How to start up a Responsible Community of Enterprises
5-Days sequential training programme for youth workers

PROUD TO BE A
Responsible
ENTREPRENEUR

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the EnTOURée partnership, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
Introduction to EnTOURèe

Led by the Italian NGO, TAMAT, and in partnership with D’Antilles and D’Ailleurs and C-For-C, EnTOURée: Entrepreneuriat pour un TOUrisme Responsable, Engagé et Féminin is co-funded by the European Commission with the Erasmus + KA2 program: Cooperation for innovation and the exchange of good practices - Capacity Building in the field of Youth. EnTOURée is a transnational project between Italy, Madagascar and Martinique, where international training and mobilities, are entwined to support cooperation for innovation and the exchange of good practices on female entrepreneurship in responsible tourism.

The focus of EnTOURée is twofold; firstly, to enhance women's entrepreneurial skills and secondly, to explore the potential of community enterprise as a form of responsible tourism: where the community, in compliance with the principles of social and economic justice, is truly a protagonist. The project is based on the concepts of mobility and exchange as a tool for overcoming the limited opportunities of some communities, in engaging in new realities and with different cultural contexts. In addition, the concepts of mobility and exchange adopt the principles of exchanging rather than transferring ideas, knowledge and best practices between individuals from different cultural and geographical contexts, to enhance their personal, human and professional development, resulting in the growth of new skills and abilities.

Objectives of EnTOURèe

The two main aims of EnTOURèe are to strengthen women’s enterprise skills and to enhance the awareness of the key role of social entrepreneurship and community support for responsible tourism, through innovation and the exchange of best practices, among youth workers, women, professionals, civil society organizations and institutions in Italy, Madagascar and Martinique.

In particular, this trainer guide has been realized to support youth workers on enterprise training for women, consultancy, and exchange of knowledge.

The Partner Organizations

Tamat (lead partner) – Italy: https://tamat.org/
C-For-C – Madagascar: https://ongcforc.wordpress.com/
The EnTOURèe Training Programme

This Trainer Guide provides the content and instructions for delivering a 5-day sequential training programme focused on the creation of a responsible community of enterprises led by women wanting to start their enterprises in responsible tourism. This training programme was tested in Madagascar in 2018 with women from Madagascar, Martinique and Italy, wanting to launch enterprises within the tourism sectors of their respective countries.

To facilitate the training programme, each day's training content and instructions are presented as a series of powerpoint slides, each with its relevant instructions to the trainer. We recommend that you read through the whole Guide before you launch your training programme to ensure that you are fully aware of the programme’s aims, processes and outcomes from the start. In addition, we highly recommend that you review each session’s content a few days before you deliver the session so you can be optimally prepared for delivering the session. Doing so will allow you to customize the training programme to the needs of your participants by inserting localized examples and exercises and thus, enhancing the effectiveness of the overall training programme.

The EnTOURèe Training Schedule

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<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The Idea</td>
<td>Defining Responsible Tourism</td>
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<td>Ideation (Brainstorming)</td>
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<td></td>
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<td>Launch: Preparation for the presentations / pitches</td>
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Accessing the PowerPoint slides of the EnTOURèe Training Programme

The PowerPoint version of the EnTOURèe Training Programme slides as they appear on the following pages are available on the EnTOURèe website at the following link:

http://www.community4tourism.net/elearning
Tips for Delivering the EnTOURée Training Programme

1. Familiarise yourself with each day’s training content by reviewing it a few days before the training day, and add localized examples and photos to the content to help the participants understand the content and relate to it.

2. Whilst the programme is focused on the creation of teams to design their enterprises, it also accommodates participants who choose to work through the programme independently.

3. The timings given for each training session throughout the programme is indicative only. Depending on the participants and their numbers, some sessions may take longer than suggested.

4. One of the learning outcomes from this training programme is time management. As such, please ensure that you always start and end the sessions as scheduled.

5. Ensure you have a projector and so all participants can see the PowerPoint slides.

6. Ensure you have an ample supply of flipchart paper, coloured markers, pens and post-it notes, as well as enough blue-tack or sticky tape to hang the completed flipcharts on the walls for all participants to see.

7. Remember to have a short 5-minute break for dancing, clapping, stretching, singing etc., every hour.

8. Ask participants to complete the Reflective Evaluation at the end of each training day before they leave. Walk around and capture their reflections.

9. Have fun and enjoy delivering the training. Doing so will increase the satisfaction rate of the participants, and in turn, enhance their learning.

10. Finally, as this is a training programme for women, please foster and support their participation, organize it in a way that makes it possible to bring with them their children and let them better reconcile their family life with their work/capacity building.

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Welcome everyone and introduce yourself. Be passionate about the programme and talk to the participants about your talents, enterprise experience, what you want to learn from the participants and what your expectations of the programme are.

