

Course Handbook



With the support of the
Erasmus+ Programme
of the European Union





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Introduction to the Access Enterprise

According to the 2017 edition of the OECD report “Missing Entrepreneurs”, people in disadvantaged groups in the EU are still less likely to be involved in business creation and self-employment activities than the mainstream population. The report emphasises “the need to continue to encourage and support entrepreneurship” and recommends “supporting these groups with entrepreneurship training, coaching and mentoring”. There is a lack of provision in existence to support disadvantaged individuals into entrepreneurship and self-employment. Therefore, the project ACCESS ENTERPRISE seeks to develop strategies across member states to support marginalised groups to access business, and help adult educators and business support practitioners develop new and existing skills and participate fully in society. By developing an inclusive business support programme for business coaches and trainers, the project directly addresses issues of disadvantage and social exclusion, in terms of the lack of relevant, appropriate and accessible training and support to enable individuals to access employment opportunities through self-employment and entrepreneurship.

The project ACCESS ENTERPRISE is coordinated by Merseyside Expanding Horizons (**United Kingdom** - UK) with project partners from **Spain** (Formacion para el desarrollo e insercion, sociedad limitada), **Portugal** (Aproximar-cooperativa de solidariedade social), **Lithuania** (SIF

-Socialiniu Inovaciju Fondas), **Greece** (Athens Lifelong Learning institute eastiki mi kerdoskopiki etairia) and **Romania** (Centru Pentru Promovarea Invatarii Permanente Timisoara Asociatia).

The project’s results are the following three intellectual outputs (IO):



IO1 ‘State of Art’ review on Entrepreneurship support for marginalised groups



IO2 Training Modules and Resources for Business Advisers / Coaches working with people from marginalised groups



IO3 Impact and Assessment, Positional Analysis and Sustainability Report

The target groups that will benefit from the project are:



Professionals: Trainers and Enterprise coaches, supporting the above groups



People who are disadvantaged based on gender, disability, race, ethnicity, origin, religion



Individuals who are excluded from the labour-market

The results of **IO1** the 'State of Art' review on Entrepreneurship support for marginalised groups - research and presented through consultation and local roundtable events – showed the need for tailored and person centered training and support packaged for people from marginalised groups.

Thus the **IO2 - Training Modules and Resources for Business Advisers / Coaches working with people from marginalised groups** have been developed based on the main findings identified in the research and consultation which was completed in each partner country.

The innovative package of resources aimed at Business Advisers and Policy Makers includes: a comprehensive state of the art review, rationalising the current demography of entrepreneurs, growth sectors, and best practice examples of support tools the views of people from marginalised groups, and existing business advisers on the current situation in relation to entrepreneurship and recommendations on how to move forward; a scheme of work, training package which supports the person-centered development of business and entrepreneurship within marginalised people in different EU countries.

The partnership developed the framework for a package for Business Advisers / Coaches by collecting information through IO1 - State of Art' review on Entrepreneurship support for marginalised groups: the best practice examples, the economic growth sectors in each partner country, best practice business planning tools and resources, findings from the focus groups with people from marginalised groups and consulta-

tion with existing entrepreneurs and generate the conclusions contained in the last part of IO1. The package was created using a co-production model, where professionals and people from marginalised groups views are treated equally in the design, development, piloting, and evaluations of the intellectual outputs.

Five developed modules are tested during piloting according to the plan with clear goals, time frames, challenges, and feedback. These modules are designed for Business Advisers/ Business Coaches as well as Entrepreneurs but with a different approach: for Business Advisers/ Business Coaches it looks more as a training and session plan, for Entrepreneurs, it is more about the journey of the entrepreneur and one to one sessions.

At the end of the development of training modules and resources, the partnership will have developed, tested, and evaluated a scheme of work which up skills, empower, and enables existed Business Advisers and Coaches to provide an effective enterprise support package to people from different marginalised groups.

This document presents the first of five modules contained within IO2: the **Module 1 - a Course Handbook** detailing how to set up entrepreneur education for different marginalised groups, different training methods and strategies which are effective in working with people from marginalised groups and case studies from pilots of entrepreneur education taken from both best practice examples contained within IO1 and those generated by the partnership as part of the piloting activity.

1. The structure of the Course Handbook

The Course Handbook is designed for Business Advisors/Coaches to be able to implement Access Enterprise. Thus, the Course Handbook targets to help Business Advisors/Coaches to develop and deliver entrepreneurship courses in high quality by providing ideas and models, introducing methods and techniques to increase their own skills and competence to support people from marginalised groups to access business and self-employment opportunities.

