

Co-funded by the Rights,  
Equality & Citizenship  
Programme of the  
European Union



This publication has been produced with the financial support of the Equality & Citizenship Programme of the European Union. The contents of this publication are the sole responsibility of the author and can in no way be taken to reflect the views of the European Commission. Agreement Number: JUST/2014/RDIS/AG/DISC/8096

## WS3 / O2

### Guide to the SERCo training





### Project information

Project acronym:	SERCo
Project title:	Social Entrepreneurship for Roma Communities
Agreement number:	JUST/2014/RDIS/AG/DISC/8096
Project website:	<a href="http://www.serco-project.eu">www.serco-project.eu</a>
Authoring partner:	Four Elements
Report version:	1.0

### Document history:

Date	Version	Author(s)	Description
21/06/2017	1.0	Four Elements	Guide to the SERCo training



## Table of contents

Project Description .....	4
Purpose of the Guide to the SERCo training .....	5
Objectives of the SERCo training programme – a Guide .....	6
Methodology .....	7
Modules' description.....	8
Module 1 .....	9
Module 2 .....	18
Module 3 .....	28
Module 4 .....	39
Annexes .....	49



## Project Description

**The project promotes social economy as an effective instrument for integrated development of the Roma communities by:**

- 1) analysing the potential of applying social economy practices within Roma communities, from a social, economic and institutional point of view;
- 2) engaging policy-makers and civil servants and training Roma mediators for developing social enterprises; and
- 3) assisting Roma social business initiatives and promoting social economy within Roma communities and to the general public.

The SERCo partners recognize that social entrepreneurship can be a solution to the issues of Roma people, since it:

- helps resolving some of the existing needs of the community;
- facilitates the qualification on the job;
- uses local resources and allows the development of more entrepreneurs;
- supports traditional crafts;
- increases the qualification and education level;
- stimulates solidarity and lead to the improvement of the relationships between the members of the community;
- represents a self-help method;
- allows hiring people in vulnerable situations.

**The project's core deliverables are:**

- guidelines for Roma social entrepreneurship
- Mediators' training programme
- One-to-one mentoring for social enterprise development
- SERCO VLE for mutual learning
- Public roundtables & info days
- Network for Roma Social Economy



## Purpose of the Guide to the SERCo training

The SERCo training guide is a deliverable of WS3 “Mediators' training and communities' capacity building”, which is the central WP to the project implementation as it will deliver the major project results:

- ✓ Training material package for Roma mediators,
- ✓ Guide to the SERCo training,
- ✓ Roma mediator’s Guide,
- ✓ VLE,
- ✓ Training seminars,
- ✓ Evaluation toolkit,
- ✓ Evaluation report.

The modules are based on the findings of the previous WS2 to develop innovative and flexible techniques that respond to specific education needs and promote inclusive learning and equality.

The programme will abide by the European Qualifications Framework for lifelong learning (EQF) and the European Credit System for Vocational Education and Training (ECVET) standards.



## Objectives of the SERCo training programme – a Guide

This guide will provide a detailed description of the SERCo training modules, teaching methods and assessment criteria. It will include a programme description, the presentation of the different modules and a description of the units of each module.

Each unit will be described as follows:

1. title of the unit; title of the Qualification;
2. EQF Level for qualifications; NQF Level for qualifications;
3. ECVET points allocated to qualifications;
4. Learning outcomes description for the Unit (including skills, knowledge, competence);
5. ECVET points for the Unit;
6. the procedures and criteria for assessment of the units of learning outcomes;
7. the validity in time of the unit, where relevant.

According to RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET).

Below a description of the SERCo training programme is shown, taking into consideration the main aspects of each module:

- A. SERCo training course definition, where it is indicated the title of the course, duration, languages available, etc.
- B. Training action curricula design, where it is described the target group profile, the general and specific aims of the course, the training content and timing and the methodology follow.
- C. Assessment criteria, the criteria established to get the SERCo certificate.
- D. Modules description where SERCo modules description is shown: the title of the module and the Qualification, specific objectives, didactic units and learning outcomes (specifying knowledge, skills and competences), the validity in time of the units and the assessment criteria for the module.



## Methodology

The training methodology will be based upon collaborative practices and in accordance to the principles of adult learning. The training material will constitute a 'kit', easily used by the Roma mediators themselves in order to train their peers and easily adaptable to the training needs of Roma mediators in other European countries (sustainability).

It will include four modules concentrating on:

- a) what is the role of the Roma mediator?
- b) what is a social enterprise, why is it relevant to Romani people and what kind of business ideas can it fulfil?
- c) overcoming the legal and financial obstacles for social entrepreneurship
- d) planning, establishing and sustaining a social enterprise in practice: how a mentor can help?

This modular system facilitates accreditation, which will be in accordance with the European Credit System for Vocational Education and Training.

Various teaching resources will be used (incl. videos, and interactive resources), so that the material is 'user friendly'. The training material will be freely available at the SERCo virtual learning platform <http://moodle.serco-project.eu/?lang=el>. The platform will be built on the latest version of the popular Learning Management System Moodle.

Moodle is a free open source software used for e-learning projects and distant education with the specificity to create on line courses to achieve specific learning objectives. It allows a virtual learning environment encouraging the learners to contribute to the educational experience and being active part of a learning virtual community. It allows to organize the learning program into sections and modules guaranteeing a sequentially of activities.



## Modules' description

Here SERCo modules description is shown: specific objectives, didactic units and learning outcomes (specifying knowledge, skills and competences) are indicated for each module.

**Module 1: Roma and social Enterprises.**

**Module 2: The Role of the Roma Mediator.**

**Module 3: Overcoming obstacles for social entrepreneurship.**

**Module 4: Roma Mediators specializing in Social Entrepreneurship.**





## Module 1

### Roma and social enterprises

Unit Number	Unit Title	Handouts/Material	Assessment
1	What is social enterprise?	<a href="https://goo.gl/kvtk8X">https://goo.gl/kvtk8X</a>	<a href="https://goo.gl/Gr7iv5">https://goo.gl/Gr7iv5</a>
2	Why and how social enterprises can be useful for Roma communities	<a href="https://goo.gl/kvtk8X">https://goo.gl/kvtk8X</a>	<a href="https://goo.gl/Gr7iv5">https://goo.gl/Gr7iv5</a>
3	Types of social enterprises	<a href="https://goo.gl/kvtk8X">https://goo.gl/kvtk8X</a>	<a href="https://goo.gl/Gr7iv5">https://goo.gl/Gr7iv5</a>



## ECVET Structure for Module 1. What is a social enterprise, why is it relevant to Romani people and what kind of business ideas can it fulfil?

