Social ENTRE Youth

Training kit on entrepreneurship

For Youth Work Organizations

Out of the Box International, BE

Gozo Youth Council, MT

Institute for Entrepreneurship Development, GR

Project Title: Social Entrepreneurship in Youth Work
Developing employability and innovations amongst the youth people

Contents

Social ENTRE Youth

LEVEL 1 - Activity 1

TITLE:	Definition of Social Entrepreneurship
LEVEL:	1
PROPOSED TIME DURATION:	1 h
PROPOSED GROUP SIZE:	15 – 20
SPACE REQUIREMENTS:	Classroom with chairs
SESSION OBJECTIVES:	- To increase level of knowledge of participants about the Social Entrepreneurship. - To create common agreement on the main concepts in social entrepreneurship to work with during the whole training.
SESSION DESCRIPTION (STEP-BY-STEP):	**1. Introduction and group work** (60min) 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. 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. 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. **2. "Summing up" and theoretical input by the moderator/tutor/trainer** (30 min) 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. Theoretical input by the trainers should help participants defining entrepreneurship, and social entrepreneurship. It should clarify what are the differences.

Training kit on entrepreneurship for youth work organizations

Social ENTRE Youth

TITLE:	Definition of Social Entrepreneurship
MATERIALS REQUIRED:	- 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. - Theoretical input – printed or PPT if computer and projector available.
REFERENCES AND OTHER USEFUL SOURCES	*Definitions: Social entrepreneurship* 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. 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) Applying practical, innovative and sustainable approaches to benefit society in general, with an emphasis on those who are marginalized and poor. 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. 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)

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TITLE:	Definition of Social Entrepreneurship
REFERENCES AND OTHER USEFUL SOURCES	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) 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) *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

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REFERENCES AND OTHER USEFUL SOURCES	<u>Florence Nightingale (1820-1910)</u> - Perhaps the most famous social entrepreneur in history, she founded the world's first nursing school and developed modern nursing practices. <u>Henry Durant (1829-1910)</u> - This French businessman, who witnessed first-hand 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. <u>William Booth (1829-1912)</u> - 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. <u>Frederick Law Olmstead (1822-1903)</u> - 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." <u>Dr. Maria Montessori (1870-1952)</u> - 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. <u>John Muir (1838-1914)</u> - 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. <u>Franklin Delano Roosevelt (1882-1945)</u> - 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.

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REFERENCES AND OTHER USEFUL SOURCES	**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=n1bohFFqlbI • 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 • Investopedia: Social Entrepreneur http://bit.ly/2FxxPTr

Social ENTRE Youth

LEVEL 1 - Activity 2

TITLE:	Differences between Social Entrepreneurship & Entrepreneurship
LEVEL:	1
PROPOSED TIME DURATION:	1,5 hour
PROPOSED GROUP SIZE:	15 – 20
SPACE REQUIREMENTS:	Classroom/Training room with chairs
SESSION OBJECTIVES:	- 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):	**1. 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. **2. Practical exercise: Vulnerable groups and labour market opportunities** (50 min) Introduction on vulnerable groups The trainer should lead discussion in plenary on topic: - What does it mean to be vulnerable group in the society, and how they are defined? 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)

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TITLE:	Differences between Social Entrepreneurship & Entrepreneurship
MATERIALS REQUIRED:	- 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
REFERENCES AND OTHER USEFUL SOURCES	**Handout: Definitions** *Entrepreneurship:* 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) 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) *Social Entrepreneurship* 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)

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REFERENCES AND OTHER USEFUL SOURCES	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: What is Social Entrepreneurship? http://bit.ly/2BSwPti) 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

Social ENTRE Youth

LEVEL 1 - Activity 3

TITLE:	Social Entrepreneurship vs. Corporate Social Responsibility
LEVEL:	1
PROPOSED TIME DURATION:	1,5 hour
PROPOSED GROUP SIZE:	15 – 20
SPACE REQUIREMENTS:	Classroom with chairs
SESSION OBJECTIVES:	- 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 (STEP-BY-STEP):	**1. Intro to Corporate Social Responsibility** (40min) Individual reflection (5min) The trainer gives small post it papers to participants, and they are invited to write their definition of Corporate Social Responsibility. 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. Theoretical input by the trainer (15) The trainer provides participants with several definitions of CSR, and explain the main pillars of CSR. **2. Similarities and difference** (40min) 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. 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) Presentations from group work (20min) **3. European commission and other relevant resources** (10min) The trainer gives recommendations for further reading on this topic and show relevant websites of the European commission etc.

