



PR3 Implementation of Capacity building programme

Guidelines for trainers

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**Rural Women's Empowerment
through Green Social
Entrepreneurship**



**Co-funded by
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Introduction

Background of the training curriculum for “rural women’s empowerment through green social entrepreneurship” & info about WEGREEN project

Rural Women’s Empowerment through Green Social Entrepreneurship (WE-GREEN) is a two-year project, February 2022-February 2024, funded by the Erasmus+ programme of the EU (project no. 2021-1-RO01-KA220-ADU-000026954). The WE-GREEN project’s goal is to foster green social entrepreneurship among women in rural communities through education in the form of practical local programs, which is the project's main objective. The project aims at bridging the “gap” in the educational system between the need for new green skills and entrepreneurial skills and the lack of adequate educational content for the development of such skills, through an innovative training course for teachers in delivering green social entrepreneurship education, utilizing blended learning methodology. The specific objectives of the project were: a) Building awareness in rural areas about women and green entrepreneurship as vehicles of the empowerment of local communities; b) Building the capacities of formal & non-formal educators in a rural area on green social entrepreneurship for women; c) Design & implementation of local programmes aiming at empowering women in rural area through green social entrepreneurship and d) Develop guidelines for stakeholders at local, national and European level about needed measures for building an enabling environment for women’s entrepreneurship in the rural area.

To bring about this goal, the consortium of partners designed several actions and activities:

- National and transnational research on the identification of green social entrepreneurship models in two categories of knowledge base repository on rural women’s green social entrepreneurship, necessary for the preparation of the upcoming activities: 1) to identify the exact needs and challenges for upskilling and reskilling to be part of green transition that women living in the rural areas face in all participating countries (Romania, Slovenia, Cyprus and Serbia and at EU level), and 2) to identify good practices on empowering rural women for green economy at the local level, having entrepreneurial spirit and training in their core.
- An analysis of the national context of each participating country and of the European context, detailed insights on the specific needs of rural women and the challenges they face, the educators’ skills and competencies for green transition.
- The research aimed at developing a sound and updated knowledge base repository on rural women’s green social entrepreneurship, necessary for the preparation of the upcoming activities. Two specific objectives guided the research: 1) to identify the exact needs and challenges for upskilling and reskilling to be part of green transition that women living in the rural areas face in all participating countries (Romania, Slovenia, Cyprus and Serbia and at EU level) and 2) to identify good practices on empowering rural women for green economy at the local level, having entrepreneurial spirit and training in their core.

- Preparation of training material and platform targeting the needs of women living in rural areas and the respective skills and competencies that educators (formal and non-formal) working with them should have to effectively support them in the green transition. Identify specific needs of rural women and the challenges they face in empowering women's entrepreneurship in rural areas.
- Identify educators' skills and competencies for green transition and the training programs available for women in rural areas aimed to foster social green entrepreneurship initiatives.
- Training programs have a greater orientation towards the development of local, personal, family initiatives that combine elements of social entrepreneurship, green entrepreneurship (types, forms, rationale etc.), business plan development, risk management, and business management case studies that act as barriers or challenges in women's initiatives in business development.
- Research, including case studies, at transnational European level on best entrepreneurial development stories - including transfer of knowledge.
- Research on country specific situations covering the topics of social entrepreneurship and social enterprises.
- Policy briefs, one for each partner country (Romania, Slovenia, Cyprus, Serbia) with recommendations on social entrepreneurship.
- A training activity for staff

Objectives of the training curriculum

Task 1: Training of Trainers. The first task is to involve the training of the trainers that will implement the capacity building programme. **For this purpose, 5 trainers per implementing country (20 trainers in total) will follow a 3-day transnational webinar (facilitated by the online tool), receiving training coming from the network of the partnership.** During this session, they will become familiar with the newly developed curriculum, as well as with the support material. Communication between the experts and the trainers will continue also after the completion of the webinar, allowing the trainers to refer to the experts for support, whenever deemed necessary. Diesis Network will contribute to the implementation of the webinar taking care of the social entrepreneurship dimension of the training. The training will be done in English.

Task 2: **Selection of the participants. In parallel to the training of trainers' programme, the trainees – formal and non-formal educators working with women in rural communities in all 4 implementing countries will be selected. This will be accomplished through the launch of an open call for participants and by mobilizing the network of associated partners of all consortium partners (mainly local Authorities, organisations supporting rural development, intermediaries of social economy organisations). In this way, 10 formal and non-formal educators per country will be selected for following this capacity building programme.** In case of high interest, the consortium will extend the number of participants, wherever deemed necessary.

Task 3: Implementation of the capacity building programme. Following the completion of Tasks 1 and 2, **the capacity building programme will take place in Romania, Cyprus, Slovenia and Serbia. Approximately 10 participants per country will receive training on how to design and implement effective measures and interventions for fostering green social entrepreneurship among women in rural areas. Participants will include mainly formal and non-formal educators coming either from local organisations or local Authorities, while the session will be open to any other professionals or institutional stakeholders that**

would like to participate (e.g., civil servants working in local social Agencies, Law Enforcement Officers, Municipality, etc.). As presented above, this training will follow a blended methodology, including both face-to-face classroom sessions (approximately 30% of the overall programme) and also digital/virtual classes (approximately 70% of the overall programme). The whole training programme will last 3 days, while the online platform will remain available for the trainees after the completion of the training, in case they want to communicate with the trainers. 20 trainers trained in the T1 will contribute to delivering the capacity building programme at the local level with the trainers of the implementing partner organisations. This training will be done in the national language.

Task 4: Evaluation – Finalisation of the capacity-building curriculum. An evaluation will be made at the completion of the pilot delivery of the capacity building programme (both from the trainers and the trainees). All participants will be asked to complete online evaluation questionnaires and their feedback will be analysed by the project team. Based on conclusions that will be made, the curriculum will be finetuned and finalised, in case there is a need to, while the online capacity-building tool might be also optimised. Given its strong commitment to driving innovation and entrepreneurship in the local and broader Mediterranean rural region, the University of Primorska will lead this project results and coordinate with the partners to implement the capacity building programme.

Information about partners, funders

The project partners are:

- Center for Not-for-Profit Law (CLNR)
- University of Primorska – Slovenia
- Diosis Coop – Belgium
- BK – Germany
- SYNTHESIS Center for Research and Education - Cyprus
- Mladi Ambasadori - Serbia

The training guidelines for trainers

The training guidelines as supporting material for trainers consist a chapter with useful information for a trainers' training women in rural green social entrepreneurship and a component with practical activities that can be used in the trainings.

In addition, four modules of training materials were also prepared in PR2. The four modules of training materials cover the following subjects:

Module 1: Green Skills

Module 2: Social Entrepreneurship

Module 3: Soft Skills

Module 4: Adult training techniques and best practices for upskilling women in rural areas in the field of green skills, social entrepreneurship and soft skills

All the outputs form together a full suite of educational resources and materials on the above subjects to create innovative trainings.