ECVET Unit 1: What is a Social Enterprise		
Reference Qualification:	<i>Roma Mediator specialising in Social Entrepreneurship</i>	
EQF Level	3	
Learning Outcomes	<ul style="list-style-type: none"> <li>To understand the difference between enterprises and social enterprises.</li> <li>To know the different types of social business.</li> </ul>	
Knowledge	Skill	Competence
<ul style="list-style-type: none"> <li>Knowledge of what a social business is</li> <li>Knowledge of the different ways in which a social enterprise works</li> </ul>	<ul style="list-style-type: none"> <li>To distinguish different kinds of business and what is more useful for the Roma communities;</li> <li>To understand the situation in order to reflect the respective viewpoints and the basis for opinions, feelings, attitudes and actions;</li> <li>To understand the role of the social entrepreneur</li> </ul>	<ul style="list-style-type: none"> <li>Ability to adapt principles, procedures and instruments to a specific work context;</li> <li>Ability to deal in an effective way with a number of challenges and sensitive issues</li> </ul>

## ECVET Template for didactical methods

ECVET Unit 1: What is a Social Enterprise				
Reference Qualification:	<i>Roma Mediator specialising in Social Entrepreneurship</i>			
Module Title	<i>Module 1. What is a social enterprise, why is it relevant to Romani people and what kind of business ideas can it fulfil?</i>			
	Training Methods		Training hours	Weight
Instructor-led/Classroom-based	<i>Theoretical learning</i>	Lecture on social enterprises with the use of presentations and handouts	1 hour and 30 minutes	100%
Total training hours			<i>1 hour and 30 minutes</i>	
Total ECVET points			<i>0.1125 points</i>	



## Template for performance assessment

### ECVET Unit Assessment

#### ECVET Unit Title: What is a Social Enterprise

**Module Title:** *Module 1. What is a social enterprise, why is it relevant to Romani people and what kind of business ideas can it fulfil?*

What is assessed (Competence, Skill & Knowledge)	Assessment Methodology	Tools
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>Knowledge of the differences between enterprises and social enterprises</li> </ul>	multiple choice test	Questionnaire

#### Summary Chart: typology, duration, threshold, weight

Type of Exam	Duration	Threshold Value	Weight
<i>multiple choice test</i>	<i>20 minutes</i>	<i>9/12</i>	<i>100%</i>

ECVET Unit 2: Why and how social enterprises can be useful for Roma communities		
Reference Qualification:	<i>Roma Mediator specialising in Social Entrepreneurship</i>	
EQF Level	3	
Learning Outcomes	<ul style="list-style-type: none"> <li>To identify advantages and threats associated with the role of social entrepreneur</li> </ul>	
Knowledge	Skill	Competence



<ul style="list-style-type: none"> <li>• Knowledge of the already existing social enterprises</li> <li>• Knowledge of the work conditions within the Roma communities</li> </ul>	<ul style="list-style-type: none"> <li>• Consciousness of the work conditions</li> <li>• To know how a social enterprise works</li> <li>• To develop links between the Roma communities and institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Self empowerment;</li> <li>• Self consciousness</li> </ul>
--	---	---

## ECVET Template for didactical methods

### ECVET Unit 2: Why and how social enterprises can be useful for Roma communities

<b>Reference Qualification:</b>	<i>Roma Mediator specialising in Social Entrepreneurship</i>			
<b>Module Title</b>	<i>Module 2. The Role of the Roma Mediator</i>			
	<b>Training Methods</b>		<b>Training hours</b>	<b>Weight</b>
<b>Instructor-led/Classroom-based</b>	<i>Theoretical learning</i>	Lecture on Roma work conditions and social businesses	1 hour and 30 minutes	100%
	<b>Total training hours</b>		<i>1 hour and 30 minutes</i>	
	<b>Total ECVET points</b>		<i>0.1125 points</i>	

## Template for performance assessment

### ECVET Unit Assessment

<b>ECVET Unit Title: The work cycle of a mediator</b>		
<b>Module Title:</b> <i>Module 1. What is a social enterprise, why is it relevant to Romani people and what kind of business ideas can it fulfil?</i>		
<b>What is assessed (Competence, Skill &amp; Knowledge)</b>	<b>Assessment Methodology</b>	<b>Tools</b>
	<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>• Knowledge of the social entrepreneur's role</li> </ul>	multiple choice test	Questionnaire



**Summary Chart: typology, duration, threshold, weight**

Type of Exam	Duration	Threshold Value	Weight
<b>multiple choice test</b>	<i>20 minutes</i>	<i>9/12</i>	<i>100%</i>

ECVET Unit 3: What types of social entrepreneurial activities?		
Reference Qualification:	<i>Roma Mediator specialising in Social Entrepreneurship</i>	
EQF Level	3	
Learning Outcomes	<ul style="list-style-type: none"> <li>To know that there already are good practices of social Roma businesses.</li> <li>To know what you need to start a social business</li> <li>To identify advantages of a social business within the Roma communities</li> </ul>	
Knowledge	Skill	Competence
<ul style="list-style-type: none"> <li>Knowledge of the already existing Roma social enterprises</li> <li>Knowledge of the first steps of the social entrepreneur</li> </ul>	<ul style="list-style-type: none"> <li>To know how to insert a social business into the Roma communities context</li> <li>To know what you need to start a social business</li> </ul>	<ul style="list-style-type: none"> <li>To identify good practices;</li> </ul>

**ECVET Unit 3: What types of social entrepreneurial activities?**

Reference Qualification:	<i>Roma Mediator specialising in Social Entrepreneurship</i>		
Module Title	<i>Module 1. What is a social enterprise, why is it relevant to Romani people and what kind of business ideas can it fulfil?</i>		
	Training Methods	Training hours	Weight
Instructor-led/Classroom-based	<i>Theoretical learning</i> Lecture on Roma social enterprises' good practices	1 hour and 30 minutes	100%
Total training hours		<i>1 hour and 30 minutes</i>	
Total ECVET points		<i>0.1125 points</i>	



## ECVET Unit Assessment

### ECVET Unit Title: The work cycle of a mediator

**Module Title:** *Module 1. What is a social enterprise, why is it relevant to Romani people and what kind of business ideas can it fulfil?*

What is assessed (Competence, Skill & Knowledge)	Assessment Methodology	Tools
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>Knowledge of the the first steps of the social entrepreneur</li> </ul>	multiple choice test	Questionnaire

### Summary Chart: typology, duration, threshold, weight

Type of Exam	Duration	Threshold Value	Weight
<i>multiple choice test</i>	<i>20 minutes</i>	<i>9/12</i>	<i>100%</i>



## **Main contents of Module 1**

### **Unit 1: What is social enterprise?**

#### **Key words and concepts:**

- Distinguish different kinds of business
- Role of the social entrepreneur

#### **Objectives:**

- To understand the difference between enterprises and social enterprises.
- To know the different types of social business.

#### **Synopsis of the Unit:**

Unit 1 opens up distinctly between enterprise and social enterprise. During the unit, it tries to explain in detail how a social enterprise is made, what its features are and what its role can be for Roma communities.

In addition, the different types of social enterprise are illustrated.

