easier to enrol in an adult education programme, as well as the courses last shorter and are following the latest trends and needs of society and opportunities existing.

Motivation of partners in this project is to "equip" seniors and adults with disabilities with a set of skills needed to work on personal development in fields of digital-social-entrepreneurial intelligence and creating (self-)employment opportunities proactively in today's reality of employment uncertainty and the world of extinction of many known jobs and occupation now and even more in the future. With this project, we want our beneficiaries, seniors and adults with disabilities, to improve their digital social entrepreneurial skills, and we also aim to empower more adult educators for organising digital social entrepreneurial learning activities, in line with the newest updates.

Therefore, objectives of the project are:

- Empower seniors and unemployed adults with disabilities for digital social entrepreneurship start-up through development of inspiring, innovative and up-to-date handbook, as well as the online course.
- Empower our adult educators and improve knowledge management of our organisations in theory and practice for building competences of educators in digital social entrepreneurship for seniors and adults with disabilities, through LTTA, innovative curriculum for educators' training and useful toolkit with workshops for beneficiaries.
- Exchange good practices and further develop quality strategic partnership among partners from 4 European countries with different realities in regard to employment and digital/social entrepreneurship.

Project activities are:

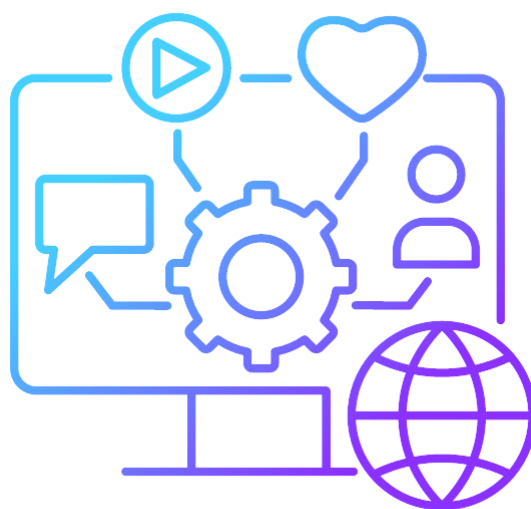
- A1 – Project Management
- M1 – Kick-off meeting
- O1 – Handbook "Exploring Digital Social Entrepreneurship for seniors and adults with different abilities"
- M2 – Second meeting

- O2 – Curriculum “Empowering adult educators to encourage Digital Social Entrepreneurship start-ups among seniors and adults with different abilities”
- O3 – Toolkit “Mentoring and supporting seniors and adults with different abilities for Digital Social Entrepreneurship start-up”
- M3 – Third meeting
- O4 – E-learning course “Digital Social Entrepreneurship start-up course for seniors and adults with different abilities”
- C1 – LTTA Training of trainers
- E1, E2, E3, E4 – Open conferences in HR, RS, IT, DE
- M4 – Evaluation meeting

At the end of this project, the project partners, as well as other organisations and stakeholders, will have at their disposal more effective tools and more competent staff to engage in education for digital social entrepreneurship of adults with different abilities.

Project partners are:

- Outreach Hannover e.V., Germany
- LINK DMT SRL, Italy
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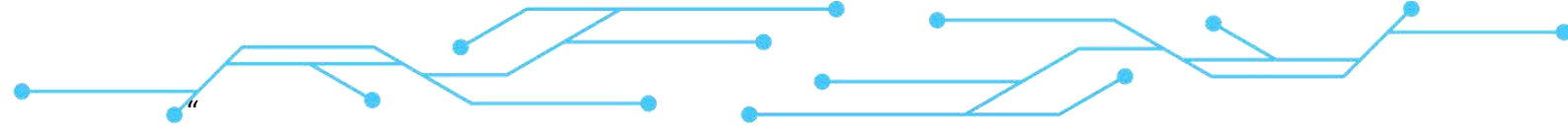
BACKGROUND OF THE CURRICULUM

The curriculum “Empowering adult educators to encourage digital social entrepreneurship start-ups among seniors and adults with different abilities” is developed as a useful material for adult educators and trainers to organise a 7-day long training course on empowering adult educators to further develop (online and offline) organisational culture, and education/workshops/courses for seniors and adults with disabilities and other beneficiaries in our communities on the topic of digital social entrepreneurship start-ups. The curriculum is also envisioned as a useful resource material for mentoring seniors and adults with disabilities on the topic.

The structure of the curriculum consists of a short introductory section related to the project background, recommendations for educators that will multiply this curriculum’s sessions in their work, a detailed 7-day training course programme table with divided morning and afternoon sessions including informal evening meetings and daily evaluation. These introductory sections are followed by a selection of in detail described sessions for trainers including the following: general background of the session, aim and objectives, expected competences to be developed by implementing the activities, methodologies and methods used, a thorough description of the activity flow followed by a list of needed materials, useful links and additional readings, and specific recommendations to consider when carrying out the sessions. This structure of the curriculum ensures quality work for adult educators when multiplying this training course in their work on the Digital Social Entrepreneurship (DSE) topic and with their target group of seniors and adults with disabilities. The content of the sessions comprises of relevant theories, models and terminologies in digital social entrepreneurship. Furthermore, it consists of specificities and benefits of DSE for seniors and adults with disabilities, competences needed to start a DSE, digital skills and tools for innovative approaches, financial literacy, human resources and team management, networking and community involvement, content marketing development, monetising for DSE, crowdfunding and other relevant topics for successfully starting and managing a Digital Social Enterprise.

The specific objectives of the curriculum are:

- To introduce participants to the training course programme and set the basis for quality group work.;
- To share the realities of Digital Socio-economic context in pandemic times and crises and identify similarities and differences between societies that work on education of seniors and adults with disabilities;
- To discuss about specificities of DSE and discover ways to promote its benefits among seniors and adults with disabilities;
- To understand the integration of digital technologies in entrepreneurship and explore relevant competences needed for digital social entrepreneurship;
- To highlight the importance of leveraging digital skills/tools for social innovation with the focus on a crisis context;
- To learn about financial literacy and explore financial tools for up-to-date education content;
- To learn about the presence of human resources (HR) and team management in a digital social setting and explore HR software/tools;
- To emphasise the importance of connecting, networking and community involvement in digital social entrepreneurship and develop new practical action plans/strategies applicable for seniors and adults with disabilities;
- To evaluate the impact of social networking sites on social capital and discuss this phenomenon for DSE of seniors and adults with disabilities;
- To learn about the content marketing concept and create space to design a content marketing strategy for DSE of seniors and adults with disabilities;

- 
- To learn about monetising and best strategies used for DSE as well as exploring the crowdfunding concept and most used platforms for social projects;
 - To develop and present new workshops for supporting seniors and adults with disabilities in digital social entrepreneurship and create space for feedback;
 - To create space for reflection and evaluation of the training course and learning experience.

This curriculum and the presented sessions and activities are developed according to the methodologies and principles of non-formal education, thus consisting of different interactive activities such as group works, visual presentations, role plays, theoretical input, energisers, plenary discussions, reflective and evaluation sessions, and several research activities related to country realities and for deepening the knowledge on specific topics.

Programme of the training course

Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Introduction and Group building
PM	Digital Socio-economic context in times of pandemic and crises - what does this mean for educators of seniors and adults with disabilities
PM	Reflection and evaluation of the day
Evening	Intercultural evening
Day 3	
AM	Specificities and benefits of Digital Social Entrepreneurship (DSE) for seniors and adults with disabilities
PM	Competences of seniors and adults with disabilities for starting DSE
PM	Reflection and evaluation of the day
Day 4	
AM	Leveraging digital skills/tools for social innovation of seniors and adults with disabilities in a crisis context
PM	Up-to-date financial literacy for seniors and adults with disabilities
PM	Human Resources and Team Management in a digital social setting
PM	Reflection and evaluation of the day
Day 5	
AM	Connecting, networking, and community involvement in DSE
PM	FREE AFTERNOON
Day 6	
AM	Impact of Social Networking Sites on Social Capital for DSE of seniors and adults with disabilities
AM	Developing quality Content marketing for DSE of seniors and adults with disabilities
PM	Reflection and evaluation of the day
Day 7	
AM	Monetising in Digital Social Entrepreneurship (DSE) and Crowdfunding
PM	Development of new workshops for supporting adults with disabilities in DSE – I
PM	Reflection and evaluation of the day
Day 8	
AM	Development of new workshops for supporting adults with disabilities in DSE – II
PM	Evaluation and closure of the training course
Evening	"See you again" party
Day 9	
AM	Departure of participants



RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

The curriculum “Empowering adult educators to encourage digital social entrepreneurship start-ups among seniors and adults with different abilities” is designed as an innovative tool in order to serve educators with the most up-to-date practices and information, as well as to be easily multiplied by interested entities and educators on the local and European level.

Besides the innovation elements, the curriculum is also inspirational for all educators working with seniors and adults with disabilities and empower them in the digital social entrepreneurship topic and knowledge on launching their own start-ups. This is because the curriculum is developed by educators, trainers and experts in the social entrepreneurship, digital revolution, centres working with seniors and adults and their education/empowerment, marketing experts, non-formal education practitioners, financial experts, and psychologists. The involvement of different experts and educators has resulted in considering different aspects related to quality in education, quality of information, keeping up with the most recent trends in social entrepreneurship, adaptation to the needs of the target group, and therefore this curriculum consists of relevant and significantly useful recommendations.

