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PROGRAM FOR IMPLEMENTATION OF NON-FORMAL TRAININGS
FOR CSOs WITHIN PROJECT SOCIETIES 2
MODUL 1: SOCIAL MANAGEMENT

TRAINING 1: BASICS OF SOCIAL MANAGEMENT

Title of training	<i>Basics of social management</i>
Training description	<i>It is indisputable that the quality of social services directly depends on the organizational structure and careful application of effective management methods. Regular review of the functionality of the existing organizational structure and acceptance of changes, are certainly key to the successful operation of any organization, including public institutions and non-governmental organizations active in the field of social services. This training is developed with the aim of developing the management competencies of managerial staff in the field of social occupations.</i>
Trainer	<p>Extended knowledge and professional experience in social innovation and social services:</p> <ul style="list-style-type: none"> • At least university/bachelor's degree in social management/social science • A minimum of 5 years professional experience as a social manager • Previous experience as trainer
Duration	<i>18 teaching hours</i>
The goal of the training	<i>Introduce participants with basics of social management and to develop their management competencies of managerial staff in the field of social occupations.</i>
Learning outcomes	<p>Training Unit 1: Introduction to training; <i>At the end of this module participants will be able to:</i></p> <ol style="list-style-type: none"> 1. <i>Provide basic information related to the implementation of the training (modules, logistical guidelines, participants and rules of conduct)</i> <p>Training unit 2: Social systems in Europe <i>Learning outcomes:</i> <i>At the end of this module participants will be able to:</i></p> <ol style="list-style-type: none"> 1. <i>Analyse and compare the advantages and disadvantages of the most common social system</i> 2. <i>Interpret and apply social rights laws and regulations in EU</i> 3. <i>Revise / evaluate the range of services in the social sector in their country.</i> <p>Training Unit 3: Fundamentals of Management <i>Learning outcomes:</i> <i>At the end of this module participants will be able to:</i></p> <ol style="list-style-type: none"> 1. <i>Define specific tasks of managers in the social sector</i>

	<ol style="list-style-type: none"> 2. <i>Identify types of managers</i> 3. <i>State the difference between manager in social and real sector</i> <p>Training Unit 4: Leadership and creative problem solving <i>Learning outcomes:</i> <i>At the end of this module participants will be able to:</i></p> <ol style="list-style-type: none"> 1. <i>States the qualities of a good leader</i> 2. <i>Distinguish leadership styles</i> 3. <i>Use a variety of creative problem-solving techniques</i> <p>Training Unit 5: Teamwork <i>Learning outcomes:</i> <i>At the end of this module participants will be able to:</i></p> <ol style="list-style-type: none"> 1. <i>Define and classify groups</i> 2. <i>Identify the stages of team building and team leadership techniques</i> 3. <i>Apply different team approaches in solving social problems</i> 4. <i>Distinguish internal and external motivation techniques</i> <p>Training Unit 6: Crisis management in social management <i>Learning outcomes:</i> <i>At the end of this module participants will be able to:</i></p> <ol style="list-style-type: none"> 1. <i>Explain the importance and purpose of time management</i> 2. <i>Determine real time for a specific activity</i> 3. <i>Weigh priorities when allocating time</i> 4. <i>Define possible causes of the crisis</i> 5. <i>Lists key steps in crisis management</i>
Content	<p>Training Unit 1: Introduction to training; <i>Duration: 1 teaching hour</i> <i>Content: Information about training, modules, logistical guidelines, participants and rules of conduct.</i></p> <p>Training Unit 2: The most common social systems in Europe <i>Duration: 3 teaching hours</i> <i>Content: introduction in social wrights, social systems, social laws and regulations in EU, social needs testing, social services.</i></p> <p>Training Unit 3: Fundamentals of Management <i>Duration: 2 teaching hours</i> <i>Content: social management, types of managers, manager in social and real sector.</i></p> <p>Training Unit 4: Leadership and creative problem solving <i>Duration: 2 teaching hours</i></p>

