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THE PRACTITIONER'S GUIDEBOOK

**EMPOWERING
THE NEXT GENERATION OF
EUROPEAN
SOCIAL
ENTREPRENEURS**



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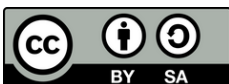
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WELCOME PRACTITIONER!

A GUIDEBOOK FOR THOSE WHO GUIDE THE NEXT GENERATION OF SOCIAL ENTREPRENEURS

In the ever-evolving landscape of entrepreneurship trainers, educators, and mentors play a pivotal role in providing orientation to and shaping the future of the changemakers and innovators of tomorrow - wherever they come from.

This guidebook serves as a beacon for those dedicated to fostering an inclusive and diverse entrepreneurship ecosystem in Europe. It is with great anticipation and purpose that we delve into the profound and often overlooked challenges faced by **migrants and refugees, who are among the most underserved and disadvantaged communities when it comes to entrepreneurship or founder education** while their potential to drive innovation, create jobs, and contribute to a strong, democratic, and resilient fabric of society, in short: to have real impact, is disproportionately higher.

As we embark on this journey, it is essential to highlight the gravity of the situation faced by migrants and refugees in Europe. According to recent statistics, Europe is now home to 21.8 million forcibly displaced and stateless individuals, with 12.4 refugees and 7.2 internally displaced people¹ - while just in the first half of 2023, we have been witnessing another sharp increase in numbers that is unlikely to come to a halt any time soon.² Amongst them, **migrants and refugees represent a pool of untapped potential and truly transformative ideas**. However, they often confront insurmountable hurdles when seeking access to entrepreneurship education and support programs, including language barriers, legal complexities, and limited financial resources. These challenges hinder their personal growth and economic empowerment and ultimately hamper Europe's overall social and economic progress.

This guidebook seeks to empower educators, trainers, coaches, curriculum designers, and many more to be catalysts of change in the (social) entrepreneurship ecosystem. By highlighting the unique challenges faced by migrants and refugees, we hope to inspire innovative approaches and strategies that can bridge the gap and **help you unlock the entrepreneurial potential within these communities**. *We believe that it is our collective responsibility to ensure that they have at the very least(!) the same opportunities to access education and support within the European entrepreneurship ecosystem.* We have the opportunity to not only transform the lives of migrants and refugees but also create more resilient, diverse, and prosperous entrepreneurial ecosystems across Europe – and hence a liveable future for all.

May this guidebook ignite our curiosity and drive towards further investigation, co-creation, and a hunger for transformative change in Europe and beyond!

THE SEA CONSORTIUM

IMPACT CIRCLES E.V. (BERLIN, GERMANY)
DIESIS COOP (BRUSSELS, BELGIUM)
MINE VAGANTI NGO SS (SASSARI, ITALY)

¹ For current statistics, see <https://reporting.unhcr.org/operational/regions/europe> (Executive Summary of the Global Report 2022), last accessed on 01-09-2023.

² Numbers by the EUAA, see <https://www.euractiv.com/section/migration/news/eu-sees-asylum-requests-jump-28-so-far-in-2023/>, last accessed on 01-09-2023.



THE SOCIAL ENTREPRENEURSHIP ACADEMY PROJECT RATIONALE

While the increasingly interconnected support structures and services in many European countries have been instrumental in fostering a flourishing entrepreneurship ecosystem, they leave behind some of the **most marginalized and underserved communities**, particularly migrants and refugees. These groups possess untapped potential to not only improve their own lives but also make a profound impact in their local and last but not least their host communities. However, they often lack the essential knowledge and resources needed to access and harness the power of social entrepreneurship.

Recognizing this critical gap, three partner organizations from Belgium (DIESIS), Germany (Impact Circles), and Italy (Mine Vaganti NGO) have come together to form a consortium with a shared vision and a first joint **lighthouse project** to lay the foundations for a **multi-stage endeavour** called the "Social Entrepreneurship Academy". Its objectives were defined as follows:

- **democratize access** to and open up the European entrepreneurship ecosystem, its institutions and services, and above all founder education and training, for disadvantaged groups like migrants and refugees;
- **promote social entrepreneurship** in these communities to pursue financial self-sustainability, generate jobs and boost employability as well as drive tangible positive impact for themselves and in their communities.

In its first phase, the project's primary objective is to **co-create a social entrepreneurship curriculum** specifically designed for educators and practitioners who already work or are interested in working with underserved communities and supporting them on their entrepreneurial journey. By doing so, the project aims to empower mentors, trainers, and educators as well as outstanding founder personalities from the intended target groups with the skills and knowledge necessary to become inspiring role models and multipliers.

Ultimately, the "Social Entrepreneurship Academy" project aspires to transform the European entrepreneurship ecosystem by infusing and supercharging it with diversity and inclusivity. The project's rationale is not only grounded in social justice and equality of opportunity but also in the belief that a more inclusive and diverse entrepreneurship ecosystem will lead to true out-of-the-box innovation, thriving economies that serve the well-being of people and the planet, and thus a more harmonious, equitable and resilient society.



THE SOCIAL ENTREPRENEURSHIP ACADEMY

PROJECT TIMELINE



SEA PHASE 2 (2023-4)

SEA PHASE 1 (2022-3)

START

1. Building a strong consortium

Goals: Connect three highly dedicated organizations with extensive experience covering the fields integration, inclusion, diversity, and social entrepreneurship. Establishing a basis for fruitful and effective collaboration, assuring transfer of knowledge, best practices, processes, methodologies, organizational and quality standards, networks and relationships between staff members.

2. Co-creating a tailored curriculum

Goals: Co-create a basic curriculum for social entrepreneurship tailored to the unique needs and contexts of migrants and refugees, based on the concepts of NFE and novel approaches in communication, teaching and dissemination.

3. Testing with the target group

Goals: Testrun the program with a 1st cohort, getting first-hand feedback from selected educators and practitioners. Use the key learnings from the "MVP" or lighthouse project to continuously improve and iterate the program.

4. Scaling up the SEA

Goals: Scale up the program significantly, provide access to more OER materials. Iterate with a bigger 2nd cohort and/or use multi-stakeholder partnerships and ambassador programs to assure widespread implementation

1 —
2 —
3 —



SEA CONSORTIUM & PARTNERS

CONNECTING EXPERTISE ACROSS EUROPE



Impact Circles is an association of changemakers, entrepreneurs, experts from business and science who jointly strive to develop projects at a national and international level to promote the "Sustainable Development Goals" (as established in UN's "Agenda 2030") from idea to implementation, emphasizing a bottom-up approach and co-creation with beneficiaries and target groups. Through its science-backed approach, Impact Circles strives for continuous validation and development of its impact logic. The organization is characterized both by its diverse, multinational and multicultural composition and by its agile, decentralized and digital working culture following a sociocratic, circular model.



