

**SAGA Project**

## **03 A2 TRAINERS GUIDE**

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## 1. INTRODUCTION

The trend of rural depopulation faced by many European countries and regions, is generating areas considered “Empty Europe”, who upfront specific and related demographic and economic challenges and a lack of public services. At the same time, these territories have a rich culinary heritage, gastronomy and/or food production, which at the same time can generate opportunities.

SAGA contributes to reducing inequalities, ensure economic recovery and inclusive and sustainable long-term growth through a co-creation and collaborative focus, engaging all relevant stakeholders, develop and validate a training programme for populations living in “Empty Europe”, but who at the same time have a rich culinary heritage and/or food production. The project develops and evaluates an innovative training programme for those living in these types of rural areas, addressing their pressing issues such as unemployment and economic and social revitalisation, giving them the knowledge, competences and skills to develop social enterprises in gastronomic, food and culinary heritage fields.

SAGA has developed a set of guides to facilitate take-up by the stakeholders in alignment with the philosophy and objectives of the SAGA learning programme, and underpin, support and enhance the skills and competences of the participants and their effort to ideate, create and manage a social enterprise a specific field/sector, i.e. related to food, gastronomy and culinary heritage.

These guides complement the main project results.

## 2. SAGA LEARNING GUIDES

The present guide is part of this effort and a wider set of guides developed for each of the SAGA stakeholders.

**SAGA experiences and case studies:** provides a compilation of case studies included in the SAGA learning program and other (social) entrepreneurship experiences in Europe that can be used as a tool for inspiration and innovation to raise awareness of the role of social entrepreneurship as a vehicle to alleviate the demographic challenges of Empty Europe. This guide can also be used as a motivation for trainers/students and potential social entrepreneurs, and includes some feedback points from those who have already tested the training program.

**SAGA Trainers' Guide:** aimed at trainers who would use the SAGA training programme formally or informally. It includes an overview of the training programme, its content and structures and provides a guide for teachers, trainers and training centres who want to take advantage of the resources and contents of the project to boost the entrepreneurial skills of their students, or include these training materials as additional resources to their existing training offerings.

**SAGA NGO Guide:** for civil society organisations, NGOs, national and regional institutions, working with/for disadvantaged groups in empty Europe, who are interested in using the SAGA learning programme and the results to generate their own (collaborative) social enterprise in the identified sector (food, gastronomy and culinary heritage) or to support its beneficiaries in the creation of its companies. The guide provides inspiration and ideas on how these organizations can use and adopt the SAGA training program and outcomes.

**Policy Brief:** set of recommendations for policy makers related to support the creation of social (collaborative) enterprises, as a way to generate economic activity in the "empty Europe". It focuses specifically on the importance of a legal framework that protects the actions of social enterprises and provides a guide on how to contribute to the SAGA project to promote social entrepreneurship in rural areas as a sustainable strategy for the future.

### 3. TARGET GROUP

The **primary target group** of this guide are **the trainers and educational organisations** who plan to integrate the SAGA Learning Programme into the implementation of personal competence development programs.

The SAGA Learning Programme is excellent for trainers who:

- deal with business establishment, business development, entrepreneurial and management competence development,
- want to provide inspiration for the creation of social enterprises and want to develop the competences and to expand the knowledge necessary for successful operation of a social enterprise,
- focuses on the development of social and functional competence.

The advantages of the SAGA Learning Programme for these trainers are the following:

- contains up-to-date knowledge in all modules,
- process the knowledge material with international examples and knowledge
- enables training participants to learn good practices with the help of specific examples and cases,
- the methodology and knowledge material takes into account the learning needs of adult learners (web-based educational content, flexibly structured, thin slicing method, practical and useful advice to establish a social enterprise)
- it can be excellently used for the preliminary preparation of personal trainings, for the interactive processing of specific topics, or for maintaining a continuous high level of motivation between training sessions
- a small part (a so-called knowledge snacks) or the entire curriculum can be integrated depending on the knowledge of training members
- a programme is applicable and coherent across Europe, but it allows the possibility of adapting to country-specific features.

Other potential target groups are **NGOs and civil society organisations** working directly with and for the primary target groups of the project: social entrepreneurs belonging to disadvantaged groups (due to social, economical, or geographical disadvantages), entrepreneurs from the food, gastronomic and culinary heritage sector who want to align their business idea to the social challenges identified, disadvantaged groups (due to social, economical or geographical disadvantages), and women.

For instance, staff from an NGO working with these target groups can use the training programme to acquire skills and competences to create a social enterprise to provide employment opportunities for their beneficiaries.

For them the advantages of using the SAGA Learning Programme are the following:

- process the criteria for starting and operating a social enterprise in extensive manner;
- gives ideas for creating a social enterprise;
- with the help of a competence matrix, it summarizes the competences essential for the establishment and operation of a successful social enterprise, the curriculum indicates which competence the given module or lesson focuses on, enabling the implementation of targeted trainings;  
illustrates with international examples, which can also be an inspiration for business ideas.