Specifically, this Course Handbook is designed to help Business Advisors/Coaches:

- to understand the Access Enterprise methodology and the co-production model;
- to organise training sessions based on the principle of Co-production methodology;
- to support entrepreneurs from different groups, both in terms of the process of supporting them, also some of the challenges they may face during the process, and some tools which may support them;
- to introduce the Step by Step Guide;
- to present models of the Training course for Business Advisors and Entrepreneurs;
- to introduce with training methods suitable for support entrepreneurs from marginalised groups;
- to introduce with support methods for people from marginalised groups;
- to organize the evaluation and validation of learning.

The Course Handbook consists of eight chapters:

- Introduction to the Access Enterprise;
- The structure of the Course Handbook;
- How to use the Modules;
- A model Training course for Business Advisors;
- Training methods suitable for support entrepreneurs from marginalised groups;
- A model training course for Entrepreneurs;
- Support methods for people from marginalised groups;
- Evaluation and validation of learning.

2. How to use the Modules

Training modules and resources are covered the following topics that agreed during the European Training for Business Adviser/Coaches (C1):



01

Module

Course Handbook



02

Module

Getting to know an entrepreneur- Entrepreneur profilin



03

Module

Supporting people to develop their business idea in the real world



04

Module

Toolkit of effective Business planning techniques



05

Module

Step by Step Guide

This module is used as Self-directed learning and discussed during face to face sessions.

The Course Handbook elaborates on learning through all modules. It informs and helps in the most significant aspects of the organizing the training process based on the principle of Co-production methodology: on how to conduct a training workshop including methods and techniques, case study, training, and support methodologies to support people from marginalised groups to learn, explore entrepreneurship and

Every module with a lesson plan is uploaded to the partners' libraries-archives and on the project website in electronic format. The Course Handbook gives an overview on the training process and combination of face-to-face and on-line sessions. The steps to be taken in this process:

- To gain online necessary knowledge described in every module before face to face training;
- To choose a time interval between training sessions. This allows practice and discussion throughout the face to face training process;
- To use all modules in sequence.

2.2 Module 2 - Getting to know entrepreneur

This module is addressed to Business Advisers/ Coaches to help them to understand the profile of the entrepreneur in terms of skills and background as well as to learn Business Advisers/ Coaches how knowing the entrepreneurs will support them to implement Access Enterprise methodology.

This module includes the following topics:

- Background findings of IO1.
- Why entrepreneur profiling is important.
- Success stories.

Background findings of IO1

Use online the description of this topic presenting the main findings identified in the State of Art's review on Entrepreneurship support by pointing out the profile of entrepreneurs from marginalized groups, as it resulted from the research undertook in each partner's country. It helps you to understand the profile of the entrepreneur in terms of skills and background but also to learn how knowing the entrepreneurs will support them to implement Access Enterprise methodology.

Why entrepreneur profiling is important

Ask your Business Coach to either individually or in groups outline an individual. Use two templates Getting to know a Business Coach (Business Coaches) and Getting to know Entrepreneurs (Business Coaches) for these practical

exercises. This exercise enables and empowers Business Coaches to discuss freely business needs, challenges and solutions using a character rather than themselves as well as it provides an insight not only into the business idea but also the level of understanding the business coach has to the needs of the entrepreneurs they support, what each Business Coach feels is necessary to support an entrepreneur.

Ask your Entrepreneur to either individually or in groups outline an individual. Use two templates Getting to know a Business Coach and Getting to know Entrepreneurs for these practical exercises. These exercises enable and empower entrepreneurs to discuss freely business needs, challenges and solutions using a character rather than themselves as well as it provides an insight not only into the business idea but also the characteristics of the participants who have created the entrepreneur profile, what an entrepreneur expects and requires from their Business Coach.