Now invite all participants to introduce themselves and to share their expectations of the training programme. Record what they share on a flipchart.

Address the expectations on the flipchart. Put a circle around those that will be met on the programme and underline those that will not be. Keep the flipchart or take a photo of it, so that you can revisit it with the participants on the last day by asking them whether their expectations were met or not.
Aims of the Programme

1. To improve our knowledge about social business and responsible tourism
2. To enhance our enterprise design and planning skills
3. To network and improve our leadership, teamwork and negotiation skills
4. To create a community of Madagascar’s best social businesses owned and led by women
5. To have fun!

The Training Programme

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5 minutes
Read through the slide and ensure that everyone understands and is happy with these aims.

5 minutes
Go through the schedule and explain that this is an accelerated programme so full commitment and activity is necessary as otherwise, teams will fall behind and not be able to deliver their presentation on the last day convincingly.
10 minutes
Give participants ten minutes to work in small groups to discuss and answer questions 1-3. Encourage participants to capture their answers on a flipchart either by writing or drawing or both, and ask them to hang their flipchart on the wall of the room. Ask the group members to add their names to their flipchart.

5 minutes
Give participants 5 minutes to walk around and review the flipcharts and search for similarities between the groups and differences.

5 minutes
Give participants 5 minutes to work in small groups to complete the table on a flip chart / separate piece of paper. Encourage participants to search on the web and to identify examples of social businesses from anywhere in the world. Ask each group to call out their top 3 aspects of what social business is and the trainer should capture these on a flip chart at the front of the classroom.
**A Social Business**

1. The enterprise is community-led, meaning it is endorsed by, or engaging directly with, local people.
2. The lead partner is a charity, social enterprise, not-for-profit or member (co-operative) organisation. The governing documents provide that on dissolution or winding up, the organisation's property and income will not be distributed amongst its members but will be transferred to another charity or similar organisation.
3. The enterprise is locally based, benefiting a specific geographical place, and is characterized by ownership rights assigned to stakeholders (i.e. workers, customers, volunteers, etc.) other than investors and by democratic decision-making processes.
4. The aims and objectives of the enterprise are a direct response to local social and economic need or opportunity.
5. The enterprise has a sustainable business plan and aims to become viable beyond grants or public funding.
6. The profits gained by the enterprises are mainly reinvested in the organization and used to support its mission.

**Responsible Tourism**

<table>
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<tr>
<th>What is responsible tourism</th>
<th>What is not responsible tourism</th>
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</table>

5 minutes
Share the content on this slide and show the participants the similarities between the literature and their understanding of social business.
If you have examples from your country, please add them on this slide
The source for this information: https://www.biglotteryfund.org.uk/global-content/programmes/england/power-to-change/ptc--what-is-a-community-enterprise

5 minutes
Give participants 5 minutes to work in small groups to complete the table on a flip chart / separate piece of paper.
Encourage participants to search on the web and to identify examples of responsible tourism from anywhere in the world
5 minutes
As each group to call out their top 3 aspects of what is responsible tourism and the trainer should capture these on a flip chart at the front of the classroom.
According to The Cape Town Declaration, Responsible Tourism:
1. minimises negative economic, environmental and social impacts;
2. generates greater economic benefits for local people and enhances the well-being of host communities;
3. improves working conditions and access to the industry;
4. involves local people in decisions that affect their lives and life changes;
5. makes positive contributions to the conservation of natural and cultural heritage,
6. makes positive contributions to the maintenance of the world’s diversity;
7. provides more enjoyable experiences for tourists through more meaningful connections with local people, and a greater understanding of local cultural, social and environmental issues;
8. provide access for people with disabilities and the disadvantaged;
9. is culturally sensitive, engenders respect between tourists and hosts, and builds local pride and confidence.

Brainstorming:

Now revisit your solutions and think about which ones can be addressed through social business and responsible tourism projects? How?

Come up with your preferred idea for a social business / community project.

15 minutes
Explain to the participants that they now have 15 minutes to work individually to prepare a 2 minute pitch to share with the group and then post on the wall of the room. Explain that we will be voting for the ideas to be pursued on this training programme after the break.

Show them the next slide as it is the template for the content they should deliver in their 2 minute pitch.
Brainstorming: My Idea

1. My name is ...... and my idea is .........................
2. It contributes to addressing the following community problem ..........................
3. It shows how young entrepreneurs should take action at the community level by: ..........................
4. To make it happen, I need the following help from this group: ..........................
5. To make it happen, I need the following resources: ..........................
6. I can help you and your idea by offering you: ..........................

