

# Solidarity Workshop Training Manual

## Focus on PRO-MOTE Project Partner Countries



Citizens, Equality, Rights and Values  
Programme (CERV)

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## Table of Contents

Executive Summary	4
1. Introduction	6
2. Methodology and Workshop Framework	8
<b>2.1. Guiding Principles</b>	<b>8</b>
<b>2.2. Workshop Structure</b>	<b>9</b>
<b>2.3. Facilitation Approach</b>	<b>10</b>
<b>2.4. Learning Methods</b>	<b>11</b>
<b>2.5. Outcomes and Impact</b>	<b>11</b>
<b>2.6. Using This Manual</b>	<b>12</b>
3. Country Case Studies	13
<b>3.1 Austria – Local Solidarity Workshop – The Power of Skills</b>	<b>13</b>
<b>3.2 Croatia – How to Start and Develop a Business in Croatia</b>	<b>15</b>
<b>3.3 Italy – The Power of Skills (Matera and San Chirico Raparo)</b>	<b>17</b>
<b>3.4 Poland – Boost Your Potential</b>	<b>18</b>
<b>3.5 Spain – Entrepreneurship and Negotiation Workshop</b>	<b>19</b>
<b>3.6 Shared Lessons Across Countries</b>	<b>21</b>
4. Thematic Learning Modules	22
4.1. Legal Framework for Starting a Business	22
4.2 Starting a Business in project partner countries	23
4.2.1.Austria	23
4.2.2 Croatia	25
4.2.3 Italy	26
4.2.4 Poland	27
4.2.5 Spain	28
4.3 Social Entrepreneurship	30
4.4. Business Planning	31
4.5. Financial Management	32
4.6. Marketing and Customer Service	33
4.7. Business Model Canvas	34
4.8. From Idea to Action	35
<b>5. Facilitator Tools and Reflection Questions</b>	<b>36</b>
5.1. Workshop Preparation Checklist	36
5.2. Sample Daily Agenda Template	37
5.3. Group Agreements Example	38
5.4. Participant Reflection Tools	39
5.5. Facilitator Self-Reflection Questions	39
5.6. Evaluation and Feedback Form Example	40
5.7. Post-Workshop Follow-Up	40
5.8. Peer Support and Mentoring	41

<b>6. Designing Inclusive, Anti-Discriminatory and Solidarity-Based Workshops</b>	<b>42</b>
6.1 Inclusion as Attitude and Process	42
6.2 Safe and Brave Learning Spaces	43
6.3 Working with Diverse Groups – Practical Guidance	44
6.4 Anti-Racist and Anti-Discriminatory Practice	44
6.5 Gender Equality and Diversity	45
6.6 Sustainability, Mindfulness and Accessibility	46
6.7 Reflection and Empowerment	46
6.8 Conclusion	47
<b>7. The Creative Project Canvas</b>	<b>48</b>
<b>8. Annexes</b>	<b>51</b>
8.1. Glossary of Key Terms	51
8.2. Partner Organisations	52
8.3. Acknowledgements	53
8.4. Disclaimer	54

## Executive Summary

The **Solidarity Workshop Training Manual** was created within the framework of the **PRO-MOTE project – Promoting Migrant Opportunities, Training and Employment**, co-funded by the **Citizens, Equality, Rights and Values (CERV) Programme of the European Union**.

The manual brings together knowledge, practices, and experiences from five partner countries – **Austria, Croatia, Italy, Poland, and Spain** – that conducted *Local Solidarity Workshops* with migrants, refugees, and local communities. Its purpose is to provide trainers, facilitators, mentors, and organisations with a practical guide for implementing inclusive and empowering entrepreneurship workshops.

Through participatory and experiential methods, the Solidarity Workshops aimed to:

- strengthen migrants' entrepreneurial skills and self-confidence;
- enhance understanding of legal, financial, and social aspects of starting a business;
- promote solidarity, inclusion, and intercultural dialogue; and
- build local support networks that extend beyond project activities.

This manual offers:

- a detailed **methodology and workshop framework** for inclusive learning environments;
- **case studies** from all partner countries, presenting real examples of successful workshops;
- **thematic learning modules** covering key entrepreneurial skills such as business planning, financial management, and marketing;
- **facilitator tools and reflection exercises** to ensure high-quality, participatory training; and

- a section on **inclusive, anti-discriminatory, and gender-sensitive practices** that embed solidarity and equity in every step of workshop design.

Practical resources such as the **Creative Project Canvas** and **Business Model Canvas** are also included to help participants translate ideas into action.

The **Solidarity Workshop Training Manual** is more than a training tool – it is a reflection of shared European values of inclusion, diversity, and collaboration. It demonstrates that entrepreneurship can serve not only as a pathway to employment but also as a bridge between cultures and communities.

## 1. Introduction

The PRO-MOTE project – *Promoting Migrant Opportunities, Training and Employment* – was born from a shared belief that inclusion and entrepreneurship go hand in hand. Across Europe, thousands of people with migration or refugee experience bring with them not only skills and aspirations but also resilience, creativity, and diverse cultural perspectives. PRO-MOTE aims to strengthen these assets and create more supportive ecosystems for migrant entrepreneurship through learning, networking, and solidarity.

Implemented in Austria, Croatia, Italy, Poland, and Spain, the project connects organisations that have long worked at the intersection of social innovation, education, and community development. Together, they designed and delivered **Local Solidarity Workshops** – participatory events where migrants, refugees, educators, and local entrepreneurs met to exchange ideas, share experiences, and co-create practical pathways into self-employment and meaningful work. These workshops became spaces of empowerment, where information met inspiration, and where solidarity was not an abstract concept but a lived experience.

The **Solidarity Workshop Training Manual** was developed from that collective experience. It brings together the methodologies, lessons, and practical tools tested in real settings with hundreds of participants. The manual offers guidance for those who wish to replicate or adapt these workshops in their own contexts – whether in community centres, NGOs, coworking spaces, municipalities, or educational institutions.

This manual is for **trainers, facilitators, mentors, social workers, educators, and anyone supporting migrants or refugees in their entrepreneurial journeys**. It is

also intended for policy makers and community leaders interested in building more inclusive local economies and participatory training models.

While every country's context is different, the principles at the heart of the PROMOTE project are universal: empathy, participation, collaboration, and empowerment. The workshops and this manual were co-created through open dialogue among partners – the Institute for Creative Education (IKO, Croatia – Lead Partner), Roma Volkshochschule Burgenland (Austria), Consorzio Materahub Industrie Culturali e Creative (Italy), Uniwersytet Jagielloński (Poland), Fundació Cecot Innovació (Spain), and CEPOR – Centre for Policy Development of Small and Medium Enterprises and Entrepreneurship (Croatia).