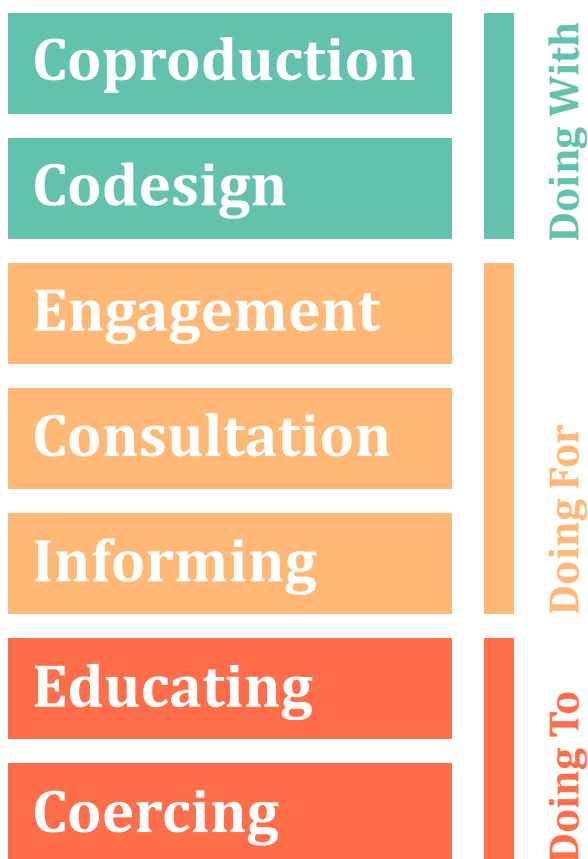
Business Advisors knowing the entrepreneurs support them to implement Access Enterprise methodology. Start with an exercise that will challenge participants to consider the definition and key values of co-production. They will learn what is meant by key terms such as mutuality and reciprocity and be able to describe key principles of co-production. Hand out of definition and principles, flip chart paper and pens for practical exercises. In two groups (three persons

in each) using the definition provided examine a key principle of co-production, come up with a definition for that principle and an example of how it could be manifested in the piloting of Access Enterprise. Sum up by getting feedback: draw out key points and ensure definitions are mutually agreed and understood.

Use the template Armsteins Ladder of Participation and Armsteins Ladder of Participation Exercise Sheet for practical work. This model thinks of a time in your individual practice when you have worked in the ways described – doing to, doing with and doing for – and complete the exercise sheet. This exercise provides a model to help practitioners consider where they are in their journey towards working with individuals in a co-productive way. It uses Armsteins Ladder of Participation to encourage reflection on personal practice and to highlight how working co-productively may mean getting a better outcome.

Success stories

Use the theoretical material of Using Case Studies to within Access Enterprise training, Case Study Production and Case study Template and success story questionnaire, create your own story in the field of business support for disadvantaged groups. It provides the personal history of an individual and information about one or more problems to be solved.



2.3 Module 3 - Put Idea into Reality

This module is focusing on soft skills and training Business Advisors on how to support entrepreneurs having an idea and to help them know the reality of their business.

This module includes four topics:

1. Dealing with failure;
2. Conflict situations;
3. Peer stories;
4. Use past experiences to develop idea.

Dealing with failure. Use online the material on this topic: Dealing with Failure. The case of a failing relationship between a business advisor and a (potential) entrepreneur with the aim to identify and recognize the common emotions after failure, to understand how to deal with failure, to use fundamental steps to recover from failure, to understand the common factors that can lead to a failing relationship between a business advisor and an entrepreneur.

Use the presentation in power point during face to face sessions where four teams are presented: what is a failure and the fear of failure, learning from failure, important steps for the recovery process, and dealing with a failing relationship. The templates Personality, capabilities and interests, Expectations & Fears, Causal Factor Tree and Journey Map for each team are developed for practical exercises during face to face session. Use the suggested four exercises by the description in the Training plan.

Conflict situations. Use online the material on this topic that consists of themes: Some facts about conflict, the Causes of Conflict in an Advisory Relationship, the Outcomes of Conflict, Conflict management-and Conflict resolution stages, Techniques to overcome conflict situations, Skills to overcome conflict situations, to recognize and use strategies to overcome conflict situations.

Use the presentation in power point about conflict and to work with it during face to face session.

Use the Tool Colours & Feelings for practical exercises during face to face session by the description in the Training plan.

Peer stories. Ask participants to study theoretical material and peer stories at home. Stimulate their curiosity by success stories. Use two real peer stories - Tool-Newspaper Peer-Stories. During face to face meeting, discuss on how the stories are successful. Use the questions to keep the discussion going on. What are the challenges they encounter? How did they deal with the problems?

Create own success stories with Business Advisors/Entrepreneurs, using the developed the Tool- Create own story.



Use past experiences to develop an idea

Use of the past exercises (Journey Map) and guide the entrepreneur to develop further his/her idea and make it a reality.

