1. Turning Ideas into Action

1.1. Overview

This module helps students to get and manage the material, non-material and digital resources needed to turn ideas into action. Resource mobilization is the process of getting resources from the resource provider, using different mechanisms, to implement an organization's predetermined goals. It also involves making better use of, and maximizing, existing resources. Advocacy requires access to resources. A resource is anything that can be used to achieve something else and can include not just money, but also time, relationships, skills and technical expertise. Good planning includes an assessment of the resources needed carry out planned activities in order to achieve planned goals.

1.2. EntreComp Competence – Mobilising Resources

This module fosters the competence *'Mobilising Resources'*. Other competences touched are *'learning through experience', 'working with others', 'valuing ideas'*. Since resources are both tangible (like money, land, materials, equipment, etc.) and intangible (like time, energy, ideas, spirit, relationships, networks, status, skills, information, etc.), a resource is anything we can use to achieve something else. Every individual and organization has resources to leverage.

This module first builds an awareness of the landscape of resources participants have access to. It might provide a number of approaches for mobilizing resources, from fundraising for advocacy to taking stock of often overlooked assets like relationships, networks, time, technical expertise and commitments to work together. This module will also provide participants with opportunities to practice messaging to funders about making the funding landscape more accessible to organizations.

1.3. Learning Goals

It is essential that students learn to believe in themselves and in turn develop further. Hence, a steady reflection on needs and aspiration is important, as well as the assessment of individual strengths and weaknesses. Thus, the following learning goals will be reached:

1. Students should be able to recognize and find resources. This means that students need to assess and measure their existing resources.

2. Students should be able to evaluate/judge the key resources to support their ideas by creating strategies for leveraging and building on their existing resources.

3. Students should be able to responsibly use/distribute their given resources and identify their resource gaps and devise strategies to address them.

Collaborating with others is emphasized to gain needed support, whereby an effective communication and persuasion are needed, as well as negotiation and leadership skills.

1.4. Teaching / Learning Methods

This module mainly includes a number of teaching methods, which help students to learn how to mobilise their resources. In the implementation of any project, it is important that the necessary resources are available. There are four main types of resources, which can be mobilised. These are human, material, time and financial resources. The following teaching and learning methods might be useful in the context of this module:

- **Gamifying methods**: online strategy gaming, escape room game, simulation game, board game

- **Case studies**: initial situation – steps taken – outcome

- **Interactive methods**: networking, project-based learning, problem-based learning, flipped classroom.

- **Brainstorming**: will encourage and motivate participants to memorize an issue and talk freely about it; the way they see and perceive it to get as many as possible solutions to a problem and to see wider range of attitudinal differences on an issue.

1.5. Activity

Using a variety of tangible and intangible examples of resources gives teachers a choice of resources. No matter which resources the teacher will focus on, the following three general activities will help students to mobilize resources:

- **Identify resources**: There is a wide range of activities or items, which you might identify. Considering the importance of each item, you should be able individually or in a group to prioritise the items. Prioritising may mean having to make hard choices.

Guiding questions: What comes to mind when you think about "resources"? Which resources do you dispose of?

Type of resources	MY resources
Relationships Example: Personal connections to XY	
Networks Example: Member of XY network, X community	
Skills Example: social skills, accounting, finance, public speaking, editing, management	
Tangible resources Example: office space, money, printing, telephone lines	
Time Example: "I am not traveling for the next two months so I can offer 5 hours a week"	
Technical expertise Example: content expertise like business administration, finances	

Figure 1: Guiding questions to help students identify their resources.

- **Understanding resources**: In this activity, participants will have an opportunity to discuss their experiences with mobilizing resources for advocacy and expand their understanding of what we mean by "resources." Taking the time to do this can significantly expand students' understanding of individual contributions as well as the sum of their collective power. There are two options for running this activity. Option 1 can be a useful exercise to help individuals and groups realize their own strength and power. This is perhaps the most important objective of this activity. Option 2 can work well with groups from the same organization/platform or the same geographic area. With these types of groups, the activity becomes practical and helps participants feel like their advocacy objectives are achievable. Both Options 1 and 2 assume that students have chosen a goal and have created an action plan in advance. Here, one can use flipchart, post-its, presentation slides.

Guiding questions: What is it like to map your personal resources and to see the resources of your colleagues? Did anything surprise you? What connections did you make? How is this exercise useful to your work?

- **Identifying Resource Gaps**: While the previous activity looks at resources more broadly, this activity helps participants to consider how to specifically resource their

planned activities. Students learn how to efficiently manage and allocate resources and in turn develop also financial and economic know how.

Guiding questions: What resources are needed to complete the action plan? What is it like to look at your action plan from a resource needs perspective? What are some additional resource, needs or potentially hidden costs of advocacy work in general?

MY Resources	HAVE	NEED
Relationships		
Networks		
Skills		
Tangible resources		
Time		
Technical expertise		

Figure 2: Outline to help students identify their resource gaps.

Participants should individually consider their own contributions, write them down on each flipchart (this can also be done on post-its or directly on the flipchart), and observe the contributions of others. Encourage participants to be as specific as possible. Ask them to write their name or initials next to their contributions, so connections can be made. When participants are done writing their contributions, give the small groups or pairs 5-10 minutes to review the flipcharts and see the sum of their collective resources.

1.6. Role of the Educator

Educator draws upon participants' own experience, knowledge, and ideas to help them identify the people, networks, tools, strategies, and systems they need for resource mobilization.

Students should individually consider their own contributions, write them down on each flipchart (this can also be done on post-its or directly on the flipchart), and observe the contributions of others. If participants are not sure where to begin, give some examples that are relevant to the context and their work. Encourage participants to be as specific as possible. Ask them to write their name or initials next to their contributions, so connections can be made. When participants are done writing their contributions, give groups 5-10 minutes to review the flipcharts and see the sum of their collective resources.

1.7. Contents

This module concentrates on the following topics:

- Introduction to Resources: Definition, forms, actors

- Introduction to Resource Management: tools and systems to manage resources, mechanisms of resource mobilization

1.8. Implementation/Integration, Extent, ECTS

This module can be easily combined with other modules in this compendium, i.e. 'Leading a Team', 'Perseverance Challenge', etc., but also with existing lectures in the ITE curricula. Furthermore, this module is especially useful for freshman students, helping them to sharpen their competencies for their further studies. For this module, at least 2 ECTS should be accredited to students.

1.9. Evaluation

The evaluation can follow traditional assessment methods, but should consider the quality of in class discussions and the degree of student reflection. In this module, students will reflect on their achievements via self-assessment activities to measure their own progress and make decisions about how to move forward. This will be done via quizzes with a variety of question types, essays, as well as reflection articles.

Output-based evaluation:

- individual reflection paper by students (5 DIN-A4 page), weighted 70%

- participation in quizzes and discussions, weighted 30%

1.10. References

Bacigalupo, M., Kampylis, P., Punie, Y., & Van den Brande, G. (2016). EntreComp: The entrepreneurship competence framework. Publication Office of the European Union.

McCarthy, J.D, Mayer, N., & Zald M.N (1977). Resource Mobilization and Social Movements: A Partial Theory. The American Journal of Sociology, 82 (6), 1212-1241.