The manual is designed to be **practical, adaptable, and inspiring**. Each section offers a blend of conceptual background, facilitation tips, and ready-to-use exercises. Case studies from the partner countries illustrate how the Solidarity Workshops unfolded in diverse cultural and socio-economic environments. The thematic modules on legal frameworks, social entrepreneurship, business planning, finance, marketing, and customer service provide concrete tools for supporting migrant entrepreneurs.

At its core, the *Solidarity Workshop Training Manual* is about **learning together through solidarity**. It recognises that entrepreneurship is not only about economic success but also about participation, dignity, and belonging. By creating inclusive learning environments and recognising the value of diverse experiences, we move closer to a Europe where everyone – regardless of origin – has the opportunity to realise their ideas, contribute to their communities, and shape their own future.

## **2. Methodology and Workshop Framework**

The Solidarity Workshop model is built on the idea that learning happens best in spaces of trust, participation, and equality. It is not a traditional top-down training programme, but a collaborative process where everyone – facilitators, participants, and invited experts – becomes both a learner and a contributor. The methodology combines experiential learning, peer exchange, and elements of social entrepreneurship education adapted to intercultural and inclusive contexts.

### **2.1. Guiding Principles**

The workshops were designed around four key principles that reflect the spirit of the PRO-MOTE project:

**1. Participation and co-creation**

Participants are not passive listeners but active contributors. Every workshop includes interactive activities that draw on participants' own experiences and ideas. By recognising the knowledge that already exists within the group, the workshop becomes a shared space of learning rather than instruction.

**2. Empowerment and self-efficacy**

Many migrants and refugees face barriers related to legal uncertainty, limited access to networks, or low confidence in their skills. The workshops aim to strengthen self-efficacy – the belief that one can act, decide, and take initiative. This is achieved through exercises that build personal confidence, communication skills, and entrepreneurial mindset.

### **3. Inclusion and accessibility**

The workshops are designed to ensure that every participant can take part fully, regardless of their language level, cultural background, or educational history. Facilitators are encouraged to use plain language, provide translation or visual aids when needed, and create a respectful environment where all voices are heard.

### **4. Solidarity and mutual support**

Solidarity is not only a project value but a practice. Each workshop promotes a sense of shared purpose among participants. Through group work, peer mentoring, and storytelling, participants learn from one another and form networks that often continue beyond the workshop itself.

## **2.2. Workshop Structure**

While each partner adapted the structure to local needs, a common framework emerged. The typical Solidarity Workshop follows three stages:

### **Stage 1 – Building connection and trust**

The opening phase focuses on creating a safe and welcoming atmosphere. Icebreakers, short personal introductions, and creative activities help participants feel comfortable and recognised. Facilitators introduce the workshop's objectives and invite participants to set collective agreements for communication and respect.

### **Stage 2 – Learning and exploration**

This is the main learning phase, combining expert inputs, group discussions, and practical exercises.

Topics include entrepreneurship basics, legal aspects of starting a business, financial literacy, marketing, and social impact. Facilitators are encouraged to adapt content to participants' needs and to balance theory with hands-on activities such as case studies, role-plays, or brainstorming sessions.

### **Stage 3 – Reflection and empowerment**

The closing phase helps participants connect learning to their own goals. Reflection circles, personal action plans, and peer feedback are used to consolidate knowledge and strengthen motivation. The workshop concludes with a collective review of what was learned, what participants found valuable, and what next steps they plan to take.

### **2.3. Facilitation Approach**

Facilitators play a central role in ensuring the workshop's quality and inclusivity. They act as guides rather than instructors, creating conditions where participants can explore, question, and share. The facilitator's main tasks include:

- Creating an atmosphere of respect, empathy, and curiosity
- Using participatory methods (small-group work, dialogue, creative exercises)
- Balancing structure with flexibility – adjusting timing and methods according to group dynamics
- Managing sensitive topics (e.g., discrimination, trauma, gender inequality) with care and professionalism
- Encouraging equal participation and acknowledging diverse experiences

Good facilitation also means modelling the values of solidarity and openness. When facilitators show vulnerability, admit uncertainty, or share their own learning moments, they help create authentic connections that foster trust and collaboration.

## 2.4. Learning Methods

The PRO-MOTE workshops use a mix of methods to engage participants cognitively, emotionally, and practically. Some of the most effective techniques include:

- **Storytelling:** sharing migrant and refugee success stories to inspire and normalise challenges.
- **Peer learning:** pairing participants to exchange experiences and provide mutual feedback.
- **Case studies:** analysing real examples of migrant-led businesses or social enterprises.
- **Experiential activities:** simulations, creative exercises, and prototyping to make learning tangible.
- **Visual facilitation:** using flipcharts, post-its, and drawings to make ideas visible and inclusive for different language levels.

These methods make the workshops dynamic and adaptable, ensuring participants remain active and engaged throughout the process.

## 2.5. Outcomes and Impact

Beyond knowledge acquisition, the Solidarity Workshops aim to foster confidence, agency, and a sense of belonging. Key outcomes observed across countries include:

- Increased understanding of local business environments and support systems
- Improved communication and networking skills
- Greater awareness of personal and transferable competences
- Strengthened motivation to pursue entrepreneurial ideas

- Formation of peer networks and community ties that last beyond the event

In many cases, participants expressed that the workshops were the first time they felt truly listened to, or that they could share their stories without judgement. This emotional dimension is at the heart of the Solidarity Workshop approach and represents its most transformative impact.

## **2.6. Using This Manual**

This manual serves as both a **guide and inspiration**. It can be used to replicate the Solidarity Workshop model, adapt it to different audiences, or integrate its methods into existing entrepreneurship programmes. Each subsequent chapter offers practical tools and conceptual foundations to help facilitators design inclusive, empowering, and solidarity-based learning experiences.

### 3. Country Case Studies

The Local Solidarity Workshops were the heart of the PRO-MOTE project. Each partner country – Austria, Croatia, Italy, Poland and Spain – designed its own version of the workshop, responding to local realities while following the same inclusive framework of participation, empowerment and solidarity.

Together, these workshops reached hundreds of participants from more than thirty countries, proving that migrant entrepreneurship is not only about starting businesses, but about building community and confidence. Below are short case studies describing the workshops' context, activities and outcomes.

#### 3.1 Austria – Local Solidarity Workshop – The Power of Skills

**Organiser:** Roma Volkshochschule Burgenland (Roma VHS)

**Date and place:** 25 October 2025, Oberwart

**Participants:** 36 people from 12 countries

The Austrian Local Solidarity Workshop "*The Power of Skills*" focused on recognising competences that migrants and refugees already possess and on translating those skills into concrete steps toward employment or entrepreneurship.

The one-day event combined expert inputs, small-group work and one-to-one consultations. Sessions covered:

- recognising and describing transferable skills;
- understanding employment rights and training opportunities in Austria;
- exploring first steps into self-employment; and
- identifying mentors and support organisations.