Educators and trainers that use this curriculum to implement a training course should make sure that they have a satisfactory level of needed information, knowledge, skills, and attitudes in the topic of digital social entrepreneurship, as well as the needs and specificities of organising trainings for seniors and adults with disabilities. Specifically, they should ensure to have the following competences developed among their beneficiaries through the organisation of this training course:

- Knowledge and up-to-date information on the integration of digitalisation on social entrepreneurship;
- Knowledge of the theoretical information of social entrepreneurship, its principles, business models; competences needed to launch a social enterprise;
- An understanding of benefits and specificities of digital social entrepreneurship;
- Knowledge on human resources and team management functionality in digital social entrepreneurship;
- An understanding of the impact of social networking sites and content marketing for the success of digital social enterprises led by seniors and adults with disabilities;
- Knowledge and competences to use different digital tools and skills for social innovation;
- Knowledge on financial aspects of managing a digital social enterprise;
- Knowledge and understanding of funding opportunities and crowdfunding for digital social entrepreneurship;
- Deeper knowledge on the ways how to apply the training and workshops with seniors and adults with disabilities in the local level.

Each session presented in this curriculum has a list of specific competencies that should be acquired when implementing the activities. Besides this, there are specific recommendations listed at the end of each session that are connected to the implementation of activities and ensuring quality work and inclusive approach. It is highly recommended that educators and trainers multiplying this training course pay attention to these recommendations as they are essential for achieving the aim and the objectives, as well as for creating a quality learning environment. There are several stages of preparation and tips that can help in achieving this:



Stage 1: Before the training course

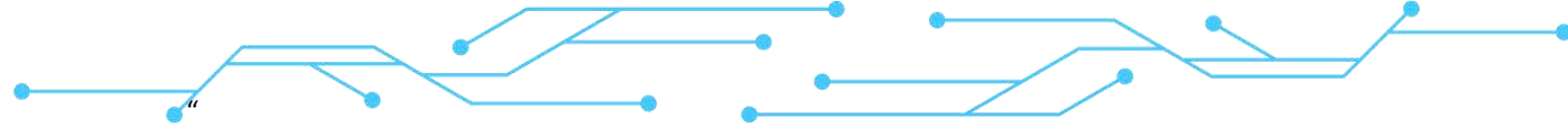
- Organisers should share all relevant information regarding participation, contribution and logistics with the participants. They should also ask if they are willing to contribute to a specific session of the program by including this question in the application/registration form.
- Participants should be aware and prepared to work with people from different countries, realities, abilities, ethnicities. The sending organisation should raise awareness among their participants about diversity, the importance of tolerance and acceptance of other cultures.
- Participants should be informed about the local context of the place/country where the training course is organised.
- Sending organisations should meet with participants and prepare them fully for their participation in the training course, including the pre-tasks, the context of non-formal education and the methodologies it involves.
- Organisers should send on time the pre-tasks to participants and inform them about their importance. Participants should conduct some research about the country realities on the Digital Socio-economic context in pandemic times and crises, and what does this mean for educators of seniors and adults with disabilities. This also includes examples of different institutions and organisations working with this target group or that are led by seniors and adults with disabilities. This preparatory research will help them to easily follow the sessions and understand the topics in a more practical way.
- Intercultural evening is an unavoidable part of each training course that involves different cultures/countries/realities. Participants should be informed about the organisation of this activity and prepare themselves in presenting their country/culture by bringing local food, drinks, prepare a traditional dance, showing a video, presenting interesting facts, singing a song, and so on.

Stage 2: During the training course

- Adaptability with time is essential in non-formal education and when organising attractive activities. Therefore, in order to achieve the desired learning and gain the aimed competences, the educator/trainer should be flexible with time and finish early/late with some activities, depending on the productivity, level of knowledge and needs of participants.
- The presented recommendations in the end of each developed session are highly advisable to consider in order to successfully multiply particular activities.
- Every working day should include a daily evaluation/reflection mini-session. Evaluation is an essential part of each training course. It gives participants the space to share suggestions, evaluate the working day, programme, methods, performance of trainers, group energy, their own contributions, and so on. At the end of training course, the closing session is dedicated to the final evaluation which should comprise various evaluation methods.
- All working methods and methodologies should be adapted to the needs and abilities of the participants. Trainers should ensure inclusivity in every activity prepared.

Stage 3: After the training course

- Several weeks after the training course, the organisers should contact participants and keep this contact on regular bases to support and assist them in developing the initiatives on the local level. A report and feedback should be asked after the implementation takes place.



DEVELOPED SESSIONS OF THE TRAINING COURSE: “EMPOWERING ADULT EDUCATORS TO ENCOURAGE DIGITAL SOCIAL ENTREPRENEURSHIP START-UPS AMONG SENIORS AND ADULTS WITH DIFFERENT ABILITIES”

Introduction and group building

Session Title: Introduction and group building

Duration: 180 minutes

Background:

The first session of the training course is dedicated to the introduction of the project and the training programme, meeting each other and for group building activities. Such design of the programme serves to set a relaxed and productive working environment, for participants to get familiar with the team and the process, and for the upcoming days to have a clear flow and encourage participants to contribute. More specifically, this session is developed to share the key information on the project, the training course, the detailed agenda, getting to know each other, get to know the participants' expectations, and to do different group building activities, so that everyone feels more relaxed and connected to each other. This session is especially important as participants come from different cultures and realities, and group building activities will help them to better understand their differences and similarities.

Aim of the session: To introduce participants to the training course programme and set the basis for quality group work.

Objectives:

- To introduce participants to the project and its objectives;
- To present the detailed agenda of the training course;
- To create space for getting to know each other;
- To discuss and define participants' expectations and contribution;
- To promote non-formal education and teambuilding.

Competences addressed:

- Personal, social and learning to learn competence;
- Citizenship competence;
- Multilingual competence;
- Teamwork;
- Communication;
- Time management;
- Digital competence;
- Competence in science and technology;
- Literacy competence;
- Cultural awareness and expression competence.



Methodology and methods:

- Input/introduction to the project and programme;
- Interactive exercises – getting to know each other;
- Brainstorming;
- Mission Impossible – for group building;
- Debriefing.

Session flow:

I. Official introduction and welcoming (10 minutes)

The coordinator of the project starts the session with officially welcoming the participants to the training course, introduces himself/herself and the rest of the organising team and the trainers. Each person involved explains their role in the programme and for what issues participants can approach them during the course.

II. Round of names (5 minutes)

After the introduction and welcoming, the trainer invites participants to shortly introduce themselves. They should say their names and country, representing organisation, and mention an interesting information about their journey to the training course.

III. Information about the project, training and presentation of the agenda (20 minutes)

The project coordinator, together with the organising team, dedicates this part to sharing essential information about the project, followed by introducing the training course. Then, the trainer takes the floor to present the detailed programme of the training course and topics that will be covered in the upcoming working days.

IV. Expectations, fears, and contributions (30 minutes)

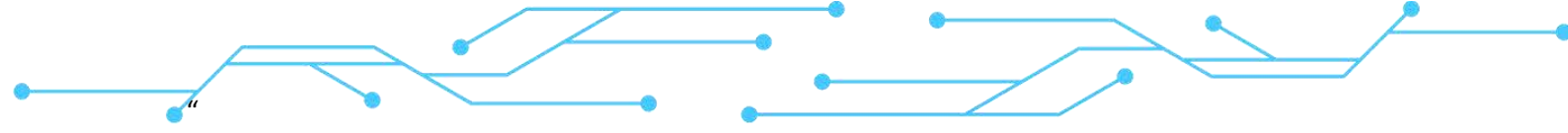
The trainers give each participant a set of different coloured sticky notes: a green one, a blue one, and a yellow one. In the next 15 minutes, participants should reflect on the information provided on the training course and the programme and write down their expectations, possible fears, and contributions by following these instructions:

- Use the blue paper to write the expectations from this training course;
- Use the yellow paper to write the fears – elements that might limit quality work, energy, and equal participation in the programme;
- Use the green paper to write how can you contribute to the programme – sessions and group activities outside the working sessions.

All participants stick their post-it papers on the respective flipchart with the titles Expectations, Fears, and Contributions. After everyone is done, trainers go through the answers and cluster them on the flipchart according to the similarities. The flipchart papers should be hanged in a visible place in the working space.

V. Where do I come from? (20 minutes)

The trainer starts this activity by standing in a certain spot in the working room and mentioning that in the following minutes the whole group will create an imaginary map of Europe. The trainer marks his/her spot as the country where the training course takes place. That point is considered as orientation point for other participants to position themselves according to the country. When they position themselves in different spots in the working room, they are invited to mention the city and the country they come from.



The trainer tells them to memorise how this map looks like in order to ease the process for the next rounds of question. The next rounds, when participants have to position themselves on the map, are related to the following questions:

- The place (city/country) where I feel at home;
- The place (city/country) where I would like to live in the future;
- The place (city/country) that I would like to visit this year;
- The place (city/country) where I finished my studies;

The trainer asks them to share after each round about the chosen place and why did they position themselves there on the map so that participants can learn interesting facts about each other.

VI. Mission impossible for group building (60 minutes)

The next activity is to further promote getting to know each other and teambuilding. The trainer introduces the “Mission impossible” activity which lasts about 50-60 minutes to complete a set of tasks given to the whole group. The trainer does not give specific instructions on how to divide/organise the group work – participants have to organise themselves on this. The only instruction given is that when the tasks are completed they have to go to the trainer and get a stamp/signature that validates the completion of the tasks and therefore completing the mission. The tasks given are related to get introduced to the local context of the place where the training course is organised and other activities for fostering group energy such as: taking a photo together, sing a song in local language, finding certain places/parks/monuments in the surrounding areas and so on. They use approximately 60 minutes for this and then join the working room to continue with the next phases of the activity and validation of the completed tasks.

