



INCUBATORS FOR CO-PRODUCTIVE ENTERPRISES AND
SOCIAL INCLUSION (IN-CUBA) PROJECT

INTELLECTUAL OUTPUT 7

TRAINING GUIDELINES



RESPONSIBLE: FENACERCI



AMPAN
Junts fem futur

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CADIAI
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01

General Framework

The IN-CUBA (Incubators for Co-productive Enterprises and Social Inclusion) Project wants to foster social inclusion by developing an incubation methodology based on co-production addressed to people with intellectual disability (PWID). Working on co-productive approaches has highlighted the capacity of users to become protagonists and have an active role, opening the doors to new possibilities and further developments. In fact, the scientific literature and several success stories confirm that, through the appropriate support, people with intellectual disability succeed in concretizing ideas through long-term projects, especially projects that lead to the creation of companies. This opens new opportunities for the development of people's employability and social inclusion. However, if at present national systems tend to promote entrepreneurship and innovation, these programmes are rarely accessible to people with intellectual disability and no measure is put in place to investigate the potential impact entrepreneurship can generate for them and their entourage.

An incubator is an organisation that helps new and start-up companies to develop by providing support services and enabling access to the resources they need. In the context of IN-CUBA however, we can define incubator as a support for the development of projects and ideas, a methodology based on co-production that supports the development of ideas and projects to transform them into enterprises (considered in its widest meaning).

In this regard, it appears necessary to develop co-productive approaches in supporting people with intellectual disability, to encourage their initiatives, which ultimately contributes to a climate of innovation, employability and social inclusion. Hence the interest for an incubator methodology based on co-production addressed to people with intellectual disability to foster the access to entrepreneurship and self-entrepreneurship considered in its widest meaning, referring to an organised project or undertaking, and potentially a business.



01

General Framework

The co-productive methodology for incubating enterprises for people with disabilities were design in order to develop an alternative and possible way for PWID to enter in the open labour market as entrepreneurs. It's a methodology that implies a personal demand built up in a co-productive environment where everybody interested can bring up their knowledge and expertise to the life working project. In other words, to build individual dream business in a collective mindset bringing the personal competencies to the common achievement.

The guidelines are meant to provide practical know-how and knowledge on how to successfully apply the co-productive incubator for PWID. The training guidelines on development of inclusive training were based on enhancing adult educators' competences; reducing disparities in learning outcomes affecting learners with intellectual disabilities and enhancing opportunities for self-development and inclusion for people with intellectual disabilities so that they can be acknowledged as people that can contribute to the development of their community.

The learning guidelines will better prepare training professionals to promote the development, testing, and implementation of innovative practices in the field of training for professionalization.



02

Training Guidelines in co-production methodology for People with Intellectual Disabilities

The training guidelines are based on the work developed by all partners in the definition and implementation of a co-production methodology that aims to empower PWID with tools to create and develop entrepreneurial projects.

In this sense, it is fundamental to create a set of guidelines that aim to empower professionals working with PWID with contents and resources to facilitate the adoption of a co-production methodology of incubators for these people.

This document, addressed professionals and front-line staff working with people with intellectual disabilities, should be understood as a tool that can be used to develop skills in trainers and introduce tools, methodologies, practical, innovative, and achievable implementation processes for incubators in a co-productive and inclusive way. It is a flexible tool that possibility to add support needs according to the target group, contexts (country, organizational context, support needs) and has potential for transferability, namely, to people who are more vulnerable in terms of access to employment. The training guidelines are organised into 34 hours and 7 modules' curriculum addressing the following areas:

- Framework and Learning Methods: Entrepreneurship and People with Intellectual Disabilities
- Business incubator Toolkit:
- Enabling, Empowering, Triggering potential
- Collecting, generating and development ideas
- From Idea to practice
- Stabilization
- Feasibility, Impact and Evaluation



Each module has been developed with a session plan that includes a summary and the definition of time, objectives, contents, methods, activities, and suitable resources used and tested by the partnership.

