



**BeLL to
Start
Business!**

Guidelines “How to prepare and implement Workshops”

(Methodological Materials, Basic version)

2021



Executive Summary

The purpose of the basic document is to provide project partners with guidance on the preparation and conduct of workshops aimed at involving people of pre-retirement age in Latvia, Lithuania and Belarus in entrepreneurial activities.

The base document includes 2 main chapters describing 2 types of workshops held during the implementation of the 'BeLL to Start Business' project within the framework of the 2014-2020 European Neighborhood Instrument Cross-border Cooperation Latvia-Lithuania-Belarus Program, namely Workshop 1 “Be inspired and brave! ” and Workshop 2 “Find yourself in business”. These chapters outline principles, rules and instructions on development and conduction of the series of workshops, including their obligatory characteristics.



Chapter 1.

Methodology for conducting events aimed at stimulating entrepreneurial activity.

The Methodology for conducting events and stimulating entrepreneurial activity is based on a teaching method for adults characterised by a set of principles, procedures or strategies to be implemented by event's organizers to achieve desired results. These principles and procedures are determined partly by the nature of the aim matter to be taught, and partly by our beliefs or theories about how pre-retirement age people learn.

The teaching activities how to better understand business and improve skills which are necessary for entrepreneurship can be seen through the learning methods defined as furnishing others with knowledge and information, especially by a systematic method.

Two methodological approaches to stimulate learning activity are distinguished:

- constructive;
- instructive.

The **constructive approach** is based on a didactic position and believes that target group representatives (TGRs) should construct knowledge primarily on their own activities. This approach based on the very nature of human learning requires that each individual creates his or her own understanding of the business process from first-hand experience, action and reflection, not from having pre-digested information and skills presented by a speaker, mentor and a textbook. Constructivist approaches that use minimal instructional guidance require that events' participants be self-motivated, capable of thinking and reasoning, and in possession of sound independent learning skills.

On one hand, events involving adults in hands-on discovery, problem solving, inductive thinking and reasoning stimulate understanding very well.

But events' organizers also have to recognise that workshops can only be successful to the extent that new information links successfully with a TGRs prior knowledge and experience.

On other hand, the view that learning is greatly enhanced by collaborative social interaction and communication – in other words, discussion between TGRs, their feedback and sharing of ideas are powerful influences on learning.

There is no doubt that in its various guises (e.g. process writing, problem-based learning, inquiry approach and discovery method) the notion of a learner-centred constructivist approach has been readily accepted by events' organizers in the framework of the project implementation and further by relevant stakeholders.

Constructivism has brought with it a whole new set of terms – 'knowledge construction'; 'community of learners'; 'learning by doing', 'process approach', 'experiential learning'. In



addition, giving TGRs participating in the project events support in the form of hints and advice has become known as ‘scaffolding’.

Key words in connection with events and stimulation entrepreneurship activities are ‘authentic’, ‘meaningful’ and ‘developmentally appropriate’. Typical goals for constructivist classrooms are to help TGRs become inquisitive, inventive and reflective, and to encourage them to take the initiative, think, reason and be confident to explore and exchange ideas with others.

The constructivist methodology based on view favours teaching methods that focus primarily on events’ organizers playing the active and major role in acquiring information and developing concepts and skills while interacting with their social and physical environment. The role of the organizer/moderator becomes one of facilitator and supporter, rather than instructor. The importance of social interaction, language and communication is recognised in constructivist classrooms and therefore much group activity, discussion and cooperative learning is encouraged. A pervading assumption of constructivist rationale is that TGRs are self-motivated and self-regulating beings who will acquire the skills of planning, business understanding, and problem solving and communicating about age appropriate, meaningful activities every day.

Observed that while learning does indeed occur through engagement with resources such as textbooks, examples, case studies, models, diagrams, learning also involves, ‘exposure to a human being who organises and presents new knowledge and skills to be assimilated and hence reconstructed in the mind of the learner’. The importance of organizers’ behavioural activity in acquiring personal knowledge, while overlooking the essential role of cognitive activity. It is perfectly possible to stimulate cognitive activity by direct teaching through verbal communication and visual means.

In a methodology on the *role of educators’(organizers)* explanations even define explaining as ‘giving understanding to another’. It is possible that a clear explanation to a group of TGRs helps minimise differences in their prior knowledge about the business, and thereby reduces the potential for misconceptions or difficulties to arise.

Some adult education (including silver economy) experts presented a three-stage model of knowledge and skills acquisition, namely:

- Stage 1 – initial knowledge acquisition
- Stage 2 – advanced knowledge
- Stage 3 – expertise.

Initial knowledge acquisition may well be best served by direct teaching or training and that advanced knowledge acquisition leading to expertise may benefit most from a constructivist approach thru the individual approach using mentors and experts.

It is clear that using a methodology based on events firmly on constructivist principles in no way guarantees that all TGRs participating in the event will construct identical knowledge



about a given business case. Each TGR can construct misconceptions as well as accurate conceptions.

How well an organizer/moderator makes sense of new information (and contributes usefully to collaborative TGRs' group work) depends greatly on his or her prior knowledge and experience in business; and these two prerequisites differ greatly from one partners' representative to another. This is why the common statement is made that 'one-size instruction does not fit all', be it learner-centred activity or direct instruction.

In contrast to the constructivists' view of event conduction, instructivists believe that direct teaching can be extremely effective. **Instructive approach based** on belief firmly in the value and efficacy of *direct and explicit teaching*, particularly for achieving certain goals in entrepreneurship activities.

The generic model of *direct (or explicit) teaching* and events design consist from six components:

- Clear presentation of material (business cases; business examples; business stories ect.);
- Guided understanding about material
- Independent work
- Independent feedback from TGR to TGR
- Immediate correction and feedback
- Reviews, comments, expertize

Teaching by events methodology together with experts:

This approach, as with other forms of direct teaching, aims to generate a very high level of attention, engagement and active participation by TGRs through establishing a high response rate to business experts questioning and prompting. The expert may begin the event by presenting information using an explanatory or didactic approach, but then TGRs are expected to enter into dialogue and contribute their own ideas, express their opinions, ask questions, and explain their thinking to others.

Learning is not achieved here by adopting a simplistic formula of a mini lecture to the workshops' participants followed by 'drill and practice', or by expecting speakers to teach themselves from business cases or other materials. Learning occurs because events' speakers are engaged cognitively in processing and using relevant information, expressing it in their own words and receiving feedback.

Regardless of the type of direct teaching being used, the workshop speaker requires a repertoire of skills and competencies that cover:

- Planning the content and method of delivery (including appropriate use of audio-visual equipment and ICT)
- Managing the available time efficiently
- Presenting the content in an interesting and motivating way
- Explaining and demonstrating clearly



- Knowing when and how to explain key points in more detail
- Using appropriate questioning to focus TGRs attention, stimulate their thinking, and check for understanding
- Dealing with questions raised by TGRs
- Evaluating TGRs participation
- Giving feedback to TGRs.

The effectiveness of direct teaching is influenced by many factors including the clarity, charisma and motivational skills of the speaker, the way in which the material is organised and presented, the length of time devoted to the session, the amount of participation the TGRs engage in, how well the content links with TGRs prior knowledge and experience, and the intrinsic interest and potential relevance or value of the topic.

Mini lectures or informative presentations are a valid method of teaching if the main goal is to present key information to the project TGRs. In those situations, the TGRs generally have the necessary study skills, motivation, attention span and self-management to be able to benefit from this approach.

The purposes that can be achieved through mini lectures for TGRs include:

- introducing a new topic, providing an overview, arousing interest and raising issues that can be pursued later by different methods;
- bringing up to date with recent information that is not readily available through other media;
- presenting information in a quick, concise and integrated way that would otherwise take TGRs a great deal of time to research and discover for themselves;
- providing an opportunity for review and revision of course material.

Some business experts believe that mini lectures, when presented efficiently and enthusiastically, can stimulate interest, challenge events' participants thinking, and raise issues that they will want to follow up.

Limitations associated with mini lecture method:

- Presentations may be too long, and thus exceed the attention span of even those who are interested.
- An overload of information is presented.
- Individual differences in TGRs prior experience and motivation are ignored
- It is not possible to know whether every workshop participant has understood the material
- Some TGRs lack confidence to ask questions or raise issues in a large group
- Many speakers, experts and business owners are not particularly effective or charismatic presenters.

Teaching methods that are described as 'learned-centred' are aligned with the constructivist theory of learning – although some of these methods were in operation long before constructivism emerged as a coherent theory. Learned-centred approaches have been given



specific titles by their creators - activity-based learning, guided discovery; inquiry approach; problem-based learning; project-based learning; situated learning. The subtle differences among the methods described below are usually associated with the amount of guidance and structure provided by the events' organizers during the workshops, and with the degree of autonomy demanded of TGRs. The underlying principles for most of the methods are that:

- Events' participants should be actively involved in the learning process and intrinsically motivated
- Topics, issues, or subject matter should be interesting, relevant and intrinsically motivating
- Whenever possible, learning experiences should take place in real-life situations where the relevant knowledge and skills will really be needed and used (**situated learning**).