VII. Debriefing (35 minutes)

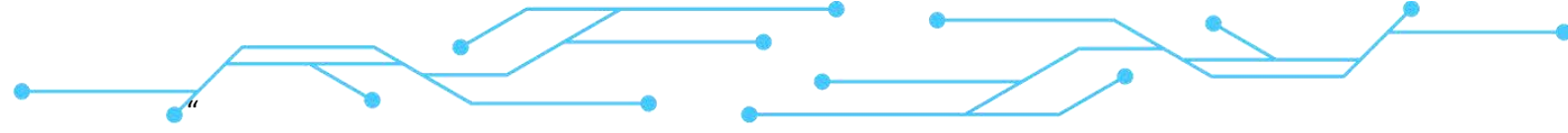
The trainer invites participants to join the plenary after checking and validating their completed tasks and approving/not-approving the completion of the mission. In the plenary, they are invited to present each task and how they completed it. Then, the trainer starts a debriefing session related to the experience in the Mission impossible and previous activities. The questions for debriefing are:

- How difficult/easy did you find the activities for learning each other’s names? Do you remember all the names now?
- Which activity did you like the most during this session and why?
- How difficult/easy was the Mission impossible activity? How did you function as a team with people that you do not know well?
- Did your group have a leader or how did you organise the division of work?
- Did you include everyone in the completion of the tasks?
- Are all provided information related to the training course clear for you?

Materials needed: Flipchart papers, markers, sticky notes in 3 colours, A4 papers, pencils and pens, laptop, projector, speakers for music during the expectations, fears and contributions activity.

Recommendations for future trainers multiplying this session:

- It is recommended that the trainer plays some background music during the expectations, fears and contributions activity so that participants can do their work in a relaxing atmosphere.
- Mission impossible activity – the trainer can also decide to include some tasks related to the topic of the training course as long as the focus remains on teambuilding and inclusion within the group. Mission impossible can be organised inside the venue spaces, or outdoor if weather conditions allow it.



Digital Socio-economic context in times of pandemic and crises - what does this mean for educators of seniors and adults with disabilities?

Session Title: Digital Socio-economic context in times of pandemic and crises - what does this mean for educators of seniors and adults with disabilities?

Duration: 180 minutes

Background:

In order for participants to better follow the programme and the topics on digital social entrepreneurship for seniors and adults with disabilities, it is important that they are well informed about the digital socio-economic realities in their countries. For this reason, this session focuses on the sharing and exchanging information about the country realities on Digital Socio-economic context in times of pandemic and crises. Moreover, the main idea is focused on what this situation/reality means for educators of seniors and adults with disabilities. This session is related to the pre-task/research that participants were asked to conduct before the arrival to the training course, and now they have the chance to combine/further search for more recent data on the topic.

Aim of the session: To share the realities of Digital Socio-economic context in times of pandemic and crises and identify similarities and differences between societies that work on education of seniors and adults with disabilities.

Objectives:

- To research different country realities on Digital Socio-economic context in times of pandemic and crises;
- To discuss about the meaning of digital socio-economic context for educators of seniors and adults with disabilities;
- To create space for presenting and sharing relevant experiences on the topic;
- To discuss about similarities and differences between countries.

Competences addressed:

- Research;
- Multilingual competence;
- Teamwork;
- Communication;
- Presentation;
- Digital competence;
- Personal, social and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Small group work – national teams;
- Presentations;
- Exchange rounds.



Session flow:

I. Introduction to the session and the task (10 minutes)

The session starts with a short recap on the topics to be covered during the training course. Then, the trainer asks all participants about the pre-task completion before giving instructions for the tasks of this session. Next, the trainer instructs participants that during the next phase they have to work in their country groups to research and combine obtained information related to the Digital Socio-economic context in times of pandemic and crises with the focus on the importance and meaning for educators of seniors and adults with disabilities.

II. Work in national groups (110 minutes)

Groups start with their work. They are given approximately 90 minutes to do the task and up to 20 minutes to prepare a short presentation. They are allowed to use other spaces inside the venue to work on this task in order not to disturb each other with discussions in a limited working space in the training room. To be more specific, the trainer has written the following questions on a flipchart paper to steer the group work in the right direction:

- What are the country realities of Digital Socio-economic context in times of pandemic and crises?
- How does this reality impact the work of educators working with seniors and adults with disabilities?
- What are the statistics of employability for this target group?
- What are the existing programmes on empowerment of seniors and adults with disabilities on digital social entrepreneurship?

III. Presentations (60 minutes)

Groups come back to the working room and present their work. Each group has maximum 7 minutes to present, and then a short Q&A session takes place. In the end, the trainer asks participants on what similarities or differences they noticed during the given presentations by other groups.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector, internet connection.

Recommendations for future trainers multiplying this session:

- The trainer should ask participants if they conducted the pre-task in order to know if more time is needed for the completion of the task or not. Based on this, the timing can be adapted.



Specificities and Benefits of Digital Social Entrepreneurship (DSE) for seniors and adults with disabilities

Session Title: Specificities and Benefits of Digital Social Entrepreneurship (DSE) for seniors and adults with disabilities

Duration: 180 minutes

Background:

Participants come from different organisations and therefore have different experiences and practices that they use when working with seniors and adults with disabilities. Also, because they come from different country realities there are different ways on how the digital social entrepreneurship is practiced and how it is perceived. In this session, they have the chance to discuss more about the specificities of DSE for seniors and adults with disabilities, as well as explore benefits and ways to promote them among the target group. The session consists of several activities that trigger communication and cooperation between participants of different realities.

Aim of the session: To discuss about specificities of DSE and discover ways to promote its benefits among seniors and adults with disabilities.

Objectives:

- To reflect on the understanding of DSE concept;
- To discuss about the specificities of DSE for seniors and adults with disabilities;
- To discover benefits of DSE and their promotion among the target group;
- To promote digital social entrepreneurship for employability and empowerment of the target group in local communities.

Competences addressed:

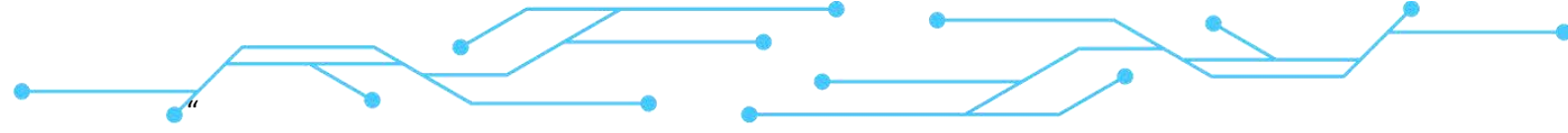
- Multilingual competence;
- Teamwork;
- Presentation;
- Digital competence;
- Personal, social and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Individual work;
- Brainstorming;
- Work in pairs;
- Small group work;
- Presentations and discussion.

Session flow:

I. Individual work and sharing in plenary (25 minutes)



The trainer starts this session with a short self-reflection activity. He/she asks participants to use 10 minutes to think about how they understand the concept of Digital Social Entrepreneurship. They can use sticky notes or papers to structure their thoughts. After 10 minutes, they are invited to share in plenary their conceptual understanding.

II. Brainstorming: specificities of DSE for seniors and adults with disabilities (25 minutes)

After conceptualising the DSE, the trainer opens a brainstorming session by asking the question:

- What are the specificities of DSE for seniors and adults with disabilities?

Participants are invited to share their thoughts in the next 20-25 minutes, while the trainer writes key words of their input in the flipchart paper.

III. Work in pairs and sharing in plenary (35 minutes)

Participants are asked to form pairs for the next task. When each person has a pair, the trainer instructs them to use the next 15 minutes to discuss on the following topic:

- Benefits of DSE for seniors and adults with disabilities.

After 15 minutes, everyone joins the plenary to share the outcomes of their discussion.

IV. Small group work: Promotion of benefits of DSE to our target group of seniors and adults with disabilities in the local level (45 minutes)

The trainer recaps what was covered in the previous activities of this session. Then, he/she divides participants into 4 small groups for another task. All groups have to work on the same topic and come up with a presentation. The topic for them to work is:

- Promotion of benefits of DSE to our target group of seniors and adults with disabilities on the local level.

They are not given very specific instructions on how to structure their work but rather leaving it to their creativity in order to get 4 different perspectives when presentation time comes.

V. Presentations and discussion (50 minutes)

All groups join the plenary for a presentation of their work. The trainer gives an estimated time of 7-10 minutes for presenting to each group. After each presentation, a short Q&A session takes place, respecting the planned time for this session part.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

Recommendations for future trainers multiplying this session:

- It is important that after the individual work the trainer provides participants with an input on understanding the concept of Digital Social Entrepreneurship. This will facilitate their work in pairs and small group work.



Competences of seniors and adults with disabilities for starting DSE

Session Title: Competences of seniors and adults with disabilities for starting DSE

Duration: 180 minutes

Background:

There are different models of competency development for social entrepreneurs as well as for digital skills on entrepreneurship. Besides the models, there are many research projects done on these topics that aim to find out the most common competences of entrepreneurial personalities. In 2019 Gurito et al. conducted a study in which they interviewed social entrepreneurs and analysed their competences. Results of the study show that the following competences drive success of social business: achievement orientation, persistence, initiative, courage to take opportunities, networking, influencing others, team leadership, developing others, teamwork-collaboration, orientation to help and serve others, mission orientation, affiliate interest, creative problem solving¹. On the other hand, most of these competences can be categorised under the DigComp framework introduced by Vuorikari, Kluzer and Punie (2022): information and data literacy, communication and collaboration, digital content creation, safety, problem solving. This session focuses on exploring both the competences for social entrepreneurs and those for digital technologies at work in entrepreneurship. Participants will go through different group work and get input from the trainer regarding the topic in order to have a clear understanding on the competences needed for seniors and adults with disabilities to start a digital social enterprise.

Aim of the session: To understand the integration of digital technologies in entrepreneurship and explore relevant competences needed for digital social entrepreneurship.

Objectives:

- To analyse most common competences of social entrepreneurs;
- To explore digital competence framework and its relation to entrepreneurial competences;
- To learn about the five dimensions of digital competence model;
- To promote digital social entrepreneurship for employability and empowerment of the target group in local communities.

