



EMPOWER - Social Enterprises' Sustainability Tools

Project Result 1

Training Package for Sustainability in Social Enterprises

Module 1. Introduction: concept of social entrepreneurship (SE)

Developed by CARDET



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Project Information

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Introduction

There is a huge opportunity to employ business as a force for good. As our planet enters turbulent times, we need more conscious leaders and citizens who will place social and environmental issues at the forefront of their actions. Doing so in a traditional sense can be tricky, which is why social entrepreneurship is vital in moving forward using a robust business model - the Social Enterprises.

Social entrepreneurship (SE) is a sub-discipline within the field of entrepreneurship, and it involves the recognition, evaluation, and exploitation of opportunities that result in social value — the fundamental and longstanding needs of society — as opposed to personal or shareholder wealth (Austin, Steven-son, & Wei-Skillern, 2006). Social value has little to do with profits; it emphasises fulfilling longstanding needs such as education, healthcare, food, water, etc. (Certo, S. T., & Miller, T., 2008).

In addition, SE represents one of the most notable innovations in global civil society recently (Mair & Marti, 2006; Zahra, Rawhouser, Bhawe, Neubaum, & Hayton, 2008). Some of the most striking social entrepreneurship innovations originate from developing countries and involve deploying new business models that address basic human needs (Seelos & Mair, 2005). Some examples are providing low-cost cataract surgeries to cure blindness or deploying sanitation systems in rural villages (Elkington & Hartigan, 2008). Yet, social entrepreneurship is a vibrant phenomenon in developed countries as well.

SE produces a substantial effect on the economic system. It is strongly related to the creation of new industries and business models and the allocation of resources to neglected social issues (Santos, 2012), which in turn, enhances social wealth (Zahra et al. 2009), which has become an essential subject at a global scale (Dacin et al. 2010). The non-profit entrepreneur responds to the environmental change by pursuing new opportunities and adopting different forms to create value for the organisation, maintaining a high level of accountability to the constituencies it serves (Dart 2004; Lasprogata and Cotton, 2001).

Yet, the social entrepreneurs and innovators face as many problems as the innovators and entrepreneurs in business (Shaw and Carter, 2007). Furthermore, social entrepreneurs play an essential role. The role of social change agents in adopting a mission is to create social value, recognise new opportunities to serve that mission, engaging in continuous innovation and adaption and learning (Dart, 2004).

In conclusion, learning about Social Enterprises and the Social Entrepreneurship concept is crucial to changing society across all countries positively. It is possible to have a business and simultaneously help people and the planet. In other words, empower societies' problems and social issues by changing the way of doing business. This module is designed to introduce the concept of social entrepreneurship with the following units:

1. Introducing Social Entrepreneurship
2. Introducing Social Economy
3. Social Entrepreneur

This module includes an introduction to social entrepreneurship, a presentation of the international definitions of Social Entrepreneurship and Social Enterprises and values, the legal framework at the EU level for Social Enterprises, the characteristics of a Social Enterprise and the differences between

Social and Business Entrepreneurship, the Social Economy in EU and its characteristics, as well as traits of a Social Entrepreneur.

Last but not least, the 1st module with the title ‘Introduction: concept of social entrepreneurship (SE)’ aims to familiarise participants with a social economy and to draw a general picture of what business activity is. This part of the course aims to present the essence of economic activity in a social context. Through this module, participants will learn what social economy is and what entities can be included in this sphere of economic activity.

In addition, trainees will learn about the traits needed in the entrepreneur’s work and the key elements to consider when starting your business adventure. After the module’s closure, participants will be provided with the knowledge necessary to evaluate challenges in their community.