Founded in 1997, the **Diesis Network** is now one of the widest European networks specializing in supporting the development of the social economy, social entrepreneurship, and social innovation. In view of the high social, economic, and ecological stakes, we are deeply convinced that a global commitment from all stakeholders is the only response to a global crisis. Diesis network covers more than 20 countries through major national federations and support networks associating over 90,000 organisations and 1.2 million jobs. With a variety of profiles, backgrounds, and origins, our team is actively engaged in implementing knowledge-based activities such as training, project design, consultancy, advisory services, technical assistance, and research.



Mine Vaganti NGO is a non-profit organisation established in Sardinia in 2009, whose services encompass Education and Training, Project Design and Development, Thematic Research, International Mobility, and Consultancy - in Youth, Adults, Education and Sport sectors. MVNGO has 3 offices in Sassari, Olbia and Tempio Pausania impacting the North of Sardinia and reaching out with its operational branches to many other regions in Italy, around Europe and beyond. MVNGO operate in dedicated teams to create, develop, and implement international projects in research, innovation, or exchange of good practices sometimes reaching the target via seminars and/ or training courses. Within the MVNGO working teams, there are trainers/facilitators (Salto accredited) that enjoy vast experience and willing to be involved in the implementation of proposed projects.





ABOUT THIS GUIDEBOOK

INTRODUCTION & METHODOLOGY

The present guidebook and its curriculum are the result of an **online training format developed in multiple iterations**: (1) first by a small working group of experienced trainers and professionals from the three partner organizations, (2) followed by the invitation to further staff members and experts from our immediate networks, and then finally, (3) introducing it to a wider audience seeking for the direct participation of the intended target groups by carrying out a pilot training to assess its content.

The extensive feedback gathered during this collaborative process was used to refine the content of all four modules, which we consider a 'base curriculum', helping us to transform it into the present guidebook coupled with the hope that it provides practitioners and professionals, trainers and educators within the European entrepreneurship ecosystem with a useful **blueprint, compass and resource for orientation**. We invite all practitioners to use and copy, improve and expand upon the resources presented here. This guidebook will be created in English, subsequently translated into the language of each partner organization, and published on their respective websites.

With the collaborative and co-creation process at its heart, we were incredibly grateful for the interest and enthusiasm that our project sparked, and especially the unexpectedly high number of applications that we received for the **pilot training phase**. This phase involved all creators and editors from the partner organizations, adult educators and practitioners, as well as interested (advanced) learners from disadvantaged backgrounds, particularly migrants and refugee entrepreneurs and top innovators from our networks. Selection was carried out on a gender-equal basis, with an inclusion principle ensuring the best possible group diversity, irrespective of their abilities and educational background. The training was conducted in four online workshops, one per module, with the active participation of at least 8-10 selected.

The group from the pilot was encouraged and further empowered to train others, experiment and assess the suitability of the training contents far beyond the intended target groups, e.g. senior citizens, individuals in remote areas, people experiencing long-term unemployment, women facing social exclusion, low-skilled migrants, and many other vulnerable and often overlooked groups. We encourage you to do the same!

The creation of the guidebook is deeply linked to achieving the overarching project objectives, which we condensed to the following **5 key objectives**:

1. Enhancing opportunities in the European labour market for adults from disadvantaged backgrounds, particularly migrants and refugees (**employability & social entrepreneurship**)
2. Enhancing financial literacy to attain self-sustainability and initiate social initiatives that ultimately contribute to societal well-being (**financial literacy & autonomy**)
3. Improving the supply of high-quality learning materials in the field of social entrepreneurship tailored to the needs of educators lacking prior relevant knowledge in the field ("**train-the-trainer**")
4. Equipping adult educators with the awareness, tools and resources regarding inclusivity, enabling them to create, and impart effective training to adult migrants and refugees (**inclusion & diversity**)
5. Increasing future labour-market relevance of adult training and qualification, while inspiring and strengthening bonds to the realm of social entrepreneurship (**future-readiness & resilience**)

NEXT



01



MODULE 1

COMMUNICATION & BEST PRACTICES
IN NON-FORMAL EDUCATION

التواصل وأفضل الممارسات
في التعليم غير الرسمي



COMMUNICATION & BEST PRACTICES IN NON-FORMAL EDUCATION

FIRST MODULE

WHAT THIS CHAPTER CONTAINS

1.1 DIFFERENCES BETWEEN FE/NFE/INF EDUCATION

1.2 IMPORTANCE OF NFE IN THE SEA TRAINING FRAMEWORK

1.3 COMMUNICATION SKILLS TO BE INCLUSIVE

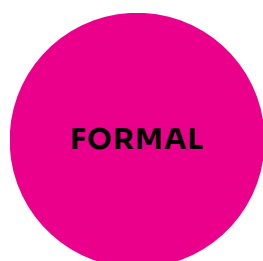
1.4 DESCRIPTION OF THE ACTIVITIES

Before we start: The modules and activities in this guidebook were designed in a Non-Formal Education (NFE) format, it is therefore important to clarify and establish a common understanding of what NFE really means in practice, the skills and methods necessary to work collaboratively on the presented materials – ensuring that you, the trainer, will be able to provide effective NFE training for the intended target groups.

1.1 DIFFERENCES BETWEEN FORMAL, NON-FORMAL AND INFORMAL EDUCATION

Education is a continuous journey that spans throughout our lives. Each day and every activity we engage in holds new lessons for us. Consequently, our learning goes well beyond the school's walls (school lessons are the classical example of formal education), we also acquire and apply knowledge through active participation in practical workshops and sports that we have consciously chosen (good examples of non-formal education). Moreover, we learn and internalize new knowledge even through activities such as going to the cinema, the theatre or visiting a museum while holding a completely passive attitude (examples of informal education).