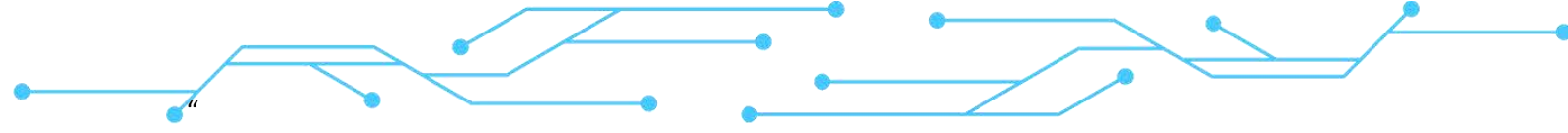
Competences addressed:

- Digital competence;
- Entrepreneurship competence;
- Citizenship competence;
- Analytical;
- Communication;
- Teamwork;
- Personal, social and learning to learn competence;
- Literacy competence.

Methodology and methods:

- Work in pairs;

¹ Guritno, Purnaning & Suyono, Haryono & Sunarjo, Sunarjo. (2019). Competency Model of Social Entrepreneurs. International Journal of Research in Business and Social Science (2147-4478). 8. 94-110. 10.20525/ijrbs.v8i3.256.

- 
- Small group work;
 - Presentations;
 - Theoretical input.

Session flow:

I. Introduction to the session and the topic (15 minutes)

The trainer starts this session with a short introduction on the importance of having needed skills, attitudes and knowledge when pursuing a certain career. He/she emphasises that this session is dedicated to exploration and analysis of key competences needed for seniors and adults with disabilities to start a digital social enterprise.

II. Work in pairs – analysing competences (25 minutes)

Participants are asked to form pairs for this task. When each person has a pair, the trainer instructs them to use the next 25 minutes to explore and analyse a certain competence and come up with a short presentation about the definition and importance of this competence. Each pair has a competence to work on. The competence list to be used for this task is:

- Achievement orientation
- Persistence
- Initiative
- Courage to take opportunities
- Networking
- Influencing others
- Team leadership
- Developing others
- Teamwork-Collaboration
- Orientation to help and serve others
- Mission orientation
- Affiliate interest
- Creative problem solving

III. Presentations (40 minutes)

All pairs join the plenary for a presentation of their work. The trainer gives an estimated time of 3-5 minutes for presenting to each pair. After the presentations, he/she emphasises that these competences are found to be the most common ones among social entrepreneurs.

IV. Exploring the digital competence framework (30 minutes)

The trainer divides participants into 4 small groups for another task. Each group receives a set of papers to work on. That includes different small papers with the titles of competences that are part of the 5 dimensions of digital competence framework. The instructions for all groups are to categorise/find out where each competence belongs to. The trainer instructs them that the competences should be categorised into 5 dimensions:

- Information and data literacy
- Communication and collaboration
- Digital content creation
- Safety
- Problem solving

They have 30 minutes to do this and prepare to share in plenary their categorisation and explain how they came up with it. The trainer gives them glue, tape, bigger papers and other materials that they might need.

V. Sharing in plenary (30 minutes)

Groups join the plenary to share the design of their digital competence framework. Each group shows how they categorised the competences. Then, they compare and discuss the differences. In the end, the trainer presents them the correct categorisation which is shown in the picture below.

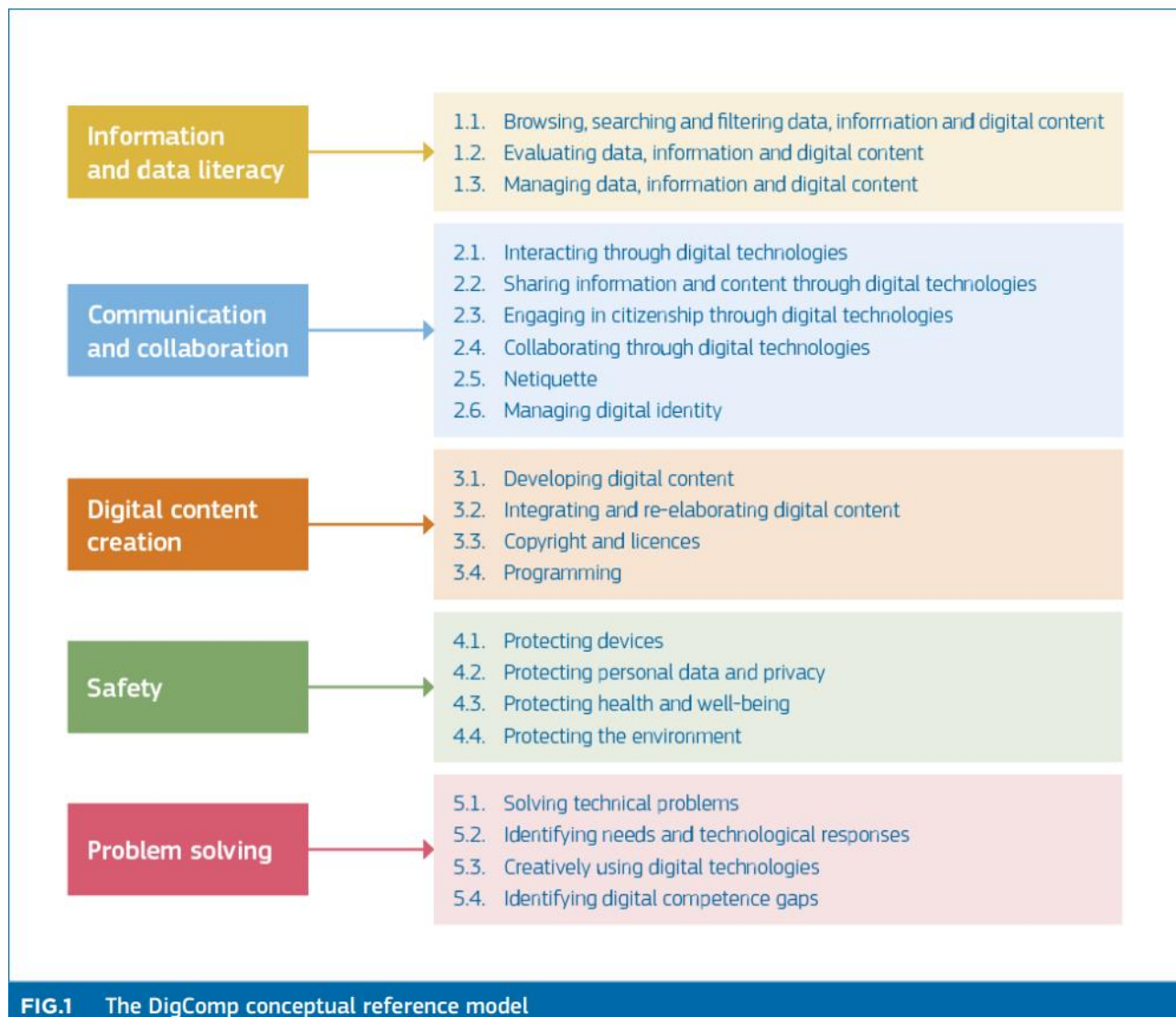


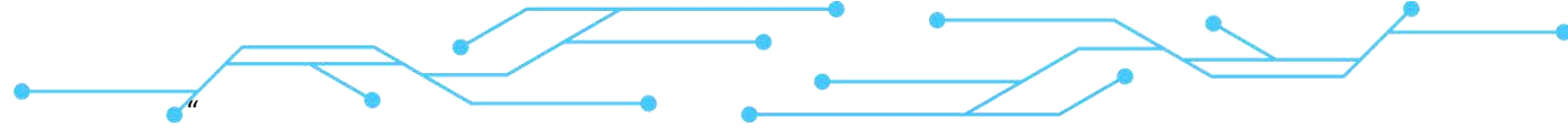
FIG.1 The DigComp conceptual reference model

Source: Vuorikari, R., Kluzer, S. and Punie, Y., *DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes*, EUR 31006 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-48882-8, doi:10.2760/115376, JRC128415.

VI. Theoretical input on digital competences and relevance to entrepreneurial competence (40 minutes)

After showing participants the right categorisation of the competences, the trainer continues the session with a detailed presentation on digital competences and relevance to entrepreneurial competences. Moreover, the presentation consists of the following content:

- Definition of digital competence
- Competence areas:
 - Information and data literacy
 - Communication and collaboration
 - Digital content creation
 - Safety
 - Problem solving

- 
- Interconnection between digital competences with NFE competences
 - Interconnection between digital competences and entrepreneurship competences

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, prepared digital competence list – a set of papers for each group, markers, colours, laptop, projector.

Background documents and further reading:

- Guritno, Purnaning & Suyono, Haryono & Sunarjo, Sunarjo. (2019). Competency Model of Social Entrepreneurs. International Journal of Research in Business and Social Science (2147-4478). 8. 94-110. 10.20525/ijrbs.v8i3.256.
- European Commission, Joint Research Centre, Bacigalupo, M., Kampylis, P., Punie, Y., et al., EntreComp : the entrepreneurship competence framework, Publications Office, 2017, <https://data.europa.eu/doi/10.2791/160811>
- Vuorikari, R., Kluzer, S. and Punie, Y., DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-48882-8, doi:10.2760/115376, JRC128415.

Recommendations for future trainers multiplying this session:

- The presentation about the digital competence framework should be thorough and clearly explain the interconnection and importance for social entrepreneurship. The trainer should also leave some time for questions after the presentation.