Explain that Points 1 – 4 are about their idea for a social business / community project that will address the community challenge they identified earlier.
Points 5 & 6 are about peer to peer support - the help and resources they need and those they can offer to others.
15 MINUTE BREAK

IDEA SELECTION

45 minutes

1. Ideally, participants should be working in groups of 4-6, and you will need one idea for each team. As such, ask participants to vote for their 3 top ideas, to write these on a piece of paper that you can collect to tally up the scores.

2. Reveal the top ideas – remember you will need one per group so select the number of ideas you need based on the voting scores.

3. Ask participants to form groups of 4-6 and remind them that they should be joining the group with the idea they like the most as this will ensure that they are excited about the idea and motivated to do the work needed between now and the end of the programme.

4. After the ideas have been selected and the groups have been formed, post a flipchart and put the title on it ‘Reciprocity Wall’. Ask all participants to contribute at least one skills / knowledge / resource and write this down on the reciprocity wall next to the participant’s name. This is a form of peer-to-peer learning in which the participants can help each other. Keep this posted for all the training sessions and refer to it where and when relevant, signposting participants to each other to help each other as needed.
Ask participants to work in their groups to complete the PESTLE and SWOT analysis tools for their chosen idea. Remind them to think about the earlier discussions about the benefits of social business to their country’s economy, tourism sector, and their communities, families and selves.

20 minutes
Each group to present the results of their PESTLE and SWOT analyses and to receive questions and comments from the trainers and the participant.

Remind the participants that ideally, they want to have more Greens than Reds. That is, more strengths and opportunities on the SWOT and to look for ways to minimise the weaknesses and threats. And on the PESTLE, they want to have more beneficial than damaging content.

Explain that tomorrow, they will have some time to work on shaping and refining their ideas to maximise the PESTLE benefits, SWOT strengths and opportunities and to minimise the damaging factors, weaknesses and threats.
Reflective Evaluation – Day 1

<table>
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<tr>
<th></th>
<th>CONTENT</th>
<th>PROCESS</th>
<th>LEARNING</th>
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<td>REFLECTION</td>
<td>What content was covered in the workshop?</td>
<td>What methods were used in the workshop?</td>
<td>What did I learn from this workshop?</td>
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<td>ANALYSIS</td>
<td>How is this content relevant to me and my institution?</td>
<td>How effective was the process of the workshop?</td>
<td>Did the workshop change my mind about the topics being addressed? How?</td>
</tr>
<tr>
<td>OUTCOMES</td>
<td>Other content that would have been useful in this workshop?</td>
<td>What could have been done differently?</td>
<td>What will I take away from the workshop and use?</td>
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To ensure that participants complete this in detail, it will be best to ask them to complete it in their spare time, before tomorrow’s training begins. Explain that you will collect this sheet from them at the start of tomorrow’s session. As such, it will be useful to print enough copies of this slide to hand out to the participants at the end of every day.
Welcome everyone back and ask participants to call out:
what was the highlight of yesterday's session – record on a flip chart
What was the worst point of yesterday's session – record on a flip chart
What are they looking forward to doing today - record on a flip chart

Remember to collect the participants' Reflective Evaluation Day 1 sheets.

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Remind participants that this is an accelerated programme so full commitment and activity is necessary as otherwise, teams will fall behind and not be able to deliver their presentation on the last day convincingly.

Explain that the sections highlighted in red are today’s focus topic and content.
15 minutes
Read through this slide and explain that these three aspects as not only important for effective teams, but also for effective communities. Ask participants if they agree / disagree, and what their experiences have been in other teams.

Explain that whilst we benefit from our previous experiences, we now want to focus on the future and to be role models for others through creating not only effective social businesses and teams, but also effective communities more generally.

5 minutes
Explain the content on the slide to the participants by highlighting that effective communication is KEY in building effective teams and effective communities.
Remind them of the saying ‘think before you speak’!

Ask participants to think about and draft the communication channels and protocols for their teams
In their teams, participants should now agree their roles and responsibilities. Explain that the roles on the slide are the typical ones in an enterprising team but their team might look a bit different. They should only have the roles that make sense for their team’s effective performance. As such, they may want to start with drafting the responsibilities that are needed first, and then creating the roles around them, rather than the other way round.

Ask participants to complete this table on a flipchart where they will insert the role, the name of the team member taking up that role, and the responsibilities of the individual.

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### Roles and Responsibilities

<table>
<thead>
<tr>
<th>Typical Roles Include:</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Accountant</td>
<td></td>
</tr>
<tr>
<td>Marketing Manager</td>
<td></td>
</tr>
<tr>
<td>President</td>
<td></td>
</tr>
<tr>
<td>Production Manager</td>
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<tr>
<td>Public Relations Officer</td>
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<tr>
<td>Purchasing Manager</td>
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<tr>
<td>Secretary</td>
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<td>Treasurer</td>
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<td>Vice President</td>
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### Creating the Team’s Contract

To ensure the effective performance of your team throughout the training programme and beyond it, draft the procedures / protocols / communication channels for ‘effective communication’ that will be adopted by your team.