Now, let's take a step back and look at these three definitions and their respective characteristics:



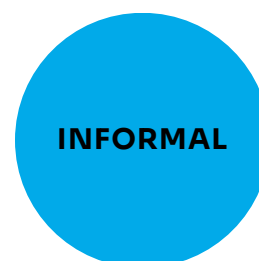
FORMAL

INSTRUCTED
CURRICULUM
GRADES
DIPLOMAS
CERTIFICATES



NON-FORMAL (NFE)

ORGANIZED
ACTIVITIES
DELIBERATE
CHOICE
ACTIVE ATTITUDE



INFORMAL

NO INSTRUCTOR
UNORGANIZED
ACTIVITIES
UNINTENTIONAL-
PASSIVE ATTITUDE

Graphic: Own



FORMAL EDUCATION

Formal education is “*the institutionalized, chronologically graded and hierarchically structured (...) system, spanning lower primary school and the upper reaches of the university*” (Coombs & Ahmed, 1974, p. 8) Derived from this academic definition, formal education is characterized by its organizational structure within educational institutions, progressing chronologically through various grades. It adopts a **teacher-centric approach**, wherein the teacher serves as the primary source of information for their pupils, typically imparting knowledge through frontal lectures. The overarching objective of formal education is to **fulfil predefined learning objectives**, emphasizing the acquisition of diplomas, qualifications, or awards by students.

This educational model is typically mandatory, compelling students to engage in a hierarchical relationship with their teachers. The dynamics are not explicitly geared toward fostering emotional connections, with the primary focus placed on cognitive achievements. The **formal curriculum** is considered consequential, following a chronological sequence strategically planned by teachers to equip pupils with the necessary skills and knowledge throughout their educational journey. The structured nature of formal education underscores its intention to systematically guide students toward intellectual and academic accomplishments.

NON-FORMAL EDUCATION

Non-formal education is “*any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children*” (Coombs & Ahmed, 1974, p. 8). According to this definition, non-formal education seems to be on the other side of the spectrum in comparison to formal education.

Non-formal education (NFE) diverges from formal education in several key aspects. Unlike formal education, **NFE is not bound by strict curricula**; instead, it is centred around learning objectives and is adaptable to the specific needs of diverse learners. Not confined to a formal educational environment, NFE programs can be organized in various settings. What sets NFE apart is the robust relationship between teachers (or trainers) and learners. Unlike the hierarchical structure in formal education settings, this relationship is characterised by trust and an inner motivation stemming from students, as participation in NFE is voluntary.

Central to NFE are **Indirect Teaching Behaviors** (ITBs), encompassing gestures, facial expressions, and body language codes employed by teachers to establish emotional connections with learners. This approach diminishes the perceived hierarchical dimension that is often prominent in formal education settings.

NFE pursues dual objectives: firstly, to provide education to individuals not served by formal education, including those who have completed their formal learning path or belong to socially marginalized groups. Secondly, **NFE strives to foster social inclusion by specifically targeting marginalized learners**. (Gee, 2015; Hidayat et al. 2016). Emphasizing experience-based learning, NFE integrates social and behavioural dimensions. Teachers are encouraged to adopt a mentoring approach rather than engaging in a traditional bilateral interaction. In this context, pupils are motivated to collaborate in teams on practical activities, fostering their active participation. Notably, NFE curricula often lack a pre-planned structure, allowing flexibility to adapt to the educational experiences and meet the unique needs of learners (**N.B:** the present guidebook is in this sense a hybrid format - using both NFE and FE elements)



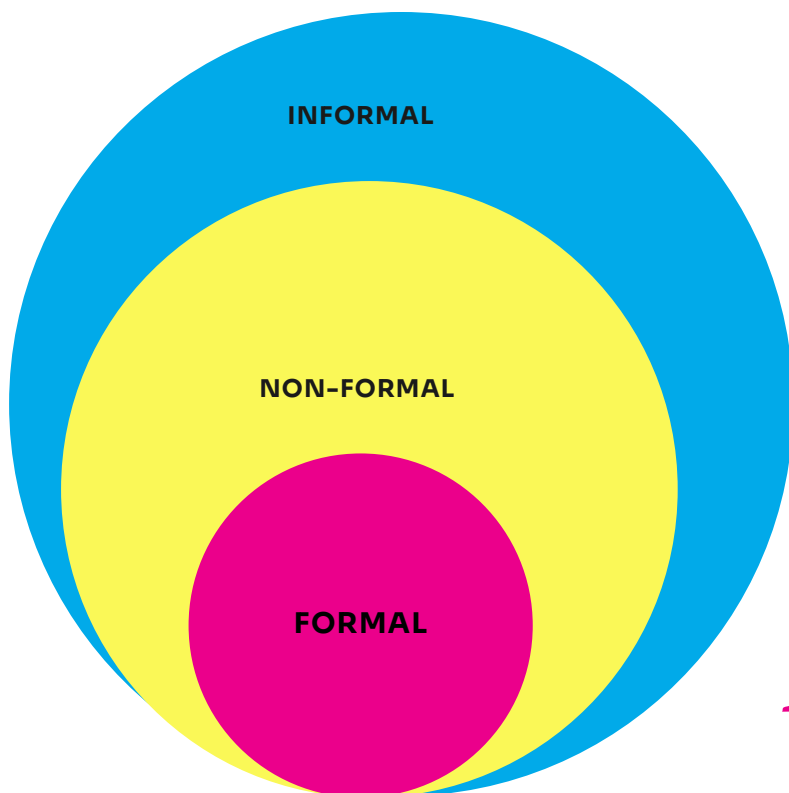
INFORMAL EDUCATION

Informal education is “the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment ... Generally [it] is unorganized and often unsystematic” (Coombs & Ahmed, 1974, p. 3).

Informal education has the unique quality of unfolding **anywhere and anytime** – be it at work, during sports, cultural engagements, or while travelling. The pursuit of knowledge and the accompanying learning process often go unnoticed by the learner. If recognized, it’s typically **seen as a byproduct of another activity**. This lack of awareness results from the absence of a pre-planned didactic approach, the voluntary nature of learning, the **absence of formal teachers**, and the internalization of knowledge driven by specific needs.

Crucially, informal learning is situation-based, adapting dynamically to the surrounding environment. This adaptability underscores its flexibility, as it continually evolves in response to the changing circumstances that shape the learning experience.

The learning experience itself gains sense in relation to its context. Another fundamental concept of informal education is the **hidden curriculum** (Inlay, 2003). It is a form of socialisation (Ho, 2014; Jukić & Kakuk, 2019) “that transmits the values and norms of the wider society through the values promoted by the school, and which learners need to master if they are to satisfactorily progress through school (and often beyond)” (Johnson & Majewska, 2022, p.19).....



Informal learning is learning that occurs in daily life, in the family, in the workplace, in communities and through interests and activities of individuals.

Non-formal learning is learning that has been acquired in addition or alternatively to formal learning. In some cases, it is also structured according to educational and training arrangements but more flexible. It usually takes place in community-based settings, the workplace and through the activities of civil society organizations.

Formal learning takes place in education and training institutions, is recognized by relevant national authorities and leads to diplomas and qualifications. Formal learning is structured according to educational arrangements such as curricula, certificates, and teaching-learning requirements.

