Two projects
The pedagogical and technical challenge
Two resource poor target groups, refugees and RSOs
Intermittent implementation ie not fulltime education

THE TRIGGER

Higher entrepreneurship tendency than EU
Pressure to get work, learn a language etc.
Strong support network with their compatriots but very weak with local people and organisations apart from the necessary authorities (always in supplicant role)
Image: Pexels, Photo by Kampus Production: https://www.pexels.com/photo/ethnic-seller-helping-in-choice-of-diverse-clients-5920661/

TWO PROJECTS (2018 & 2021)

9 Conversations (9C)   **Mastering 9 Conversations (M9C)**

- 9 C course based on Osterwalder BMC
- 9C Android app
- Business FAQ
- Facilitator guide
- EntreComp levels
- Adaptation of the EU Euro Skills Profile Tool for Third Country Nationals

- M9C course & course handbook
- Google Drive platform
- Differentiation of 9C (videos etc)
- Secure certification
- Diagnostic entrepreneurship tool
- Business plan template for RSOs

PEDAGOGY 9C

- Nordic Transformative Learning Circles

- Osterwalder Business Model Canvas

- Place-based
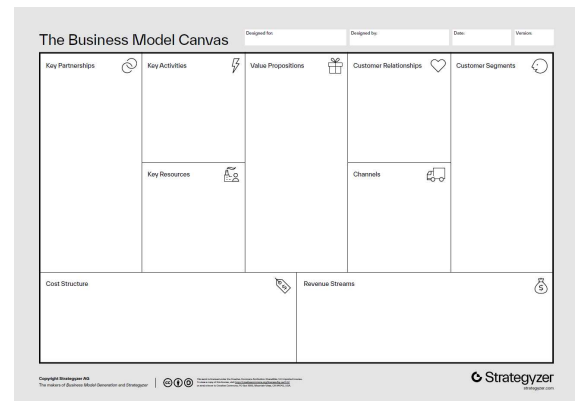
NTLC = MasterMind
BMC = Visual
Place-based = expanding local network, the main point of the exercise

P E D A G O G Y   M 9 C

- Nordic Transformative Learning Circles + EduScrum
- Osterwalder Business Model Canvas + business plan
- Place-based

M9C Project x				
Stories	Celebration criteria (SMART)	To do	Busy	Done
9C Vilnius	SMART 1 SMART 2 SMART 3	T3 T4	T2	T1
9C Crea	SMART 1 SMART 2 SMART 3	T1 T2		
9C Thessaloniki	SMART 1 SMART 2 SMART 3 SMART 4	T1 T2 T3		

9 Conversations interview

M9C is a mirror of 9C
Low-cost = autonomous participants
NTLC => EduScrum
BMC = Visual
Place-based = case study video

9 CONVERSATIONS
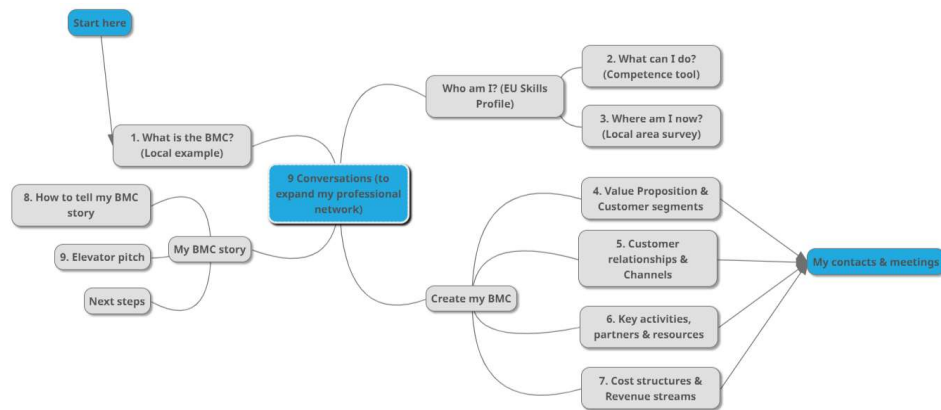
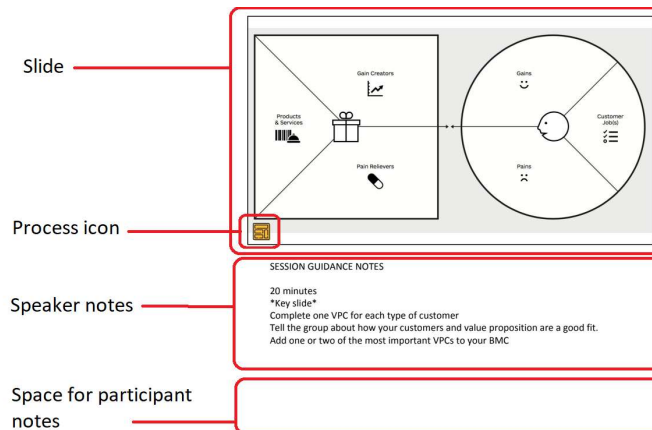Why 9 sessions?
Why contacts & meetings?

