STREET CULTURE FOR REGIONS

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social
cooperative
activities
for vulnerable
groups

IO3
TRAINER'S GUIDE
for Street Culture Entrepreneurship Open Educational Resources (OERs)

What is the "Street Culture for Regions" Project?

Street culture is a rapidly evolving area of economic activity and includes urban arts and creative industries (e.g. pop culture), fashion, food, tourism and more, all of which offer opportunities for innovative, entrepreneurial start-ups. However, given its informal roots and sometimes negative connotations, it has not been considered a field for focused enterprise development. Street Culture tor Regions (SCR) will change this by guiding and equipping entrepreneurship education providers to make the most of street culture opportunities for skills development and economic and social inclusion in our cities and regions.

Objectives & Target Groups of the Project

a)   Raise the motivation and knowledge of 200+ VET LEADERS AND STAKEHOLDERS to offer opportunities for street culture entrepreneurship and to work inter-sectorally to provide joined up support. This responds to VET and economic development stakeholders that want

to boost entrepreneurial innovation, social inclusion and urban revitalization in a context of increasing cultural diversity and need guidance on how to harness street culture across the public and private sectors for these purposes.

b)   Equip 400+ VET EDUCATORS to introduce effective street culture entrepreneurship training in their organisations in the short term. VET educators and leaders wish to achieve better outcomes with hard-to-reach groups, but this cannot be achieved with old-school generic start-a-business courses. They need relevant up-to-date knowledge, effective digital tools and engaging pedagogic approaches that build entrepreneurial skills appropriate for contemporary urban environments.

c)   Develop the business skills of 250+ NEW ENTREPRE-NEURS who are normally alienated from VET because of their low-skills background or status as NEETs or migrants. As a low-capital venture that requires cultural identity and organic digital marketing, street culture businesses are ideally suited for them, but they need customised flexible training that builds their confidence and skills to move forward as entrepreneurs.

The End - users / Target Group:

NEETs, those from vulnerable groups, ethnic minorities or migrant backgrounds, and those from deprived neighbourhoods - will be brought into both entrepreneurship training and meaningful economic activity.