Language mediation in German, English, Arabic, Hungarian, Russian and Romanes made participation genuinely inclusive.

By the end of the day, participants reported higher confidence in their own competences and a clearer understanding of how to access mentoring and funding programmes.

Roma VHS continues to accompany participants through follow-up mentoring in 2026.



### **3.2 Croatia – How to Start and Develop a Business in Croatia**

**Organiser:** Institute for Creative Education (IKO) / BIZkoshnica Coworking

**Date and place:** 22 October 2025, Zagreb

**Participants:** Migrants from 17 countries and local support organisations

The Croatian workshop created a bridge between migrant entrepreneurs and local experts.

The event combined inspiring migrant success stories with practical sessions on legal, financial and mentoring aspects of starting a business.

After an energising introduction and interactive theatre-based icebreaker, experts presented:

- legal aspects of business registration for foreigners;
- financial and banking support for small enterprises;
- accounting and tax obligations for entrepreneurs; and
- mentoring opportunities through local networks.

Participants also heard the stories of **Samane Fayyaz** from Iran and **Brian Senaratne** from Sri Lanka, whose businesses – a beauty salon and the Curry Bowl restaurant – illustrate both the challenges and possibilities of migrant entrepreneurship in Croatia.

The day concluded with a shared lunch and speed-networking session, reinforcing that entrepreneurship grows through connection and mutual support.



### 3.3 Italy – The Power of Skills (Matera and San Chirico Raparo)

**Organiser:** Consorzio Materahub Industrie Culturali e Creative with Il Sicomoro

Social Co-operative

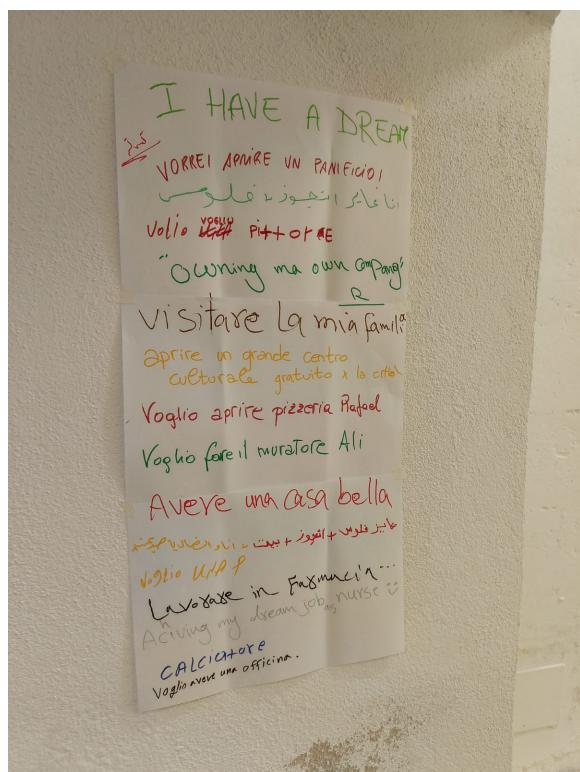
**Date:** 16 October 2025

**Participants:** Young migrants and refugees from the Basilicata region

Materahub and Il Sicomoro dedicated their workshop to *transversal skills* – competences such as teamwork, adaptability and communication that are crucial for employability but rarely recognised in formal qualifications.

The workshop took place in two sessions:

**Morning (Matera):** interactive discussions and a “Guess the Skills” exercise helped participants identify abilities acquired through migration, family life or volunteer work.



**Afternoon (San Chirico Raparo):** younger participants explored how these skills translate into professional roles and business ideas.

Speakers from local business networks introduced European mobility opportunities such as *Erasmus for Young Entrepreneurs*, and migrant

entrepreneurs shared personal testimonies of starting businesses in small Italian towns.

The event showed that recognising invisible competences is a first and essential step toward social and economic integration.



### 3.4 Poland – Boost Your Potential

**Organiser:** Jagiellonian University (UJ), Krakow

**Date:** 26–27 September 2025

**Participants:** Migrants living in Poland

Held over two days, “*Boost Your Potential: Local Solidarity Workshops on Entrepreneurship and the Polish Labour Market*” combined theoretical and practical learning.

**Day 1** introduced entrepreneurship basics and legal aspects of residence and self-employment.

Experts explained how to register a business, navigate taxes and build a personal brand.

**Day 2** focused on employability skills – writing CVs, creating LinkedIn profiles and practising job interviews.

A special session for artists and creatives explored how to price creative work and operate within Poland's cultural industries.

Participants left with new skills, professional contacts and a stronger sense of direction.

Many described the workshop as their first real opportunity to discuss entrepreneurship in an open, supportive environment.



### **3.5 Spain – Entrepreneurship and Negotiation Workshop**

<b>Organiser:</b>	Fundació	Cecot	Innovació	(Cecot)
<b>Date:</b>	21–22	October	2025,	Terrassa (Barcelona)

**Participants:** 25 migrant entrepreneurs and 8 Spanish entrepreneurs from 16 countries

Cecot's two-day training introduced participants to entrepreneurial thinking, business creation and negotiation techniques.

The first day covered identifying business opportunities, understanding the Reempresa business-transfer model and reviewing the main steps of starting a company in Spain.

The second day was devoted to negotiation skills, including a practical group exercise simulating real-life scenarios.

Through interactive facilitation and clear examples, participants learned how to analyse needs, find win-win solutions and build long-term partnerships.

Feedback showed a satisfaction rate of 9.6 out of 10 and confirmed the importance of hands-on, localised training for migrant entrepreneurs.



### **3.6 Shared Lessons Across Countries**

Despite cultural and administrative differences, all workshops highlighted common success factors:

- A welcoming, participatory atmosphere builds trust and motivation.
- Practical, localised information is more valuable than abstract theory.
- Storytelling and peer exchange create identification and hope.
- Collaboration among institutions multiplies impact and sustainability.

These lessons form the backbone of the following chapters, which turn workshop experiences into transferable learning modules and facilitator tools.

## 4. Thematic Learning Modules

The following learning modules represent the key themes explored during the Local Solidarity Workshops and serve as the core content for facilitators and participants who wish to replicate or adapt the model. Each module offers essential knowledge, examples from partner countries, and practical exercises that help transform abstract concepts into real entrepreneurial action.

### 4.1. Legal Framework for Starting a Business

Starting a business is one of the most common aspirations among migrants and refugees, yet the legal steps involved can be confusing and intimidating. This module aims to demystify the process by helping participants understand their rights, obligations, and available pathways to entrepreneurship in the European context.

#### Key learning points:

- Understanding the difference between self-employment and company formation
- Legal requirements for foreign citizens (residence, permits, taxation)
- Registration procedures for micro-enterprises and freelancers
- Access to social security, health insurance, and tax systems
- Understanding basic labour and consumer protection rights

Facilitators should encourage participants to map out the main institutions involved in business registration in their country (e.g. trade courts, chambers of commerce, municipal offices) and to identify sources of free legal advice or mentoring.