A typical guided discovery events learning session (**situated learning**) takes the following format:

- A topic is identified or an issue is posed;
- Organizer/moderator and speaker work together to brainstorm ideas for ways of investigating the topic, situation, business case etc.
- TGRs work individually or in small groups to obtain and interpret data/analysis/situation interpretation
- Inferences and tentative conclusions are drawn, shared across groups and modified if necessary
- Experts, speakers or moderator clears up any misconceptions, summarises the findings

Advantages of guided discovery events learning session (**situated learning**):

- TGRs are actively involved in the process of learning and the topics are intrinsically motivating.
- The activities used in discovery contexts are often more meaningful than the business case study.
- Workshops' participants acquire investigative and reflective skills that can be generalised and applied in other contexts.
- New business skills and business strategies are learned in context.
- The approach builds on TGRs' prior knowledge and experience.
- Independence in learning is encouraged.
- It is claimed (but not proved conclusively) that TGRs are more likely to remember concepts and information if they discover them on their own.
- Group working skills are enhanced.

Disadvantages of guided discovery events learning session (situated learning):

- Discovery can be a very time-consuming method, often taking much longer for information to be acquired than would occur with direct teaching.
- Discovery methods often require a resource-rich learning environment.
- Effective learning by discovery usually depends upon events' participants having adequate independent study skills and self-management.
- TGRs may learn little of value from discovery activities if they lack an adequate knowledge base for interpreting their discoveries accurately.



- Although TGRs become actively involved, they may still not understand or recognise the underlying concept, rule or principle; in other words, ‘activity’ does not necessarily equate with ‘deep learning’.
- Experts, speakers and moderator may not monitor activities effectively, so are not able to give the individual encouragement and guidance (scaffolding) that is frequently needed by learners.

Problem-based learning (PBL) is sometimes referred to more accurately as ‘issues-based’ learning, because many of the topics used for study are not real ‘problems’. The method has gained popularity in recent years as highly suitable for use in adults’ education (including ‘silver economy’ representatives) and especially **stimulating entrepreneurial activity**.

Learning through problem solving may be much more effective than traditional didactic methods of learning in creating in the event’s participant mind a body of knowledge that is useful in the future.

Advantages of project-based learning:

- Method have a ‘real world’ orientation and promote meaningful learning by connecting
- The business cases consist of new information to TGRs past experiences and prior knowledge
- TGRs learn valuable processes and skills for gathering and analysing data and given cases or situations
- TGRs are responsible for their own learning, thus increasing self-direction and motivation
- The learning process encourages various modes of communication and representation
- The approach encourages use of higher-order thinking as well as acquisition of facts
- The approach develops deeper business process knowledge of subject matter
- The approach also increases team-working and cooperative learning skills.

Difficulties with project-based learning:

- Some TGRs lack adequate skills for researching and collating information.
- Some TGRs may give the impression of productive involvement in the work, but may in fact be learning and contributing very little. In this reason the main focus for organizers is make precise focus groups which is involved in project-based learning
- Where project-based learning involve the production of posters, models, charts, recordings, photographs and written reports on display, there is a danger that these are actually ‘window dressing’ that hides a fairly shallow investigation and a weak understanding of the topic
- When different aspects of a topic are given to different group members to research, there is a danger that individual members never really gain an overall understanding of the whole topic.

The developed basic model of the Guidelines “How to prepare and implement Workshops” presented in this document combines several modern approaches used in teaching adults, including people of pre-retirement age. The basic model will be tested during the



implementation of the project and finalized at its final stage, taking into account the specifics of the target audience.



Chapter 2. Specificity of the target audience.

The main target audience for which the preparation and conduction of workshops is carried out are persons of pre-retirement age in Latvia, Lithuania and Belarus, who are considering the possibility of starting their own business. The target group includes the unemployed, registered on the Labor Exchange, and temporarily unemployed people who have left their previous job and are considering starting their own business. The target group also includes people who have a permanent or temporary job, but who want to start their own business in order to receive additional income for their retirement.

In Latvia and Lithuania, persons of pre-retirement age include men and women aged 55-64 years, in Belarus - aged 50-59 years. In the countries of cross-border cooperation, a gradual increase in the retirement age continues. Table 1 below shows the dynamics of changes in the retirement age for men and women over five years by country.

Table 1.

Dynamics of changes in the retirement age in Latvia, Lithuania and Belarus

Country	Gender	2018	2019	2020	2021	2022
Latvia	Men	63 years 3 months	63 years 6 months	63 years 9 months	64 years	64 years 3 months
	Women	63 years 3 months	63 years 6 months	63 years 9 months	64 years	64 years 3 months
Lithuania	Men	63 years 8 months	63 years 10 months	64 years	64 years 2 months	64 years 4 months



	Women	62 years 4 months	62 years 8 months	63 years	63 years 4 months	63 years 8 months
Belarus	Men	61 years	61 years 6 months	62 years	62 years 6 months	63 years
	Women	56 years	56 years 6 months	57 years	57 years 6 months	58 years

In Latvia, the increase in the retirement age to 65 years for men and women will continue until 2025, in Lithuania - until 2026. In Belarus, the retirement age will be set at 63 years for men and 58 years for women in 2022, and no further increase in the retirement age is planned.

The share of unemployed among citizens of the pre-retirement age of the countries of cross-border cooperation (Latvia, Lithuania, Belarus) is slightly higher than in other age categories, and averages about 6% of the total population of the same age group. However, attracting not only unemployed, but also employed citizens to participate in seminars on business organization will help to achieve the maximum synergistic effect.

Often, employees of pre-retirement age are considered by employers as applicants for dismissal due to the approaching retirement age, or specialists themselves decide to end their professional activity. Employers are prejudiced against applicants of pre-retirement age and are not ready to invest money and spend time for their retraining and adaptation to a new workplace and working conditions. Many employers believe that an employee at the pre-retirement age will not be proactive, and the main goal of moving to a new job is his/her desire to find a quiet job before retirement. Young leaders often have stereotypes about the capabilities of the older generation, the so-called “ageism”.

At the same time, in many professions and types of activities, representatives of the pre-retirement age reach the highest indicators and are distinguished by high levels of qualification. With age, the experience, wisdom and accuracy of communications and labor actions of any categories of employees becomes a great advantage. In adulthood, personal responsibility for individual and collective results increases, decisions, strategies, actions and communications are considered, real and achievable, there is more confidence in the control of situations and events, the establishment of positive and constructive relationships, ways to solve life and work problems.



Representatives of the target group most often do not have sufficient knowledge, skills and competencies to start their own entrepreneurial activity, but they demonstrate high motivation and desire to learn and master the peculiarities of organizing and running a business. Therefore, it is fundamentally important in educational activities to use a set of psychological, pedagogical and methodological tools and techniques to support and develop appropriate motivational states in target group representatives, as well as to form a set of necessary knowledge and skills for them to start their own business.

When working with representatives of the target audience, a special approach is required. It is necessary to give a comprehensive, realistic understanding of entrepreneurship, specific knowledge in various areas of business, show opportunities for their practical application, strengthen motivation, use means to reduce psychological tension, ensure interaction with peers and experienced entrepreneurs.

The experience of organizing training, support and monitoring of entrepreneurs' activities shows that this particular age category of people is more stable in terms of organizing and implementing their own business. This target group can also use modern information and communication technologies, flexible forms of employment (home work, convenient work schedule), remote access mode.

People of pre-retirement age can be an example for young people as responsible and disciplined workers with extensive professional and life experience, as an example of generational continuity and life cycle change, reflection and variability of strategies, an example of stress resistance and endurance, high adaptability and sociability.

According to the results of a survey conducted in Latvia, Lithuania and Belarus among entrepreneurs who started their own business at the pre-retirement age, it can be concluded that the most promising for starting a business is the age from 49 to 54 years and from 55 to 60 years. Thus, in Latvia, 70% of respondents started their business at the age of 55 to 60 years. In Lithuania, 60% of the survey participants and 50% from Belarus became entrepreneurs aged 49 to 54 years. Although at a later age, over 60 years, some are also ready for a new active and successful activity, one respondent from Belarus started entrepreneurial activity after 70.

Regardless of the level of education, people of pre-retirement age are able to create and develop their own business. A high level of education is not a necessary condition for starting your own business in this case. Although the survey in the countries of cross-border cooperation revealed that the majority of respondents (70%) have a higher education.

In the process of creating their own business, many entrepreneurs rely on their own experience and professional skills. According to the results of the survey, it was defined that almost 70% of respondents have opened a business fully or partially related to their previous work experience.



Promising industries for starting a business of the target group are tutoring, tourism, crafts, public catering, agriculture, gardening, providing household services to the population and other areas.

In addition to knowledge in the field of general management, finance, accounting, taxation, business planning and marketing, in educational activities with this target group, it is important to take into account both psychological and medical-social, organizational-managerial and other features of teaching adults and elderly people – gerogogics.

Among them are:

- 1) medical and social — creating the necessary conditions for the preservation of all aspects of professional health, including cognitive abilities;
- 2) psychological — organization of assistance in overcoming the crisis of the pre-retirement period, it is necessary to reflect on events, evaluate the prevailing model of behavior, try to "collect" a multifaceted picture of life and motivate to continue self-development;
- 3) organizational — the formation of a "territory of wisdom" in companies and society, in which employees of pre-retirement age will be focused on the transfer of not only professional, but also cultural traditions, which will be a counterbalance to the modern civilization of consumption and egocentrism;
- 4) active — informing people about possible strategies and creating prerequisites for business activity not only in the pre-retirement age, but also further.



Chapter 3.

Workshop 1 “Be inspired and brave!”