Use the Tool Life storyboard that allows the participants to draw/write the different steps of his life, important moments, and always in chronological order. Guide the entrepreneur to complete the Life storyboard of his/her business or about his journey in relation to business creation.

2.4 Module 4 - Business planning tools

This module is introducing the LEAN plan (constraints and conditions), the analysis of components and implementation, understanding the process, from theoretical to practical, steps, empower entrepreneurs on why they should have a plan and take the next step.

This module includes five topics:

1. Why is necessary to plan a business;
2. Why the Lean Plan & How to implement the Lean Plan;
3. Other tools;
4. Reviews and Reflections;
5. Supporting the Entrepreneur to move forward.

Why is necessary to plan a business?

Use online the description of this topic to understand what a business plan is and a need for a business plan. Discuss during face to face meeting.

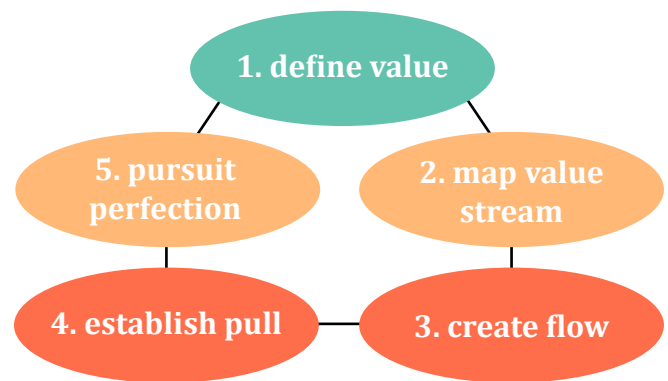
Why the Lean Plan & How to implement the Lean Plan?

Use online the description of the topic Why the Lean Plan where seven themes are presented: The theoretical background of the Lean Plan; The Business Model Canvas; Why Lean plan? What does the Lean plan include? what are the five key principles of the Lean plan? Lean plan as a 4 step process; Template of a Lean Plan.

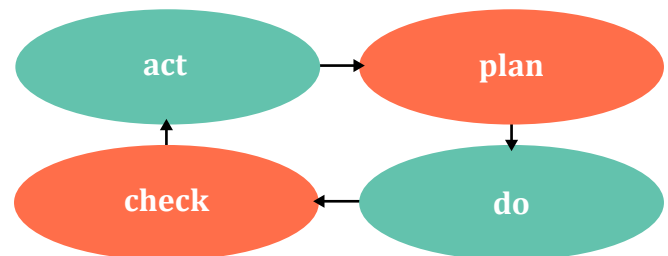
Use the material on the topic How to implement the Lean Plan with some useful tips that potential entrepreneurs can follow in order to create a lean business plan so that can add value to their planning process and eliminate any kind of risks from the very beginning:

Follow the Lesson Plan for practical exercises: Use the presentation in power point about what the Lean Plan is and about the process of the Lean Plan, during face to face session to deepen the knowledge on this theme and use the Tool Lean Plan for practical exercise that helps the entrepreneur to answer the basic questions of how he/she should draft a business plan and how he/she must do it.

Use the presentation in power point about what the five key principles of the Lean Plan during face to face session to deepen the knowledge on this theme and use the Template for practical exercise that helps the entrepreneurs to depict both the customers' expectations and the entrepreneurs' capabilities.



Use the presentation in power point about the Lean Plan as a 4-step process during face to face session to deepen the knowledge on this theme and use the Tool the Lean Plan as a 4-step process for practical exercise that helps entrepreneurs to test and revise his/her plan and identify any corrective actions that need to be met.



Other Tools

Use the presentation in power point about The Five Competitive Forces that drive competition and can affect a company's ability to serve its customers and make profits.

Use the Template of the five forces' model for practical work where entrepreneurs have to fill in the threats that may affect his/her business idea. Through the analysis of the five competitive forces, the entrepreneurs will be able to reflect upon the influence of the external environment to his/her business idea. The practical application of the five forces frameworks entails the existence of certain challenges that entrepreneurs need to confront in order to avoid misapplications of the framework.



Present the Tool the Lean Canvas Business Model that focuses on problems, solutions, key metrics and competitive advantages.

Use the Template of the Lean Canvas Business Model for practical work. Entrepreneurs have to fill it in the nine building blocks by answering to the following questions in the Training Plan.