THE TRAINING CURRICULUM WITH PRACTICAL ACTIVITIES AND INFORMATION FOR A TRAINERS' TRAINING WOMEN IN RURAL GREEN SOCIAL ENTREPRENEURSHIP

The training curriculum aims to provide guidance for the trainings with the goal to empower rural women knowledge and skills by learning all steps and tools of the social incubation business models matching the community realities. A component with practical activities is also integrated in the trainings.

The entrepreneurship concept is applied in the rural women's empowerment in the most effective way, where the participants get involved as active listeners and share their ideas:

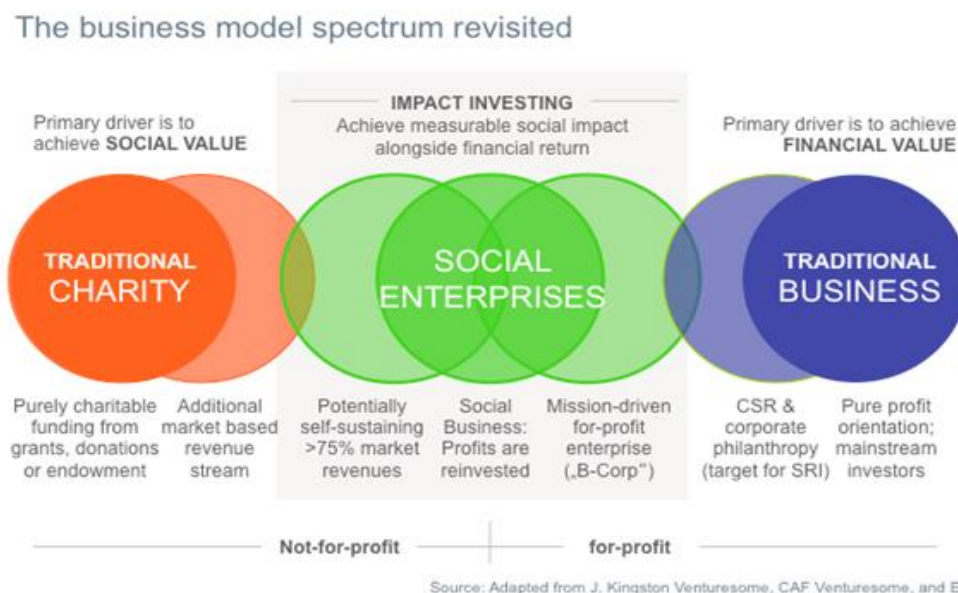
- to increase the number of women entrepreneurs in the rural area,
- to contribute to the equality between men and women regarding to the working life and the rights.

A contribution is provided to better understand entrepreneurship, green and social entrepreneurship concepts in societies with international cooperation of institutions that work in green women social entrepreneurship. The objective is to strengthen rural women contribution to the green rural development and to increase the key competences of individuals, particularly rural women that work in the green rural social entrepreneurship.

1. Social Enterprises spectrum

The social enterprises spectrum (Figure 1) includes a variety of organisations from non-profits that carry out economic activities, to cooperatives, mutual or limited liability organisations with social aims.

Figure 1. Social enterprises spectrum



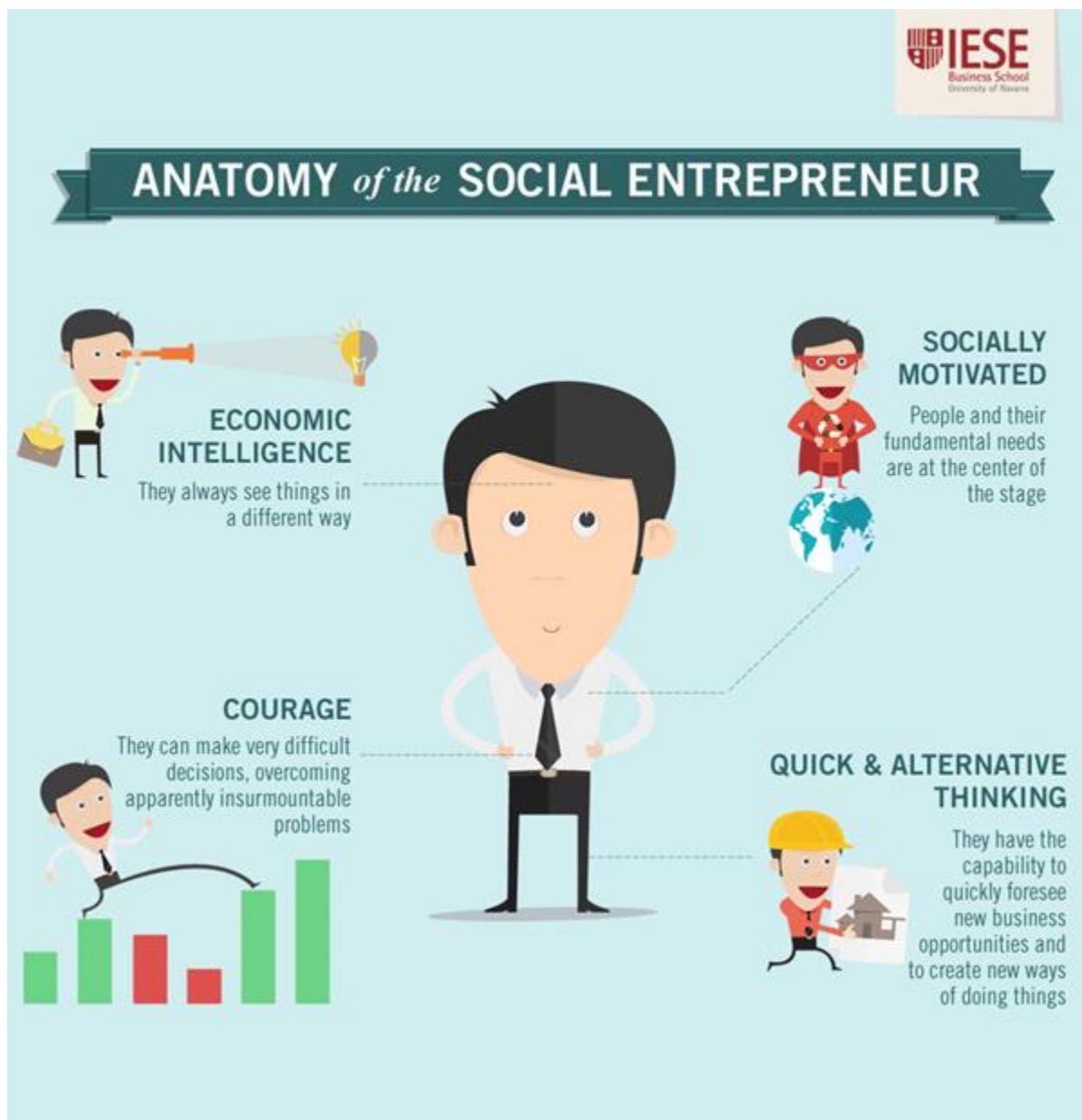
Source: <https://impactenterprises.org/impact-stories/can-social-entrepreneurship-succeed/>

2. Social Entrepreneur

Social entrepreneur is a person who establishes an enterprise (NGO, limited liability company, cooperative, mutual) with the aim of solving social problems or effecting social change (Figure 2).