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TITLE:	Social Entrepreneurship vs. Corporate Social Responsibility
MATERIALS REQUIRED:	- Post it papers (one colour) - Flipchart paper or board; markers - Handout: Definitions of CSR - Internet – if possible
REFERENCES AND OTHER USEFUL SOURCES	**Handout: Definitions of Corporate Social Responsibility:** 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, 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

Social ENTRE Youth

LEVEL 1 - Activity 4

TITLE:	**Types and sectors of Social Entrepreneurship.**
LEVEL:	1
PROPOSED TIME DURATION:	1.5 h
PROPOSED GROUP SIZE:	15 – 20
SPACE REQUIREMENTS:	Classroom/Training room
SESSION OBJECTIVES:	- 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):	**1. Intro** (10 min) Divide the group in five small teams, giving to each team a "Type of Social Entrepreneurship*. **2. Group work and presentation** (65 min). 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) The teams will have 5 minutes each one to do their exposition. Presentation time includes couple of minutes breaks between groups (40 min) **3 . "Summing up" and theoretical input** (15 min) 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.
MATERIALS required:	- 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.

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TITLE:	Types and sectors of Social Entrepreneurship.
REFERENCES AND OTHER USEFUL SOURCES	**Handout: Types of Social Entrepreneurships** http://bit.ly/2GNg6H6 Social Enterprise & Entrepreneurship (SEE) Northern Region Partnership https://seethechange.ca/about/ *COMMUNITY PROJECT* 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. 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.

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TITLE:	Types and sectors of Social Entrepreneurship.
REFERENCES AND OTHER USEFUL SOURCES	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 or 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.

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TITLE:	Types and sectors of Social Entrepreneurship.
REFERENCES AND OTHER USEFUL SOURCES	**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 line: people, planet, profit. Examples: - Tidy & Clean Housekeeping Service, Thunder Bay is an environmentally friendly housekeeping service that strictly uses certfified Eco-friendly cleaning products as well as products made from recycled material that are made in Canada! - The Great Spirit Circle Trail, Manitoulin Island 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.

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TITLE:	Types and sectors of Social Entrepreneurship.
REFERENCES AND OTHER USEFUL SOURCES	Other useful resources: • CDA: Different types of Social Enterprises www.cwcda.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/

Social ENTRE Youth

LEVEL 1 - Activity 5

TITLE:	Social Entrepreneurship Success Story
LEVEL:	1
PROPOSED TIME DURATION:	1h
PROPOSED GROUP SIZE:	15 – 20
SPACE REQUIREMENTS:	Classroom/Training room
SESSION OBJECTIVES:	- 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):	**1. Introduction and individual work** (15 min) Each participant will receive a small questioner to be fill while the presentation. **2. Presentation of the cases** (30 min) 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. In this segment, the trainer can show one of the videos from Three must watch TED talks for social entrepreneurs: 1. Alex Hannant on how social enterprises can change the world (18:57min); 2. Jessica Jackley on why donation is not the solution, to solve the world's biggest problems (18:27min); 3. Marquis Cabrera, giving his recipe of success for social enterprise (16:45min) **3. Discussion** (15min) 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.
MATERIALS required:	- Questioner. - Pencils. - Projector and computer - PP presentation.

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TITLE:	Social Entrepreneurship Success Story
	*Suggest questions: 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? ***Suggest example: Niños de Guatemala** 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. 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 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.

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TITLE:	Social Entrepreneurship Success Story
REFERENCES AND OTHER USEFUL SOURCES	*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 • Fast Company: "The Journey of an African Social Entrepreneur: From Startup to Success Story" http://bit.ly/2F0Uq9K JEET BANERJEE: "8 Successful Social Entrepreneurship Examples" http://bit.ly/2EYjRci HUFFPOST: "The Latin America Social Entrepreneurs of the Year" http://bit.ly/2ouma0x VIDEO: Three must watch ted talks for Social Entrepreneurs: 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