The **indirect target group** is **educational institutions (VET)** that deal with adult education, either formally or informally, and their main focus is the development of entrepreneurship and entrepreneurs.

For these educational institutions the SAGA Learning Programme is a free online training program that matches the learning needs of adults (practical, flexible, modern). In addition, it is available online in several languages, so it can be used practically without borders. They will be able to access and use the e-learning platform and training methodology created in the project and to promote it to the target group.

## 4. HOW TO USE SAGA LEARNING PROGRAMME

### 4.1 About the SAGA Learning Programme in general



The content is based upon a combination of **theory, examples, case studies, assignments and tips & tricks** relevant to social entrepreneurship and the targeted field.

4 Modules with 18 **units** are created reflecting the different phases leading up to the actual creation of the envisaged (collaborative) social enterprise.

The learning programme is developed with the “**thin-slicing**” approach, which means that the whole learning material was divided into small learning units, focusing on a specific concept and topic. This approach allows the learners to study the contents and lessons that are relevant, important and useful to them and fits with previous experience and prior knowledge.

Each lesson can be completed **independently**, the learner can choose. This provides flexibility for the learner, which is essential for the curriculum to be developed for adult learners.

The content was specifically developed for the selected target field related to gastronomy, food and culinary heritage.





The learning programme is practical, modular, with many examples and useful tools, to apply easily in practice. The potential participants of the learning programme are ready to allocate several hours per week to improve their marketing knowledge.

The learning material also contains many practical examples and case studies, which in addition to presenting existing business ventures and solutions, can also serve as inspiration for learners.




## FEATURES OF SAGA LEARNING PROGRAMME






**INSPIRING**  
Videos, articles,  
book  
recommendations,  
best practices

**BLENDED  
LEARNING**  
Combination of Online  
platform and personal  
meeting

**VARIED**  
Theory, case studies,  
tips and tricks, basic  
concepts, self-reflective  
questions, interesting  
facts

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We would like to share some thoughts of the first users of the SAGA learning program, which hopefully will confirm the decision that it is worthwhile to incorporate the SAGA Learning Programme in part or in whole into personal training programs:

-  The practical usefulness of the information obtained during the learning programme is very good
-  The modules are well structured and the additional resources are very useful
-  Important concepts/definitions, it is really useful to be able to revise the main concepts
-  I found the training program very interesting and useful. There was a lot of advice that could be put into practice
-  The information and methods learned during the learning programme were novel





## 4.2 Structure and content of SAGA Learning Programme



### Inspiration for Social Entrepreneurship



### Defining your Social Business



### Functional Competencies



### Social Competencies



#### **Module 1. : Inspiration for Social Entrepreneurship**

##### Educational goal of the module:

This module provides tools to gain inspiration for a social enterprise. Among other things, we go deeper into recognising opportunities and letting an idea mature.

##### Content:

Unit 1 - What is a social enterprise and what does it imply setting up one

Unit 2 - Identifying opportunities in empty Europe related to gastronomy, culinary heritage and food

Unit 3 - Ideation of the product & service related to gastronomy, culinary heritage and food

Unit 4- Market analysis



## **MODULE 2 – Defining your Social Business**

### Educational goal of the module:

In this module, the idea is converted into a business model based on the Business Model Canvas. This includes Key Partners, Key Activities, Key Resources, Value Propositions, Customer Relationships, Customer Segments, Cost Structure and Revenue Streams.

### **Content**

Unit 1 - Business Model Canvas for social enterprises

Unit 2 - Finance & fundraising

Unit 3 - Legislation

Unit 4 - Marketing for social enterprises in the field of gastronomy, culinary heritage and food



## **MODULE 3 – Functional Competencies**

### Educational goal of the module:

In this module, Functional Competences, practical competences are learned for the daily work.

Think, for example, of management and collaboration skills.

### **Content:**

Unit 1 - Be prepared, be organized! Organizational skills

Unit 2 – Networking & partnering

Unit 3 - Managing relationships with providers

Unit 4 – (Self-) management for Social Entrepreneurs

Unit 5 - Social impact measurement & assessment

Unit 6 - Managing time & resources



## **MODULE 4 – Social Competencies**

### Educational goal of the module:

In this module, Social Competencies, the emphasis is on co-creation, social problems and leadership.

### **Content:**

Unit 1 - Co-creation | co-design | co-working

Unit 2 - Leadership in social enterprises

Unit 3 - Self-confidence

Unit 4 - Achieve Change as a Social Entrepreneur

### 4.3 How to use it and how to integrate the parts of the units into a training?

The following information can be found in the overview of each module, which makes it easier to navigate and choose between modules and lessons:

Introduction	Brief – This is a short description about the aim of the unit, content summary of the unit.
Learning outcomes	Description of competences/skill/knowledge to be gained through this unit. The SAGA Learning Programme & Curriculum defined the whole competence matrix, and in this part we name the competences that the given lesson develops. With the help of this, targeted competence development can be realized starting from the competence matrix
Time needed for the unit	Expressed in minutes (between 30-60 minutes)
Relation to other units of SAGA Learning Programme	You can find here information <ul style="list-style-type: none"> <li>- if the learner needs to have done another module or unit before</li> <li>- If the learner needs prior knowledge offered in another unit</li> <li>- How this unit related to the rest of the units/after finishing this unit</li> <li>- Which unit is the next recommended in the learning path</li> </ul>

Each unit is built from the sections below. Now we give you a short guide on how can be used the parts of the units during the implementation of the training program.