This document identifies the core competences and the areas that should be addressed during the training, and trainers can then build up the training sessions accordingly to the participant's previous knowledge on the different subjects.

It is also included a self-evaluation sheet, where participants can score their knowledge before and after the training, in what comes to the core competences identified for each module.



03

Training Programme

MODULE 1 – FRAMEWORK AND LEARNING METHODS

SUMMARY

Module 1 will set up the basics to understand the principles and aims of INCUBA project and how professionals can act as promoters of co-production methodology for incubation of entrepreneurial projects.

At the same time, it will provide participants with some knowledge about learning methods when targeting people intellectual disabilities.

This will help professionals to understand how they can promote inclusive learning context to support people with intellectual disabilities and providing opportunities for the development of entrepreneur ideas and projects. Recommend time is 3 hours, but this can be adjusted according to the participants.

OBJECTIVES

By the end of the training, participants should have a clear idea about:

- What is a methodology based on co-production to develop accessible business incubator services for people with intellectual disability.
- How create and deliver a training programme based on inclusive learning.
- How they can act as promoters to develop accessible business incubator services for people with intellectual disability in a co-productive way.

CORE COMPETENCES

- Good understanding and knowledge about methodology based on co-production to develop accessible business incubator services for people with intellectual disability.
- Understanding how a promoter can be to develop accessible business incubator services for people with intellectual disability in a co-productive way.
- Strong knowledge of inclusive learning

TRAINING CONTENTS

1. The IN-CUBA Project - Incubators for Co-productive Enterprises and Social Inclusion
 - Project overview (main goals; the six principles of co-production; incubator; needs and requirements to develop an incubator methodology based on co-production for people with intellectual disability).
 - Methodology based on co-production to develop accessible business incubator services for people with intellectual disability.
2. Inclusive Learning
 - Commitment to inclusion
 - Methodological Options
 - Measures to Support Learning and Inclusion
 - Mobilizing Measures to Support Learning and Inclusion
 - Specific resources to support learning and inclusion
 - Tools and Resources

MODULE 1 – FRAMEWORK AND LEARNING METHODS

LEARNING METHODS

- Ice breaker;
- Design Thinking;
- Flipped Classroom;
- Cooperative Learning;
- Problem-based Learning;
- Thinking-based Learning;
- Competency-based Learning;
- Concept Mapping;
- Role-play, etc.

PROPOSED EXERCISES

- See Annex I

(to be built by each partner according the national, local and organizational context and the characteristics of the target group involved in the training programme)

RESOURCES

- Computer;
- Data show;
- Internet connection;
- PowerPoint presentations;
- Flipchart, markers;
- Blank sheets;
- Copied handouts of the exercises;
- List of national resources;
- See Annex II.

(to be built by each partner according the national, local and organizational context)

SUMMARY

An entrepreneur is an individual who creates and develops a new business, bearing most of the risks and enjoying most of the rewards. The process of setting up a business is known as entrepreneurship. The entrepreneur is commonly seen as an innovator, a source of new ideas, goods, services, and business/or procedures. Entrepreneurs play a key role in any economy, using the skills and initiative necessary to anticipate needs and bringing good new ideas to market.

Entrepreneurship is a growing trend for people with intellectual disability. This trend reflects a shift in contemporary policy towards entrepreneurship and self-employment as a viable employment option for people with disability in general; a strategy which is intended to promote autonomy and reduce dependence on entitlement-based services as well as to reduce employment disparities and stimulate business and job creation. In the early 1980s a new movement emerges in society – Social Entrepreneurship. This movement is driven by a generation of citizens who are dedicated to solving society's problems through innovative, sustainable and scalable initiatives. The growth of this movement has triggered an important transformation in the behaviour of the actors in each of the three sectors of the economy - business, public and social - leading them to a growing dialogue and joint initiatives. Each of us can be a social entrepreneur and participate in this movement. Just need to focus on a project that we are deeply committed to and then develop more effective and efficient solutions for it.

