

Deliverable 2.3 - Report on training modules development

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I. Purpose of the Report

This document presents Report on training modules development (Deliverable 2.1. Curriculum (for training of partners) on social enterprises and WISEs management and Deliverable 2.2 Curriculum for impact management and measurement).

The aim of this Report is to explicit the reasoning of the development process of both before mentioned training modules.

This Report contains technical aspects of the process (description of the process, time, roles, the approach used in the creation) but also the content aspects (Curriculum structure, content overview, training principles, risks...) as well as the lessons learned from the process.

II. Rationale

Youth entrepreneurship in the Western Balkan region is not sufficiently developed nor supported in terms of quality education programs, availability of programs in business/social economy support structures, availability of resources and financial instruments for testing new ideas.¹

WISEs4Youth project's general objective is to develop training activities for social entrepreneurial skills development targeting potential young social entrepreneurs in Western Balkans. In order to contribute to this objective and goals, one of the key activities and deliverables are two Curricula:

- Deliverable 2.1. - Curriculum (for training of partners) on Social enterprises and WISEs management and

1

1.1 European Student Think Tank, 2022., Youth Entrepreneurship: A Policy Priority for Western Balkan Economic Recovery, <https://esthinktank.com/2022/01/10/youth-entrepreneurship-a-policy-priority-for-western-balkan-economic-recovery/>, Accessed: November 2022.

1.2 Group of authors, 2021., Supporting Youth Social Entrepreneurship in the Western Balkans and Europe, <https://www.diesis.coop/wp-content/uploads/2021/07/WB-SEA-Supporting-Youth-Social-Entrepreneurshipin-1.pdf>, Accessed: November 2022.



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- Deliverable 2.2 - Curriculum for impact management and measurement

Why we chose this Curriculum topics?

To begin with, numerous studies² indicate that enablers and supporters in social enterprises, including WISEs, often lack management and entrepreneurial skills. The first Curriculum on Social enterprises and WISEs management is designed to confer basic and general skills as well as knowledge for social entrepreneurs entering the field. It is by no means comprehensive enough to ensure success or guarantees complete knowledge of country-specific requirements that entrepreneurs might face. Its objective is to equip prospective entrepreneurs with the skills required to get started.

Nevertheless, being skilled is not enough to manage successfully. There is also the necessity to improve and present the work and values we create. Impact measurement and management can help us in shaping the improvements and presentation to stakeholders. Complementary to the increasing need for managerial/entrepreneurial skills, there is also a need to measure and manage social impact of (social) enterprises. The advantages of measuring and managing social impact are numerous: meaningful presentation of the organization's/enterprises work and a clear presentation of the value created, greater visibility and legitimacy of the organization, a basis for quality advocacy with decision makers and investors, and many others. The second Curriculum, Curriculum for impact management and measurement, is designed to increase the SIMM knowledge (Social impact measurement and management) of participants on the given topic and to hear/share their own experiences so they can practically apply it, creating a SIMM framework for their own example (organization, enterprise, project, program...). Numerous researches, articles, trends and even regulations “impose” the question of measuring and managing social impact as one of the key notions in the future.³

²

2.1 Group of authors / Project B-WISE, 2022., Report on trends and challenges for work integration social enterprises (WISEs) in Europe, https://www.bwiseproject.eu/Portals/bewise/OpenContent/Files/1130/B-wise_WP1_Research_Report-1.pdf, Accessed: November 2022.

³

3.1 Group of authors / Project SIM4CSOs, 2021., Comprehensive Report - Best practices and needs regarding Social Impact Measurement in CSOs, https://measuringimpact.eu/wp-content/uploads/2022/09/SIM4CSOs-IO1-Comprehensive-report_ENG.pdf, Accessed: November 2022.

3.2 Leonora Buckland & Lisa Hehenberger, 2021., Measuring Social Impact Can Help Foster a Stronger European Social Economy, https://ssir.org/articles/entry/measuring_social_impact_can_help_foster_a_stronger_european_social_economy, Accessed: November 2022.

