



Society Profits

Workshops about Social Entrepreneurship

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1. DEFINITION OF SOCIAL ENTREPRENEURSHIP

TITLE:	Definition of Social Entrepreneurship
PROPOSED TIME DURATION:	1 hour
PROPOSED GROUP SIZE:	15 – 20
SPACE REQUIREMENTS:	Classroom with chairs
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • To increase level of knowledge of participants about the Social Entrepreneurship. • To increase level of knowledge of participants about the Social Entrepreneurship.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>PART I – Introduction and group work (1 hour)</p> <p>Instructions for the task (10 min) Divide the group in three small work teams mixing the people randomly. Put the names of the participants in a bag and mix them to after choose randomly the members of each team.</p> <p>Group work (30 min) Each team has to discuss between them the different meaning that they know about Social Entrepreneurship and build one that conflate the ideas to present a team meaning and to write it down in the paper given as a banner.</p> <p>Presentations (20 min) The teams choose a member to present in maximum 5 minutes the meaning that they built. They can use the sheets blog to take notes about the ideas.</p> <p>PART II – “Summing up” and theoretical input by the moderator/tutor/trainer (30 min)</p> <p>Having the three banners with the meanings, all the participants and the moderator or tutor do a small debate to conclude and write down in a new banner the meaning of Social entrepreneurship which is going to be use. This meaning can be write down in a bigger banner and can be decorate to be keep and show all permanently in the classroom.</p> <p>Theoretical input by the trainers should help participants defining entrepreneurship, and social entrepreneurship. It should clarify what are the differences.</p>
MATERIALS REQUIRED:	<ul style="list-style-type: none"> - Three cardboards (min. 50cm X 70cm). - One cardboard (min. 60 X 80). - Markers, crayons, coloured pencils. - Three sheets blogs. Pencils. Bag. Name of the participants cutting one by one.

	<p>- Theoretical input – printed or PPT if computer and projector available.</p>
<p>REFERENCES AND OTHER USEFUL SOURCES</p>	<p>Definitions: Social entrepreneurship</p> <p>The social entrepreneur’s value proposition targets an unprivileged, neglected, or highly disadvantaged population that lacks the means or support to achieve the transformative benefit on its own. To put it simply, whereas typical entrepreneurs improve commercial markets, social entrepreneurs improve social conditions.</p> <p>Social entrepreneurship is the idea of combining innovative methods used by business entrepreneurs with a desire to bring about significant social change. Social entrepreneurs address pervasive social problems, find ways to overcome them, and implement their solutions, ideally on a large scale. Just like a regular business entrepreneur, a social entrepreneur must take risks and be determined in order for his or her social venture to be successful. (IO1)</p> <p>Applying practical, innovative and sustainable approaches to benefit society in general, with an emphasis on those who are marginalized and poor.</p> <p>A term that captures a unique approach to economic and social problems, an approach that cuts across sectors and disciplines grounded in certain values and processes that are common to each social entrepreneur, independent of whether his/ her area of focus has been education, health, welfare reform, human rights, workers' rights, environment, economic development, agriculture, etc., or whether the organizations they set up are non-profit or for-profit entities.</p> <p>It is this approach that sets the social entrepreneur apart from the rest of the crowd of well-meaning people and organizations who dedicate their lives to social improvement. (Schwab Foundation for Social Entrepreneurship: What is a social entrepreneur? http://bit.ly/1f0S1Hn)</p> <p>Social entrepreneurship is, at its most basic level, doing business for a social cause. It might also be referred to as altruistic entrepreneurship. Social entrepreneurs combine commerce and social issues in a way that improves the lives of people connected to the cause. They don’t measure their success in terms of profit alone – success to social entrepreneurs means that they have improved the world, however they define that. (Shopify: “Social Entrepreneurship” http://bit.ly/2BSwPtI)</p> <p>Social entrepreneurship is all about recognizing the social problems and achieving a social change by employing entrepreneurial principles, processes and operations. It is all about making a research to completely define a particular social problem and then organizing, creating and managing a social venture to attain the desired change. The change may or may not include a thorough elimination of a social problem. It may be a lifetime process focusing on the improvement of the existing circumstances. (Management Study Guide: What is Social Entrepreneurship? http://bit.ly/2EWg8vS)</p>

History:

The term "Social Entrepreneurship" goes to William Drayton, founder of "Ashoka," the world's first organization to promote social entrepreneurship. Drayton, on a visit to India during a summer break from Harvard during the early 1980s, received inspiration by Vinoda Bhave's "Land Gift Movement." The Land Gift Movement aimed at breaking the poverty cycle by persuading rich people to surrender their land for a more equitable redistribution to the less fortunate and less wealthy people.

SOCIAL ENTREPRENEURSHIP IN THE 19TH CENTURY

Although Drayton's Ashoka is just 25 years old, the concept of social entrepreneurship is centuries old. The pioneers of social entrepreneurship in the 19th and 20th Century include many renowned personalities in history. Some of them are:

Robert Owen (1771-1858) - This mill owner was a pioneer in improving working conditions at factories. He laid the foundation of the cooperative movement by opening a store for factory workers to buy goods of sound quality at little more than wholesale cost and restricting the sale of alcohol. He was also the founder of infant childcare in Great Britain

Florence Nightingale (1820-1910) - Perhaps the most famous social entrepreneur in history, she founded the world's first nursing school and developed modern nursing practices.

Henry Durant (1829-1910) - This French businessman, who witnessed firsthand the suffering of soldiers in the Austro-Sardinian War of 1859, lobbied for national voluntary relief organizations to help nurse wounded soldiers during war and for development of international treaties to guarantee protection of doctors and those wounded on the battlefield. His efforts led to the establishment of the International Red Cross.

William Booth (1829-1912) - William and his wife Catherine established the East London Christian Mission in 1865 to perform evangelical, social, and charitable work and to bring the Christian message to the poor, destitute, and hungry by meeting both their physical and spiritual needs. In 1878, he reorganized the mission along military lines and called it "The Salvation Army," open to all regardless of race, color, or creed.

Frederick Law Olmstead (1822-1903) - He espoused the "City Beautiful" movement aimed at transforming cities with open space, and developed many famous urban parks such as Rock Creek Park in Washington D.C. and Boston's Emerald Necklace. His efforts were instrumental in changing the very concept of cities from primary centers of commerce to "nice places to live and work."

Dr. Maria Montessori (1870-1952) - She established the "Casa dei Bambini" (Children's House) in Rome to further her idea of education reform based on the premise that children teach themselves, unassisted by adults. Her methods evolved into the famous [Montessori method](#) of early childhood

education.

John Muir (1838-1914) - This naturalist, conservationist, inventor, and writer established the Sierra Club and worked with President Roosevelt to establish the U.S. national park system, lobbying against the devastation of the Sierra Nevada caused by ranching. Muir personally involved himself in the establishment of Sequoia, Mount Rainier, Petrified Forest, and Grand Canyon national parks.

Franklin Delano Roosevelt (1882-1945) This US President passes as a social entrepreneur for his role in establishing the Tennessee Valley Authority to overcome the effects of the Great Depression. The Tennessee Valley Authority revitalized local economy by harnessing the power of the local rivers to create cheaper energy.

Modern Social Entrepreneurship

Trends from the preceding two decades show that social entrepreneurs have moved from their traditional philanthropic and charitable moorings to find more effective and sustainable solutions to social problems using the tools from the world of business.

One of the earliest such modern day social entrepreneurship initiative is Oxfam or Oxford Committee for Famine Relief, established in 1942 by a group of social activists, and Oxford academics.

The modern form of corporate based social entrepreneurship, however, starts with Michael Young, who between the 1950s and 1990s created more than sixty new organizations worldwide, including a series of Schools for Social Entrepreneurs in the UK.

Jeff Skoll, a noted philanthropist and eBay's first president established the Skoll Foundation in 1999 to help people continue or expand their work for social change in various parts of the world. The Skoll Centre for Social Entrepreneurship at the Said Business School at Oxford University supports social entrepreneurship.

(Bright HUB: "History of social entrepreneurship" <http://bit.ly/29UyeQm>)

Other useful resources:

- VIDEO: Social entrepreneurship | Alex Swerdlow | TEDxYouth www.youtube.com/watch?v=dwo37QJDZCo
- VIDEO: Youth entrepreneurship | Alex Chan | TEDxYouth www.youtube.com/watch?v=n1bohFFqbl
- Duke - Innovation and entrepreneurship: The Meaning of "Social Entrepreneurship" <http://bit.ly/1QmW1cc>
- Technology Innovation Management Review: Social Entrepreneurship: Definition and Boundaries <http://bit.ly/2EWsUdF>
- The Balance: American Social Entrepreneurs from the 19th Century to the 21st <http://bit.ly/2GMm6Qk>

	<ul style="list-style-type: none"> Investopedia: Social Entrepreneur http://bit.ly/2FxxPTr
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2. UNDERSTANDING SOCIAL ENTREPRENEUR

TITLE:	Understanding social entrepreneur
PROPOSED TIME DURATION:	60 minutes
PROPOSED GROUP SIZE:	25-35 participants
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> To provide understanding of social entrepreneurship. To emphasize on the difference between traditional and social entrepreneurship.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>The activity will be based on a mind map exploring the main dimensions of entrepreneurship and social entrepreneurship. The facilitator of the activity will unveil parts of the map step by step, asking for different points of view, fostering interaction</p> <ol style="list-style-type: none"> 1. Definition of entrepreneurship Topics covered: Business, enterprise, entrepreneurship, innovation. 2. How to become an entrepreneur Topics covered: Funding opportunities, Support: trainings, business mentoring, working space supporting organizations, EU programs), Hard Competences: legal framework, finance, accounting, business models Soft Competences: effective communication, leadership, teamwork, planning skills, negotiation skills). 3. Social entrepreneurship (SE) Topics covered: <ul style="list-style-type: none"> -Social entrepreneurship (SE): Concept of SE (Social improvement & social transformation), responsible management, risk taking, for-profit, business management tools, innovation, etc. -Differences between entrepreneurship and social entrepreneurship. Stating the point that social entrepreneur -Examples of Social Enterprises.
MATERIALS REQUIRED:	Printed cards with the contents covered in the mind map
REFERENCES AND OTHER USEFUL SOURCES	<p>https://www.salto-youth.net</p> <p>https://www.salto-youth.net/downloads/toolbox_tool_download-file-1245/BOOKLET%20Social%20Entrepreneurship%20sm.pdf</p> <p>Examples of Social Enterprises: http://www.societyprofits.eu/social-enterprises/</p>

3. DIFFERENCES BETWEEN SOCIAL ENTREPRENEURSHIP & ENTREPRENEURSHIP

TITLE:	Differences between Social Entrepreneurship & Entrepreneurship
PROPOSED TIME DURATION:	1,5 hour
PROPOSED GROUP SIZE:	15 – 20
SPACE REQUIREMENTS:	Classroom/training room with chairs
SESSION OBJECTIVES:	<ul style="list-style-type: none"> Until the end of this session participants will be able to identify and clarify main differences between entrepreneurship and social entrepreneurship.
SESSION DESCRIPTION (STEP-BY-STEP):	<ol style="list-style-type: none"> Introduction on Entrepreneurship and Social Entrepreneurship (10 min) The moderator/tutor gives to the participants a small definition of what are Social Entrepreneurship and Entrepreneurship. He/she can leave the definitions written on the board. Practical exercise: Vulnerable groups and labour market opportunities (50 min) Introduction on vulnerable groups The trainer should lead discussion in plenary on topic: <ul style="list-style-type: none"> <i>What does it mean to be vulnerable group in the society, and how they are defined?</i> Participants should be invited to give examples of vulnerable groups. If they don't have many ideas, the trainer should give several typical examples. (15min) Instructions The group will sit down in a circle around the moderator/tutor, who will give to each participant one of the red cards with the name of a vulnerable group and one yellow card with the name of a labour sector. (5min) Individual reflection Each participant has ten minutes to think about an idea of a Social Entrepreneurship proposal using the group and sector given. (10 min) Presentation Each participant explains in max. 3 min. the proposal and the tutor as well as the other participants can make comments and suggestions if there is a need (20min)

