

Erasmus+ Project Make SENSE
(Social Entrepreneurship for School Education)
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Reference Framework for Social Entrepreneurship

IO3



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Background

The project Make SENSE intends to provide teachers with the necessary knowledge and tools which will enable them to support their students in discovering, acquiring, and developing their Social Entrepreneurship skills.

After testing the Competitive Arena model and five modules for social entrepreneurs (interpersonal competences, digital and tech-based competences, economic literacy, active citizenship and social entrepreneurship), created in the first part of the Make SENSE project, we started working on the Handbook for Social Entrepreneurship in Schools.

The main goal of this Handbook is to empower teachers who want their students to become social entrepreneurs, and to help students discover their potentials. It guides teachers and students through phases and activities which help built better social entrepreneurs.

Definition

Social entrepreneur is an individual or a group of people trying to create social value – mostly by solving prevailing problems of society. It can be done by using innovative approaches, which are resourceful and results oriented. It combines non-profit knowledge with business practices to maximize social impact.

School curricula

Italy

In Italy, School curricula are regulated by the document of the national indications of 2012, starting, and updated by the European recommendations (latest one of 2018). The goals in terms of competencies are thus expressed in 16 basic skills included in the four axes:

- the linguistic one that has the objective of making the student acquire mastery of the Italian language as reception and as production, written and oral; knowledge of at least one foreign language; knowledge and conscious enjoyment of multiple nonverbal forms of expression; and adequate use of information and communication technologies.
- the mathematical one, which aims to make the student acquire knowledge and skills that place him or her in a position to possess correct judgment and to know how to orient themselves consciously in the various contexts of the contemporary world.
- the historical and social one that concerns, in fact, the ability to perceive historical events in their local, national, European and world dimensions and to place them according to space-time coordinates, grasping in the past the roots of the present.
- the scientific-technological axis, which aims to facilitate students in exploring the world around them, to observe its phenomena and understand the value of knowledge of the natural world and that of human activities as an integral part of their overall education.

In addition to the axes related to the 16 basic competencies, precisely at the suggestion of the European key competencies, citizenship competencies are also included in the curricula and competency objectives:

- 1 - Learning to learn.
- 2 - Planning.
- 3 - Communicate and understand messages of different and of different complexity, conveyed using different languages through different media.
- 4 - Collaborating and participating.
- 5 - Acting autonomously and responsibly.
- 6 - Problem solving.
- 7 - Identifying connections and relationships.
- 8 - Acquiring and interpreting information.

Northern Ireland

Aim of the Northern Ireland Curriculum

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.

Objectives

The Northern Ireland Curriculum should provide learning opportunities for each young person to develop as:

An individual

To achieve personal fulfilment and individual well-being through living a successful life

A contributor to society

To be concerned for the well-being of others as well as themselves, in their own society and beyond it

A contributor to the economy and the environment

To appreciate how employment will impact on the economic choices they make and how they, in turn, impact individually and collectively on the environment.

Key elements

There are key elements relating to each curriculum objective which can be highlighted throughout various subjects across the curriculum.

Developing as an individual

- Personal understanding
- Mutual understanding
- Personal health
- Moral character
- Spiritual awareness

Developing as a contributor to society

- Citizenship
- Cultural understanding
- Media awareness
- Ethical awareness

Developing as a contributor to the economy and the environment

- Employability

Economic awareness
Education for sustainable development

Cross-Curricular Skills

Communication
Using Mathematics
Using Information and Communications Technology
Thinking Skills and Personal Capabilities
Managing Information
Thinking, Problem-Solving and Decision-Making
Being Creative
Working with Others
Self-Management

The goal is not to teach each of these skills in isolation, without a context; rather, they are embedded in all parts of the curriculum. Pupils should have opportunities to acquire, develop and demonstrate the skills in ways that suit the methodology of individual subjects.

Teachers will need to use different pedagogical approaches to give pupils such a range of experiences. These include active learning methods, which can be informed by Assessment for Learning strategies.

Romania

There are two types of classes delivered to students aged 15-18 in the Romanian system of education: those which are part of the fixed national curricula to which each school can add a flexible one called CDş (Curriculum la decizia şcolii, i.e. curriculum which the school decides to offer). The latter allows each school to offer its students a tailored set of classes according to the students' needs, community demands or characteristics of the school.

The Entrepreneurial Path proposed by Make Sense could be included in this latter type of classes if a school chooses to offer such training to its students. It must be said that at high school level, theoretical studies, CDş is usually limited to an average of 2 classes per school year. It is possible that not many schools would elect to include the entrepreneurial path in their educational offer.

Another more likely possibility is integrating this path into the extracurricular activities each school can develop. The advantage in this case would come from the fact that all participants in an extracurricular activity delivering social entrepreneurial training will be more motivated since it is their choice that involved them in the activity.

Either way (through CDş or through extracurricular activities) it is clear that students will need to activate skill sets which they develop and improve during regular classes. The compulsory subjects for students (according to the National curriculum) and which could be activated while studying the entrepreneurial path are: Informatics, Mathematics, Social Education, English, Entrepreneurial education, Economy and Psychology.

The entrepreneurial path could be implemented in the following way:

As part of CDş, one class per week for the duration of the whole school year (resulting in approximately 36 hours per school year). Students will be graded and their results will be included in their transcript records. Teachers decide on how classes are organised and how the subject matter is delivered. A possible approach could be delivering the theoretical knowledge in the first part of the school year (or for a minimum of 10 classes) and asking students to do practical activities in class in the second half of the year (during the rest of the school year; project based learning). The limitations in this case are that the practical activities will only take place in the classroom.

As an extracurricular activity, students will have more liberty but also the opportunity to employ the theoretical knowledge in real life situations. Schools can invite members of the (business) community to support students in their projects, establishing a closer link between the theoretical aspects and real life.