Case study	<p><b>Begin the unit by presenting one</b> (or more if relevant) case study, an example that is related to the topic, presents good practice, and is also related to collaborative social enterprise in the field of gastronomy, culinary heritage and food.</p> <p>The case study <b>helps you to show a concrete example of why the topic is important and relevant</b> in establishing and managing collaborative social enterprises.</p> <p>You can find the collection of case studies on the SAGA Learning Programme website so <b>you can choose from these according to your aim and the topic of the training.</b></p> <p>These case studies can even serve <b>as templates to create your own case studies or ask participants to collect or write similar ones.</b></p>
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Lesson	<p>This part of the unit is joining the presented case study with answering the question ‘<i>What can we learn from this?</i>’, a detailed explanation of the topic with clear structure, simple sentences.</p> <p>The main content elements of the topic are highlighted in bold or with questions.</p> <p>This part of the lesson can be <b>learned by the participants during independent study</b>.</p> <p>During the personal training <b>you can summarize</b> this part as a trainer's introduction or <b>highlight the most important parts</b> or <b>discuss any questions</b> they may have.</p> <p>You can also <b>ask the participants to summarize</b> the most important information from the lesson to show you what they have learned by applying it to their own (or planned) business.</p>
Tips & Tricks	<p>Collection of good advices, practical tips on the main idea of the topic Tips &amp; tricks answer the following questions:</p> <p>How to do it in practice?</p> <p>What to avoid for success?</p> <p>What should you bear in mind?</p> <p>Students can learn this part independently.</p> <p>During the personal meeting <b>you can discuss</b> with the learners:</p> <ul style="list-style-type: none"> <li>- Which advice was considered useful</li> <li>- Which was followed and applied, and what experiences did they gain?</li> <li>- Which tip or advice was not feasible? Why?</li> </ul>
Important concepts or definitions	<p>This is a one- or two-sentence definition of the most important concepts of the lesson, like a glossary.</p> <p>You could use this part for example <b>to compile a glossary, or for a concept and definition matching worksheet</b>, or at the end of the lesson you could ask the participants to define the given concepts in their own words.</p>
Self-reflective questions	<p>These questions, assignments, and exercises make the reader think deeply, make them aware of the use of what they have learned in the lesson.</p> <p>These exercises could be pulled together in a <b>workbook</b> that the student can fill out, as a kind of a roadmap or baseline for their venture in creating their own collaborative social enterprise.</p> <p>During the personal training you can <b>focus on those questions and tasks that caused difficulty for the participants</b>, and to which they are unsure in their answers.</p>



<p>You may also be interested in this/ Additional useful resources</p>	<p>Collection of relevant websites; books; videos</p> <p>You can use this section <b>as a trainer to deepen your own knowledge and collect diverse illustrative materials.</b></p> <p>You can find several videos or examples that can be used <b>as an introduction or summary of a topic</b>, and in the case of personal training they are also excellent <b>as a transition between two topics.</b></p> <p>It serves the participants to delve deeper into the given topic, if someone is interested in the topic in much more detail, then they will find various resources to expand their knowledge.</p> <p>If you set them as homework to watch / read the recommended parts, you can <b>continuously maintain their interest and motivation</b> between personal meetings.</p>
<p>References</p>	<p>Here you will find all the resources we used to compile the unit. With the help of these collection you find the origin of the use materials which can <b>deepen or refresh</b> your own knowledge.</p>

## 5. CONCLUDING REMARKS

All 4 modules of SAGA Learning Programme have potential to be integrated in the study materials of VET, of higher education institutions, and can enrich the training offer of adult education.

Module 1 can be especially useful in the study programmes that address social entrepreneurship and gaining ideas for creating a social enterprise; Module 2 is relevant for any study programme focused on planning and managing an enterprise, while Module 3 and 4 addresses functional and social competencies and could also be adapted to study programmes outside of the scope of social enterprise sector.

Even if you do not succeed in recognizing on national level the training program as a separate formal training in each country, the program can be integrated very well partly or fully into existing educational programs.

A flexible approach is one of the major advantages, so trainers can only add modules, units or resources that they find useful to their own training offer or as additional resources.

All case studies and additional useful resources offer international experiences. These can be processed as teamwork, so developed cooperativity.

The SAGA Learning Programme will enhance the opportunities and access to high quality training for people living in empty Europe and will promote a variety of learning approaches, which will lead to further strengthening of key competences - entrepreneurship, social and functional competencies.