3.3 Council of the EU, 2022., New rules on corporate sustainability reporting: provisional political agreement between the Council and the European Parliament, <https://www.consilium.europa.eu/en/press/press->



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Finally, the aim of the Curricula is to present material (theoretical and practical) and define the training content that will empower representatives of the project partners so that they can be the trainers for Social enterprises/WISEs management and SIMM (Social impact measurement and management) topic for direct users (targeting young representatives of WISEs) in their countries in order to be more ready and prepared as enablers and supporters in WISE enterprises.

III. Technical aspects of the Curricula development

Creating the Curriculum and this report is part of the activity in the Work Package 2 (WP2): Training Modules Concept.

According to the project application, the Lead partner responsible for the WP2 is ACT Group (AG). The partners (AG, SENT) who are in charge of creating the Curricula were selected according to their expertise and experience related to Curricula topics.

releases/2022/06/21/new-rules-on-sustainability-disclosure-provisional-agreement-between-council-and-european-parliament/, Accessed: November 2022.

3.4 Global Impact Investing Network - Dean Hand, Ben Ringel and Alexander Danel, 2022., GIINSight: Sizing the Impact Investing Market 2022, <https://thegiin.org/research/publication/impact-investing-market-size-2022/>, Accessed: November 2022.

3.5 Irene Bengo, Leonardo Boni, Alessandro Sancino, 2022., EU financial regulations and social impact measurement practices: A comprehensive framework on finance for sustainable development, <https://onlinelibrary.wiley.com/doi/10.1002/csr.2235>, Accessed: November 2022.

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Following table represents the Milestones and overview of the WP2:

Deliverable No	Deliverable Name	Lead Beneficiary	Type	Dissemination Level	Due Date (month)	Description
D.2.1	Curriculum (for training of partners) on Social enterprises and WISEs management	SENT	Document	Public	6 / September 2022.	Digital English 5 pages
D.2.2	Curriculum for impact management and measurement	AG	Document	Public	7 / October 2022.	Digital English 5 pages
D.2.3	Report on training modules development	AG	Report	Public	8 / November 2022.	Digital English, Serbian, Croatian, Slovenian, Albanian and Macedonian 15 pages

In order to develop the Curricula (and accompanying materials) following **co-creation process** phases were agreed:

Start / June 2022.

1. Drafting the approach and the first Curricula structure / AG and SENT
2. Sharing the Curricula Structure and Content draft with ENSIE / AG, SENT, ENSIE
3. Updating the Curricula (structure and the content) based on the first feedback / AG, SENT
4. Presenting and sharing the Curricula to all partners for reviewing/commenting / All project partners
5. Finalizing the Curricula and the materials – submitting the Curricula

End / October 2022.



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Following key activities/meetings were made:

1. 13th of May 2022. / Online project Kick-of Meeting, all partners

- an overview of the entire project, including WP2 was presented
- indicated deadlines for the Deliverables were set and potential issues/questions about Curricula were discussed
- further steps (with lead partners) in the development of WP2 were agreed – preparation phase

2. 7th of June 2022. / Online meeting, SENT, AG

- WP2 approach was discussed with SENT

3. 4th of July 2022. / Online meeting, SENT, AG, ENSIE

- the Structure and the Content of Curricula were discussed
- future steps regarding and deadline for the first drafts of Curricula were set

4. 17th of August 2022. / Online meeting, SENT, AG, ENSIE

- at the meeting, SENT, AG and ENSIE went through the Curricula drafts
- the Curricula additions that need to be made and the deadlines by which the full versions must be prepared in order to send/present them to the other project partners and submit them for commenting were agreed upon

5. 9th of September 2022. / Online meeting, all partners

- both SENT (Gregor) and AG (Darko) presented the created Curricula: SENT on the Curriculum (for training of partners) on Social enterprises and WISEs management (D.2.1) and AG on Curriculum for impact management and measurement (D.2.2)
- potential issues/questions about Curricula were discussed and initial feedback from the partners was collected

The project partners had the opportunity to comment on the Curriculum final version until the end of September. After that, Curricula were submitted.