Slovenia

Implementation of Make Sense's path for Social Entrepreneurship can be done in Slovenian school curricula using different approaches.

The recommended path is to include it in our class teacher's lessons (called razredna ura), where they have time to talk with their class student's and don't feel the pressure of implementing all the curricula.

Other than that, we also recommend soft skills to be developed as an integral part of the basic education. We could do it as a pre-class workshop, that will help our students with developing their potential.

Besides these two options, including the Make Sense path for Social Entrepreneurship can also be done in regular classes, but it depends on the class and the topic. Some parts of the path are suited for some classes – for example, the Economic literacy can best be included in math classes or home economics. Interpersonal competences can be developed in social sciences (psychology, sociology), ...

Students will be the most important part of our path – we must include their ideas and suggestions to help them follow the path on becoming a Social Entrepreneur.

Involving the NGOs

| Italy | Northern Ireland |
|--|--|
| <p>-OXFAM Italy - Active since August 1, 2010, is part of the international confederation OXFAM. This organization grew out of the experience of Ucodep, an Italian nongovernmental organization founded in Arezzo in 1990 in the wake of other volunteer experiences dating back to the late 1970s. Since 2012 it has gone from observer member to full board member of Oxfam International - https://www.oxfamitalia.org/</p> <p>-Farrago - The association pursues, on a non-profit basis, civic, The association pursues, on a non-profit basis, civic, solidaristic and socially useful purposes by carrying out in favor of its members, their family members or third parties one or more of the following activities of general interest, making use predominantly of the voluntary activity of its members or of persons adhering to associated bodies. https://www.farrago.it/</p> <p>-InformaGiovani Arezzo - A service that the City of Arezzo has dedicated to the youth of the city. Among the many services provided and available to young people we find Structured information related to work,</p> | <p>Social Enterprise NI Is the representative body for social enterprises and social entrepreneurs across Northern Ireland. Connecting, supporting, developing, and sustaining vibrant businesses to create social change. We are an independent, member-led organisation and a gateway for social enterprises in Northern Ireland. https://www.socialenterpriseni.org/who-we-are#:~:text=Social%20Enterprise%20NI%20is%20the,social%20enterprises%20in%20Northern%20Ireland.</p> <p>NI Council for Voluntary Action (NICVA) As well as the mainstream support available to all business start-ups there are some initiatives and organisations designed for social entrepreneurs: Social Enterprise NI is a central meeting point for social enterprises in Northern Ireland where they can collaborate, share knowledge, information, and best practice to create real social change. You can also keep track of latest events and news relating to social enterprises. The NI Council for Voluntary Action (NICVA) is a source of advice, support, and training, as well as providing signposts to other support bodies. https://www.nibusinessinfo.co.uk/content/support-social-enterprises-northern-ireland</p> <p>Social Enterprise NI is the representative body for social enterprises and social entrepreneurs across Northern Ireland.</p> |

vocational training, volunteering, leisure, school and university, mobility opportunities abroad and activities and events in the area.

<https://www.informagiovaniarezzo.org/>

-Coldiretti Arezzo is the most important agricultural organization in the province, a reference point for businesses operating in the Arezzo area, local institutions, consumers and the associations in which they are organized. <https://arezzo.coldiretti.it/>

-Monnalisa SPA - Monnalisa designs, manufactures and distributes high-end 0-16 year old childrenswear under the eponymous brand name through multiple distribution channels. The company's philosophy has always combined entrepreneurial activity, innovation, the search for new markets, original styling and a focus on the development of company resources and skills. <https://group.monnalisa.eu/company-profile/>

-Cesvot - Centro Servizi Volontariato Toscana was established in January 1997 as a volunteer organization by 11 regional organizations with the purpose of performing functions as a Volunteer Service Center (Csv) under the Framework Law on Volunteering <https://www.cesvot.it/chi-siamo>

Connecting, supporting, developing, and sustaining vibrant businesses to create social change throughout Northern Ireland. They are an independent, member-led organisation and a gateway for social enterprises in Northern Ireland.

www.socialenterpriseni.org

OCN NI

OCN NI is delighted to support and hold a membership with Social Enterprise NI. To find out more about Social Enterprise NI -

<https://www.ocnni.org.uk/about-us/social-enterprise-ni>

GLOW

Here at You GLOW Girl, we love highlighting organisations who make a difference in the community! We are Supporting Communities NI who are a charitable organisation that brings focus onto the community by developing groups and offering social enterprise support to those who need it.

<https://glowni.com/social-enterprise-supporting-communities-ni/>

Belfast City Council

We can help you when setting up a new social enterprise or co-operative. Through our tailored support you'll get:

advice on legal issue; best practice visits; business planning; help to explore and secure finance; help to generate ideas; networking opportunities; peer to peer learning; sales and marketing coaching support; choosing the right governance structure; tailored workshops.

<https://www.belfastcity.gov.uk/social-economy>

Community NI

The School for Social Enterprises in Ireland (SSEI) is the sole organisation in Ireland devoted exclusively to leadership, management and business development programmes and events for the social economy sector.