3.1. Overall Workshop “Be inspired and brave!” description

The purpose of the Workshop 1 is to present to the target audience of the project - people from Latvia, Lithuania and Belarus of pre-retirement age - information about the development of entrepreneurship in the Programme area by people who started their business at pre-retirement age, acquaintance with the business cases of specific entrepreneurs (‘success stories’), communication with those who launched their business at an advanced age, communication with like-minded people and the formation of such skills as an entrepreneurial mindset, effective communication, problem-solving and analytical skills, a systems thinking, the ability to generate business idea and assess it, to plan business development and create general and marketing strategies.

Over the course of the project, 3 Workshops 1 'Be inspired and brave!' will be implemented: one each in Latvia, Lithuania and Belarus. Every workshop will involve 36 participants from Latvia, Lithuania and Belarus: 12 participants from each country.

Every project beneficiary will develop the content of one workshop, based on the Guidelines' basic version and the proposals of the project partners, and conduct it.

Workshop 1 will have 2 parts and be held for two days, duration is 6-7 hours every day.

The Workshop 1 'Be inspired and brave!' will be conducted by moderator and assistants, which, if necessary, will provide linguistic support (translation).

Day 1.

The first day is represented by the **following sessions:**

The first session will start with the **presentation** (maximum 10 minutes), in which the responsible partner briefly talks about the Programme and the project: implementation timeline, partners, target audience, goals, output indicators, activity and current achievements, as well as communication channels. “BeLL to Start Business” project presentation by the responsible project partner is actual only for the basic version of the Guidelines.

Ice-breaking activity (appr. 20') is a great way to start a workshop where the target group representatives have not met before. The activity's goal is to create a comfort level and interaction with the participants.

A partner can offer any of the activities that are suitable for the target audience of the project, from the simplest to the most complex option. For example, you can instruct each of the event participants to first ask their neighbors what they like to eat for breakfast and what kind of ice cream they like, and then ask the same question to other participants in the event. With the right



participation of the moderator, this activity can lead to active and broad communication among the participants of the event.

Presentation of the consolidated report ‘Textbook of business’. In accordance with the Methodological Materials the presentation will reflect the common vision, trends, problems and opportunities for starting and developing business by the representatives of the target group in the cross-border cooperation region with the specification of issues in the region of the concrete beneficiary which is responsible for this Workshop 1.

The presentation will also demonstrate some concrete examples of starting and developing business by people of pre-retirement age from the collection of business cases aggregated during the implementation of the project. The presentation will be discussed by all participants of Workshop 1.

In the second session 2-3 representatives of the target audience who yet started or successfully developed their business will share their experience with the participants of the Workshop 1 (‘success story’) and answer their questions in the interview format. Further, a general discussion of these examples from real business is foreseen.

The final session of the first day of the Workshop 1 is an excursion to 1-2 enterprises, which were established by people of pre-retirement age. During the tour, entrepreneurs will talk about their business, demonstrate it and take part in a general discussion with the Workshop 1 participants.

Day 2.

On the second day of Workshop 1, the Business Simulation Game (BSG) "Play and Learn!" will be held.

For the game participants of the workshop will be divided into 6 teams, each of which will have 2 representatives from every country. The composition of the teams, as well as its captain, will be determined by the drawing of lots.

Each game will be organized by the team method and consist of 3 sessions. In each of the three sessions, players will be given a brief description of the business and the real-life business situation that needs to be resolved. In addition, the game participants will be given 4 scenarios for solving this situation. Each team will discuss the proposed options and choose one of them or a combination of them with the appropriate motivation. The team will be also given the opportunity to offer their own solution to the business situation.

The game will help participants to check the strategic vision of the business, understanding the situations that arise in the course of its development, form a tactical approach to problem solving, creativity and teamwork, and understand the features and opportunities for doing business in the region of cross-border cooperation, including joint business.



After the discussion, each team will present its results (posters, open presentation). Every session of the game will be completed by a general discussion of the teams' presentations with the involvement of experienced experts who give their comments to the presentations.

The jury, which will include representatives of all beneficiaries, sums up the results at the end of each session, as well as the final results, which will result in the best teams being awarded, as well as the team's best captain.

The final part of the Workshop 1 is the completion of the developed evaluation form by its participants.

3.2. Workshop 1 “Be inspired and brave!” preparation

1) Development of a draft agenda for the event.

At this point, concrete speakers and cases as well as time allocated to them during 2 days of the Workshop 1 will be identified. Final agenda should be confirmed one week before the event.

The draft of Workshop 1 agenda for the first day is shown in Figure 1.

A g e n d a

DAY 1:

9:30 – 10:00 **Registration, welcome coffee**

10:00 – 11:30 **Session 1**

Event opening, introduction into “BeLL to Start Business” project /10’
Ice-breaking activity / 20’
Presentation of the Consolidated report “Textbook of business”
General discussion

11:30 – 12:00 **Coffee pause**

12:00 – 13:00 **Session 2**



Speaker 1 / Success story – Q&A interview format
 Speaker 2 / Success story – Q&A interview format
 General discussion

13:00 – 14:00 Lunch

14:00 – 16:30 Session 3

Excursion to 2 entrepreneurs / Coffee pause
 Discussion

16:30 End of the Day 1

Figure 1. Draft agenda for the first day of the Workshop 1 “Be inspired and brave!”.

Draft agenda for the second day of Workshop 1 is shown in Figure 2.

A g e n d a

DAY 2:

9:30 – 10:00 Registration, teams building, selection of team leaders
 Welcome coffee

10:00 – 10:35 Introductory Session

Event opening and introduction to the game / 10’
 Teams’ presentations / 25’

10:35 – 12:00 Session 1

Short verbal task 1 / 10’
 Business background information / 10’
 Task 1: discussions and presentations / 1h5’

12:00 – 12:20 Coffee break



12:20 – 13:30	Session 2
	Short verbal task 2 / 10' Task 2: discussions and presentations / 1h
13.30 – 14.20	Lunch
14:20 – 15.30	Session 3
	Short verbal task 3 / 10' Task 3: discussions and presentations / 1h5'
15.30 – 16.00	Closing Session
	Summing up, award procedure Game assessment

Figure 2. Draft agenda for the second day of the Workshop 1 “Be inspired and brave!”.

2) Target group representatives / attraction and registration

Attracting representatives of the target group to participate in the Workshop 1 “Be inspired and brave!” is an extremely important element of its success.

Approximately one month before the planned date, it is necessary to publish the initial announcement of the event on the project's Facebook page.

The announcement should clearly indicate the place and time of the event, the number of participants, languages of the event and also determine the methods of participants registration. In this case, it is recommended to request from potential participants both email and phone numbers.

It is necessary to confirm the registration of participants and answer questions. Given the specifics of the target group, it is advisable to contact them again several days before the appointed date.

Municipalities’ departments, business incubators and business development centres, Labor Exchanges, VET, Lifelong learning institutions and NGOs focused on solving problems close to target group representatives can be used as communication channels with TGRs.

Social networks, such as specialized groups both on Facebook and on separate websites are also effective ways of reaching out to the target audience in this case.



It is recommended to create a file for pre-retirement age people (database) and regularly update its information.

PS. When implementing the project, the announcement must necessarily include logos and additional information in accordance with the requirements of the Programme.

3) Invite the right people: event speakers and their ‘success stories’

Based on a Workshop 1 aim, 2 (3) representatives of the pre-retirement age who yet started or successfully developed their business will share the experience with the participants of the event during Session 2.

The speakers will tell their ‘success stories’ and then answer the questions of the event participants in the interview format. In the final part of the session, all speakers will be involved in a general discussion.

When defining a team of speakers, it is advisable to take into account the diverse mix of perspectives and to define a reasonable number of them (2 or 3). The organizers of the event can invite a third speaker if they plan that the general speeches of the invitees will take no more than an hour.

In preparation for the event, it is recommended to carefully consider compiling both a preliminary and a final list of speakers. On the one hand, there should be no more than 3 entrepreneurs in order not to overload TGRs with information. On the other hand, TGRs need enough detailed information on issues of interest to them.

When planning the order of speeches, it should be noted that it is desirable to include speakers, who can make their performances in an attractive manner and as interactive as possible and whose speeches can best illustrate the assumptions and conclusions of the consolidated report [Business textbook](#)



As speakers, both the participants of the survey conducted by the project partners and those who were found through the centers of business development and support, municipalities, media publications, through social networks, as well as personal connections can be invited. It is advisable to contact potential speakers with an invitation to take part in the event at least one month before the date of its holding (preferably 2 months).

Event organizers are encouraged to meet with speakers in advance in order to prepare them for a successful presentation at the Workshop 1 “Be inspired and brave!”: to determine the goals and objectives of their speeches, topics and presentation scheme, as well as present the needs and characteristics of representatives of the target audience. Communication by telephone or online is also possible.

In the event that a translation of the speaker's speech is required, this issue must be agreed with him in advance.

4) Invite the right people: event experts.

External experts are experienced businessmen, representatives of educational institutions or people successfully running recently established companies. They are involved in the second day of Workshop 1 during the Business Simulation Game (BSG) "Play and Learn!"

It is recommended to invite 2-3 experts from the various sectors of the economy which are more suitable for pre-retirement age people' business start and development, to participate in the event at least one month before the date of its holding (preferably 2 months). Experts should be able quickly analyze business ideas and their potential development, express their opinions



in an objective and positive manner, and also stimulate with their comments the further movement of discussions with representatives of the target audience.

For the preparation of experts' list, both personal contacts and contacts of social partners are used, as well as information received from municipalities, business associations (NGO), business development and support centers, and so on.