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30 minutes

Explain that these contracts are very useful for building effective teams during the training programme but also elsewhere when working in teams. Given that your team might launch their venture following the completion of this training programme, creating the team contract now is very important provided that all team members adhere to it and follow the protocols / regulations etc. that you set collectively.
15 MINUTE BREAK

MARKETING AND SALES PLANS

2.15 hours
Marketing Plan

An effective marketing plan should help their social business to attract new and repeat customers as well as retain existing customers and encouraging them to buy more on a regular basis.

- The Vision of the Community Enterprise
- The Mission of the Community Enterprise
- The Elevator pitch and the longer message
- The marketing channels
- The routes to market

20 minutes
Start by explaining to the participants that an effective marketing plan should help their social business to attract new and repeat customers as well as retain existing customers and encouraging them to buy more on a regular basis. The key to marketing the social business successfully is to implement the marketing plan with one or more of the following strategies:
- Attracting more customers.
- Retaining customers.
- Increasing the average sale amount.
- Increasing the customers' quantities purchased and their frequency.

Then ask participants what is a vision and what is a mission

After collecting their answers, give them the following definitions:
- **Vision**: this is what the social business strives to achieve. It's about your dream of where you want to be in the future. The vision drives and guides the social business by describing what it must achieve to be successful.
- **Mission**: in one or two sentences, the mission clearly communicates the values, purpose and service of the social business. It is an precise statement of how the vision will be achieved.

Ask the participants what is an elevator pitch and what is its purpose? Then after collecting their answers, give the following answer:
- **Elevator pitch**: short and to the point! This is your once-in-a-lifetime opportunity to attract customers / clients / investors / partners through a snappy 1 minute maximum pitch about what your social business does. Encourage teams to write the agreed elevator pitch so they can practice it and memorize it for the presentation at the end of the training programme and to use it when speaking to all stakeholders.

Now ask the participants what are marketing channels? Then after collecting their answers, give the following answer:
- **The marketing channels**: ask the participants to list as many as they like but to really think about the most effective ones and to focus on those only for reaching customers / clients / partners / investors etc. These will also include social media outlets, a website etc.

And now ask the participants what are routes to market and then after collecting their answers, give the following answer:
- **The routes to market**: These are the route/s that they team will adopt and will largely depend on the product or service they are offering through the social business and the market segment they are trying to reach. Examples include direct selling to customers, internet sales, selling through an agent, contractor etc.
20 minutes
Explain to the participants that they must now work in their teams to create their marketing plan but before that, they need to allocate leadership roles and responsibilities for achieving this. Once they complete the Marketing Plan action list, they can spend the next hour working on creating the marketing plan.

Explain that to make the marketing plan effective, it should be factual, clear and concise so that all team members can operationalise it well and in sync.

It is recommended to print this slide out as an A3 sheet for each team to work on, and to ensure they have plenty of flipcharts, post its, coloured markers etc. to draft the marketing plan.

30 minutes
Please ensure that the teams have plenty of flipcharts, post its, coloured markers etc. to draft the components of the marketing plan.

Ensure that all teams capture this content either written or visually on paper, or even in an audio or video recording as they will need it for the presentation at the end of the training programme.
Feed-Forward

To accelerate the evaluation / feasibility process, you now need to collect data about your idea from multiple stakeholders including potential customers, buyers, investors, and partners. Doing so will help the team to shape the idea further and determine how to pursue it.

When collecting feedback from your stakeholders:

Start by explaining the identified problem / challenge or market gap. Then, ask if they agree that this is a problem / challenge or market gap that needs to be addressed.

Explain your idea / solution to this problem / challenge or market gap. Then ask for their opinions by asking questions such as:

1. Do you think this is a good idea? Why?
2. How would you suggest it can be improved?
3. In your opinion, who would be the typical buyer / customer / investor for this product or service?
4. Would you invest in this idea? Why?
5. Would you buy one or more than one? Why?
6. How much would you be willing to pay for something like this? Why?
7. Have you seen something similar already available? Where?
8. Is there anything else you would like to add?

After thanking your respondents for their feedback remember to ask them if they’d like to be kept up to date with your developments. If they say yes, ask for their preferred contact details.

Use this data to revise your idea, vision, mission, elevator pitch and marketing plan.

35 minutes

It will be a good training exercise for the participants to speak to people outside their team / training programme about their evolving social business to ensure they are on the right track. As such, it will be useful for the participants to have a hardcopy of this slide.