<p>MATERIALS REQUIRED:</p>	<ul style="list-style-type: none"> - Red papers with vulnerable name groups, e.g. elderly, women head of family, poor people, etc. - Yellow papers with labours sectors names, e.g. Technology, Food, Health, etc. - Papers and pencils. - Handout for participants: Definitions
<p>REFERENCES AND OTHER USEFUL SOURCES</p>	<p style="text-align: center;">Handout: Definitions</p> <p><i>Entrepreneurship:</i></p> <p>The capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. The most obvious example of entrepreneurship is the starting of new businesses. In economics, entrepreneurship combined with land, labor, natural resources and capital can produce profit. Entrepreneurial spirit is characterized by innovation and risk-taking, and is an essential part of a nation's ability to succeed in an ever changing and increasingly competitive global marketplace. (Business Dictionary: Entrepreneurship, available at: http://bit.ly/1wTC9G8)</p> <p>The basic entrepreneurship definition is the act of creating a business or businesses while building and scaling it to generate a profit. However, entrepreneurship is also about transforming the world by solving big problems. Like initiating social change, creating an innovative product or presenting a new life changing solution. It can even help lower unemployment rates through job creation to help reduce poverty. Entrepreneurship is what people do to take their career and dreams into their hands and lead it in the direction of their own choice. It's about building a life on your own terms. No bosses. No restricting schedules. And no one holding you back. Entrepreneurs are able to take the first step into making the world a better place, for everyone in it. (Oberlo: "What is Entrepreneurship? Entrepreneur Definition and Meaning" http://bit.ly/2Cpn0nS)</p> <p><i>Social Entrepreneurship</i></p> <p>Social entrepreneurship is the idea of combining innovative methods used by business entrepreneurs with a desire to bring about significant social change. Social entrepreneurs address pervasive social problems, find ways to overcome them, and implement their solutions, ideally on a large scale. Just like a regular business entrepreneur, a social entrepreneur must take risks and be determined in order for his or her social venture to be successful. (IO1)</p> <p>Social entrepreneurship is, at its most basic level, doing business for a social cause. It might also be referred to as altruistic entrepreneurship.</p> <p>Social entrepreneurs combine commerce and social issues in a way that improves the lives of people connected to the cause. They don't measure their success in terms of profit alone – success to social entrepreneurs means that they have improved the world, however they define that. (Shopify: What is Social Entrepreneurship? http://bit.ly/2BSwPtj)</p>

Social entrepreneurship is all about recognizing the social problems and achieving a social change by employing entrepreneurial principles, processes and operations. It is all about making a research to completely define a particular social problem and then organizing, creating and managing a social venture to attain the desired change. The change may or may not include a thorough elimination of a social problem. It may be a lifetime process focusing on the improvement of the existing circumstances. (Management study guide: What is Social Entrepreneurship? <http://bit.ly/2EWg8vS>)

Other useful resources:

- Entrepreneur handbook: What is entrepreneurship? Available at: <http://bit.ly/2CLL7sm>
- Harvard business review: Entrepreneurship: A Working Definition <http://bit.ly/1tA1xPz>
- EC and OECD: Policy Brief on Women’s Entrepreneurship <http://www.oecd.org/cfe/smes/Policy-Brief-on-Women-s-Entrepreneurship.pdf>
- OECD: Inclusive Entrepreneurship in Europe: Policy briefs <http://www.oecd.org/cfe/leed/inclusive-entrepreneurs-in-europe.htm>
- Duke Innovation and Entrepreneurship: “Meaning of "Social Entrepreneurship" <http://bit.ly/1QmW1cc>
- Social Entrepreneurship: Definition and Boundaries (*Technology Innovation Management Review, February 2012*) <http://bit.ly/2FwY9wV>
- INVESTOPEDIA: Social Entrepreneur <http://bit.ly/2FxxPTr>
- The balance: American Social Entrepreneurs from the 19th Century to the 21st <http://bit.ly/2GMm6Qk>

4. SOCIAL ENTREPRENEURSHIP VS. CORPORATE SOCIAL RESPONSIBILITY

TITLE:	Social Entrepreneurship vs. Corporate Social Responsibility
PROPOSED TIME DURATION:	1,5 hour
PROPOSED GROUP SIZE:	15 – 20
SPACE REQUIREMENTS:	Classroom with chairs
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • To strengthen participants’ knowledge on main characteristics of Social Entrepreneurship and Corporate Social Responsibility. • To increase level of participants' understanding on the differences among Social Entrepreneurship and Corporate Social Responsibility.
SESSION DESCRIPTION	1. Intro to Corporate Social Responsibility (40min)

<p>(STEP-BY-STEP):</p>	<p>Individual reflection (5min) The trainer gives small post it papers to participants, and they are invited to write their definition of Corporate Social Responsibility.</p> <p>Sharing with the group (20min) One big paper is on the floor or wall – and participants are invited first to read and that to stick their definition on the paper.</p> <p>Theoretical input by the trainer (15) The trainer provides participants with several definitions of CSR, and explain the main pillars of CSR.</p> <p>2. Similarities and difference (40min)</p> <p>Work in small groups: Participants are divided into small groups (4) with the task to write top 10 similarities and 10 difference between CSR ad SE.</p> <p>Participants are also invited to search online (if there is internet available) or to write from their own experience and knowledge name of companies and SMEs that has develop CSR segment in their work. (20min)</p> <p>Presentations from group work (20min)</p> <p>3. European commission and other relevant resources (10min)</p> <p>The trainer gives recommendations for further reading on this topic and show relevant websites of the European commission etc.</p>
<p>MATERIALS REQUIRED:</p>	<ul style="list-style-type: none"> - Post it papers (one colour) - Flipchart paper or board; markers - Handout: Definitions of CSR - Internet – if possible
<p>REFERENCES AND OTHER USEFUL SOURCES</p>	<p>Handout: Definitions of Corporate Social Responsibility:</p> <p>Refers to doing business in ways that benefit, rather than harm, society and the environment. The concept can be broken down into a number of categories, each of which can be more or less of a concern in different industries. Environmental responsibility refers to the ethical management of the impacts that business operations have on water, air, earth, wild animals and non-renewable natural resources. A corporation can cause a wide range of external impacts on various stakeholder groups, sometimes with economic consequences – which constitutes the realm of economic responsibility. The business models of large companies can impact local wage levels while simultaneously impacting the local economy of a community. Ethical behaviour in the area of public health and politics are equally important. Decisions made by corporations selling food products, medicine, addictive recreational substances, and even entertainment can impact consumers on a physical, emotional and psychological level,</p>

potential influencing deep cultural change.

Short-term corporate profits can sometimes grow through unethical and irresponsible means, but unscrupulous business practices rarely build the foundation of long-term customer loyalty, legal compliance, and strong brand reputation necessary for sustainability. Balancing profit considerations with ethical guidelines for impacting the environment, economies, public health and politics can lead to win-win decisions that keep a company in the black while making positive contributions in the world.

CSR, or business virtue is often defined as practices that improve the workplace and benefit society in ways that go above and beyond what companies are legally required to do. While the social responsibility of most firms serves to maximize profits and enterprises often undertake strategic CSR activities that increase profits, a social entrepreneur carries strategic CSR beyond profit maximization and market value maximization. (IO1)

Other useful resources:

- Cisco: 2017 Corporate Social Responsibility Report
<http://bit.ly/2nR6xCq>
- Forbes: The 10 Companies With The Best CSR Reputations In 2017
<http://bit.ly/2CJWNw2>
- European Comission GROWTH website on CSR <http://bit.ly/2n3p11q>
- The European Business Network for Corporate Social Responsibility
<http://bit.ly/2CL7Y7B>
- UnLtd (Foundation for Social Entrepreneurs): How corporates can engage with social entrepreneurs <http://bit.ly/2BUUPfB>

5. TYPES AND SECTORS OF SOCIAL ENTREPRENEURSHIP

TITLE:	Types and sectors of Social Entrepreneurship.
PROPOSED TIME DURATION:	1,5 hour
PROPOSED GROUP SIZE:	15 – 20
SPACE REQUIREMENTS:	Classroom/Training room
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • To increase level of knowledge of participants related to existing types and sectors where Social Entrepreneurship is developed. • To visualize in real life how the Social Entrepreneurship can be applied.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>1. Intro (10 min)</p> <p>Divide the group in five small teams, giving to each team a “Type of Social Entrepreneurship*.”</p> <p>2. Group work and presentation (65 min).</p> <p>Each team has to read the definition and example and find a creative way to expose to the rest of the group. The teams can do any kind of presentation: songs, theatre presentations, drawings, etc. (30 min)</p> <p>The teams will have 5 minutes each one to do their exposition. Presentation time includes couple of minutes breaks between groups (40 min)</p> <p>3. “Summing up” and theoretical input (15 min)</p> <p>The trainer and the participants will use this time to clarify the concept and ask questions. The trainer will present selected resources important for this topic.</p>
MATERIALS REQUIRED:	<ul style="list-style-type: none"> - Cardboards (min. 50cm X 70cm). - Markers, crayons, colored pencils. - Sheets blogs; Pencils; - Name of the participants cutting one by one and a bag. - Face paintings. Clothes to dress up. Instruments. - Handout: Definitions of the Types of SE printed in individual papers one for each team.
REFERENCES AND OTHER USEFUL SOURCES	<p>Handout: Types of Social Entrepreneurships http://bit.ly/2GNg6H6 Social Enterprise & Entrepreneurship (SEE) Northern Region Partnership https://seethechange.ca/about/</p> <hr/> <p>COMMUNITY PROJECT</p> <p>A community project is a term applied to any community-based project or initiative. This covers a wide variety of different areas within a community or a group. Projects can cover almost anything that concerns the community and aims to address a social, environmental or economic issue.</p>

EXAMPLES:

- Paquataskamik Project, Fort Albany First Nation is a community-based research and learning initiative aimed at fostering inter-generational dialogue and understanding about the importance of traditional territory to social, cultural and economic well-being. The project involves the ongoing development of a community process bringing together youth, adults and elders.
- Timmins Community Gardens, Timmins are parcels of land divided into small plots to provide residents with access to fresh produce, support nutritional health, strengthen neighbourhood connections, promote sustainability, and increase physical activity in the community. The gardens is a volunteer project created through a collaborative partnership of the United Way, Timmins Economic Development Corporation, The Anti-Hunger Coalition, Timmins Family Health Team, The Porcupine Health Unit, The Mountjoy Farmers' Market, Mattagami Region Conservation Authority and individuals from the community.

NON-PROFIT ORGANIZATION

A non-profit organization (NPO) is an incorporated organization which exists for educational or charitable reasons, and from which its shareholders do not benefit financially. Surplus revenues is reinvested in the organization to achieve its goals, and used for its own expenses, operations, and programs. In order to reduce dependency on traditional sources of funding and revenue, non-profits are financing their sustainability through a mix of revenue sources that include for-profit businesses, such as local thrift stores.

EXAMPLES:

- La Maison Verte, Hearst is owned by the non-profit Association Parmi-Elles, a group of women whose objective since the early 1980's has been to set up business ventures that create jobs for women. Over the years, has contributed greatly to the regional economy through the production of tree seedlings for reforestation and the supply of fresh produce to local markets.
- Thinking Rock Community Arts, Sault Ste. Marie invites communities to share the stories and histories of rural and First Nations communities within the Algoma Region through collective, multidisciplinary and cross-cultural community arts projects. Thinking Rock accomplishes this by supporting young people to co-create the communities they want to live in and consulting for businesses and community groups.

CO-OPERATIVE

Co-operatives (or "co-ops") are community-focused businesses that balance people, planet and profit. Co-ops are legally incorporated organizations owned by their members who use their services or purchase their products. Co-ops can provide virtually any product or service, and can be either non-profit or for-profit enterprises. The co-operative sector keeps dollars circulating within the local economy, provides secure employment and is a

means to revitalize and sustain healthy communities.

Examples:

- Cloverbelt Local Food Co-op, Dryden aims to strengthen food security by encouraging diverse local food production, thereby enhancing overall rural sustainability. This cooperative is unique in that it uses an online platform to connect producers and consumers from a multitude of remote and rural communities in Northern Ontario.
- Eat Local Sudbury, **Sudbury** a grocery store and distributor that connects eaters with producers. The store primarily sells produce from farms within a 150 miles radius of Sudbury, secondly from the rest of Ontario. The co-op serves as a hub for area consumers and producers. Eat Local Sudbury exists to serve its members and to support and promote local food.

SOCIAL ENTERPRISE

A social enterprise, typically initiated by a non-profit, uses business operations and strategies to generate revenue from the private market to assist in sustaining the organization's primary services. Different forms of Social Enterprise can include:

Training for those with challenges in facing the workforce

Employment creation for marginalized populations

Non-profits that house social enterprises with the goal of subsidizing their services

Non-profits/private sector business partnerships that support the goals of the non-profit

Businesses owned and operated by Indigenous communities

Examples:

- Roots to Harvest (Urban Youth Garden), Thunder Bay mission is to provide transformative educational opportunities for youth to engage with local agriculture and cultivate healthy communities. They have a vision of a future where youth are leaders, connecting a diverse community and cultivating food that's healthy and accessible.
- Soogoma Industries Recycling Depot, Sault Ste. Marie is an arm of Community Living Algoma (a not for profit that offers services for adults with developmental disabilities). Soogoma hires CLA clients who would otherwise face barriers to employment. Recycling services provided to the community generate revenue, which is then invested back into Soogoma operations.