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| <p>Student Federation - The Federation of Students (FdS) is an Italian student association with a presence in several Italian regions. The organization has equality, freedom, democracy, secularism, solidarity and anti-fascism as its core values. Characterized more by political than union activity, it believes strongly in discussions with parties, unions and institutions to advance its proposals. It sits on the National Forum of Student Associations. FdS links its work with that of the National University Network, a sister association working in the university sphere.</p> <p>https://biblio.toscana.it/argomento/Federazione%20degli%20studenti</p> | <p>Founded in 2005, SSEI was formed as a strategic alliance between the University of Ulster and The Flax Trust, designed to promote sustainable community enterprise and economic development in Ireland.</p> <p>In partnership with The Flax Trust and the Ulster Business School, SSEI delivers the Advanced Diploma in Social Enterprise. This is a one-year social enterprise development programme designed specifically for individuals who wish to develop a new social enterprise or those in existing community organisations and charities who are trying to diversify their income streams through business development.</p> <p>SSEI also delivers customised programmes in partnership with local councils and other support organisations.</p> <p>https://www.communityni.org/organisation/school-social-enterprises-ireland-ssei</p> <p>NICVA</p> <p>We the voice for Social Enterprises and Social Entrepreneurs in NI. It helps the sector to collaborate, share knowledge, information, and best practice. We work with Social Enterprise NI to provide complimentary services and information for the voluntary and community sector on the issue of social enterprise.</p> <p>https://www.nicva.org/representation/social-enterprise-ni</p> |
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| <p>Romania</p> <p>Mare Nostrum - the most active environmental NGO in Constanta, Romania. Since 1994, they have been raising environmental respect, developing projects each year to help Constanta become a true European city.</p> <p>https://www.marenostrum.ro/en</p> | <p>Slovenia</p> <p>Having examples helps students see what can be done in the field of Social Entrepreneurship. Therefore, we should include NGOs in our work and the student's path to becoming Social Entrepreneurs.</p> |
|---|---|

Black Sea Universities Network – BSUN - an initiative aiming the development of a collaborative platform between the universities from the Black Sea Region; the network includes more than 120 member universities from the 12 member states of the Black Sea Economic Cooperation Organization as Albania, Armenia, Azerbaijan, Bulgaria, Georgia, Greece, Moldova, Romania, Russia, Turkey, Ukraine and Serbia.

<https://bsun.org/>

Romanian Business Leaders – RBL - an apolitical, non-governmental and non-profit organization that provides a platform for action and social involvement for leaders in the private sector.

<https://www.rbls.ro/>

Rotary Club Constanța - Rotary International is a 1.2 million (Rotary) charity with over 35,000 clubs in almost every country in the world; Rotary clubs are accessible to people of all cultures and ethnicities, and are not affiliated with any political or religious organization.

<http://rcct.ro/>

The Entrepreneurship Academy - an environment where student teams learn business, more precisely, creating and operating real business, assisted by a Team Coach; companies are used as learning tools where students will experience new projects and business ideas, as well as develop their own products and services, make visits to companies and customers, choose their projects and deliver the whole work.

<https://www.entrepreneurship-academy.ro/>

Constanța – Capitala Tineretului din România - Youth Capital of Romania - aims to improve the way local authorities collaborate with youth NGOs and the private sector to position the young people of Romania in the centre of the urban development process.

<https://www.facebook.com/ConstantaCapitalaTineretului/>

We work and have worked with different NGOs that could be included in our project.

We can include:

- Društvo prijateljev mladine, <https://www.zpms.si/>
- CNVOS, <https://www.cnvos.si/>
- Tehnopark, <https://www.tehnopark.si/>
- Celjski mladinski center, <https://www.mc-celje.si/>
- Legebitra, <https://legebitra.si/en/>
- JA Slovenia <https://www.iaslovenija.si/>
- ...

Junior Achievement Romania is a member of Junior Achievement Worldwide, an NGO dedicated to creating learning opportunities and resources for teachers and students in the field of entrepreneurial education, social studies, STEAM related approaches, etc. JA Romania offers a wide range of online courses and projects which both teachers and students can access throughout the year. At the same time, JA Romania – as a member of JA Worldwide – is open to any collaboration which widens students' horizon.
www.jaromania.org

Funding options

| Italy | Northern Ireland |
|---|---|
| <p>-Municipality of Arezzo - department of sports and youth policies https://www.comune.arezzo.it/per-il-cittadino</p> <p>-Tuscany Region (young people yes) Giovanisì, the project of the Tuscany Region for the autonomy of young people, is a system of opportunities structured in 7 areas: Internships, Housing, Civil Service, Doing Business, Study and Training, Work and Giovanisì+ (participation, culture, legality, social and sports).The target audience of the project are young people up to 40 years of age and the opportunities are financed with regional, national and European resources (2014/2020 programming of POR FSE - POR CREO FESR - PSR FEASR funds). https://www.regione.toscana.it/giovanisì</p> <p>-The National Recovery and Resilience Plan (PNRR; abbreviated as Recovery Plan) is the plan approved in 2021 by</p> | <p>School of Social Entrepreneurs This offers learning programmes and short courses and connect people with funding to help you start or grow your impact project. We include grants (money you don't pay back) through many of our support programmes, and we're always happy to signpost you to other useful organisations who offer funding. https://www.the-sse.org/resources/starting/what-funding-is-available-for-social-entrepreneurs/</p> <p>Social investment Business The team is ready to listen to what you're looking for, talk you through all our funding opportunities, work out what might meet your needs, and support you as you apply. Find out more about our currently available funding below, or just get in touch and someone from our team will get back to you. https://www.sibgroup.org.uk/funding/</p> <p>The Department for the Economy (DfE) Leads on the development of social economy policy for Northern Ireland on behalf of the Northern Ireland Executive has always recognised the importance of supporting social enterprises and has responsibility for social economy policy on behalf of the NI Executive. This remit includes chairing the Social Economy Policy Group (SEPG), a cross departmental forum including agencies and the local councils. DfE and the NI Executive recognise that the social enterprise sector has been and continues to be vital in helping our society to get through some very recent difficult times and will have an important part to play in the recovery phase and the longer-term building of a stronger NI economy. https://www.economy-ni.gov.uk/articles/dfe-and-social-economy</p> <p>Social Enterprise NI</p> |

Italy to revive its economy after the COVID-19 pandemic in order to enable the country's green and digital development. The PNRR is part of the European Union's program known as Next Generation EU, a €750 billion fund for European recovery (precisely called "recovery fund" or recovery fund). Italy has been allocated €191.5 billion of which €70 billion - 36.5 percent - in grants and €121 billion - 63.5 percent - in loans.