MASTERING 9 CONVERSATIONS

A mirror of the 9 C course
Each session includes editing of one session, editing of one chapter of the facilitator guide and steps towards creation of at least one local case study video

ANATOMY OF A SESSION

Slide

Process icon

Speaker notes

SESSION GUIDANCE NOTES

20 minutes
Key slide
Complete one VPC for each type of customer
Tell the group about how your customers and value proposition are a good fit.
Add one or two of the most important VPCs to your BMC

Space for participant notes

Courses are designed to be primarily face to face with support from digital tools.
These slides are not necessarily projected during the sessions.
This shows how we used Google slides to support the facilitator but also works as a participant workbook.
though it also works online
Scripted but easy to go off script

METHODS
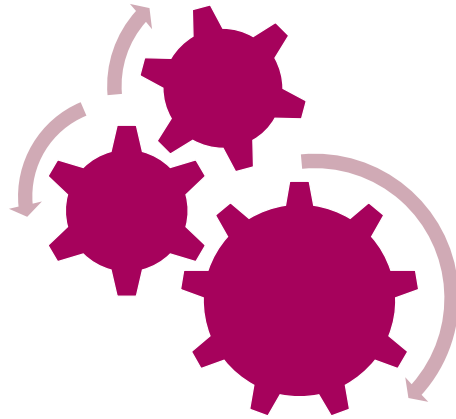
M9C LEARNING OUTCOMES BASED ON DACUM APPROACH

- To have sourced relevant information to produce a localized business model for offering the 9 Conversations training in their area and/or organization.

- To be familiar with the materials of the 9C training (either to facilitate it themselves or to be able to support others in facilitating the program).

- To know how to lead each 9C session using the suggested process (either to facilitate it themselves or to be able to support others in facilitating the pro-gram). This includes administration of certificates, suggested tools such as EU Skills Profile Tool for Third Country Nationals, and curation of materials.

DACUM = Developing a Curriculum

CERTIFICATION AND E-PORTFOLIOS

- Commercial certificate eg QRYPTAL

- Certificated PDFs using PKI

- European Digital Credentials for Learning (EDCL)

From badges to e-portfolios and certificates, we focus on solutions but also choices.
Qryptal = $50 a month, cancel at any time (image)
PKI = Public Key Infrastructure

LEARNING PLATFORM

- Google Drive
- Wordpress+ Lifter + H5P (read only)

9C-LowTech LMS

Navn ↑
📇 01 M9C-TTF-E-Portfolio
📇 02 9C-Course Material (to be localised)
📇 03 9C-Learning Platform
📄 A Technical Guide for the LowTech LMS
📊 A Tool for Copying Folders in Google Dr
📊 A Tool for Copying the M9C-LowTech L

Previously an Android app
This can be added to a Google Site to make it look more attractive
Installation offer

RESULTS

- 9C pilot

- M9C two (out of 9) of the sessions demoed

- 6 organisations interested eg Lithuanian Red Cross

Funding reductions

CHALLENGES & CONCLUSIONS

- Both projects affected by reduced funding and the pandemic

- Demand for 9C course is wider than the original target group

- Interest rises when a supportive package is offered rather than a solitary course

- Networking is invisible between sessions (Stepper approach may be more palatable).

- May be relevant for Ukranian migrants

DESCRIPTION AT THE END OF THE PROJECT

During the first period of the project time, we realized that by adapting/producing the learning materials for the two courses, and just implementing the two courses in a given Learning Management System (LMS), with e-portfolio and badges, would actually be an insufficient way to respond to the needs of the Refugees Supporting Organizations (RSOs).

Any given proprietary, or even open source, LMS would impose a constraint on the RSO, in termes of either needed competences or cost for third parties help.

The same goes for the use of any proprietary e-portfolio we might select and configure.

The same, again, would be true for the management of a formally defined badge system, that would force the RSO to be a provider of badges, with the need to incur costs either for the management of a proper server, or for the assistance from commercial providers.

So we determined that we should offer a wider, less constrained, and easy-to-use overall framework to the RSO, which would ultimately be sustainable after the end of the project.

In the IO3 report "M9C Pedagogical Framework" the overall framework is described, and the sustainability of the devised solution is discussed.

With regard to the IO3, the modifications introduced on the initial plan can be summarized as follow:

1) A Low-Tech LMS (LTLMS), based on Google Drive resources was designed; this will be the system the RSO will use to give the courses.

2) The e-portfolio is integrated in the LTLMS, to be a repository for the digitally signed certifications granted to the learners at the end of a course.

Further products of the projects are introduced in the IO3 Report, and detailed in other IOs reports.

In particular, to make it possible for the RSOs to use our products, we produced a set of suitable guides, that will provide support also after the end of the project.

TWO PACKAGES FOR CONVERSATION

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KEY REFERENCES

- Betts, A. et al "Talent displaced: The economic lives of Syrian refugees in Europe."

- European Digital Skills for Learning https://europa.eu/eu-ropass/en/stakeholders/european-digital-credentials

- EU Skills Profile Tool for Third Country Nationals, https://ec.europa.eu/migrantskills/#/

- Mastering 9 Conversations, Erasmus+ project. https://m9c.idi.ntnu.no/

- Osterwalder A., et al. (2010) Business model generation - A handbook for visionaries, game changers, and challengers.

- Slettli V. K. Developing an entrepreneurial mindset for transformational entrepreneurship: The case of Nordic transformative learning circles. Journal of Entrepreneurship, Manage-ment and Innovation (JEMI), Volume 15, Issue 4, 2019: 77-106, (2019).

More complete list in the paper.