One way can be also to create self-employment. People can be attracted to it for any number of reasons. While some enter self-employment out of necessity, many seek to take advantage of an opportunity, gain independence and autonomy, improve their work-life balance, increase their satisfaction for work activities and attempt to increase their income and other material benefits.

While these reasons may also be a significant influence for entrepreneurs with disabilities, they are also likely motivated by different factors. One of the greatest benefits is that self-employment provides an entry into the labour market as employer discrimination is frequently reported. Employer discrimination is often highest for those impairments or limitations that are subject to greater prejudice by employers such as those with intellectual disabilities. For these people, self-employment might offer the only opportunity for active labour market participation and with it, improved income and living standard. Thus, self-employment can provide a sense of self-empowerment because entrepreneurship can provide a person with the opportunity to take control of their disability and labour market participation and be socially and economically active to the extent possible for their situation.

Module 2 will provide participants with basic knowledge about entrepreneurship and its importance for social inclusion if people with intellectual disabilities.

It will also explore skills and competences, motivations, leverages and obstacles towards entrepreneurship for people with intellectual disabilities.

Recommended time is 7 hours, but it can be adjusted according to the participants.

MODULE 2 – ENTREPRENEURSHIP AND PWID

OBJECTIVES

By the end of the training, participants should have a clear idea about:

- Entrepreneurship and its principles.
- European and National framework of entrepreneurship.
- Entrepreneurship and People with intellectual disabilities.
- How to develop and deal skills, competences, leverages and obstacles towards entrepreneurship for people with intellectual disabilities.

CORE COMPETENCES

- Good understanding and knowledge of fundamental principles of entrepreneurship.
- Ability to explain the importance and impact of entrepreneurship in the lives of people with intellectual disabilities.
- Good understanding how assess/develop skills and competences, motivations and leverages for entrepreneurship in working with each person with intellectual disabilities.

TRAINING CONTENTS

1. Entrepreneurship
 - European context
 - National context
 - National Support Measures and Programs
2. The Entrepreneur
 - Me, the others and the community
 - Key characteristics
 - Driver of change
3. Entrepreneurship and People with intellectual disabilities
 - Convention on the Rights of Persons with Disabilities (articles 5/ 8/ 21/ 24)
 - Benefits of entrepreneurship for PwID
 - Motivation to become an entrepreneur with intellectual disabilities
 - Skills and competences of an entrepreneur
 - What is entrepreneurship for PwID and what is it not?
 - Leverages and obstacles towards entrepreneurship
 - Models and methodologies
 - Mind map – INCUBA Project
 - Academic findings and case studies
 - Good practices and examples

MODULE 2 – ENTREPRENEURSHIP AND PWID

LEARNING METHODS

- Ice breaker;
- Design Thinking;
- Flipped Classroom;
- Cooperative Learning;
- Problem-based Learning;
- Thinking-based Learning;
- Competency-based Learning;
- Concept Mapping;
- Role-play;
- Guest Speakers; etc.

EXERCISES

- See Annex I

(to be built by each partner according the national, local and organizational context and the characteristics of the target group involved in the training programme)

RESOURCES

- Computer;
- Data show;
- Internet connection;
- PowerPoint presentations;
- Flipchart, markers;
- Blank sheets;
- Copied handouts of the exercises;
- List of national resources;
- INCUBA IO1 – Analysis of users' needs and requirements to develop an incubator methodology based on co-production for people with intellectual disability;
- See Annex II.

(to be built by each partner according the national, local and organizational context)

MODULE 3 – BUSINESS INCUBATOR TOOLKIT: ENABLING, EMPOWERING, TRIGGERING POTENTIAL

SUMMARY

Business incubator Toolkit: methodology, based on coproduction, to develop accessible business incubator services for people with intellectual disability.