-PON - European Structural and Investment Funds are the main instrument of the European Union's investment policy, to foster economic and employment growth of member states and their regions, and European Territorial Cooperation (ETC) - (ESF+)

-Fondazione CR Firenze - always been committed to supporting the community with four instruments to launch, promote and support initiatives of social relevance to the area.

<https://fondazionecrfirenze.it/>

Social Enterprise NI is delighted to have played a part in the announcement of this support fund for the Social Enterprise sector in NI. These funds will provide much needed help and financial assistance to organisations, many of whom have yet to avail any of the previous support schemes provided by the NI Executive
<https://www.northernireland.gov.uk/news/ps7m-fund-open-social-enterprises>

Invest NI

The four elements of the programme are all aimed at the promotion of sustainable models of business and provide capability support to allow organisations to set up and develop businesses with the potential of start up, growth or export development:

Lead in Development – Advice for groups without a clearly identified business start up idea or who need help to refine their idea.

Core Capability Support – A package of assistance to help groups develop their business plan, the potential for financial assistance towards start-up costs, start up capability advice and aftercare during the first year of trading.

Post Start Strategic Mentoring – One to one strategic mentoring specific to the needs of the groups. This is aimed at existing social enterprises with growth and export potential.

Mentoring Support for Transitional Groups - advice and support for voluntary and community sector groups seeking to make the transition to a social

<http://www.investni.com/index/start/socialentrepreneurs.htm>

Lloyds TSB

Lloyds TSB Foundation for Northern Ireland offers support to organizations focused on delivering social and community needs and on education and training.

<http://www.lloydstsbfoundationni.org/>

Community Action Network (CAN)

CAN supports social entrepreneurs to scale up their businesses and maximise their social impact. CAN Social Investment deploy a range of funding and business support into social enterprises and includes the Breakthrough programme. CAN also work with corporate partners to leverage capital and strategic support into leading social enterprises. CAN operate the following support programmes
Breakthrough Programme - Breakthrough is a social investment programme

designed to tackle the financial and management challenges inhibiting the growth of Social Enterprise; and Engage Programme – Gives growing social enterprises access to business expertise to support strategy
http://www.can-online.org.uk/pages/social_investment.html

Romania

- 1. PNRR – Planul Național de Redresare și Reziliență (The Romanian Recovery and Resilience Plan) = the result of a strong combination of reforms and investments which address the specific challenges of Romania. They have to be completed by August 2026.** https://ec.europa.eu/info/business-economy-euro/recovery-coronavirus/recovery-and-resilience-facility/recovery-and-resilience-plan-romania_en#:~:text=Romania's%20recovery%20and%20resilience%20plan%20supports%20the%20digital%20transition%20with,public%20procurement%2C%20cybersecurity%2C%20tax%20
- 2. Raiffeisen Communities - a programme that supports flexible, informal educational projects initiated by NGOs and/or educational units. This year, 10 grants of approximately RON 50 000 will be allocated to projects targeting vulnerable groups (such as migrants and refugees), addressing the following themes:**
 - financial education;
 - entrepreneurial education;
 - civic education;
 - professional education.https://ec.europa.eu/migrant-integration/news/raiffeisen-communities-small-grants-educational-projects_en
- 3. Kaufland Funding Programmes - dedicated to local NGOs that want to carry out sustainable projects for Romania**
<https://despre.kaufland.ro/responsabilitate/programe-finantare.html>
- 4. Black Sea Regional Funds**
https://ec.europa.eu/regional_policy/en/atlas/programmes/2014-2020/turkey/2014tc16m6cb001
- 5. Junior Achievement – they organize competitions for free, aimed at identifying young entrepreneurs and encouraging them to grow.**

<https://www.jaromania.org/competitii>

6. The Entrepreneurship Academy – similar to the activities carried out by Junior Achievement Romania, but with a stronger academic focus. It offers training courses, competitions addressed to students who are certain they want to pursue a career in the field of economy.

<https://www.entrepreneurship-academy.ro/>

7. Romanian Business Leaders – is an association of successful Romanian business enterprises with a vested interest in encouraging the future business people of Romania by providing either context rich development situations or direct support to organisations dedicated to the same goals (education of future entrepreneurs).

<https://www.rbls.ro/>

Slovenia

Funding options in Slovenia change almost yearly, depending on the projects we can apply to. At the moment, there is the Regional development agency (RRA), JA (Junior Achievement), Zavarovalnica Triglav (Mladi Upi), Spirit Slovenia (different projects to apply to), ...

Phases

For students to develop entrepreneurial skills, they should go through different phases of thinking, growth and understanding of social entrepreneurship.

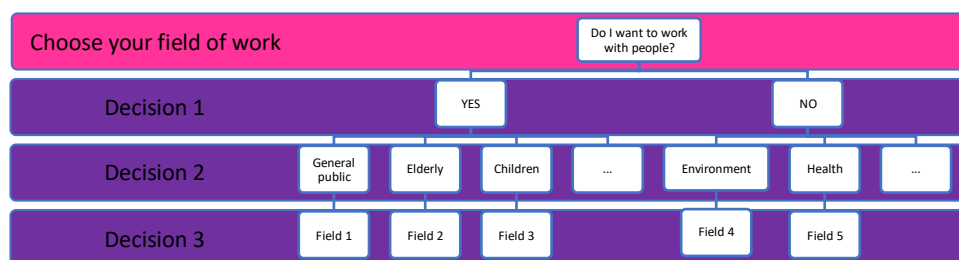
Phase 1 – What will I do?