### **Unit 2: Why and how social enterprises can be useful for Roma communities**

#### **Key words and concepts:**

- Self empowerment;
- Self consciousness
- Social Entrepreneur

#### **Objectives:**

- To identify advantages and threats associated with the role of social entrepreneur

#### **Synopsis of the Unit:**

After a brief history of the roots of the Roma community, the slides describe the context in which Roma people are living at this time. After this introduction, we try to explain which kind of benefits the social enterprise can bring to the Roma communities

### **Unit 3: What types of social entrepreneurial activities?**

#### **Key words and concepts:**

- First steps of the social entrepreneur;
- Good practices;

#### **Objectives:**

- To know that there already are good practices of social Roma businesses;
- To know what you need to start a social business;
- To identify advantages of a social business within the Roma communities.

#### **Synopsis of the Unit:**

There are several types of work that are very common within the Roma communities, but they lack professionalism and stability. Unit 3 opens with a small list of these professions. The rest of the unit presents a number of good practices of Roma social enterprises based in SERCo partner countries

### **Delivery Guide for Module 1**

Item/Activity	Duration	Preparation	Materials	Other information
Unit 1 Discussion: Differences between enterprise and social enterprise	15 minutes	Follow introduction on Unit 1	Handout of Unit 1	
Unit 1 Discussion: Which kind of social enterprise is the best?	15 minutes	Follow lecture on Unit 1	Handout of Unit 1	
Unit 2 Discussion: Why social economy can be useful for Roma communities?		Follow lecture on unit 2		





	15 minutes		Handout of Unit 2	
<b>Unit 3 Brainstorming: Ideas of social enterprises</b>	15 minutes	Follow lecture on unit 3	Handout of Unit 3	
<b>Unit 3 Discussion: What do you think about already existing good practices?</b>	10 minutes	Follow lecture on unit 3	Handout of Unit 3	

Final Step! Complete Assessment test for Module 1: <https://goo.gl/Gr7iv5>



## Module 2

### The Role of the Roma Mediator

Unit Number	Unit Title	Handouts/Material	Assessment
1	Role and tasks of mediators	<a href="https://goo.gl/BN63fE">https://goo.gl/BN63fE</a>	<a href="https://goo.gl/ahnzW9">https://goo.gl/ahnzW9</a>
2	The work cycle of a mediator	<a href="https://goo.gl/BN63fE">https://goo.gl/BN63fE</a>	<a href="https://goo.gl/ahnzW9">https://goo.gl/ahnzW9</a>
3	Intercultural Communication and Conflict Management	<a href="https://goo.gl/BN63fE">https://goo.gl/BN63fE</a>	<a href="https://goo.gl/ahnzW9">https://goo.gl/ahnzW9</a>

## ECVET Structure for Module 2. The Role of the Roma Mediator

### ECVET Unit 1: Role and tasks of mediators

Reference Qualification:	<i>Roma Mediator specializing in Social Entrepreneurship</i>		
EQF Level	3		
Learning Outcomes	<ul style="list-style-type: none"> <li>To understand the different possible approaches to mediation.</li> <li>To know the key elements of a real and effective intercultural mediation.</li> <li>To compare the current tasks and roles with the idea of real and effective intercultural mediation</li> </ul>		
Knowledge	Skill	Competence	
<ul style="list-style-type: none"> <li>Knowledge of the three types of approach to mediating</li> <li>Knowledge of the keys for effective intercultural mediation</li> <li>Knowledge of the mediator's role</li> </ul>	<ul style="list-style-type: none"> <li>establish a relationship of trust and open communication with both Roma and the staff of public institutions;</li> <li>to understand the situation in order to reflect the respective viewpoints and the basis for opinions, feelings, attitudes and actions;</li> <li>to establish contacts between parties by ensuring effective communication;</li> <li>to facilitate and/or reinforce the communication and relations between the Roma communities and the public institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to adapt principles, procedures and instruments to a specific work context;</li> <li>specific competences related to the sector targeted for mediation (e.g. social entrepreneurship);</li> <li>Ability to deal in an effective way with a number of challenges and sensitive issues</li> </ul>	



## ECVET Template for didactical methods

### ECVET Unit 1: Role and tasks of mediators

<b>Reference Qualification:</b>		<i>Roma Mediator specializing in Social Entrepreneurship</i>		
<b>Module Title</b>		<i>Module 2. The Role of the Roma Mediator</i>		
	<b>Training Methods</b>	<b>Training hours</b>	<b>Weight</b>	
<b>Instructor-led/Classroom-based</b>	<i>Theoretical learning</i>	Lecture on the role and tasks of mediators with the use of presentations and handouts	1 hour and 30 minutes	100%
<b>Total training hours</b>		<i>1 hour and 30 minutes</i>		
<b>Total ECVET points</b>		<i>0.1125 points</i>		

## Template for performance assessment

### ECVET Unit Assessment

ECVET Unit Title: Role and tasks of mediators			
Module Title: <i>Module 2. The Role of the Roma Mediator</i>			
What is assessed (Competence, Skill & Knowledge)	Assessment Methodology		Tools
Knowledge			
<ul style="list-style-type: none"><li>• Knowledge of the three types of approach to mediating</li><li>• Knowledge of the keys for effective intercultural mediation</li><li>• Knowledge of the mediator’s role</li></ul>	multiple choice test		Questionnaire
Summary Chart: typology, duration, threshold, weight			
Type of Exam	Duration	Threshold Value	Weight
<i>multiple choice test</i>	<i>20 minutes</i>	<i>8/10</i>	<i>100%</i>



## ECVET Unit 2: The work cycle of a mediator

<b>Reference Qualification:</b>	<i>Roma Mediator specializing in Social Entrepreneurship</i>		
<b>EQF Level</b>	3		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>To know the work cycle approach and clarify the role of the mediator in each phase.</li> <li>To identify advantages and threats associated with the work of mediators, including this approach.</li> </ul>		
<b>Knowledge</b>	<b>Skill</b>	<b>Competence</b>	
<ul style="list-style-type: none"> <li>Knowledge of the four phases of participatory work cycle management</li> </ul>	<ul style="list-style-type: none"> <li>Prepare the ground</li> <li>Assess the situation</li> <li>Develop participatory planning</li> <li>Implement the plan</li> <li>Evaluate the achievements</li> </ul>	<ul style="list-style-type: none"> <li>Ability to plan;</li> <li>Ability to monitor;</li> <li>Ability to (self-)evaluate</li> <li>Ability to keep day-to-day work responsive to new problems, without structured planning.</li> </ul>	