How to Deliver the Modules Content

The human brain loves visuals more than anything. And above all, nothing can beat human interaction. Although it is difficult to compete with person-to-person classroom teaching methods, resources with images and videos are indeed the next best thing. Delivering your course through interactive multimedia resources like images, graphics and videos, helps you create engagement, keeps the sessions interesting, and boosts the students' learning speed. So if you are camera-shy, you can use our slides and add images, videos, hyperlinks, and a lot more things to them. You can provide worksheets and exercises to the learners.
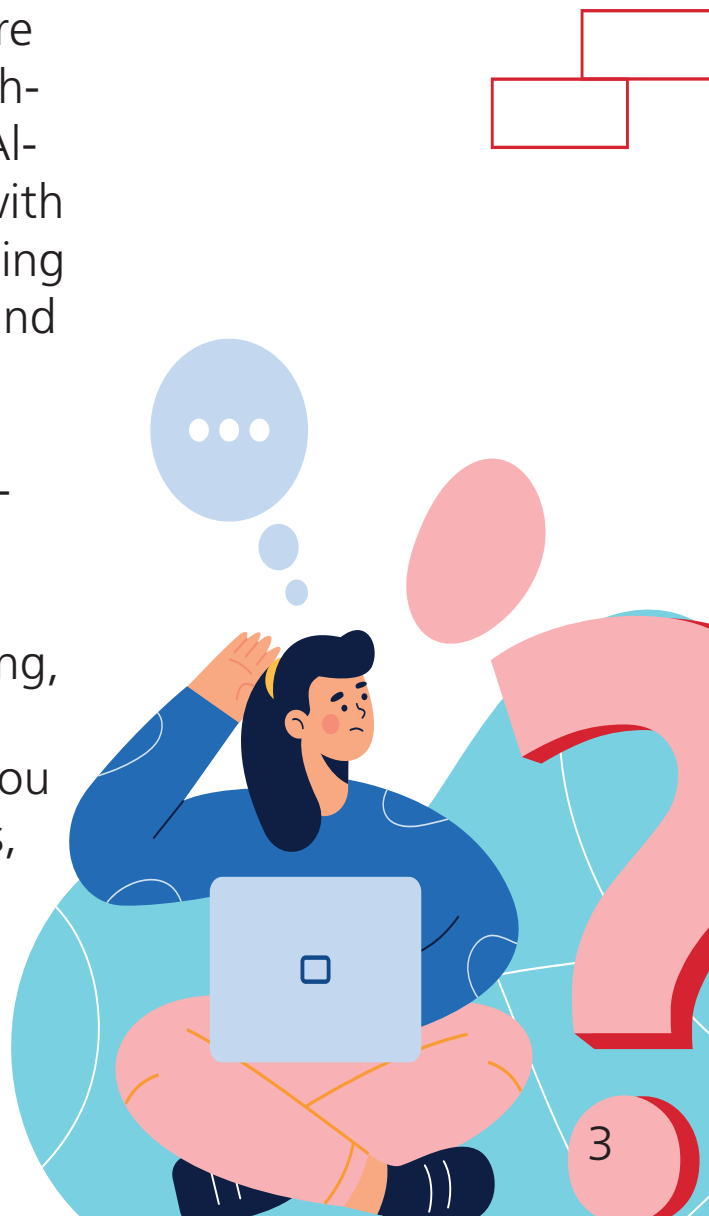
The scenario-based examples inside the modules helps the instructor to re-create an actual environment and present real-life cases. Students can apply their newly acquired skills and knowledge so the instructor can test them under contextual circumstances. You can provide them with a guided discussion and then present a series of open-ended or multiple-choice questions to determine what the student would do in that particular situation.

In this course of modules, providing downloadable materials is a great way to communicate your knowledge and offer them value for their money. You can allow your students to download multiple types of files, ebooks, worksheets, workbooks, guides, podcasts, supplementary courses, templates, videos, graphics, and pretty much anything relevant to your course. Delivering your courses through downloadable materials is convenient, saves a lot of your time, is cost-effective (as hundreds of students can use the same learning material), and allows the learners to study whenever they want.

About this Guide

IO3 is a curriculum and set of Open Educational Resources (OERs) that provide educators with the structure, guidance and content to deliver Street Culture Entrepreneurship programme in their organisations.

This guide is addressed to:

1. educators in enterprise centres, business development organisations and incubators
2. community organisations providing informal VET.

The Aim of this Guide

1. To increase educators own knowledge on the agile and contemporary business models that enable successful street culture enterprises by those from disadvantaged back-grounds

2. To provide educators with high quality materials for both teaching and assessment, to facilitate the rapid integration of the model / resources into their training programmes.

This trainer's guide is a practical set of guidelines and tips for educators to help them understand how to use the OERs, the importance of flexibility being led by the needs and interests of the learners and how to integrate training with the app (IO4).

Below you can see the curriculum comprised of six modules.

IO3 Modules Overview

1

1. INTRODUCTION
What is street culture and how does it relate to opportunities for entrepreneurship?

2

2. IDEATION: BUSINESS MODEL DESIGN, BUSINESS TOOLS & STRUCTURES, BUSINESS PLAN
Taking the initiative: identifying and researching new agile business models and drivers of success.

3

3. BUSINESS DEVELOPMENT: PRODUCT/SERVICE DEVELOPMENT & MARKET CLIENT UNDERSTANDING
Developing your idea: how to start a street culture business from a smartphone.

4

4. SUSTAINABILITY: FINANCIAL OPPORTUNITIES & HUMAN RESOURCES
Resourcing your idea: how to get the support you need.

5

5. SUSTAINABILITY: MARKETING & COMMUNICATION
Marketing your idea on a shoestring: brand development, word of mouth, social media and reputation marketing.