The first phase of developing social entrepreneurs is identifying the field of work. This is the key decision each entrepreneur must make before their journey into social entrepreneurship – switching fields is hard to do, since you must research the field again, find your strengths and weaknesses, search for partners and niche ideas, find new investors and come up with new plans.

Should students be social entrepreneurs if they don't know what to do? Of course, it is optimal if the students know what they would like to do, but we can always guide them and help them find a suitable field of work.

How can we help students find their field?

Start with helping them create a CV (activity 1) and their personal profile (activity 2). Still no idea? No problem – have you already talked about the global issues (activity 3)? Or you could try brainstorming ideas within a group. Maybe try using a decision tree, like the one below (activity 4).



If the student still doesn't have an idea on what to do, try pairing them with other students to help them, maybe they will be a great team player.

Phase 2 – Learn more about the field

Now that we chose a field, we should research it. Do you know how to efficiently search for information online? Be sure to use good search combinations and to evaluate resources using the RADAR method (activity 5).

Has the idea already been realized? No problem, maybe you can improve the method, product, result, ... did you notice your idea in your environment? Maybe you could contact the entrepreneur and join their venture with your ideas.

Is the idea fresh? Great, it is time to make it come true.



Phase 3 – What can I offer?

Now that we know which field we will work on, and what has already been done, it is time to see where we can improve the field, the results, products ...

After doing their personal profile and CV (in **phase 1**), students should have some idea of their strengths and weaknesses. But to be an entrepreneur, you need to have a lot of skills and competencies. It is time to self-assess.

Students can use a pen and paper version (**tool 2**), or online version created by CORAL project (<https://coral.erasmus.site/self-assessment/>).

The best activity to get a new fresh idea is to use the Competitive Arena model developed in IO1 (**activity 6**).

Still no idea? Try a longitudinal approach with sticky note development activity (**activity 7**).

Phase 4 – Who can I work with?

Being a solo social entrepreneur is hard, but it can be done. As teachers, we suggest working in small groups to increase potential, cooperation and skills that would not be developed working alone.

Start with an activity Team player (**activity 8**), with which you can help students develop group-working skills, solving problems, negotiating, ...

Getting to know your teammates is also important, so starting off with a guided conversation to help get to know each other (**activity 9**) is a great idea.

Phase 5 – What will my business model be?

Deciding on a business model should be based on the field of work and entrepreneur's competences.

Below are nine different business models – of course each entrepreneur can make up their own model or even a combination of models – feel free to discuss them with all interested parties, partners, mentors, ... in order to decide how to be a social entrepreneur.

Table of different business models:

| Business model | How it works | Examples | Key success factors |
|-----------------------------|---|--|---|
| Entrepreneur support | Sells business support to its target population. | Microfinance organizations, consulting, or tech support | Appropriate training for the entrepreneur |
| Market intermediary | Provide services to clients to help them access markets. | Supply cooperatives like fair trade, agriculture, and handicraft organizations | Low start-up costs, allows clients to stay and work in their community |
| Employment | Provide employment opportunity and job training to clients and then sells its products or services on the open market. | Disabilities or youth organizations providing work opportunities in landscape, cafes, printing, or other business | Job training appropriateness and commercial viability |
| Free-for-service | Selling social services directly to clients or a third-party payer. | Membership organizations, museums, and clinics | Establishing the appropriate fee structure vis-a-vis the benefits |
| Low-income client | Like fee-for-service in terms of offering services to clients but focuses on providing access to those who couldn't otherwise afford it. | Healthcare (prescriptions, eyeglasses), utility programs | Creative distribution systems, lower production and marketing costs, high operating efficiencies |

| | | | |
|-------------------------------|---|---|---|
| Cooperative | Provides members with benefits through collective services. | Bulk purchasing, collective bargaining (union), agricultural coops, credit unions | Members have common interests/needs, are key stakeholders, and investors |
| Market linkage | Facilitates trade relationships between clients and the external market. | Import-export, market research, and broker services | Does not sell clients' products but connects clients to markets |
| Service subsidization | Sells products or services to an external market to help fund other social programs. This model is integrated with the non-profit organization; the business activities and social programs overlap. | Consulting, counselling, employment training, leasing, printing services, and so forth | Can leverage tangible assets (buildings, land, employees) or intangible (expertise, methodologies, or relationships) |
| Organizational support | Like service subsidization, but applying the external model; business activities are separate from social programs | Like service subsidization—implement any type of business that leverages its assets | Like service subsidization. |

Source: MaRS discovery district (<https://learn.marsdd.com/article/social-enterprise-business-models/>)

Phase 6 – How can I finance my project?

Social entrepreneurship is not based on making money primarily, but it can be a successful business. As a business, there are start-up funding demands and at the start there are some basic materials purchasing that needs to be done.

Financing is the hardest phase to plan within the school – there are a lot of possible financial supports, and it depends on the country, city, family, school, projects, ...

At first, the entrepreneur should see what options are available – look at projects in school, ask teachers, reach out to entrepreneurial agencies, or start up support advocates, perhaps there are some competitions to get funding ...

Phase 7 – Action planning

After doing all the previous phases, it is time to start planning the work. Meet up with all the people involved – financiers, partners, distributors, material providers, ... and see what the possibilities are.

How fast can you make your idea work? Go through all the project phases and come up with a time plan, which you can present to all the interested parties.

Have you thought about the visual part of your enterprise? Make a statement – create a logo, visual image of the company, branding, ...

Where will you advertise? Social media, local media, only online, only in person, ...?

Action planning is again dependent on the field of work, so take in consideration who your key public is and adapt to their way of life/work.



