CATLID- Cultural Ambassadors Target Loneliness through intercultural Dialogue

IO1- Training course

Structure and Guidelines for development

IO1: WHAT IT IS

- IO1 is a training course to enable Migrants / Refugees to become Community Educators.

- This will be based on the 5 topics covered in the project application and the desk research collected by each partner on the topic of loneliness in their country.
- The format will be flexible to allow adaptation to diverse environments and systems.

OUTCOMES / OBJECTIVES

- Raise interest in and making an important contribution to intercultural dialogue and community cohesion.

- Combine different aspects into one training course to provide an innovative way to widen interest in local history and cultural heritage.

- Provide a resource to contribute to reducing loneliness in the local community

CONTENTS TO BE COVERED

Module 1: Introduction to Culture and Cultural Sharing

What is culture, what does it comprise, what does it mean to each person, why does it matter, what is loneliness and techniques to overcome – **VM**

Module 2: How to share my culture

What is my culture journey, what can I share, what skills do I have and what skills do I need to share, confidence building exercises -**Dacorum CVS**

Module 3: How to present my culture

What resources do I have, what resources do I need, preparing presentations for different audiences, provision of digital advice to prepare my presentation**- DEFOIN**

Module 4: Presentation Skills to Engage an Audience

Best way to be presented to engage the audience: provide skills, techniques and tips on how to bring the presentation alive. Participants present in the group for feedback and mutual support, concept of "Knowledge Parties" as methodology to learn from each other **- Orange Hill**

Module 5: Next Step as a Community Educator

What is a Community Educator, how can I use the role to raise cultural awareness among businesses, public sector and NGOs, the options to support people facing loneliness and other active citizen options, how to set up my own mini-enterprise**- CSES**

Length of each module: 8 to 10 pages

Introduction – Short Description of the module

Definition of a Community Educator

Being a Community Educator means that you are someone who wants to share your knowledge, experience and culture with communities, companies and public sector. You can be anyone from any country, with any background who feels that you want to contribute to a better understanding of the benefits of diversity and as a part of that especially create awareness about the loneliness among many migrants/refugees that in many cases can be easy to prevent. During the other four modules we have given you the tools to learn about how to approach, share and present. While in this module we want to give you the basic knowledge on how you are going to be using these skills to actually be able to charge for what you're contributing too.

The material and lectures will help boost your skills so that when reaching out to businesses, public sector or NGOs you know how to sell your services, how to pitch it and what to charge for it.

You will be introduced to the theoretical knowledge about the business models and methods that we have chosen and practically how to use them. Always in relation to the topic of cultural awareness and support people facing loneliness

Benefits/Competences/Skills/ Learning Objectives of the Module

1. Participants will get an idea of how a Community Educator could make a living
2. Participants will explore different business- and organization-tools and models that can be adapted to the role of Community Educator. Raise cultural awareness among businesses, public sector and NGOs by supporting people facing loneliness.
3. Participants will learn how to take the next step to turn their knowledge into a service that could be sold to businesses, NGOs and the public sector.

Theoretical and Contextual Background of topics /Theories discussed in module

In order to create a sustainable platform for being a Community Educator for tackling loneliness problems you need to be able to plan and describe your business organisation. Experiences from social and cultural entrepreneurs shows that the business model Generation tools from the book "Business Model Generation" by Alexander Osterwalder, Yves Pigneur, Alan Smith works very well regardless the type of business.

A business model describes the rationale of how an organization creates, delivers, and captures value, in economic, social, cultural or other contexts.This module will use the toolIn theory and practice, the term business model is used for a broad range of informal and formal descriptions to represent core aspects of a business, including purpose, business

process, target customers, offerings, strategies, infrastructure, organizational structures, sourcing, trading practices, and operational processes and policies including culture.

This module will include general information about the benefits of following business models, and specifically about the Business Model Canvas and the NABC.

A business plan is a formal written document containing business goals, the methods on how these goals can be attained, and the time frame within which these goals need to be achieved. It also describes the nature of the business, background information on the organization, the organization's financial projections, and the strategies it intends to implement to achieve the stated targets. In its entirety, this document serves as a road map that provides direction to the business. "Business Plan Definition - Entrepreneur Small Business Encyclopedia". Entrepreneur. Retrieved 2018-10-29.