Reviews and Reflections

Pinpoint the expectations of entrepreneurs from their business advisors for the identification of the most efficient business plan.

Use the Template: create your own ideal business advisory relationship. The entrepreneurs identify their own ideal business advisory relationship by writing down on a piece of paper the answers to the following questions in the Training Plan.

Supporting the Entrepreneur to move forward

Use online the description of this topic that focuses on the steps which an entrepreneur should take to move forward in developing his business, once the business plan is set up.

Use the power point presentation on How can you develop your business, by applying a positioning strategy and on Steps to product Positioning. Discuss these themes with participants. Use the Marketing strategy business template to help shape entrepreneur marketing strategy. It combines information on his target market and business with marketing tactics, to think strategically and create a plan of action

2. A model Training course for Business Advisors

The training course for Business Advisors is designed according to the developed pilot plan adapted for each country.

It is very important for the success of the process, that the selection of the participants in the course is appropriate to the level of the contents. For this, professionals who participate in the selection process must have a thorough knowledge of the characteristics of the future candidates to participate: educational level, career and work, family and social context, etc.

Thus, before starting the training course, Business Advisors have to be ready to fulfill the tasks to support everyone to do their best thinking and practice". To do this, the Business Advisors encourage full participation, promote mutual understanding and cultivates shared responsibility. By supporting everyone to do their best thinking, Business Advisors enable learners to search for inclusive solutions (Sam Kaner, 2007). Working as facilitator Business Advisors have to know the main principles of working with learners from which the success depends. In the training, accompaniment is important, not only in their qualities or professional skills but also in the efficient management of those conflicts or personal areas of improvement that may be hindering the process of change. The Business Adviser is encouraged to be creative and flexible in terms of the learner's needs.

To realise these requirements, a process for recruitment and selection of Business Advisors was needed. The trainers from Adult Education Centers, associations and NGO working in the sphere of entrepreneurship were recruited and selected through the Network or collaborating with mentioned institutions. Five Business Advisors were recruited in each partner country by interviewing or using CV.

Business Advisors should:

- create a psychologically friendly learning environment;
- be acquainted with the background of the audiences and be aware of their needs and expectations;
- have experience on how to work with people from marginalized groups;
- have knowledge and skills to organize learning sessions;
- have a good knowledge of the teaching content (Modules 1-5 and 03);
- have essential personal characteristics: to have good communication skills, to be tolerant, to be able to motivate learners and poses of positive self – evaluation skills;
- be good facilitators.
- able to deal with the two target groups;
- able to identify and recruit participants to the training session

Business Advisors are trained on the Access Enterprise methodology – Co-production.

Co-production means delivering public services in an equal and reciprocal relationship between professionals, people using services. The target groups will contribute to the Access Enterprise project as equals.

The core principles of co-production:

1. Equality

Co-production starts from the idea that no one group or person is more important than any other group or person. So everyone is equal and everyone has assets to bring to the process.

2. Diversity

Diversity and inclusion are important values in co-production. This can be challenging but it is important that co-production projects are pro-active about diversity

3. Accessibility

Access needs to be recognised as a fundamental principle of co-production as the process needs

to be accessible if everyone is going to take part on an equal basis. Accessibility is about ensuring that everyone has the same opportunity to take part in an activity fully, in a way that suits them best.

4. Reciprocity

‘Reciprocity’ is a key concept in co-production. It has been defined as ensuring that people receive something back for putting something in and building on people’s desire to feel needed and valued.

There are 6 key elements which are the foundation of using co-production principles:

- Taking an assets-based approach
- Building on people’s existing capabilities
- Reciprocity and mutuality
- Peer support networks
- Blurring distinctions
- Facilitating rather than delivering.

Partners made an exercise on the ladder of participation on how it is used within Access Enterprise.

Ladder of Participation	What does this mean?	Type of commissioning
Co-producing	Doing with people Working together in an equal, give and take partnership	This is co-producing commissioning
Co-designing		
Engaging	Doing for people Engaging and involving people (asking for their views)	This is commissioning co-producing
Consulting		
Informing	Doing to people Doing things to or for people without involving them or asking for their views	This is market management/control
Educating		

The train the trainer event will be for Business Advisors to be able to implement Access Enterprise, to understand the Access project methodology and the co-production model which stands at the base of this project idea.

Training is delivered, identifying what works and not, to be able to improve.

Train the Trainers event is meant to be an interactive one, engaging in the target group of the project. Piloting should happen accordingly with a plan with clear goals, a length of time: decide upon the testing group and the content, address challenges.