SOCIAL PURPOSE BUSINESS

A social purpose business is a profit making enterprise that also has a positive social and/or environmental impact. Another way to describe a social purpose business refers to having a blended value or triple bottom

	<p>line: people, planet, profit.</p> <p>Examples:</p> <ul style="list-style-type: none"> - <u>Tidy & Clean Housekeeping Service, Thunder Bay</u> is an environmentally friendly housekeeping service that strictly uses certified Eco-friendly cleaning products as well as products made from recycled material that are made in Canada! - <u>The Great Spirit Circle Trail, Manitoulin Island</u> offers nature-based and cultural tourism from an Aboriginal perspective on beautiful, majestic Manitoulin Island and the Sagamok region of Northeastern Ontario, Canada. Tours are hosted by Aboriginal people who have carefully planned itineraries that offer a true reflection of the history and culture of the region and its original inhabitants – the Ojibwe, Odawa and Pottawatomi peoples. <p><u>Other useful resources:</u></p> <ul style="list-style-type: none"> ▪ CDA: Different types of Social Enterprises www.cwcd.co.uk/Social-enterprise/Different-types-of-Social-Enterprises ▪ Future Learn: Types of social enterprise https://www.futurelearn.com/courses/social-enterprise-business-doing-good/0/steps/17178 ▪ Conscious Company Media: 6+ types of social enterprise https://consciouscompanymedia.com/sustainable-business/strategy-models/actually-6-types-social-enterprise/
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6. SOCIAL ENTREPRENEURSHIP SUCCESS STORY

TITLE:	Social Entrepreneurship Success Story
PROPOSED TIME DURATION:	1 hour
PROPOSED GROUP SIZE:	15 – 20
SPACE REQUIREMENTS:	Classroom/Training room
SESSION OBJECTIVES:	<ul style="list-style-type: none"> - To realize the importance of the Social Entrepreneurship in the society. - To motivate the participants about the topic and the function in real situations. -To make the participants identify different aspects of the SE.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>1. Introduction and individual work (15 min)</p> <p>Each participant will receive a small questioner to be fill while the presentation.</p>

	<p>2. Presentation of the cases (30 min)</p> <p>Using a video beam, the tutor will show to the group a success story of Social Entrepreneurship, with the characteristics and a very specific description of the way of how the SE develop and grow. The tutor can choose any example. Below is a suggestion.</p> <p>In this segment, the trainer can show one of the videos from Three must watch TED talks for social entrepreneurs:</p> <ol style="list-style-type: none"> 1. <i>Alex Hannant on how social enterprises can change the world (18:57min);</i> 2. <i>Jessica Jackley on why donation is not the solution, to solve the world's biggest problems (18:27min);</i> 3. <i>Marquis Cabrera, giving his recipe of success for social enterprise (16:45min)</i> <p>3. Discussion (15min)</p> <p>After the presentation the trainer and the participants discuss each one of the questions in a round table with the purpose of expose the thoughts of the participants, to share ideas and to exchange points of view.</p>
<p>MATERIALS REQUIRED:</p>	<ul style="list-style-type: none"> - Questioner. - Pencils. - Projector and computer - PP presentation.
<p>REFERENCES AND OTHER USEFUL SOURCES</p>	<p>*Suggest questions:</p> <ol style="list-style-type: none"> 1. What are the points that make this example a SE? 2. What are the most interesting points? 3. Why do you think this SE was successful 4. What will you change? <p>*Suggest example: <i>Niños de Guatemala</i></p> <p>Niños de Guatemala (NDG) provides underprivileged children with an education. NDG runs two primary schools and a secondary school which house over 500 Guatemalan children that would otherwise not have been able to go to school. The organization is self-sustainable due to several business initiatives including a Spanish school. NDG was founded in 2006 by brother and sister Marten (1982) and Annemiek Dresen (1984), and their friend Sander Wirken (1985). NDG is an international foundation with donors from across the globe. Your donation directly affects change, and contributes to school construction materials, classroom materials, school meals; and the salaries of teachers, social workers, psychologists, and support staff.</p> <p>In 2006, our founder, Marten Dresen came to Guatemala to learn Spanish and volunteer with a non-profit in Ciudad Vieja. During his trip, he befriended a girl named Mirna from the local community. After noticing that</p>

she was always barefoot, Marten decided to give her a pair of shoes. Mirna's gratitude touched him so deeply that he was moved to do more for Guatemalan children from low-income families, realising that a relatively small investment could make a huge difference in their lives.

After returning to Holland, Marten allied with his friend Sander Wirken and his sister Annemiek. They believed that the key to a better future for children like Mirna was access to quality education and as a result, Niños de Guatemala was born. The organization was founded in the Netherlands and the Dutch branch started its fundraising activities. In 2007 Annemiek moved to Guatemala to start the organization there, together with Antigua local Carmen Paniagua. Sander joined them in 2008 in preparation for the construction of the first school.

Timeline

2009 – We open our first elementary school, Nuestro Futuro, in partnership with the local community

2012 – Based on the success of the first school, we open a second elementary school, El Porvenir, in nearby San Lorenzo

2014 – The first students graduate from Nuestro Futuro and construction begins on a middle school to accommodate them.

2015 – The middle school, El Básico, opens in Ciudad Vieja to continue the secondary education of our students.

Two of Mirna's siblings are currently enrolled in Niños de Guatemala. Marten, Sander, Annemiek and Carmen are all still actively involved in NDG's activities.

EDUCATION

Niños de Guatemala empowers communities in marginalized areas of Guatemala. We achieve this by providing education that extends beyond the traditional classroom across three levels: students, their families, and the larger community.

EMPOWERMENT

NDG has always felt that our programs belong to those they serve. Our projects are directed and run by Guatemalan staff, which helps to create jobs and foster a sense of local ownership. Each school is responsible for developing its own curriculum and afterschool programs as well as managing its finances. NDG's role is to provide training, monitoring and evaluation.

ENTREPRENEURSHIP

We aim to be sustainable both at the organizational and community level through initiating and supporting social business activities and fostering an entrepreneurial spirit. Within five years of launching a school, our team in Guatemala must be able to raise 100% of its operational costs. To help with this goal, we've opened two social businesses in Antigua.

<https://ninosdeguatemala.org/>

Other useful resources:

- World Economic Forum: "Meet the Social Entrepreneurs of the year 2017" <http://bit.ly/2EYCHZC>

	<ul style="list-style-type: none"> ▪ Fast Company: “The Journey of an African Social Entrepreneur: From Startup to Success Story” http://bit.ly/2FOUq9K ▪ JEET BANERJEE: “8 Successful Social Entrepreneurship Examples” http://bit.ly/2EYjRci ▪ HUFFPOST: “The Latin America Social Entrepreneurs of the Year” http://bit.ly/2ouma0x <p>VIDEO: Three must watch ted talks for Social Entrepreneurs:</p> <ol style="list-style-type: none"> 1. TED talks for Social Entrepreneurs # 1 – Alex Hannant on how social enterprises can change the world http://bit.ly/1k7wunZ 2. TED talks for Social Entrepreneurs # 2 – Jessica Jackley on why donation is not the solution, to solve the worlds biggest problems http://bit.ly/YPY3Ka 3. TED talks for Social Entrepreneurs # 3 – Marquis Cabrera giving his recipe of success for social enterprise http://bit.ly/2FxJ9Pr
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7. ENTREPRENEURIZER

TITLE:	Entrepreneurizer
PROPOSED TIME DURATION:	30-40 minutes
PROPOSED GROUP SIZE:	6-8 groups / 4 people in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • to provide deeper understanding about entrepreneurship • to boost creativity of the participants • to increase participants communication and team working skills
SESSION DESCRIPTION (STEP-BY-STEP):	<ol style="list-style-type: none"> 1. Facilitator will divide participants into groups 2. Facilitator will explain the activity to the participants 3. Facilitator will distribute materials to the participants 4. Let participants to create the flipcharts

	<p>5. When every group is finished, let come together to circle for the presentations</p> <p>6. Participants will start the presentations, let every group present</p> <p>7. Discussion, comments and evaluation moderated by facilitator</p> <p>Debriefing and evaluation:</p> <ul style="list-style-type: none"> - Do you think that you also poss the qualities that you wrote on your posters? - Do you think that these attitudes and qualities can be obtained by learning or by experience? - Do you think that there is only one model of perfect entrepreneur or there can be more of them? - Do you think that these attitudes and qualities depends on the field where the entrepreneur would like to develop his business?
MATERIALS REQUIRED:	Markers, pens, papers, flipcharts
REFERENCES AND OTHER USEFUL SOURCES	https://www.salto-youth.net https://www.salto-youth.net/downloads/toolbox_tool_download-file-1604/YEST_Toolbox.pdf

8. DIFFERENT TYPES OF ENTREPRENEURS

TITLE:	Different types of entrepreneurs
PROPOSED TIME DURATION:	100 minutes
PROPOSED GROUP SIZE:	25 people / 5 groups of 5 people
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • To improve entrepreneurs' skills • To clarify that different types of entrepreneurs, have good and bad characteristics
SESSION DESCRIPTION (STEP-BY-STEP):	<p>1. Introduction: In the introduction the facilitator should explain the whole activity.</p> <p>2. Method: cut from the paper: stars, squares, rounds, rectangles, triangles. Put all the figures into envelope (or some bag). Then each member chooses the figure from the envelope. Members with the same figures create a team. Should be 5 teams, because of the 5 types of entrepreneurs which will be discussed.</p> <p>3. Each team receives a paper with a type of entrepreneur and a description of it. During this time, each group has to discuss the type of entrepreneur their received. Also, each group should prepare acting during which they will present their type of entrepreneur (basically they have to concentrate on</p>

	<p>the characteristics of each type). Also, each team has to prepare a short explanation of what type of entrepreneur they had presented.</p> <p>4. Each group has 3min for acting/presenting.</p> <p>5. Debate/discuss about each group performance and particular type of entrepreneur. After each team's acting, the facilitator of the activity should ask other teams what characteristics they have noticed, do they think that it is good or bad type of entrepreneur. After short discussion, the acting team should say what type they have presented, read the description they have received from the facilitator before team working. And also, shortly explain the description, how do they understand it.</p> <p>6. Evaluation:</p> <ul style="list-style-type: none"> - Have you ever had experience with any of these types of entrepreneurs? - Have you ever acted like one of them? - How do you think which type of entrepreneur could be the most successful one and which the least?
<p>MATERIALS REQUIRED:</p>	<p>5 papers with 5 types of entrepreneurs for each group. Small paper: stars, squares, rounds, rectangles, triangles.</p>
<p>REFERENCES AND OTHER USEFUL SOURCES</p>	<p>https://www.salto-youth.net</p> <p>https://www.salto-youth.net/downloads/toolbox_tool_download-file-1604/YEST_Toolbox.pdf</p>
<p>ADDITIONAL INFORMATION</p>	<p>Handouts:</p> <p>1. The skeptical entrepreneur - This entrepreneur sees the success of others and immediately starts to question it. They examine that person's business and looks for the "lucky" breaks, or inheritance they think that successful entrepreneur received. Maybe it's the news, or previous life experiences, but they are skeptical of success and don't believe it's possible without all the stars falling into place. When you can't see or believe success is possible, you'll never get to a place in your mind that allows you to take action. You will stay stuck; you'll make every excuse and believe it because of your skeptical mindset. This is the scariest type of entrepreneur.</p> <p>2. The copycat entrepreneur - This entrepreneur sees the success of others and tries to copy them exactly. Their website is the same, their business cards are the same, and the way they present themselves is the carbon copy of a leader in their industry. Take Pat Flynn of the popular blog Smart Passive Income. Since Pat became popular, there has been a whole wave of people that copy him line-for-line. There is nothing wrong with modeling success—it's actually very smart. There is a fine line, however, between modeling and copying. Modeling success means you see what works and figure out how to make it relevant to your business, and who you are as a person. If you have been copying, get honest and switch from copying to modeling.</p> <p>3. The research entrepreneur - This entrepreneur loves to learn. They research every possible scenario and outcome for strategies to start or grow a business. There is nothing wrong with learning, but when that's all you do, it becomes a problem. The research ends up becoming an excuse for not taking action. While you should always strive to learn what works, and what could help your business, you have to implement. Most entrepreneurs know more than they think; too many entrepreneurs fall victim to information</p>

	<p>overload. The key to success is learning and then implementing. The implementing has to happen.</p> <p>4. The determined entrepreneur - This entrepreneur hasn't "made it" but they will, no matter what. They see the value in entrepreneurship, they see that success is possible without copying, and they do everything they can to start or grow their business. Starting and growing a business is hard, and it takes time, but there is proof that it's possible to thrive. To get there, you need change your mindset from focusing on what too many people consider "reality" to what you know your reality can be. Successful entrepreneurs have determination as their backstory.</p> <p>5. The accomplished entrepreneur - This entrepreneur has gone through all the stages of entrepreneurship and building a business and has reached success. They are now focused on scaling their business and leaving a legacy that extends beyond their lifetime. The accomplished entrepreneur has figured out the things that will help you reach success. They have figured out how to connect with their customer and how to solve their biggest struggles. They will never "make it" but they are experiencing true freedom. They understand their time is their most valuable resource so they use it wisely.</p>
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9. SUPPORT STRUCTURES FOR ENTREPRENEURS

TITLE:	Support structures for Entrepreneurs
PROPOSED TIME DURATION:	80 minutes
PROPOSED GROUP SIZE:	20-35 participants
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> To make participants aware of the main resources available for entrepreneurs: training & mentoring, working spaces, support networks, etc.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>Preparation: The lay-out of the room have to be arranged by setting four working spaces possibly not too close to each other to avoid disturbance between groups. -Each working space will be equipped with a laptop, the corresponding set of background materials and the list of keywords.</p> <p>1. The facilitator of the activity will firstly provide a general description about their task and afterwards will divide participants in four groups, making sure that the meaning of each concept is properly understood by everyone: 1. Mentoring + training structures, 2. Incubators + Accelerators, 3. Supporting organizations, 4. Other Resources.</p> <p>2. Each group will be tasked to explore deeply the topic given and to prepare an info sheep on it. One computer per group, background materials and a list of keywords (with key points to focus on) will be provided to facilitate the documentation process.</p> <p>3. The next stage of the activity will adopt the World Cafe methodology. The aim of the activity is both to make participants aware of the resources found by the other groups and to allow them to contribute with their knowledge and expertise. The World Café Methodology runs as follow. One person per group remains and become group moderator. The rest of the group move in</p>