According to the Social enterprises and their ecosystems in Europe, Comparative synthesis report (European Commission, 2020) defines that social entrepreneurship has a more individual connotation, while social enterprise underlines the role of community and collective endeavours.

Figure 2. Characteristics of Social Entrepreneur

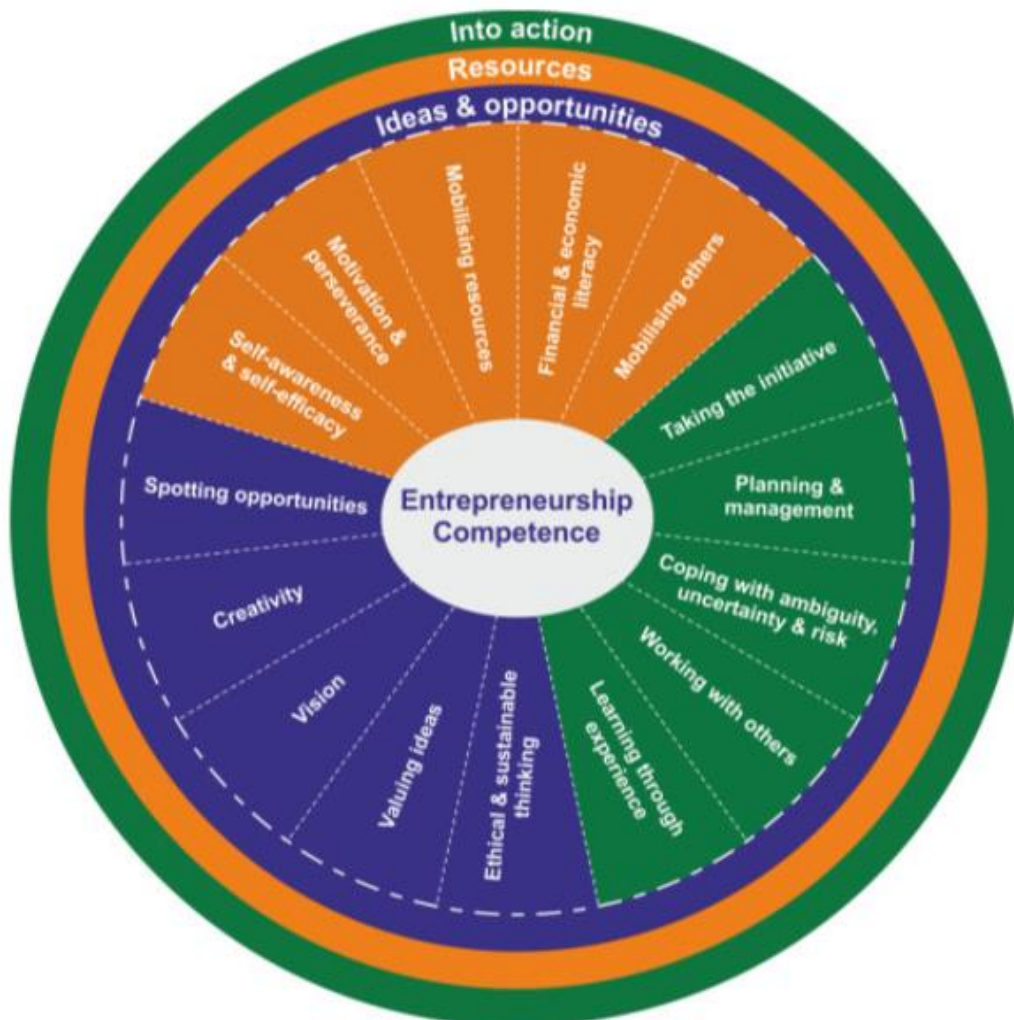


Source: Antonino Vaccaro, IESE Business School, University of Navarra,
<https://blog.iese.edu/ethics/2016/03/17/anatomy-of-a-social-entrepreneur/>

EntreComp defines entrepreneurship as *“The capacity to act upon opportunities and ideas, and transform them into value for others. The value that is created can be financial, cultural or social.”* Based on this definition, EntreComp identifies three competence areas (Figure 3):

- ideas and opportunities
- resources
- into action

Figure 3. Entrepreneurship competences



Source:

<https://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf>

The 15 competences are interrelated and interconnected and should be treated as parts of a whole. The framework implies that entrepreneurship is a competence made up of 15 building blocks.

3. Needs assessment

Figure 4 presents steps in needs assessment. Activities for increasing women entrepreneurship in rural areas can be linked to:

- More favorable environment for women's entrepreneurship.
- Support mechanisms and networking advocating for women's entrepreneurship.
- Empowerments of rural women's entrepreneurial and managerial skills.
- Improvements in development of gender-sensitive financial, business and other support services.

Figure 4. Steps in needs assessment



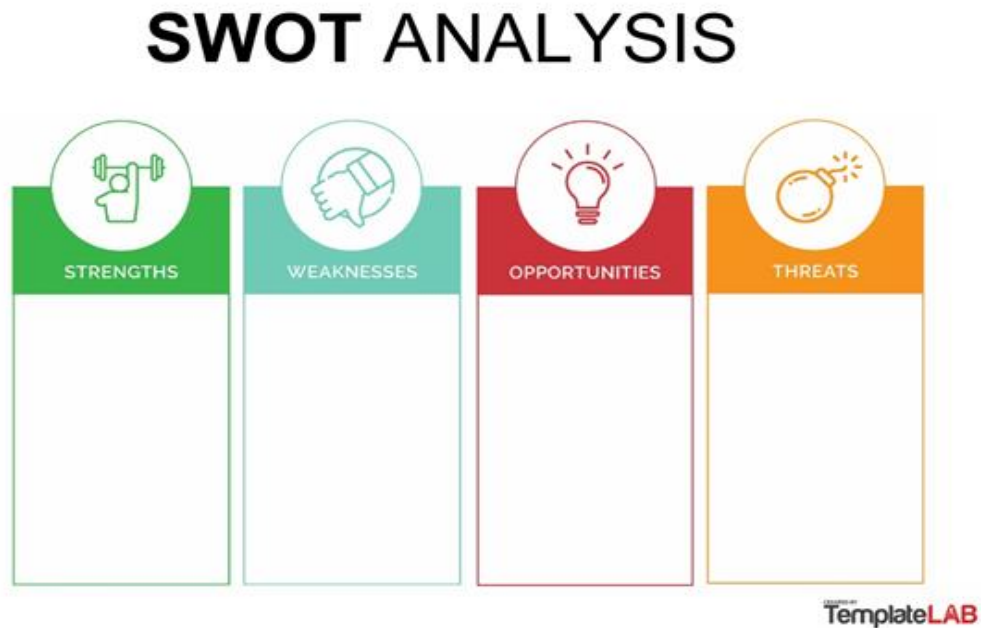
Source: Australian Institute of Family Studies, Needs assessment: A tool for program planning and community building, https://aifs.gov.au/cfca/sites/default/files/needs_assessment_webinar_-_final.pdf

4. SWOT analysis

SWOT analysis (Figure 3) is one of techniques for assessing internal and external factors in a needs assessment process and a design process. SWOT is an acronym for **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats. Strengths and weaknesses are internal factors while threats and opportunities are external ones.