Social ENTRE Youth

LEVEL 2 - Activity 1

TITLE:	**Steps for establishing a social enterprise and legal framework**
LEVEL:	2
PROPOSED TIME DURATION:	3 hours (2 session and break included)
PROPOSED GROUP SIZE:	Approximately 25 persons 4-5 persons in each group
SPACE REQUIREMENTS:	Classroom/Training room
SESSION OBJECTIVES:	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):	**PART I – TEAM WORK (1,5 hours)** 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. 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. 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. In addition, the building should also have a name and represent a specific theme. The theme should be expressed visually by the building. 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. 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: a) design and representation of the theme b) execution and presentation c) team-work and performance

Social ENTRE Youth

TITLE:	Steps for establishing a social enterprise and legal framework
SESSION DESCRIPTION (STEP-BY-STEP):	The jurors may ask questions about the prototypes in order to gain a better understanding of the details. 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. Break (30 min) PART II – Exploring the legal framework (1 hour) The instructor explains the importance of the legal framework when you are 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. Basic points: • Legal status • Purpose • Distributions of dividends • Inclusion
MATERIALS REQUIRED:	Part I: Cardboard, paper, glue (or hot-glue), cutting-knives, scissors, pencils, masking tape and colours. Part II: PCs, Internet connection
REFERENCES AND OTHER USEFUL SOURCES	• Marshmallow Challenge, available at: http://bit.ly/2CLsZPo • SkyscraperModels.us: skyscrapermodels.us/models/model_main.html • Currell net: Mile-high Illinois: www.currell.net/models/illinois.htm • Paper toys - Chrysler building: www.papertoys.com/chrysler-building.htm • A European Statute for Social and Solidarity-Based Enterprise http://bit.ly/2IyOKv2

Social ENTRE Youth

LEVEL 2 - Activity 2

TITLE:	**Need Assessment (Environment/ Team Background)**
LEVEL:	2
PROPOSED TIME DURATION:	1,5 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 4-5 persons in each group
SPACE REQUIREMENTS:	Classroom/Training room
SESSION OBJECTIVES:	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):	**1.Introduction** 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. In this framework, each group has to write down all the factors/needs of the external environment including: A. Economic environment B. Technological environment C. Social-cultural environment D. Political environment **2.Preparatory phase** The instructor explains the definitions 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. 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. 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. 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.

Social ENTRE Youth

TITLE:	Need Assessment (Environment/ Team Background)
SESSION DESCRIPTION (STEP-BY-STEP):	**3. Implementation phase** According to these factors, the groups should highlight the needs for developing their business idea.
MATERIALS REQUIRED:	Papers, pencils, markers, PCs, Internet connection
REFERENCES AND OTHER USEFUL SOURCES	- Business Dictionary (definitions of economic, technological, socio-cultural and political-environmental environment): www.businessdictionary.com/definition/economic-environment.html www.businessdictionary.com/definition/technological-environment.html www.businessdictionary.com/definition/socio-cultural-environment.html www.businessdictionary.com/definition/political-environmental.html - Coursera: Social Impact Strategy: Tools for Entrepreneurs and Innovators: www.coursera.org/learn/social-impact - Ernesto Sirolli at TEDx: *Want to help someone? Shut up and listen!* http://bit.ly/OOIptE

Social ENTRE Youth

LEVEL 2 - Activity 3

TITLE:	**Develop a Business Idea**
LEVEL:	2
PROPOSED TIME DURATION:	1,5 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	- Identify the various sources to generate potential business ideas for new ventures - Discuss methods available for generating new ideas.
SESSION DESCRIPTION (STEP-BY-STEP):	**Instructor's presentation** (5 min) 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. **Instructor's guidelines** (25 min) The instructor divides the participants into groups of 4-5 persons. He/she asks them to develop a business idea. Short Intro: How will you convert ideas into action? 1. Who are the beneficiaries or customers? 2. How will you serve them? 3. What specifically does your program look like? 4. What initial management and governance structure will you put in place to implement the strategy? 5. What partnerships or collaborations would be critical or useful? 6. What criteria did you use for choosing to become a non-profit or for-profit organization? 7. On what premises (experience/knowledge) did you build your solution? 8. With whom and how have you tested your vision? In order to facilitate the process, he gives some tips such as: (a) Develop ideas as an extension of an existing product (i.e. adding camera and song features to a mobile phone). (b) Create an improved service (fast delivery services). (c) Market a product at a lower price (via e-commerce e.g. amazon.com). (d) Add value to an existing product or service (i.e. reputable brand name or delivery service).