Graphic: Adaptation from Osman et al. 2017, p. 8; taken from UNESCO Institute for Lifelong Learning, Global Report on Adult Learning and Education 2012.



1.2 IMPORTANCE OF NFE IN THE SEA TRAINING FRAMEWORK

The SEA project focuses on migrants and refugees as its primary target groups. Many of them acquired educational qualifications, skills, and knowledge in their countries of origin that could enhance their lives in their communities and positively impact their new environments and labour market as well. Unfortunately, they often have to abandon their aspirations and previous jobs to accept less-qualified roles in Europe. This not only represents a loss for them but also for our communities, missing out on the valuable knowledge and skills they could otherwise contribute to our society and economy.

Additionally, the **formal school system is often unprepared** or lacks resources to integrate migrants and refugees, often misunderstanding their needs. Non-formal education (NFE) appears to be the ideal tool to re-engage them with education, especially for those who have completed their formal education in their countries of origin or faced (and still face) exclusion from it. NFE takes a **learner-centred approach**, tailoring an educational path around their true needs and individual skill sets and interests. Since NFE is experience-based, it can be particularly beneficial for migrants, helping them overcome language barriers and acquire practical skills more easily. NFE involves mentors and social team groups, enhancing various **social and communication skills** that can improve not only their professional lives but also their everyday interactions, initiating paths toward long-term social inclusion.

Consequently, NFE becomes a crucial instrument for reintegration, re-insertion and re-acquaintance with education, deepening practical knowledge, and offering vulnerable groups an opportunity for a genuinely human(e), eye-level, **transformational experience**.

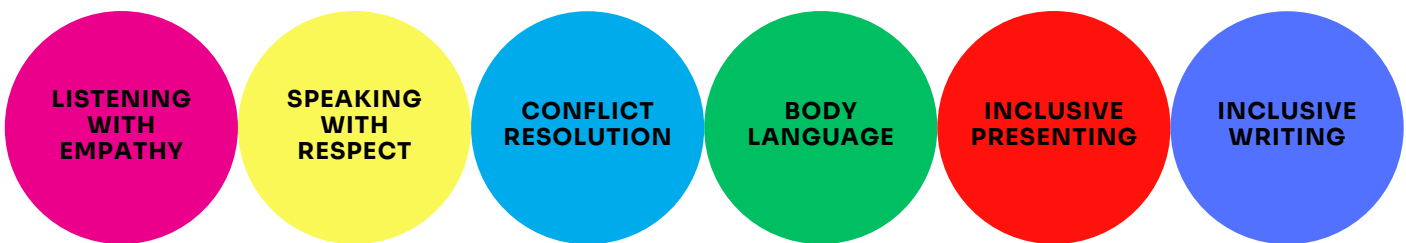




1.3 COMMUNICATION SKILLS TO BE INCLUSIVE

Inclusion extends beyond the diversity of individuals within a group; equally crucial is cultivating an environment where everyone is not only present but accepted, valued, and able to feel a sense of belonging. It also involves preventing any particular group from gaining an unfair advantage or privilege over others. Genuine inclusion strives to **provide an equitable opportunity for all to contribute meaningfully** within society and any organizational setting. A crucial aspect of achieving this is recognizing how our communication habits and words can impact our friends, coworkers, and others we regularly interact with. Engaging in inclusive communication requires an understanding of how verbal and written expressions may influence an individual's perception of their role in society.

We will now delve into **6 key skills** related to **inclusive communication**. These skills are pivotal in fostering an inclusive atmosphere where every individual feels heard, respected, and valued.



Graphic: Own



(1) LISTENING WITH EMPATHY

Effective communication begins with attentive listening. It's crucial to grasp that "listening to" someone doesn't solely mean formulating a reply but rather the active and deliberate action of trying to understand. This distinction is particularly vital in entrepreneurial pursuits. Empathic listening involves actively comprehending and connecting with another person's thoughts, feelings, and perspectives. This skill, often associated with therapeutic, counselling or coaching settings, extends its application to various facets of life, including personal relationships, leadership, conflict resolution, and customer service. **Empathic listening serves as a potent tool for building trust, resolving conflicts, offering emotional support, and cultivating deeper connections.** Its impact is particularly pronounced in situations where individuals need to express their feelings, such as challenging conversations or providing emotional support. By incorporating empathic listening into communication practices, one can establish a more supportive and empathetic environment.



(2) SPEAKING WITH RESPECT

Respectful conversation is when people talk to each other politely, showing awareness, understanding and consideration for everyone's feelings and opinions. It means having a discussion where **everyone's dignity is valued**, and ideas are shared in a positive way. A respectful conversation is based on: empathy, open-mindedness, active listening, emotion management, patience, and the **capacity "to agree to disagree"**. Respectful conversation is essential for building and maintaining healthy relationships, resolving conflicts, fostering collaboration, and creating a positive and inclusive work environment. Whether in personal relationships, professional settings, or public discourse, practising respectful conversation can lead to more productive and **meaningful interactions**.



(3) CONFLICT RESOLUTION

Conflicts present opportunities for personal and organisational growth. However, their importance lies in finding final solutions and agreements. In this context, conflict management skills emerge as crucial, especially in any kind of setting with a rich plurality of participants. **Conflict management comprises strategies, techniques, and processes focused on addressing and resolving conflicts in a constructive and productive manner.** Conflicts can arise in various contexts, including personal relationships, workplaces, communities, and international diplomacy. Effective conflict management is vital for maintaining positive relationships, fostering collaboration, and preventing disputes from escalating. Successful conflict management can result in stronger relationships, enhanced understanding among parties, and improved problem-solving skills. Therefore, it is an essential skill in both **personal and professional settings**, enabling individuals and groups to navigate disagreements and challenges in ways that encourage cooperation and positive outcomes.



(4) BODY LANGUAGE

Respectful body language involves using nonverbal cues and gestures that convey politeness, consideration, and respect for others. It's about being aware of how your body language may affect those around you and making conscious choices to **promote positive interactions**. When we talk about body language, we must consider how it affects our general communication. According to a now-famous study (Mehrabian 2009), body language influences 55% of our communication, the way we speak 38%, and the actual words we use only 7%. Therefore, taking deep consideration of our body language is a must for every entrepreneur, who will be constantly asked to speak in public. Effective body language includes maintaining eye contact, adopting a relaxed posture, smiling, avoiding loud expressions and aggressive gestures, and respecting the cultural norms of the context we are working in. By being **aware of our nonverbal cues and how they affect those around us**, we can contribute to more respectful and harmonious interactions.