#### Practical

#### exercise:

Invite participants to draw a “*legal journey map*” – a step-by-step visualisation

of what needs to happen from idea to registration. Encourage them to identify what knowledge or support they still need for each step.

#### **Reflection questions:**

- What legal barriers have you encountered or heard about?
- Where can you find reliable information and support?
- How can cooperation with others help overcome bureaucratic challenges?

## **4.2 Starting a Business in project partner countries**

Starting a business can be both exciting and intimidating—especially for migrants and newcomers unfamiliar with the host country's administrative system. Understanding the basic legal steps, available business forms, and support structures helps transform good ideas into viable enterprises. Although the fundamental logic of registration is similar across the EU, each country has its own procedures and institutions. The information below provides a concise orientation for facilitators and participants in the PRO-MOTE partner countries.

### **4.2.1.Austria**

#### **Main business forms**

- **Einzelunternehmen (sole proprietorship):** simplest and fastest to register.
- **Gesellschaft mit beschränkter Haftung – GmbH (limited liability company):** requires a minimum share capital of €10 000, half of which must be paid in at registration.
- **Offene Gesellschaft (OG) or Kommanditgesellschaft (KG):** partnerships.
- **Sozialunternehmen / Verein:** for non-profit or social activities.

#### **Registration procedure**

1. **Check residence and work rights.** EU/EEA citizens can operate freely; third-country nationals need a *Red-White-Red Card* or self-employment permit.
2. **Choose a legal form and company name;** verify availability through the *Austrian Business Service Portal (USP)*.
3. **Register with the district authority or Magistrat** to obtain a *trade licence (Gewerbeberechtigung)*.
4. **Register the business** at the *Company Register (Firmenbuch)* if applicable.
5. **Notify the tax office (Finanzamt)** and social insurance (SVS).
6. **Join the Austrian Economic Chamber (Wirtschaftskammer Österreich – WKO),** which provides obligatory membership and extensive advisory services.

### Key support institutions

- **WKO – Wirtschaftskammer Österreich:** counselling, start-up funding, training.
- **aws – Austria Wirtschaftsservice:** national development bank providing guarantees and micro-loans.
- **Chambers of Labour and regional start-up centres.**
- **Migration & Integration Centres (Migrare, Caritas, etc.)** for migrants seeking guidance in German.

### Country specifics

Austria's system is formal but predictable. The language of administration is German, so translation support is essential. Many municipalities host "*Gründer-Service*" desks that provide free consultations in multiple languages.

#### 4.2.2 Croatia

##### Main business forms

- **Obrt (craft or trade business):** simplest and most common for individuals.

- **Simple limited liability company – j.d.o.o.** (requires €1 share capital).
- **Limited liability company – d.o.o.** (requires €2 500 share capital).
- **Udruga (association) or social cooperative** for social-enterprise models.

### **Registration procedure**

1. **Check legal status.** Non-EU nationals need a valid residence and work permit allowing self-employment.
2. **Register through e-Gradani or HITRO.HR**, the government one-stop shop for company formation.
3. **Choose business name and activity codes (NKD).**
4. **Open a business bank account** and pay registration fees.
5. **Register with the Croatian Tax Administration** for income tax or VAT.
6. **Enroll in mandatory health and pension insurance (HZMO / HZZO).**

### **Supporting institutions**

- **HITRO.HR** and **FINA offices**: digital and in-person registration.
- **Plavi ured – Zagreb Entrepreneurship Centre**: training, mentorship, legal advice.
- **CEPOR – Centre for Policy Development of SMEs and Entrepreneurship**: research and policy advocacy.
- **HAMAG-BICRO**: start-up financing, innovation grants.
- **BIZkoshnica Coworking and BIZmakers**: community hub offering mentoring and makerspace facilities.

<b>Country</b>	<b>specifics</b>
Croatia	<p>Croatia offers several self-employment grants for migrants with permanent residence and a network of incubators supported by local governments. English is widely used in start-up environments, though formal documents must be in Croatian.</p>

### 4.2.3 Italy

#### Main business forms

- **Ditta individuale (sole trader).**
- **Società a responsabilità limitata – S.r.l. (limited liability company).**
- **Cooperativa sociale** for social enterprises.
- **Associazione / Fondazione** for non-profit initiatives.

#### Registration procedure

1. **Check residence rights** allowing self-employment (*permesso di soggiorno per lavoro autonomo*).
2. **Draft articles of association** with a notary (for companies).
3. **Register with the Chamber of Commerce (Camera di Commercio)** through the *Registro Imprese* online system.
4. **Obtain a VAT number (Partita IVA)** from the Revenue Agency (*Agenzia delle Entrate*).
5. **Register for social security** with INPS and accident insurance with INAIL.
6. **Join a business association or cooperative network** if applicable.

#### Supporting institutions

- **Invitalia:** national agency for investment and entrepreneurship incentives.
- **Unioncamere / local Chambers of Commerce:** registration and training.
- **Materahub:** European network supporting creative and cultural entrepreneurs.
- **Confcooperative / Legacoop:** cooperative support federations.
- **Job Centres and regional Sportelli per l'Immigrazione.**

Country	specifics
Italy	Italy promotes youth and social entrepreneurship through regional calls (e.g. <i>Resto al Sud</i> ). Procedures often require notary validation; personal relationships and local advice networks are important for success.

#### 4.2.4 Poland

##### Main business forms

- **Sole proprietorship (Jednoosobowa Działalność Gospodarcza – JDG).**
- **Limited liability company (Spółka z o.o.).**
- **Foundation or association** for social or cultural projects.

##### Registration procedure

1. **EU citizens** can register freely; third-country nationals need a permit allowing self-employment.
2. **Register JDG online** via *Central Registration and Information on Business (CEIDG)* using an e-signature or trusted profile.
3. **Register companies** in the *National Court Register (KRS)* through a notary.
4. **Obtain a NIP (tax number)** and **REGON (statistical number)** automatically during registration.
5. **Open a bank account** and **register for VAT** if turnover exceeds threshold.
6. **Enroll in social insurance (ZUS).**

##### Key institutions

- **PARP – Polish Agency for Enterprise Development:** training, grants, innovation vouchers.
- **Business Link and Technological Parks:** incubation and networking.
- **Jagiellonian University's Centre for Migration Research:** information for migration professionals.
- **Krakow Multicultural Centre (Centrum Wielokulturowe w Krakowie):** local hub offering legal, language and business support for foreigners; provides mentoring, counselling and networking opportunities for migrant entrepreneurs.
- **Local Powiat Labour Offices (Urząd Pracy):** business start-up subsidies.
- **NGOs such as Foundation Ocalenie and Interkulturalni PL:** migrant advisory support.