Social ENTRE Youth

TITLE:	Develop a Business Idea
SESSION DESCRIPTION (STEP-BY-STEP):	(e) Altering their quality or quantity. (f) Introducing automation, simplification, convenience (i.e. smart product). (g) Personal interests or hobbies as many people find ways to turn their hobbies into successful businesses. (h) Work experiences, skills, abilities for a business, related to the work you do. (i) A familiar or unfamiliar product or service. (j) Spot the latest trends. (k) Changing the delivery method, packaging, unit size or shape. (l) Increasing mobility, access, portability or disposability. (m) Simplifying repair, maintenance, replacement or cleaning. (n) Changing their color, 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, above questions/tips in a printed version (one paper for each participant)
REFERENCES AND OTHER USEFUL SOURCES	• The study of entrepreneurship (Péter Nagy), available at: http://bit.ly/2CMaomd • Entrepreneurship, available at: www.tankonyvtar.hu/hu/tartalom/.../2011.../BMET5103_Entrepreneurship_04.pdf • Developing a Social Enterprise Business Plan (Harvard Business School), available at: http://hbs.me/2EXhfLP • Global partnership for youth employment: Supporting Young Entrepreneurs - A Practical Guide to Quality Programming, available at: http://bit.ly/2HPVcby • European Commission: Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability: http://bit.ly/2FzU23d • The social entrepreneurship guide – STEPS TOWARDS SOCIAL ENTREPRENEURSHIP (YEU International): http://bit.ly/2EB8Ykk • Inclusive Entrepreneurship in Europe - An OECD-European Commission Project: http://bit.ly/2nAhCY2 • Report: Supporting Youth in Entrepreneurship (OECD, EC): http://bit.ly/2t2zeio

Social ENTRE Youth

LEVEL 2 - Activity 4

TITLE:	Basics of Business Planning
LEVEL:	2
PROPOSED TIME DURATION:	1 hour
PROPOSED GROUP SIZE:	Approximately 25 persons 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom/Training room
SESSION OBJECTIVES:	Participants will learn about the significance of business planning through the use of the business model canvas
SESSION DESCRIPTION (STEP-BY-STEP):	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: **Key partners** ✓ Who are your key partners/suppliers? ✓ What are the motivations for the partnerships? **Key activities** ✓ What key activities does your value proposition require? ✓ What activities are important the most in distribution channels, patient relationships, revenue stream? **Value Proposition** ✓ What core value do you deliver to the patient? ✓ Which customer needs are you satisfying? **Customer Relationship** ✓ 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? **Customer Segment** ✓ Which classes are you creating values for? ✓ Who is your most important customer? **Key Resources** ✓ What key resources does your value proposition require? ✓ What resources are important the most in distribution channels, customer/patient relationships, revenue stream?

Social ENTRE Youth

TITLE:	Basics of Business Planning
SESSION DESCRIPTION (STEP-BY-STEP):	**Distribution Channel** ✓ 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? **Cost Structure** ✓ What are the most cost in your business? ✓ Which key resources/ activities are most expensive? **Revenue Stream** ✓ 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? After the brainstorming, each group presents its feedback. Finally, the instructor explains that the above questions draft the business model canvas 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.
MATERIALS REQUIRED:	Paper, Pencil, Markers, Model Canvas template and above questions in a printed version (one paper for each participant)
REFERENCES AND OTHER USEFUL SOURCES	• Business model canvas templates, available at: http://bit.ly/2CLhnvR

Social ENTRE Youth

LEVEL 2 - Activity 5

TITLE:	**Development of my business plan**
LEVEL:	2
PROPOSED TIME DURATION:	2 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	Until the end of this session participants will learn: • what a business plan is; • the parts of a business plan and • what is competitive edge.
SESSION DESCRIPTION (STEP-BY-STEP):	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. He /she asks them to answer in detail the following questions: - 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?