## ECVET Template for didactical methods

### ECVET Unit 2: The work cycle of a mediator

<b>Reference Qualification:</b>	<i>Roma Mediator specialising in Social Entrepreneurship</i>			
<b>Module Title</b>	<i>Module 2. The Role of the Roma Mediator</i>			
	<b>Training Methods</b>		<b>Training hours</b>	<b>Weight</b>
<b>Instructor-led/Classroom-based</b>	<i>Theoretical learning</i>	Lecture on the work cycle of a mediator	1 hour and 30 minutes	100%
<b>Total training hours</b>			<i>1 hour and 30 minutes</i>	
<b>Total ECVET points</b>			<i>0.1125 points</i>	



## Template for performance assessment

### ECVET Unit Assessment

**ECVET Unit Title: The work cycle of a mediator**

**Module Title: *Module 2. The Role of the Roma Mediator***

What is assessed (Competence, Skill & Knowledge)	Assessment Methodology	Tools
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>Knowledge of the four phases of participatory work cycle management</li> </ul>	multiple choice test	Questionnaire

**Summary Chart: typology, duration, threshold, weight**

Type of Exam	Duration	Threshold Value	Weight
<i>multiple choice test</i>	<i>20 minutes</i>	<i>8/10</i>	<i>100%</i>

### ECVET Unit 3: Intercultural Communication and Conflict Management

<b>Reference Qualification:</b>	<i>Roma Mediator specialising in Social Entrepreneurship</i>		
<b>EQF Level</b>	3		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>To know the steps and procedures of conflict mediation.</li> <li>To develop communication skills adapted for a successful communication with Roma community members and with the staff of the public institutions.</li> </ul>		
<b>Knowledge</b>	<b>Skill</b>	<b>Competence</b>	
<ul style="list-style-type: none"> <li>To know the steps and procedures of conflict mediation.</li> <li>To identify the various possibilities for addressing a conflict situation</li> <li>To distinguish mediation from other conflict management strategies.</li> </ul>	<ul style="list-style-type: none"> <li>active listening skills</li> <li>skills for giving constructive feedback</li> <li>use of a constructive approach in communication</li> <li>use of the “non-violent communication” approach.</li> </ul>	<ul style="list-style-type: none"> <li>Identify positions and interests</li> <li>Define the problem</li> <li>Formulate possible solutions</li> <li>Analyse solutions</li> <li>Choose a solution</li> <li>Evaluate solution and revise if needed.</li> </ul>	



## ECVET Template for didactical methods

### ECVET Unit 3: Intercultural Communication and Conflict Management

<b>Reference Qualification:</b>		<i>Roma Mediator specialising in Social Entrepreneurship</i>		
<b>Module Title</b>		<i>Module 2. The Role of the Roma Mediator</i>		
<b>Instructor-led/Classroom-based</b>	<b>Training Methods</b>		<b>Training hours</b>	<b>Weight</b>
	<i>Theoretical learning</i>	Lecture on Intercultural Communication and Conflict Management	1 hour and 30 minutes	100%
	<b>Total training hours</b>		<i>1 hour and 30 minutes</i>	
	<b>Total ECVET points</b>		<i>0.1125 points</i>	

## Template for performance assessment

### ECVET Unit Assessment

<b>ECVET Unit Title: Intercultural Communication and Conflict Management</b>		
<b>Module Title: <i>Module 2. The Role of the Roma Mediator</i></b>		
<b>What is assessed (Competence, Skill &amp; Knowledge)</b>	<b>Assessment Methodology</b>	<b>Tools</b>
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>To know the steps and procedures of conflict mediation.</li> <li>To identify the various possibilities for addressing a conflict situation</li> <li>To distinguish mediation from other conflict management strategies.</li> </ul>	multiple choice test	Questionnaire

### Summary Chart: typology, duration, threshold, weight

<b>Type of Exam</b>	<b>Duration</b>	<b>Threshold Value</b>	<b>Weight</b>
<i>multiple choice test</i>	<i>20 minutes</i>	<i>8/10</i>	<i>100%</i>



## **Main contents of Module 2**

### **Unit 1: Role and tasks of mediators**

#### **Key words and concepts:**

- Meaning of mediation
- Positive impact of mediators and barriers set against them
- Factors that contribute to the effective work of mediators
- Types of mediators
- Role of the mediation
- Competences of a mediator

#### **Objectives:**

- To understand the different possible approaches to mediation.
- To know the key elements of a real and effective intercultural mediation.
- To compare the current tasks and roles with the idea of real and effective intercultural mediation.

#### **Synopsis of the Unit:**

Unit 1 starts by attempting to discern the meaning of mediation and the results that have made it such a prominent method. Following this there is a brief description of the challenges and difficulties mediators may encounter and the factors that contribute to their effective work such as their personal qualities, ability to organize work and be persuasive etc. In the next section, the three types of approach for mediators are discussed, namely the Trojan Horse, the community activist and the intercultural mediator. The third approach is analyzed into more detail as it is the one that the SERCo aims to promote. After that there is an demonstration of the different meanings of mediation and more importantly as conflict management strategy and a way to manage intercultural relations. In the last section of Unit 1 the core competences of an effective mediator are analyzed and complemented by other competences to deal with challenging and sensitive issues.





## **Unit 2: The work cycle of a mediator**

### **Key words and concepts:**

- Phase 0: Preparation
- Phase 1: Assessment of the situation
- Phase 2: Participatory planning
- Phase 3: Implementation
- Phase 4: Evaluation

### **Objectives:**

- To know the work cycle approach and clarify the role of the mediator in each phase.
- To identify advantages and threats associated with including this approach in the work of mediators.

### **Synopsis of the Unit:**

The unit begins by briefly presenting the positive effects of the work cycle of a mediator and how the work cycle works. After that there is an analysis of the four phases of the work cycle. More specifically the goals of the preparation phase are mentioned such as identifying the key stakeholders and making sure they are all aware of the role and tasks of the mediator followed. In addition, the results of phase 0 and useful tips on how to conduct it more effectively are presented. Phase 1 that follows, is about the Assessment of the situation and how to collect all types of data, combine different kinds of information and include objective data. Useful and practical hints are then provided on how to make a plan for processing data, presenting it and completing Phase 1. The following section discusses Phase 2: Participatory planning. Phase 2 is about organizing joint meetings with representatives of Roma and the relevant public institutions and what are the basic principles and factors that must be upheld during these meetings. This is followed with a presentation of GROW model and how it can be used in implementing Phase 2. Next comes phase 3: implementation and all what the mediator should keep in mind during this phase. Finally, Phase 4: Evaluation comes at the end of the unit and demonstrates how to check what has been achieved and to review the situation at the end of a work cycle, in order to set the basis for the start of a new cycle.



### **Unit 3: intercultural communication and conflict management**

#### **Key words and concepts:**

- Qualities for effective intercultural communication
- Key approaches for effective communication
- Conflict management
- Mediation in the context of conflict management strategies

#### **Objectives:**

- To understand the communication approach towards a successful implementation of the various phases of the work cycle;
- To develop communication skills for a successful communication with Roma community members and the staff of the public institutions;
- To develop positive attitudes so as to overcome simplistic perceptions and prejudice;
- To develop conflict management skills.