	<p><i>Content: leadership, characteristics of the leader, brainstorming, mental maps, de bono thinking caps;</i></p> <p>Training Unit 5: Teamwork <i>Duration: 4 teaching hours</i> <i>Content: teamwork, stages of team building, motivation techniques</i></p> <p>Training Unit 6: Crisis management in social management <i>Duration: 4 teaching hours</i> <i>Content: time management, priorities defining, steps in crisis management</i></p>
Agenda	<p>First training day 9:00-10:30 <i>Introduction to social management</i> 10:30-11:00 - <i>coffee break</i> 11:00-12:30 <i>Most common social systems in Europe</i> 12:30-13:30 – <i>lunch break</i> 13:30-15:00 <i>Fundamentals of management in social sector</i> 15:00-15:30 - <i>coffee break</i> 15:30-17:00 <i>Leadership and creativity</i></p> <p>Second training day 9:00-10:30 <i>Teamwork</i> 10:30-11:00 - <i>coffee break</i> 11:00-12:30 <i>Motivation in teamwork</i> 12:30-13:30 – <i>lunch break</i> 13:30-15:00 <i>Time management</i> 15:00-15:30 - <i>coffee break</i> 15:30-17:00 <i>Crisis management</i></p>
Methodology	<ul style="list-style-type: none"> - It is recommended to combine interactive methods with maximum respect for andragogic standards. Theoretical lectures must not last longer than 15 minutes. Enable practical work where ever is possible. - In unit 1 use interactive methods to get participants to know each other; take care about group dynamics - choose methods that will not make participants feel threatened in any way (social pressure, unadjusted to any characteristic of the person such as: sex, age, disability, etc.) - Unit 2: In order to participants analyse and compare advantages and disadvantages of the most common social system it is recommended to use one example, then let participants to process others in groups; - Unit 3: It is recommended that participants cite personal examples of good and bad managers

	<ul style="list-style-type: none"> - Unit 4: It is recommended to use group work when learning about different methods of creative problem solving – different group-different method - Unit 5: It is recommended to use energizer which strengthens group cohesion - Unit 6: It is recommended to use the problem-solving method – Teacher prepares information about potential crisis – learning trough example
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TRAINING 2: STRATEGIC PLANNING

Title of training	<i>Strategic planning</i>
Training description	<i>Strategic planning allows an organization to determine which direction to move. Through the process of strategic planning organization determines their objectives, priorities and strategy, and define measures for the assessment of the success of realization of these goals. During this training, participants will learn about importance of strategic planning and develop competencies for creating a strategic plan. The training is divided into 5 unites for a total duration of 18 teaching hours.</i>
Trainer	<p>Extended knowledge and professional experience in strategic planning:</p> <ul style="list-style-type: none"> • At least university/bachelor's degree in economics or social science • A minimum of 5 years professional experience in strategic planning • Previous experience as trainer
Duration	<i>18 teaching hours</i>
The goal of the training	<i>Introduce participants to the importance of strategic planning and empower them to apply strategic planning to the work of their organizations</i>
Learning outcomes	<p>Training Unit 1: Introduction to strategic planning <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. List basic characteristics of strategic planning</i> <i>2. Explain how specific parts of strategic plan can help organization's work</i> <p>Training Unit 2: Vision and mission of the organization <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Create a vision and mission of organization</i> <i>2. Analyze the vision and mission of their organization</i> <p>Training Unit 3: Environmental assessment <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Explains the importance of environmental assessment in strategic planning</i> <i>2. Describes the basic methods of environmental assessment (pestle, resource analysis, situation analysis)</i> <i>3. Develops basic SWOT analysis</i>