Leveraging digital skills/tools for social innovation of seniors and adults with disabilities in a crisis context

Session Title: Leveraging digital skills/tools for social innovation of seniors and adults with disabilities in a crisis context

Duration: 180 minutes

Background:

In a world where digital revolution is increasingly showing its presence, it is very necessary to have certain level of digital skills acquired. A crisis such as the pandemic has shown us that switching to virtual meetings, using digital tools and skills for project management, communication, collaboration is a highly effective way to sustain businesses and organisations in the market. Leveraging digital skills and tools is also considered an asset for social innovation and brand reputation in the market. Thus, such skills and competences are indeed important for seniors and adults with disabilities when starting a digital social enterprise. This session is designed to explore digital skills and digital tools for social innovation of seniors and adults with disabilities in a crisis context.

Aim of the session: To highlight the importance of leveraging digital skills/tools for social innovation with the focus on a crisis context.

Objectives:

- To explore digital skills and tools for social innovation;
- To highlight the importance of digital skills/tools utilisation in a crisis context;
- To understand the importance of acquiring digital skills/tools for seniors and adults with disabilities in DSE.

Competences addressed:

- Digital competence;
- Analytical skills;
- Multilingual competence;
- Teamwork;
- Presentation skills;
- Personal, social and learning to learn competence.

Methodology and methods:

- Research - exploring digital skills/tools;
- Presentations;
- Debriefing.

Session flow:

I. Introduction to the session (10 minutes)

The trainer starts the session with a short introduction on the importance of acquiring digital skills and using digital tools in work. He/she emphasises that its importance is even higher in times of crisis in order to survive in the market and not being affected easily by external factors that limit physical meetings and presence in the workplace.



II. Research – exploring digital skills/tools (90 minutes)

Participants are divided into 4 small groups. The trainer informs them that in the following 1.5 hour their task will be to do a small research about digital skills and tools. More specifically the division of tasks between groups is as such:

Group 1 and 3

- Research on leveraging digital skills for social innovation of seniors and adults with disabilities in a crisis context

Group 2 and 4

- Leveraging digital tools for social innovation of seniors and adults with disabilities in a crisis context

They can work inside the training room or outdoor but need to be back on time and with a prepared presentation for the next phase of the session.

III. Presentations (40 minutes)

All groups join the plenary for a presentation of their work. The trainer gives an estimated time of 7-10 minutes for presenting to each group. After each presentation, a short Q&A session takes place, respecting the planned time for this part of the session.

IV. Debriefing (40 minutes)

After the presentations, the trainer invites everyone in the plenary for a debriefing on the session. The questions for debriefing are:

- How did you feel during this research activity?
- Was it difficult for you to find useful information when researching?
- How easy/difficult was to connect digital skills/tools importance to the crisis context?
- How easy/difficult was to connect digital skills/tools importance for seniors and adults with disabilities in DSE?
- Do you think this session was useful?
- Did you learn something new? What did you already know?

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

Recommendations for future trainers multiplying this session:

- The trainer should assist groups during the research work by orienting them in finding sources of information on digital skills and digital tools. The publication by the European Commission on Digital Competence Framework can be useful material.



Up-to-date financial literacy for seniors and adults with disabilities

Session Title: Up-to-date financial literacy for seniors and adults with disabilities

Duration: 90 minutes

Background:

According to Investopedia (2022), financial literacy is the ability to understand and effectively use various financial skills, including personal financial management, budgeting, and investing. The meaning of financial literacy is the foundation of your relationship with money, and it is a lifelong journey of learning². It also includes taxation, management of income and outcomes, loan management, other expenses and financial reporting. Financial literacy is essential when managing an enterprise, or social business. Therefore, it is also essential for seniors and adults with disabilities to be financially literate when starting up a digital social enterprise. This session is designed to highlight the importance of financial literacy for this target group in DSE and explore different tools for learning the relevant information on this topic.

Aim of the session: To learn about financial literacy and explore financial tools for up-to-date education content.

Objectives:

- To understand the concept and importance of financial literacy;
- To learn about the components of financial literacy;
- To explore different digital financial tools for up-to-date education content for seniors and adults with disabilities.

Competences addressed:

- Financial management;
- Digital competence;
- Analytical skills;
- Critical thinking;
- Literacy competence;
- Multilingual competence;
- Teamwork.

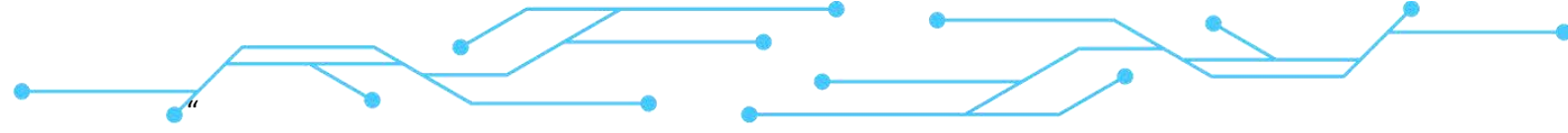
Methodology and methods:

- Theoretical input;
- Exploring digital tools for financial literacy education;
- Presentations/screening.

Session flow:

I. Theoretical input (30 minutes)

² What Is Financial Literacy, and Why Is It So Important? (2022, August 16). Investopedia. <https://www.investopedia.com/terms/f/financial-literacy.asp>



The trainer has prepared a detailed presentation on financial literacy for participants to have a clear understanding about this concept, its importance, and the components. The presentation consists of the following agenda:

- The definition of financial literacy
- Fundamental components of financial literacy
- Budgeting
- Investing
- Borrowing
- Taxation
- Personal financial management
- Importance of financial literacy
- Benefits of financial literacy
- Useful digital tools to increase knowledge on financial literacy

II. Tools for up-to-date financial literacy education (30 minutes)

Participants are divided into 4 small groups. The trainer asks each group to take a laptop or provides them with one. Then he/she instructs them to use the next 30 minutes and explore a financial tool that provides education for financial literacy and then prepare to show its benefits and usage through the projector screening to other groups. Each group has a specific tool to explore. The tools used for this session are the following:

- EconEdLink: Online financial lessons
- Money Smart: Free financial tools such as podcasts, lesson plans, and games to increase financial literacy
- MoneyWi\$e: Free multilingual financial education
- InCharge: Personal financial management, and eBooks for educational purposes

III. Presentations (30 minutes)

All groups join the plenary for a screening/presentation of their respected financial tool that they explored. The trainer gives an estimated time of 5 minutes for presenting to each group. After each presentation, a short Q&A session takes place, respecting the planned time for this part of the session.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector, internet connection.

Background documents and further reading:

- What Is Financial Literacy, and Why Is It So Important? (2022, August 16). Investopedia. <https://www.investopedia.com/terms/f/financial-literacy.asp>
- Corporate Finance Institute. (2022b, November 28). Financial Literacy. <https://corporatefinanceinstitute.com/resources/management/financial-literacy/>

Recommendations for future trainers multiplying this session:

- It is advisable that the trainer invites a finance manager or assistant to join this session to answer potential questions that participants might have during the first part of the session when obtaining new information on financial literacy.



Human Resources and Team Management in a digital social setting

Session Title: Human Resources and Team Management in a digital social setting

Duration: 90 minutes

Background:

Human resource management is the team or department within a company in charge of managing the company's employees and other related matters. The human resource team comprises different levels of human resource managers that perform various activities, such as employee hiring and on-boarding, outlining roles and responsibilities, and creating operational policies and procedures³. Human resource department often plays an important role in team management and collaboration through the performance evaluations which consist of different aspects of employee's dedication, teamwork, and so on. This session focuses on the concept itself by relating it to the digital social setting through interactive discussions and quality theoretical input.

Aim of the session: To learn about the presence of human resources and team management in a digital social setting and explore HR software/tools.

Objectives:

- To understand the importance of human resource management and its impact on team management;
- To discuss about the presence of human resource and team management in a digital setting;
- To learn about different HR software/tools.

Competences addressed:

- Communication and collaboration;
- Digital competence;
- Analytical skills;
- Critical thinking;
- Literacy competence;
- Multilingual competence;
- Personal, social and learning to learn competence.

Methodology and methods:

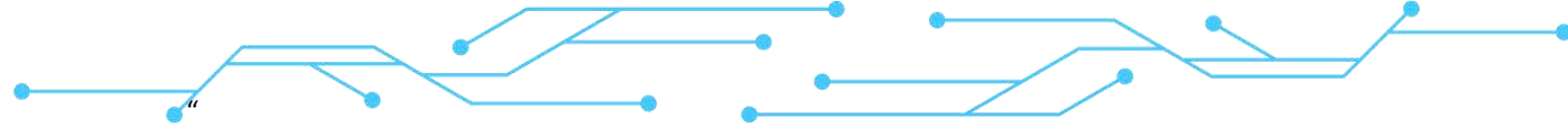
- Interactive exercise – fish bowl;
- Theoretical input.

Session flow:

I. Introduction to the session (10 minutes)

The session starts with a short introduction to the topic. Participants are informed that this session consists of an interactive discussion activity which lasts 60 minutes and is followed by theoretical input. Then, they start helping the trainer to set the working room for the activity, namely, to organise chairs in the working room.

³ Indeed Editorial Team. (2022, July 17). The Definition and Role of Human Resource Management at Work. <https://ca.indeed.com/career-advice/finding-a-job/role-of-human-resource-management>



II. Fish bowl exercise – human resources and team management in a digital social setting (60 minutes)

The trainer places a fish bowl full of small papers with topics/questions to be discussed in the centre of the working room. This bowl is enclosed by 4 chairs that are placed in a circle, while the 4 chairs are surrounded by other chairs in a big circle. The trainer asks for 4 volunteers to join the small circle and informs them that they will be the first people to start a discussion. The rest of participants sit in the bigger circle.