Afterwards, these persons are contacted by email and telephone/ WhatsApp/ Viber or organizers arrange a personal meeting. Organizers explain the essence of the BSG and profile of the target group to the experts, discuss their participation in the Workshop in terms of aspects that should be emphasized and paid special attention during the event, confirm the agenda, instruct the experts and answer any question they may have.

5) Attract the right people: host guests!

In the third session of the first day of Workshop 1, it is planned to visit 1-2 enterprises which were established and successfully developed by people of pre-retirement age.

It is recommended to start preparing for this session of the event 2 months before its date. Potential entrepreneurs can be found through personal contacts, social partners, municipalities, business development and support centers, incubators. Organizer needs to contact entrepreneurs by phone (email), tell them in advance about the project, the purpose and content of the TGRs' visit to them, and also explain the benefits they will receive as a result of participation in the project (publications on the websites of the project beneficiaries, in the press, distribution information about their company and products on the project page on Facebook, as well as on personal pages in social networks of the visit participants - representatives of the target audience, etc.)

At the preparatory stage, it is also necessary to consider a backup option in case one of the entrepreneurs cancels a visit to his company shortly before the scheduled date.

When choosing enterprises, it is recommended to consider the following points:

- location of enterprises. It is necessary to consider the route of visit, taking into account that the total duration of the Session 3 will not exceed the planned time (2h 30');
- the possibility of comfortable accommodation at the site of all seminar participants (36 TGRs), as well as members of the project team;
- the content of the entrepreneur's business case, which can be clearly demonstrated on the spot (illustrated);
- the ability of an entrepreneur to give a fascinating presentation of his business, conditions, opportunities and prospects for its further development.



After a preliminary agreement, the organizer of the seminar is recommended to visit the entrepreneur in advance in order to get acquainted with his opportunities to illustrate his business on the spot, jointly develop a visit plan, mark its key positions, and also agree on it.

2 weeks before the event, it is advisable to visit the entrepreneur again in order to go through the scenario of the visit together with him, as well as discuss possible questions from the representatives of the target audience.

The organizers of the event need to draw up a clear timetable for the trip, including determining the time of the coffee break during one of the visits and providing the entrepreneur with everything necessary for this.

6) Attract the right people: moderator and his/her assistants.

When conducting a Workshop 1, the moderator and his/her assistants are involved in participation in Sessions 1 and 2 of the first day of the event, and also completely during its second day (Business Simulation Game).

The right choice of the moderator and, if necessary, her/his assistant is important for the successful holding of the Workshop. The moderator can be either a member of the project team or invited outside of its organization. The moderator should be familiar with the format of the event, the problems and tasks that are discussed at it, the speakers and their presentations as well as goals and content of Business Simulation Game. The moderator also needs to understand the psychological portrait of TGRs and their problems. It is possible to attract two different moderators to participate in each day of the Workshop.

The moderator should conduct the event in accordance with the drawn up agenda. On the first day, he/she must actively communicate with both speakers and pre-retirement age people, involving them in discussions, observe business etiquette, and conduct the event in an exciting and memorable format with a sense of humor.

On the second day, the moderator conducts the game in accordance with the developed agenda, attracts representatives of the target audience to actively participate in it, answers their questions, attracts an expert, and leads the game in an fascinating format.

If linguistic problems arise (translation) during the event, moderator's assistants are involved in their solution.

The success of the event depends largely on the level of professionalism and charisma of its moderator, his/her ability to find a common language with the audience, to create the friendly and relaxed atmosphere.

Necessary training/instructions should be provided to the moderator and assistants by the organizers before the event in order to ensure it's smooth running.

7) Attract the right people: jury.



On the second day of the Workshop, the participation of the jury is required during the Business Simulation Game. The jury consists of 3-5 members and is headed by the chairperson. The chairperson of the jury is chosen in a free format by its members. When holding games in the framework of the project, the jury may be elected from three representatives of the beneficiaries.

Both experienced entrepreneurs and representatives of business development and support centers, incubators, educational institutions and Lifelong Learning centres can be invited to participate in the work of the jury. The organizer preliminary acquaints the jury members with the criteria for evaluating the answers and presentations of the participants in the game, and also explains the rules for filling out the evaluation forms.



The jury assesses solutions to short verbal task and tasks/presentations at the end of each of three working sessions (1 – 3) and assigns points according to the given scale using special evaluation forms. When the game is finished, the jury sums up results and awards winners together with an organizer.

When evaluating the results, the jury takes into account such factors as an ability to make effective decisions within a team, logical thinking, understanding of business processes' fundamentals, strategic vision of business situations and their further development, participation of all team members in the game process, communication, creativity, novelty and originality of presentations.

The following rating scale for the tasks was developed:

Short verbal task:

- Creativity – 3 points maximum;
- Logical thinking – 3 points maximum;



- Situation understanding – 2 points maximum.

Description of assessment criteria is presented in the Table below:

Assessment criterion	Score		
	1	2	3
Creativity	Poor creativity	Some creative ideas	Fully creative approach
Logical thinking	Poor	Moderate	Excellent
Situation understanding	Poor understanding	Good understanding	

Tasks 1-3:

- Strategic approach – 5 points maximum;
- Vision of possible business scenarios – 5 points maximum;
- Communication skills – 5 points maximum;
- Creativity and novelty of presentation – 5 points maximum.

Regardless of the fact that Tasks 1-3 have 3-4 predefined answer options, they only set a direction for further thinking. The players are free to amend or merge some directions or invent their own direction. The teams are required to provide a strong argumentation to prove their unique answer and make a well-thought-out action plan. Such approach allows assessing creativity within or out of set directions.



Description of assessment criteria is presented in the Table below:

Assessment criterion	Score				
	1	2	3	4	5
Strategic approach	Poor	Fair, but needs improvement	Good	Very good	Excellent
Vision of possible business scenarios	Poor vision of business development scenarios	Some vision is present, but not all envisaged scenarios are based on evidence	Good ability to define business development scenarios, but lack of knowledge in entrepreneurship	Good ability to define business development scenarios and support them with evidence	Excellent ability to anticipate several business scenarios
Communication skills	Poor	Fair, but needs improvement	Good	Very good	Excellent
Creativity and novelty of presentation	No or low creativity and novelty	Some new creative ideas	Several creative and new ideas, but not all are realistic	Several creative, new and realistic ideas	Fully creative and innovative approach

Jury evaluation forms for short verbal task, Tasks 1-3 and summary form are presented in Annex 1. Forms are oriented on the Workshop in the framework of the project implementation.

8) Presentation of the Consolidated report “Textbook of business” development.

The key moment of the Workshop’s first day’s opening session is the presentation of the consolidated report “Textbook of business”. It is planned to allocate 1 hour for the presentation, but it is advisable to reserve 15 minutes of this time for a general discussion after its completion. At the same time, it is extremely important for the speaker to involve representatives of the target audience in the discussion of specific slides (points) of his presentation.



It is recommended to start the presentation with a brief description of the goals and objectives of the survey conducted among people of pre-retirement age in Latvia, Lithuania and Belarus, the timing of its implementation and the results obtained.

In the next introductory block of the presentation, it is advisable to demonstrate the statistical data of the country whose representatives are organizing a specific seminar, namely, the dynamics of changes in the retirement age of women and men over the past 5 years, the concept of "pre-retirement age", the number of people of this age in the country / region of the program, the level of employment, the unemployment rate of the target audience. In this case, it is recommended to use the statistical information presented in Chapter 2 of this Guidelines. In addition, each beneficiary can expand the statistics, taking into account the availability of additional information in their country. At the same time, it is desirable to put the main focus of the presentation on the demonstration of the survey results.

In the main part of the presentation, it is preferable to emphasize the information on the country of the event organizer. At the same time, if necessary, speaker can carry out a comparative analysis of this information with general data for the region in which the survey was conducted.

It is recommended to build a presentation according to the following principle:

- General profile of entrepreneurs: number of founders and hired employees in their enterprises (question 4 and 5), legal status of their business (question 6) and field of its activity (question 7), as well as entrepreneurs' education (question 11) and age when they started a business (question 12).
- Further, it is desirable to demonstrate the stories of specific entrepreneurs of the country. For each individual survey participant, it is necessary to provide information about the essence of his/her business (question 8), strategic and daily tasks that he/she solves (question 9), connection of their business with prior professional activity (question 13, detailed) and motivation to become an entrepreneur (question 15), as well as and how they came up with a business idea (question 16).
- The next few slides should present an overall picture of the responses of the country's respondents (all respondents) to the questionnaire: motivation to become an entrepreneur (question 15), the source of a business idea (question 16), how they got information on running own business (question 17), having a business plan (question 18), help of mentors / consultants (question 19), feelings at the start of a business (question 20), support of family and friends (question 21), lack of knowledge and skills at the beginning stage of their business (question 22), attraction of financial resources (question 26).



- Further, it is recommended to return to the story of specific entrepreneurs and provide answers to the following questions for each of them: problems / difficulties they faced at the beginning stage of your business (question 24), typical situations for the beginning of their business (question 27), failures in their business (question 29).
- In the final part of the presentation, it is desirable to give general answers to the following questions: main factors (external and internal) that currently contribute to the business development and restrain your business (questions 32 and 22) and what inspire entrepreneurs participated in the survey to move forward (question 34).

9) Business Simulation Game ‘Play and Learn’ development.

The second day of Workshop 1 is completely devoted to the Business Simulation Game "Play and Learn!" (BSG). The content development for each BSG is the responsibility of the beneficiary, who organizes the game in its country.