	<p>turns from one table into another and stays ten minutes in each of the remaining tables. That's three rounds of ten minutes each). Group moderator task is to describe findings and information about the particular topic. It's also entitled to ask each group for their knowledge/experience about the topic and add it to the existing sheet.</p> <p>4. Once the World Café is completed, the facilitator will run a quick debriefing of the activity, summarizing the main findings of each table and gathering feedback of the session.</p>
MATERIALS REQUIRED:	Computers/laptop with internet connection (4), stationary
REFERENCES AND OTHER USEFUL SOURCES	https://www.salto-youth.net https://www.salto-youth.net/downloads/toolbox_tool_download-file-1245/BOOKLET%20Social%20Entrepreneurship%20sm.pdf

10. FUNDAMENTALS AND PASSPORT OF COMPETENCES

TITLE:	Fundamentals and passport of competences
PROPOSED TIME DURATION:	165 minutes
PROPOSED GROUP SIZE:	20-35 participants
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> To get participants familiar with the main competences relevant for social entrepreneurship and organization management. To reflect about the competences, hold by the participants and to explore how to develop them
SESSION DESCRIPTION (STEP-BY-STEP):	<p>Essential competences for entrepreneurship are explored throughout two sessions, the first one is devoted to explore the concept of competence and the competences needed for entrepreneurship and social entrepreneurship while the second one focus more on self-reflection.</p> <p>1. Firstly, the concept of competence will be presented and explained by the facilitator of the activity. Afterwards, social and civic competences, one of the seven key competences, as defined by the European Commission, will be also addressed.</p> <p>2. As of the Essential Competences for Entrepreneurship, participants will become familiar with them by means of a dynamic. They will be divided into small groups (pairs or trios), receiving each group a card with a social competence written and some background information about them (definition, example, related competences and explanatory quotation). Each group will be tasked to play a small sketch representing the competence given in no more than two minutes. Rest of the participants will have to</p>

	<p>figure out the competence played. If needed, a famous quote will be read to ease the identification.</p> <p>After the play, the following points will be covered:</p> <ul style="list-style-type: none"> -The competence will be explained -The relation of the competence with social entrepreneurship and organization management will be explored. -Ways to enhance and develop the given competence will be also discussed. -A mindmap relating the given competence with the rest of essential competences for entrepreneurship will be completed <p>3. After exploring and understanding the essential competences for entrepreneurship, participants will reflect about the competences they have developed throughout their life in the second session. A brief questionnaire with a set of questions will be given to help them to explore individually the different dimensions of the social competences, to self-evaluate them and to find out ways to develop. Afterwards, participants will be invited to form groups of three-four where to share and exchange opinions and ideas.</p> <p>Reflection questions:</p> <ul style="list-style-type: none"> - What did I learn today? - How did I feel today during the activities? - What would I change from today?
MATERIALS REQUIRED:	Stationary, printed copy of cards with information about social competences (negotiation skills, conflict resolution, leadership, teamwork, self-confidence, effective communication, planning skills, social responsibility, resilience-perseverance), printed copy of the questionnaires to reflect about social competences
REFERENCES AND OTHER USEFUL SOURCES	<p>https://www.salto-youth.net</p> <p>https://www.salto-youth.net/downloads/toolbox_tool_download-file-1245/BOOKLET%20Social%20Entrepreneurship%20sm.pdf</p>

11. STEPS FOR ESTABLISHING A SOCIAL ENTERPRISE AND LEGAL FRAMEWORK

TITLE:	Steps for establishing a social enterprise and legal framework
PROPOSED TIME DURATION:	3 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 4-5 persons in each group

SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • The participants will understand the meaning of the working in a team. This specific soft skill is essential for the establishment and development of the social enterprise. • In addition, they will learn how to search and take into consideration the legal framework of a business in the social economy sector.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>PART I – TEAM WORK (2 hours)</p> <p>The facilitator needs to adjust the setup of this activity according to the level and size of the group. This activity is ideal for a larger group of people where at least three sub-groups could be built. There should also be some sort of jury that will review the outcomes, evaluate and give feedback.</p> <p>At the beginning of the activity the sub-groups assign a group leader. The group leaders (only!) will then receive the detailed instructions for the exercise.</p> <p>The task is to build a prototype of a skyscraper. Each sub-group has to build a skyscraper on their own. The prototypes should be built in the same scale. They should reach as high as possible.</p> <p>In addition, the building should also have a name and represent a specific theme. The theme should be expressed visually by the building.</p> <p>The construction materials – which need to be set up by the facilitator in advance – are the same for all sub-groups. They receive cardboard, paper, glue (or hot-glue), cutting-knives, scissors, pencils, masking tape and colours.</p> <p>The groups have limited construction time to build their prototype. Once the time is up all groups are asked to present their results to the jury. The group will be judged by three criteria:</p> <ol style="list-style-type: none"> a) design and representation of the theme b) execution and presentation c) team-work and performance <p>The jurors may ask questions about the prototypes in order to gain a better understanding of the details.</p> <p>After the exercise the groups review the process of designing and building the prototype. They will have worked under stress and therefore they should talk about how they felt during the exercise. This is a simulation where they take on a virtual role. The facilitator should revise how this connects to their professional and personal experience. It is also a good opportunity to review strengths and weaknesses.</p> <p>PART II – Exploring the legal framework (1 hour)</p> <p>The instructor explains the importance of the legal framework when you are</p>

	<p>going to establish a social enterprise. Due to continuous changes and the different legal frameworks in European countries, participants are encouraged to search to the internet the legal framework of establishing a social enterprise. The previous groups of persons that were formed previously can work again in this session. After the search, each group presents the results. The instructor summarizes the basic points of the legal framework.</p> <p>Basic points:</p> <ul style="list-style-type: none"> • Legal status • Purpose • Distributions of dividends • Inclusion
MATERIALS REQUIRED:	<p>Part I - Cardboard, paper, glue (or hot-glue), cutting-knives, scissors, pencils, masking tape and colours.</p> <p>Part II - PCs, Internet connection</p>
REFERENCES AND OTHER USEFUL SOURCES	<p>http://marshmallowchallenge.com/Instructions.html</p> <p>http://skyscrapermodels.us/</p> <p>http://www.currell.net/models/illinois.htm</p> <p>http://www.papertoys.com/chrysler-building.htm</p>

12. NEED ASSESSMENT (ENVIRONMENT/ TEAM BACKGROUND)

TITLE:	Need Assessment (Environment/ Team Background)
PROPOSED TIME DURATION:	1,5 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 4-5 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • The participants will learn the significance of the environment analysis, before starting a business. The external environment as well as the internal environment is essential for the business success.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>The instructor divides the participants into groups of 4-5 persons. Each group decide and pick to start a business in a certain business sector.</p> <p>In this framework, each group has to write down all the factors/needs of the</p>

	<p>external environment including:</p> <ul style="list-style-type: none"> A. Economic environment B. Technological environment C. Social-cultural environment D. Political environment <p><u>Preparatory phase</u></p> <p>The instructor explains the definitions</p> <p>Economic environment: The totality of economic factors, such as employment, income, inflation, interest rates, productivity, and wealth, that influence the buying behavior of consumers and institutions.</p> <p>Technological environment: External factors in technology that impact business operations. Changes in technology affect how a company will do business. A business may have to dramatically change their operating strategy as a result of changes in the technological environment.</p> <p>Social-cultural environment: A set of beliefs, customs, practices and behavior that exists within a population. International companies often include an examination of the socio-cultural environment prior to entering their target markets.</p> <p>Political environment: Government actions which affects the operations of a company or business. These actions may be on local, regional, national or international level. Business owners and managers pay close attention to the political environment to gauge how government actions will affect their company.</p> <p><u>Implementation phase</u></p> <p>According to these factors, the groups should highlight the needs for developing their business idea.</p>
MATERIALS REQUIRED:	Papers, pencils, markers, PCs, Internet connection
REFERENCES AND OTHER USEFUL SOURCES	<p>http://www.businessdictionary.com/definition/economic-environment.html</p> <p>http://www.businessdictionary.com/definition/technological-environment.html</p> <p>http://www.businessdictionary.com/definition/socio-cultural-environment.html</p> <p>http://www.businessdictionary.com/definition/political-environmental.html</p>

13. DEVELOP A BUSINESS IDEA

TITLE:	Develop a Business Idea
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PROPOSED TIME DURATION:	1,5 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • Identify the various sources to generate potential business ideas for new ventures • Discuss methods available for generating new ideas
SESSION DESCRIPTION (STEP-BY-STEP):	<p>Instructor’s presentation (5 min)</p> <p>Any good business ideas could be an invention, a new product or service, or an original idea or solution to an everyday problem. A good business idea does not necessarily have to be a unique products or services. Majority of the entrepreneurs credited their accomplishment to the exceptional execution of ordinary ideas. The chances of success therefore will be far greater if you can market a product that is similar to existing offerings, while providing greater value to customers.</p> <p>Instructor’s guidelines (25 min)</p> <p>The instructor divides the participants into groups of 4-5 persons. He asks them to develop a business idea. In order to facilitate the process, he gives some tips such as:</p> <p>(a) Develop ideas as an extension of an existing product (i.e. adding camera and song features to a mobile phone).</p> <p>(b) Create an improved service (fast delivery services).</p> <p>(c) Market a product at a lower price (via e-commerce e.g. amazon.com).</p> <p>(d) Add value to an existing product or service (i.e. reputable brand name or delivery service).</p> <p>(e) Altering their quality or quantity.</p> <p>(f) Introducing automation, simplification, convenience (i.e. smart product).</p> <p>(g) Personal interests or hobbies as many people find ways to turn their hobbies into successful businesses.</p> <p>(h) Work experiences, skills, abilities for a business, related to the work you do.</p> <p>(i) A familiar or unfamiliar product or service.</p> <p>(j) Spot the latest trends.</p> <p>(k) Changing the delivery method, packaging, unit size or shape.</p> <p>(l) Increasing mobility, access, portability or disposability.</p> <p>(m) Simplifying repair, maintenance, replacement or cleaning.</p>

	(n) Changing their colour, material or shape Implementation (1 hour) Participants are encouraged to brainstorming. After the completion, each group presents its business idea.
MATERIALS REQUIRED:	Paper, pencils, markers
REFERENCES AND OTHER USEFUL SOURCES	www.tankonyvtar.hu/hu/tartalom/.../2011.../BMET5103_Entrepreneurship_04.pdf

14. BUSINESS PLAN

TITLE:	Business Plan
PROPOSED TIME DURATION:	30 minutes
PROPOSED GROUP SIZE:	20-35 participants
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> To provide a general overview of the business plan as a key tool for the design of business projects. To make participants aware of the importance of a detailed business analysis.
SESSION DESCRIPTION (STEP-BY-STEP):	The business plan is often a key requirement for many funding opportunities such as loans or contests. That's why will be covered in this session. Based on the contributions of the participants and relying on the support of a PowerPoint presentation, the facilitator of the activity will disclose the main parts of a business plan and the benefits of drafting one.
MATERIALS REQUIRED:	PowerPoint presentation or slides printed out about the Business Plan, stationary
REFERENCES AND OTHER USEFUL SOURCES	https://www.salto-youth.net https://www.salto-youth.net/downloads/toolbox_tool_download-file-1245/BOOKLET%20Social%20Entrepreneurship%20sm.pdf

15. DEVELOPMENT OF MY BUSINESS PLAN

TITLE:	Development of my business plan
PROPOSED TIME DURATION:	2 hours

PROPOSED GROUP SIZE:	Approximately 25 persons 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • to learn what a business plan is • to learn the parts of a business plan • to learn what is competitive edge
SESSION DESCRIPTION (STEP-BY-STEP):	<p>The instructor divides the participants into groups of 3-4 persons and ask them to develop a draft business plan for a business that could be started with \$1,000.</p> <p>He asks them to answer in detail the following questions:</p> <ul style="list-style-type: none"> - How can you describe the business...in only one paragraph please? - What is your product, or service? - Who will buy it? - Where should you locate the business? - How can you attract customers? - What is your competition? - How much should you charge for the products or service? - What advice do you need and who can provide it? - How will you organize the managers and/or workers of the business? - How will you split the profits? Who is responsible for the losses? - What should you consider to be able to produce the product and get it to the customer? - How much money is needed to get the business started? - How many customers will you have per month and how much will they buy per month? - How much does it cost to make the product or provide the service? - What are your operating costs? (Include your own salary) - How much money will your business earn each month by selling your product or service? - How much investment will you need to keep the business going until you make a profit? - What is your potential profit per year for Year I, Year II, and Year III? - How much money do you need to borrow to start this business? - How will you make the business grow in the future?