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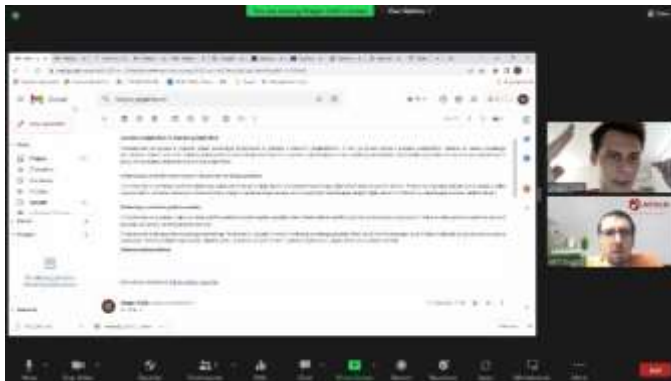
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It is important to say that the creation of the Curriculum took place in a co-creative process - the lead partners created the basic structure and content draft, while the other partners got involved by providing feedback - commenting and making suggestions for additions/changes. Coordination and communication around the creation of the Curriculum took place in an online environment - via e-mail, online meetings and collaboration tools (Office 365, MS SharePoint...).

Such an agreed division of roles (lead partners - setting up the structure and basic content, other partners - review and commenting/suggestions) and use of online environment (digital tools) helped us to be operational and to carry out activities within the given, project-defined deadlines.

Attachments/evidences:

7th of June 2022. / Online meeting, SENT, AG



4th of July 2022. / Online meeting, SENT, AG, ENSIE





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9th of September 2022. / Online meeting, all partners



KoM WISEs4Youth

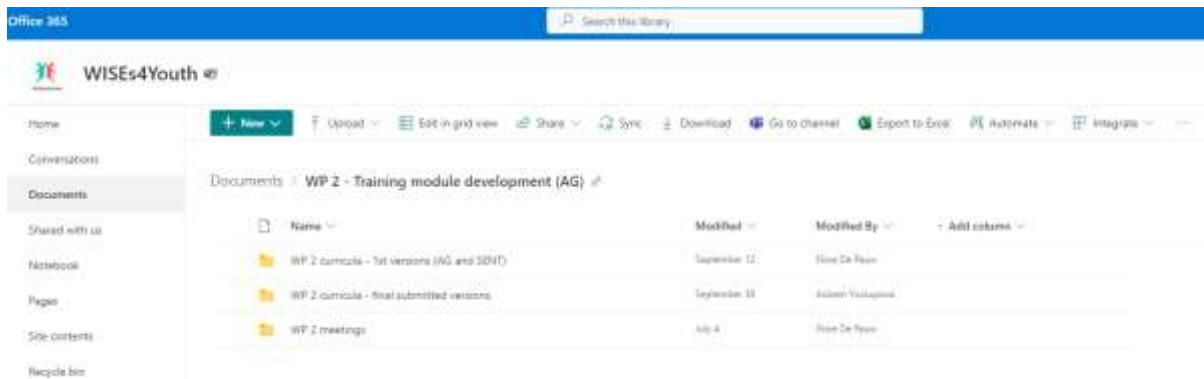
Agenda

9th of September, 10h – 12h30 CEST

Online - Teams

Time	Topic	Partner
10h00	Join Teams	
10h05	Welcome! Introduction of the agenda + A20a re-introduction as coordinator project	ENSE
10h20	WP 1: quality assurance plan: questions? – qualitative elements per partners – needs to be approved: individual conversations	ENSE
10h45	WP 2: presentation SENT and AG of curricula	SENT & AG
11h05	Feedback partners on WP 2 + internal deadlines	All partners
11h30	Communication documents: PBo + questions	ENSE
11h35	5 minute break	
12h00	Timing training modules and SV (what partner, when): decide on exact dates, general debate on overview events	All partners
12h15	Looking forward: January 2023 + next transnational project meeting	ENSE
12h25	Looking forward: implementation training module young people – how to reach them?	ENSE
12h30	AOB & questions	All partners