Format training is Flip classroom - contents before online and face-to-face after.

This event has the purpose to present to the Business Advisors/Coaches: the Course Handbook with the training Modules 2 to 4, Step by step Guide as well as to gather feedback for the IO3 impact.

Business Advisors/ Business Coaches training looks more like a training and session plan.

At the end of the Train the Trainers event the participants should have clear in mind:

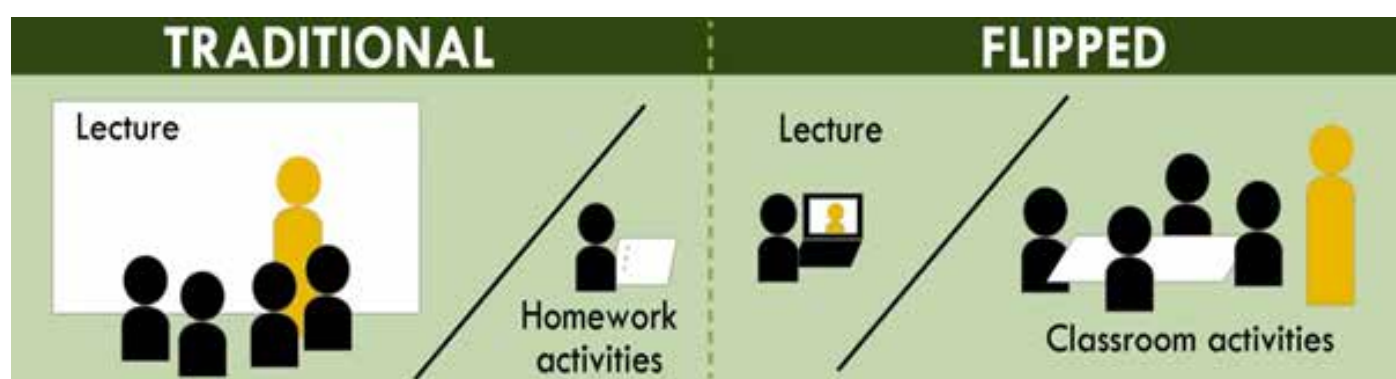
- Values & Principles;
- Co-production methods;
- Profiling of entrepreneur (what and how);
- Making the business a reality (understand and experience);
- Business planning tools (make sure they are familiar with and use them);
- Impact assessment tool.

4. Training methods suitable for support entrepreneurs from marginalised groups

Teaching methods are the stimulation, guidance, direction and encouragement for the learning.

The coach is free to modify suggested timing and /or teaching methods that is considered useful in his opinion to enrich the training approach.

The **FLIP classroom** method is used by Business Advisors during training course.



The Flipped classroom is a “pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter” (The Flipped Learning Network, 2014).

A Flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to complete by the students independently at home.

The main goal of flipping a class is to cultivate more deeply engaged learning experiences for participants when the instructor is present to coach and guide them. Emphasis is on higher-order thinking skills and application to complex problems.

- Participants gain the necessary knowledge before face to face training. The materials reviewed prior to face to face training can take the form of recorded lectures, curated videos, reading assignments, video broadcasts — any material that the instructor assigns as relevant to the topic at hand; Instructors guide participants to actively and interactively clarify and apply that knowledge during the face to face training.

Common activities include:

- Active learning. Allow participants to apply concepts in face to face training where they can ask peers or instructors for feedback and clarification.
- Peer instruction. Participants can teach each other by explaining concepts or working on small problems.
- Collaborative learning. Collaborative learning activities could increase participant engagement, enhance participant understanding, and promote collective intelligence.
- Problem-based learning. The face to face training time can be spent working on problems that can last for online learning.
- Discussions or debate. Allow participants to articulate their thoughts on the spot and to develop their arguments in support of their opinions or claims.

The Socratic Method is named after Greek philosopher Socrates who taught students by asking question after question. Socrates sought to expose contradictions in the students' thoughts and ideas to then guide them to solid, tenable conclusions. The principle underlying the Socratic Method is that students learn through the use of critical thinking, reasoning, and logic. This technique involves finding holes in their own theories and then patching them up. The modern Socratic method of teaching does not rely solely on learners' answers to a question. Instead, it relies on a very particular set of questions that have been designed in a way that lead the learners to an idea. By using questions, the coach has the opportunity to get their learners involved and excited.