This is a methodology based on co-production that supports the development of ideas and projects to transform them into enterprises. This methodology is divided in (5) steps and the first one is Enabling, Empowering, Triggering potential.

The objective is to provide people with disabilities with information and perspectives able to widen their perspective and increase their self-confidence, proposing a new angle for their self-development where they can see themselves as potential entrepreneurs. The discussion should fuel ideas and give participants time to start imagining, allowing potential candidates to emerge.

Module 3 will provide participants knowledge and resources to triggering the potential of people with intellectual disabilities as entrepreneurs.

Recommended time is 4 hours, but it can be adjusted according to the participants.

OBJECTIVES

By the end of the training, participants should have a clear idea about:

- Competences, contexts and resources to triggering the potential of people with intellectual disabilities to become potential entrepreneurs.

CORE COMPETENCES

- Good understanding on the main development stages of an entrepreneur project for PWID.
- Good understanding of professionals' role in the promotion of an entrepreneur skills and competences for PWID.

TRAINING CONTENTS

1. Co-production Methodology:
 - Guidelines
 - Methodological points
2. Requirements and Competences – organizations, professionals and front-line staff involved
3. Business Incubator Toolkit:
 - Enabling, Empowering – Triggering potential
 - Collecting, generating and development ideas
 - From Idea to practice
 - Estabilization
 - Feasibility, Impact and Evaluation

MODULE 3 – BUSINESS INCUBATOR TOOLKIT: ENABLING, EMPOWERING – TRIGGERING POTENTIAL

LEARNING METHODS

- Ice breaker;
- Design Thinking;
- Flipped Classroom;
- Cooperative Learning;
- Problem-based Learning;
- Thinking-based Learning;
- Competency-based Learning;
- Concept Mapping;
- Role-play;
- Quiz, etc.

EXERCISES

- See Annex I

(to be built by each partner according the national, local and organizational context and the characteristics of the target group involved in the training programme)

RESOURCES

- Computer;
- Data show;
- Internet connection;
- PowerPoint presentations;
- Flipchart, markers;
- Blank sheets;
- Copied handouts of the exercises;
- List of national resources;
- IO3 - IN-CUBA Methodology Business incubator Toolkit: methodology, based on coproduction, to develop accessible business incubator services for people with intellectual disability;
- See Annex II.

(to be built by each partner according the national, local and organizational context)

MODULE 4 – BUSINESS INCUBATOR TOOLKIT: COLLECTING, GENERATING AND DEVELOPING IDEAS

SUMMARY

Business incubator Toolkit: methodology, based on coproduction, to develop accessible business incubator services for people with intellectual disability.

This is a methodology based on co-production that supports the development of ideas and projects to transform them into enterprises. This methodology is divided in (5) steps and the second one is Collecting, generating, and developing ideas.

An idea is the result of several thoughts, different points of view, a perspective: a vision of the future, a path that can be followed; to enhance our resources, what we have done until now, to highlight results and see possible failures as falls from which we can learn and stand up again.

The co-production methodology associated with design thinking will allow promote innovation in the development of new ideas, products and services. It is a different way of thinking and acting that, in addition to promoting the creation of innovative ideas, also drives and strengthens talents. "Co-production thinking" methodology plays an important role on collecting, generating, and developing business ideas for people with intellectual disability.

A business idea may not necessarily be a business opportunity; one needs to filter and sift through these ideas to realize whether they are real opportunities. A business idea can be referred to as the response of a person or persons, or an organization to solve an identified problem or to meet perceived needs, realize fantasies or dreams, improving on existing situations or products, etc.

A business plan is a written statement of what an entrepreneur proposes to take up. It is a kind of guide or course of action what the entrepreneur hopes to achieve in his/her business and how is he/she going to achieve it. In other words, business plan serves like a kind of big road map to give a general description of the business and what it does; show how it all works, where it will be based and who the customers will be; describe how people will be told about the business and what it offers; show how much it will cost and how much money it could make (financial plan) and any other things that are important to the business.