#### **Synopsis of the Unit:**

Unit 3 begins by presenting the various qualities needed and the key approaches to be used for effective intercultural communication. More specifically useful methods and hints for effective communication like active listening and constructive communication attitudes. The next section discusses conflict management the various categories of conflicts. This section attempts to show how to deal effectively with conflicts, how to resolve them, the sources of conflict and the three approaches that can be used for conflict management. In the final part of the unit, a six-step approach for mediating conflicts is analysed as well as how to achieve win-win solutions in such situations.



## Delivery Guide for Module 2

Item/Activity	Duration	Preparation	Materials	Other information
<b>Unit 1: Brainstorming: What makes a good mediator?</b> <b>Let's create a possible profile of a mediator!</b>	15 minutes	Follow introduction on Unit 1	Handout of Unit 1	
<b>Unit 2: Test yourself!</b> <b>Choose one of the above cases and try to develop your GROW plan.</b> <ul style="list-style-type: none"> <li>➤ education,</li> <li>➤ relationship with local administration,</li> <li>➤ Health issues,</li> <li>➤ Employment, etc.</li> </ul>	15 minutes	Follow lecture on unit 2 and GROW model	Handout of Unit 2	
<b>Unit 3 Communication exercise: Hello? Are you following me?</b> <b>Persuade me that you are listening!</b>	15 minutes	Follow lecture on unit 3	Handout of Unit 3	
<b>Unit 3 Brainstorming: How would you interpret the above schema? Conflict transformation</b>	10 minutes	Follow lecture on unit 3	Handout of Unit 3	

Final Step! Complete Assessment test for Module 2: <https://goo.gl/ahnzW9>



## Module 3

### Overcoming obstacles for social entrepreneurship

Unit Number	Unit Title	Handouts/Material	Assessment
1	Regulatory and legal barriers	<a href="http://tinyurl.com/y8j78rmk">http://tinyurl.com/y8j78rmk</a>	<a href="http://tinyurl.com/yav48m4w">http://tinyurl.com/yav48m4w</a>
2	Financial barriers	<a href="http://tinyurl.com/y8j78rmk">http://tinyurl.com/y8j78rmk</a>	<a href="http://tinyurl.com/yav48m4w">http://tinyurl.com/yav48m4w</a>
3	Cultural and social barriers	<a href="http://tinyurl.com/y8j78rmk">http://tinyurl.com/y8j78rmk</a>	<a href="http://tinyurl.com/yav48m4w">http://tinyurl.com/yav48m4w</a>
4	Emotional barriers	<a href="http://tinyurl.com/y8j78rmk">http://tinyurl.com/y8j78rmk</a>	<a href="http://tinyurl.com/yav48m4w">http://tinyurl.com/yav48m4w</a>

## ECVET Structure for Module 3. Overcoming obstacles for social entrepreneurship

### ECVET Unit 1: Regulatory and legal barriers

<b>Reference Qualification:</b>	<i>Roma Mediator specializing in Social Entrepreneurship</i>		
<b>EQF Level</b>	3		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Deal with potential administrative burdens and bureaucratic procedures.</li> <li>Use different tools and strategies on how to deal with these legal and regulatory obstacles.</li> </ul>		
<b>Knowledge</b>	<b>Skill</b>	<b>Competence</b>	
<ul style="list-style-type: none"> <li>Knowledge of organisations that provide advice and support to deal with administrative burdens;</li> <li>Knowledge of support services available to social enterprises in the area of education and vocational training;</li> <li>Knowledge of assistance and support in business management (starting, transforming and developing social enterprises);</li> </ul>	<ul style="list-style-type: none"> <li>Establish contact with public authorities;</li> <li>Establish a relationship of cooperation with support organizations;</li> <li>Develop social business idea taking into account potential legal barriers;</li> <li>Detect the appropriate support organization(s) that would provide the educational and training services that satisfy your needs.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to identify legal and bureaucratic barriers to creating a social business;</li> <li>Ability to build and facilitate the management of a local network built on trustful relationships.</li> </ul>	



## ECVET Template for didactical methods

### ECVET Unit 1: Regulatory and legal barriers

<b>Reference Qualification:</b>		<i>Roma Mediator specializing in Social Entrepreneurship</i>		
<b>Module Title</b>		<i>Module 3. Overcoming obstacles for social entrepreneurship</i>		
		<b>Training Methods</b>	<b>Training hours</b>	<b>Weight</b>
<b>Instructor-led/Classroom-based</b>	<i>Theoretical learning</i>	Lecture on the Regulatory and legal barriers with the use of presentations	1 hour and 30 minutes	100%
		<b>Total training hours</b>	<i>1 hour and 30 minutes</i>	
		<b>Total ECVET points</b>	<i>0.1125 points</i>	

## Template for performance assessment

### ECVET Unit Assessment

<b>ECVET Unit Title: Regulatory and legal barriers</b>		
<b>Module Title: <i>Module 3. Overcoming obstacles for social entrepreneurship</i></b>		
<b>What is assessed (Competence, Skill &amp; Knowledge)</b>	<b>Assessment Methodology</b>	<b>Tools</b>
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>• Knowledge of organisations that provide advice and support to deal with administrative burdens;</li> <li>• Knowledge of the conditions that the social enterprise must meet;</li> <li>• Knowledge of legal aspects (legal forms, requirements and registration, etc.) of a social purpose enterprise.</li> <li>• Knowledge of support services available to social enterprises in the area of education and vocational training;</li> <li>• Knowledge of assistance and support in business</li> </ul>	multiple choice test	Questionnaire



management (starting, transforming and developing social enterprises);

#### Summary Chart: typology, duration, threshold, weight

Type of Exam	Duration	Threshold Value	Weight
<i>multiple choice test</i>	<i>20 minutes</i>	<i>8/10</i>	<i>100%</i>

#### ECVET Unit 2: Financial barriers

**Reference Qualification:** *Roma Mediator specializing in Social Entrepreneurship*

**EQF Level** 3

#### Learning Outcomes

- Use relevant knowledge to overcome obstacles in obtaining finance for their social enterprise.
- To identify potential financial risks and be aware of ways to avoid or deal with them.

#### Knowledge

- Knowledge of main instruments used for financing;
- Knowledge of public support schemes for the development of social enterprises;
- Knowledge of available funding sources for social enterprises;
- Knowledge of initiatives to provide financing for projects with social aims (crowd financing).

#### Skill

- Search for a wider variety of funding sources;
- Contact potential funding sources;
- Present a social business idea to potential investors.

#### Competence

- Ability to obtain finance;
- Ability to operate in the market;
- Ability to manage and organize a social enterprise.