6

6. SUSTAINABILITY: NETWORKING
Collaboration for success – street culture interconnections – how to make them work.
Evaluation: Learning and improving your skills and performance over time.

Each module is comprised by:

30-40		slides in power point format
1/3 of these slides are...		theory
5 *integrated*		multimedia resources *(pdf, links, videos, e.t.c.)*
5 *integrated*		learning activities & exercises
3		case studies
1-2		assessment ideas for the module
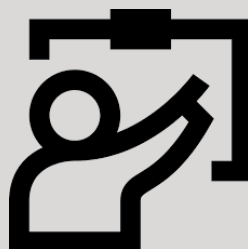
Making Sure that your Training is Inclusive...

It is vital to assure that the style and the tone of the training are appropriate for those with lower educational attainment or other barriers to education.

There is evidence that training can be a useful stepping stone towards participation in the community and labour market.

BUT...

Some training intensify marginalisation, when it does not result in real opportunities.

Training environments might not be amenable to all people, causing higher drop-out rates if learning methodologies do not take account of special needs of learners.

Transition to employment can also be more challenging if labour market actors perpetuate discrimination.

Users are King

Here, the "user" of the material is the student.

Educators must examine and research the **profile** of each user.

They each have different experience levels, in different fields. They each have differing needs and expectations.

1 Small Classes, Close Relationships

2 Informal Learning & Beyond the Programme Support

3 Designing Personalised Goals, together

Assessing Who is Excluded and Why.

Learners with Disabilities
Skills Identification

Regarding the occupational choice for trainees with disabilities, educators might have biased perceptions on the type of training that a disabled person is capable of doing. This is likely to confine them to segregated and low-standard training courses that are not meeting the skills needs of the labour market.
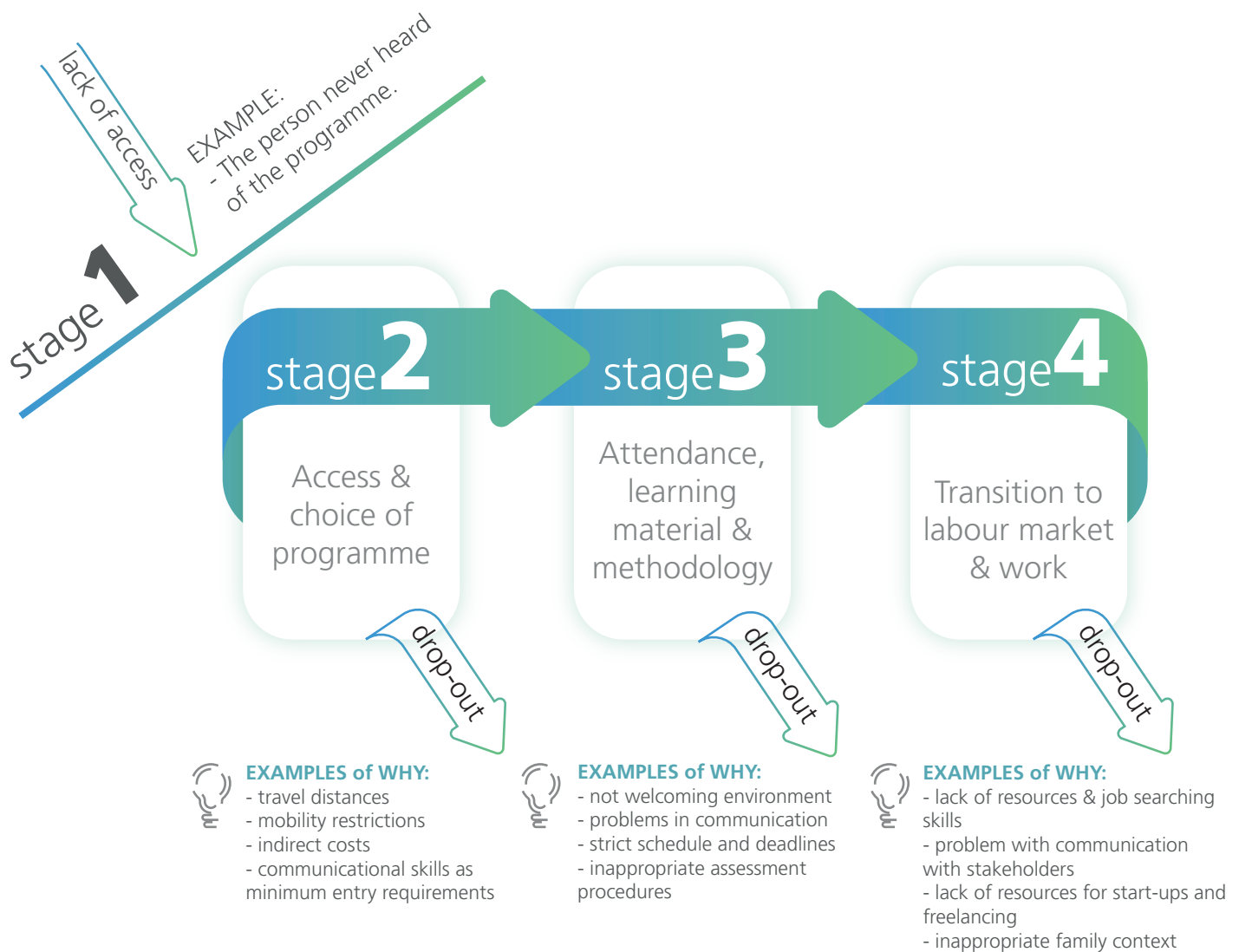
There can be multiple access barriers :