The instructions are that the small circle picks a topic to discuss for approximately 8-10 minutes, and the outer circle has to listen carefully the discussion and join in. When they want to join, they touch someone on the shoulder and when the person is done speaking, he/she switches places. The discussion goes on until the last (6th) topic is pulled out of the fish bowl, but not longer than 60 minutes. The following topics/questions are used for discussion:

- Human resource and team management are/aren't interconnected in a social enterprise.
- Human resource and team management can/cannot be applied in a digital setting.
- Digital social enterprises should/shouldn't have a specific HR management department.
- Which digital tools can be used in HR department?
- Can human resource management be effective in a digital setting as in a physical workplace?
- Team management is/isn't very effective in a digital social setting.

III. Theoretical input (20 minutes)

The trainer has prepared a detailed presentation on human resource and team management and their presence in the digital world for participants to have a clear understanding about this concept.

The presentation consists of the following:

- The definition of human resource management
- The interconnection between human resource and team management
- The role of human resource management in a digital (social) enterprise
- Team performance management in a digital setting
- HR and benefits and compensation, trainings, recruitment, employee relations
- Useful digital tools and software for human resource management

Materials needed: Fishbowl, printed topics/questions and cut out in fish shapes, A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

Background documents and further reading:

- Indeed Editorial Team. (2022, July 17). The Definition and Role of Human Resource Management at Work. <https://ca.indeed.com/career-advice/finding-a-job/role-of-human-resource-management>
- The Importance of Teamwork in HR Management. (2022, October 7). EmployeeConnect HRIS. <https://www.employeeconnect.com/blog/why-teamwork-is-important-for-hr-management/>
- Crayon Data. (2022, May 14). 5 HR tools for successful business digital transformation. <https://www.crayondata.com/5-hr-tools-for-successful-business-digital-transformation/>

Recommendations for future trainers multiplying this session:

- The fish-bowl methodology should be clearly explained to participants in order to avoid any confusion once the discussion starts as they need to actively listen or join the discussion.
- Participants should receive links of the presented HR tools/software in order to explore them further, as well as the presentation by the trainer. The trainer can use the social media groups with all participants or emails to share the materials and useful links.



Connecting, networking, and community involvement in DSE

Session Title: Connecting, networking, and community involvement in DSE

Duration: 180 minutes

Background:

Every social project and social enterprise is built by embracing a social cause and involving the community for successful management and addressing the respective causes. It is also the creation of connections and networking that support the existence of social projects in the market. Hence, the same case is with digital social entrepreneurship. The importance of connecting, networking, and community involvement in DSE is crucial as the enterprise is designed and functions more in the digital setting and having an inclusive approach with different stakeholders and community requires bigger efforts. This session comprises of very practical and useful activity that highlights the importance of these aspects by developing useful actions plans and strategies that can be further used by the target groups of seniors and adults with disabilities in DSE.

Aim of the session: To emphasise the importance of connecting, networking and community involvement in digital social entrepreneurship and develop new practical action plans/strategies applicable for seniors and adults with disabilities.

Objectives:

- To understand the importance of connecting, networking and community involvement in DSE;
- To create specific action plans and strategies in relation to the connecting, networking and community involvement in DSE that are applicable for seniors and adults with disabilities;
- To further promote teamwork and cooperation.

Competences addressed:

- Communication and collaboration;
- Digital competence;
- Entrepreneurship competence;
- Citizenship competence;
- Analytical skills;
- Creative and critical thinking;
- Literacy competence;
- Personal, social and learning to learn competence.

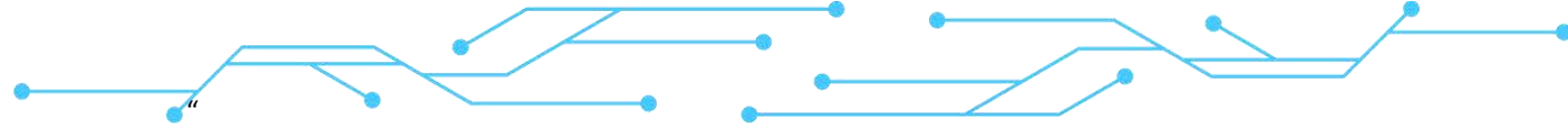
Methodology and methods:

- Small group work – creating action plans/strategies;
- Presentations.

Session flow:

I. Introduction to the topic (10 minutes)

The session starts with a short introduction to the topic. The trainer emphasises the importance of creating and maintaining connections, networking, as well as the involvement of community and



beneficiaries in social causes, especially in social enterprises. Then, an emphasis is put on the digital social enterprise and the trainer instructs participants on the work of this session.

II. Creating actions plans on: connecting, networking, and community involvement in DSE (120 minutes)

Participants are divided into 3 small groups. The trainer informs them that their task will be to design an action plan or strategy that is related to one of the topics: connecting, networking, and community involvement in DSE. The division of tasks between groups is as such:

- Group 1: Develop a strategy that helps a digital social entrepreneur to expand his/her connections and networking.
- Group 2: Create a plan where the community is part of the DSE' team and the decision-making processes.
- Group 3: Use the human centred design for co-creating and developing the DSE idea in partnership with the potential beneficiaries of the idea.

They have 2 hours to design these action plans and strategies and prepare for a presentation in the next part of the session.

III. Presentations (50 minutes)

All groups join the plenary for a presentation of their developed action plans and strategies. The trainer gives an estimated time of 10-15 minutes for presenting to each group. After each presentation, a short Q&A session takes place, respecting the planned time for this part of the session.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector, internet connection.

Background documents and further reading:

- Landry, L. (2020, December 15). What Is Human-Centered Design? | HBS Online. Business Insights Blog. <https://online.hbs.edu/blog/post/what-is-human-centered-design>

Recommendations for future trainers multiplying this session:

- The trainer should assist groups during the creation of the actions plans and strategies by orienting them in finding sources of information and templates to use for better structuring their work.
- The group working on the Human Centred Design concept should be assisted until understanding the concept and its application. This is necessary in case they haven't heard about it before.



Impact of Social Networking Sites on Social Capital for DSE of seniors and adults with disabilities

Session Title: Impact of Social Networking Sites on Social Capital for DSE of seniors and adults with disabilities

Duration: 180 minutes

Background:

Social networks have become a close part of people's lives nowadays. They are becoming a source of obtaining different information such as personal, groups, fashion, market, media, and more. Traditional businesses and social ones are using social networks for brand recognition and for gaining customers, networks and so on. In other words, the social networking is highly contributing to social capital development. Social Capital is a concept that aims at emphasizing the importance of social contacts between groups and within groups. It primarily means that social networks have a value associated and that they are not always detrimental in nature as previously thought of⁴. The Management study guide (n.d.), emphasises that the major impact of social networking sites on social capital can be concluded in a way that they have made it easier for people to gather information about each other and establishing a relevant relationship among them⁵. During this session participants have the chance to learn about the impact of social networking sites on social capital through practical activities and further discuss its relation on social activities of seniors and adults with disabilities.

Aim of the session: To evaluate the impact of social networking sites on social capital and discuss this phenomenon for DSE of seniors and adults with disabilities.

Objectives:

- To use practical activities for showing the impact of social network on social capital;
- To learn about social capital and its key elements;
- To discuss about the impact of social networking sites on social capital for DSE of seniors and adults with disabilities.

Competences addressed:

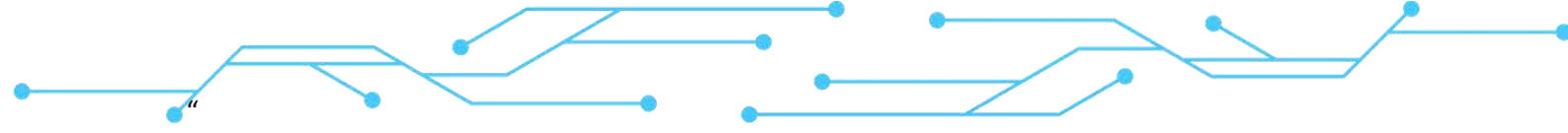
- Communication and collaboration;
- Digital competence;
- Citizenship competence;
- Analytical skills;
- Creative and critical thinking;
- Literacy competence;
- Multilingual competence;
- Personal, social and learning to learn competence.

Methodology and methods:

- Small group work – creating a social network post;
- Voting;

⁴ What is Social Capital ? - Meaning, Barriers and its Application. (n.d.). <https://www.managementstudyguide.com/social-capital.htm>

⁵ Impact of Social Networking Sites on Social Capital. (n.d.). <https://www.managementstudyguide.com/social-networking-sites-and-social-capital.htm>

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- Self-reflection;
 - Silent floor brainstorming;
 - Presentations/Posting on social media;
 - Discussion.

Session flow:

I. Small group work – creating a social network post (40 minutes)

The trainer divides participants into 5 small groups. They are asked to use the next 40 minutes to create a social network post that indicates promoting some cause, product or something of their choice. They can use any space in the venue or outdoor to do this task, and when they are done to post it in the social media group that is created for this training course.

II. Checking the posts and voting process (20 minutes)

Participants join the plenary after the group work. The trainer invites everyone to sit while they screen the published posts in the group. Then, the trainer opens a voting session where all participants are invited to vote by writing on a small paper which post they liked. The voting is anonymous, and it takes 15 minutes. Everyone should fold their paper and put it in a small box.

III. Self-reflection and announcing the winner (10 minutes)

When voting is done, trainers use the following minutes to count all votes. While this takes place, they invite participants to do a self-reflection on what elements they valued in the post they voted. This whole process lasts 10 minutes, and trainers announce the winner of the social network post. A small present is given to the winner.