### ECVET Template for didactical methods

#### ECVET Unit 2: Financial barriers

**Reference Qualification:** *Roma Mediator specialising in Social Entrepreneurship*

**Module Title** *Module 3. Overcoming obstacles for social entrepreneurship*

Training Methods	Training hours	Weight
<i>Theoretical</i> Lecture on the	1 hour and	100%



<b>Instructor-led/Classroom-based</b>	<i>learning</i>	financial barriers with the use of presentations	30 minutes
<b>Total training hours</b>			<i>1 hour and 30 minutes</i>
<b>Total ECVET points</b>			<i>0.1125 points</i>

## Template for performance assessment

### ECVET Unit Assessment

ECVET Unit Title: Financial barriers		
Module Title: <i>Module 3. Overcoming obstacles for social entrepreneurship</i>		
What is assessed (Competence, Skill & Knowledge)	Assessment Methodology	Tools
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>Knowledge of main instruments used for financing social enterprises;</li> <li>Knowledge of public support schemes for the development of the social economy and social enterprises;</li> <li>Knowledge of available funding sources for social enterprises.</li> </ul>	multiple choice test	Questionnaire

### Summary Chart: typology, duration, threshold, weight

Type of Exam	Duration	Threshold Value	Weight
<i>multiple choice test</i>	<i>20 minutes</i>	<i>8/10</i>	<i>100%</i>

### ECVET Unit 3: Cultural and social barriers

<b>Reference Qualification:</b>	<i>Roma Mediator specialising in Social Entrepreneurship</i>
<b>EQF Level</b>	<i>3</i>





Learning Outcomes	<ul style="list-style-type: none"><li>• Use different tools and strategies to establish and maintain relevant networks.</li><li>• Be informed about the role, services and mission of public institutions that give support to enterprise creation.</li></ul>		
	Knowledge	Skill	Competence
<ul style="list-style-type: none"><li>• Knowledge of available services providing language courses/language assistance in official matters;</li><li>• Knowledge of the key actors in the social enterprise ecosystem;</li><li>• Knowledge of information, communication and resources that can be provided by networks;</li><li>• Knowledge of mechanisms to deal with discrimination based in misguided stereotypes.</li></ul>	<ul style="list-style-type: none"><li>• Identify local needs and existing social enterprises;</li><li>• Overcome outdated attitudes on the part of public service and finance providers;</li><li>• Establish contact with potential mentors and/or role models;</li><li>• Networking.</li></ul>	<ul style="list-style-type: none"><li>• Ability to establish networks and mutual support mechanisms;</li><li>• Ability to manage time and balance business and personal responsibilities;</li><li>• Ability to overcome adversity in the form of discrimination;</li><li>• Ability to surpass isolation by networking.</li></ul>	

## ECVET Template for didactical methods

### ECVET Unit 3: Cultural and social barriers

<b>Reference Qualification:</b>	<i>Roma Mediator specialising in Social Entrepreneurship</i>			
<b>Module Title</b>	<i>Module 3. Overcoming obstacles for social entrepreneurship</i>			
	<b>Training Methods</b>		<b>Training hours</b>	<b>Weight</b>
<b>Instructor-led/Classroom-based</b>	<i>Theoretical learning</i>	Lecture on the cultural and social barriers with the use of presentations	1 hour and 30 minutes	100%
	<b>Total training hours</b>		<i>1 hour and 30 minutes</i>	
	<b>Total ECVET points</b>		<i>0.1125 points</i>	

## Template for performance assessment



## ECVET Unit Assessment

**ECVET Unit Title: Cultural and social barriers**

**Module Title: *Module 3. Overcoming obstacles for social entrepreneurship***

What is assessed (Competence, Skill & Knowledge)	Assessment Methodology	Tools
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>• Knowledge of services available providing language courses/ assistance in official matters;</li> <li>• Knowledge of the key actors in the social enterprise ecosystem;</li> <li>• Knowledge of information, communication and resources that can be provided by networks;</li> <li>• Knowledge of mechanisms to deal with discrimination based in misguided stereotypes.</li> </ul>	multiple choice test	Questionnaire

**Summary Chart: typology, duration, threshold, weight**

Type of Exam	Duration	Threshold Value	Weight
<i>multiple choice test</i>	<i>20 minutes</i>	<i>8/10</i>	<i>100%</i>



#### ECVET Unit 4: Emotional barriers

<b>Reference Qualification:</b>	<i>Roma Mediator specialising in Social Entrepreneurship</i>		
<b>EQF Level</b>	3		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Deal more adequately with emotional and stressful situations.</li> </ul>		
	<b>Knowledge</b>	<b>Skill</b>	<b>Competence</b>
	<ul style="list-style-type: none"> <li>Knowledge of strategies to deal with the fear of failure, fear of the unknown and low levels of confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assurance;</li> <li>Composure;</li> <li>Motivation.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to manage expectations;</li> <li>Ability to stay committed and motivated;</li> <li>Ability to (self-)evaluate</li> <li>Ability to deal with adversity.</li> </ul>

#### ECVET Template for didactical methods

##### ECVET Unit 4: Emotional barriers

<b>Reference Qualification:</b>	<i>Roma Mediator specialising in Social Entrepreneurship</i>			
<b>Module Title</b>	<i>Module 3. Overcoming obstacles for social entrepreneurship</i>			
	<b>Training Methods</b>		<b>Training hours</b>	<b>Weight</b>
<b>Instructor-led/Classroom-based</b>	<i>Theoretical learning</i>	Lecture on the emotional barriers with the use of presentations	1 hour and 30 minutes	100%
<b>Total training hours</b>			<i>1 hour and 30 minutes</i>	
<b>Total ECVET points</b>			<i>0.1125 points</i>	

#### Template for performance assessment

##### ECVET Unit Assessment

<b>ECVET Unit Title: Emotional barriers</b>
<b>Module Title: <i>Module 3. Overcoming obstacles for social entrepreneurship</i></b>



What is assessed (Competence, Skill & Knowledge)	Assessment Methodology	Tools
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>Knowledge of strategies to deal with the fear of failure, fear of the unknown and low levels of confidence and self-esteem.</li> </ul>	multiple choice test	Questionnaire

**Summary Chart: typology, duration, threshold, weight**

Type of Exam	Duration	Threshold Value	Weight
<i>multiple choice test</i>	<i>20 minutes</i>	<i>8/10</i>	<i>100%</i>

## Main contents of Module 3

### Unit 1: Regulatory and legal barriers

#### Key words and concepts:

- Procedures
- Legislation
- Administrative burden
- Registration of enterprise

#### Objectives:

- To be familiar with potential administrative burdens and bureaucratic procedures.
- To know different tools and strategies on how to deal with legal and regulatory obstacles.

#### Synopsis of the Unit:



Unit 1 starts by providing a general overview on the meaning of legal and regulatory barriers to enter social economy followed by examples. It then provides some ideas and advice on how to overcome these obstacles.

## **Unit 2: Financial barriers**

### **Key words and concepts:**

- Finances and capital
- Public and private financing schemes and social investors
- Grants
- Microcredit

### **Objectives:**

- To inform about main instruments used for financing social enterprises.
- To inform about available funding sources for social enterprises.