(5) INCLUSIVE PRESENTING

Inclusive presenting involves designing and delivering presentations that consider and are accessible to a diverse audience, regardless of their background, abilities, or perspectives. The goal of inclusive presentations is to effectively engage and communicate with everyone in the audience, **ensuring that no one feels excluded or marginalized**. It goes beyond avoiding potential pitfalls (e.g. using technical jargon); inclusive presenting **actively embraces diversity**, making every effort **to ensure that your message is accessible and relevant to all audience members**. By adhering to these principles, you can create presentations that promote a sense of inclusion, respect, and engagement among your audience.



(6) INCLUSIVE WRITING

Inclusive writing, overlapping with notions such as “inclusive language”, is an approach to communication that aims to address and **include all individuals, regardless of their gender, race, ethnicity, sexual orientation, age, disability, or other characteristics**. The goal of inclusive writing is to avoid language that reinforces stereotypes, biases, or exclusionary attitudes and to create a more equitable and respectful communication environment. In inclusive writing, we should avoid defining genders, refrain from making comments on topics we haven't thoroughly studied, steer clear of pejorative and exclusive terms, and consider the sensitivities of all age groups and minorities. Inclusive writing is not only a matter of social responsibility but also enhances the effectiveness of communication by making it more accessible and relatable to a wider audience. By adopting these practices, we contribute to a more equitable and respectful discourse in our writing and communication. This can positively benefit our personal life as well. At work, it may help us to truly engage with people around us, substantially increasing the team spirit because everyone will feel appreciated for what he or she truly is and in a **safe place**.



FURTHER READINGS & RESOURCES

- 1) [RESULTS OF THE EU ACTION PLAN ON INTEGRATION OF THIRD-PARTY NATIONALS 2016](#)
- 2) [MOOCS4INCLUSION OFFERS A WIDE RANGE OF MOOCS AND FDL ON INCLUSION AND RELATED TOPICS](#)
- 3) [REFUGEE EDUCATOR ACADEMY \(REA\) BY CHILDHOOD EDUCATION INTERNATIONAL WITH FREE COURSES AND RESOURCES](#)

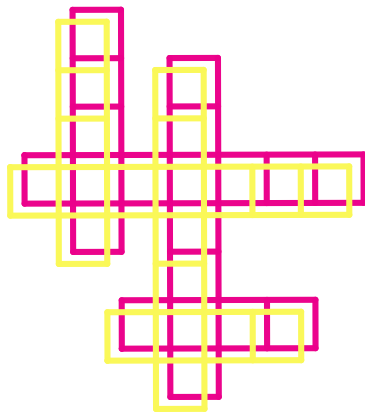


1.4 DESCRIPTION OF THE ACTIVITIES

This first module will use NFE activities to introduce participants to each other, understand NFE practices and their relevance, and foster soft skills such as inclusive communication, and team building. The module should last around 2 hours, including a 15-minute break and it is divided into 3 parts.

ACTIVITY 1: NAME GAME OR ICEBREAKER

Name games are a fun and engaging way to break the initial barriers in a group, fostering connections and setting a positive tone for collaboration – all while giving plenty opportunity to remember each other's names.



- **"Human Bingo"**: Participants receive bingo cards with different traits or experiences (e.g., has travelled abroad, plays a musical instrument). They mingle with others to find someone who fits each description, encouraging conversation and connections as they fill out their cards.
- **"Name Association Circle"**: Participants stand in a circle, and the first person says their name along with an adjective that starts with the same letter (e.g., "Joyful Jane"). The next person repeats the first person's name and adjective, then adds their own. This continues, creating a rhythmic and memorable introduction exercise.
- **"Crossword Connections"**: Participants kick off by writing their names in a crossword-style, and the challenge begins as each person hunts for the letters of their name among others. This interactive activity not only encourages a unique approach to name learning but also sparks conversations as individuals collaboratively piece together the puzzle of the group.

Typical duration of the activity: 15 min.

Icebreakers serve as quick, fun activities that facilitate mutual understanding among members of a new group. Leverage them to create a welcoming atmosphere in (online or real-life) learning space, helping participants get used to each other and feel comfortable. Here we will only present one (of many) options for a good icebreaker:

- **"Clockwise Connections (Speed Dating)"**: Participants draw a clock on paper, assigning each 5-minute slot to someone in the group. Simultaneously, others write their names in the corresponding hours to meet up. Each hour is associated with a discussion topic, announced by the trainer, promoting deeper interactions as participants switch and engage in meaningful conversations with their peers.

Typical duration of the activity: 30 min. (with a group of 6 participants).

Shorten the duration when working with bigger groups: 2,5 mins are also fine.



**FOR SOME
ACTIVITIES YOU
CAN FIND MORE
TOOLS, TIPPS &
TRICKS ON OUR
WEBSITE**





ACTIVITY 2: TEAMBUILDING

This engaging activity is designed to stimulate creativity while also introducing participants to an essential concept in the entrepreneurship cosmos. It also serves to create a memorable moment for the whole group helping to shape a common understanding of everyone's unique skill set. and vision.

- **"Elevator Pitch Workshop":**

Participants will be grouped into distinct teams (max. 3-4 participants per group), each assigned a unique scenario for developing an "elevator pitch". The scenarios are:

- meeting a potential employee for their startup,
- interacting with a potential employer, or
- establishing a connection with a potential collaborator or project partner.



HOW TO EXPLAIN AN "ELEVATOR PITCH"?

Imagine you're in a tall building, and you step into an elevator with someone important, like an investor or a partner. You've got just a short elevator ride to tell them what your business is about — that's your elevator pitch. It's like a quick, interesting story about your business that you share in a short time. For new business starters, getting good at this kind of presentation is really important because it helps them share their story quickly and grab the attention of people who can help their vision come to life.

Immersed in the elevator setting, each team will craft and act out a compelling scene, aiming to impress and persuade their designated target group, be it for collaboration, securing an interview, or proposing a joint venture.

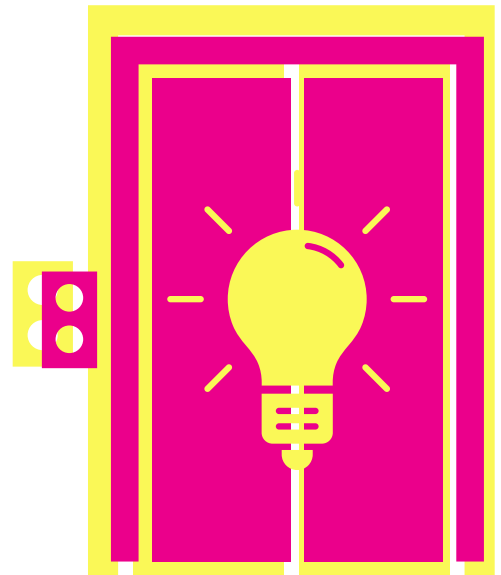
In the subsequent phase, a chosen representative from each group will present their Elevator Pitch to the entire group. After the presentation is done, the facilitator, along with participants from other groups, will engage in an open discussion, offering constructive feedback to enhance the pitch that was just presented. This in-depth approach not only nurtures imaginative thinking but also promotes collaborative reflection, fostering improvement in persuasive communication skills among participants.