Social ENTRE Youth

TITLE:	Development of my business plan
SESSION DESCRIPTION (STEP-BY-STEP):	After the completion of the activity the instructor analyzes the basic parts of a business plan: 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. - Handout: list of questions listed above
REFERENCES AND OTHER USEFUL SOURCES	▪ EntreEd – National consortium for entrepreneurship education: Business Plan Basics www.entre-ed.net/_teach/busplan.htm ▪ Entrepreneur Network: Business Plans: A Step-by-Step Guide www.entrepreneur.com/article/247574

Social ENTRE Youth

LEVEL 2 - Activity 6

TITLE:	**Shark Tank**
LEVEL:	2
PROPOSED TIME DURATION:	2 hours and 20' (including 20' break after the 1st hour)
PROPOSED GROUP SIZE:	Approximately 25 persons 2-3 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	The participants will learn to point out the highlights of their business idea and communicate with potential investors.
SESSION DESCRIPTION (STEP-BY-STEP):	The instructor will use the following scenario: 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? **Procedures and Requirements** 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. They can also use the business plan developed in the previous activity. 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! **Grading System** Product (30 points) • Unique and creative • Sellable Business plan (30 points) • Answers all posed questions • Presented in an easy to understand way/well-organized • Realistic figures/well-researched Presentation (30 points) • Knowledgeable of product • Poised/confident demeanour • Engaging presentation/creative • Creativ • Persuasive

Social ENTRE Youth

TITLE:	Shark Tank
SESSION DESCRIPTION (STEP-BY-STEP):	The Investors' Scores (10 points) This score is based on whether or not the investors wanted to invest in your product
MATERIALS REQUIRED:	Paper, pencil, markers
REFERENCES AND OTHER USEFUL SOURCES	Palo Alto Software: Preparing your one-page Pitch (Diane G.), available at: https://goo.gl/HKBT8J **Pitch Deck Example** 1. **Company's logo** 2. **Team members** 3. **Name the problem** 4. **Name solutions** 5. **Project's advantages** 6. **Market overview** 7. **Competitors analysis** 8. **Product overview** 9. **Funding needs** 10. **Marketing** 11. **Predictions** 12. **Contact**

Social ENTRE Youth

LEVEL 3 - Activity 1

TITLE:	Human Resources
LEVEL:	3
PROPOSED TIME DURATION:	2 h.
PROPOSED GROUP SIZE:	15 – 20 participants
SPACE REQUIREMENTS:	Classroom with chairs
SESSION OBJECTIVES:	• 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):	**1. Introduction** (10 min) The tutor explain the concept and its characteristics, answering questions from the participants **2. Video presentation** (20 min) The participants will watch a video from a Social Enterprise in India: BC CEC - Wana Lestari Menoreh Cooperative https://vimeo.com/62131836 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. **3. Group work** (30 min) The group will be split into two teams; one team will act as employers and the other as job seekers. 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. 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

Training kit on entrepreneurship for youth work organizations

Social ENTRE Youth

TITLE:	Human Resources
SESSION DESCRIPTION (STEP-BY-STEP):	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. 10 min The employers will indicate who got the job and who does not and why.
MATERIALS REQUIRED:	- 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
REFERENCES AND OTHER USEFUL SOURCES	**Handout 1: School for social entrepreneurs: An introduction to HR for social entrepreneurs** By SSE Fellow, Sonia Wilson. Available at: http://bit.ly/2t2x02C **What is Human Resources (HR)?** 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: • 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.

TITLE:	Human Resources
REFERENCES AND OTHER USEFUL SOURCES	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%.

Social ENTRE Youth

TITLE:	Human Resources
REFERENCES AND OTHER USEFUL SOURCES	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

Social ENTRE Youth

LEVEL 3 - Activity 2

TITLE:	**Financial Management**
LEVEL:	3
PROPOSED TIME DURATION:	60 min
PROPOSED GROUP SIZE:	15 – 20 participants 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):	**Part I (Startup capital) – 30 min** 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. Below there is the table which includes all the types of expenses in order to calculate the startup capital. Each group will pick a business to startup. Then it is going to calculate the initial startup capital for it.

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
10	Other Utilities
11	Insurance
12	Taxes Including Employment Insurance
13	Interest
14	Legal and Other Professional Fees
15	Maintenance costs
16	Miscellaneous

Social ENTRE Youth

TITLE:	Financial Management
SESSION DESCRIPTION (STEP-BY-STEP):	

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

Part II (Break – even point) – 30 min.