Business Model Canvas is a strategic management and lean start-up template for developing new or documenting existing business models. It is a visual chart with elements describing a firm's or product's value proposition, infrastructure, customers, and finances-Barquet, Ana Paula B., et al. "Business model elements for product-service system". Functional Thinking for Value Creation. Springer Berlin Heidelberg, 2011. 332–337

The NABC method was originally developed in the USA by the Stanford Research Institute for the business world but has later adapted to several other sectors. The method had been developed in order to acquire a more systematic approach to the understanding of value propositions. The creators of the NABC felt that a great number of good ideas are sometimes lost because entrepreneurs are often specialists deeply involved in their field of interest who sometimes have a hard time explaining it to the world in a simple way.

Budgeting and pricing are two very important aspects of entrepreneurship that is often considered difficult but with some training can become much more tangible and easy to understand. Using a simple template for budget can lower the threshold to start your own budget.

Six reasons why you need a budget: https://www.investopedia.com/financial-edge/1109/6-reasons-why-you-need-a-budget.aspx

The main goal of a motivational story is to inspire the listener with an emotion of positivity. When we hear inspiring stories that resonate with us we start to imagine ourselves in different scenarios and futures, the brain is wired to respond to storytelling and it is a method that has been used for thousands of years.

The Science of Inspiration (and How to Make It Work for You): https://lifehacker.com/the-science-of-inspiration-and-how-to-make-it-work-for-1467413542

Exercise I:

Name: How to use the Business Model Canvas in my role as a Community Educator

1. Activity description (method) in steps:
- Introduction of the business model canvas (theoretical information) and how this model can be adapted for Community Educators (practical inspiration / successful examples)
- Exercise in pairs or groups of 4 people (creating an own model canvas)

Instructions:
- Explain what it is and the benefits of using business models/ plans to clarify ideas and create better business/ projects (power point presentation)
- Present the video Business Model Canvas Explained (2'): https://www.youtube.com/watch?v=QoAOzMTLP5s
- Explain how to adapt the Business Model Canvas to the role of Community Educator using the visual chart (power point presentation and document)
- Give examples of inspirational / successful business/ projects using this model (power point presentation and case studies)
- In pairs or groups of 4, create an own model canvas using the visual chart
- Briefly presentation by the students of their business model canvas

2. **Duration: 90 min**

3. **Materials needed** / tips for applying the methods

- PowerPoint presentation
- Videos (YouTube)
- Document Business Model Canvas visual chart
- Computer and Internet connexion

Supporting material for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

Self-assessment on module

Bibliography
Business Model Canvas Explained (2'):
https://www.youtube.com/watch?v=QoAOzMTLP5s

The Business Model Canvas - 9 Steps to Creating a Successful Business Model - Startup Tips

https://www.youtube.com/watch?v=IP0cUBWTgpY

Exercise 2:

Name of the method: Learn how to create a pitch with NABC (Need, Approach, Benefit and Competition)

Summary: The purpose of this exercise is to practice your skills of pitching an idea. NABC stands for Need, Approach, Benefit and Competition, these are the four elements you as a participant will base your pitch on. The pitch will begin with a short introduction that catches the audience's interest. This could for example be a short story, a description of a situation where you experienced loneliness or any other example you feel appropriate. The purpose of this exercise is practice on how to capture an audience's attention.

Activity description (method) in steps:
- Introduction of the NABC method (theoretical information) and how this model can be used.
- Example of a pitch/story for inspiration
- Identify the four elements of the pitch/story
- Reflect on situations, experiences and memories that could be useful for your personal story to create culture awareness.
- Exercise in pairs or groups of 4 people (creating your own pitch by using the NABC method)

    Instructions:
- Explain the theory and the background of why to use NABC as a method for storytelling and creating a pitch.
- Explain the four elements of NABC, Need, Approach, Benefit and Competition and why it is useful.
- Explain how to adapt the NABC model and how it could be useful to a Community Educator.
- Present a video of a pitch/story that uses all of the four elements.
- Create your own NABC pitch/story
- Present your pitch two and two
- Feedback and Q&A round (Did I use all of the four elements?)

Materials:

- Computer
- Internet Access

Duration: 90 min (30 min preparation, 30-40 min presentation by each participant 3-5 min, 30 min feedback exercise)

Advice for the Community Educator

It is better to provide the students with a short time limit as this forces them to deliver their message in a sharp and precise manner and it also leaves more time for feedback and questions.

The pitch is useful when the final solution needs to be presented to an audience, but it is also useful earlier in the process when the students present their preliminary solutions to each other and receive feedback.