### **Synopsis of the Unit:**

Unit 2 starts by providing a general overview on the meaning of financial barriers to enter social economy followed by examples. It then provides examples of funding opportunities for social enterprises. Some ideas and suggestions are provided on how to improve negotiating skills (through body language) and how to present a business plan to potential investors. Exercises are provided.

## **Unit 3: Cultural and social barriers**

### **Key words and concepts:**

- Cultural characteristics
- Stereotypes, prejudice and discrimination
- Isolation
- Lack of trust
- Social and business networks
- Cooperation

**Objectives:**

- To know the key actors in the social enterprise ecosystem.
- To learn about information, communication and resources that can be provided by networks.

**Synopsis of the Unit:**

Unit 3 starts by providing a general overview on the meaning of cultural and social barriers to enter social economy followed by examples. Tips are provided to overcome these obstacles. Exercises are provided.

**Unit 4: Emotional barriers****Key words and concepts:**

- Confidence, self-esteem, motivation and positive attitude
- Emotional management

**Objectives:**

- To learn strategies to deal with the fear of failure, fear of the unknown and low levels of confidence and self-esteem.

**Synopsis of the Unit:**

Unit 4 starts by providing a general overview on the meaning of emotional barriers to enter social economy followed by examples. Emotional management strategies are addressed (self-esteem, self-motivation and positive attitude). Tips on how to overcome emotional barriers are given. Exercises are provide.



## Module 4

### Roma Mediators specializing in Social Entrepreneurship

Unit Number	Unit Title	Handouts/Material	Assessment
1	Planning a social enterprise	<a href="https://drive.google.com/drive/folders/0B--FrIGgJBGaZ05LdWIhWWZZaUE">https://drive.google.com/drive/folders/0B--FrIGgJBGaZ05LdWIhWWZZaUE</a>	
2	The business plan	<a href="https://drive.google.com/drive/folders/0B--FrIGgJBGaZ05LdWIhWWZZaUE">https://drive.google.com/drive/folders/0B--FrIGgJBGaZ05LdWIhWWZZaUE</a>	
3	Sustainability for your social enterprise	<a href="https://drive.google.com/drive/folders/0B--FrIGgJBGaZ05LdWIhWWZZaUE">https://drive.google.com/drive/folders/0B--FrIGgJBGaZ05LdWIhWWZZaUE</a>	



## ECVET Structure for Module 4. Roma Mediators specializing in Social Entrepreneurship.

### ECVET Unit 1: Planning a social enterprise

<b>Reference Qualification:</b>	<b>Roma Mediator specialising in Social Entrepreneurship</b>	
<b>EQF Level</b>	3	
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>To understand how to define a business idea</li> <li>To know different approaches of social enterprises</li> </ul>	
<b>Knowledge</b>	<b>Skill</b>	<b>Competence</b>
<ul style="list-style-type: none"> <li><b>Knowledge of your grade of motivation</b></li> <li><b>Knowledge of Business structure options</b></li> </ul>	<ul style="list-style-type: none"> <li>Enterprising qualities required to run a social enterprise</li> <li>Different approaches to set up your social enterprise</li> </ul>	<ul style="list-style-type: none"> <li>Ability to develop a hierarchy of needs/aims that you want to meet with your social enterprise</li> <li>Ability to choose the best option to set up your social enterprise</li> </ul>

### ECVET Template for didactical methods

#### ECVET Unit 1: Planning a social enterprise

<b>Reference Qualification:</b>	<b>Roma Mediator specialising in Social Entrepreneurship</b>			
<b>Module Title</b>	Planning, establishing and sustaining social enterprise in practice			
	<b>Training Methods</b>		<b>Training hours</b>	<b>Weight</b>
<b>Instructor-</b>	<i>Theoretical learning</i>	Lecture on the enterprising qualities	1.5 hours	100%





<b>led/Classroom-based</b>	and approaches to set up a social enterprise with exercises and the use of presentations and handouts
<b>Total training hours</b>	1.5 hours
<b>Total ECVET points</b>	0,225

## Template for performance assessment

### ECVET Unit Assessment

ECVET Unit Title: Planning a social enterprise			
Module Title: Planning, establishing and sustaining social enterprise in practice			
What is assessed(Competence, Skill & Knowledge)	Assessment Methodology	Tools	
Focus on overall Competence and Skill			
<ul style="list-style-type: none"><li>Enterprising qualities required to run a social enterprise</li><li>Different approaches to set up your social enterprise</li></ul>	Practical observation	Class exercises	
	Practical observation	Class exercises	
Knowledge			
<ul style="list-style-type: none"><li>Knowledge of your grade of motivation</li><li>Knowledge of Business structure options</li></ul>	Explanation of a real case	Public presentation	
	Explanation of a real case	Public presentation	
Summary Chart: typology, duration, threshold, weight			
Type of Exam	Duration	Threshold Value	Weight
Oral exam	20 min	8/10	100%



## ECVET Unit 2: The business plan

<b>Reference Qualification:</b>	<b>Roma Mediator specialising in Social Entrepreneurship</b>	
<b>EQF Level</b>	3	
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>To acquire tools to assess the own business capacities</li> </ul>	
<b>Knowledge</b>	<b>Skill</b>	<b>Competence</b>
<ul style="list-style-type: none"> <li>Knowledge of the Advantages and disadvantages of innovative, replicate, create a franchise or be involved in an already existing business</li> <li>Knowledge of the internal and external factors that can promote the business</li> <li>Knowledge of a business plan</li> </ul>	<ul style="list-style-type: none"> <li>Tools to analyse our business.</li> <li>SWOT Analysis</li> <li>Business plan</li> </ul>	<ul style="list-style-type: none"> <li>Capacity to assess the nature of the business activity</li> <li>Capacity to assess the business environment</li> <li>Ability to define a project and to make its business plan</li> </ul>

## ECVET Template for didactical methods

### ECVET Unit 2: The business plan

<b>Reference Qualification:</b>	<b>Roma Mediator for social entrepreneurship</b>			
<b>Module Title</b>	Planning, establishing and sustaining social enterprise in practice			
	<b>Training Methods</b>		<b>Training hours</b>	<b>Weight</b>
<b>Instructor-</b>	<i>Theoretical learning</i>	Lectures on the theory of	0.5	33%



<b>led/Classroom-based</b>		business plan		
	<i>Practical learning</i>	SWOT exercise	1	66%
		Business plan simulacra		
<b>E-learning</b>	-		-	-
<b>Other</b>	-		-	-
<b>Total training hours</b>			1.5	
<b>Total ECVET points</b>			0,225	