IV. Silent floor brainstorming: 5 elements of social capital (40 minutes)

The trainer presents 5 flipchart papers, each containing one of the following titles:

- Groups and Networks
- Trust and Solidarity
- Collective action and Cooperation
- Social Cohesion and Inclusion
- Information and Communication

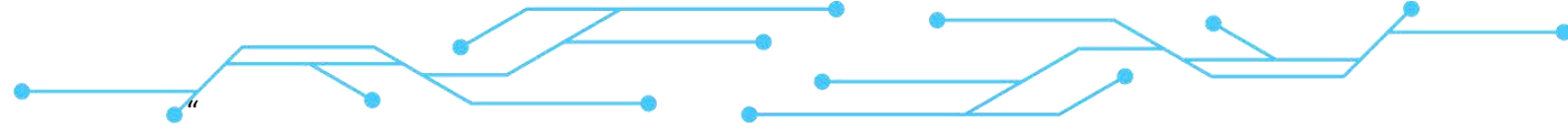
He/she informs participants that these are elements of social capital. Then, invites participants to use the next 25 minutes for an individual work/silent brainstorming and contribute to each flipchart by writing their understanding of these titles. They can use different markers, pens and pencils, or sticky notes to do this task and are not allowed to speak to each other. Then, the trainer invites participants to join their groups from the previous activity and gives each group one of the flipchart papers. They use the next 15 minutes to read the contributions and structure them and prepare a short presentation.

V. Presentations (40 minutes)

All groups join the plenary for a presentation of their work. The trainer gives an estimated time of 5-7 minutes for presenting to each group. After the presentations, the trainer emphasises the idea behind the activities and leaves time for questions and comments.

VI. Discussion (30 minutes)

The session continues further with a short discussion after the presentations. The trainer informs participants about the social networking sites and its impact on social capital, and how these



activities were related to this topic. Then, he/she opens the floor for discussion by asking the following questions:

- Did you realise during the self-reflection what could be the elements that impact you when deciding on a specific option?
- What can be the impact of social networking sites on social capital for DSE of seniors and adults with disabilities?

Participants share their opinions while the trainer guides them in the discussion by mentioning elements of social capital.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector, relevant materials needed for creating a social network post, a small box for voting, present for the winner.

Background documents and further reading:

- What is Social Capital ? - Meaning, Barriers and its Application. (n.d.). <https://www.managementstudyguide.com/social-capital.htm>
- Impact of Social Networking Sites on Social Capital. (n.d.). <https://www.managementstudyguide.com/social-networking-sites-and-social-capital.htm>

Recommendations for future trainers multiplying this session:

- The time for the social network post should remain as planned. For the discussion part the trainer can extend the time in case there are more questions related to social capital or the impact of social networking sites.



Developing quality content marketing for DSE of seniors and adults with disabilities

Session Title: Developing quality content marketing for DSE of seniors and adults with disabilities

Duration: 180 minutes

Background:

After covering the social networking topics, the programme focuses on the marketing aspect and importance to the DSE of seniors and adults with disabilities. Content marketing is the development and distribution of relevant, useful content – blogs, newsletters, white papers, social media posts, emails, videos, and similar – to current and potential customers. When it's done right, this content conveys expertise and makes it clear that a company values the people to whom it sells⁶. It is a very important factor in entrepreneurial activities and is closely connected to branding as well as with social media and audience reach. This session is designed to provide participants with relevant information on the concept of content marketing, its benefits, the process and strategy development. Moreover, participants have the chance to develop new strategies for DSE according to the learning they get from this session.

Aim of the session: To learn about content marketing concept and create space to design content marketing strategy for DSE of seniors and adults with disabilities.

Objectives:

- To learn about the concept of content marketing;
- To explore strategies and processes of content marketing;
- To design content marketing strategy for DSE of seniors and adults with disabilities.

Competences addressed:

- Communication and collaboration;
- Digital competence;
- Citizenship competence;
- Analytical skills;
- Creative and critical thinking;
- Literacy competence;
- Multilingual competence;
- Personal, social and learning to learn competence.

Methodology and methods:

- Theoretical input;
- Small group work: designing content marketing strategy for DSE;
- Presentations and discussion.

Session flow:

⁶ What is Content Marketing? Content Marketing Definition. (n.d.). [Video]. Mailchimp. <https://mailchimp.com/marketing-glossary/content-marketing/>



I. Theoretical input on content marketing (30 minutes)

The trainer introduces participants to the session and the topic. He/she has prepared a presentation related to the content marketing concept and its application in practice. The presentation consists of the following content:

- What is content marketing?
- Benefits of content marketing for DSE.
- Examples of content marketing: blogs, emails, social media, video, newsletter, white paper.
- The process of developing a content marketing strategy.

II. Small group work – designing a content marketing strategy for DSE (100 minutes)

The trainer divides participants into 4 small groups. They are asked to use the next 40 minutes to design a content marketing strategy for DSE of seniors and adults with disabilities based on the types/examples: blogs, emails, social media, video, newsletter, white paper. They can use any space in the venue or outdoor to do this task, and when they are done to prepare for a short presentation in the plenary room.

III. Presentations (50 minutes)

All groups join the plenary for a presentation of their work. The trainer gives an estimated time of 5-7 minutes for presenting to each group. After each presentation, a short Q&A session takes place, respecting the planned time for this part of the session.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector, internet connection.

Background documents and further reading:

- What is Content Marketing? Content Marketing Definition. (n.d.). [Video]. Mailchimp. <https://mailchimp.com/marketing-glossary/content-marketing/>

Recommendations for future trainers multiplying this session:

- The trainer can give more time for the development of content marketing plans to participants. This task results with a tangible product that they can use in the future work with seniors and adults with disabilities so flexibility with time should be considered.



Monetising in DSE and Crowdfunding

Session Title: Monetising in DSE and Crowdfunding

Duration: 180 minutes

Background:

The term *monetise* refers to the process of turning a non-revenue-generating item into cash. In many cases, monetization looks to novel methods of creating income from new sources, such as embedding ad revenues inside of social media video clips to pay content creators⁷. There are different ways businesses or social entities can monetise. This session introduces participants to different monetising strategies, theoretical content on monetising concept, as well as introduction to crowdfunding as a method for fundraising. Crowdfunding is most often used by start-up companies or growing businesses as a way of accessing alternative funds. It is an innovative way of sourcing funding for new projects, businesses or ideas. It can also be a way of cultivating a community around your offering. By using the power of the online community, you can also gain useful market insights and access to new customers⁸. Participants have the chance to explore different information and tools related to monetising and crowdfunding in digital social entrepreneurship through several interactive activities and discussions.

Aim of the session: To learn about monetising and best strategies used for DSE as well as exploring the crowdfunding concept and most used platforms for social projects.

Objectives:

- To learn about the concept of monetising and its effectiveness in DSE;
- To explore different monetising strategies and tips for social entrepreneurship;
- To understand crowdfunding as an innovative concept and method for fundraising;
- To explore the most used crowdfunding platforms for DSE.

Competences addressed:

- Financial management;
- Digital competence;
- Citizenship competence;
- Analytical skills;
- Creative and critical thinking;
- Literacy competence;
- Personal, social and learning to learn competence.

Methodology and methods:

- Theoretical input;
- Group discussion;
- Brainstorming;
- Video screening;
- Small group work – exploring crowdfunding platforms for DSE;
- Presentations.

⁷ Monetize: What It Means, How It Works, Types, and Examples. (2022, February 11). Investopedia. <https://www.investopedia.com/terms/m/monetize.asp>

⁸ Crowdfunding explained. (n.d.). Internal Market, Industry, Entrepreneurship and SMEs. https://single-market-economy.ec.europa.eu/access-finance/guide-crowdfunding/what-crowdfunding/crowdfunding-explained_en



Session flow:

I. Theoretical input – strategies and tips to monetise (30 minutes)

The trainer introduces participants to the session and the topic. He/she has prepared a presentation related to monetising and strategies to monetise. The presentation consists of the following content:

- What is monetising?
- Monetising for social projects
- 10 strategies to monetise in social enterprises
- 5 tips from on building and growing a social business

II. Group discussion – most common monetising strategies in local/European social enterprises (20 minutes)

The trainer opens a discussion session by asking participants the following question:

- Based on the theoretical presentation given in the session and your own experiences, what do you consider as the most common monetising strategies in local/European (digital) social enterprises?

Participants share their opinions. The discussion lasts approximately 20 minutes.

III. Brainstorming: what is crowdfunding? (15 minutes)

After the discussion session, the trainer writes the word *Crowdfunding* on a flipchart paper and asks participants about their understanding of this term. They use 15 minutes to share their ideas while the trainer writes down the key words around the term on the flipchart paper.

IV. Video Screening: turning your idea into reality through crowdfunding (35 minutes)

The trainer screens a TED Talk video of Simon Walker who is one of the most prolific crowdfunding coaches in the UK. The video is about the impact of crowdfunding as a fundraising method. The video is about 16 minutes long. Link to the video: <https://www.youtube.com/watch?v=hI00KH9JfsE>
After the video screening, participants are invited to share their impressions on the video and their opinions about the crowdfunding method. This part lasts about 20 minutes.

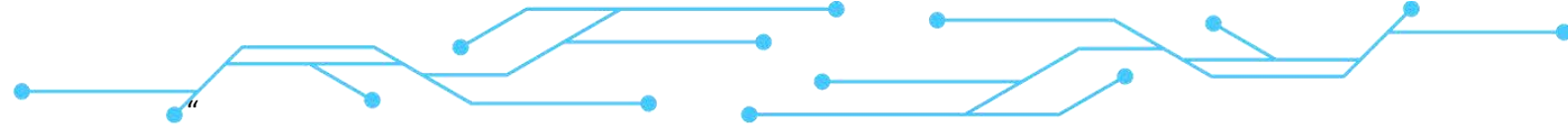
V. Small group work: exploring crowdfunding platforms for DSE (40 minutes)

Participants are divided into 5 small groups. Each group is given a certain crowdfunding platform to check and prepare a presentation about it and its application, as well as benefits/unique values. They use 40 minutes to complete this task and prepare the presentation. The platforms to explore for groups are:

- Indiegogo: <https://www.indiegogo.com/>
- Chuffed: <https://www.chuffed.org/us>
- Mightycause: <https://www.mightycause.com/>
- UpEffect: <https://www.theuffect.com/>
- Propelx: <https://www.propelx.com/>

VI. Presentations (40 minutes)

All groups join the plenary for a presentation of their work. The trainer gives an estimated time of 5-7 minutes for presenting to each group. After each presentation, a short Q&A session takes place, respecting the planned time for this part of the session.



Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector, speakers for the video, internet connection.

Background documents and further reading:

- Monetize: What It Means, How It Works, Types, and Examples. (2022, February 11). Investopedia. <https://www.investopedia.com/terms/m/monetize.asp>
- Social Sector Network. (2020, December 29). Social Enterprise Business Models: 10 Revenue Strategies. <https://socialsectornetwork.com/social-enterprise-business-models-10-revenue-strategies/>
- How to monetize a social business without losing the human element. (n.d.). Wamda. <https://www.wamda.com/2015/02/monetize-social-business-losing-human-element>
- Crowdfunding explained. (n.d.). Internal Market, Industry, Entrepreneurship and SMEs. https://single-market-economy.ec.europa.eu/access-finance/guide-crowdfunding/what-crowdfunding/crowdfunding-explained_en
- Bouronikos, V. (2022, June 8). 5 Best Social Entrepreneurship Crowdfunding Platforms in 2021. Institute of Entrepreneurship Development. <https://ied.eu/blog/social-entrepreneurship-crowdfunding-platforms/>
- The 6 Best Crowdfunding Platforms of 2023. (2022, December 29). Investopedia. <https://www.investopedia.com/best-crowdfunding-platforms-5079933>
- TEDx Talks. (2017, May 18). Why Crowdfund? To Make Your Idea A Reality | Simon Walker | TEDxStPeterPort [Video]. YouTube. <https://www.youtube.com/watch?v=hIOOKH9JfsE>



Development of new workshops for supporting seniors and adults with disabilities in DSE – I & II

Session Title: Development of new workshops for supporting seniors and adults with disabilities in DSE – I & II

Duration: 140+220 minutes

Background:

After covering different elements and aspects that aim to empower adult educators to encourage digital social entrepreneurship start-ups among seniors and adults with different abilities, the programme is focused in giving them space to connect the learning gained into practical workshops for their target group on the local level. In this session participants have the opportunity to work in their national teams to develop new workshops for supporting seniors and adults with disabilities in DSE. They will be given needed support and assistance and have the chance to also present their workshops and get detailed feedback from the trainers.

Aim of the session: To develop and present new workshops for supporting seniors and adults with disabilities in digital social entrepreneurship and create space for feedback.

Objectives:

- To reflect on the role of educators in educating seniors and adults with disabilities in DSE;
- To develop new workshops that aim to empower seniors and adults with disabilities in DSE;
- To give space for presentations and feedback on the developed workshops.

Competences addressed:

- Citizenship competence;
- Entrepreneurship competence;
- Communication;
- Social and civic competences;
- Teamwork;
- Presentation;
- Analytical skills;
- Time management;
- Problem solving competences.

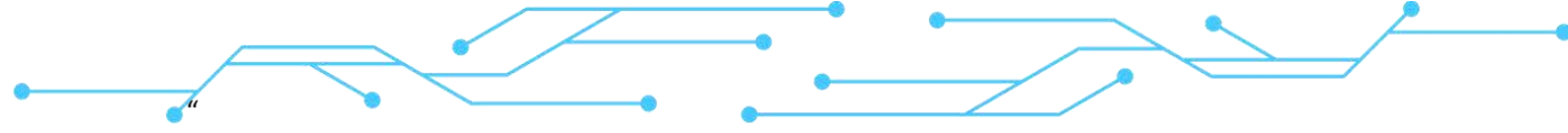
Methodology and methods:

- Small group work – national teams;
- Presentations, discussion and feedback.

Session flow:

I. Introduction to the task and the Training Session Outline (TSO) template for developing the workshop (20 minutes)

In this session participants are going to put the gained knowledge and learning into practice. The trainer instructs them that they will work in national groups to develop new workshops for supporting seniors and adults with disabilities in digital social entrepreneurship. They can use a



specific topic/aspect to cover, as well as those that were covered during this programme. Then, the trainer presents a template for the outline of the session (TSO) that they need to use to structure their workshop and have everything in written. This is shared via email and participants need to send the filled form afterwards.

II. Small group work - development of workshops (100 minutes)

Participants join their national groups and start working on the development of workshops. They have 100 minutes to set the first basis of their work and then join for a short check-in session to update the trainer on the progress. They should have the aim, objectives, and potentially the methods for workshops ready for the check-in session.

III. Check-in (20 minutes)

All groups join the plenary for a short check-in session. The trainer asks each group to have a representative to share the progress shortly and, if needed gives suggestions to each group to refine their work.

IV. Continuing small group work - development of workshops (120 minutes)

Participants continue with the group work by incorporating the suggestions given by the trainer during the check-in session. They continue to work on the workshop development for another 2 hours and prepare for their short presentations.

V. Presentations, feedback and discussion (100 minutes)

Groups join the plenary to present their workshops. Each group has approximately 10 minutes to present their work, which is followed by a Q&A session, and detailed feedback on the work. Each group receives personalised feedback, and the session closes with a short discussion on the impressions of this process of work.

Materials needed: A4 and A3 papers, prepared TSO document to share with participants, flipchart papers, post-it papers, scissors, pencils and pens, markers, colours, laptop, projector, internet connection.

Recommendations for future trainers multiplying this session:

- Trainers should be available in the working room for potential support, to observe the work progress and from time to time check if the groups need support.



Evaluation and closure

Session Title: Evaluation and closure

Duration: 90 minutes

Background:

Evaluation of the training course is the final session of the programme. In this session participants have the opportunity to reflect on the whole programme and evaluate it, including the expectations, fears and contributions set in the first working day. Furthermore, in this session they have different activities that ensure the overall evaluation of trainers' performance, methods and methodologies used, group energy, the support from the organisers and so on. This session is highly important for organisers and trainers as well since it provides them with feedback and suggestions on how to improve their work in future projects.

Aim of the session: To create space for reflection and evaluation of the training course and learning experience.

Objectives:

- To reflect on the expectations, fears and contributions set in the first working day;
- To evaluate the training course programme and learning gained;
- To evaluate methods used and trainers' performance;
- To reflect and share the impressions on the overall organisation of the training course and experiences gained.

Competences addressed:

- Communication and collaboration;
- Literacy competence;
- Citizenship competence;
- Digital competence;
- Analysing and reflecting;
- Creative expression.

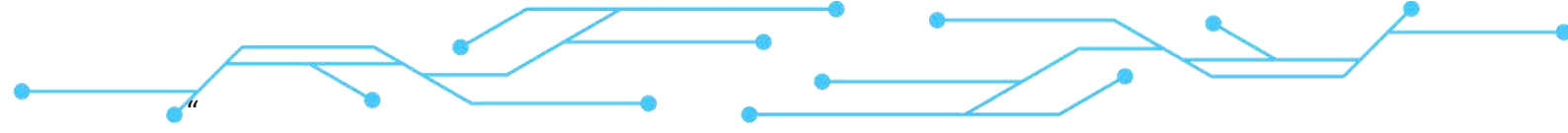
Methodology and methods:

- Self-reflection on expectations, fears and contributions;
- Group evaluation;
- Written evaluation form;
- Verbal evaluation.

Session flow:

I. Self-reflection on expectations, fears and contributions (15 minutes)

The session starts with an activity related to individual reflection on the expectations, fears and contributions set in the first working day. The trainer brings the flipchart papers with sticky notes on it from the first day and asks participants to find their paper in each flipchart (expectations, fears, contributions). When they find it, they have to remove the paper from the flipchart in case their expectations are met, their fears were not relevant to the overall experience, and their contributions



are filled. In case these aspects still stand, they leave the paper on the flipchart paper. Further discussions take place in case participants want to share.

II. Group reflection on learning and next steps (25 minutes)

The next evaluation activity is about the overall learning process. There are 4 flipchart papers with drawings or improvised objects designed in the form of a fridge, oven, washing machine and a bin. The trainer invites participants to use sticky notes to write their evaluation and place in each object/flipchart paper by using the following questions for instructions:

- What belongs in the fridge (Tools, thoughts, ideas that will not be used in the nearby future, but are useful for later stages?)
- What belongs in the oven? (Tools, thoughts, ideas that will be used soon after arriving at home?)
- What belongs in the washing machine? (Tools, thoughts, ideas that need to change a bit to fit to my working style and needs?)
- What belongs in trash? (Tools, thoughts, ideas that are not valuable and relevant for me and my work?)

They use 15 minutes to do this, and then the trainer shortly goes through each flipchart/object to read some of the evaluations by ensuring anonymity.

III. Written evaluation (20 minutes)

The written evaluation is one of the most important activities in this session as it allows participants to give a thorough evaluation on the following aspects: learning objectives, evaluation of trainers' performance and methods used, evaluation of the organisation's team, logistics and accommodation, as well as the group energy. The trainers have prepared an evaluation form by using digital tools and share it via email or social media groups. They give participants 20 minutes to conduct this evaluation.

IV. Verbal evaluation (30 minutes)

The final activity for evaluation is the verbal evaluation rounds. The trainer invites everyone in the plenary to briefly share their impressions on the programme and general experience during the training course. After everyone shares their impressions, the trainers are the last ones to add on this and then officially close the training course.

Materials needed: flipchart papers, post-it notes, pencils and pens, markers, digital devices for written evaluation (in case some of the participants cannot use their phones), internet connection.

Recommendations for future trainers multiplying this session:

- The organisers should prepare the written digital evaluation form in advance and test if it works or not. They should be able to assist/provide participants with a digital device in case someone needs it.

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