- 1. Strengths:** The internal positive characteristics, both intangible and tangible, of a community
- 2. Weaknesses:** A disadvantage to community compare to others, deficiencies
- 3. Opportunities:** Grab the external factors which can benefit a community
- 4. Threats:** Fear of possible changes in environmental factors and laws which can negatively affect the community

Figure 5. SWOT analysis template



Among possible constraints for women entrepreneurship in rural areas can be different internal and external factors such as:

- Legal and regulatory frameworks, social norms and stereotypes preventing women to start and consolidate competitive and viable businesses.
- Possible barriers to rural women in education, training, information and job markets.
- Limited access to financial and business services that can affect setting up, entry, survival and the growth of rural women's businesses.
- Some women-led businesses can be informal and specific types that can have difficulties to meet the decent work requirements.

5. The design thinking process: a mindset for social entrepreneurs

Introduction to the process and explanation of its core principles with benefits for social entrepreneurs.

Human-centered design is a creative approach to problem solving. It is a process that starts with the people you are designing for and ends with new solutions that are tailor made to suit their needs. Human-centered design is all about building a deep empathy with the people you are designing for; generating tons of ideas; building a bunch of prototypes; sharing what you have made with the people you are designing for; and eventually putting your innovative new solution out in the world.

Human-centered design consists of three phases. In the Inspiration Phase you will learn directly from the people you are designing for as you immerse yourself in their lives and come to deeply understand their needs. In the Ideation Phase you will make sense of what you learned, identify opportunities for design, and prototype possible solutions. In the Implementation Phase you will bring your solution to life, and eventually, to market. You will know that your solution will be a success because you have kept the very people you are looking to serve at the heart of the process.



Mindsets

Source: <https://www.dreamstime.com/illustration/mind.html>

Human-centered design is as much about your head as your hands. These Mindsets explore and uncover the philosophy behind the approach to creative problem solving, and show that how you think about design directly affects whether you will arrive at innovative, impactful solutions. People who want to innovate their work and create better experiences, products and services for their users or customers might benefit from applying certain attitudes that can empower their thinking and creativity. Unlike a traditional entrepreneur, a social entrepreneur, who seeks to solve problems in the community, is loaded with broader challenges, which determines him to know and adapt to new ways of thinking, new mindsets.

In addition, a collection of design thinking mindsets is provided from leaders IDEO, Stanford d.school, and PDMA to inspire social entrepreneurs activities.

- **Mindset 1: Learn from Failure** (Tim Brown CEO, IDEO)

Failure is a powerful tool for learning. Designing experiments, prototypes, and interactions and testing them is at the heart of human-centered design. It is an understanding that not all of them are going to work. As we seek to solve big problems, we are bound to fail. But if we adopt the right mindset, we will inevitably learn something from that failure. Human-centered design starts from a place of not knowing what the solution to a given design challenge might be. Only by listening, thinking, building, and refining our way to an answer do we get something that will work for the people we are trying to serve. Failure is an inherent part of the process because we will just never get it right on our first try. In fact, getting it right on the first try is not the point at all. The point is to put something out into the world and then use it to keep learning, keep asking, and keep testing. When human-centered designers get it right, it is because they got it wrong first.

- **Mindset 2: Make It** (Krista Donaldson, CEO, D-Rev)

When the goal is to get impactful solutions out into the world you cannot stay in the realm of theory. You have to make your ideas real. Human-centered designers are doers, tinkerers, crafters, and builders. We have a bias toward action, and that means getting ideas out of our heads and into the hands of the people we are looking to serve. We make using anything at our disposal, from cardboard and scissors to sophisticated digital tools. In the end, it does not matter what you use, or how beautiful the result is, the goal is always to convey an idea, share it, and learn how to make it better.

- **Mindset 3: Creative Confidence** (David Kelley, Founder, IDEO)

“Creative confidence is the notion that you have big ideas, and that you have the ability to act on them.”

Creative confidence is the belief that everyone is creative, and that creativity is not the capacity to draw or compose or sculpt, but a way of approaching the world. Creative confidence is the quality that human-centered designers rely on when it comes to making leaps, trusting their intuition, and chasing solutions that they have not totally figured out yet. It is the belief that you can and will come up with creative solutions to big problems and the confidence that all it takes is rolling up your sleeves and diving in.

- **Mindset 4. Empathy** (*Emi Kolawole, Editor-in-Residence, Stanford University d.school*)

“I can’t come up with any new ideas if all I do is exist in my own life.”

Empathy is the capacity to step into other people’s shoes, to understand their lives, and start to solve problems from their perspectives. Human-centered design is premised on empathy, on the idea that the people you are designing for are your roadmap to innovative solutions. All you have to do is empathize, understand them, and bring them along with you in the design process. Immersing yourself in another world not only opens you up to new creative possibilities, but it allows you to leave behind preconceived ideas and outmoded ways of thinking. Empathizing with the people you are designing for is the best route to truly grasping the context and complexities of their lives. But most importantly, it keeps the people you’re designing for squarely grounded in the center of your work.

- **Mindset 5. Embrace Ambiguity** (*Patrice Martin, Creative Director and Co-Lead, IDEO.org*)

“We may not know what that answer is, but we know that we have to give ourselves permission to explore.”

Human-centered designers always start from the place of not knowing the answer to the problem they are looking to solve. And though that is not particularly comfortable, it allows us to open up creatively, to pursue lots of different ideas, and to arrive at unexpected solutions. By embracing that ambiguity, and by trusting that the human-centered design process will guide us toward an innovative answer, we actually give ourselves permission to be fantastically creative. It is not easy not knowing the answer; and even less so not even knowing the right questions to ask. But if we knew the answer when we started, what could we possibly learn? How could we come up with creative solutions? Where would the people we are designing for guide us? Embrace ambiguity actually frees us to pursue an answer that we cannot initially imagine, which puts us squarely on the path to routine innovation and lasting impact.

- **Mindset 6. Optimism** (*John Bielenberg, Founder, Future Partners*)

“Optimism is the thing that drives you forward.”

We believe that design is inherently optimistic. To take on a big challenge, especially one as large and intractable as poverty, we have to believe that progress is even an option. If we did not, we would not even try. Optimism is the embrace of possibility, the idea that even if we do not know the answer, that it is out there and that we can find it. Human-centered designers are persistently focused on what could be, not the countless obstacles that may get in the way. Constraints are inevitable, and often they push designers toward unexpected solutions. But it is our core animating belief that shows just how deeply optimistic human-centered designers are: Every problem is solvable.

- **Mindset 7. Iterate, Iterate, Iterate** (*Gaby Brink, Founder, Tomorrow Partners*)

“What an iterative approach affords us is that we gain validation along the way...because we’re hearing from the people we’re actually designing for.”

Human-centered design is an inherently iterative approach to solving problems because it makes feedback from the people’s we are designing for a critical part of how a solution evolves. By continually iterating, refining, and improving our work we put ourselves in a place where we will have more ideas, try a variety of approaches, unlock our creativity, and arrive more quickly at successful solutions. We iterate because we know that we would not get it right the first time. Or even the second. Iteration allows us the opportunity to explore, to get it wrong, to follow our hunches, but ultimately arrive at a solution that will be adopted and embraced. We iterate because it allows us to keep learning.