	<p>Training Unit 4: Development of strategic directions and goals and theory of change <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Explains qualitative techniques in agreeing on priorities</i> <i>2. Distinguishes between strategic goals and strategic issues</i> <i>3. Explains the process of defining strategic goals</i> <i>4. Formulate goals according to the SMART approach</i> <p>Training Unit 5: Monitoring of the success of the strategic plan <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Define the annual operational plan.</i> <i>2. Explain the relationship between the operational plan and the budget.</i> <i>3. List the elements of monitoring and evaluation</i> <i>4. Describe the characteristics of a good evaluation system</i> <i>5. Create indicators of success of the strategic plan</i> <i>6. List the elements of the report on the success of the strategic plan</i>
<p>Content</p>	<p>Training Unit 1: Introduction to strategic planning <i>Duration: 2 teaching hours</i> <i>Content: the notion of strategic planning, characteristics of strategic planning, personality of strategic manager, advantages of strategic planning, steps/parts in strategic planning;</i></p> <p>Training Unit 2: Vision and mission of the organization <i>Duration: 2 teaching hours</i> <i>Content: leadership, motivation in organization, creativity, characteristics of good vision and mission;</i></p> <p>Training Unit 3: Environmental assessment <i>Duration: 4 teaching hours</i> <i>Content: environmental assessment in strategic planning, PEST analysis, resource analysis, situation analysis, SWOT analysis.</i></p> <p>Training Unit 4: Development of strategic directions and goals and theory of change <i>Duration: 6 teaching hours</i> <i>Content: content analysis, interview, focus groups, theory of change, strategic goals, strategic priorities, outcomes, outputs, short-term and long term goals, SMART approach;</i></p> <p>Training Unit 5: Implementation and monitoring of the success of the strategic plan <i>Duration: 4 teaching hours</i></p>

	<i>Content: operational planning, annual planning, monitoring and evaluation, indicators of success, OECD criteria for monitoring and evaluating results ;</i>
Agenda	<p>First training day</p> <p><i>9:00-10:30 Introduction to strategic planning</i></p> <p><i>10:30-11:00 - coffee break</i></p> <p><i>11:00-12:30 Vision and mission</i></p> <p><i>12:30-13:30 – lunch break</i></p> <p><i>13:30-15:00 Environmental assessment</i></p> <p><i>15:00-15:30 - coffee break</i></p> <p><i>15:30-17:00 SWOT analysis</i></p> <p>Second training day</p> <p><i>9:00-10:30 Agreeing on priorities</i></p> <p><i>10:30-11:00 - coffee break</i></p> <p><i>11:00-12:30 Defining strategic goals</i></p> <p><i>12:30-13:30 – lunch break</i></p> <p><i>13:30-15:00 Operational plan and budget</i></p> <p><i>15:00-15:30 - coffee break</i></p> <p><i>15:30-17:00 Monitoring in strategic planning</i></p> <p>Third training day</p> <p><i>9:00-10:30 Report on success of strategic plan</i></p>
Methodology	<p>It is recommended to combine interactive methods with maximum respect for andragogic standards. Theoretical lectures must not last longer than 15 minutes. Enable practical work where ever is possible, mandatory in defining the vision and mission, swot analysis, defining goals and indicators.</p> <ul style="list-style-type: none"> - Unit 3: It is recommended to use group work in swot analysis - Unit 5: It is recommended to use an exercise in which participants analyze their current method of evaluation.

TRAINING 3: FUNDRAISING

Title of training	Fundraising
Training description	<i>Fundraising is the process of seeking and gathering voluntary financial contributions by engaging individuals, businesses, charitable foundations, or governmental agencies. Although fundraising typically refers to efforts to gather money for non-profit organizations, it is sometimes used to refer to the identification and solicitation of investors or other sources of capital for for-profit enterprises. During this training, through 18 teaching hours, participants will be introduced to the basics of fundraising, and will be able to raise funds in various ways to achieve the goals of their organizations.</i>
Trainer	Extended knowledge and professional experience in fundraising: <ul style="list-style-type: none"> • At least university/bachelor's degree in economics or social science • A minimum of 5 years professional experience in successful fundraising campaigns • Previous experience as trainer
Duration	<i>18 teaching hours</i>
The goal of the training	<i>Introduce participants with the term of fundraising and empower them to use different methods of fundraising.</i>
Learning outcomes	<p>Training Unit 1: Introduction to fundraising <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> 1. <i>Define the components of a successful fundraising</i> 2. <i>Explain the ethical codex in fundraising of the Association of Fundraising Professionals (AFP)</i> 3. <i>Differentiate approaches in fundraising</i> 4. <i>List fundamental goals of fundraising</i> 5. <i>Recall the context and current trends in fundraising</i> <p>Training Unit 2: Sources of funding <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> 1. <i>List sources of funding</i> 2. <i>Recognize the pros and cons of each of the available fundraising options</i> 3. <i>Connects the sources of financing with the ways and purposes of disposing of money</i> <p>Training Unit 3: Methods of fundraising <i>At the end of this training unit participants will be able to:</i></p>