The game is played in 3 sessions. The first session begins with a short verbal task. This task should briefly describe a specific business situation and not propose any solutions. It is recommended to consider the situation that corresponds to the requests, style and level of business of TGRs . The task is discussed simultaneously by all teams for 3 minutes, then their captains present the result during only 1 minute.

Below 2 short verbal tasks are demonstrated as a guide to developing the tasks for this project.



Short verbal task 1 / only as an example

You are the owner of a small store on one of the main shopping streets of the city. In the morning you come to the store and see that the window facing the street is broken. Your actions?



Short verbal task 2 / only as an example

You own a small art studio, which produces flowers, bouquets, accessories and figurines out of a Japanese air-dry polymer clay. One day your brooch is noticed on a host of a famous TV show. Your orders via an Internet shop rocket, but you do not have necessary human resources to fulfill even one third of them. What would you do?



Further, each session is conducted according to the following scheme: the participants of the BSG get acquainted with the business background information of a particular company and receive a task, to which 4 answer options are attached. Teams discuss assignments for 30 minutes, prepare presentations and tell the audience about their results.

Business background information of *Stella* company that retails tea and coffee in a small store in a shopping center, as well as a task for TGRs is shown below. The information is provided only as a hint for the development of materials within the project.



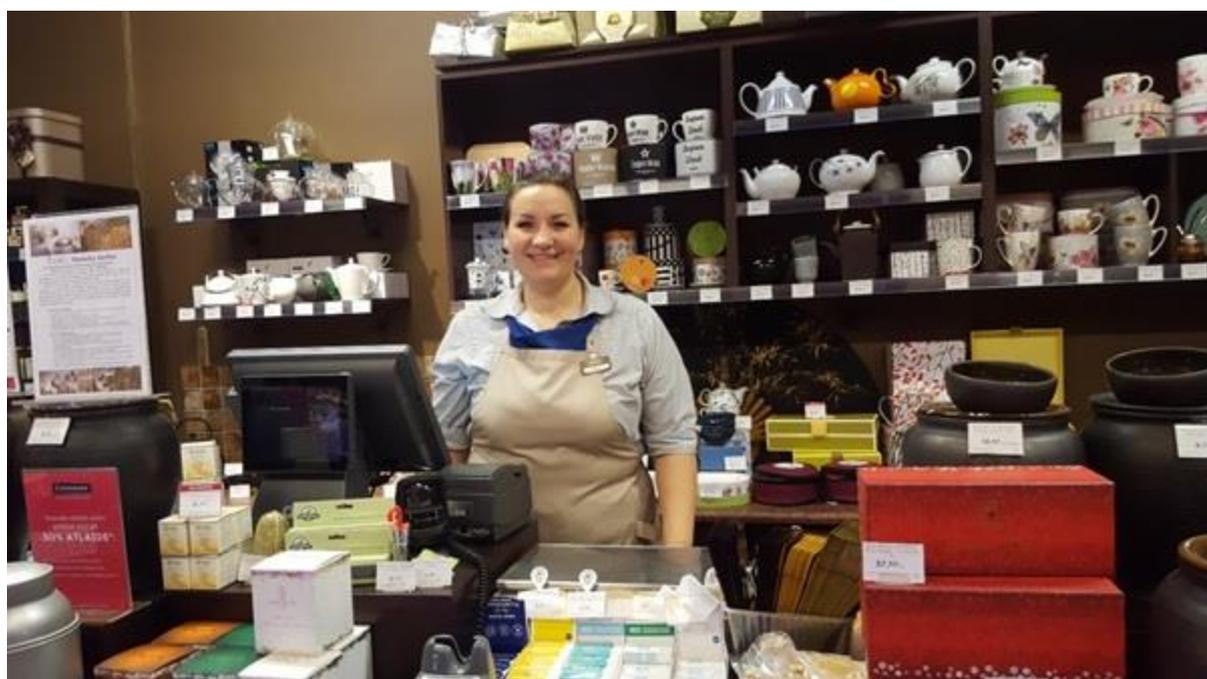
BUSINESS BACKGROUND INFORMATION

Stella

A small enterprise *Stella* was established in the city *N* 3 years ago. There are about 100 000 inhabitants in the city, 46% of which are men, 54% are women.

The company *Stella* opened a tea and coffee store in one of the city's central shopping center.

In the shopping center there is a large supermarket of the famous network, as well as a number of general stores, service companies and entertainment venues. The *Stella*' store is open 12 hours a day, 7 days a week.



The business is developing successfully, the company employs 5 people: director (additional marketing functions), 4 shop assistants. The store area is 40 m² including small office and warehouse, the rent is 25 EUR / m². Rent also includes utility bills of the store, security service and Internet.

The base goods of the store are quality loose leaf tea and coffee by weight, as well as pre-packaged tea and coffee of leading trade brands that are not represented in the supermarket. In addition, the store offers tea mugs, kettles and accessories for tea procedures. In the shopping center. the company does not have direct competitors.

The shop's furniture and fitting were ordered from a local manufacturer at a price of EUR 15,000 due to a bank loan. Initial purchases of goods and suppliers were made at the expense of attracted funds from relatives of the business owner (without interest). At the moment, the



debt is returned and operating the company provides its regular cash flow by building sound financial relations with suppliers of goods.

The average monthly turnover of the company is equal to 9800.00 EUR, average monthly expenses are presented in the following table:

Expenses	Amount / EUR
Wages with taxes	5600.00
Rent	1000.00
Communication costs	60.00
Sales costs	150.00
Administrative expenses (accounting)	100.00
Advertising costs	200.00
Depreciation of Fixed assets	250.00
Other expenses	100.00
Interest on the loan	70.00
Total expenses	7530.00

Task

In early December two *Stella* sales assistants reported their intentions to resign after 2 weeks. Your actions in this case?

- Prepare a proposal to increase the wages of these two sellers by 20% from the new year and discuss with them the opportunity to continue working further;
- Offer them a bonus in the amount of their salary in the event that they remain working until the end of December;
- Build a schedule for more intensive work in the “hot” season of all other store employees, plus invite schoolchildren to work (without liability);



- Apply to outsourcing companies for the urgent search for new shop assistants;
- Your suggestions

For a successful BSG conduction, the organizer is advised to develop a presentation in which the day's schedule, business background information and tasks to be completed are presented step by step.

10) Assessment forms' elaboration.

Each of the event organizers prepares a report on the assessment forms completed by all event participants. The report presents the average rating for each question of the form, as well as the most significant comments.

11) Event organizational issues.

Organizational issues must be resolved taking into account the two days of the seminar.

The organizer of the event should think in advance about the appropriate size of the room and possible layout of tables for each day of the event. The event can be held entirely in the same room, but on its first day, tables are supposed to be placed according to the scheme Theatre or Classroom (see Figure 3), and on the second day, according to the Cluster scheme to ensure separate tables' combination for each team (6 persons). In the foreground of the room, it is desirable to place 2 small tables for speakers and the moderator / assistants on the first day of the event. On the second day, it is also necessary to provide 2 small tables for experts and moderators / assistants, in addition, tables for 3-5 jury members.

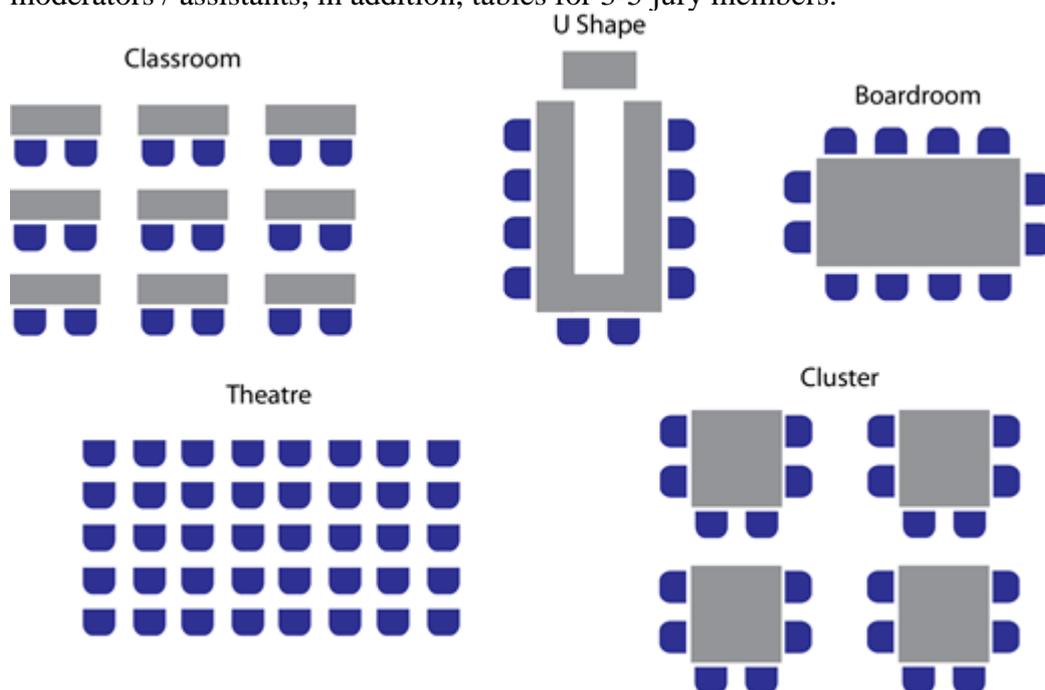


Figure 3. Samples layouts of the workshop room



The appropriate announcement must be placed at the entrance to the hall of the event (during the project implementation with EU, Programme and project logos).