Human-centered design is innovation inspired by people.

Human-centered design taps into the creative abilities we all have, that typically get overlooked by more conventional problem-solving practices. It relies on our ability to be intuitive and to recognize patterns, to construct ideas that are emotionally meaningful as well as functional, and to express ourselves through means beyond words or symbols.

Human-centered design is a process used across industries and sectors. It is inspired by behaviours rather than demographics, takes place in natural contexts versus controlled settings, and relies on dynamic conversations rather than scripted interviews. Ultimately, it is a process that helps teams transform difficult challenges into desirable solutions—all through design.

It is Empathetic. Human-centered design begins from a deep understanding of the needs and motivations of people—the parents, neighbours, children, colleagues, and strangers who make up a community.

It is Collaborative. Several great minds are always stronger than just one. Human-centered design benefits greatly from the views of multiple perspectives, and others’ creativity bolstering your own.

It is Optimistic. Human-centered design is the fundamental belief that we can all create change—no matter how big a problem, how little time, or how small a budget. No matter what constraints exist around you, designing can be a powerful process.

It is Experimental. Expecting perfection makes it hard to take risks and limits the possibilities to create more radical change.

Human-centered design is all about experimenting and learning by doing. It gives you the confidence to believe that new, better things are possible and that you can help make them a reality.

Design Thinking for Social Innovation

Designers have traditionally focused on enhancing the look and functionality of products. Recently, they have begun using design tools to tackle more complex problems, such as finding ways to provide low-cost health care throughout the world. Businesses were first to embrace this new approach - called Design Thinking – now non-profits are beginning to adopt it as well.

6. Business idea Vision

Among useful information for a trainer’s training women in rural green social entrepreneurship can be examples of green social entrepreneurship in rural areas. They can be found in different activities,

particularly in agricultural production and eco-farming, on-farm supplementary activities such as processing of agricultural products, farm-tourism and econ-tourism, cultural and other farm and rural tourism, production and sale of arts and crafts, micro- and small-industrial businesses. The business idea vision should include project components such as:

- Aim/Mission
- Structure and Management
- Product/Services
- Location
- Concept
- Market and competitors
- Financial Sources/Types of funding
- Short term goals
- Long term goals
- Risks

Key points to guide you throughout the development of your business idea Vision & Mission Statements.

QUESTIONS TO ANSWER	VISION STATEMENT	MISSION STATEMENT
General	<ul style="list-style-type: none"> • Why will/would your business exist? • Where do you see yourself in the future? • What are your long-term core values and plans? • How do you want society to view your business? 	<ul style="list-style-type: none"> • What are your responsibilities and commitments to your clients? • What is your business culture? • How will you accomplish your vision in practice?
Time frame	3 – 10 years or more in the future.	The present plus 1 – 5 years in the future.
Purpose	They direct major company decisions and help form the mission statement and operational objectives.	They help direct daily operations decisions and serve as a guide in terms of customer service and goals.
Key points	<p>Your vision statement should give customers, partners, future employees and society a clear image of your company's purpose.</p> <p>Company culture and values should be clear in your vision statement and it should provide room for growth since it won't change much over time.</p>	<p>Your mission statement should differentiate you from other similar companies. Why is your idea better? How will you deliver more timely products or higher quality services?</p> <p>Your mission statement may change as your market shifts or your business expands.</p>

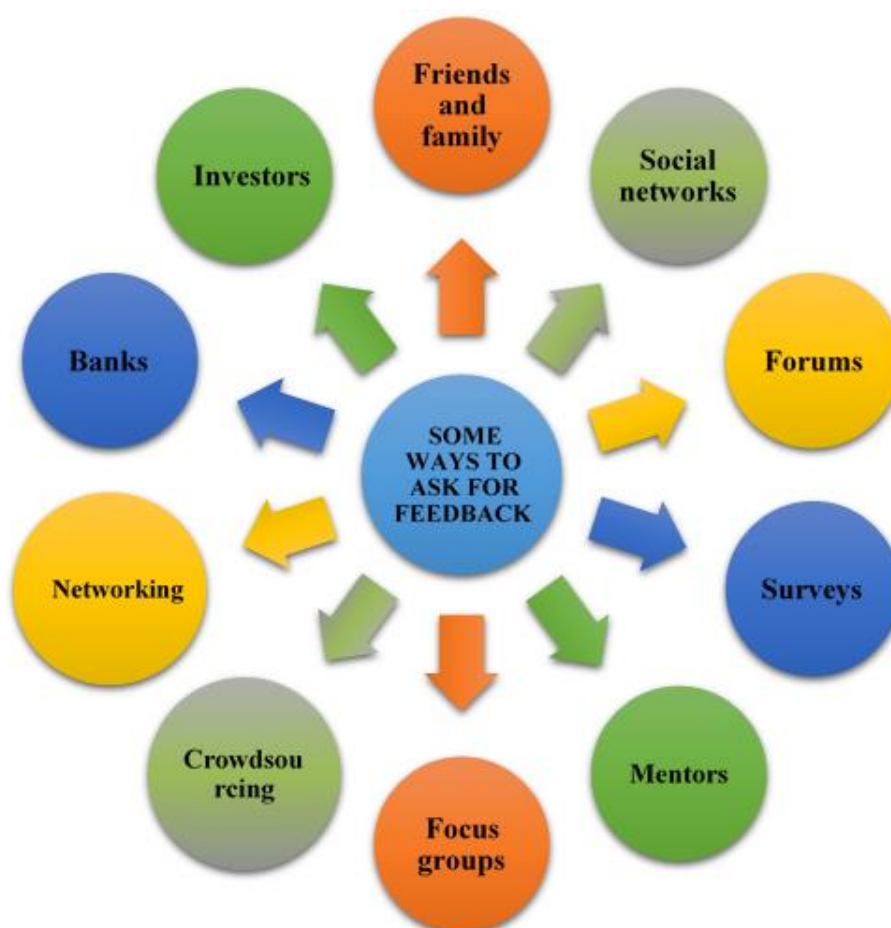
Wording

Use strong, vivid words to communicate your vision. A vision statement should be inspirational and practical.

What are your responsibilities and commitments to your clients? What is your business culture? How will you practically accomplish your vision?

Source: <https://wegrowideas.eu/boosting-the-development-social-entrepreneurship-in-local-communities/>

7. Useful feedbacks



Source: <https://wegrowideas.eu/boosting-the-development-social-entrepreneurship-in-local-communities/>

Pitch your idea following 5 golden rules.



1. Keep it **SIMPLE** and **SHORT**

Your pitch should last no more than 5 minutes and use simple effective language. If you are using PowerPoint presentations, condense your project idea into a presentation of no more than 10/15 slides, with limited text



2. Know **WHO YOU ARE PITCHING TO**

Think about what you want. Be assertive and show your audience that you know what you are looking for and exactly what you want to communicate. Ask upfront to be sure not to waste their time or yours.