Structure of the WP2 folder on project SharePoint





IV. Content aspects of the Curricula development

As mentioned before, those two Curricula, together with the associated materials, represent the methodology and tools for the implementation of the 5-day training (3-day Management + 2-day SIMM training).

A. Structure of the Curricula

Firstly, according to the project application framework, initial feedback of the lead partner and the agreement between the partners who were in charge of creating the Curricula (AG, SENT), the following structure of both Curricula was agreed:

- **Introduction / short description of the Curriculum** – basic information about the curriculum and why it was prepared
- **Goals / Objectives** – the purpose of the Curriculum and what we want to achieve with participants and to which questions we want to answer
- **Participants** – information about the desired participants (number) for the training based on the Curriculum
- **Competences** – information about the recommended / required competencies of training participants and lecturers
- **Content** – basic day-by-day overview of topics covered in the training
- **Duration** – information about the total/day-by-day duration of the training
- **Methodology / Training strategies** – information about the used approach for the training
- **Training Materials (in D.2.2 only)** – briefly describes some characteristics of the materials and approaches that will be used
- **Description** – a more detailed day-by-day time frame and an overview of the topics covered on training days

After the Curricula structure was defined and confirmed, AG and SENT started working on it in more detail.

Both Curricula were prepared in English language on at least 5 pages (as defined in the project application) and follow the aforementioned structure.



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Following table shows the basic differences and characteristics of each Curriculum:

Curriculum	Curriculum (for training of partners) on Social enterprises and WISEs management	Curriculum for impact management and measurement
Duration	3 days training 6 hours of effective work per day	2 days training 6 hours of effective work per day
Participants	25 participants from the following groups: <ul style="list-style-type: none"> • Direct: Representatives of project partners – Trainers who will conduct training on SIMM in partner countries • Indirect: Representatives of WISEs – Young people who have enabler or supporter role in WISEs and will participate in the SIMM training 	25 participants from the following groups: <ul style="list-style-type: none"> • Direct: Representatives of project partners – Trainers who will conduct training on SIMM in partner countries • Indirect: Representatives of WISEs – Young people who have enabler or supporter role in WISEs and will participate in the SIMM training
Content	<p>1st day</p> <ul style="list-style-type: none"> • Social entrepreneurship vs. Classic entrepreneurship • Inclusion of vulnerable groups <p>2nd day</p> <ul style="list-style-type: none"> • Business skills: Your market and your presentation <p>3rd day</p> <ul style="list-style-type: none"> • Business skills: Financial literacy 	<p>1st day</p> <ul style="list-style-type: none"> • Introduction and presentation of the purpose of the training • Purpose, context and concept of SIMM, SIMM cycle • Basic SIMM logic - Value creation • Key SIMM principles • Key SIMM questions and challenges • SIMM Trends, approaches and tools • <i>Open questions and closure of the first day</i> <p>2nd day</p> <ul style="list-style-type: none"> • Key steps in developing your own SIMM framework



		<ul style="list-style-type: none"> • Practical work (Theory to practice) - Developing your own SIMM framework and implementation plan • Open questions – thematic (SIMM related) and technical (implementation of training with WISE representatives) • <i>Closing of the training</i>
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B. Content covered / objectives

As can be seen from the table, 2 Curricula represent the basis for the implementation of the training that lasts 5 days in total. Training is divided into two parts (each is based on a separate Curriculum) as following:

1st Part – three (3) day training on Social enterprises and WISEs management with the following objectives:

1. Social entrepreneurship vs. Classic entrepreneurship - Learn about the differences between what a social enterprise is and does and how it differs from a “classic”, non-social enterprise.
2. Inclusion of vulnerable groups - Be informed on the importance of employment for vulnerable groups.
3. Business skills - your market and your representation: Understand how to establish a WISE in practice. Examine the market for WISEs and see how existing social enterprises market themselves.
4. Business skills - Financial literacy: Master the very basics of business financial literacy.