The organizer ensures the availability of equipment and supplies (flip chart with enough paper: colored markers (4 colors: black, blue, red, green): 1 set for each team for the second day; post-its;), as well as the cathering schema.

A list of the workshop participants with their contacts and a place for signature to be prepared by the organizer (during the implementation of the project on a special form with the EU, Programme and project logos). Badges with their names and brief information (project team, organization of the speaker or expert, representative of the target audience) are also printed for all participants. At the same time, it is necessary to prepare several empty badges in case the participants' change.

The organizer also needs to prepare the necessary cards for the draw, which will make it possible to form 6 teams of 2 target group representatives from each country. The draw is carried out at the registration of the participants in the event. In addition, the organizer needs to prepare materials for the selection of team captains by drawing lots in case one of the teams cannot choose a captain in any other way. This draw is done, if necessary, at the beginning of the event's second day.

It is advisable to distribute the printed agenda to all event participants at the registration. In addition, assessment forms, note paper and pens must also be prepared. Assessment forms presented in Annex 2.

The organizer needs to think over in advance the transportation scheme for the participants of the workshop on its first day and order a comfortable transport. In addition, it is necessary to provide prizes to the teams (for at least one team) based on the results of the business simulation game.

PS In the case that representatives of the target audience participate in the workshop remotely, they should be given the opportunity to answer the questions of the assessment form on GoogleDoc.

During the event, it is recommended to photograph both speakers and target group participants. Photos can serve as excellent illustrations for public information about events. Before the event it is necessary to get the consent of the audience to take pictures.

3.3. Conduction of “Be inspired and brave!” Workshop



Day 1,

Registration stage.

Workshop participants arrive, register in the prepared list with signatures, receive a name badge and team number (by draw), which they will be part of during day 2 (Business simulation game). Participants sit down at any available places if at the beginning of the event tables are arranged according to the *Theatre* or *Classroom* scheme.

Session 1

The moderator welcomes the participants of the workshop from 3 countries and wishes them a fruitful day, new ideas and contacts and also presents assistant/ts who conduct the workshop. Then organizer offers any of the activities that is suitable for the target audience of the project, from the simplest to the most complex option.

For example, he/she can instruct each of the participant to first ask their neighbors what they like to eat for breakfast and what kind of ice cream they like, and then ask the same question to other participants in the event. With the right participation of the moderator, this activity can lead to active and broad communication among the participants of the event.

The organizer ensures “BeLL to Start Business” project brief presentation. Then the moderator invites in speaker to bring in the Consolidated report “Textbook of business”. The moderator and assistants support the speech by comments and questions, as well as involves all event participants in the discussion of it.

Session 2

The moderator invites in turn two speakers who started their business at a pre-retirement age and are ready to tell the seminar participants their success story. The moderator asks questions to the speakers in an interview format and encourages all participants in the event to join him.

In the final part of the session, the moderator organizes a general discussion on the topic of starting your own business at a pre-retirement age.

Session 3

The organizer conducts an excursion to 1-2 entrepreneurs in accordance with a preliminary agreement with them. On the spot, the entrepreneurs acquaint the participants of the workshop with the business and answer their questions. The moderator organizes a general discussion.



Day 2,

Registration stage

Game participants arrive and sit down at any available places of concrete tables with their team number which are arranged according to the *Cluster* scheme. Players select a team leader.

Introductory session

During this session, a moderator requests players to come up with a team's name and slogan and prepare an interesting and possibly humorous presentation about the team members. The aim of this task is to break the ice among the participants and help them get acquainted.

The duration of the team's presentation is 25 minutes: 7 minutes for team work and 3 minutes for each team to tell about it..

Session 1

At the beginning of the Session 1, the moderator gives one short verbal task (No.1) to the players. The task comprises 2 – 6 lines of text describing an unusual situation in relevant business and a question in a “What would you do?” format. Since the task is relatively easy and does not require a long time to solve, its purpose is to create a friendly and open atmosphere during the game, as well as remind the players about the necessity to think logically and apply creativity. Answers are given orally by team leaders.

The response time for this task is 10 minutes: 3 minutes for discussions within teams and 1 minute for team leaders to present answers.

Then the teams receive a background information about a business they will analyze during the game. The document covers such topics as an environment the company operates in, products or services offered, team and their responsibilities, business model, clients and partners, financials. Teams have 10 minutes to study the background information and ask questions to the moderator, his/her assistants and/or an expert.

Afterwards, the teams receive the Task 1 with a description of a challenge the business is currently facing and 4-5 solutions to it, i.e. 4-5 possible further business development options. The task is solved by Team work method meaning that all members are involved in the discussion facilitated by team leaders.

Game participants discuss all possible steps the business can take and suggest a solution by choosing one or more answer options on the basis of an in-depth discussion within a team. Teams are also welcome to provide their own solutions. During the discussion, each team prepares a presentation on large paper sheets and presents it in front of the audience. Team leaders may present the results themselves or attract other team members. Presentations



should be prepared in a paper format and submitted to the moderator to ensure that the players do not copy presentation parts from each other.

After all the presentations are made, the experts comment on the solutions given, all the players engage in a free and open discussion about the presentations, the jury sums up and announces results of the session.

The response time for this task is 50 minutes: 25 minutes for discussions within teams and 4 minutes for each team's presentation. Expert comments and common discussion: 15 minutes. Overall session duration: 1h 25m.

Session 2

Session 2's format is the same as that of the Session 1 apart from the background information, which is provided only once during the game and relates to all tasks given further.

The response time for the short verbal task is 10 minutes. The response time for the Task 2 is 50 minutes: 25 minutes for discussions within teams and 4 minutes for each team's presentation. Expert comments and common discussion: 15 minutes. Overall session duration: 1h 15m.

Session 3

Session 3 starts with a short verbal task 3. Afterwards, the Task 3, which should be solved using the World cafe method, is provided. The essence of this method is as follows: each of six tables receives a topic for discussion/ a problem to solve. Team leaders automatically get a role of "café hosts" and remain at the same table during the whole session. Other players move from one table to another every round, which lasts for four minutes. When a group sits at a new table, a host of the café first tells them what was discussed with a previous group, which ideas were generated and decisions were made. A discussion then continues from this point. After six rounds, the teams return to their initial tables and make presentations together with team leaders. Such an approach allows capitalizing on others' ideas and generating a wider variety of solutions.

After all the presentations are made in front of the audience, the expert comments on the solutions given, all the players engage in a free and open discussion about the presentations, the jury sums up and announces results of the session.

The response time for the short verbal task is 10 minutes. The response time for the Task 3 is 1 hour 10 minutes: 24 minutes for 6 discussions with café hosts, 10 minutes for presentations' preparation and 4 minutes for each presentation's delivery. Expert comments and common discussion: 10 minutes.

Overall session duration: 1h 20m.

Closing session



The jury sums up the results of the game and presents them. The organizer awards the winner (s). Moderator thanks all event participants.

The organizer distributes assessment forms to fill out.

3.4. Activities after the event.

After the workshop, it is extremely important to post information in a fascinating style on Facebook and / or the website of the project beneficiaries.

Event organizer prepares a report on the assessment forms completed by the event participants, which presents the average rating for each question of the form, as well as the most significant comments.

In addition, it is recommended to send letters of thanks and successful photographs to speakers and experts.

Each of the project beneficiaries prepares their conclusions and recommendations for improving the workshop and submits them to the lead beneficiary.



Chapter 4.

Workshop 2 “Find yourself in business”

4.1. Overall Workshop “Find yourself in business!” description

The purpose of the Workshop "Find yourself in business" is to stimulate entrepreneurial activity among people of pre-retirement age, to develop their communication with like-minded people and to model such skills as an idea generation ability and analytical skills, entrepreneurial mindset, ability to plan business development and create general and marketing strategies, effective communication and a system thinking.

During the implementation of the project, Workshop 2 will be held once in a mixed format (online + offline) during one day. The duration of the event is 6-7 hours.

The event will involve 45 representatives of the target audience from Latvia, Lithuania and Belarus, 15 people from each country. It also stipulates that each beneficiary will invite 5 unemployed to participate in the event.

Workshop 2 consists of the following three sessions:

1 session - online mode. During this session, 15 representatives of the target audience in each country, as well as the moderator, his/her assistant (s) and expert gather in one room and are connected through a common online network with the rest of the event participants.

PS. In the case if the current pandemic situation in the country does not allow for the gathering of participants in one estate, the beneficiary provides the maximum possible scheme for the participation of the target group representatives in it, up to the individual connection of each of the participants to the network.



During the first session, one representative of the target audience from each country, who has the potential to start a business, presents in turn his business idea to the general audience and answers questions from both the moderators and participants of the workshop from three countries. The session ends with speeches by one expert from each country, who presents his brief opinion on business ideas.

Session 2 is held offline separately in each country and consists of two parts.

In the first part, the participants of the workshop from each country discuss both the business idea of their representative and start-up entrepreneurs from two other countries. In particular, a representative of his country may also be involved in the general discussion and may be asked additional questions.

In the second part of this session, the Workshop participants in each country are divided into 3 teams by drawing lots and choosing their team captain. Each of the captains is assigned one of the business ideas presented in session 1 of the Workshop.

The work is carried out by the World café method. In this case, the team captains are the hosts of the tables and each of them is responsible for developing scenarios (positive and negative) for one of the business ideas.

After discussion, each team gets together with their captain and prepares a presentation on a specific business idea for them. Expert in each country actively works with representatives of the target audience and provides them with recommendations.