Typical duration of the activity:

60 min. with a group of 12 participants split into 4 groups.

We recommend:

- 20 min. for preparation (all groups),
- 5 min. for presentation, and
- 5 min. for open discussion per group.



Format of an "Elevator Pitch":

1. For <target group>
2. Who faces <type of problem/need/want>
3. There is the following <a solution>
4. Which consists of <a benefit/feature>
5. And has <advantage> compared to <typical solution or alternative>



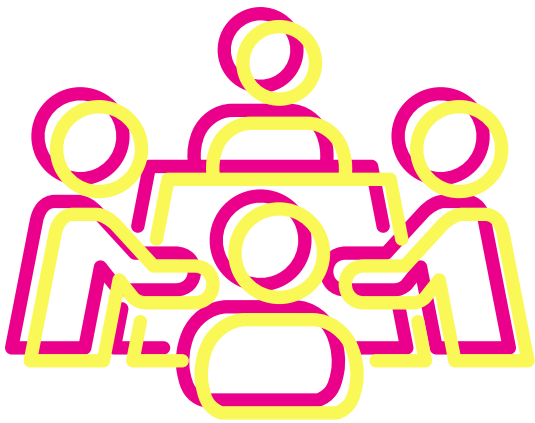


ACTIVITY 3: EDUCATION WORLD CAFÉ

In this activity, the different methodologies –formal, non-formal, and informal learning– are going to be touched upon with the group. This knowledge is not only vital for the trainers themselves but also for learners aiming to become influential multipliers in their communities. This knowledge serves as a foundation for their adaptability in diverse learning environments and enhances their ability to inspire and share knowledge effectively.



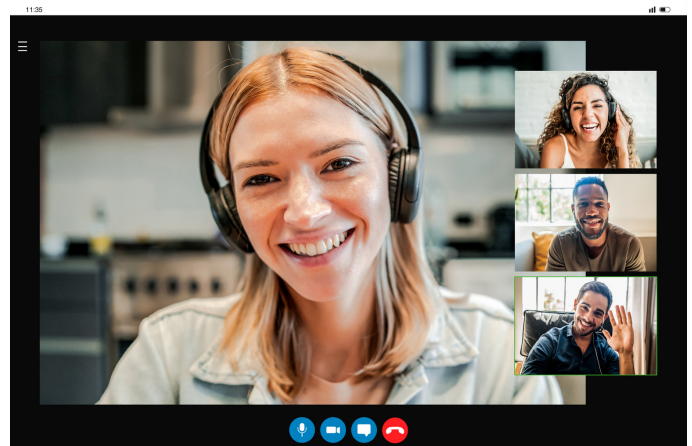
**SEE INFORMATION
GIVEN IN 1.1 & 1.2
FOR REFERENCE.**



- **"Education World Café"**: Participants will engage in a dynamic world café-style activity, divided into three groups. In each round, groups will spend 10 minutes brainstorming about a specific form of education, rotating to a new group for the next form in subsequent rounds (in total 3 rounds) to ensure no duplication of information.
- After the rotations, each group returns to their starting point to read and reflect on what was written. Following this, they will have 5 minutes to present their collective insights and ideas about the various forms of education.
- The trainer should guide the overall flow, and at the end of the activity, a collective sharing session brings together the insights and ideas generated from the multiple conversations.

By the way, for trainers, understanding the preferred learning methodologies of their learners is incredibly beneficial. It not only allows trainers to tailor their instructional approaches to align with the diverse needs and preferences of the learners but also enriches the overall training experience. Trainers, by acknowledging and incorporating these varied methodologies, create an inclusive and dynamic learning environment, fostering a reciprocal exchange of insights and perspectives. This mutual understanding enhances the effectiveness of the training course and cultivates a collaborative and empowering educational ecosystem.

Typical duration of the activity: 30 min. (10 min. per round)





02 ↘



MODULE 2

THE BIG PICTURE: INTRODUCTION TO
THE SOCIAL ECONOMY IN THE EU

الصورة الكبيرة: مقدمة ل
الاقتصاد الاجتماعي في الاتحاد الأوروبي



THE BIG PICTURE: INTRODUCTION TO THE SOCIAL ECONOMY IN THE EU

SECOND MODULE

WHAT THIS CHAPTER CONTAINS

2.1 IDEA AND OBJECTIVES OF THE MODULE

2.2 DESCRIPTION OF THE ACTIVITIES: THE SOCIAL ECONOMY IN 4 PARTS

Before we start: Following the idea of NFE, you don't necessarily need to follow the order of the modules as laid out here. In the SEA, the present module was second but you may choose to start or end with this module as in your specific context with the group of learners you are delivering to this might make even more sense. Again: feel free to use, adapt and improvise with the materials as you see fit in your unique setting!

2.1 IDEA AND OBJECTIVE OF THE MODULE

This module introduces the participants to the Social Economy, providing them with a general understanding of the **main characteristics of social enterprises in the European context** and their contribution to social inclusion, with a special focus on migrants' integration and the soft skills needed to become a successful social entrepreneur.

The theoretical knowledge acquired during this module can serve as an ideal basis and starting point for a consecutive closer examination of a wide range of related topics, e.g. further personal study or direct mentoring in the context of creating a social enterprise or startup. It may also help to introduce the sector as a whole and often underrated business potential. For this purpose, there is a list of useful secondary resources and materials to further support the trainers in the development and further expansion of this training.

This module will also provide examples of social entrepreneurship: many existing and inspiring experiences can be shared with the final beneficiaries of the SEA project, to empower them and give them the basic skills and information to develop a business idea with, for and lead by migrants and support them in transferring these acquired skills and competences to adult migrants in the future. This module is also aimed to inspire some of the beneficiaries and change their mindset about the labour market and job opportunities in this specific sector of the economy – often underrepresented or not even part of job training courses targeting migrants or refugees.