Activities

Activity 1 – My creative CV

From IO2 module on Social Entrepreneurship

My creative CV

- ▶ Purpose of the session
 - ▶ After completing the Entrecomp form on self-assessment, reflect on your answers and therefore on your entrepreneurial skills and levels of mastery together with the class, trying to give concrete examples on your creative resources and entrepreneurial limits.
- ▶ Materials and resources required
 - Videocamera
 - Mobile phone
 - Tablet
- ▶ Creation of a short video curriculum to present one's strengths (both with the mobile phone and with the iPad). Students are advised to draw from their social "archive" to search for written passages and photos that speak of what they are passionate about, typing in the search keywords such as pleasure, love, passion etc ... From like to what I really like

Activity 2 – Personal profile

From IO2 module on Active Citizenship

- ▶ The best way students translate their knowledge, skills, and attitudes into active citizenship is to provide opportunities for positive participation in their schools and communities.
- ▶ Make a list of things that you do at home, school and in your communities that make a positive impact?

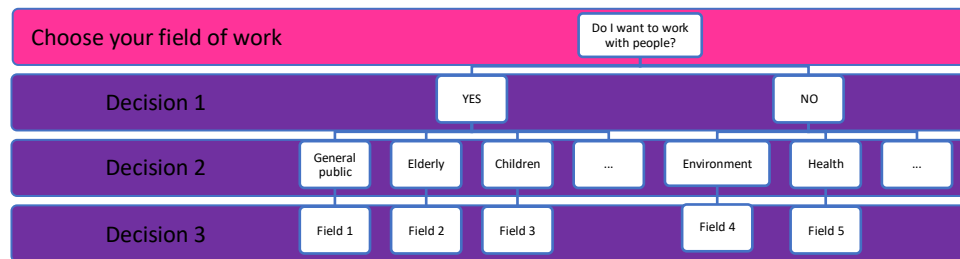
Activity 3 – Global issues

From IO2 module on Active Citizenship

- ▶ Climate change: Discuss the research and perspectives on how climate change, as well as regulations meant to combat it, may impact various communities.
- ▶ Students participate in role-play exercises in which they adopt the perspectives of different stakeholders, engage in critical discussions with each other, and try to come to collaborative decisions on what to do going forward.

Activity 4 – Decision tree

Think of all the options you have – look at the given example.



Activity 5 – Search combinations and RADAR

From IO2 module on Digital and Tech-based competences

Using your favourite search engine, do the following searches and present two of the results:

- impact AND social
- “entrepreneurial management”
- (income OR profit) AND social
- social entrepreneurship *.pdf
- microfinance OR microcredit

Activity 6 – Competitive Arena

From IO1

2 COMPETITIVE ARENA MAPPING MODEL

A marketing innovation strategy focused on **where to compete** rather than how.

A competitive arena is the **smallest market area** within it is possible to bring innovation and represent a valid competitor. It is composed by a **creative combination of different segments of market**.

The model promotes the use of **morphological analysis**, to identify innovative solutions to complex problems, characterized by multiple dimensions.

To map a competitive arena, it is necessary to identify the problem’s dimensions and categories, analysing:

- Use value and exchange value of the proposed solution
- Target market’s boundaries.

Activity 7 – Sticky note development

Put a word on each note – a word that is related to what you’re trying to accomplish with your enterprise. Stick the notes somewhere you can easily look at them and move them around in different combinations as you feel.

Over time (days, weeks), continue to combine and move your sticky notes, keeping in mind what you want to achieve and who you want to help, plus how you can do all of that uniquely.

Activity 8 – Team player

From IO2 module on Active Citizenship

- ▶ Being effective in a group/team you must:
 - ▶ Understanding the feelings and needs of others.
 - ▶ Being able to express our own ideas and needs and express emotion.
 - ▶ Solving problems and Negotiating.
 - ▶ Being able to “read” social situations accurately and adjust our personal behaviour to meet the demands of different social situations.
 - ▶ Initiating and maintaining friendships.
- ▶ **Task- listen to the questions and choose a category that suits your personality.**
- ▶ **The most effective answers will be discussed after each question.**



Activity 9 – Innerview

You may use the following questions or to create your own, but it is recommended to keep the order of the next three groups of questions:

I /Facts/

- Where did you spend your childhood?
- What was your favourite activity during your childhood?
- Where did you study? What did you study?
- What did you do after your studies?
- How long have you worked for your previous employer?
- Where do you like to spend your holidays?

II /Motivation/

- Why did you choose this school?
- Why did you choose this option during your studies?
- Why did you choose this profession?
- How did you get into this society?
- What is your hobby and when did you started it?
- What do you like to do in your spare time?

III /Values/

- Of all your accomplishments, what is the one you are most proud of?
- Maybe you have had troubling too... How did you overcome it? What kind of lessons did you learn?
- Tell me about someone who had a great impact on you in your life?
- What kind of advice would you give to a young person or a child?
- How would you summarize your life philosophy?
- Which is your life motto?
- If you were offered a new life, what would you do differently?
- What were the defining moments in your life?