Session 3 is held online again.

All seminar participants are connected to the network. In turn, the teams that were responsible for developing the business idea presented by the entrepreneur from their home country give presentations. Teams from two other countries, who also worked with this business idea, complement the first presentation, emphasizing the possibility of developing the idea in the region of cross-border cooperation.

After a full discussion of each business idea, expert from each country gives his opinion.

4.2. Workshop 2 “Find yourself in business!” preparation

1) Development of a draft agenda for the event.

The draft of Workshop 2 agenda is shown in Figure 4.

A g e n d a

9:30 – 10:00 Registration, welcome coffee

10:00 – 11:30 Session 1 / online mode

Event opening, introduction into “BeLL to Start Business” project /10’
 Workshop 2 “Find yourself in business!”description / A&Q / 20’
 Presentation of business ideas / representatives from 3 countries / A&Q
 General discussion / Experts inclusion (3 countries)

11:30 – 12:00 Coffee break

12:00 – 13:00 Session 2 / Part 1 / offline mode

Business ideas from representatives of 3 countries discussion
 A&Q

13:00 – 14:00 Lunch

14:00 – 15:00 Session 2 / Part 2 / offline mode



Work in teams / World cafe method
 Presentations preparation
 Experts inclusion

15.00 – 16.10	Session 3 / online mode
	Presentation of business ideas development / representatives from 3 countries / A&Q General discussion / Experts inclusion (3 countries)
16:10 – 16.30	Closing of the Workshop
	Assessment forms distribution

Figure 4. Draft agenda for Workshop 2 “Find yourself in business!”.

2) Target group representatives / attraction and registration.

Attracting representatives of the target group to participate in the Workshop 2 “Find yourself in business!” is a significant activity for its success.

Approximately one month before the planned date, it is necessary to publish the initial announcement of the event on the partners websites, project website, project’s Facebook page and initially communicate with stakeholders.

The announcement should clearly indicate the place and time of the event, its mode, the number of participants, languages of the event and also determine the methods of participants registration. In this case, it is recommended to request from potential participants both email and phone numbers.

It is necessary to confirm the registration of participants, explain the event mode and answer questions. Given the specifics of the target group, it is advisable to contact them again several days before the appointed date.

Municipalities’ departments, business incubators and business development centres, Labor Exchanges, VET, Lifelong learning institutions and NGOs focused on solving problems close to target group representatives can be used as communication channels with TGRs. Social networks, such as specialized groups both on Facebook and on separate websites are also effective ways of reaching out to the target audience in this case.



It is recommended to create a file for pre-retirement age people (database) and regularly update its information.

PS. When implementing the project, the announcement must necessarily include logos and additional information in accordance with the requirements of the Programme.

3) Invite the right people: potential entrepreneur / business idea presenter.

The key figure of the event is a representative of the target audience who will tell the Workshop 2 participants about his potential business idea and actively participate in discussions during Sessions 1 and 2. Speaker can be a potential entrepreneur who is just considering the possibility of starting his own business, or an existing entrepreneur who is ready to talk about new directions for the development of his business.

Event organizers can find this person through the centers of business support and development, incubators, municipalities departments, NGO, specialized social groups or personal contacts.

During the preparation for the workshop, the organizers are advised to discuss in advance with the speaker his presentation of the business idea in order to make it attractive to the target audience from the three countries and to provide an opportunity for its further development, taking into account potential cross-border cooperation.

It is recommended that the speaker prepares a presentation in PowerPoint format or short videos in order to demonstrate, if appropriate, the objects of his potential business.

Points that can be considered in the presentation are as follows: the essence of the business idea, why it arose (market needs, copying from another area, copying from the same area with additional elements, etc.), business connected/non connected with prior professional activity, business goals, market analysis, competitors, potential clients / buyers, available resources (including property), promotion of services / goods, team, etc.

In addition, it is necessary to prepare the speaker for possible questions from the participants of the event during its first and second sessions, discuss with him the preferred scheme of answers to them, as well as the psychological aspects of communication with the participants of the workshop. Personal communication with a speaker or communication by telephone or online is also possible.

4) Invite the right people: experts

Workshop experts are experienced businessmen, serial entrepreneurs who develop business ideas on an ongoing basis, representatives of business incubators working with ideas generation and development, those who lead hackathons or representatives of educational institutions. Experts are involved in all Sessions of Workshop 2.



In the first session, they briefly express their opinion on the business ideas presented by speakers from three countries, in the second session they actively communicate with representatives of the target audience from their country during their preparation of presentations, and finally, in the third session, they express their opinion on the speakers' business development scenarios prepared by teams from three countries.

It is recommended to invite 1-2 experts from the sectors which are most suitable for evaluating business ideas from areas defined by speakers. Experts should be able to quickly analyze business ideas and their potential development, actively communicate with representatives of the target audience and help them with advice, express their opinions in an objective and positive manner, and also stimulate with their comments the further movement of discussions with representatives of the target audience.

Afterwards, experts are contacted by email and telephone/ WhatsApp/ Viber or organizers arrange a personal meeting. Organizers explain the mode and approaches of the workshop, as well as a profile of the target groups to the experts, discuss their participation in the workshop in terms of aspects that should be emphasized and paid special attention to during the event, confirm the agenda, instruct the experts and answer any question they may have.

5) Attract the right people: moderator and his/her assistants.

Each of the seminar organizers involves a moderator and his assistants. The correct choice of a moderator is very important for the successful holding of the event, especially taking into account its format and additional issues for a prompt decision related to the combination of online and offline modes.

The moderator can be either a member of the project team or invited outside of its organization. The moderator should be familiar with the format of the event, the issues that are discussed at it, the speakers from 3 countries and their business ideas. The moderator also needs to understand the psychological portrait of TGRs and their problems.

The moderator should conduct the event in accordance with the developed agenda. In the first session, he asks questions to speakers after they have presented their business idea, and also motivates seminar participants from their country to join the discussion. In the final part of the event, the moderator supports representatives of the target audience from their country with remarks and questions during their speeches, and also involves them in a general discussion. The moderator must comply with business etiquette and conduct the event in an exciting and memorable format with a sense of humor.

The success of the event depends largely on the level of professionalism and charisma of all moderators, their ability to find a common language with the audience from 3 countries, to create the friendly and relaxed atmosphere. Necessary training/instructions should be provided to the moderators and assistants by the organizers before the event in order to ensure it's smooth running. If linguistic problems arise (translation) during the event, moderator's assistants are involved in their solution.



6) Event organizational issues.

At the preparation stage, the format of Workshop 2 should be taken into consideration.

The organizer of the event from each country should think in advance about the appropriate size of the room, the availability of the necessary equipment and suppliers (two flip charts, with enough paper: colored markers (4 colors: black, blue, red, green): 1 set for each team for Session No. 2; post-its;), as well as the catering schema.

Given the structure of the workshop, it is recommended to provide for a change in the layout of tables in the meeting room during the event. It is recommended to arrange tables according to the scheme *Theatre* or *Classroom* (see Figure 5) for Session 1 and the Part 1 of Session 2. In the foreground of the room, it is desirable to place 2 small tables for speaker and the moderator / assistants.

For the second part of Session 2 and Session 3 tables during the lunch break are arranged according to a *Cluster* scheme (see Figure 5) in such a way that each of them (connecting several tables, for example 4 tables for two) can accommodate members of one team.

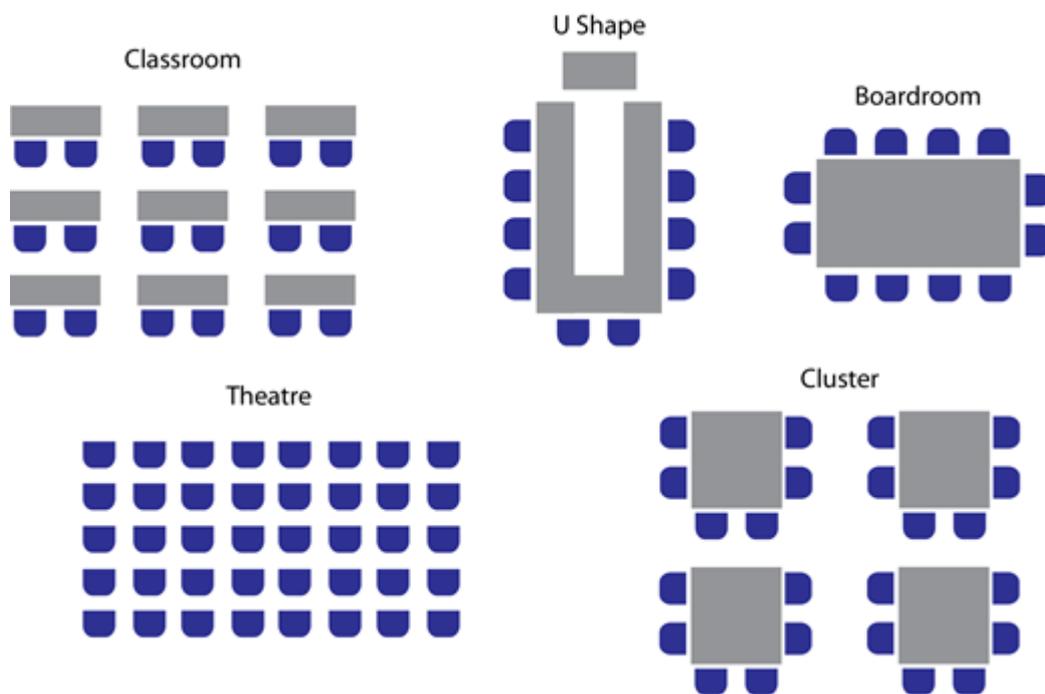


Figure 5. Samples layouts of the workshop room

Alternatively, the arrangement of tables according to the *Cluster* scheme from the very beginning of the event is permissible. In this case, it is necessary to provide such positions of chairs so that everyone sitting at the table can see the presentations on the screen.