Now allow participants to use this time to do some interviews so they can come to the training session tomorrow ready to share their results.

Encourage the participants to speak to as many people as possible and to continue doing so as they keep progressing their idea, launching their social business and going forward. As a minimum however, encourage participants to speak to at least 3 people each before tomorrow’s training session.

The reason this is a ‘Feed-forward’ exercise is because the comments and data collected inform the way forward for the team and the design and launch of their social business. We want to continue looking forward, not backward!
Ask participants if they know which platforms these logos represent (Facebook, Twitter, Pinterest, YouTube, Instagram and LinkedIn).

Remind the participants that these are free marketing channels as they don’t cost money and there are no fees associated with them. However, they do require constant updating and are only suitable for customers/stakeholders who are digitally connected, so they should be used wisely.

Give this as a handout to the participants and ask them to prepare the following for the next training session:

1. Go on the internet and discover these platforms.
2. Decide which ones will be useful for them to use and to explain why.
3. Fill the social media weekly calendar with the activities that they will implement to manage their marketing and promotions through these channels.
To ensure that participants complete this in detail, it will be best to ask them to complete it in their spare time, before tomorrow’s training begins. Explain that you will collect this sheet from them at the start of tomorrow’s session. As such, it will be useful to print enough copies of this slide to hand out to the participants.

**Reflective Evaluation – Day 2**

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<th>Content</th>
<th>Process</th>
<th>Learning</th>
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<td><strong>Reflection</strong></td>
<td>What content was covered in the workshop?</td>
<td>What methods were used in the workshop?</td>
<td>What did I learn from this workshop?</td>
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<tr>
<td><strong>Analysis</strong></td>
<td>How is this content relevant to me and my institution?</td>
<td>How effective was the process of the workshop?</td>
<td>Did the workshop change my mind about the topics being addressed? How?</td>
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<td><strong>Outcomes</strong></td>
<td>Other content that would have been useful in this workshop?</td>
<td>What could have been done differently?</td>
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Welcome everyone back and ask participants to call out:
1. what was the highlight of yesterday’s session – record on a flip chart
2. What was the worst point of yesterday’s session – record on a flip chart
3. What are they looking forward to doing today record on a flip chart

Remember to collect the participants’ Reflective Evaluation Day 2 sheets.

Give teams half an hour to discuss the feed-forward they collected yesterday and to summarise this into a 2 minute presentation to share with everyone.

Team presentations of their feed-forward summaries and questions and comments from trainers and all participants following each team presentation.
Break could be animation: dancing, singing, clapping,

The Training Programme

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</tr>
</tbody>
</table>

5 minutes
Remind participants that this is an accelerated programme so full commitment and activity is necessary as otherwise, teams will fall behind and not be able to deliver their presentation on the last day convincingly.

Explain that the sections highlighted in red are today's focus topic and content, and add that today's content addresses the topics most hated by creative and innovative people. However, without sales, money and profits, you will not have a sustainable community enterprise, so it is really important to get this right as otherwise, all your wonderful, creative and innovative designing and planning will not succeed.

Yes you can get an accountant to take care of the numbers, finances, and accounts for you, but you still should have enough knowledge to be able to understand and evaluate the information they are giving you so you can change your plans / operations accordingly if need be. You should also be knowledgeable enough to be able to monitor the accountant's accounting!
Step 1: Explanation of the finance part of the training
- Learn more about the expenses and the incomes
- Learn how to manage well the expenses and learn to cover them with the income

Step 2: Defining expenses, starting from family expenses

GAME FIRST STEP:
- Take enough post it for all the participants (3 per participant)
- Ask each participant to write down 3 expense of a family (e.g. Electricity, rent, Internet, etc)
- The goal is to have different expenses, if they write the same thing, ask them to change and to find another one
- After writing 3 expenses per participants, gather together all the post it

Step 3: Separating fixed cost and variable cost

GAME SECOND STEP:
- Ask 2 volunteers: one will be fixed cost and the second will be variable cost
- The rest of the group will be the players
- Take all the post it and read all the expenses one by one, every time you read it players have to be behind ever the fixed cost or the variable cost depending on how they feel it
- Ask one player to explain after they choose why he was behind a fixed or variable cost
- Participant has to explain why they think one expense is variable or fixed

Step 4: Doing the same first step with expenses in a company

GAME OUTPUT:
- Participants know what is the difference between fixed and variable cost, what are the different expenses

Step 5: Product price defining - case study

1. Take one excel sheet and ask participant to follow the exercise in the screen – participant will choose one company that all the group will study
2. For this company choose one product for the case study (e.g. dairy product company - the product for the case study will be yogurt)
3. List all the expenses for yogurt production

<table>
<thead>
<tr>
<th>Description</th>
<th>Unit Cost</th>
<th>Quantity</th>
<th>Unit</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>5</td>
<td>200</td>
<td>liter</td>
<td>1000</td>
</tr>
</tbody>
</table>

4. After listing we will have a total amount of all the production. Right after we calculate the price cost of one yogurt - without mentioning if there are some mistakes or something that they forgot. We just follow the case study as participants want.