Tools to be used

Tool 1 – RADAR

From IO2 module on Digital and Tech-based competences

When using the internet to find answers to your questions or solutions to your problems, make sure you know **how to recognize** useful and helpful resources. If you use any of the information you find, make sure you **give credit to the author** appropriately. When you **decide to use** any of the information you found online, make sure **it is relevant, it is a fact not an opinion, it is up to date, and it is important** for your arguments. Use your **RADAR**¹ to demonstrate you can think critically, evaluate and make judgements.

| | |
|---|---|
| R elevance |  |
| <p>Information must be relevant for it to matter to your research. If there is zero relevance, keep looking!</p> <p>Useful questions: “Does this information answer my research question?”, “Is this information related to my topic?”, “What is the intended audience of this information?”...</p> | |
| A uthority |  |
| <p>It is important to determine how credible the author is.</p> <p>Useful questions: “Who is the author?”, “Can I find the name of the author / publisher anywhere on the page I am looking at?”, “Is the author a (recognised / famous / well-known) specialist?”, “Is the author associated with an institution / a business? Is it a reputable one?”, “Is contact information provided?”...</p> | |
| D ate |  |
| <p>Some information becomes outdated very quickly, but “old” does not necessarily mean “bad”.</p> <p>Useful questions: “When was this information created / updated?”, “Do I need the most up-to-date information?”, “If the information is older, is it still extremely important? Is it a landmark study?”...</p> | |
| A pppearance |  |
| <p>How the information is presented can often indicate how reputable or scholarly the source is.</p> <p>Useful questions: “Are there a lot of advertisements on the page?”, “Is the information presented in an academic manner?”, “Are there references to support the article? Is there a bibliography, footnotes, etc?”...</p> | |
| R eason |  |
| <p>Understanding why the information is created is critical to evaluating its quality.</p> <p>Useful questions: “Why is this information available?”, “Was this information created to inform, sell, educate, entertain, or persuade?”, “Are the author’s intentions for publishing this information clear?”, “Is this a research study, a blog, a wiki, or a forum?”...</p> | |

TIP 1: Print this page and keep it close when browsing the internet in search for information. **Every time you open a new tab, look at this page.** Everyone tends to become sidetracked when browsing, so it is important to stay focused and on task to avoid wasting **precious time**.

TIP 2: If you decide to use information from a webpage, **always** copy the web address (the “http...”) in a document titled **“Bibliography_(Project Name)”**. You can use it for your project.

¹ Adapted from Mandalios, Jane. (2013). RADAR: An approach for helping students evaluate Internet sources. Journal of Information Science. 39. 470-478. 10.1177/0165551513478889.

Tool 2 – Self-assessment on Entrepreneurship

Evaluate your competences on the scale from 1 to 5.

| Nr. | Competence | Examples | Your evaluation |
|-----|---|--|-----------------|
| 1 | Spotting Opportunities | <p>Can you spot opportunities to create value in the world around you?</p> <p>Do you see challenges around you that need to be solved?</p> | |
| 2 | Creativity | <p>Can you come up with different or innovative ways to solve a problem?</p> <p>Can you come up with different ideas which create value?</p> | |
| 3 | Vision | <p>Can you imagine what you want to achieve in the future?</p> <p>Do you see the steps you need to take to achieve that future?</p> <p>Can you visualise the way forward to help guide your own effort and actions?</p> | |
| 4 | Valuing ideas | <p>Can you make a judgement on the kind of value that an idea could have e.g., social, cultural and/or economic value?</p> <p>Can you see how to get the most value out of that idea?</p> | |
| 5 | Ethical & sustainable thinking | <p>Can you assess the consequences of an idea e.g., on the community, society, the environment, and the economy?</p> <p>Do you know how to assess whether an entrepreneurial idea is sustainable i.e., whether it could last long term?</p> <p>Do you act responsibly in the actions you take?</p> | |
| 6 | Self-awareness and self-efficacy | <p>Do you aspire and have goals?</p> <p>Do you know what your strengths and weaknesses are?</p> <p>Do you believe that you can shape your own future, even if things are difficult?</p> | |
| 7 | Motivation and perseverance | <p>If you have an idea, are you determined to turn the idea into action?</p> <p>Are you prepared to be patient and keep trying to achieve an idea?</p> <p>Are you able to stay motivated even when working under pressure or when things get difficult?</p> | |
| 8 | Mobilizing resources | <p>Do you know how to get and manage different resources needed to make an idea happen?</p> <p>Are you able and willing to look for different help needed to help you complete a task or action? Or to ask for help?</p> | |

| | | | |
|-----------|---|--|--|
| 9 | Financial and economic literacy | <p>Can you estimate the costs of turning an idea into action?</p> <p>Can you create a financial plan?</p> <p>Can you manage financing to make sure that an action can last long term?</p> | |
| 10 | Mobilizing others | <p>Can you communicate your ideas to others?</p> <p>Can you inspire and enthuse other people about your ideas?</p> <p>Can you persuade others to provide the support you need to put an idea into action?</p> | |
| 11 | Taking initiative | <p>Are you someone who is willing to take up new challenges?</p> <p>Are you someone who will try out a new idea?</p> <p>Are you able to work independently to achieve goals, stick to intentions and carry out planned tasks?</p> | |
| 12 | Planning and management | <p>Do you set yourself goals?</p> <p>Are you good at planning priorities and designing an action plan?</p> <p>Are you able to easily adapt if changes in plans are needed?</p> | |
| 13 | Coping with uncertainty and risk | <p>Are you comfortable making decisions when things are uncertain, or you only have some of the necessary information?</p> <p>Do you feel able to weigh up the risks and benefits of following different actions?</p> <p>Do you feel comfortable in situations where circumstances are changing quickly?</p> | |
| 14 | Working with others | <p>Do you feel comfortable working with others in group projects?</p> <p>Do you like meeting and networking with new people?</p> <p>Do you feel comfortable solving conflicts that may arise when working in groups?</p> | |
| 15 | Learning by doing | <p>Do you look back and try to learn from things you do in life, your experiences?</p> <p>Do you recognise your successes?</p> <p>Do you turn failures into positives by learning from them? - Do you learn from others e.g., the people around you or mentors in your life?</p> | |

Are there competences you should work on? Talk to your mentor on how to improve!

Source: The Circle project

Implementation

Italy

The school is an environment that can naturally be linked to the promotion and implementation of social entrepreneurship.