	After the completion of the activity the instructor analyzes the basic parts of a business plan: <ol style="list-style-type: none"> 1. SUMMARY OF THE BUSINESS 2. DEFINING THE BUSINESS IDEA 3. THE BUSINESS ENVIRONMENT AND ITS DEVELOPMENT 4. COMPETITIVE EDGE 5. OBJECTIVES AND STRATEGY 6. BASIC ECONOMIC QUESTIONS 7. FIRM RISKS
MATERIALS REQUIRED:	Paper, Pencil, Markers
REFERENCES AND OTHER USEFUL SOURCES	http://www.entre-ed.net/_teach/busplan.htm https://www.entrepreneur.com/article/247574

16. CREATE A BUSINESS PLAN

TITLE:	Create a business plan
PROPOSED TIME DURATION:	45-60 minutes
PROPOSED GROUP SIZE:	20 participants, 3-5 per group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • The participants will learn how to create a simplified business plan based on their own local community and NGO.
SESSION DESCRIPTION (STEP-BY-STEP):	The participants get the task to discuss about desires and needs of the local community, and how their NGO's can form a business to meet them. To their help they will have printed slides with questions to consider while making their business plan. The groups will get 30 minutes to discuss and make the simplified business plan, and then each group gets 5 minutes to present their business plan in front of the whole group.
MATERIALS REQUIRED:	Internet for research, paper and post-its, pens, printed paper
REFERENCES AND OTHER USEFUL SOURCES	http://ngoenterprise.org/tag/non-formal-education/

17. BASICS OF BUSINESS PLANNING

TITLE:	Basics of Business Planning
PROPOSED TIME DURATION:	1 hour
PROPOSED GROUP SIZE:	Approximately 25 persons 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> Participants will learn about the significance of business planning through the use of the business model canvas.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>The instructor divides the participants into groups of 4-5 persons. He asks them to answer the following questions, having in their minds the previous discusses business idea:</p> <p>Key partners</p> <ul style="list-style-type: none"> ✓ Who are your key partners/suppliers? ✓ What are the motivations for the partnerships? <p>Key activities</p> <ul style="list-style-type: none"> ✓ What key activities does your value proposition require? ✓ What activities are important the most in distribution channels, patient relationships, revenue stream? <p>Value Proposition</p> <ul style="list-style-type: none"> ✓ What core value do you deliver to the patient? ✓ Which customer needs are you satisfying? <p>Customer Relationship</p> <ul style="list-style-type: none"> ✓ What relationship that the target customer/patient expects you to establish? ✓ How can you integrate that into your business in terms of cost and format? <p>Customer Segment</p> <ul style="list-style-type: none"> ✓ Which classes are you creating values for? ✓ Who is your most important customer? <p>Key Resources</p> <ul style="list-style-type: none"> ✓ What key resources does your value proposition require? ✓ What resources are important the most in distribution channels, customer/patient relationships, revenue stream? <p>Distribution Channel</p> <ul style="list-style-type: none"> ✓ Through which channels that your customers/patients want to be reached? ✓ Which channels work best? How much do they cost? How can they be integrated into your and your customers' routines? <p>Cost Structure</p> <ul style="list-style-type: none"> ✓ What are the most cost in your business?

	<ul style="list-style-type: none"> ✓ Which key resources/ activities are most expensive? <p>Revenue Stream</p> <ul style="list-style-type: none"> ✓ For what value are your customers willing to pay? ✓ What and how do they recently pay? How would they prefer to pay? ✓ How much does every revenue stream contribute to the overall revenues?
	<p>After the brainstorming, each group presents its feedback.</p> <p>Finally, the instructor explains that the above questions draft the business model canvas</p> <p>The Business Model Canvas is a strategic management and lean startup template for developing new or documenting existing business models. It is a visual chart with elements describing a firm's or product's value proposition, infrastructure, customers, and finances.</p>
MATERIALS REQUIRED:	Paper, Pencil, Markers
REFERENCES AND OTHER USEFUL SOURCES	https://www.google.gr/search?q=business+model+canvas+template&client=firefox-b&dcr=0&source=Inms&tbm=isch&sa=X&ved=0ahUKEwijn8XI2-PXAhXJF-wKHSntALIQ_AUICigB&biw=1366&bih=635

18. SHARK TANK

TITLE:	Shark Tank
PROPOSED TIME DURATION:	2 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 2-3 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • The participants will learn to point out the highlights of their business idea and communicate with potential investors.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>The instructor will use the following scenario:</p> <p>You will be creating a product and a business proposal as if you were planning to pitch your idea to the entrepreneurs. What products do the investors invest in? Why? What products do the investors reject?</p> <p>Procedures and Requirements</p> <p>The participants may work individually, or in a group of two to three people. They have to create a unique product idea and develop a business plan.</p>

	<p>They can also use the business plan developed in the previous activity.</p> <p>Then they have to come up with a creative way to pitch their idea to the investors. Investors/judges will be comprised of 4 persons/participants who will not participate in the activity. They will grade the business idea according to the below grading system. The group with the highest score will win!</p> <p>Grading System</p> <p>Product (30 points)</p> <ul style="list-style-type: none"> Unique and creative Sellable <p>Business plan (30 points)</p> <ul style="list-style-type: none"> Answers all posed questions Presented in an easy to understand way/well-organized Realistic figures/well-researched <p>Presentation (30 points)</p> <ul style="list-style-type: none"> Knowledgeable of product Poised/confident demeanour Engaging presentation/creative Creative Persuasive <p>The Investors' Scores (10 points)</p> <p>This score is based on whether or not the investors wanted to invest in your product.</p>
<p>MATERIALS REQUIRED:</p>	<p>Paper, pencil, markers</p>
<p>REFERENCES AND OTHER USEFUL SOURCES</p>	<p>Pitch Deck Example</p>

		<ol style="list-style-type: none"> 1. <i>Company's logo</i> 2. <i>Team members</i> 3. <i>Name the problem</i> 4. <i>Name solutions</i> 5. <i>Project's advantages</i> 6. <i>Market overview</i> 7. <i>Competitors analysis</i> 8. <i>Product overview</i> 9. <i>Funding needs</i> 10. <i>Marketing</i> 11. <i>Predictions</i> 12. <i>Contact</i>
		https://goo.gl/HKBT8J

19. CREATE A BUSINESS MODEL

TITLE:	Create a business model
PROPOSED TIME DURATION:	2 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • To learn what a business canvas is, its parts in order to understand that their business idea is possible to be become a real company
SESSION DESCRIPTION (STEP-BY-STEP):	Building a business or organizing an existing one is a lot like building a house – and who can imagine a house built without preliminary sketches? Creating a small business model means planning – on paper – the fundamentals of your business. It helps you, as an entrepreneur, to put aside the excitement and make a realistic evaluation of the potential success of your business idea. A proper business model and business plan helps you to figure out elements such as: Your business concept, how your product or service will get to customers, how your business will stay competitive and all revenue and costs you can anticipate.

	<p>Each participant will receive a business model canvas and they will discuss what they know or understand – team discussion.</p> <p>Every participant will receive a small piece of paper and they will write their business ideas (1-3 ideas per person). Then, they will split in small groups (4-5 people) based on their ideas and they will fill the business model canvas and present their business model to the rest of the group.</p>
MATERIALS REQUIRED:	Paper, pencil, markers

20. BUSINESS MODEL - CANVAS

TITLE:	Business Model - Canvas
PROPOSED TIME DURATION:	160 minutes (including 15 minutes break)
PROPOSED GROUP SIZE:	20-30 participants
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • To get better understanding about Canvas and its practical usage. • -To make participants aware of the importance of a detailed business analysis
SESSION DESCRIPTION (STEP-BY-STEP):	<p>The CANVAS methodology is a highly intuitive tool and very easy to work with. Therefore, it's a perfect tool for those participants with a weak background on business development. PART 1 - 30 minutes: Participants will split into nine groups and will be assigned to a different table, representing each table one of the nine Canvas blocks. The task to be done is exploring a well-known product (Coca Cola) from the nine dimensions of the Canvas model. In every table there will be the same brief about the company and a set of questions about that block. Every team will have to answer the given questions on an A3 poster. Interaction between the groups is simply needed in order to gather the information required to answer the given questions.</p> <p>PART 2 - 40 minutes: In the second stage of the session, the groups will rotate from one table to another in terms of three minutes. They will read the brief description about the block, the questions and the answers provided by the first group. If they have another answer to the questions, they should write it down on the A3 paper.</p> <p>PART 3 - 20 minutes: The facilitator of the activity will group to introduce their blocks and explain and discuss their answers in plenary. Since this part should be the most informative and theoretical in the session, the trainer will go deeper into the explanation if the blocks and make comments if needed.</p> <p>PART 4 - 30 minutes: Once the Canvas model has been properly explained, participants will be asked to put the learnings into practise. They will be divided into four groups, and each group will be given a brief portfolio with information about a future business, the same for everyone in order to guarantee a deeper implication in the process. All the groups will be asked to develop the whole Canvas model for the given business. Meanwhile, the trainer will go around the tables and help the participants by answering</p>

	<p>their questions or clarifying certain ideas. At this moment, interaction among groups will be avoided. PART 4 - 25 minutes: At last, one of the groups will briefly present and fill in the Canvas model. In order, the remaining groups will complete the Canvas model and point out their differences with the previous groups. The presentation of the same ideas and approaches will be avoided and only the differences will be discussed.</p> <p>The time for presentations is as follow:</p> <p>1st group – 10 min</p> <p>2nd group – 7 min</p> <p>3rd group – 5 min</p> <p>4th group – 3 min</p>
MATERIALS REQUIRED:	Logos of the nine blocks of the Canvas model printed in A4 format, questions about each one of the nine blocks of the Canvas model, nine copies of the brief information about Coca Cola Company, four copies with brief information of the Case Study, stationary
REFERENCES AND OTHER USEFUL SOURCES	https://www.salto-youth.net https://www.salto-youth.net/downloads/toolbox_tool_download-file-1245/BOOKLET%20Social%20Entrepreneurship%20sm.pdf

21. SOLE TRADER OR LIMITED COMPANY

TITLE:	Sole trader or limited company
PROPOSED TIME DURATION:	1,5 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> To define the difference between sole trader and limited company
SESSION DESCRIPTION (STEP-BY-STEP):	<p>You can run a business using different legal and organizational structures. Think about trade as a company. Read the article and write down similarities and differences between sole trader and limited company. Which form is better?</p> <p>Article: https://www.theguardian.com/small-business-network/2013/sep/12/sole-trader-limited-company-freelances</p> <p>Each group present their ideas.</p>
MATERIALS REQUIRED:	Paper, pencils, printed article or internet, markers
REFERENCES AND OTHER	https://www.theguardian.com/small-business-network/2013/sep/12/sole-

USEFUL SOURCES	trader-limited-company-freelances
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22. METHOD OF THE PUZZLE

TITLE:	Method of the puzzle
PROPOSED TIME DURATION:	1 hour
PROPOSED GROUP SIZE:	Minimum 15 participants 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> To understand the concept of Project Cycle Management and how its correlated with social entrepreneurship. To identify and get to know the steps of the project cycle management.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>Mix the parts of each puzzle and give to each participant 3 or 4 pieces of the puzzle. (the leader will keep the missing pieces of the puzzle).</p> <p>Divide the group in 3 groups randomly. For example, you can use the count method (put the participant to count 1,2,3 and then to split the group in 3 groups).</p> <p>Ask the group to look at the pieces and tell them try to put them together without telling them what the pieces represents and the fact that there are 3 puzzles.</p> <p>The leader has to say the group this: How many people completed the puzzle? After they answer the leader can say: The reason for which you don't have all pieces is because that the pieces belong to 3 different puzzles.</p> <p>Ask them to complete the 3 puzzles by breaking the groups.</p> <p>The group has to sit and the start a discussion about the activity.</p> <p>The leader will put the following questions:</p> <ul style="list-style-type: none"> – Identification and programming (What was the first thing you did when you received the pieces? Did you tried to look to the others group? Did you want to put questions to me? How did it feel to break the group?) – Planning (What kind of strategy did you use to start making the puzzle? How many of different colours pieces of puzzle did you had?) – Implementation (How did you completed the task that you received?) – Evaluation (Was is a good strategy? Do you need more resources to complete the job? What would you improve if you would want to do the puzzle again?) <p>Meanwhile that the leader receives the answers he will do the connection</p>

	with the PCM.
MATERIALS REQUIRED:	3 puzzles (2 imagines; each puzzle will contain 20 pieces). The imagines are: cow, tree, car. Each imagine will be cut in 20 pieces. For two of the puzzles we will not give to the participants all the pieces). Each puzzle will have different colour. Imagine with PCM
REFERENCES AND OTHER USEFUL SOURCES	http://ngoenterprise.org/tag/non-formal-education/

23. METHOD OF POST ITS

TITLE:	Method of Post Its
PROPOSED TIME DURATION:	40 min - 1 hour
PROPOSED GROUP SIZE:	Minimum 10 participants 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> To understand the concept of Project Cycle Management and how its correlated with social entrepreneurship. To identify and get to know the steps of the project cycle management. To practically work with concrete project idea.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>Divide the group in groups (at least 5 in each group). You can use the method below: count 1,2 and split the group.</p> <p>Put the group to choose one of the themes(needs) that we are giving them. The themes are presented below. – Examples of needs: Single mothers that don't have network to get help with their children- Our community doesn't have enough recycling places- Older people that are living alone- Animals on the street</p> <p>Ask the group to discuss and choose the resources (post its on the board) that it could help them to solve their need. It's not mandatory that all the resources to be used.</p> <p>Give them to complete the form regarding the PCM:</p> <ul style="list-style-type: none"> ✓ Why? (identification and programming) ✓ How? What? Planning ✓ When? Where? Implementation ✓ Is it credible and useful? Evaluation <p>Let the group to work and finish the task and put them to present the results of the group activity.</p>