<table>
<thead>
<tr>
<th>Description</th>
<th>Unit Cost</th>
<th>Quantity</th>
<th>Unit</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yogurt</td>
<td>10</td>
<td>1000</td>
<td>pot</td>
<td>10000</td>
</tr>
</tbody>
</table>
During this finances session, explain the tools in this section to the participants and then encourage them to practice with them to get an idea of the budget they need to start the community enterprise, where their income will be coming from, what their expenses will be and hopefully, they will also be able to calculate a break even point.

Explain that any investor / partner / funder etc. will want to see the financial health and potential of the community enterprise above all else.

Explain to participants that one of the main purposes of the cashflow forecast is to help them keep track of the cash coming into the enterprise and going out of it. As such, it must be updated regularly. Explain that there are multiple free templates available on on-line and they should explore these to find one that is most user-friendly to their needs.
Read through the attached slide with energy and enthusiasm and applaud the participants for doing so much in such a short space of time.

Encourage them by reminding them that they are now more than half way through the training programme and the hardest part is done!

Explain to participants that one of the main purposes of the profit and loss account / statement is to help them keep track of their expenses in order to maximise their profits. Essentially, the profit / loss figure is the total income minus the total expenses. As such, this needs to be updated regularly.

Explain that there are multiple free templates available on line and they should explore these to find one that is most user-friendly to their needs.

**Review:**

So far, each team should have:

1. **Team members, roles and responsibilities**
2. **Revised (following Feed Forward) community enterprise name / brand, logo, vision, mission, elevator pitch, marketing channels and routes to market**
3. **Break even point**
4. **Pricing strategy**
5. **Sales plan**

Now you need to start pulling this all together into a comprehensive and coherent presentation. To do so, create a new action list for your team with actions and responsibilities for each team member to work on tomorrow and before training session 5.
To ensure that participants complete this in detail, it will be best to ask them to complete it in their spare time, before tomorrow’s training begins. Explain that you will collect this sheet from them at the start of tomorrow’s session. As such, it will be useful to print enough copies of this slide to hand out to the participants.
5 minutes
Welcome everyone back and ask participants to call out:
1. what was the highlight of yesterday’s session – record on a flip chart
2. What was the worst point of yesterday’s session – record on a flip chart
3. What are they looking forward to doing today record on a flip chart

Remember to collect the participants’ Reflective Evaluation Day 3 sheets.

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Idea</td>
<td>Defining Social Business &amp; Responsible Tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ideation (Brainstorming)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team Building</td>
</tr>
<tr>
<td>2</td>
<td>The Market</td>
<td>Forming Effective Teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Structures, Roles and Responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marketing Plan</td>
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</table>

5 minutes
Remind participants that this is an accelerated programme so full commitment and activity is necessary as we don’t want any teams falling behind at this stage and not being able to deliver their presentation in a couple of days.

Explain that the sections highlighted in red are today’s focus topic and content, and add that today’s content addresses one of the many fun parts of designing and planning a community enterprise.
Production Planning

1. What is the product / service
2. Its aims
3. How it satisfies the aims of the community enterprise
4. The ways in which it functions
5. Can anyone and everyone use it easily or will they need specific skills / appetites to do so?
6. What is the target market? What will they do with the product / service and how will they use or consume it?
7. What is unique about it? Is this clear or does it require a complicated process and detailed instructions?
8. How will the user know the product / service is of the expected quality?
9. How can it be ‘fixed’ if needed?
10. Is this product / service a one-off purchase or is the user likely to buy it more than once, and repeat the purchase often?

60 minutes
In their groups / teams, participants should discuss the 10 points on the slide to begin planning the design / production of the product / service to be offered by the community enterprise.

Encourage participants to think of a range of products / services, or variations of a product / service, rather than relying on one product / service only.

50 minutes
Each team should present their product / service (range) by giving their answers to the 10 questions in the previous slide. Following each presentation, the trainer and participants should ask questions and give comments.
10 MINUTE BREAK

PRODUCTION & OPERATIONS

2 hours
On to actions and operations:

1. Team members, roles and responsibilities
2. Revised (following Feed Forward) community enterprise name / brand, logo, vision, mission, elevator pitch, marketing channels and routes to market
3. Break even point
4. Pricing strategy
5. Sales plan
6. Product / service samples

2 hours
Explain to the participants that we now need to action and operationalise what we have been designing and planning in the training programme so far. Explain that 2 hours is very short, but nevertheless, participants should be able to produce some tangible outputs to reflect their community enterprise and to use during the presentation of their plan in the final training session.