	<ol style="list-style-type: none"> 1. Recall main characteristics of the different methods of fundraising 2. Search for funding opportunities 3. Identify potential stakeholders in the fundraising process. <p>Training Unit 4: Internet and technology in fundraising At the end of this training unit participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain importance of using internet and technology in fundraising 2. Identify different ways of fundraising online 3. States the basic characteristics of crowdfunding 4. Explain how to build a database of potential donors 5. List at least five different fundraising platforms 6. Produces different ideas of fundraising online <p>Training Unit 5: Project application At the end of this training unit participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain fundraising benefits through project application 2. List the elements of the project application 3. Recognizes the possibilities of project application
Content	<p>Training Unit 1: Introduction to fundraising Duration: 4 teaching hours Content: the notion of fundraising, ethical codex in fundraising of the Association of Fundraising Professionals (AFP), approaches in fundraising, fundamental goals in fundraising Warwick, storytelling, development, criticism of donors, partnering, cross cultural perspective, online funding)</p> <p>Training Unit 2: Sources of funding Duration: 2 teaching hours Content: current NGO funding laws, grants, annual campaign, capital campaign, special projects, endowments, planned giving</p> <p>Training Unit 3: Methods of fundraising Duration: 4 teaching hours Content: peer to peer, acquiring donors through personal and team fundraising pages, crowdfunding, donations, events, funding opportunities, assertive communication, persuasion.</p> <p>Training Unit 4: Internet and technology in fundraising Duration: 4 teaching hours</p>

	<p><i>Content: crowdfunding, web site, email, software, database of donors, fundraising platforms,</i></p> <p>Training Unit 5: <i>Project application</i></p> <p><i>Duration: 4 teaching hours</i></p> <p><i>Content: Project application, project goal, outcomes, outputs, activities, indicators, risks, assumptions, benefits of project method fundraising.</i></p>
Agenda	<p>First training day</p> <p><i>9:00-10:30 Introduction to fundraising</i></p> <p><i>10:30-11:00 - coffee break</i></p> <p><i>11:00-12:30 Approaches in fundraising</i></p> <p><i>12:30-13:30 – lunch break</i></p> <p><i>13:30-15:00 Sources of funding</i></p> <p><i>15:00-15:30 - coffee break</i></p> <p><i>15:30-17:00 Methods in fundraising</i></p> <p>Second training day</p> <p><i>9:00-10:30 Communication for successful fundraising</i></p> <p><i>10:30-11:00 - coffee break</i></p> <p><i>11:00-12:30 Internet and technology in fundraising</i></p> <p><i>12:30-13:30 – lunch break</i></p> <p><i>13:30-15:00 Internet and technology in fundraising</i></p> <p><i>15:00-15:30 - coffee break</i></p> <p><i>15:30-17:00 Project application</i></p> <p>Third training day</p> <p><i>9:00-10:30 Project application</i></p>
Methodology	<p>It is recommended to combine interactive methods with maximum respect for andragogic standards. Theoretical lectures must not last longer than 15 minutes. Enable practical work where ever is possible.</p> <ul style="list-style-type: none"> - Unit 2: It is recommended to use a form of debate in order to recognize the pros and cons of each of the available fundraising options - Unit 5: Use a good example of project application in order to achieve outcomes