	Explain them the connection between PCM and the process of their group work (DEBRIEFING).
MATERIALS REQUIRED:	Paper, pencils, printed article or internet, markers
REFERENCES AND OTHER USEFUL SOURCES	http://ngoenterprise.org/tag/non-formal-education/

24. WORD SALADS

TITLE:	Words salad
PROPOSED TIME DURATION:	60 minutes
PROPOSED GROUP SIZE:	20 participants
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • Improve communication skills • Teaching ecology and entrepreneurship concepts in a non-formal way • Make people active and creative • Energiser • Promote Teamwork
SESSION DESCRIPTION (STEP-BY-STEP):	<p>This is a game created to involve team members about different topic about ecology and young entrepreneurship. In fact, participants get to describe terms and concepts related to the themes while having fun. Promotes efficient teamwork to be more competitive with the other teams whilst at the same time learning from the other teams' mistakes or good practices. It also helps being more tolerant of your team members if there is any kind of miscommunication which might lead to failure.</p> <ol style="list-style-type: none"> 1. Split the group in three or four smaller groups of even numbers 2. The smaller groups form a circle round a table or on the floor 3. Participants sitting opposite each other are team mates 4. The trainers write some cards with words related to ecology and entrepreneurship (e.g. solar panel, tree, start up etc.) and put in a bowl in the centre of the table 5. Each participant gets 1 minute to pick words from the bowl and describe it to his team mate. This is done in three rounds (using same words each round):

	<p>1st round: Describe with words but without using the word.</p> <p>2nd round: Describe using only ONE word.</p> <p>3rd round: Describe without using words (mime, use of props etc) Points system: Winning team is the one with most guessed words. If a word is taking too long or the other person is not getting it, you can pick a different card.</p> <p>The round finishes when the bowl is empty.</p> <p>Debriefing and evaluation:</p> <ul style="list-style-type: none"> • Ask if they enjoyed the activity. • Do you think that after this activity you have a better understanding of the concepts of this theme? • What were the biggest difficulties you felt during the difference rounds? • Do you think that you can use this activity in life? If yes, in what situation/s? • Would you want to repeat this experience?
MATERIALS REQUIRED:	Papers, Scissors, Pens, Bowl, Timer, Scoreboard
REFERENCES AND OTHER USEFUL SOURCES	https://www.salto-youth.net https://www.salto-youth.net/downloads/toolbox_tool_download-file-1268/Eco-Active_toolkit.pdf

25.FIND WORDS

TITLE:	Find words
PROPOSED TIME DURATION:	80 minutes
PROPOSED GROUP SIZE:	21 participants / 3 groups of 7 participants each
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • To learn differences between skills, knowledges and attitudes.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>1. Energizer (fruit salad). - every participant gets a fruit name (3 names, 3 groups) - make a circle with chairs - after that one person from inside the circle has to say one of the fruit or say just fruit salad and people has to move to a different (empty) chair - if someone didn't find a free chair, he has to stay in circle and say another fruit</p>

	<p>2. Introduction about topic. - we will speak about the topic and we will set the goals and the most important points of our topic</p> <p>3. Division in groups - everyone still remembers their fruit (that make 3 groups)</p> <p>4. Activity Osmisměrka - Firstly we will provide to each group 2 quizzes on one paper. One it will be find-words which is filled with letters and hidden words and the second one which is a crossword (empty). - Every group have to find words (terms) in “osmisměrka” quiz (find-words) and they will have to put these words inside the crossword and finish both quizzes. - After they will be ready with quizzes and they will know all of the words (terms) for knowledges, attitudes and soft skills, they will need to prepare a definition for each word (terms) without using these words. - When they will be ready with definitions, they will prepare the same crossword for other groups and they will have to just read the definitions and other groups will be guessing and filling the cross-word.</p> <p>5. We will speak about all words (terms) what we found and there will be open discussion.</p> <p>6. Evaluation is provided with prepared questions</p>
MATERIALS REQUIRED:	Prepared forms (with quiz), dash board, markers, pens
REFERENCES AND OTHER USEFUL SOURCES	https://www.salto-youth.net https://www.salto-youth.net/downloads/toolbox_tool_download-file-1604/YEST_Toolbox.pdf
ADDITIONAL INFORMATION:	Website for generating the find-words (example on picture) quiz is www.sudokuweb.org/cs/osmismerky/ .

Quizzes:

GROUP 1

Y	T	I	L	I	B	I	X	E	L	F	N	W	I	C
B	L	N	O	I	T	A	T	N	E	S	E	R	P	I
G	E	I	D	A	K	O	N	U	I	C	N	L	V	P
V	A	B	R	N	P	R	A	D	B	O	M	S	D	A
S	D	P	Q	Y	V	G	K	F	I	M	R	W	X	S
J	E	W	Y	U	L	A	H	F	C	M	S	P	K	W
O	R	Q	B	H	N	O	W	C	U	F	H	R	U	
N	S	A	Y	Y	U	I	H	S	C	N	N	Q	O	R
M	H	X	J	R	I	S	V	X	Y	I	B	C	W	U
Q	I	T	M	L	E	A	W	Y	R	C	M	I	M	X
Q	P	R	E	O	D	T	Z	N	J	A	P	Y	A	E
M	U	O	E	N	T	I	B	F	J	T	A	T	E	R
N	V	S	H	E	H	O	M	W	Y	I	F	G	T	I
O	R	R	L	J	H	N	Q	L	Z	O	D	O	Y	T
U	O	Z	D	N	D	M	U	R	S	N	G	W	L	R

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Solution:

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					T	E	A	M	W	O	R	K									
C	O	M			M	U	N	I	C	A	T	I	O	N							
						F	L	E	X	I	B	I	L	I	T	Y					
												L	E	A	D	E	R	S	H	I	P
										P	R	E	S	E	N	T	A	T	I	O	N



GROUP 2

A	Z	V	B	F	X	A	R	Q	Q	Q	W	H	D	
M	J	X	D	F	E	G	T	Y	O	Q	O	W	Y	K
T	X	R	O	X	T	P	U	Q	H	O	U	I	V	G
E	V	I	T	I	T	E	P	M	O	C	T	K	A	I
F	K	K	J	K	C	O	H	W	U	O	G	L	S	K
D	A	C	W	W	A	N	A	M	Y	B	O	U	S	D
P	C	R	H	I	L	Y	R	S	R	Z	I	G	E	P
N	T	E	A	U	S	C	D	J	E	H	N	Z	R	W
A	I	A	D	F	Q	W	W	G	V	Y	G	A	T	Z
Y	V	T	A	Q	O	U	O	K	A	J	P	M	I	K
O	E	I	U	D	C	F	R	R	R	Z	B	R	V	V
S	Z	V	H	A	K	V	K	L	B	I	S	X	E	K
N	Z	E	B	R	C	Q	I	S	K	T	M	Z	L	L
G	J	D	Y	O	P	E	N	M	I	N	D	E	D	I
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Solution:

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H	A	R	D	-	W	O	R	K	I	N	G								
								C	O	M	P	E	T	I	T	I	V	E	
												O	U	T	G	O	I	N	G
		O	P	E	N	M	I	N	D	E	D								
									C	R	E	A	T	I	V	E			

GROUP 3

H	E	M	A	G	C	E	O	E	L	M	N	T	V	V
Z	J	L	I	T	L	S	E	X	C	A	C	H	G	J
Y	P	Z	D	B	L	G	C	S	H	R	P	G	G	P
A	Q	O	F	I	A	A	G	N	T	K	Y	B	R	V
P	W	C	L	U	G	O	F	E	X	E	H	R	E	B
X	G	V	G	I	A	I	S	W	D	T	A	U	Y	M
V	K	N	Z	Q	T	I	T	F	W	I	L	L	S	B
Y	A	Q	R	C	T	I	O	A	P	N	C	T	V	Q
L	I	E	B	R	K	I	C	S	L	G	C	U	C	Q
S	U	I	E	B	U	R	E	A	U	C	R	A	C	Y
Q	J	P	S	D	M	Y	W	U	L	J	N	G	B	V
Z	X	V	S	E	V	J	D	J	K	E	P	M	H	D
E	P	U	O	K	C	I	M	O	N	O	C	E	K	K
W	O	M	O	I	T	C	X	F	Z	Q	O	P	X	I
E	P	F	S	Y	S	M	O	M	J	T	B	O	G	F

M														
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Solution:

M	A	R	K	E	T	I	N	G						
E	C	O	N	O	M	I	C							
		P	O	L	I	T	I	C	A	L				
	L	A	W											
			L											
			E	X	P	E	R	T	I	S	E			
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L	A	N	G	U	A	G	E							
B	U	R	E	A	U	C	R	A	C	Y				

26. METHOD FOR CREATE A MARKETING AND COMMUNICATION STRATEGY

TITLE:	Method for create a marketing and communication strategy
PROPOSED TIME DURATION:	1 hour
PROPOSED GROUP SIZE:	10-20 participants

SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • To give some useful information to the participants, in terms of Marketing and Communications. • To make the participants reflect about their current situation at their NGOs. • To inspire the participants to create their own Marketing and Communications Strategy.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>STEP 1: 5 minutes</p> <p>Facilitators give the participants some information about Marketing and Communications that could be useful during the workshop, in terms of helping them to understand some important concepts regarding to the topic. Facilitators write in a board 4 words related with Marketing and Communications, as well as 2 questions, in terms to inspire the participants and make them think deeply about the topic.</p> <p>Words: TARGET – TOOLS – MEDIA – RESOURCES Questions: Do I have a Marketing and Communications Strategy? How properly do I use my resources in my Marketing and Communications Strategy? This words and questions can be written in any part of the board; it is not necessary to put an order.</p> <p>STEP 2: 10 minutes</p> <p>With all this “inspiration”, the participants need to elaborate at least one question themselves, individually, and write it down in a piece of paper that the facilitators will give them. The question/s must be related with their own situation in their NGO, so they can analyze and see if they actually have a strategy or not. Examples of these questions could be the ones written above. By doing this activity, participants could reflect about their current situation at their NGOs.</p> <p>STEP 3: 10 minutes</p> <p>Participants are given colour pencils to underline which they consider “key words” within their questions. After that, the facilitators split the participants into groups randomly (1, 2, 3, 4...). Groups should be of maximum 4 people.</p> <p>STEP 4: 25 minutes</p> <p>Once the groups are established, the participants start to think (taking into consideration all the keywords that they have underlined) about a possible Marketing and Communications Strategy for their NGO, as a group. Facilitators, in the meanwhile, give the participants a piece of paper with 2 questions: “Why?” and “How?” Participants write their idea in the paper, introducing it as a possible Marketing and Communications Strategy, following these 2 mentioned questions.</p> <p>STEP 5: 10 minutes</p> <p>Once they finish, they share between the groups their different Marketing and Communications Strategies, one by one, making a little and informal</p>

	presentation as a way to conclude the workshop. If all the groups can do this activity, the main objective of inspiring them to create their own Marketing and Communications Strategy in terms to help their NGO to be sustainable, will be accomplished.
MATERIALS REQUIRED:	Paper, Colour Pencils, Pens
REFERENCES AND OTHER USEFUL SOURCES	http://ngoenterprise.org/tag/non-formal-education/

27. GAME OF (MARKETING) THRONES

TITLE:	Game of (marketing) thrones
PROPOSED TIME DURATION:	120 minutes
PROPOSED GROUP SIZE:	20 people – 5 groups of 4
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • To make them understand the process and importance of marketing • To gain team work skills • To learn how to efficiently coordinate decision making process • To develop leadership skills
SESSION DESCRIPTION (STEP-BY-STEP):	<p>Imagine you have a new product and one of the most important things is to create a good marketing strategy. This is how to proceed step by step:</p> <ol style="list-style-type: none"> 1. You are divided in groups of 4 people. One of you chooses the topic randomly. 2. Choose a leader of your group. 3. The leader distributes tasks according to the topic (choose 3 sections from the template given). 4. Work on your tasks, discuss them within the group. You have 15 minutes to prepare the marketing strategy. 5. Prepare the presentation. Mind you have only 3 minutes to present your strategy. 6. Present your marketing strategy. <p>Based on the marketing strategy template, we will evaluate specified sections with points 1-10.</p> <ul style="list-style-type: none"> • How did you choose your leader? • Was it easy to agree on the marketing strategy? • Was everyone involved? • Do you think your product could be successful? • Do you think it is important to develop a marketing strategy?