Explain that this slide builds on the review slide from yesterday’s workshop so they can now choose which of the outputs / deliverables they’d like to develop in this session. For example, they can create the logo, create models of the product range, create marketing materials, set up a Facebook etc. Ideally, these are outputs / deliverables that they can present in their presentation in Day 6.

As each group is working independently, the trainers should walk around and assist each team with their individual needs and activities.
To ensure that participants complete this in detail, it will be best to ask them to complete it in their spare time, before tomorrow’s training begins. Explain that you will collect this sheet from them at the start of tomorrow’s session. As such, it will be useful to print enough copies of this slide to hand out to the participants.
5 minutes
Welcome everyone back and ask participants to call out:
what was the highlight of yesterday's session – record on a flip chart
What was the worst point of yesterday's session – record on a flip chart
What are they looking forward to doing today – record on a flip chart

Remember to collect the participants' Reflective Evaluation Day 4 sheets.

The Training Programme

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5 minutes
Congratulate the students on reaching this stage of the accelerated training programme and explain that their full commitment and engagement was super! While we're sad to be at the end of the training programme, we're also very excited to see and hear your presentations tomorrow.

Explain that today's training session is focused on helping the participants to prepare and practice the presentation that they will deliver tomorrow.
Explain the Four Rules of Presenting as follows:

1. **Purpose**: Each presentation needs to have a purpose. That is, what do you want to achieve from the presentation in your current situation?

2. **Reason**: A reason for doing the presentation. This could be to win a competition or secure an award/commission/grant.

3. **Evidence**: Every presentation needs to provide evidence as no one will believe you if you don’t provide reliable justifications from viable sources.

4. **Audience Reaction**: All presentations require a reaction from the audience. This can be an approval, a loan, an agreement, or a job. Through the pitch you can convince your audience to give the reaction you want by respecting them, making them feel special, maintaining eye contact, speaking clearly and attracting their attention in creative ways, so they will not forget you or your presentation.

Explain that being creative when presenting can be achieved in different ways. For example:

1. Speaking creatively
2. Presenting your evidence in a creative, colourful way through objects, sound and film
3. Moving around the room when you are speaking in a suitable, attractive, or humorous and funny and surprising way

Add: Creativity in presenting needs to be managed professionally as some over the top and irrelevant creativity can completely spoil the presentation.
Creativity in Presenting:

Being creative when presenting can be achieved in different ways. For example:
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3. moving around the room when you are speaking in a suitable, attractive, or humorous and funny and surprising way

Remember: Creativity in presenting needs to be managed professionally as some over the top and irrelevant creativity can completely spoil the presentation.

10 minutes
Explain that being creative when presenting can be achieved in different ways. For example:
1. speaking creatively
2. presenting your evidence in a creative, colorful way through objects, sound and film
3. Moving around the room when you are speaking in a suitable, attractive, or humorous and funny and surprising way

Add: Creativity in presenting needs to be managed professionally as some over the top and irrelevant creativity can completely spoil the presentation.

Remind the participants: the best presentation is never delivered through reading from notes. It has to be fully memorized. Therefore, you need to learn your presentation and practice it many times, to increase your confidence in yourself and in delivering the presentation.
To prepare for tomorrow’s presentation, decide:

- **The Purpose of your presentation:**

- **The Reason for your presentation:**

- **Your supporting Evidence:**

- **Your Audience and what reaction are you expecting from them:**

60 minutes

Ask the participants to work in their groups to design and plan their 15 minute presentations for tomorrow by completing this slide. Each group will need an A4 hard copy of this slide.

Explain, that this content is key to helping the teams structure their presentations and by default, their business plans. Without understanding the business plan and its structure, it will be impossible to present the social business convincingly.

The bulk of the preparation time should be spent on the ‘supporting evidence’ as this will comprise all the work initiated and completed on the training programme so far.

Tell students that they will be presenting to each other as a practice presentation to collect feedback for developing and improving their performance for tomorrow.

As each group is working independently, the trainers should walk around and assist each team with their individual needs and activities.
The presentation should include:

1. Team members, roles and responsibilities
2. Finalised social business name / brand, logo, vision, mission, marketing channels, social media plan, and routes to market
3. Break even point
4. Pricing strategy
5. Sales plan
6. Product / service samples

That is, a clear and detailed statement about your social business, so that the audience who is hearing about it for the first time can decide whether or not to invest in your venture.