Country	specifics
	Registration in Poland is largely digital and free of charge. Many municipalities run “Entrepreneur Days” and provide interpretation in Ukrainian, Russian or English due to high migrant participation.

#### 4.2.5 Spain

##### Main business forms

- **Autónomo (self-employed worker):** simplest option.
- **Sociedad Limitada – S.L. (limited liability company):** minimum capital €3 000.
- **Cooperativa de trabajo asociado:** collective enterprise model for social economy projects.
- **Asociación or fundación** for non-profit initiatives.

##### Registration procedure

1. **Check residence and work authorisation** (*autorización de residencia y trabajo por cuenta propia*).
2. **Obtain NIE (foreigners' identification number).**
3. **Register at the Tax Agency (Agencia Tributaria)** for an economic activity code (IAE) and VAT.
4. **Register with Social Security (Seguridad Social)** as *autónomo* or as an employee of your own S.L.
5. **Register the company name** and articles at the *Registro Mercantil*.
6. **Open a business bank account** and acquire digital certificates for online procedures.

##### Supporting institutions

- **Cecot – Fundació Cecot Innovació:** entrepreneurship training and mentoring.

- **Cámara de Comercio de España:** national network providing registration assistance and export guidance.
- **Barcelona Activa / Madrid Emprende:** municipal incubation and funding programmes.
- **MicroBank (CaixaBank):** micro-credit for small entrepreneurs.
- **Confederación Española de Empresas de la Economía Social – CEPES:** platform for cooperatives and social enterprises.

Country	specifics
Spain	Spain's “ <i>Punto PAE</i> ” offices act as one-stop windows for new businesses. Many regions provide tax reductions for <i>autónomos</i> during the first year. Knowledge of Spanish is necessary for official paperwork, but many institutions offer bilingual assistance in Catalan and English.

### Summary of Common Steps Across Countries

1. Verify residence and work rights.
2. Choose a suitable business form and name.
3. Register with national or local business registers.
4. Obtain tax and social-security numbers.
5. Open a bank account and, if applicable, register for VAT.
6. Seek guidance from chambers of commerce, start-up centres, or NGOs.

Tip	for	facilitators:
Create a simple comparative table or infographic during the workshop summarising registration fees, timelines and main contacts for each country.		

Visual clarity reduces anxiety and motivates participants to take the first step.

### **4.3 Social Entrepreneurship**

Social entrepreneurship lies at the intersection of innovation and solidarity. It is driven by the desire to solve social or environmental problems through entrepreneurial means.

This module introduces participants to the concept and explores how migrants, with their diverse perspectives, can become powerful changemakers in their communities.

#### **Core ideas:**

- A social enterprise aims for *social impact first*, profit second.
- It reinvests most of its profit into the mission or community.
- It can take many forms – cooperative, association, company with social purpose.
- Transparency, participation, and accountability are key values.

#### **Example:**

In Italy, many migrant-led associations evolved into social cooperatives providing cultural mediation, food services, and craft production. In Croatia, BIZkoshnica promotes social entrepreneurship through mentorship and collaborative working spaces that connect creativity and purpose.

#### **Facilitation**

**tip:**

Encourage participants to identify a problem they care about and brainstorm how entrepreneurial action could contribute to its solution. Ask them to consider: *Who benefits? Who is involved? Who could be a partner?*

#### **Reflection questions:**

- What community issues do you care about solving?
- What values would guide your enterprise?
- How would you balance social mission and financial sustainability?

## 4.4. Business Planning

A business plan is more than a document—it's a thinking tool. It helps entrepreneurs clarify their idea, set priorities, and anticipate challenges. For migrant entrepreneurs, a simple, visual approach often works better than complex templates.

### Main components:

1. **Vision and mission:** What change do you want to create?
2. **Products or services:** What value are you offering?
3. **Target market:** Who are your customers or beneficiaries?
4. **Resources and partners:** What do you already have and what do you need?
5. **Financial plan:** Basic overview of costs, pricing, and funding sources.

### Practical

### activity:

Divide participants into small groups and ask each to outline a mini business plan for a fictional or real idea.

Each group then presents its plan to others as if pitching to a friendly investor or community board.

### Facilitation

### tip:

Simplify business language. Replace “SWOT analysis” with “What’s working well and what could be better?”.

Use visual tools (post-its, drawings, storyboards) to make the process creative and inclusive.

### Reflection questions:

- What are your main strengths as an entrepreneur?
- Who could help you realise your idea?
- What small steps can you take this month to move forward?

## 4.5. Financial Management

Financial literacy is essential for any entrepreneur, yet it's often one of the most intimidating topics.

This module focuses on building confidence around money and introducing simple tools for planning and tracking finances.

### Key topics:

- Estimating start-up costs and ongoing expenses
- Differentiating between personal and business finances
- Setting prices that cover costs and reflect value
- Managing cash flow and simple bookkeeping
- Understanding basic tax obligations

### Practical exercise:

Ask participants to list all potential costs for their business idea and categorise them as *one-time* or *recurring*.

Then, together, estimate how much initial capital is needed and brainstorm sources of funding (savings, micro-credit, grants, partnerships).

### Example:

In Croatia, participants learned about local self-employment grants and EU micro-funds. In Spain, Cecot introduced the Reempresa model for taking over existing businesses—often a less risky and cheaper entry point for newcomers.

### Reflection questions:

- What are my real costs?
- How do I keep my finances transparent and organised?
- What kind of funding fits my values and situation?

## **4.6. Marketing and Customer Service**

Marketing is about communicating value and building trust. For migrant entrepreneurs, authenticity and storytelling can be their strongest assets.

### **Main learning points:**

- Understanding your target audience and their needs
- Building a simple marketing strategy (online + offline)
- Using storytelling to build an authentic brand identity
- Basics of customer care and feedback
- Using low-cost tools: social media, word-of-mouth, local events

### **Activity:**

Have participants create a short “*elevator pitch*” – a 1-minute introduction of their business idea highlighting what makes it unique and meaningful. Encourage supportive peer feedback focusing on clarity and emotional connection.

### **Example:**

Many migrant entrepreneurs successfully use Instagram and community markets to showcase their culture through food, crafts, or design. Their stories often become part of their marketing identity, making customers feel connected and inspired.

### **Reflection questions:**

- How would you describe your business in one sentence?
- What makes your product or service different?
- How can you keep your customers coming back?

## 4.7. Business Model Canvas

The **Business Model Canvas (BMC)** is a visual tool that helps entrepreneurs see the whole picture of their business on a single page. It's ideal for workshops because it's interactive, collaborative, and easy to adapt.