TRAINING 4: ADVOCACY AND COALITION BUILDING

Title of training	<i>Advocacy and coalition building</i>
Training description	<i>Advocacy is an activity by an individual or group that aims to influence decisions within political, economic, and social institutions. Advocacy includes activities and publications to influence public policy, laws and budgets by using facts, their relationships, the media, and messaging to educate government officials and the public. Advocacy can include many activities that a person or organization undertakes including media campaigns, public speaking, commissioning and publishing research. In order to increase the chances of achieving goals, organizations often make coalitions with other organization. During this training, through 18 teaching hours arranged in 5 modules, participants will gain competencies to advocate for their organization and to use coalition building to achieve their goals.</i>
Trainer	<p>Extended knowledge and professional experience in advocacy and coalition building:</p> <ul style="list-style-type: none"> • At least university/bachelor's degree in legal science or social science • A minimum of 5 years professional experience in advocacy and coalition building • Previous experience as trainer
Duration	<i>18 teaching hours</i>
The goal of the training	<i>The goal of the training is to introduce participants to the concepts, methods and tools of advocacy, lobbying and networking and to improve their potential to identify key messages and successfully influence policy development in the field of organization's impact.</i>
Learning outcomes	<p><i>For each training unit, write its name and measurable learning outcomes</i></p> <p>Training Unit 1: Public advocacy <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. List the basic characteristics of advocacy</i> <i>2. Identify the importance of the advocacy process in creating changes in policies and programs</i> <i>3. Lists key advocacy methods</i> <i>4. Analyze three basic components of advocacy</i> <i>5. Develop an advocacy plan (define purpose, goal, target group, message, action plan)</i> <p>Training Unit 2: Lobbying <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Define the concept of lobbying</i>

	<p>2. <i>Explain the role and importance of each phase of lobbying</i></p> <p>3. <i>List rules of successful lobbying</i></p> <p>Training Unit 3: Negotiation <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> 1. <i>Recognize the importance of preparing for negotiations</i> 2. <i>List the factors that influence on selection members of the negotiating team</i> 3. <i>Analyze the negotiating situation and structures in the context of the S.M.A.R.T.-WIN model / negotiation concept</i> 4. <i>Recognize the importance of defining the goals of negotiations</i> 5. <i>Argue the importance of developing a negotiation strategy</i> 6. <i>Analyze the course and feedback of negotiations</i> <p>Training Unit 4: Building coalition <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> 1. <i>Identify the benefits and challenges of building an effective coalition</i> 2. <i>Lists the forms of joint action</i> 3. <i>Describe seven stages of coalition building</i> 4. <i>Explain partner mapping process</i> <p>Training Unit 5: Advocacy and lobbying in the EU <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> 1. <i>Explain European decision-making processes</i> 2. <i>State the determinants of formal and informal business culture within the EU institutions</i> 3. <i>Describe European Union, its principle institutions and bodies</i> 4. <i>Identify advocacy opportunities for their institutions within the EU</i>
<p>Content</p>	<p>Training Unit 1: Public advocacy <i>Duration: 6 teaching hours</i> <i>Content: characteristics of advocacy, Components of advocacy, The importance of advocacy in creating change, advocacy plan, purpose, goal, target group, message, action plan;</i></p> <p>Training Unit 2: Lobbying <i>Duration: 2 teaching hours</i> <i>Content: The concept of lobbying and advocacy, Stages of lobbying, successful lobbying;</i></p> <p>Training Unit 3: Negotiation <i>Duration: 4 teaching hours</i> <i>Content: Negotiation as a process, Preparation for negotiation, Negotiation team, S.M.A.R.T.-WIN model / concept of negotiation,</i></p>