Using the Socratic Method in the Access Enterprise training course, the coach should ask learners (as example):

- Read the information on the topic Conflict Situations within AE training course (Module 3);
- Come to face to face meeting to discuss this topic in the groups;
- Encourage the learners to begin thinking deeply about it through the development of their own questions;
- Ask learners a series of Socratic questions as Skills to overcome conflict situations that expand understanding of the topic taking into account potential answers and further misconceptions. It encourages learners to examine those presumptions.

In each group, finding answers to these questions will lead to a series of reasoning which, in turn, deepens learner understanding the topic.

This process fulfills learning requirements and increases learners' ability to create connections between areas of core content, demonstrates how the resolution of the case can change greatly as well as creates an atmosphere where learners are truly learning.

Background reading is reading of related works in order to get contextual information on a topic.

The PPT presentations help the coach to run smoothly face-to-face training sessions. The coach is free to modify the PPTs. All the presentations cover the critical areas in each theme, giving

participants a good overview of the core content and providing references to the material for further reading for the next online session, also the suggested exercises for work during the face to face session with the learners on deepening their knowledge on the topic.

Interactive teaching is a means of instructing whereby the trainers actively involve the learners in their learning process by way of regular trainer-learner interaction, learner-learner interaction, use of audio-visuals, and hands-on demonstrations. The learners are constantly encouraged to be active participants.

Interactive teaching styles are designed around a simple principle: without practical application, learners often fail to comprehend the depths of the study material. Interactive teaching is also beneficial for the teacher in several ways, including:

- Measurable learner's accomplishments: Trainers making use of interactive teaching styles are better equipped to assess how well students master a given subject material.
- Flexibility in teaching: Applying training methods that involve two-way communications will enable you to make quick adjustments in processes and approaches.
- Practice makes perfect: Interactive instruction enhances the learning process.
- Learner's motivation: Two-way teaching dispels student passivity, and when more students are engaged, you'll have much more fun too.

5. A model training course for Entrepreneurs

The approach of the training course for Entrepreneurs is more as the journey of the entrepreneur and to support participants setting their business and not teaching them on how to be an entrepreneur.

Entrepreneurs as Business Advisors are trained on the Access Enterprise methodology – Co-production. This means that target groups will contribute to the project as equals. (See above chapter 3).

It is very important for the success of the process, that the selection of the participants in the course is appropriate to the level of the contents. Entrepreneurs in the training course should have the following features:

- Motivation;
- Needs for training;
- Have move forward with an idea;
- Skills and competencies on entrepreneurship, social and civic;
- Changes in mindset/ attitude;
- The way they perceive entrepreneurship;
- Ability to receive support/ feedback;
- Empowerment: the ability to cope/ manage with daily life.

The potential entrepreneurs are recruited from associated partners who support disadvantaged groups and selected based on their motivation to start a business and the ability to accept support and guidance.

Training for entrepreneurs is developing as following:

- Flip classroom;
- Coaching/ mentoring sessions;
- Capacity building workshops.

During the piloting a **Flipped classroom** – the type of blended learning – is used where learners are introduced to content online at home and practice working through it during the face to face meetings, encouraging learners to ask questions, analyze, search for answers and solutions to problems, discuss possible obstacles and challenges, make sure if they correctly understood the content, concepts of theoretical material and what ideas they have got for practical use of the material in real life.

More often than not, **mentoring and coaching** are used interchangeably in the business context.

As the approach of the training course for Entrepreneurs is more as the journey of the entrepreneur and support setting their business, *the mentor* has to act as an advisor, counselor, or guide entrepreneurs along the path that can eventually lead to pathways they can choose for a better life.

The training course includes:

- Online sessions - Self-directed learning working at home-before each face to face session on the topics of each module;
- Face to face sessions:
 - Getting to know each other: Introductory part. Presentation of the participants, their needs, expectation, interest. Training rules. Presentation the structure of Access Enterprise training course, flexible time table, learning materials, methodology and the benefits of knowledge-based innovation and adaptability in their lives;
 - Going through modules;
 - Reflection on the training;
 - Evaluating.

The outcome of piloting is not for setting a business but to have a plan.

6. Support methods for people from marginalised groups.

In order to increase the motivation of the people from marginalised group to learn as well as to make the training course more learner-friendly and attractive, the following innovative teaching methods are incorporated in the learning modules:

Coaching

One of your most important roles is to coach people to do their best. By doing this, the coach helps them make better decisions, solve problems that are holding them back, learn new skills, and otherwise progress their careers.