Aims

By the completion of this module, the participants will be able to:

<i>Knowledge</i>	<ul style="list-style-type: none">• Explain the term Social Enterprises and Social Economy and Social Entrepreneurship in general.• Define the characteristics of a Social Enterprise, Social Entrepreneur.
<i>Skills</i>	<ul style="list-style-type: none">• Describe the differences between Social Value Enterprise and For-Profit Enterprise.
<i>Attitude</i>	<ul style="list-style-type: none">• Interpret information on the evolution of social entrepreneurship

Learning Outcomes

In this module, participants **will learn to:**

- What is Social Entrepreneurship and Social Economy (Trends & Opportunities)
- The difference between a social enterprise, a traditional business and a non-profit.
- How businesses can benefit from instilling social enterprise practices into their strategy
- What makes a successful social entrepreneur?
- Through case studies of successful social enterprises to understand different contexts, strategies and models used

Module Outline

1. Introducing Social Entrepreneurship
2. Introducing Social Economy
3. Social Entrepreneur

UNIT 1 - Introducing Social Entrepreneurship	
Activity	Duration
Activity 1. Incorporate or Initiate	20 min
UNIT 2 - Introducing Social Economy	
Activity	Duration
Activity 2. Participation Activity - Recognising diverse economies in my community	30 min
UNIT 3 - Social Entrepreneur	
Activities	Duration
Activity 3. Personal traits	20 min
Activity 4. Entrepreneurship Aptitudes Test	20 min



Content description

Activity 1 – Incorporate or Initiate

Implementation	Discuss WHY trainees choose a specific situation to tackle a challenge.
Objectives	To make them understand their ways how to tackle challenges through different approaches.
Competences	<ul style="list-style-type: none">✓ Personal, Social and Learning to learn competence✓ Entrepreneurship competence
Duration	20 min
Main resources required	Laptop and internet access, module 1 material

Activity Description - Discussion

In this activity, trainees must choose which desk they prefer to have and **explain the WHY** of their choice of an **orderly or a disorderly desk**. This activity aims to make everyone understand that there are different ways to tackle challenges based on different approaches. Another goal is for the trainees to find their way of working in different environments and achieve better planning / more creativity/ better execution of tasks. Find the ways that make you tick exceptionally well and set the place!

ORDERLY DESK



DISORDERLY DESK



Reference:

Vohs, K.D. et al. (2013). Physical Order Produces Healthy Choices, Generosity, and Conventionality, Whereas Disorder Produces Creativity. *Psychological Science*. doi: 10.1177/0956797613480186

Instructions to trainer(s)

Ask the following questions before giving trainees the speech to answer;

- ❖ Have you ever experienced such a situation?
- ❖ How did you feel?
- ❖ How did this impact you?
- ❖ Did this situation have any effect on your way of thinking? Well-being?

Activity 2. – Participation Activity - Recognising diverse economies in my community

Implementation	Write down trainees' activities from last week to reveal their participation in diverse economies
Objectives	To make them understand that the diversity of economies is present in everyday life, almost everyone participates in it and that many activities and practices contribute to individual and/or social well-being.
Competences	<ul style="list-style-type: none">✓ Personal, Social and Learning to learn competence✓ Entrepreneurship competence
Duration	30 min
Main resources required	Laptop and internet access, module 1 material –ONLINE Whiteboard, marker and printed material with the questions

Activity Description – Discussion/Brainstorming

This activity aims to make everyone understand that the diversity of economies is present in our everyday life, almost everyone participates in it and that many activities and practices contribute to individual and/or social well-being. Make them think that there are many ways to reach well-being.

Instructions to trainer(s)

Ask the following questions and note some keywords on the board (f2f or on an online board called PADLET). The following questions should be ready-made stickers online on the pad let or printed and distributed to the divided teams (2 persons per team - Random allocation of participants into teams and assignment of partner teams; it is recommended that each team is characterised by diversity regarding sex, age, education and cultural background).