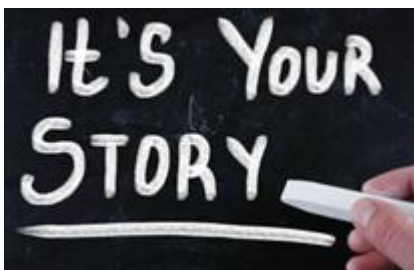
3. Address the **Problem, Issue and/or Need**

Point out the current problem, issue and/or need and bring it in one simple sentence clearly and then present your solution. Once again keep in mind your audience and the research you have done on the competitors.



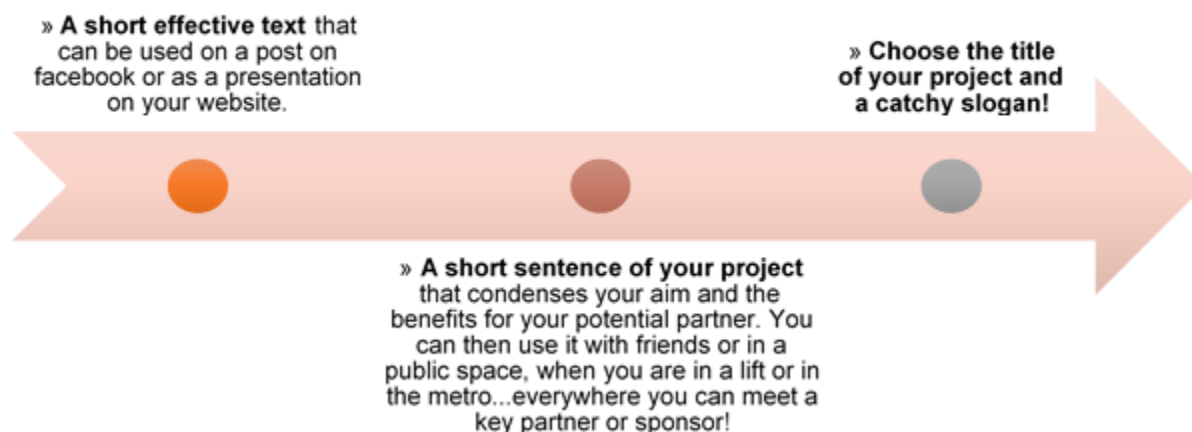
4. Why is your approach **unique**?

Highlight your unique selling proposition because it is crucial to show how you are working differently than everyone else. Instead of just pointing out all of your unique features, try and show them in a storytelling fashion to further engage audience members.



5. Leave with a **memorable story**

Tell your story to touch the audience's heart so that they remember you.



Source: <https://wegrowideas.eu/boosting-the-development-social-entrepreneurship-in-local-communities/>

8. Social Business Model Canvas

Social business model Canvas can be used to design social entrepreneurial project plan. *The focus can be on Materahub entrepreneurial reflective tool that is the Creative Project Canvas.*

The “Creative Project Canvas” is a reflective strategic management and entrepreneurial tool to visualise your idea and make it become a living project. It was developed by Materahub based on the Business Model Canvas (BMC).

WHAT is the Creative Project Canvas?	WHO is the Creative Project Canvas for?	WHY use the Creative Project Canvas?
It is a useful tool to elaborate, clarify, evaluate and reflect on past, present and future projects, products and services	It is for any emerging and/ or existing entrepreneur who has an entrepreneurial project idea and/or a start-up within any business sector and any fields of businesses	<p>It simplifies your business idea project overview</p> <p>It provides an enterprising approach</p> <p>It helps planning, scoping, reviewing your project</p> <p>It helps planning actions, managing and monitoring all stages</p>

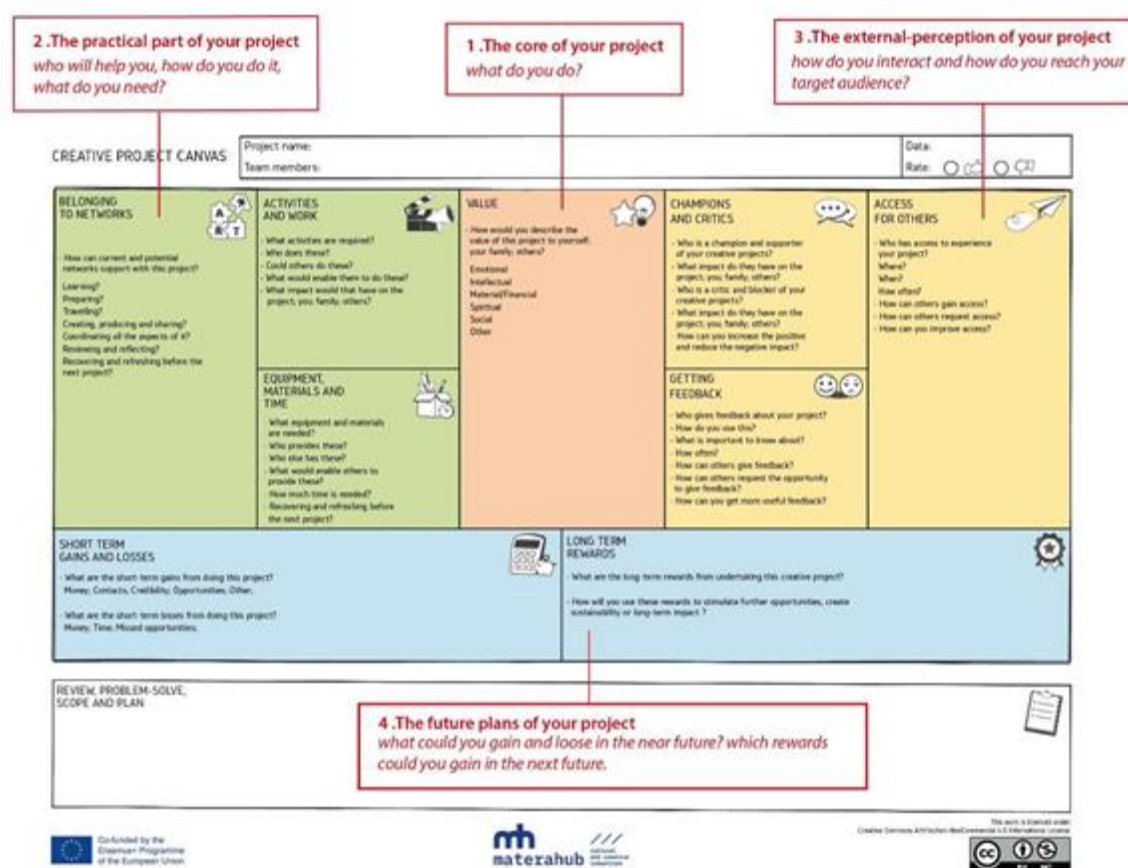
Source: <https://wegrowideas.eu/boosting-the-development-social-entrepreneurship-in-local-communities/>

Why do I need this tool?

Because it will guide you and support you in:

The Creative Project Canvas is divided into 9 themes (or blocks) and the key questions in each of the 9 themes provide context, issues, topics and keywords to visualise and develop your creative project / idea plan.