Coaching is generally more structured in nature and meetings and it is scheduled regularly. Coaching is generally not performed on the basis that the coach needs to have direct experience of their client's formal occupational role unless the coaching is specific, short-term (sometimes time-bounded) and focused on specific development areas/issues. The agenda is focused on achieving specific, immediate goals.

A coach has some great questions to your answers; a mentor has some great answers for your questions.

More often than not, mentoring and coaching are used interchangeably in the business context. That's why at many organizations, a mentor is expected to undertake coaching responsibilities as well.

Mentoring

it is a developmental partnership through which one person (mentor) shares knowledge, skills, information, and perspective to foster the personal and professional growth of someone else (mentee). There are two types of mentoring: pair and group. Mentoring may also have many forms: e.g. face-to-face, e-Mentoring, and blended mentoring. Mentors support, courage and open their networks for Mentees. During mentoring on social entrepreneurship, Mentors help Mentees to realise if she could start an enterprise and to help to develop the Personal Plan for further steps.

Mentoring is a very useful and powerful tool to keep learners on the learning process as a mentor could always give good advice and increase the motivation to learn by their personal good achievements. The mentoring is rather popular and has a good image in general.

The Mentor can provide tailored business and technical advice, help set and meet ambitious targets, provide market information and facilitate linkages, promote knowledge sharing and cooperation, and help entrepreneurs identify and take advantage of financial opportunities. The entrepreneurs should be paired with a mentor they can build a strong working relationship with. In addition to individual mentorship, additional group training can be useful to reinforce and build on these more introductory concepts. It is key that this business, empowerment, and leadership training is built on and supported over time to be really effective.

Peer learning group facilitation

The role of peer educators is to apply the facilitation skills they have acquired during their training to organise and conduct peer learning groups at the grass-root level with their peers and group members. Their role is not necessarily to pass on these facilitation skills but to use them to create a conducive learning environment and to effectively transfer.

“Warm up’s” or “energisers” are good techniques to entertain participants and keep up their attention. Every training day should begin with a warming up activity. It is also recommended to use warming up activities when participants feel exhausted and bored. A warming up is a group relaxation or activation activity that can take 2 to 3 minutes. This helps to stimulate their working and learning spirit before participants engage in more serious undertakings. It helps to avoid exhaustion in prolonged sessions.

Role Model Method can be defined as teaching by analysing of good examples in informal and learner-friendly manner. This method is very good for people from marginalized groups to make positive changes in their lives. However, it is important to ensure the good quality of the content of success stories, they have to be attractively-presented, not very ambitious, have to look as the possibility to follow up, and to be presented in the national language of learners.

7. Evaluation and validation of learning.

The information and knowledge gained from the piloting phase of IO2, is used to measure the impact and evaluate the Access Enterprise Training Modules and Methodology on two different groups at a local level: Business Advisers and the Entrepreneurs themselves:

- To measure the personal skills and professional impact on the Entrepreneurs;
- To measure the personal, social and professional impact on the Business Advisers/Coaches;
- To measure the development of professional competences of both the Entrepreneurs/Business Advisers.

Several instruments are used:

- The Learning Log instrument addressed to Business Advisers and Entrepreneurs as well;
- A set of questionnaires to assess changes occurred, perceptions of vulnerable groups, experiences and skills and competencies before and after the piloting.

A learning log is used as a useful instrument to produce change in the way Business Advisers see the people from marginalized groups and to have an impact. By completing this, Business

Advisors help the Access Enterprise to have a proper idea about the level of impact produced among participants by the Access Enterprise methodology.

The template of the Learning log is used that is filled every day of the train the trainer's event as well in the training courses for marginalised groups. It helps Business Advisers to record, structure, reflect upon, plan, develop and evidence their learning.

The Impact Assessment questionnaires are used to analyze and measure the potential impact of the Access Enterprise methodology on the personal and professional life of the Business Advisers/Coaches and Entrepreneurs from marginalized groups.

The idea of this impact evaluation is to drive improvements that increase the value of the programme to the people they serve. It will help Access Enterprise partnership to plan better, implement more effectively, and successfully bring initiatives to scale.

The impact assessment contains six sections each with several questions through which we aim to evaluate the changes occurred for Business Advisers/Coaches and Entrepreneurs from marginalized groups after the piloting process.

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