### The nine elements of the BMC:

1. Customer segments
2. Value propositions
3. Channels
4. Customer relationships
5. Revenue streams
6. Key resources
7. Key activities
8. Key partnerships
9. Cost structure

### Facilitation

**idea:**

Print large blank canvases or draw them on flipcharts. Divide participants into small groups and ask them to fill in each section for their idea using post-its.

Encourage them to use symbols or drawings if language is a barrier.

### Tip:

Make it playful – use colours for different perspectives (e.g. yellow for customers, blue for operations).

At the end, each group presents their canvas and receives constructive feedback.

### Reflection questions:

- What does your business need to function smoothly?
- Who are your most important partners and customers?
- How does your idea create value for others?

## 4.8. From Idea to Action

Entrepreneurship is a process. It starts with a spark of an idea and becomes reality through consistent small steps.

Facilitators can help participants define these steps by encouraging them to create **personal action plans** that outline what they will do next, by when, and with whom.

### Exercise:

Ask each participant to write down:

1. One goal for the next week
2. One goal for the next month
3. One support person or resource that can help

This helps transform learning into real-world progress and keeps the spirit of solidarity alive beyond the workshop.

## 5. Facilitator Tools and Reflection Questions

Facilitating a Solidarity Workshop requires preparation, empathy, flexibility, and the ability to create safe, participatory learning spaces. This chapter offers practical tools and reflection prompts that help facilitators design, deliver, and evaluate successful workshops.

These tools are based on the experiences of PRO-MOTE partners and can be freely adapted to suit different audiences, durations, and local contexts.

## **5.1. Workshop Preparation Checklist**

Before the workshop, facilitators should ensure that both the **content** and the **environment** support inclusion, accessibility, and participant engagement.

### **A. Content and Planning**

- Define clear learning objectives.
- Prepare an outline with timing for each activity (but stay flexible).
- Gather case studies or examples relevant to your participants' backgrounds.
- Prepare printed materials in plain language; provide translation if needed.
- Identify potential guest speakers or migrant entrepreneurs who can share stories.
- Prepare evaluation forms or online feedback tools.

### **B. Space and Logistics**

- Choose an accessible venue (ramps, restrooms, quiet areas).
- Arrange chairs in a circle or small groups to promote dialogue.
- Provide name tags and materials (post-its, markers, flipcharts).
- Ensure good lighting and sound; check presentation equipment in advance.
- Offer refreshments and consider dietary restrictions.

### **C. Mindset**

- Review group agreements: respect, listening, confidentiality.
- Reflect on your own biases or assumptions.
- Be ready to adapt methods to group energy, literacy, or language levels.
- Remember: your role is to guide, not to lecture.

## **5.2. Sample Daily Agenda Template**

Time	Activity	Purpose	Method / Materials
9:30– 10:00	Arrival & icebreaker	Create safe space, Name game, paired build trust	Name game, paired interviews
10:00– 10:30	Introduction to the Present workshop	the Present goals, Short talk, group expectations	group
10:30– 11:30	Session Entrepreneurship basics	1: Understand concepts	key Presentation + Q&A
11:30– 12:30	Group activity: Mapping skills	Identify strengths	Flipchart, markers
12:30– 13:30	Lunch break	—	—
13:30– 15:00	Session 2: Legal & financial aspects	Learn practical steps	Expert input, case study
15:00– 16:00	Storytelling & peer learning	Share experiences	Small group talks
16:00– 16:30	Reflection & action planning	Consolidate learning	Reflection cards, discussion

Facilitators can adjust timing, add energisers, or include creative elements such as theatre, drawing, or music.

### 5.3. Group Agreements Example

At the beginning of each workshop, facilitators can co-create a list of group agreements to ensure everyone feels safe and respected.

Example:

1. Listen actively and without interruption.
2. Respect different opinions and experiences.
3. Speak from your own perspective (“I” statements).
4. Confidentiality – what is shared in the group stays in the group.
5. Everyone has the right to pass or stay silent.
6. Time is shared fairly.
7. Mistakes are part of learning.

Displaying these agreements visibly during the workshop helps maintain a positive group dynamic.

#### **5.4. Participant Reflection Tools**

Reflection is key to turning experience into learning. Facilitators can use one or several of the following tools:

1. Reflection cards – cards with guiding questions participants can choose from.
2. Learning diaries – short written reflections at the end of each day.
3. Talking circle – participants share one insight or takeaway aloud.
4. Visual reflection wall – participants post drawings or keywords on a wall to represent what they learned.

#### Sample Reflection Questions for Participants

- What was most useful or inspiring for you today?
- What challenged you or made you think differently?
- What new skill or knowledge will you apply first?
- Who did you connect with, and how can you continue supporting each other?

## 5.5. Facilitator Self-Reflection Questions

Self-reflection allows facilitators to improve their practice and better respond to group needs. After each session, consider:

- Did I create an atmosphere of safety and inclusion?
- Were all voices heard equally?
- Did the activities meet participants' real needs and expectations?
- How did I manage sensitive moments or conflicts?
- What would I adjust next time?
- What inspired me personally during this workshop?

Documenting these reflections helps facilitators grow and keeps the learning process alive.

## 5.6. Evaluation and Feedback Form Example

At the end of the workshop, invite participants to fill out a simple evaluation form. Keep it short, anonymous, and easy to understand.

**Example:**

**Workshop** **Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**1. How satisfied are you with the workshop overall?**

**(1 = not satisfied, 5 = very satisfied)** 1 2 3 4 5

**2. Which session or activity did you find most useful?**

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**3. What did you learn or discover?**

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**4. What would you improve or change?**

---

**5. Would you recommend this workshop to others?**

Yes  No

**6. Any other comments or ideas?**

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### **5.7. Post-Workshop Follow-Up**

Learning continues after the workshop ends. Facilitators should maintain contact and encourage participants to stay engaged.

Good follow-up practices include:

- Creating an online group or mailing list for continued networking.
- Sharing workshop materials, photos, and useful links.
- Connecting participants with local business support organisations.
- Inviting them to future events or mentoring opportunities.

Encouraging small follow-up actions (e.g. submitting a business idea, applying for training, visiting a support office) helps maintain motivation and momentum.

### **5.8. Peer Support and Mentoring**

A key legacy of the Solidarity Workshops is the creation of peer networks. Facilitators can promote mentoring by pairing participants who complement each other's skills.

Example:

One participant strong in finance mentors another who is skilled in marketing. Both benefit from the exchange and strengthen confidence through teaching. Solidarity becomes sustainable when participants continue helping each other beyond the workshop.

## 6. Designing Inclusive, Anti-Discriminatory and Solidarity-Based Workshops

Solidarity-based workshops that involve people with migration, transnational or refugee backgrounds are unique learning spaces. They combine education, social responsibility and community impact.

They are places where people exchange experiences, build confidence, and explore their potential together.

Within the framework of the PRO-MOTE project, these workshops served as spaces of **encounter, empowerment and inclusion**. Their goal was to bring together people from diverse backgrounds, make competences visible, promote access to education and work, and foster mutual understanding.