MATERIALS REQUIRED:	Pens, Paper, One copy of the template of marketing strategy per group.
REFERENCES AND OTHER USEFUL SOURCES	https://www.salto-youth.net https://www.salto-youth.net/downloads/toolbox_tool_download-file-1268/Eco-Active_toolkit.pdf
MARKETING STRATEGY:	<p>Section 1: Executive Summary Complete your Executive Summary last, and, as the name implies, this section merely summarizes each of the other sections of your marketing plan. Your Executive Summary will be helpful in giving yourself and other constituents (e.g., employees, advisors, etc.) an overview of your plan.</p> <p>Section 2: Target Customers This section describes the customers you are targeting. It defines their demographic profile (e.g., age, gender), psychographic profile (e.g., their interests) and their precise wants and needs as they relate to the products and/or services you offer. Being able to more clearly identify your target customers will help you both pinpoint your advertising (and get a higher return on investment) and better “speak the language” of prospective customers.</p> <p>Section 3: Unique Selling Proposition (USP) Having a strong unique selling proposition (USP) is of critical importance as it distinguishes your company from competitors. The hallmark of several great companies is their USP. For example, FedEx’s USP of “When it absolutely, positively has to be there overnight” is well-known and resonates strongly with customers who desire reliability and quick delivery.</p> <p>Section 4: Pricing & Positioning Strategy Your pricing and positioning strategy must be aligned. For example, if you want your company to be known as the premier brand in your industry, having too low a price might dissuade customers from purchasing. In this section of your marketing plan, detail the positioning you desire and how your pricing will support it.</p> <p>Section 5: Distribution Plan Your distribution plan details how customers will buy from you. For example, will customers purchase directly from you on your website? Will they buy from distributors or other retailers? And so on. Think through different ways in which you might be able to reach customers and document them in this section of your marketing plan.</p> <p>Section 6: Promotions Strategy The promotions section is one of the most important sections of your marketing plan and details how you will reach new customers. There are numerous promotional tactics, such as television ads, trade show marketing, press releases, online advertising, and event marketing. In this section of your marketing plan, consider each of these alternatives and decide which ones will most effectively allow you to reach your target customers.</p> <p>Section 7: Online Marketing Strategy Like it or not, most customers go online these days to find and/or review new products and/or services to purchase. As such, having the right online marketing strategy can help you secure new customers and gain competitive advantage. The four key components to your online marketing strategy are as follows: Keyword Strategy: identify what keywords you would like to optimize your website for. Search Engine Optimization Strategy: document updates you will make to your website so it shows up more prominently for your top keywords.</p>

	Paid Online Advertising Strategy: write down the online advertising programs will you use to reach target customers. Social Media Strategy: document how you will use social media websites to attract customers.
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28. MARKETING AND SOCIAL MEDIA

TITLE:	Marketing and Social Media
PROPOSED TIME DURATION:	1.5 hours
PROPOSED GROUP SIZE:	15-20 participants
SPACE REQUIREMENTS:	Classroom/Training room
SESSION OBJECTIVES:	<ul style="list-style-type: none"> To increase level of knowledge of participants related to marketing strategy in SE. To increase capacities of participants to deal with problematic situations in the field of marketing and dealing with social media.
SESSION DESCRIPTION (STEP-BY-STEP):	This session will have three stages: Stage A (45 min) Divide the group into four small groups, making sure that the teams are diverse. (5 min) Each team will receive the same success story of an actual SE; the teams will read the story. (10 min) The teams have to create a publicity banner which will be the main campaign of marketing for the SE that we present in the document with the objective of get attention of the largest amount of people as possible. (30 min) Each team will present the idea and each participant (except the team presenting) will vote at the end for the favourite banner. The winners will receive a prize. (10 min) Stage B (15 min) Each pair has to create two sentences for the campaign of the SE presented presuming that those are going to be use in Twitter and other Social Media, to attract the public attention and also to sale the products or services offer by the SE. All the sentences from all the pairs will be written in a big piece of paper and at the end all the participant will choose the two more captive ones. Stage C (20 min) Now, we need three teams with different people than in Stage A. We will work with the same SE example that we have been working.

	<p>Each team will receive an imaginary problem that the SE is having; the problems are:</p> <ol style="list-style-type: none"> 1) The SE is not reaching as much business and events as it can reach in the zone. 2) Because one day the app was not working correctly, the SE received some bad comments in Social Media. 3) For some companies running by older people the app is being difficult to manage. <p>Each team has to present a creative marketing idea of how to solve these problems and explain to the rest of the group.</p> <p>At the end of the session there is planned time for comments and feedback from the group and or trainer/tutor.</p>
<p>MATERIALS REQUIRED:</p>	<ul style="list-style-type: none"> - Five cardboards (min. 50cm X 70cm). - Markers, crayons, coloured pencils, paint, scissors, colour papers, glue, purpurine. - One Board, with market and eraser. - Sheets blogs. - Pencils. - Bag. - Name of the participants cutting one by one.
<p>REFERENCES AND OTHER USEFUL SOURCES</p>	<p>*COPIA www.gocopia.com <i>Use Copia's technology to save money, reduce waste, and feed communities in need!</i></p> <p>“Access to food is a fundamental human right,” says Ahmad. “People throw away millions of pounds of food while others starve, and these groups often live across the street from each other. This is ethically and economically inefficient.” Ahmad’s company, COPIA, is solving that problem by instantly matching businesses and events that have surplus food with those in need and giving the donor businesses simplified tax reporting and powerful procurement analytics. Ahmad was inspired to launch the tech-based service while she was in training to become a naval officer and realized that many of the homeless people she encountered were veterans. “I’m motivated by hunger because it could happen to anyone and it should happen to no one,” she says. “In a world with so much abundance, innovation, talent, and technology, it doesn’t make sense for hunger to exist, which is why I call it ‘the world’s dumbest problem.’” So far, even with service limited to the Bay Area, COPIA redistributed 200,000 healthy meals to nonprofits in 2016.</p> <p>Request Use our iOS app or website to schedule pickups of your surplus food. Prepare and package food for a seamless food recovery experience!</p> <p>Recover Rely on Copia’s Food Heroes (certified food handlers) to recover your surplus food and safely deliver it to local nonprofits in need.</p>

	<p>Report</p> <p>You can track surplus trends, make better buying decisions, and access tax deductions, as well as receive photos and testimonials from the people you fed!</p> <p><u>Other resources:</u></p> <ul style="list-style-type: none"> ▪ Women into World: Entrepreneur Komal Ahmad has a plan – and an app – to end hunger in America, available at: http://bit.ly/2s9oVZa ▪ HUFPOST: Marketing: The Missing Ingredient in Social Entrepreneurship, available at: http://bit.ly/2F5a5s9 ▪ CONSCIOUS COMPANY MEDIA: Entrepreneurship, Workplace, Personal development, Bring your own self to work, Intrapreneurship. Website: consciouscompanymedia.com/ ▪ CONSCIOUS COMPANY MEDIA: 3 Easy content marketing tips for social entrepreneurs http://bit.ly/2BgzQ6f ▪ UnLtd: How to share your story – marketing tips for social entrepreneurs http://bit.ly/2k7U5r6 ▪ UnLtd: Supporting Social Entrepreneurs in a Multiply Deprived Environment, available at: http://bit.ly/2osNk86
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29. HUMAN RESOURCES

TITLE:	Human Resources
PROPOSED TIME DURATION:	2 hours
PROPOSED GROUP SIZE:	15 – 20
SPACE REQUIREMENTS:	Classroom with chairs
SESSION OBJECTIVES:	<ul style="list-style-type: none"> • To clarify the concept of HR. • To know how the work should be divide in a SE. • To recognize which are the main positions that need to be fill in a SE. • To know the characteristics needed in the SE team work.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>1. Introduction (10 min)</p> <p>The tutor explain the concept and its characteristics, answering questions from the participants</p> <p>2. Video presentation (20 min)</p> <p>The participants will watch a video from a Social Enterprise in India: <i>BC CEC -</i></p>

	<p><i>Wana Lestari Menoreh Cooperative</i> https://vimeo.com/62131836</p> <p>After watching the video, the participants and tutors will have 10 minutes to decide 5 work positions that maybe this SE in the video may need and also will describe the role of each one of the positions.</p> <p>3. Group work (30 min)</p> <p>The group will be split into two teams; one team will act as employers and the other as job seekers.</p> <p>Employers: They have to create a small script with questions that they will ask to the job seekers depending of the characteristics they are looking for. Keep in mind that the 5 positions are different so the questions should not be the same in all the cases.</p> <p>Job Seekers: The team will choose 5 participants to assume the role of each one of the candidates to fill the positions that the group decided before. They have to prepare, with the rest of the team help, for the interview. P.S. the team can decide to have candidate that do not fit in the profile to make it interesting.</p> <p>50 min The employers will start interviewing each one of the candidates for each position taking max. 10 minutes for the interview. Also the job seekers can do questions to the employer.</p> <p>10 min The employers will indicate who got the job and who does not and why.</p>
<p>MATERIALS REQUIRED:</p>	<ul style="list-style-type: none"> - Board or flipchart, Markers, Sheets blogs, Pencils. - Handout 1: An introduction to HR for social entrepreneurs - Handout 2: British Council: Social enterprise - Success stories: Wana Lestari Menoreh
<p>REFERENCES AND OTHER USEFUL SOURCES</p>	<p>HANDOUT 1: SCHOOL FOR SOCIAL ENTREPRENEURS: AN INTRODUCTION TO HR FOR SOCIAL ENTREPRENEURS BY SSE FELLOW, SONIA WILSON. AVAILABLE AT: HTTP://BIT.LY/2T2X02C</p> <hr/> <p>WHAT IS HUMAN RESOURCES (HR)?</p> <p>It is one of the important areas to consider when you are starting a social enterprise. Involves all aspects of employing and managing people (the human resource) that work in the organization. HR encompasses:</p> <ul style="list-style-type: none"> • The values of the organisation that you want to instil in those that work for you. • The culture of the organisation, e.g. “how we do things around here.”

- All the practical aspects of working with employees from how people are encouraged to apply for a job to how the employee's productivity/performance in their role is managed.
- The actions put in place to retain and motivate employees.
- How to handle effectively movement of employees out of the organisation.

WHY IS HR IMPORTANT FOR YOUR SOCIAL ENTERPRISE?

Human Resources is all about people so it is important for any social entrepreneur who is thinking about taking on staff or volunteers. If you invest time in getting your human resources strategy, policies, procedures and processes right from the beginning, then you will be building your social enterprise on firm and stable foundations. Good recruitment practices will ensure that you have in place employees who are able to help you maximize your business and impact. Tailored HR policies and procedures that reflect your values will ensure that you motivate and retain high performing employees.

RECRUITING FOR STAFF OR VOLUNTEERS

- Be clear on the role required – is it an employee, volunteer, self-employed or casual worker?
- Compile a clear job description.
- Understand how to conduct a job interview to obtain quality, objective information from candidates to make a good recruitment decision.
- Decide on a salary and how you will pay that salary.
- Write up a contract of employment. This will need to be provided to your employee within two months of starting work with you. It must outline the terms and conditions of employment and comply with employment legislation.
- Understand your responsibility as an employer for pension provision.
- Ensure you have essential HR policies in place so you can manage fairly and consistently.
- Have an understanding of equality issues – knowing which characteristics are protected by legislation, e.g. gender, disability, sexual orientation etc. and developing your HR policies to reflect this.

Handout 2: British Council: Social enterprise - Success stories: Wana Lestari Menoreh

Available at: <http://bit.ly/2EXWC22>

Industry: Environment

Country: Indonesia

Key fact: 1000% increase of tree seed sowing

Menoreh, a small village in Indonesia, has been logging over 17,000 hectares of forest since the 1980s. In the past, individual villagers cut and sold trees on their own. They often found themselves at the mercy of middlemen who offered low prices for their lumber. Since they were working alone and earning small returns, the villagers had no incentive to reinvest in planting

new trees. This meant that the number of trees kept decreasing, imperilling their future livelihoods and the environment.

THE WANA LESTARI MENOREH COOPERATIVE

In 2007, the villagers formed the Wana Lestari Menoreh (WLM) cooperative. By working together, they would be in a stronger position to negotiate better prices for their lumber and thus generate better incomes. They could also manage their forest more sustainably and invest in re-planting initiatives. Today, WLM plant 10 seedlings for every tree that is cut down. This has allowed them to receive SmartWood status, an internationally-recognised certification from the Forest Stewardship Council, which has enabled them to raise their prices by 30-40%.

Another success has been the development of an inventory system. Their largest annual purchase order comes from Europe, but it always occurs during the rainy season when logging is not carried out. This made the purchase order difficult to meet in the past. Since forming the cooperative, WLM has put an inventory system in place meaning that they can now track and keep stock ready for upcoming purchases. Currently the cooperative supports 14 full-time workers and an additional 40 part-timers.

Furthering this accomplishment, WLM applied and was successful in joining the British Council's social enterprise programme. The programme is run in partnership with the Arthur Guinness Fund (AGF) and has provided training to over 205 Indonesian community social enterprises like WLM. It has also channelled £127,000 in funding to 17 of these social enterprises through a business plan competition, funded by AGF.

In addition to securing funding, WLM received mentoring and marketing support to help it raise awareness, improve incomes and scale up their beneficial environmental and social impact.

WLM has successfully reoriented the community's base firmly around its trees. Parents plant shoots when their children are born, nursing them as investments that they may later sell to pay tuition fees or other child-rearing expenses. Wana Lestari Menoreh started as a means to boost the local economy. What they ended up doing was changing the community's whole concept of savings and imparting a commitment to sustainability for the future.