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.
The calculator allows a business to accomplish the following:
   - 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	
The cost that varies directly with the number of units produced or sold monthly	
Cost of sales	
Utilities (electricity, other)	
Packing	
Transportation	
Other salaries	
Interest	
Advertising	
Total variable cost	

Social ENTRE Youth

TITLE:	Financial Management

SESSION DESCRIPTION (STEP-BY-STEP):	**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	

3. Calculate the breakeven price

You have already calculated the following

Total fixed cost	A
Total variable cost	B
Total cost	A+B

Set the units of products that you are going to sell
Selling units = x

Breakeven price = (Total cost)/selling units

MATERIALS REQUIRED:	- 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	• 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

Social ENTRE Youth

LEVEL 3 - Activity 3

TITLE:	**Fundraising and Income Generationncial Management**
LEVEL:	3
PROPOSED TIME DURATION:	90 min
PROPOSED GROUP SIZE:	15 – 20 participants divided into groups of 3-4 persons
SPACE REQUIREMENTS:	Classroom/Training room with PCs
SESSION OBJECTIVES:	To increase skills and knowledge of participants to: - Plan and prepare steps for fundraising; - Plan their fundraising strategy; - Prepare the necessary communication materials.
SESSION DESCRIPTION (STEP-BY-STEP):	**Part I (SWOT to get READY)** (30 min) 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. Firstly, it is very important to identify your business features and potentials! 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. TIP: You can be based on a Business Idea you developed in previous activities

STRENGTHS	WEAKNESSES
✓ … ✓ …	✓ … ✓ …

OPPORTUNITIES	THREATS
✓ … ✓ …	✓ … ✓ …

Social ENTRE Youth

TITLE:	Fundraising and Income Generationncial Management
SESSION DESCRIPTION (STEP-BY-STEP):	**Part II (Identify Fundraising and Income Sources) (30 min)** Instructor's guidelines The Swot Analysis of trainees should be taken under consideration before moving to this part, in order to avoid misunderstandings. Steps for Trainees: 1. Collecting data about the different ways for Fundraising and Income Generation 2. Identify the key elements/features these types for funding 3. Based on the Key Points of the Swot Analysis, they will select the optimum way for Fundraising and Income Generation **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._____

Social ENTRE Youth

TITLE:	Fundraising and Income Generationncial Management
MATERIALS REQUIRED:	- Paper, pencils, PCs; - Templates for SWOT analysis and leaflet guidelines. - Handout 1: Some of the most important fundraising sources - Handout 2: Communication appeal letter
REFERENCES AND OTHER USEFUL SOURCES	**Handout 1: Some of the most important fundraising sources** 1. Friends & family 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). 2. High-net-worth individuals 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). 3. Government funding "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). 4. Crowdfunding 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.

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REFERENCES AND OTHER USEFUL SOURCES

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 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=y6dKoWIJif4

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=pPwv7z5d0P0
• Business Funding Show Twitter: @bizfundingshow www.businessfundingshow.com/advice/list-of-top-crowdfunding-platforms/

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LEVEL 3 - Activity 4

TITLE:	Marketing and Social Media
LEVEL:	3
PROPOSED TIME DURATION:	90 min.
PROPOSED GROUP SIZE:	15 – 20
SPACE REQUIREMENTS:	Classroom/training room
SESSION OBJECTIVES:	- 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.

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TITLE:	Marketing and Social Media
SESSION DESCRIPTION (STEP-BY-STEP):	Each team will receive an imaginary problem that the SE is having; the problems are: 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. Each team has to present a creative marketing idea of how to solve these problems and explain to the rest of the group. At the end of the session there is planned time for comments and feedback from the group and or trainer/tutor.
MATERIALS REQUIRED:	- 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.
REFERENCES AND OTHER USEFUL SOURCES	***COPIA** www.gocopia.com Use Copia's technology to save money, reduce waste, and feed communities in need! "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. Request Use our iOS app or website to schedule pickups of your surplus food. Prepare and package food for a seamless food recovery experience!

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TITLE:	Marketing and Social Media
REFERENCES AND OTHER USEFUL SOURCES	Recover Rely on Copia's Food Heroes (certified food handlers) to recover your surplus food and safely deliver it to local nonprofits in need. Report 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! Other resources: • 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

Social ENTRE Youth

AUTHORS

Ryan Mercieca:

He is at the forefront for advocating Social Entrepreneurship in Malta. Currently working as a Business consultant and reading a Ph.D at the University of Malta and read a Master in Business & Entrepreneurship, a Masters in Tourism as well as Masters Diplomacy.