	<p><i>Objectives and strategy of negotiation, Analysis and feedback of negotiations;</i></p> <p>Training Unit 4: Building coalition <i>Duration: 4 teaching hours</i> <i>Content: Networking and coalitions, cooperation, coordination, collaboration, alliance, commission, advisory board, confederation, federation, network, partnership, working group, rivalry, consolidation, merger of organizations, stages of coalition building, partner mapping;</i></p> <p>Training Unit 5: Advocacy and lobbying in the EU <i>Duration: 2 teaching hours</i> <i>Content: EU decisions, European Union, Business culture, European Council, European Parliament, European Commission, European External Action Service, Council of the European Union;</i></p>
Agenda	<p>First training day 9:00-10:30 Introduction to advocacy 10:30-11:00 - coffee break 11:00-12:30 Plan of advocacy 12:30-13:30 – lunch break 13:30-15:00 Plan of advocacy 15:00-15:30 - coffee break 15:30-17:00 Lobbying Second training day 9:00-10:30 Negotiation preparations 10:30-11:00 - coffee break 11:00-12:30 Negotiation strategies and negotiation analysis 12:30-13:30 – lunch break 13:30-15:00 The role of coalition building 15:00-15:30 - coffee break 15:30-17:00 Partner mapping Third training day 9:00-10:30 Advocacy and lobbying in EU</p>
Methodology	<p>It is recommended to combine interactive methods with maximum respect for andragogic standards. Theoretical lectures must not last longer than 15 minutes. Enable practical work where ever is possible. It is recommended to use the simulation method as often as possible in order for the participants to be better prepared for future advocacy and coalition building.</p>

TRAINING 4: CONDUCTING PUBLIC CAMPAIGNS

Title of training	<i>Conducting public campaigns</i>
Training description	<i>Public campaigns can be described as purposive attempts to inform or influence behaviours in large audiences within a specified time period using an organized set of communication activities and featuring an array of mediated messages in multiple channels generally to produce non-commercial benefits to individuals and society. During 20 teaching hours, participants will get acquainted with the basics of conducting public campaigns, the basics of PR, and acquire practical skills in order to improve their public appearance and performance.</i>
Trainer	<p>Extended knowledge and professional experience in conducting public campaign:</p> <ul style="list-style-type: none"> • At least university/bachelor's degree in the field of communication • A minimum of 5 years professional experience in conducting public campaign in NGO sector • Previous experience as trainer
Duration	<i>20 teaching hours</i>
The goal of the training	<i>Goal of this training is to introduce participants with basics of PR and principles of conducting public campaign in order to improve public appearance of their organisation.</i>
Learning outcomes	<p style="text-align: center;"><i>For each training unit, write its name and measurable learning outcomes</i></p> <p>Training Unit 1: Introduction to PR <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Define public relations</i> <i>2. List the main characteristics of public relations</i> <i>3. States the importance of investing in PR</i> <p>Training Unit 2: Preparation of public campaign <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Define purpose of public campaign</i> <i>2. Describe the basic elements of a communication plan</i> <i>3. Set the goal of a public campaign</i> <i>4. Target the audience of public campaign</i> <i>5. Define a key message of public campaign</i> <p>Training Unit 3: Communication and message transmission techniques <i>At the end of this training unit participants will be able to:</i></p>