Let each participant present their pitch followed by a 3 min Q&A/Feedback
Let the word be open for anyone who listened to ask questions and/or give feedback on what could be improved with the pitch.

Supporting material for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

The NABC approach to structure new business ideas
https://www.unibz.it/assets/Documents/Faculty-Economics/unibz-Econ-Entrepreneurship-NABC-Intro.pdf

Self-assessment on module

Bibliography

Exercise 3: The importance of getting income and how to put a price on what you do

Summary: Students will familiarise with some ideas on pricing, what value they could create for the potential customer, what to charge for their services and how to make a simple income and costs estimate.

Activity description (method) in steps:

- Two parts one on Budget and one on Pricing
- Introduce the topic and area first in a lecture
- Exercise individually starting on budget and price setting. Discuss in group

Instructions:
The value of inclusion and diversity -
Go through and discuss the "Diversity Matters" report by McKinsey or another report you find relevant.
(https://www.mckinsey.com/~/media/mckinsey/business%20functions/organization/our%20insights/why%20diversity%20matters/diversity%20matters.ashx)
Describe how your work as a CE could help the business, NGO and/or public sector to save money and increase sales.
Remind yourself to not be afraid to put an economic value on the service you will provide.

Exercise 1:
- Divide the group in four and four and calculate on what a potential customer would "save" in terms of money if the company/organization would work with diversity and inclusion.

Go through fundamentals of budgeting, breaking down into smaller blocks over time and deliveries
With the possible income identified above create a budget
Identify the cost you have, including your salary
Show how a simple budget is made up using the template Catlid_budget

Exercise 2:
- Let students start thing about their own budget – using the Catlid budget template
- Let the participants think for 5 minutes on how they would price their service then present and discuss with the group. Write down different suggestions on a whiteboard.

Materials:

- Computer with google spreadsheet
- White Board
- Internet Access

Duration: 90 min (30 min preparation, 30-40 min presentation, exercise 1, 15-20 min, exercise 2 15-20 min.)

Advice for the teacher:

It can be important to understand why budgets work, that estimating cost and income, even with big uncertainties in the end makes a better guess that just estimating the total result, The so called Fermi Problem: https://en.wikipedia.org/wiki/Fermi_problem and http://web.pdx.edu/~pmoeck/pdf/The%20classic%20Fermi%20problem.pdf

Help the students to argue for the economic value they create when they work as Cultural Educators.

Supporting material for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

Self-assessment on module

Bibliography

This Is the Best Budget Template for New Business Owners
https://gusto.com/blog/business-finance/best-small-business-budget-template

How To Create a Business Startup Budget
https://www.thebalancesmb.com/how-to-create-a-business-startup-budget-397500

How to Create a Budget for Your Startup
https://www.entrepreneur.com/article/244990

Inspirational stories from communities and/or companies

Exercise 4: Inspirational stories from communities and/or companies

Activity description (method) in steps:
Introductions of why seeing success stories from other organizations or communities could help the participant to feel inspired and see new possibilities.
Videos of success stories (You will find a list of examples under "supporting materials" but you are encourage to use find/use your own)
- Examples of refugees/immigrants who have successfully started their company. Projects that has been targeting diversity/loneliness/culture awareness
- Discuss in groups of four

Instructions:
Explain that showing success stories will help to encourage and inspire students to take the next step.
Show videos of how companies or communities that have been working with diversity and inclusion.
Divide the group four and four and discuss.
What do I bring with me?
What can I learn?
How can I use X in my role as a CE and prevent loneliness?

Duration:
45 min

Materials needed / tips for applying the methods
-Computer
-Internet access

Supporting material for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

Inspirational videos of how to work with diversity and inclusion

How to tackle loneliness among refugees in Britain? Match them with friends

https://www.youtube.com/watch?v=A7xW4w3CTcM

Tackling loneliness with refugees

https://www.youtube.com/watch?v=I6lJoZn4tQQ

Changing the Face of Startups: Emma

https://www.youtube.com/watch?v=62E7zgusmFo&feature=emb_logo

Self-assessment on module

Bibliography

Getting to Equal 2019:
Creating a Culture That Drives Innovation

https://www.accenture.com/cn-en/about/inclusion-diversity/gender-equality-innovation-research

L'Oréal - Our Commitment on Diversity and Inclusion

https://www.loreal.com/en/videos/commitments/loreal-groups-commitment-on-diversity-and-inclusion/