Module 4 will provide participants knowledge and resources on how to collect, generate and develop potential business ideas and at the same time to Identify the strengths, weaknesses, threats, and opportunities of a business idea.

Recommended time is 6 hours that can be adjusted according to the participants.

OBJECTIVES

By the end of the training, participants should have a clear idea about:

- Valuing each person's life experience, ideas, desires, and business dreams.
- Identify potential entrepreneurial ideas.
- Paths to develop a business idea and a business plan.
- Steps to take to implement and develop a business idea.
- Identify the strengths, weaknesses, threats and opportunities of a business idea.

MODULE 4 – BUSINESS INCUBATOR TOOLKIT: COLLECTING, GENERATING AND DEVELOPING IDEAS

CORE COMPETENCES

- Strong knowledge on “co-production thinking”.
- Ability to present and explain ideas and business dreams.
- Good understanding on business ideas and business plan concepts.
- Good understanding on how setting up an idea.

TRAINING CONTENTS

1. Business Idea
 - Problem identification or opportunity
 - Innovation and value
 - Solution and product/service description
 - Presentation of the idea
 - Target clients
 - Human Resources description
 - Decision processes
 - Partners, sponsors and/or shared resources.
 - Possible competitors
2. Barriers and obstacles

LEARNING METHODS

- Ice breaker;
- Design Thinking;
- Thinking-based Learning;
- Concept Mapping;
- Role-play;
- Quiz, etc.

EXERCISES

- See Annex I

(to be built by each partner according the national, local and organizational context and the characteristics of the target group involved in the training programme)

MODULE 4 – BUSINESS INCUBATOR TOOLKIT: COLLECTING, GENERATING AND DEVELOPING IDEAS

RESOURCES

- Computer;
- Data show;
- Internet connection;
- PowerPoint presentations;
- Flipchart, markers;
- Blank sheets;
- Copied handouts of the exercises;
- List of national resources;
- IO3 - IN-CUBA Methodology Business incubator Toolkit: methodology, based on coproduction, to develop accessible business incubator services for people with intellectual disability;
- IO4 – Report Pilot Actions: testing the co-productive methodology for incubating enterprises for people with intellectual disability;
- See Annex II.

(to be built by each partner according the national, local and organizational context)

MODULE 5 – BUSINESS INCUBATOR TOOLKIT: PLANNING - FROM IDEA TO PRACTICE

SUMMARY

Business incubator Toolkit: methodology, based on coproduction, to develop accessible business incubator services for people with intellectual disability.

This is a methodology based on co-production that supports the development of ideas and projects to transform them into enterprises. This methodology is divided in (5) steps and the third one is how to put ideas in practice. After stabilising the idea, what you want to do in terms of product or service innovation; assessing the added value that implementing this idea will bring; checking that the idea fits the skills of those who will develop it, it is time to think about the business idea in more detail. This is often called a feasibility study and is designed to quickly find out if the idea will succeed.

A feasibility study involves a wide range of areas such as customers profile and customer's attraction; competitiveness indices; business in practice; business costs and make.

It is important to know that lots of businesses are not successful. Even if the business idea well things could still go wrong. People who set up a business often must try some different ideas before they find the right one for them. It is important that people with intellectual disabilities be aware of barriers, obstacles, and mistakes to avoid.

Communication must be safe, accurate, objective, influential, and concrete. With good communication, not only customers will be attracted, but also potential investors, partners, and employees. Without a doubt, communication will be one of the key factors to guarantee the success or not of the project, so it is something to which PWID must invest time and resources.

Module 5 will provide participants first inputs on the feasibility of the idea/project and reflection about the important role of communication for the success of the idea/project.

Recommended time is 4 hours, but it can be adjusted according to the participants.

OBJECTIVES

By the end of the training, participants should have a clear idea about:

- Identify aspects that are involved in a feasibility study.
- The added value of a good communication for the success of the idea/project.