2nd Part – two (2) day training on impact management and measurement with the following objectives:

1. Understand what a (Social) Impact Measurement and Management (SIMM) is
2. Recognize the benefits, opportunities and challenges of implementing SIMM in your own environment (and WISE)



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3. Get to know new approaches/methodologies/tools
4. Be able to develop a SIMM framework and implement it in your own environment - measure social/environmental outcomes and impact
5. Be ready to transfer the acquired knowledge to others

Detailed description and the day-by-day content is covered in the Curricula and related materials/presentations for the training that are already developed.

C. General principles of training

The design of the Curricula takes into account not only the aspects of the content that needs to be presented to participants but also the way of its implementation.

Curricula were designed with a focus on project partners. After the participation and completion of the training conducted according to the prepared Curricula, partners should be able to adopt the theory and practical knowledge in order to present it and transfer it to the WISE representatives, in their specific environment/organizations/ countries.

Taking into account comments and feedback of partners, the following general principles were defined and guided us in creating the Curriculum for training:

- estimated level of the subject matter (represented in the training and related materials) is beginner to an intermediate level as well as the use of simple language (without too many technical expressions)
- training (and materials) should consist of theory but also practical parts and examples of good practice
- training should cover topics in general and be adapted to EU standards. Some parts/materials could be specifically adjusted according to the national context (this is under the responsibility of each project partner) and makes the Curriculum modular
- participation of trainees will be necessary during the training (5 days) and they will be able to use training materials/tools after the training
- training should include both individual and group work
- trainers will promote activities in which the trainees will be able to interact and exchange experiences and knowledge – safe, stimulating and active environment led by a trainer



Although the draft content and learning objectives were defined according to the identified needs of the target group, the content was also parallelly adapted/shaped to the identified principles and risks (described in the next chapter). Such parallel approach should result in training that, on the one hand, meets needs related to the content, and on the other hand, is sufficiently practical and simple to implement without excessive risks.

Also, if necessary, the materials prepared for the training are subject to minor changes until the implementation of the training with final beneficiaries – representatives of WISEs. Materials are potentially subject to change based on the information collected during the pilot testing with representatives of the project partners (at the beginning of 2023) and evaluation of the training.

D. Potential risks and mitigations of training

In addition to the previously mentioned principles that should be adhered to when designing the Curriculum/training, together partners also identified potential risks related to the application of the Curriculum - the implementation of the 5-day training.

The following table shows the identified potential biggest risks and proposed mitigation measures:

RISK	MITIGATION MEASURES
5 days of training in a row is quite burdensome and challenging for the participants - in terms of motivation but also the time they can spare for training	<ul style="list-style-type: none"> - the training should ensure enough free time for participants and/or incorporate some other fun/study visit content - the training is divided into two parts <ul style="list-style-type: none"> - it is possible to hold the training according to the model: 1st part 3-day / a break of several days / 2nd part 2 day
Recruiting the training participants (WISE representatives)	<ul style="list-style-type: none"> - each organization should first check in its own portfolio whether it has potential participants with whom it has already worked



	<ul style="list-style-type: none"> - if necessary, partner with other organizations to obtain candidate recommendations
Too different knowledge level and needs of participants	<ul style="list-style-type: none"> - estimated level of the subject matter (represented in the training and related materials) is beginner to an intermediate level - pre-questionnaire is advisable to check the level of knowledge and need
Specificities of each country (which should be taken into account)	<ul style="list-style-type: none"> - the training is designed in a modular way that certain parts of the training/material can be adapted to the specifics of each country (it is under the responsibility of each partner)

In order to avoid additional risks caused by the specifics of each country, the project partners are able to adjust the training implementation process to a lesser extent as needed (e.g. the process of recruitment/selection of participants, individual parts of the material, etc.)