	<ol style="list-style-type: none"> 1. <i>List basic techniques of communication and message transmission</i> 2. <i>Analyse press release</i> 3. <i>Make an operational plan for a press conference</i> 4. <i>Simulate successful interview</i> <p>Training Unit 4: PR on social networks <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> 1. <i>list the most popular social networks</i> 2. <i>identify different types of social networks</i> 3. <i>state several reasons for using a certain social network</i> 4. <i>list the factors of a successful campaign on social networks</i> 5. <i>identify good and bad examples of community management</i> 6. <i>analyse the performance of published information</i> <p>Training Unit 5: Public performance and presentation <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> 1. <i>Describe the concept of public performance</i> 2. <i>List the key elements of preparation for a public appearance</i> 3. <i>Apply relaxation techniques</i> 4. <i>Distinguish the elements of good and bad presentation</i> 5. <i>Simulate giving a public statement</i>
Content	<p>Training Unit 1: Introduction to PR <i>Duration: 2 teaching hours</i> <i>Content: characteristics of public relations, importance of PR;</i></p> <p>Training Unit 2: Preparation of public campaign <i>Duration: 4 teaching hours</i> <i>Content: elements of public campaign, communication plan, defining goals, audience and key message of public campaign;</i></p> <p>Training Unit 3: Communication and message transmission techniques <i>Duration: 4 teaching hours</i> <i>Content: press release, press conference, preparations for interview, public appearance;</i></p> <p>Training Unit 4: PR on social networks <i>Duration: 4 teaching hours</i> <i>Content: public media and social networks, Facebook, Twitter, Instagram, YouTube, LinkedIn, digital marketing, community management;</i></p> <p>Training Unit 5: Public appearance and presentation <i>Duration: 4 teaching hours</i></p>

	<p><i>Content: public appearance, fear of public performance, relaxation techniques, verbal and nonverbal communication, characteristics of presentation;</i></p>
Agenda	<p>First training day 9:00-10:30 <i>Introduction to PR</i> 10:30-11:00 - <i>coffee break</i> 11:00-12:30 <i>Preparation for public campaign</i> 12:30-13:30 – <i>lunch break</i> 13:30-15:00 <i>Preparation for public campaign</i> 15:00-15:30 - <i>coffee break</i> 15:30-17:00 <i>Communication and message transmission techniques</i></p> <p>Second training day 9:00-10:30 <i>Communication and message transmission techniques</i> 10:30-11:00 - <i>coffee break</i> 11:00-12:30 <i>Interview simulation</i> 12:30-13:30 – <i>lunch break</i> 13:30-15:00 <i>Social networks and PR</i> 15:00-15:30 - <i>coffee break</i> 15:30-17:00 <i>Community management</i></p> <p>Third training day 9:00-10:30 <i>Concept of public performance and successful presentation</i> 10:30-11:00 - <i>coffee break</i> 11:00-12:30 <i>Public statement</i> 12:30-13:30 - <i>lunch break</i></p>
Methodology	<p>It is recommended to combine interactive methods with maximum respect for andragogic standards. Theoretical lectures must not last longer than 15 minutes. Enable practical work where ever is possible.</p> <ul style="list-style-type: none"> - Trainer can use personal social network profile(s) in introducing with participants – later connect that with unit 4 - Unit 3: It is recommended to use group work when analysing press release – prepare a good and bad example - Unit 5: It is recommended to use group work while preparing simulation of giving public statement but with one presenter in front of the group because of time efficiency.

TRAINING 6: SOCIAL INNOVATION AND SOCIAL SERVICES

Title of training	Social Innovation and Social Services
Training description	<p><i>Practicing social innovation and developing community – based social services for persons with disabilities are among the key challenges of any modern social policy, both at national and local level. The main goal of social innovation is to find solutions to social problems in local community: by recognizing and providing new services that improve the quality of life of individuals and community, by identifying and enforcing labour market integration process, new skills, new jobs and new forms of participation, as different elements that contribute to improvement position of individuals. Social innovation comes as a response to the most pressing social needs, offering solutions in a novel manner. Community-based, person-centred and high-quality social services are the back-bone of the social protection systems, providing the needed support to persons with disabilities for real enjoyment of their human rights. During this training, participants will learn about importance of social innovation and more specifically about the process of social services provision at community level. The training is divided into 5 unites for a total duration of 20 teaching hours.</i></p>
Trainer	<p>Extended knowledge and professional experience in social innovation and social services:</p> <ul style="list-style-type: none"> • At least university/bachelor’s degree in social sciences or economics • A minimum of 5 years professional experience in social innovation and social services • Good knowledge of the regional specifics relating social services • Previous experience as trainer
Duration	<i>20 teaching hours</i>
The goal of the training	<i>Introduce participants to the importance of social innovation and the process of social services provision.</i>
Learning outcomes	<p>Training Unit 1: Basic features of social innovation <i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Explain the basic elements of social innovation(as a response to the social needs of persons with disabilities)</i> <i>2. List the six phases of the social innovation cycle</i> <i>3. List the three perspectives of social innovation</i> <i>4. Describe most important social innovations that have shaped the world of disability</i> <p>Training Unit 2: Models and approaches towards persons with disabilities</p>