- ❖ What did you do during the previous week?
The trainees' activity, from waking to sleeping, should be noted. Write them on the board, one below the other.
- ❖ What kind of work was involved in each activity?
Next to each activity on the whiteboard, write the activity's features: paid, unpaid, hard and physical work, emotionally taxing, fun, involving cash or reciprocity or a gift, e.t.c.
- ❖ Was this activity performed with someone and/or for another person?
Next to each activity on the whiteboard, add the role of others.

- ❖ Which activities contributed to material or social well-being, individual or collective well-being? Next to each activity on the whiteboard, note each activity's kind of well-being.
- ❖ How many of these activities involved paid work in a market-oriented environment? Next to each activity on the whiteboard, write the form of work that this activity included. At the end of the activity you have a real picture of the diversity of economies in which the trainees participated.

Activity 3 - Personal traits

Implementation	Each person chooses two personal characteristics to write down on a piece of paper and a known saying that expresses him/her. Then, explain its meaning and how you get to know it / embrace it!
Objectives	To make them self-reflect on the traits of their admired entrepreneurs. Also, to set future goals to work on by themselves to reach their desirable characteristics (either a technical skill / or soft competence)
Competences	<ul style="list-style-type: none"> ✓ Personal, Social and Learning to learn competence ✓ Entrepreneurship competence
Duration	20 min
Main resources required	Laptop and internet access, module 1 material

Activity Description

This activity aims to self-reflect on their traits in relation to their admired entrepreneurs. In this way, trainees will evaluate and potentially automatically set a few milestones to work on by themselves to reach their desirable characteristics (either a technical skill / or soft competence)

Instructions to trainer(s)

Explain the activity procedure clearly and then divide the participants into couples followed by an example; (Provide 10 minutes to the participants. Random allocation of participants into teams and assignment of partner teams; it is recommended that each team is characterised by diversity regarding sex, age, education and cultural background).

The trainers will assign each team a partner team, and these two teams will present to one another in break-out rooms if the training takes online. The team watching the presentation will give constructive feedback at the end.

Example: " My friends tell me that I am persistent and fair as a person with a good understanding of my surrounding situations. I like the saying: "Become the change you want to see in the world " by Mahatma Gandhi.

I feel that this saying expresses me in a twofold way because as a person, I consider myself fair; therefore, I raise my voice for my rights, and I do proactive initiatives to assist my community in tackling social challenges”.

Activity 4 - Entrepreneurship Aptitudes Test

Implementation	<p>Do you have what it takes to strike it out on your own? Got the entrepreneurial spirit in you?</p> <p>Examine the following statements and indicate how often or to what degree you agree with them. In order to receive the most accurate results, please answer each question as honestly as possible.</p> <p>https://www.psychologytoday.com/intl/tests/career/entrepreneurship-aptitudes-test</p>
Objectives	To make them self-reflect on their entrepreneurship spirit by answering the Entrepreneurship Aptitude Test. The result should be encouraging to become or continue their journey as social entrepreneurs.
Competences	<ul style="list-style-type: none"> ✓ Personal, Social and Learning to learn competence ✓ Entrepreneurship competence
Duration	20 min
Main resources required	Laptop and internet access, module 1 material

Activity Description

This activity aims to self-reflect on their entrepreneurship spirit by completing the Entrepreneurship Aptitude Test. The results should encourage them to become or continue their journey as social entrepreneurs.

Instructions to trainer(s)

Explain the procedure of the activity clearly and provide them with the below statement;

“Several people don’t fit into the existing corporate moulds. Maybe they have difficulty taking direction or hate working in an industry they aren’t passionate about. Perhaps they have a lot of great ideas that they never get to implement in their workplace because of all the bureaucratic red tape. Sometimes, they just feel driven to achieve, heading towards some finish line that most people can’t see. These people work best when they’re on their own as entrepreneurs. This test will identify whether you have the characteristics that typically demonstrate entrepreneurial potential”.

The tip here is to conclude that whatever traits a person lacks, there is always a way to proceed with the entrepreneurship journey. **You need to find suitable team members to complement you!**