Running such workshops requires more than good organisation – it calls for **empathy, professionalism and self-reflection**. Facilitators must be aware of language, power dynamics, discrimination, gender, barriers and emotions. This chapter offers practical and conceptual guidance on how to design workshops that are inclusive, equitable, sustainable and anti-discriminatory in everyday practice.

## 6.1 Inclusion as Attitude and Process

Inclusion is not a fixed state but a continuous practice expressed through every decision and interaction. It exists when participants feel seen, heard and respected – regardless of language, status or educational background.

### Core principles of inclusive design

- **Enable access:** Ensure that spaces, materials and communication are accessible to all, including people with physical, sensory or cognitive impairments.
- **Use clear language:** Simplify wording, provide visuals or interpretation when needed, and use summaries to support understanding.
- **Value lived experience:** Participants with migration or refugee experience are not “target groups” but holders of important perspectives.
- **Reduce hierarchies:** Create opportunities for everyone, regardless of background or education, to contribute knowledge.
- **Stay flexible:** Use varied learning methods – movement, storytelling, group dialogue, creative work – to meet different learning styles.

Inclusion is both organisational and emotional. It grows from genuine interest, empathy and the willingness to learn from others.

## 6.2 Safe and Brave Learning Spaces

A *safe space* is not about eliminating discomfort; it is about creating a shared framework of trust and respect.

It allows people to express themselves freely and to listen to one another with openness.

### Key elements of safe and brave spaces

- Co-create **group agreements** at the start about communication, respect and confidentiality.
- Use **inclusive language** (e.g. “people with refugee experience” rather than “refugees”).
- Practise **active listening and tolerance**: some stories will be shared, others remain private – both are valid.
- **Avoid re-traumatisation**: sharing personal experiences must always be voluntary.
- Offer **breaks and quiet areas** for emotional wellbeing.

A *brave space* encourages participants to explore differences, reflect on privilege and learn from mistakes. Courage, honesty and empathy are equally valued.

### 6.3 Working with Diverse Groups – Practical Guidance

Diversity within a group is a strength when managed with sensitivity. Facilitators should recognise differences as productive rather than problematic.

#### Practical tips

1. **Acknowledge diversity** without labelling. Use language, skills and interests as bridges for reflection.
2. Focus on **recognition, not deficit**: ask “*What do you bring?*” instead of “*What do you lack?*”
3. Balance **empathy and professionalism**: participants are co-creators, not clients.
4. Practise **intercultural communication**: be aware of cultural variations in time, eye contact and expression.
5. Encourage **collective learning**: favour group dialogue, peer work and interactive methods over long lectures.
6. Be conscious of **power dynamics**: use your authority to support, not dominate.

7. **Embrace conflict** as part of learning – handle disagreements respectfully and constructively.

#### **6.4 Anti-Racist and Anti-Discriminatory Practice**

Racism and discrimination can appear subtly through language, assumptions or institutional structures.

An anti-discriminatory approach means identifying these mechanisms and challenging them proactively.

##### **Principles**

- **Language shapes reality:** choose inclusive, specific vocabulary and avoid generalisations.
- **Reflect on positionality:** facilitators are part of social systems – awareness of privilege increases credibility.
- **Share expertise:** invite people with lived experience of discrimination to contribute as equal experts.
- **Recognise microaggressions:** small, often unintended comments (e.g. “You speak such good Croatian!”) can be hurtful. Address them calmly and use them as teachable moments.
- **Address structures, not only individuals:** discrimination also arises from unequal access to education, work or residence rights.

Anti-racist education is not about “helping others” but about **shared responsibility and collective learning**.

#### **6.5 Gender Equality and Diversity**

Gender equality is an essential dimension of solidarity-based education. A gender-sensitive approach ensures that everyone – women, men, non-binary and trans people – has equal voice and safety.

##### **Guidelines**

- Ensure **balanced representation** among speakers, participants and examples.
- Use **inclusive language** and avoid gendered defaults.
- Discuss how gender roles influence access to work, safety and entrepreneurship.
- Respect **care responsibilities** and provide adequate breaks or flexibility.
- Take an **intersectional perspective**: gender interacts with origin, age, religion, class and disability.

True gender equality means recognising and validating all experiences, not merely counting representation.

## 6.6 Sustainability, Mindfulness and Accessibility

A workshop that cares for people should also care for the planet. Sustainability in this context means both ecological and social responsibility.

### Checklist for sustainable and accessible events

- Choose **eco-friendly options**: reusable materials, local and seasonal catering, minimal waste.
- Ensure **physical accessibility**: wheelchair ramps, clear signage, readable fonts.
- Practise **cultural sensitivity**: consider dietary rules, holidays and prayer times.
- Plan for **balanced pacing**: include breaks and informal time to connect.
- Provide **psychosocial support**: inform participants about counselling or help resources if sensitive topics arise.

Sustainability nurtures the wellbeing of both participants and the environment that connects them.

## **6.7 Reflection and Empowerment**

A Solidarity Workshop does not end when participants leave the room – it begins there.

Its success lies in how participants integrate learning into their lives and communities.

### **Questions for facilitators to revisit regularly**

- Who was able to participate actively, and who remained silent or excluded?
- Which of my own habits might limit inclusion?
- What real opportunities can participants pursue next?
- How can empowerment continue – through mentoring, networking or training?

Empowerment means helping people **recognise their own competence and agency**.

Workshops that nurture empowerment generate not only learning, but also confidence, connection and social change.

## **6.8 Conclusion**

Solidarity Workshops are miniature versions of the inclusive and compassionate societies we aspire to build.

They show that diversity is not a challenge but a source of creativity and resilience.

When designed with awareness, empathy and sustainability, such workshops become spaces where participation, respect and learning are not only taught but lived.

Through them, the PRO-MOTE project brings its vision closer to reality: a Europe of equal opportunities, shared responsibility and human dignity for all.

## 7. The Creative Project Canvas

The **Creative Project Canvas** is a strategic tool designed to help participants reflect on, plan, and develop their entrepreneurial or creative projects. Originally developed through European cooperation projects such as *Break-in the Desk* (co-financed by Erasmus+), it is used across Europe to support artists, makers, trainers, and entrepreneurs in designing sustainable and impactful initiatives.

### Purpose of the Canvas

The Canvas enables participants to:

- Reflect on all dimensions of their project, from values to practical implementation.
- Visualise the relationship between personal motivation, available resources, and community impact.
- Strengthen project management, communication, and sustainability skills.
- Collaboratively discuss project ideas in teams or mentoring groups.

It functions both as a **personal reflection tool** and a **team planning tool**, helping users move from inspiration to concrete action.