The appropriate announcement must be placed at the entrance to the hall of the event (during the project implementation with EU, Programme and project logos).



A list of the workshop participants with their contacts and a place for signature to be prepared by each organizer (during the implementation of the project on a special form with the EU, Programme and project logos). Badges with their names and brief information (project team, organization of the speaker or expert, representative of the target audience) are also printed for all participants. At the same time, it is necessary to prepare several empty badges in case the participants' change.

The organizer also needs to prepare the necessary cards for the draw, which will make it possible to form 3 teams of 5 target group representatives for each country. The draw is carried out at the registration of the participants. In addition, the organizers need to prepare materials for the selection of team captains by drawing lots in case one of the teams cannot choose a captain in any other way. This draw is done, if necessary, at the beginning of the part 2 of Session 2 of the event.

It is advisable to distribute the printed agenda to all event participants at the registration. In addition, assessment forms, note paper and pens must also be prepared. Assessment forms presented in Annex 2.

PS In the case that representatives of the target audience participate in the workshop remotely, they should be given the opportunity to answer the questions of the assessment form on GoogleDoc.

When preparing for the event, it is necessary to create separate links for Sessions 1 and 3 (online mode).

PS When holding a workshop in a limited format, that is, if the representatives of the target audience from a certain country cannot get together in full (15 people), it is necessary to form additional links to ensure their work in teams under the direction of the representative of the organizer. In this case, the Team method of discussion can be applied vs the World cafe method.

During the event, it is recommended to photograph both speakers and target group participants. Photos can serve as excellent illustrations for public information about events. Before the event it is necessary to get the consent of the audience to take pictures.

4.3. Conduction of “Find yourself in business!” Workshop

1. Registration stage.

Workshop participants arrive, register in the prepared list with signatures, receive a name badge and team number (by draw), which they will be part of during Session 2/Part 2.



Participants sit down at any available places if at the beginning of the event tables are arranged according to the *Theatre* or *Classroom* scheme. If the tables are yet arranged according to the *Cluster* scheme, the participants sit at the table on which the corresponding team number is set.

2. Session 1 / Online mode.

The chief moderator (lead beneficiary's or another project beneficiary's representative according to prior agreement) welcomes the participants of the workshop from 3 countries and wishes them a fruitful day, new ideas and contacts, and also presents all the moderators and assistant/ts who conduct the workshop. The chief organizer ensures "BeLL to Start Business" project brief presentation.

Further, one of the moderators (in accordance with the agreement) presents to the event participants its general scheme and procedure for its holding, dwelling on the content of individual sessions, and also answers questions from representatives of the target audience.

Then the chief moderator invites in turn speakers of the first session to present their business ideas. The local moderator supports the speech by comments and questions, as well as involves all event participants in the discussion of it.

In the final part of the session, the main moderator organizes a general discussion and invites in turn 1 expert from each country to express his opinion on the ideas.

3. Session 2 / Offline mode.

In the first part of the session, each moderator organizes in the audience a general discussion of possible positive and negative scenarios for the development of the three presented business ideas. The emphasis is placed on the idea of a speaker from a given country; for other business ideas, the possibility of their development in the conditions of cross-border cooperation is being considered.

In the second part of the session, each team members are seated at separate tables, placed at lunchtime according to the *Cluster scheme* (if they were not so placed from the very beginning of the event). Each team chooses its own captain or they are chosen by drawing lots, if it was not possible to do so in another way.

The moderator defines for each team a business idea of one of the speakers in the first session and explains the principles of working in teams according to the World cafe method. In this case, the team captain becomes the host of his table, and the rest of the team members move from table to table and participate in discussing the scenarios for the development of all three ideas. Experts move between tables and stimulate active discussion of business ideas by TGRs.



After 20 minutes of the third session, the teams gather at their captain's table and prepare presentations of scenarios for the development of business ideas. The experts help the TGRs prepare the presentations and answer their questions.

PS In the case that it is not possible to organize the personal participation of representatives of any country in the event, work in teams is carried out online according to the Team method.

4. Session 3 / Online mode.

The chief moderator takes turns inviting the team from each country who prepared the presentation for the home speaker's business idea. This presentation is immediately complemented by the performances of teams from two other countries from the point of view of the possibility of cross-border cooperation. Local moderators may ask speakers additional questions.

After the presentation of all three business ideas, the main moderator organizes a general discussion and in the final invites one expert from each country to express their opinion.

5. Closing stage.

The chief moderator and then other moderators thank all event participants.

The organizers distribute assessment forms to fill out.

4.4. Activities after the event.

After the workshop, it is extremely important to post information in a fascinating style on Facebook and / or the website of the project beneficiaries.

Each of the event organizers prepares a report on the assessment forms completed by the event participants from his country, which presents the average rating for each question of the form, as well as the most significant comments. One of the organizers also draws up a general report based on all completed assessment forms.

In addition, it is recommended to send letters of thanks and successful photographs to speakers and experts.

Each of the project beneficiaries prepares their conclusions and recommendations for improving the workshop and submits them to the lead beneficiary.



General Summary

During the implementation of the project, the project beneficiaries will conduct 3 workshops 1 ‘Be inspired and brave!’ (one in each country) and one workshop 2 ‘Find yourself in business!’ online. After each event, the responsible partner will prepare a report on the event, taking into account the assessment forms completed by representatives of the target audience, as well as the feedback from the partners.

The Guidelines “How to prepare and implement Workshops” will be finalized based on these reports and supplemented with photos from the events.



Annex 1.

Business Simulation Game _____

Place, date _____

Jury evaluation form

Project partner: _____

Jury member: _____

Session 1. Short verbal task. (session 2, session 3)

Team 1

Factor	1	2	3	TOTAL (sum)
Creativity				
Logical thinking				
Situation understanding				

Team 2

Factor	1	2	3	TOTAL (sum)
Creativity				
Logical thinking				
Situation understanding				



Team 3

Factor	1	2	3	TOTAL (sum)
Creativity				
Logical thinking				
Situation understanding				

Team 4

Factor	1	2	3	TOTAL (sum)
Creativity				
Logical thinking				
Situation understanding				

Team 5

Factor	1	2	3	TOTAL (sum)
Creativity				
Logical thinking				
Situation understanding				



Team 6

Factor	1	2	3	TOTAL (sum)
Creativity				
Logical thinking				
Situation understanding				

Session 1. Task 1 (Session 2. Task 2. Session 3. Task 3)

Team 1

Factor	1	2	3	4	5	TOTAL (sum)
Strategic approach						
Vision of scenarios						
Communication skills						
Creativity and novelty of presentation						

Team 2

Factor	1	2	3	4	5	TOTAL (sum)
Strategic approach						
Vision of scenarios						
Communication skills						
Creativity and novelty of presentation						



Team 3

Factor	1	2	3	4	5	TOTAL (sum)
Strategic approach						
Vision of scenarios						
Communication skills						
Creativity and novelty of presentation						

Team 4

Factor	1	2	3	4	5	TOTAL (sum)
Strategic approach						
Vision of scenarios						
Communication skills						
Creativity and novelty of presentation						

Team 5

Factor	1	2	3	4	5	TOTAL (sum)
Strategic approach						
Vision of scenarios						
Communication skills						
Creativity and novelty of presentation						



Team 6

Factor	1	2	3	4	5	TOTAL (sum)
Strategic approach						
Vision of scenarios						
Communication skills						
Creativity and novelty of presentation						

Business Simulation Game _____

Place, date _____

Summary: Jury evaluation form

Session 1	Short verbal task						Task 1						
Team/Jury	LB	PB2	PB3	X	X	Total	LB	PB2	PB3	X	X	Total	Final
1													
2													
3													
4													
5													
6													



Session 2	Task 2					
Team/Jury	LB	PB2	PB3	X	X	Total
1						
2						
3						
4						
5						
6						

Session 3	Task 3					
Team/Jury	LB	PB2	PB3	X	X	Total
1						
2						
3						
4						
5						
6						



SUMMARY

Team/ Session	1	2	3	Result
1				
2				
3				
4				
5				
6				



Annex 2.

Assessment form for Workshop 2 ‘Find yourself in business!’ evaluation.

Dear participant of the workshop ‘Find yourself in business!’

Please rate our event on a scale from 1 to 5 (1 is the lowest, 5 is the highest). Your feedback is particularly important for us!

Overall impression of the workshop / Overall rating of the workshop

1 2 3 4 5

Information received before the event

1 2 3 4 5

Workshop program

1 2 3 4 5

Rating of the Session No. 1 – Business ideas presentation

1 2 3 4 5

Rating of the Session No. 2 / Part 1 – 3 business ideas discussion

1 2 3 4 5

Rating of the Session No. 2 / Part 2 – Work in teams, presentations preparation

1 2 3 4 5

Rating of the Session No. 3 – Teams’ presentations

1 2 3 4 5

Format of the workshop

1 2 3 4 5

Event organisation



1 2 3 4 5

Workshop room

1 2 3 4 5

Catering

1 2 3 4 5

Your comments or/and recommendations

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.....

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Thank you!