2.2 DESCRIPTION OF THE ACTIVITIES

The activities of this module are divided into four different parts, starting with a quick assessment of the preexisting knowledge regarding the social economy and social entrepreneurship, before delving deeper and explaining its unique conditions and growing significance for and within the EU. In a third activity, participants are divided into groups and tasked with identifying the key differences between traditional, for-profit enterprises and social enterprises. Afterwards, the group reunites, shares learnings from the group work and will then have the opportunity to meet with actual social entrepreneurs invited to the program who share their unique insights and very personal journeys. The module lasts 2 hours, including a 15-minute break and it is divided into 4 parts.



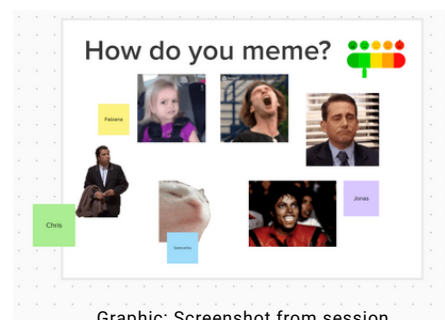
FOR SOME ACTIVITIES YOU CAN FIND MORE TOOLS, TIPS & TRICKS ON OUR WEBSITE

(PART 1) ACTIVITY 1: NAME GAME OR ICEBREAKER

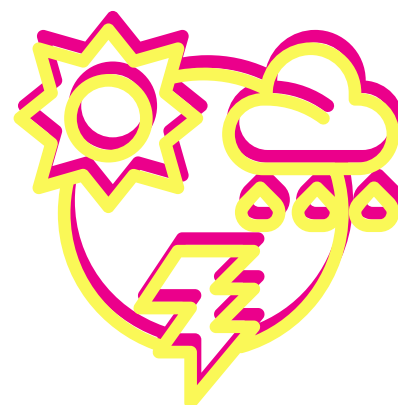
Name games are a fun and engaging way to break the initial barriers in a group, fostering connections and setting a positive tone for collaboration – all while giving plenty of opportunity to remember each other's names.

By the way: Icebreakers do not only have the purpose of setting the tone for the training, they also help to ensure that from the very first moment all participants are granted a moment to participate and no one feels left out. They also show that training is based on a joint, collaborative effort and requires the active participation of the learners and make a great excuse to have the participants interact informally – whether the activity is taking place in 'real life' or online.

- **"How do you meme?":** Spark laughter and connection with this icebreaker. Participants choose a meme that resonates with them and how they feel today and place it on the prepared (virtual) whiteboard, with the link included in the presentation. This light-hearted icebreaker adds a touch of humour to the session, creating an engaging atmosphere. Potential outputs can range from funny to insightful, offering a glimpse into participants' personalities.
- **"Weather Exercise Reflection":** Dive into daily emotions with the symbolic nature of the weather. Participants use a weather metaphor to express how they feel today or their sentiments towards the training. The trainer leads by sharing their own metaphor. For instance, if it's sunny, they may feel proactive and excited. Repeating the activity at the session's end allows participants to reflect on how the training may have influenced their initial weather descriptions, providing a unique and introspective bookend to the session.



Graphic: Screenshot from session using the tool MURAL, 15-06-22



Typical duration of the activity: 10 min.



TYPES OF SOCIAL ECONOMY (SE) ORGANISATIONS

- non-profit associations,
- cooperatives,
- mutual societies,
- associations,
- foundations and
- social enterprises

They are private organisations, independent of public authorities and with specific legal forms.

They operate in a large variety of economic sectors:

- agriculture,
- forestry and fishing,
- construction, reuse and repair,
- waste management,
- wholesale and retail trade,
- energy and climate,
- information and communication,
- financial and insurance activities,
- real estate activities,
- professional, scientific, and technical activities,
- education, human health and social work activities, and
- arts, culture and media

Social economy often is a grass-roots process, known to be anchored at local level and to foster socio-economic cohesion by promoting values such as solidarity, participation and cooperation.

Q2: WHY IS THE SOCIAL ECONOMY IMPORTANT?



The **social economy is a bottom-up process**: it detects the real needs of the citizens and makes them part of the creation of solutions to several challenges, such as unemployment or precarious work, social exclusion, discrimination and racism, climate change or the lack of social cohesion. The social economy is a driver for societal progress and innovation bringing much-needed solutions to today's interrelated economic, societal and environmental challenges.

The impact of the pandemic, the risks related to climate change, the emergence and progress of digitalisation, blockchain, big data, and AI as well as the global deepening of inequalities and job insecurity, are trends that are quickly changing our world, bringing **new opportunities but also new challenges**, and urging us to debate about **the future we want** to live in. Europe needs the social economy to reach out to its citizens, detect their needs and create tailored solutions to these challenges.

In addition, the social economy, as well as its actors, can spread and promote the set of values (such as solidarity, democracy, respect, equality, mutual support, inclusion, diversity, freedom, etc.) that defines it. In a community where social economy actors operate, these **values** are automatically disseminated and, little by little, absorbed by the communities until they become unanimously accepted and recognised.



Q3: WHAT IS A SOCIAL ENTERPRISE? ●

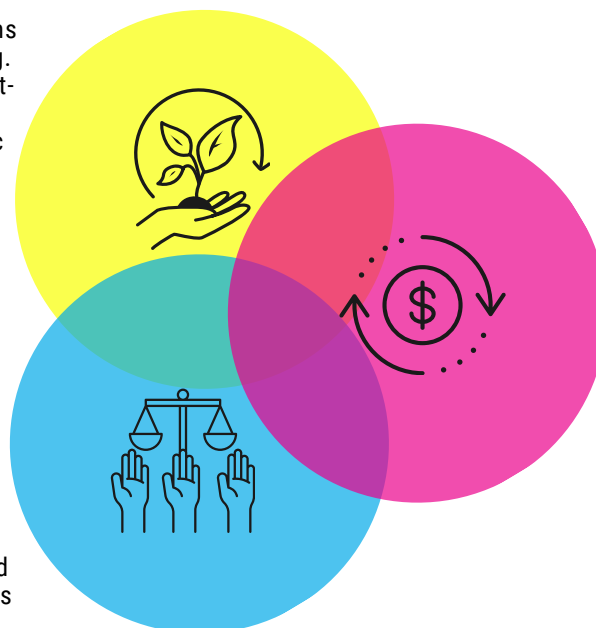
To have a unique definition of social enterprise is almost impossible. In fact, many definitions exist since several organisational forms are used in Europe and around the World. In Europe, social enterprises were born from the tradition of the social economy, which is characterised by the principles and values listed above: **solidarity, social cohesion, the primacy of the individual over capital, social responsibility, democratic management, not-for-profit driven and reinvestment of the profit in the enterprise itself.**

The Organisation for Economic Co-operation and Development (OECD) has the following definition of social enterprises: “any private activity conducted in the public interest, organised with an entrepreneurial strategy, but whose main purpose is not the maximisation of profit but the attainment of certain economic and social goals, and which has the capacity to bring innovative solutions to the problems of social exclusion and unemployment” (OECD, 1999).