CORE COMPETENCES

- Ability to develop a feasibility study.
- Good communication skills.

TRAINING CONTENTS

1. Feasibility of the idea/project
 - Check list for the feasibility of the idea
 - Mistakes to avoid
2. Communication
 - Internal idea/project
 - External idea/project

LEARNING METHODS

- Ice breaker;
- Design Thinking;
- Thinking-based Learning;
- Concept Mapping;
- Role-play, etc.

PROPOSED EXERCISES

- See Annex I

(to be built by each partner according the national, local and organizational context and the characteristics of the target group involved in the training programme)

RESOURCES

- Computer;
- Data show;
- Internet connection;
- PowerPoint presentations;
- Flipchart, markers;
- Blank sheets;
- Copied handouts of the exercises;
- List of national resources;
- IO3 - IN-CUBA Methodology Business incubator Toolkit: methodology, based on coproduction, to develop accessible business incubator services for people with intellectual disability;
- IO4 – Report Pilot Actions: testing the co-productive methodology for incubating enterprises for people with intellectual disability;
- See Annex II.

(to be built by each partner according the national, local and organizational context)

MODULE 6 – BUSINESS INCUBATOR TOOLKIT: STABILISATION

SUMMARY

Business incubator Toolkit: methodology, based on coproduction, to develop accessible business incubator services for people with intellectual disability.

This is a methodology based on co-production that supports the development of ideas and projects to transform them into enterprises. This methodology is divided in (5) steps and the fourth one is how to put ideas in practice. After having started the process towards the realisation of the idea, it is time to focus on the setting-up of a clear and effective organisation in which everyone has a task in line with his/her resources/skills and the product that should be developed.

Stabilisation reflects a stage of maturation of the idea and of maturity of the entrepreneur. This phase aims to determine and assess the impact of the idea and the definition of effective strategies to maintain it. The idea should be financially sustainable and aim to generate value for society.

Module 6 will empower the professionals with skills to train people with intellectual disabilities to reflect, analyse and define sustainable strategies around their business idea.

Recommended time is 4 hours, but it can be adjusted according to the participants.

OBJECTIVES

By the end of the training, participants should have a clear idea about:

- The meaning of stabilization phase.
- The importance of a sustainable idea that generate value for society.
- How to define sustainable strategies for the business idea.

CORE COMPETENCES

- Good understanding of the importance of stabilization phase.
- To be able to define adequate sustainability strategies.

TRAINING CONTENTS

1. Sustainability strategies

- Key resources required, resources to be acquired and potential suppliers
- Revenue generation strategies appropriate to each business idea: budget and forecasts
- Marketing strengths, weaknesses, opportunities, and threats
- Team and support needs

MODULE 6 – BUSINESS INCUBATOR TOOLKIT: STABILISATION

LEARNING METHODS

- Ice breaker;
- Design Thinking;
- Thinking-based Learning;
- Concept Mapping;
- Role-play;
- Quiz, etc.

EXERCISES

- See Annex I

(to be built by each partner according the national, local and organizational context and the characteristics of the target group involved in the training programme)

RESOURCES

- Computer;
- Data show;
- Internet connection;
- PowerPoint presentations;
- Flipchart, markers;
- Blank sheets;
- Copied handouts of the exercises;
- List of national resources;
- IO3 - IN-CUBA Methodology Business incubator Toolkit: methodology, based on coproduction, to develop accessible business incubator services for people with intellectual disability;
- IO4 – Report Pilot Actions: testing the co-productive methodology for incubating enterprises for people with intellectual disability;
- See Annex II.

(to be built by each partner according the national, local and organizational context)

MODULE 7 – BUSINESS INCUBATOR TOOLKIT: FEASIBILITY, IMPACT AND EVALUATION

SUMMARY

Business incubator Toolkit: methodology, based on coproduction, to develop accessible business incubator services for people with intellectual disability.