### The Nine Themes of the Creative Project Canvas

Each section invites participants to explore a key aspect of their entrepreneurial or creative project:

1. **Value** – What is the core motivation behind the project? What benefits does it bring to yourself and to others?
2. **Belonging to Networks** – What existing networks or partnerships can support you in developing and promoting your project?

3. **Activities and Work** – Which actions are necessary to make the project happen? Who will carry them out?
4. **Equipment, Materials and Time** – What resources are required, and how can you obtain or share them sustainably?
5. **Champions** – Who can guide or mentor you, advocate for your project, or provide constructive feedback?
6. **Access for Others** – How can people reach, experience, and engage with your project (online and offline)?
7. **Getting Feedback** – How will you collect and use input from users, collaborators, and audiences?
8. **Short-Term Gains and Losses** – What immediate benefits or challenges might emerge as you begin implementation?
9. **Long-Term Rewards** – What broader impacts, opportunities, or rewards could the project generate over time?

## How to Use the Canvas

1. **Start with Value.** Define what motivates you and the change you want to create.
2. **Move to practical aspects.** Identify your activities, resources, and networks.
3. **Analyse the external perception.** Reflect on how users or audiences interact with your project.
4. **Consider sustainability.** Explore how your project will remain viable over time.
5. **Review and revise.** Treat the Canvas as a living document—return to it regularly to track progress and refine your plan.

Participants can fill in the Canvas individually or in small groups during the workshop.

Facilitators can project it on a screen or print it in A1/A2 size for team brainstorming.

## **Practical Application in Solidarity Workshops**

The Creative Project Canvas is particularly suitable for **Day 2** of the Solidarity Workshops, when participants already understand the basics of entrepreneurship and are ready to shape their own project ideas.

Facilitators can use it in three steps:

1. **Introduction (15 minutes):** explain the tool and show an example.
2. **Group Work (60–90 minutes):** participants fill in their canvases using post-its and visual notes.
3. **Presentation (30–45 minutes):** each group shares one insight or challenge from their Canvas.

Encourage participants to keep their completed Canvas as a visual map of their entrepreneurial journey.

## **Reflection Questions**

- What personal value drives your idea or project?
- Who are your allies and supporters?
- What first steps can you take immediately with the resources you already have?
- What does success look like for you in one year? In five years?

## **Acknowledgement**

The **Creative Project Canvas** was developed within the *Break-in the Desk* project coordinated by **Materahub (Italy)**, under a **Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License**.

For further information and templates, visit [www.creativeprojectcanvas.com](http://www.creativeprojectcanvas.com).

## 8. Annexes

### 8.1. Glossary of Key Terms

**Accessibility** – Ensuring that everyone, regardless of ability or background, can fully participate in activities and access information and physical spaces.

**Action Plan** – A simple roadmap outlining steps, responsibilities, and timelines for achieving specific goals.

**Business Model Canvas (BMC)** – A visual framework for describing and analysing how a business creates, delivers, and captures value.

**Creative Project Canvas (CPC)** – A participatory tool for reflecting on and designing creative or entrepreneurial projects.

**Empowerment** – The process of recognising and strengthening people's capacity to make choices and transform those choices into actions and outcomes.

**Entrepreneurial Mindset** – A set of attitudes and skills (initiative, resilience, creativity, problem-solving) that support entrepreneurial action.

**Facilitation** – The art of guiding a group through a learning or decision-making process while encouraging participation, inclusion, and ownership.

**Inclusion** – A continuous practice of creating conditions where everyone feels valued, respected, and able to contribute.

**Intersectionality** – Understanding that people's experiences are shaped by overlapping factors such as gender, race, class, disability, and migration status.

**Mentoring** – A supportive relationship where an experienced person provides guidance and feedback to help another person achieve their goals.

**Migrant Entrepreneur** – A person with a migration or refugee background who starts and manages a business or self-employment activity.

**Safe and Brave Space** – A learning environment where participants feel emotionally secure yet are also encouraged to engage in honest, critical dialogue.

**Social Entrepreneurship** – An entrepreneurial approach focused on solving social or environmental issues while remaining financially sustainable.

**Solidarity** – Mutual support and shared responsibility for promoting equality, inclusion, and community wellbeing.

**Transversal Skills** – Transferable competences (communication, teamwork, adaptability, creativity) applicable across different sectors and professions.

## 8.2. Partner Organisations

This manual was developed jointly by six partner organisations within the **PRO-MOTE project – Promoting Migrant Opportunities, Training and Employment**, co-funded by the **Citizens, Equality, Rights and Values (CERV) Programme of the European Union**.

Lead	Partner
Institute for Creative Education –	IKO (Croatia)
Zagreb,	Croatia
IKO promotes creative education, social innovation, and sustainable entrepreneurship through workshops, research, and international cooperation.	

### Partners

Roma Volkshochschule Burgenland –	Roma VHS (Austria)
Oberwart,	Austria
An adult education centre supporting Roma and migrant communities through inclusive training, language learning, and empowerment programmes.	

**Consorzio Materahub Industrie Culturali e Creative – Materahub (Italy)**

Matera, Italy

A consortium fostering creativity, cultural entrepreneurship, and European cooperation. Materahub developed the Creative Project Canvas and leads numerous EU projects in education and inclusion.

**Uniwersytet Jagielloński – UJ (Poland)**

Krakow, Poland

Jagiellonian University's Centre for Migration Research develops educational tools and training to support migrant integration and employability.

**Fundació Cecot Innovació – Cecot (Spain)**

Terrassa (Barcelona), Spain

A business support organisation providing training, mentoring, and innovation services to entrepreneurs and SMEs, with a focus on inclusion and social impact.

**Centar za politiku razvoja malih i srednjih poduzeća i poduzetništva – CEPOR (Croatia)**

Zagreb, Croatia

A leading Croatian think tank dedicated to entrepreneurship policy, SME development, and research-based advocacy for inclusive growth.

### 8.3. Acknowledgements

The **Solidarity Workshop Training Manual** is the result of collaboration, dedication, and shared learning among partners and participants of the PROMOTE project.

We gratefully acknowledge:

- All **facilitators, trainers, and mentors** who designed and delivered Local Solidarity Workshops.
- The **migrant and refugee participants** who shared their stories, challenges, and successes.
- Local organisations and experts who contributed their knowledge and time.
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Special thanks go to the project coordination team at the **VHS ROMA** for leading the creation of this manual, and to all partner teams whose experience shaped its content.

Together, we hope this manual will continue to inspire educators, organisations, and communities across Europe to promote inclusion, entrepreneurship, and solidarity.

#### **8.4. Disclaimer**

This publication was produced within the **PRO-MOTE project (Promoting Migrant Opportunities, Training and Employment)** co-funded by the **Citizens, Equality, Rights and Values (CERV) Programme of the European Union**. Its contents are the sole responsibility of the project partners and do not necessarily reflect the views of the European Commission.



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