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Sources: <https://wegrowideas.eu/entrepreneurial-toolkit-the-creative-project-canvas-explained/>

The Creative Project Canvas consists of 4 main parts to help you visualise the main aspects of your project:

1. The central theme VALUE, describing “what you do”
2. The 3 themes on the left describe the practical part of your project, i.e. “who will help you, how you do it, what you need”
3. The 3 themes on the right describe the external-perception aspect of your project. i.e. “how you interact, who can help you and how you reach your target audience”

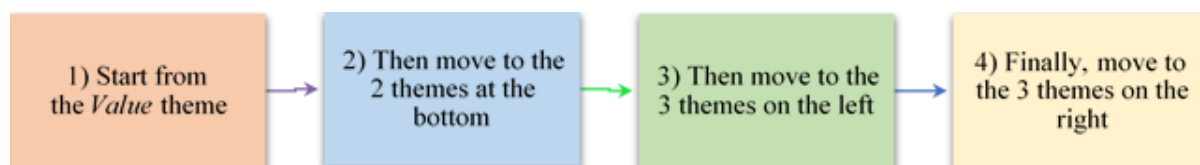
4. The 2 themes at the bottom describe the future plans of your project and answer the relevant questions, i.e. “what you might gain and lose in the near future” and “which rewards you might gain in the longer term”.

Instructions on how to use it

Read the key questions listed in each of the 9 themes and write down your answers.










Once you have built your « first draft » version of your Creative Project Canvas, review it regularly to check your progress and/or change whatever you have realised needs to be changed, adapted, deleted.

Where shall I start from?



Source: <https://wegrowideas.eu/entrepreneurial-toolkit-the-creative-project-canvas-explained/>

- 1) Start with the Value theme, which is the core of your project and write down your answer to the relevant questions.
- 2) Then move to the 2 bottom themes (Short term gains and losses – Long term rewards) reflecting the immediate and future plans of your project and write down your answers to the relevant questions.
- 3) Then move to the 3 themes on the left (Belonging to networks – Activities and Work – Equipment, Materials and Time) and answer the relevant questions
- 4) Finally, move to the 3 themes on the right (Champions and Critics – Access for others – Getting feedback) and write down your answers to the relevant questions.

CREATIVE PROJECT CANVAS		Project name:		Data:	
		Team members:		Rate: <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
BELONGING TO NETWORKS  <p>Who can help you?</p> <ul style="list-style-type: none"> How can current and potential networks support you with this project? How can they provide you with contacts and resources for your project to: - create and develop - share and promote - reflect - review / refresh - produce? 	ACTIVITIES AND WORK  <p>What do you need to do?</p> <ul style="list-style-type: none"> What are the most important activities needed to make this project happen? Who will carry them out? Only you? If so, do you have the competences? Or will you need to develop new skills or capabilities? Will you need others? If so, besides individuals, are there other organisations/professionals that might do some activities? What impact would the planned activities have on you (family etc.) and others (collaborators, etc.)? 	VALUE  <p>What do you do?</p> <ul style="list-style-type: none"> What are the main reasons why you engage with this project? What is the core value of this project to yourself and others? Hints - think about different aspects: emotional, intellectual, material/financial, spiritual, social, others. Does it satisfy a need or desire or does it solve a problem? How? What does it give you and others? What are the benefits of delivering this value to yourself and to others? Why will others engage with it and choose your work and not the work of others? 	CHAMPIONS  <p>Who can give you useful external perspectives on your project?</p> <ul style="list-style-type: none"> Who can guide you and help you to reflect and improve aspects of your work? Who appreciates your talent, believes in your potentials and in your project and might advocate it to others? Who can provide productive views and advice on your project? Who can critically review your work and highlight areas/ aspects that they consider negative but will help you to improve your project? Make a list of mentors, tutors, teachers/trainers, colleagues, collaborators, opinion leaders, potential stakeholders (e.g. investors, sponsors, broadcasters etc.) and even family and friends. 	ACCESS FOR OTHERS  <p>How will you reach your target audience and allow them to reach you?</p> <ul style="list-style-type: none"> What are the different ways and places through which others can access your work (e.g. on-line, in public places, in publications, in broadcasts, in pop-up shops, etc.)? Who will have access to experience your project? When? How often? How can others request and get access? How can you improve access? 	
EQUIPMENT, MATERIALS AND TIME  <p>What do you need?</p> <ul style="list-style-type: none"> What equipment and materials are needed? Who provides these? Who else has these? How much time is needed? Is there any recyclable/used material or already available? 		GETTING FEEDBACK  <p>How will you improve your project by interacting with your clients/customers/users?</p> <ul style="list-style-type: none"> Who can give you feedback? How can they do that? How can you collect feedback (e.g. informal conversation, telephone line survey, focus group, use of emoticons, etc.)? How often? How do you use this? What kind of approach can you have to collect feedback (e.g. personal, neutral, informal, formal, individual, group)? How can others request the opportunity to give feedback? 			
SHORT TERM GAINS AND LOSSES  <p>What can you gain and lose in the near future by doing this project?</p> <p>Hints: think about issues related to money, contacts, credibility, new or missed opportunities and time</p>		LONG TERM REWARDS  <p>Which rewards can you gain in the future by undertaking this project?</p> <p>Hints: for instance, think about how you will use these rewards to stimulate further opportunities, create sustainability or long-term impact.</p>			

Source: <https://wegrowideas.eu/entrepreneurial-toolkit-the-creative-project-canvas-explained/>

Themes	Useful guiding questions
BELONGING TO NETWORKS <i>This theme will help you explore the useful networks you currently belong to or you might join that can provide contacts and resources to create, develop, execute and promote your project.</i>	Can you/how can you develop/consolidate contacts by letting people know about you and your work? Are there partners and members of your network who can help you make this project happen? What will they bring to the project?
ACTIVITIES AND WORK <i>This theme will help you reflect on the main activities and work-flow of your project e.g. research, preparation, execution, reviewing.</i>	What are the most important activities needed to make this project happen? Who will carry them out? Will you need to develop new skills or capabilities for this project? Or you think other organisations/professionals might do them?

<p>EQUIPMENT, MATERIALS AND TIME</p> <p><i>Each project is built around these three important elements: the equipment that you need, the materials you use (it can be recycled/re-used from previous projects) and the time for each process giving the whole-time requirement.</i></p>	<p>What are the most important activities needed to make this project happen? Who will carry them out? Will you need to develop new skills or capabilities for this project? Or you think other organisations/professionals might do them?</p>
<p>VALUE</p> <p><i>This theme will help you explore the value of your project to yourself and others and how you obtain the benefit of providing that value.</i></p>	<p>What are the main reasons why you engage with this work? Why will others engage with it? What does it give them? How does it satisfy a need or desire? How does it solve a problem? Why do others choose your work and not the work of others? How do you receive the benefit of delivering this value to yourself and to others?</p>
<p>CHAMPIONS AND CRITICS</p> <p><i>This theme will help you develop and strengthen your own “entrepreneurial voice” by identifying who can serve you as a guide and champion or and improve aspects of your project as a critic.</i></p>	<p>Who appreciates your talent, believes in your potential and advocates your work to others? They are your cheerleaders to support and recommend you and your work to others throughout your career.</p> <p>Who critically reviews your work and highlights areas they consider to be positive and negative?</p>
<p>GETTING FEEDBACK</p> <p><i>This theme will help you exploring current and potential tools and methods to get feedback about your project from everyone who comes or might come into contact with it.</i></p>	<p>Who can give you feedback? How can they do that? How can you collect feedback (e.g. informal conversation, telephone/on-line survey, focus group, use of emoticons or other immediate indicators, social media engagement, bulletin board for comments)? What kind of approach can you have to collect feedback (e.g. personally, informally, formally, individually, collectively)?</p>
<p>ACCESS FOR OTHERS</p> <p><i>This theme will help you analyse how others can access your work.</i></p>	<p>What are the different ways and places through which others can access your work (e.g. on-line, in public places, in publications, in broadcasts, etc.)?</p>

SHORT TERM GAINS AND LOSSES

This theme is about the value of your project to you in the short-term and what this project might give you in terms of rewards and losses.