## Template for performance assessment

### ECVET Unit Assessment

<b>ECVET Unit Title: Roma Mediator for social entrepreneurship</b>		
<b>Module Title: Planning, establishing and sustaining social enterprise in practice: how can a mentor help?</b>		
<b>What is assessed(Competence, Skill &amp; Knowledge)</b>	<b>Assessment Methodology</b>	<b>Tools</b>
<b>Focus on overall Competence and Skill</b>		
• Tools to analyse our business.	Practical observation	Class exercises
• SWOT Analysis	Practical observation	Class exercises
• Business plan	Practical observation	Class exercises
<b>Knowledge</b>		
• Knowledge of the Advantages and disadvantages of innovative, replicate, create a franchise or be involved in an already existing business	Explanation of a real case	Public presentation
• Knowledge of the internal and external factors that can promote the business	Explanation of a real case	Public presentation
• Knowledge of a business plan	Explanation of a real case	Public presentation
<b>Summary Chart: typology, duration, threshold, weight</b>		



Type of Exam	Duration	Threshold Value	Weight
Oral exam	15min	8/10	100%

### ECVET Unit 3: Sustainability for your social enterprise.

Reference Qualification:	Roma Mediator specialising in Social Entrepreneurship	
EQF Level	3	
Learning Outcomes	<ul style="list-style-type: none"> <li>To acquire tools to sustain our social business</li> </ul>	
Knowledge	Skill	Competence
<ul style="list-style-type: none"> <li>Knowledge of managing a social enterprise</li> <li>Knowledge of advertising</li> </ul>	<ul style="list-style-type: none"> <li>social enterprise management</li> <li>advertising in order to create a network of stakeholders</li> </ul>	<ul style="list-style-type: none"> <li><i>capacity to manage a social enterprise</i></li> <li><i>capacity to present your business ideas and advertise it</i></li> <li><i>capacity to create a network of stakeholders</i></li> </ul>

### ECVET Template for didactical methods

### ECVET Unit 3: Sustainability for your social enterprise

Reference Qualification:	Roma Mediator for social entrepreneurship			
Module Title	Planning, establishing and sustaining social enterprise in practice			
	Training Methods		Training hours	Weight
Instructor-	<i>Theoretical learning</i>	Lectures on management	0.5	33%



<b>led/Classroom-based</b>		of social enterprise and advertising		
	<i>Practical learning</i>	Presenting your successful business ideas and advertising	1	66%
<b>E-learning</b>	-		-	-
<b>Other</b>	-		-	-
<b>Total training hours</b>			1.5	
<b>Total ECVET points</b>			0,225	

### Template for performance assessment

ECVET Unit 3 Assessment		
<b>ECVET Unit Title: Sustainability for your social enterprise.</b>		
<b>Module Title: Planning, establishing and sustaining social enterprise in practice: how can a mentor help?</b>		
What is assessed(Competence, Skill & Knowledge)	Assessment Methodology	Tools
<b>Focus on overall Competence and Skill</b>		
• <b>social enterprise management</b>	Practical observation	Class exercises
• <b>promoting your social enterprise in social media</b>	Practical observation Practical observation	Class exercises Class exercises
<b>Knowledge</b>		
• <b>Knowledge of managing a social enterprise</b>	Explanation of a real case	Public presentation
• <b>Knowledge of using social media to promote your social enterprise</b>	Creating social media profiles, promoting the successful social enterprise	Public presentation
<b>Summary Chart: typology, duration, threshold, weight</b>		



Type of Exam	Duration	Threshold Value	Weight
Oral exam	20 min	8/10	100%

## **Main contents of Module 4**

### **Unit 1: Planning a Social Enterprise**

#### **Key words and concepts:**

- Social entrepreneurship
- Enterprising qualities required to run a social enterprise
- Different approaches to set up your social enterprise

#### **Objectives:**

- To understand what social entrepreneurship is.
- To know what skills social entrepreneur should have in order to run a social enterprise.
- To compare the different approaches to set up a social enterprise.

#### **Synopsis of the Unit:**

Unit 1 opens up with what it means to be a social entrepreneur. During the unit, it tries to explain in detail what skills a social entrepreneur needs to have in order to run a social enterprise, different approaches to set up a social enterprise, external factors that can affect the social entrepreneurs attitudes and motivation.

### **Unit 2: Social enterprise plan**

#### **Key words and concepts:**

- Types of social enterprises
- Market analysis
- SWOT analysis
- Social enterprise plan/ Business plan

#### **Objectives:**

- To differentiate the types of social enterprises.
- Capacity to assess the nature of the business activity
- Capacity to assess the business environment
- Ability to define a project and to make its business plan



### **Synopsis of the Unit:**

Unit 2 starts with the differentiation of types of social enterprise, what is your idea and which approach of social enterprise suits you best, how to make internal organizational assessment, how to assess the business environment, what is SWOT analysis, how that will support our idea of setting up a social enterprise. The Unit 2 also presents the social enterprise plan- why do we need it, how to create it, what are the elements of the social plan, start-up capital, type of financing, etc.

### **Unit 3: Sustainability for your social enterprise**

#### **Key words and concepts:**

- Successful management of the social enterprise
- Creating a network of stakeholders
- Promoting and advertising the successful social enterprise

#### **Objectives:**

- Defining your strategy in order to have a successful enterprise
- Capacity to manage a social enterprise
- Capacity to present our ideas and advertise it
- Ability to promote social enterprise in Roma community and to create a network of stakeholders

### **Synopsis of the Unit:**

Unit 3 explains the way to sustain our successful social enterprise, what skills should we have to manage a successful enterprise, how to promote our social enterprise, where to advertise it in order to create network of stakeholders and volunteers, dedicated to the mission of the enterprise.



## Delivery Guide for Module 4

Item/Activity	Duration	Preparation	Materials	Other information
<b>Unit 1: Brainstorming: What it means to be a social entrepreneur?</b> <b>TIME TO REFLECT. Examples of other social entrepreneurs.</b>	20 minutes	Follow introduction on Unit 1	Handout of Unit 1	
<b>Unit 2: TIME TO REFLECT. In groups, try to make a short exposition about your social enterprise idea. Creation of business plan.</b>	30 minutes	Follow lecture on unit 2	Handout of Unit 2	
<b>Unit 3 Writing invitation for a public round table or info day to promote your social enterprise</b>	15 minutes	Follow lecture on unit 3	Handout of Unit 3	

Final Step! Complete Assessment test for Module 4:

<https://drive.google.com/drive/folders/0B5SmeECnuTXmRmdMVVRmRnVYcGc>





## Annexes

### Training Programme for Roma Mediators

Round ... – .../.../2017

Date Training Day - Time to time

Venue

No.	Name and Surname	Signature	Contact details
1			
2			
3			
4			
5			
6			
7			
8			



## Certificate of Participation

This certificate is awarded to

.....

For having attended:

The **SERCo training on social enterprises**,  
organized within the context of the European project *Social  
Entrepreneurship for Roma Communities*, and carried out by... (Name  
of organization)  
from ..... to..... June, 2017.

The responsible of the  
SERCo project in..... (Partner country)

(Title)

(Name)