V. Evaluation and quality assessment of the Curricula

Evaluation and quality assessment of the Curricula is defined and incorporated in the separate section of the project Quality Assurance and Internal Evaluation document. Evaluation and quality assessment of the WP2 and Curricula will be done on 2 levels:

Quantitative measurement:

Unit of measurement and baseline: creation of 2 training modules, replicability, and applicability to the target group.

Target values: At least two training modules in 5 partners' countries for training delivered for a total of 10 training modules replicated.

Qualitative measurement:

1st training module: Training module must cover all important aspects of skills development for youth leading SE and/or WISE, meaning the difference between regular and social entrepreneurship, the inclusion of vulnerable groups, business skills and financial literacy. The training should give sufficient attention to the more technical aspects related to financial management.

2nd training module: The second training module is to be developed by partner experienced in social impact measurement and management. Previously collected knowledge and practical experience are to be collected in comprehensive training module. Concrete tools to execute social impact measurement should be included.

Sufficient coordination between partners must be ensured (T2.2): AG will organize a meeting with all partners to timely collect specific needs related to the content. Moreover, every output should be shared with all the partners in time, meaning that the project partners have at least two weeks to check the documents before the internal deadline.

Quality and clarity of training modules concept (as evaluated by all partners). All partners should give their approval on the 1) content of the Curricula, 2) the clarity and 3) the feasibility to bring them into practice. Approval on Curricula was already done and we will have an additional evaluation after we test the Curriculum through pilot training (planned for the first month of 2023) with partner's representatives.



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Related to the pilot implementation, evaluation and quality assessment will be also contained in the following documents of work package WP 4 Training and implementation:

- Deliverable 4.1 Questionnaire on satisfaction
- Deliverable 4.2 Report on training completion
- Deliverable 4.3 Final report on training

No stigmatization and ethnic, gender profiling in any activity; focus on youth diversities.

Feedback questionnaires will be shared at the end of every event, training activity and organized study visit.

Feedback on Curricula was collected from partners and based on it, this Report is drafted and translated in partners' languages (English, Serbian, Croatian, Slovenian, Albanian and Macedonian).

VI. Future steps in Curricula development / implementation

After the development of Curricula and materials, here are the planned steps to follow and through which Curricula will be further discussed and developed:

1. Possible minor refinement of the training material before the pilot testing (by the end of 2022.)
2. Arrangements and preparation for training pilot testing with representatives of project partners (by the end of 2022.)
3. Pilot testing and evaluation and refinement of Curricula and materials (planned for January 2023.)
4. Implementation and evaluation of the Curricula in each country by the project partners (by the end of April)
5. Finalization of the Curricula and the training materials based on evaluations in each country (by the end of May.)



VII. Learning from the Curricula development process

Through Curriculum development, we have gathered/confirmed some learning points to highlight:

- for the sake of practicality and operability of such Curriculum development processes (materials, publications, etc.), it is practical for the core (expert) team to prepare the structure and at least the first version of the material, which are then subject to comments and changes by all partners
- the use of digital technologies also contributes to operability and practicality
- topics should be approached theoretically (clear and concise, not too long lectures/presentations) and practically (a lot of good examples, practical exercises, group work, personal reflections, knowledge/experience sharing, learning points highlighting...) and practical should be on par or even bigger than theoretical
- parallel forward-thinking approach - development of the Curriculum and materials in parallel with the reflection on the implementation in terms of the framework and factors but also the training itself
- it is necessary to leave some space for the specifics of each country