This is a methodology based on co-production that supports the development of ideas and projects to transform them into enterprises. This methodology is divided in (5) steps and the fifth one is Feasibility, Impact and Evaluation.

The development and implementation of a project idea should generate a positive effect on the entrepreneur's life project and generate value for society. The fifth step of the co-production methodology is dedicated to analysing the feasibility of the project associated with its impact on the quality of life of the person with intellectual disabilities and the social impact achieved.

In this regard, it is proposed an evaluation of the implementation of the entrepreneurial project to determine its effectiveness and success and eventually what needs to be improved. Finally, a social impact evaluation can help to check the social effects of the entrepreneurial project and integrate the overall evaluation.

Module 7 will provide participants with knowledge about the impact on quality of life a social impact of entrepreneur ideas.

Recommended time is 7 hours, but it can be adjusted according to the participants.

OBJECTIVES

By the end of the training, participants should have a clear idea about:

- The meaning of feasibility phase.
- How to assess impact on quality of life of an entrepreneur idea.
- How to assess social impact of an entrepreneur idea.

CORE COMPETENCES

- Good understanding and knowledge of the concepts of quality of life.
- Ability to assess impact on quality of life and social impact of an entrepreneur idea .

TRAINING CONTENTS

1. Business plan
 - Strategic planning
 - Journey map
 - Business Model Canvas: adapted tool
2. Setting up an idea
 - Formalization
 - Financing
 - Investment
 - Legal Requirements

TRAINING CONTENTS

3. Feasibility

4. Impact on quality of life

- Social Impact evaluation

LEARNING METHODS

- Ice breaker;
- Design Thinking;
- Thinking-based Learning;
- Concept Mapping;
- Role-play;
- Quiz, etc.

EXERCISES

- See Annex I

(to be built by each partner according the national, local and organizational context and the characteristics of the target group involved in the training programme)

RESOURCES

- Computer;
- Data show;
- Internet connection;
- PowerPoint presentations;
- Flipchart, markers;
- Blank sheets;
- Copied handouts of the exercises;
- List of national resources;
- IO3 - IN-CUBA Methodology Business incubator Toolkit: methodology, based on coproduction, to develop accessible business incubator services for people with intellectual disability;
- IO4 – Report Pilot Actions: testing the co-productive methodology for incubating enterprises for people with intellectual disability;
- See Annex II.

(to be built by each partner according the national, local and organizational context)

04

Self-evaluation

Module	Core Competences	Before Training	After Training
1	Good understanding and knowledge about methodology based on co-production to develop accessible business incubator services for people with intellectual disability		
	Understanding how can be a promoter to develop accessible business incubator services for people with intellectual disability in a co-productive way.		
	Strong knowledge of inclusive learning		
2	Good understanding and knowledge of fundamental principles of entrepreneurship		
	Ability to explain the importance and impact of entrepreneurship in the lives of people with intellectual disabilities		
	Good understanding how assess/develop skills and competences, motivations and leverages for entrepreneurship in working with each person with intellectual disabilities		
3	Good understanding on the main development stages of an entrepreneur project for PWID		
	Good understanding of professionals' role in the promotion of an entrepreneur skills and competences for PWID		
4	Strong knowledge on "co-production thinking"		
	Ability to present and explain ideas and business dreams		
	Good understanding on business ideas and business plan concepts		
	Good understanding on how setting up an idea		
5	Ability to develop a feasibility study		
	Good communication skills		
6	Good understanding of the importance of stabilization phase		
	To be able to define adequate sustainability strategies		
7	Good understanding and knowledge of the concepts of quality of life		
	Ability to assess impact on quality of life and social impact of an entrepreneur idea		
TOTAL			

04

Self-evaluation

Comments/Remarks:



05

Annexes



ANNEX I EXERCICES

To be built by each partner according the national, local and organizational context and the characteristics of the target group involved in the training programme



ANNEX II RESOURCES

To be built by each partner according the national, local and organizational context