60 minutes
Ask the participants to work in their groups to design and plan their 15 minute presentations for tomorrow by completing this slide. Each group will need an A4 hard copy of this slide. Explain, that this content is key to helping the teams structure their presentations and by default, their business plans. Without understanding the business plan and its structure, it will be impossible to present the social business convincingly.

The bulk of the preparation time should be spent on the ‘supporting evidence’ as this will comprise all the work initiated and completed on the training programme so far.

Tell students that they will be presenting to each other as a practice presentation to collect feedforward for developing and improving their performance for tomorrow. As each group is working independently, the trainers should walk around and assist each team with their individual needs and activities.
PITCHES & PRESENTATIONS

2 hours and include a 10 minute break in the middle.
Each participant should prepare and deliver a 2 minute pitch according to the template on the following slide. Ensure that you stop the participants at exactly 2 minutes and provide feedback on how to improve their pitch and delivery. Remind the participants that they should take these constructive comments on board when they are preparing their presentation for tomorrow, but also for the future when they are applying for funding / investment, presenting their ideas / businesses, speaking to stakeholders etc.

Following the pitches, each team should finalise their 15 minute presentation to present their social business as a practice presentation. As such, following each presentation, the trainer and participants should ask questions and give comments about both the social business and how to improve the presentation for tomorrow.

2 minute Pitching – Presentation Warm Ups!

1. My name is ...... and during the training programme I developed a plan for a responsible tourism social business. Describe the business and what it does
2. Describe the values embodied within the business
3. Describe the social and environmental impacts that the business can have
4. Explain how this training programme helped you to design this business
5. And to take it to the next level, my actions going forward are to ..............................................................
6. I will require this help and resources going forward: .........................

Remind participants that this should be a development from the pitch they did on Day 1
Final Preparations for tomorrow:

1. Team members, roles and responsibilities
2. Revised (following Feed Forward) social business name / brand, logo, vision, mission, elevator pitch, marketing channels and routes to market
3. Break even point
4. Pricing strategy
5. Sales plan
6. Product / service samples

Depending on the available time, the trainer can either:
1. Read this slide and explain that following the feed-forward they received, teams should now focus on improving their presentations for tomorrow
2. Use the remaining time for the participants to digest the feed-forward they received, and to use this time to focus on the recommended improvements to make to tomorrow’s presentations.

Tips for presentations and pitches:

1. Prepare in advance and practice, practice, practice
2. Use language that is clear and engaging
3. If you are using slides, make sure they are clear, organized and visually attractive
4. If you are using props, samples, ensure they reflect your standards of quality.
5. Dress to impress by making sure your dress reflects the values of your venture.
6. Speak loudly, clearly, and confidently
7. Always face the audience / panel
8. Remember to relax, breathe and smile!

Share these tips with the participants to help them get prepared and relaxed ahead of their presentations.
Reflective Evaluation – Day 5

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PROCESS</th>
<th>LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>REFLECTION</td>
<td>What content was covered in the workshop?</td>
<td>What methods were used in the workshop?</td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>How is this content relevant to me and my institution?</td>
<td>How effective was the process of the workshop?</td>
</tr>
<tr>
<td>OUTCOMES</td>
<td>Other content that would have been useful in this workshop?</td>
<td>What could have been done differently?</td>
</tr>
</tbody>
</table>

30 minutes
Given that tomorrow’s is presentation day, it will be best to give participants the time to complete this reflection now.
Please distribute an A4 copy of this slide to each participant and give them 30 minutes to complete it in detail before collecting it from the participants.

Please remember the instruction given at the beginning of this programme on DAY1: keep the flipchart or take a photo of it, so that you can revisit it with the participants on the last day by asking them whether their expectations were met or not!
Now it’s time to verify it so revisit the flipcharts!
Acknowledgements

The development of this trainer guide and the smooth delivery of the project would not have been possible without the commitment, professionalism, and enthusiasm of the following individuals:

- **Simona Formica** – TAMAT
- **Ana Chaves González** – TAMAT
- **Lavinia Ruscigni** – D'Antilles et D'Ailleurs
- **Emilie Albert** – D’Antilles et D’Ailleurs
- **Sariaka Nantenaina** – C-For-C
- **Mampionona Ramamonjisoa** – C-For-C

A special thanks to **Dr. Haya Al-Dajani**, Associate Professor in Entrepreneurship and Founder of the Entrepreneurship and Social Innovation Research Group at the University of Plymouth and Visiting Professor at the Mohammad bin Salman College for Business and Entrepreneurship. As the External Evaluator of the EnTOURée project, Haya ensured that the Trainer Guide was embedded in the data and reflective evaluations collected from multiple stakeholders during the implementation of the EnTOURée project.

Antsirabe (Madagascar), December 2018: The project Team
The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the EnTOURée partnership, and the Commission cannot be held responsible for any use which may be made of the information contained therein.