Other Useful links:

- Populo: HR and start-up social entrepreneurs
<http://populo.org.uk/uncategorized/hr-and-start-up-social-entrepreneurs/>
- "Human Resource Management in Social Enterprises: A Study on BRAC" European Journal of Economics, Law and Politics (ELP) December 2016 edition Vol.3 No.2 ISSN 2518-3761, available at: <http://bit.ly/2ozw8gf>

TITLE:	Financial Management																				
PROPOSED TIME DURATION:	1 hour																				
PROPOSED GROUP SIZE:	15 – 20 divided into groups of 3-4 persons																				
SPACE REQUIREMENTS:	Classroom/Training room																				
SESSION OBJECTIVES:	At the end of this session participants will be able to - Calculate the start-up capital of a business - Setting up the prices.																				
SESSION DESCRIPTION (STEP-BY-STEP):	<p>Part I (Startup capital) – 30 min</p> <p>Starting a business is difficult and, for most entrepreneurs, the most challenging aspect is to raise the startup capital. The initial startup cost includes one-time initial expenses of the business such as renovation of premises, sourcing of equipment, modification of layout, getting electrical work done etc. Except for these, every business has the operating expenses such as rent, business supplies, telephone service, electricity / power bill tec.</p> <p>Below there is the table which includes all the types of expenses in order to calculate the startup capital.</p> <p>Each group will pick a business to startup. Then it is going to calculate the initial startup capital for it.</p> <table border="1" data-bbox="751 1234 1477 2016"> <thead> <tr> <th></th> <th>Type of expense</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Expected salary of the business owner</td> </tr> <tr> <td>2</td> <td>Staff salaries</td> </tr> <tr> <td>3</td> <td>Rent</td> </tr> <tr> <td>4</td> <td>Rent / Lease of machinery</td> </tr> <tr> <td>5</td> <td>Advertising</td> </tr> <tr> <td>6</td> <td>Business supplies</td> </tr> <tr> <td>7</td> <td>Delivery Expense/Transportation</td> </tr> <tr> <td>8</td> <td>Telephone, Fax, Internet Service</td> </tr> <tr> <td>9</td> <td>Electricity / power bill</td> </tr> </tbody> </table>		Type of expense	1	Expected salary of the business owner	2	Staff salaries	3	Rent	4	Rent / Lease of machinery	5	Advertising	6	Business supplies	7	Delivery Expense/Transportation	8	Telephone, Fax, Internet Service	9	Electricity / power bill
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	10	Other Utilities	
	11	Insurance	
	12	Taxes Including Employment Insurance	
	13	Interest	
	14	Legal and Other Professional Fees	
	15	Maintenance costs	
	16	Miscellaneous	
	Expenses only for the startup of the business		
	1	Fixtures and Equipment	
	2	Decorating and Remodeling	
	3	Installation of Fixtures and Equipment	
	4	Starting Inventory	
	5	Legal and Other Professional Fees	
	6	Deposits with Public Utilities	
	7	Licenses and Permits	
	8	Advertising and Promotion for Opening	
	9	Initial capital of the company	
	10	Miscellaneous	
<p>Part II (Break – even point) – 30 min.</p> <p>Instructor’s guidelines The Break-Even Analysis is a mathematical computation that helps a business identify the point from which it becomes profitable (break-even point). It indicates the point where total revenue (total sales) equal total cost.</p> <p>The calculator allows a business to accomplish the following:</p> <ul style="list-style-type: none"> - Determine the quantity it needs to produce or sell in order to break-even; - Determine the selling price it needs to charge for a specific quantity you sell 			

in order to break-even.

1. Complete the Table - Variable cost

Variable cost	
<i>The cost that varies directly with the number of units produced or sold monthly</i>	
Cost of sales	
Utilities (electricity, other)	
Packing	
Transportation	
Other salaries	
Interest	
Advertising	
Total variable cost	

2. Sum up the following costs of Part I (These are the fixed cost)

Staff salaries	
Rent	
Telephone, Fax, Internet Service	
Insurance	
Taxes Including Employment Insurance	
Interest	
Maintenance costs	
Total fixed cost	

	<p>3. Calculate the breakeven price You have already calculated the following:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Total fixed cost</td> <td style="text-align: center;">A</td> </tr> <tr> <td>Total variable cost</td> <td style="text-align: center;">B</td> </tr> <tr> <td>Total cost</td> <td style="text-align: center;">A+B</td> </tr> </table> <p>Set the units of products that you are going to sell Selling units = x</p> <p>Breakeven price = (Total cost)/selling units</p>	Total fixed cost	A	Total variable cost	B	Total cost	A+B	
Total fixed cost	A							
Total variable cost	B							
Total cost	A+B							
MATERIALS REQUIRED:	<ul style="list-style-type: none"> - Paper, pencils, calculators. - If computers available during training, Excel versions of the above presented tables are to be used during sessions. 							
REFERENCES AND OTHER USEFUL SOURCES	<ul style="list-style-type: none"> ▪ Demonstrating value: Financial Intelligence for Social Enterprises www.demonstratingvalue.org/resources/financial-intelligence-social-enterprises ▪ Financing Social Enterprise Understanding Needs and Realities mams.rmit.edu.au/qslo00vt6r35.pdf ▪ Harvard Business Review: A New Approach to Funding Social Enterprises http://bit.ly/2Fz92yd ▪ Harvard Business Review: Two Keys to Sustainable Social Enterprise http://bit.ly/2CmpRxH ▪ Financial management for NGOs www.mango.org.uk/Pool/T_Primer-FM1.pdf 							

31. FUNDRAISING AND INCOME GENERATION

TITLE:	Fundraising and Income Generation
PROPOSED TIME DURATION:	1.5 hours
PROPOSED GROUP SIZE:	15-20 participants 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom/Training room with PCs

SESSION OBJECTIVES:	To increase skills and knowledge of participants to: <ul style="list-style-type: none"> • Plan and prepare steps for fundraising; • Plan their fundraising strategy; • Prepare the necessary communication materials 								
SESSION DESCRIPTION (STEP-BY-STEP):	<p>Part I (SWOT to get READY) (30 min)</p> <p>Fundraising needs to be strategic in order to succeed not only in terms of raising money, but also in maximizing the mission for a firm. Moreover, there are a lot of methods that can be used for fundraising, but there is no right answer regarding which method will work best for any given country, culture, situation or business. The fundraising process is highly iterative.</p> <p>Firstly, it is very important to identify your business features and potentials!</p> <p>Write down which you believe are the strengths, the weaknesses, the opportunities and the threats of your business in order to reach an investor easier.</p> <p><i>Tip: You can be based on a Business Idea you developed in previous activities</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d0d0d0;"> <th style="width: 50%;">STRENGTHS</th> <th style="width: 50%;">WEAKNESSES</th> </tr> </thead> <tbody> <tr> <td>✓ ... ✓ ...</td> <td>✓ ... ✓ ...</td> </tr> <tr style="background-color: #d0d0d0;"> <th>OPPORTUNITIES</th> <th>THREATS</th> </tr> <tr> <td>✓ ... ✓ ...</td> <td>✓ ... ✓ ...</td> </tr> </tbody> </table> <p>Part II (Identify Fundraising and Income Sources) (30 min)</p> <p>Instructor's guidelines The Swot Analysis of trainees should be taken under consideration before moving to this part, in order to avoid misunderstandings.</p> <p>Steps for Trainees:</p> <ol style="list-style-type: none"> 1. Collecting data about the different ways for Fundraising and Income Generation 2. Identify the key elements/features these types for funding <p>Based on the Key Points of the Swot Analysis, they will select the optimum way for Fundraising and Income Generation</p>	STRENGTHS	WEAKNESSES	✓ ... ✓ ...	✓ ... ✓ ...	OPPORTUNITIES	THREATS	✓ ... ✓ ...	✓ ... ✓ ...
STRENGTHS	WEAKNESSES								
✓ ... ✓ ...	✓ ... ✓ ...								
OPPORTUNITIES	THREATS								
✓ ... ✓ ...	✓ ... ✓ ...								

Part III (Communication Material) (30 min)

It is very important for a founder to develop the relevant communication material, in order to go through a successful fundraising round.

These materials will be used to introduce the company to potential investors, materials for the founder to send to investors that show more details about the strategy financially and execution-wise and, lastly, materials that show the current equity structure between founders.

It would be significant for a founder to try to optimize the materials to be concise and address key issues to communicate his story. In general, there are many different opinions regarding to what constitutes the ideal set of materials for fundraising.

Steps:

- Let's think that the framework below is your company's one-page leaflet, and you have to write it in a thorough and qualitative way.
- It is recommended to use your PCs to have better results
- Be precise and professional

LOGO HERE

Key information about your business (contact information)

NAME.....

ADDRESS.....

ZIP.....

EMAIL.....

PHONE.....

Image here

Image here

The purpose of the one-page leaflet in 3 sentences.

1. _____
2. _____
3. _____

MATERIALS REQUIRED:

- Paper, pencils, PCs;
- Templates for SWOT analysis and leaflet guidelines.

	<ul style="list-style-type: none"> - Handout 1: Some of the most important fundraising sources - Handout 2: Communication appeal letter
<p>REFERENCES AND OTHER USEFUL SOURCES</p>	<p>Handout 1: Some of the most important fundraising sources</p> <p>1. Friends & family</p> <p>It could make sense that in markets where the entrepreneurs are not going to be able to raise the amount of money that they would actually want and need upfront, one way of “hedging” the beginning of conversation regarding the fundraising procedures is by articulating their requested amount this way; “It would be obvious to ask for funding from friends and family, but shortly after them come angels, or people of high net worth who are willing to invest in your startup in exchange for equity” (Espinal, 2015).</p> <p>2. High-net-worth individuals</p> <p>So, as we mentioned above there are people who are willing to invest in a founder’s startup or business or company in exchange for equity. There are many types of business investors. Some of them are just individuals investing out of their own pockets, others are venture capitalists or business angel, who also name themselves as angel clubs or business associations such as crowdfunding platforms such as AngelList etc, banks, personal investors (Root, G., 2017).</p> <p>3. Government funding</p> <p>“A government grant is a financial award given by the federal, state or local government to an eligible grantee with no expectation that the funds will be paid back” (Entrepreneur Staff). Government grants don’t usually include technical or other financial assistance, such as a loan or loan guarantee, an interest rate subsidy, direct appropriation, or revenue sharing. “Government grants fund business ideas and projects providing public services and stimulating the economy. Grants support critical recovery initiatives, innovative research and other programs” (Investopedia definition).</p> <p>4. Crowdfunding</p> <p>Crowdfunding is one way that entrepreneurs can seek money and look for capital to start-up their businesses, finance a new product or a project or expand their operations. Crowdfunding is based on Internet without any mediator for supporting firms or other organizations in order to raise money directly from individuals and multiple people. This new type of fundraising is emerged after the 2008 financial crisis. This came as a response to the difficulties which entrepreneurs and businesses were facing at their first stage in generating funding, as it was very difficult to raise money through the old traditionally ways, for example through. a bank loan. Nowadays, crowdfunding has won a lot of interest and entrepreneurs become more and more familiar with this formation of raising funds. What matters is that crowdfunding uses the power of technology, especially social media, to</p>

market the idea, raise funds, and hold entrepreneurs accountable.

Definition of Crowdfunding:

Crowdfunding is by definition “the practice of funding a project or a venture by raising many small amounts of money from a large number of individuals, typically via the Internet, as well as social media” (Prive, 2012; Mollick, 2014).

VIDEO: Investor Trading Academy: What is crowdfunding?

<https://www.youtube.com/watch?v=y6dKoWlJif4>

Handout 2: Communication appeal letter

Writing your appeal letter is a crucial procedure. Good appeal letters always tell a personal story, expressing the need that a founder wants to raise funds. In other words, it could be called as a document or even better as a one-page leaflet. The main purpose of this one-page leaflet is to tempt the potential investor to want to learn more about what a founder is doing. In other words, founders have to define their goal and share their mission with the least amount of information possible, as at a first stage, an investor’s attention is to learn some specific things as he/she can deal with a lot of options available to them (Garecht, 2017).

The one-page leaflet should be:

- Formal and of high quality. It is common sense that ugly or dirty leaflets will not stand out.
- Readable from any device, such as smartphones and tablets, which makes sense as most people will be on the go and the usage of this kind of devices is often.
- Both informative and synoptic at the same time.

One-page leaflet could start with all the key information about founder’s firm, some images and some contact information that will likely be the founder’s calling card when others introduce him/her. A founder has to know that the one-page document will be communicated and distributed to the general public, including the competitors. In addition, while a founder wants it to be informative, he/she could make a video or a short movie instead of just a presentation.

Other Resources:

- Forbes: The Ultimate Pitch Deck to Raise Money for Startups, available at: <http://bit.ly/2oDGYIA>
- Mody, L. (2015). Venture Capital 101: A Crash Course, available at: <http://bit.ly/2BUP6GB>



- VIDEO: TheWFEAcademy: 3 Tips to Approach Angel Investors
www.youtube.com/watch?v=pPwv7z5d0PQ
- Business Funding Show Twitter: @bizfundingshow
www.businessfundingshow.com/advice/list-of-top-crowdfunding-platforms/