Ryan was selected for the prestigious IVLP program of the US State Department and was finalist for the Young European Award 2013 organised by the Schwarzkopf-Stiftung Junges Europa Foundation. He worked He has been involved in the civil society for the past 10 years where he served as President of the National Youth Council of Malta and a board member of JECI-MIEC.

Maria Juliana Zapata Bernal:

Youth Coach, with fifteen years of experience in Voluntary Youth Organisations on national and international level. Graduate with a Master's Degree in Youth and Community Development from De Montfort University in UK and a Diploma in Youth Studies from the University of Malta. Successfully managed a three-year pre-employment programme for young job seekers with intellectual disability to enter the open labor market at Jobsplus, the National Employment Agengy. Worked for two years with Junior Achievement Young Enterprise Malta and was responsible to revamp the 'Company Programme', an entrepreneurial programme for young people between the ages of 16-18. Worked with young people within the Scouts Association of Malta, Agenzija Zghazagh – the National Youth Agency of Malta and led a community-based youth project in the community of Santa Lucija.

Liudas Svipas:

Psychologist at the Psychological support and counseling center - 10 years

Head of training and development at Vytautas Magnus University Centre for enterprise practices - 3 years

Director at NGO "The Home of Psychological Ideas" - 9 years

Trainer "Design Thinking -Service design" (2017 Amsterdam)

Psychotherapy "Narrative therapy and systemic family counseling training" (2015 Drammen)

Areas of expertise: Entrepreneurial competencies, narrative therapy, personal growth, program development and implementation.

Marko Paunovic:

Consultant, moderator, and social entrepreneur with experience in the field of non-formal education, fundraising, organizational and project management. In recent years he has been lobbying the European institutions and following closely Cohesive, Enlargement, Social Entrepreneurship, Internet and youth policies of the EU. He is the founder and CEO of Out of the Box International, an international network based in Brussels dealing with social innovations.

Areas of expertise: EU Policies, Non-profit management, Moderation

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AUTHORS

Milosh Ristovski:

In the last 9 years have been constantly involved within civil society organizations youth policy on local and international level. He is passionate about non-formal education and is practicing it actively in different levels and contexts. At the moment very active within delivering online educational activities for young people from around the world. With that he is very interested about innovation and development of activities and processes that are combining both online and offline learning. His formal background is Information and Communication Technologies. At the moment, Milosh is in his mandate in the Advisory Council on Youth of the Council of Eruope where he is a Bureau member responsible for the portfolios tackling "Autonomy of young people and their access to rights". Milosh is also a member of various pools of trainers of international organizations (Salto SEE, Youth for Exchange and Understanding, European Youth Forum).

Eva Batzogianni:

She holds an MSc in Applied Economics and a graduate degree in Computer Engineering from the University of Thessaly. She works as a project manager and LMS (Learning Management System) designer with a vast experience in the management and in the implementation of both national and European projects.

Her portfolio consists of several researches, studies and training materials on the topic of entrepreneurship, social entrepreneurship, employment, business consultancy, career consultancy, coworking spaces and apprenticeship. She has also experience in information processing systems and marketing techniques.

Michalis Lagos:

He holds a degree in Business and Economics from the Technological Institute of Thessaly in Greece. He works as an economist – a business consultant and participates in the implementation of national and European programs. He also has experience in counseling the unemployed and small businesses. He has also actively participated in the implementation of studies and researches.

Through his experience, he has acquired a variety of both technical and soft skills such as: project management, leadership, communication, teamworking, problem solving, time management, financial management, etc.

Tonio Axisa:

Youth Coach, with fifteen years experience in Voluntary Youth Organisations on national and international level. Graduate with a Master's Degree in Youth and Community Development from De Montfort University in UK and a Diploma in Youth Studies from the University of Malta. Successfully managed a three year pre-employment programme for young job seekers with intellectual disability to enter the open labor market at Jobsplus, the National Employment Agency. Worked for two years with Junior Achievement Young Enterprise Malta and was responsible to revamp the 'Company Programme', an entrepreneurial programme for young people between the ages of 16-18. Worked with young people within the Scouts Association of Malta, Agenzija Zghazagh – the National Youth Agency of Malta and led a community based youth project in the community of Santa Lucija.

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*Developing employability and
innovations amongst the youth people*