	<p><i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Discuss about social inclusion and more specifically about the independent living movement</i> <i>2. Explain the role of the community-based social services as enablers of human rights</i> <p>Training Unit 3: Social services provision</p> <p><i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Recall main characteristics of community-based social services for support of persons with disabilities</i> <i>2. List the types of social services</i> <i>3. Describe the twin-track approach in social services (right balance between specialised and mainstream services)</i> <p>Training Unit 4: Regulatory mechanisms of social services provision</p> <p><i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Explain the gate keeping procedures in social services delivery process</i> <i>2. Describe the licencing/accreditation of service providers</i> <i>3. Recall the contracting and financing models of social service providers</i> <i>4. Explain the monitoring and evaluation of social services</i> <p>Training Unit 5: Quality of social services and their impact on community</p> <p><i>At the end of this training unit participants will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Define quality of social service</i> <i>2. Different quality perspectives of the users, the service providers, and the system</i> <i>3. Recall the overarching quality principles for social service provision</i> <i>4. List the quality indicators according the EU quality frameworks.</i> <i>5. Explain how social innovation make an impact on their users and environment</i>
Content	<p>Training Unit 1: Basic features of social innovation <i>Duration: 4 teaching hours</i> <i>Content: social needs, elements of social innovation, social innovation cycle, perspectives of social innovation, most important social innovations;</i></p> <p>Training Unit 2: Models and approaches towards persons with disabilities, with a focus on the role of social services <i>Duration: 4 teaching hours</i></p>

	<p><i>Content: different approaches towards persons with disabilities, social inclusion, independent living, community-based social services;</i></p> <p>Training Unit 3: Social services provision <i>Duration: 4 teaching hours</i> <i>Content: community-based social services for support of persons with disabilities, types of social services, twin-track approach in social services;</i></p> <p>Training Unit 4: Regulatory mechanisms of social services provision <i>Duration: 4 teaching hours</i> <i>Content: gate keeping procedures in social services delivery process, licencing/accreditation of service providers, contracting and financing models of social service providers, monitoring and evaluation of social services;</i></p> <p>Training Unit 5: Quality of social services <i>Duration: 4 teaching hours</i> <i>Content: quality in social services, quality perspectives of the users, the service providers, and the system, quality principles for social service provision, quality indicators according the EU quality frameworks.</i></p>
Agenda	<p><i>First training day</i> 9:00-10:30 Introduction to social innovation, definition and elements 10:30-11:00 - coffee break 11:00-12:30 Phases, perspectives, and examples of social innovation 12:30-13:30 – lunch break 13:30-15:00 Models and approaches towards persons with disabilities 15:00-15:30 - coffee break 15:30-17:00 Social inclusion and the role of social services as enablers of human rights</p> <p><i>Second training day</i> 9:00-10:30 Characteristics of community-based social services 10:30-11:00 - coffee break 11:00-12:30 Types of social services and twin track approach in social service provision 12:30-13:30 – lunch break 13:30-15:00 Defining strategic goals 15:00-15:30 - coffee break 15:30-17:00 Operational plan and budget</p> <p><i>Third training day</i> 9:00-10:30 Quality of social services 10:30-11:00 - coffee break</p>

	<i>11:00-12:30 Impact of social innovations on community</i>
Methodology	<p>It is recommended to combine interactive methods with maximum respect for andragogic standards. Theoretical lectures must not last longer than 15 minutes. Enable practical work wherever is possible.</p> <ul style="list-style-type: none"> - Unit 1: It is recommended to use group work and group presentation in order to introduce participants with most important social innovations that have shaped the world of disability