The activities that can be proposed, can derive from a careful recognition and definition of the needs expressed by the school community, and these can range from interventions in the redevelopment of spaces both internally and externally, implementation of listening desks for students, places of aggregation and promotion of socially important issues, the implementation of workshops, self-help groups among students, fundraising through the production of materials, services, or goods of utility to students, with the propensity to re-invest the proceeds for the improvement of spaces and services themselves.

Through creative and organized processes, therefore, each school context can envisage paths for implementing social entrepreneurship projects, either at the level of the individual school or in a network with other schools in the area, thus promoting coordinated actions of great impact in the social life of the school but also outside the school.

However, students should not be the only actors in these pathways. With a view to tutoring, but also to enhance the skills acquired by students, teachers and school staff in general should guide and monitor the actions of students, actively documenting The paths, in order to try to create procedural models, protocols for the detection and recognition of skills, supervise the entrepreneurial contest at the economic and functional level.

Northern Ireland

The staff

Our school staff are the front line of all education and having a mindset of preparing our young people for the future should be at the forefront of our teaching. Within each subject teachers can focus on certain personality traits are essential to entrepreneurship: resilience, persistence, drive, self-belief, the list goes on. This will allow all students to see the benefits of preparing themselves for the future and that they can combine these key skills to improve entrepreneurial practices.

However, without addressing the barriers to learning, these traits by themselves make it harder for those from underprivileged backgrounds to start and nurture successful businesses. It is important that staff are realistic and positive about the opportunities available to the students and the support network is in place.

Entrepreneurship education can present students with an opportunity to acquire the information and knowledge they need to take their ideas to the next step. Business acumen must be developed through investing time in learning how to enhance essential enterprise skills. This can be done in scheduled classes or as an extra curricular programme.

The Pupils

Giving the pupils the opportunities to enhance their skills set involves allowing them the opportunity to develop. This can be done in class time, group activities, invited guests, assemblies with the focus on giving excellent encouragement and motivation to make small changes that can have a positive impact on the environment. They will work together to think of ideas for a product or service that has the potential to alleviate issues relating to the environment or find solutions to issues facing them at school. By inviting students to get involved in all aspects of school life we are encouraging ownership and loyalty to their school and the environment.

The Stakeholders

All stakeholders in the school should be aware of the environment that we are trying to create and should model their behavior accordingly. From our parents, Board of Governors, community workers, local business, waste collections, school deliveries and links with other school we should all be aware of our need to help and support the social responsibility and that we are setting a good example for all. Making things better in school should always be a focus and giving young people the opportunity to thrive and develop personal skills for social good can only make our society a better place to live.

Romania

Since social entrepreneurship means developing projects which create social value, a hands-on approach would be asking students to develop projects within the school which improve on the existing conditions or create the school environment they wish. By inviting students to create projects which address issues directly affecting their everyday life in the school, students develop a sense of responsibility and of ownership.

Such projects could range from a simple tutoring activity for their younger peers held on the school premises (with no financial profit, but with a huge human benefit) to improving their sense of well-being by cleaning up the green spaces around the school in an environmental project.

These projects created in response to local conditions can be carried out throughout the school year or can take place in a given period of time such as “The Green Week” or “școala Altfel” (School Differently).

All actors in an institution (students, parents, teachers) can be involved in the successful development of social entrepreneurship projects. Most schools have a very active Parents’ Association which, undoubtedly, will support students in such activities.

The school itself (its staff) functions in order to fulfill students’ needs. The sense of social responsibility is self-defining and very similar to the principles which govern Corporate Social Responsibility.

Thus, the school environment contains all factors which support students’ needs and initiative. We only need to promote the idea of social entrepreneurship and make students aware of the opportunities for personal development as social entrepreneurs.

Slovenia

Our school environment is involved in the student’s work and often have suggestions. However, we can always improve our relationship with the local community. At the time we have volunteer students that work around the city and region at different institutions (homes for the elderly, organisations for the less abled, ...). Inhabitants feel, there could be more activity in the city, making it livelier – we help with organizing events (concerts, exhibitions, art shows, ...). Listening to the community can be a hard task – people are not used to go to schools for suggestions about the community, they mostly go to the city council or local NGOs – that is why we will include them in our work, to better understand the needs of the community.

Examples of social entrepreneurships

FIGS

Founded in 2013 by Heather Hasson and Trina Spear, FIGS is an online retailer that sells medical apparel and accessories to medical professionals, such as doctors, nurses and physician assistants. FIGS primarily sells scrubs, which they also donate to healthcare professionals all over the world. As of 2019, the company has donated over 500,000 pairs of scrubs in 35 different countries.

Love Your Melon

Love Your Melon is a unique social entrepreneurship example because it initially launched as a 501(c)(3) nonprofit organization in 2012, but transitioned to a for-profit company in 2016. Love Your Melon was founded by Zach Quinn and Brian Keller with the goal of bringing awareness to childhood cancers and to “improve the quality of life for children battling cancer.” The founders were inspired by TOMS and followed the one-for-one social entrepreneurship model in which one beanie was donated to a child battling cancer for every beanie sold. Today, 50% of the company’s net profits are donated to charitable causes to fight pediatric cancer.

Lush

Lush is a cosmetics retailer founded in 1995 that sells soaps, shampoos, creams, shower gels, lotions and other cosmetics from vegetarian and vegan recipes. The company supports animal rights causes in a variety of different ways, such as purchasing products from other companies that do not conduct, fund or commission products that have been tested on animals. All of Lush’s products are tested on human volunteers before they are released to the public. Since 2007, Lush has conducted their “Charity Pot” campaign in which 100% of the profits of Charity Pot products are donated to small organizations that focus on animal welfare, human rights and environmental conservation efforts.

Source: CO, US Chamber of Commerce (<https://www.uschamber.com/co/start/startup/what-is-social-entrepreneurship>)

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