Short-term gains. From a career development perspective, you may be making professional experience and increasing self- confidence or get money for what you are doing

Short-term losses. From a career development perspective, you may be using established contacts to gain greater financial rewards repeating more 'routine work' that is less attractive to you but that will enable you to subsidise your more experimental work.

LONG TERM REWARDS

Longer-term rewards include more frequent or greater opportunities, larger networks to increase the reach or impact of the work.

These rewards are more personal and increase the sustainability of your career, give more control over future projects, provide opportunities to contribute towards social changes and to be recognised as entrepreneurs.

Sources: <https://wegrowideas.eu/entrepreneurial-toolkit-the-creative-project-canvas-explained/>
<https://wegrowideas.eu/boosting-the-development-social-entrepreneurship-in-local-communities/>

9. Conclusions

The project participants have opportunities for active participation during the activities, solved problems and made brainstorming. The non-formal learning tools can be used effectively and with the participation of everyone. It has been provided training materials that the participants can gain and improve academical skills and knowledges regarding to the green rural social entrepreneurship and entrepreneurship in rural areas and can deeply learn the concept of entrepreneurship. It is expected that the participants will use these knowledges in the developments of their institutions and businesses in supporting the women entrepreneurship in rural area.

The trainings materials are prepared in a way to be understandable to the individuals in the target group that can understood how important is the women entrepreneurship in rural area and that the project activities and their spill-overs effects should be visible in this field. It is expected that the women in the target group that live in rural area will have the capacity to meet different models in the field of entrepreneurship and take steps forward in this way. The importance of women entrepreneurship, the obstacles behind the women entrepreneurship, and constructive examples are shared in these guidelines for trainers and training materials.

10. Recommendations

Knowledge dissemination, skills development and rural women's empowerment can be essential drivers to improving rural entrepreneurship, employability and income-earning opportunities in agricultural and non-agricultural activities. Green entrepreneurship can promote environmentally sustainable rural development and livelihoods. Rural women's can play more active role in agriculture and other rural activities, but among barriers can be in education, training and skills limit for their participation in performing entrepreneurial, managerial and leadership roles in participation and contribution to the rural development and livelihoods of their communities. Therefore, based on the PR1– WEGREEN Inspirational package: Transnational report based on the findings from Romania, Slovenia, Cyprus, Serbia and EU level (http://trainingforfood.eu/wp-content/uploads/2023/03/WE-GREEN_Transnational-report_final.pdf) recommendations are developed regarding educators' skills and competencies for green transition.

The training program for women in rural areas aims to foster social green entrepreneurship initiatives focusing on the actual needs of the women such as trainings on green or ecological concepts to be applied in starting-up a business or in an already running business. Green skills are related to sustainability, circular economy and climate change concepts with the aim to integrate them in the day-to-day businesses and activities. Green skills can also be related to technology, technological skills and communication processes between women and between women and others.

Among crucial recommendations are that training programs need to have a greater orientation towards the development of local, personal, family initiatives that combine elements of social entrepreneurship, green entrepreneurship (types, forms, rationale etc.), business plan development, risk management, and business management with the real case studies examples. Therefore, the adaption to the local context to the needs of the rural women is essential for training program designed in such a way that participants can see and find themselves implementing in real life the hypothetical situation that is visualized and discussed.

During the conduction of training, educators need to tackle knowledge and information, but as very relevant also specific aspects of attitude, self-trust and empowerment, to work on women's self-esteem, on expression, and on positioning. They have been identified as barriers or challenges in women's initiatives in business development. Therefore, specific modules are designed aimed at the attitude of women and their social-psychological-emotional development.

Useful links / resources

- PR1 – WEGREEN Inspirational package Transnational report based on the findings from Romania, Slovenia, Cyprus, Serbia and EU level
- http://trainingforfood.eu/wp-content/uploads/2023/03/WE-GREEN_Transnational-report_final.pdf
- SELC project - Boosting the development of social entrepreneurship in local communities
- <https://wegrowideas.eu/boosting-the-development-social-entrepreneurship-in-local-communities/>
- Entrepreneurial Toolkit – The Creative Project Canvas explained <https://wegrowideas.eu/entrepreneurial-toolkit-the-creative-project-canvas-explained/>
- Creative Project Canvas <https://www.creativeprojectcanvas.com/>
- GUIDELINES FOR BHETA TRAINERS (Ethics, Standards & Performance) https://theacademy.sdsu.edu/wp-content/uploads/2015/04/trainer_guidelines.pdf
- Training of Trainers: TRAINING INSTRUCTIONS FOR TRAINERS https://unece.org/fileadmin/DAM/trade/workshop/2018_Kyrgyzstan/TrainingForTrainers_English.pdf
- Guidelines for Training of Trainers (TOT) https://healtheducationresources.unesco.org/sites/default/files/resources/iiep_training_of_trainers_guidelines.pdf
- Guidelines for Trainers and Training Providers <https://michiganidc.gov/wp-content/uploads/2022/02/Guidelines-for-Trainers-and-Training-Providers.pdf>
- Ten guidelines for trainers <https://www.sundayobserver.lk/2023/05/21/business/ten-guidelines-trainers>
- Guidelines for Trainers YouTube <https://www.youtube.com/watch?app=desktop&v=4XcrQ5avdfw>
- Guideline for Delivering Online Training Courses <https://pecb.com/pdf/brochures/guideline-for-delivering-online-training-courses.pdf>
- Women's Green Entrepreneurship and Women's Entrepreneurship in Rural Areas: Executive Summary https://www.miteco.gob.es/content/dam/miteco/es/ministerio/planes-estrategias/igualdad-de-genero/executive_summary_MITECO_women_entrepreneurship_green_rural_2023.pdf
- Radović-Marković, Mirjana, and Branko Živanović. 2019. "Fostering Green Entrepreneurship and Women's Empowerment through Education and Banks' Investments in Tourism: Evidence from Serbia" *Sustainability* 11, no. 23: 6826. <https://doi.org/10.3390/su11236826>
- Accelerating Women Entrepreneurs: A Handbook for Practitioners <https://www.giz.de/de/downloads/giz2022-0011en-accelerating-women-entrepreneurs-handbook.pdf>