For example:

☀ Belonging to a group of people systematically discriminated or marginalized in society

☀ Being a migrant not possessing the minimum language and occupational skills required for labour market inclusion

☀ Having a low level of education

etc, etc, etc.........

Drop-outs during the training

Where, When and How Exclusion might happen:

lack of access

EXAMPLE:
- The person never heard of the programme.

stage **1**

stage **2**

Access & choice of programme

stage **3**

Attendance, learning material & methodology

stage **4**

Transition to labour market & work

drop-out

drop-out

drop-out

EXAMPLES of WHY:
- travel distances
- mobility restrictions
- indirect costs
- communicational skills as minimum entry requirements

EXAMPLES of WHY:
- not welcoming environment
- problems in communication
- strict schedule and deadlines
- inappropriate assessment procedures

EXAMPLES of WHY:
- lack of resources & job searching skills
- problem with communication with stakeholders
- lack of resources for start-ups and freelancing
- inappropriate family context

How to make a safe "follow-up" context for your training...

Success factor

Labour market integrated / connected with the training organisation, through partnership or career guidance.

Success factor

Identifying inclusive working environments in current market, to ensure a safe place for the student to start with.

Pre – evaluation / Post – evaluation Exercises & Supporting Documents

In this section you will find two template questionnaires to adjust to your course: one for pre-evaluation and one for post-evaluation.

Module pre-evaluation questionnaire

1.If it is possible, please try to estimate your knowledge about setting a street culture enterprise, giving a score from 1 to 10 (low 1 – 10 high)
(Mark the number that matches your knowledge)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

2. If it is possible, please try to estimate your knowledge about fundraising your business giving a score from 1 to 10 (low 1 – 10 high)
(Mark the number that matches your knowledge)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

3. If it is possible, please try to estimate your knowledge about risk management giving a score from 1 to 10 (low 1 – 10 high)
(Mark the number that matches your knowledge)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Module post-evaluation questionnaire

1. Now that you have finished this module, can please estimate your current knowledge about each module's subject, giving a score from 1 to 10 (low 1 – 10 high)
(Mark the number that matches your knowledge)

1   2   3   4   5   6   7   8   9   10

2. Can you list the three most important things you have learned from each Module?

#1_____
#2_____
#3_____

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