In the last decade, the European Commission has identified the social economy and social enterprises as innovative responses to the current economic, social, and environmental challenges, in which **social entrepreneurs are striving to make a significant impact on society, the economy and the environment.** Overall, social enterprises are operators in the social economy whose main objective is to have a social impact rather than make a profit for its owners or shareholders. Social enterprises operate by providing goods and services for the market in an entrepreneurial and often innovative fashion, having social and/or environmental objectives as the reason for their commercial activity. Profits are mainly reinvested with a view to achieving their societal objective. Their method of organisation and ownership also follow democratic or participatory principles or focus on social progress.

People and planet before profit
Social enterprises and organisations prioritise the planet and people, e.g. local communities, over sheer profit-making, driven by their mission to serve the common good and public interest.

Democracy at work
Social economy enterprises and organisations have inclusive and democratic governance, e.g. shared and participatory governance models



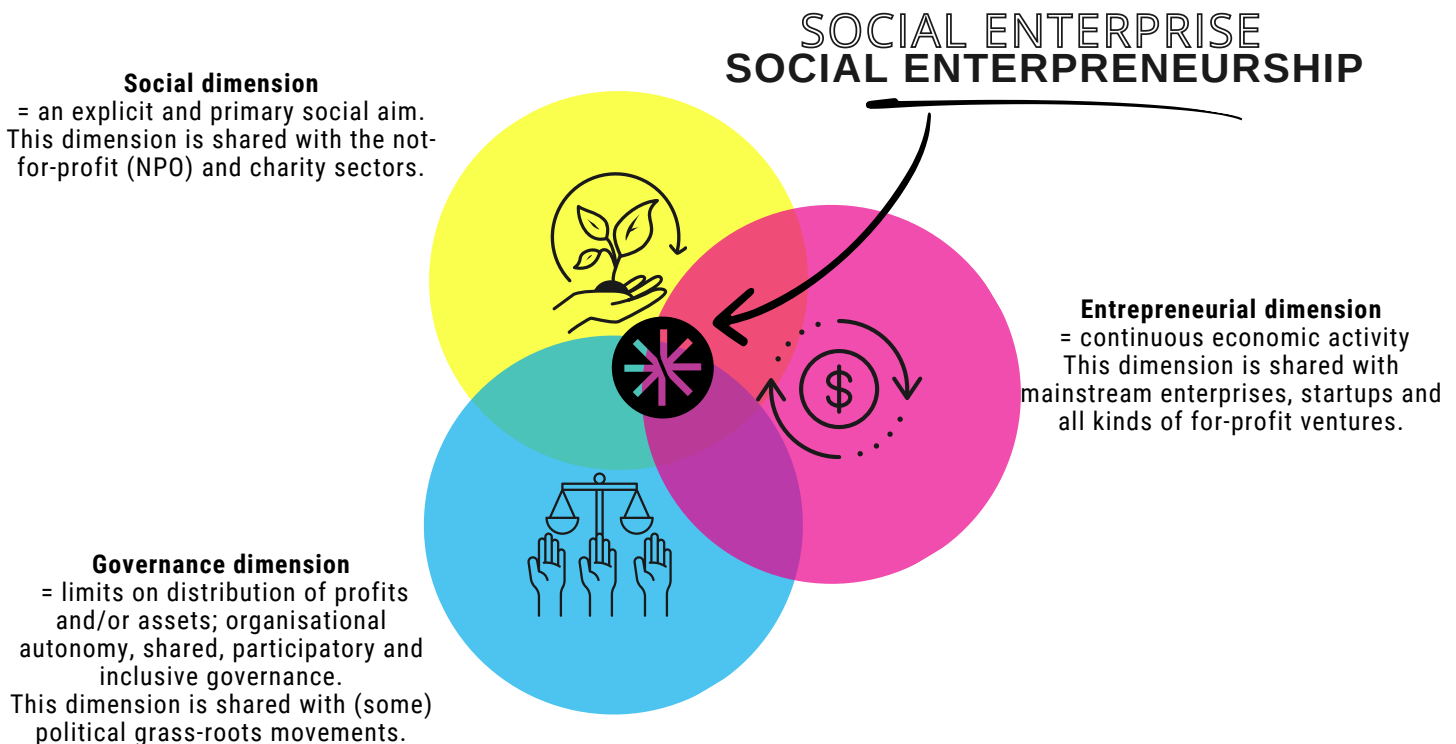
Reinvestment of profits
Social economy enterprises and organisations reinvest most of their profits and surpluses to pursue sustainable development objectives and do not partake in extractive financial practices

GRAPHIC: OWN



Nowadays, social enterprises are present in almost every sector of the economy, serving the needs and interests of their communities and society. Indeed, social enterprises are versatile organisations, which address areas of unmet social need and create new social opportunities where other actors have failed to act. Having in mind the impact they have on the environment and society as part of their long-term vision and strategy, ultimately, they contribute to a new economy focused on wellbeing and prosperity beyond growth.

THE 3 DIMENSIONS OF A SOCIAL ENTERPRISE



GRAPHIC: OWN

Social enterprises adopt a variety of legal forms depending on the national context. Nevertheless, usually, and most commonly, social economy enterprises are organised in cooperatives, mutuals, associations, foundations, and social enterprises in those countries where this special legal form or a similar legal vehicle exists. Despite the different legal forms, these organisations share (almost) all of the abovementioned values and characteristics.

Typical duration of the activity: 45 min.

We strongly recommend a break after this theoretical activity.

(PART 3) ACTIVITY 4: FAIR OR HOT AIR? (GROUP)

The third section of the module on social economy and social entrepreneurship is a group activity: the participants are divided into groups in which they are provided with a traditional enterprise and a social enterprise. They are asked to identify the similarities differences and potentials of the two - based on the presentation and characteristics discussed. This will allow the participants to discuss in smaller groups and assess the learnings of the module, the trainer and a facilitator should rotate in the groups to provide guidance.



We will now have a look into two cases of social enterprises presented during the SEA project training. These can be adapted to fit the context of the training, i.e. examples from the country or social enterprises specifically targeting the social issue discussed during the training, so that the participants readily grasp the actual context and can deal with the exercise easily.

In your role as a trainer, you should best provide the participants, while in the plenary session, with a short introduction of the cases so that you ease the probability of a thorough discussion. The activity should then be clearly presented to the participants – allocate enough time for questions. Participants should be made aware in case not all the information is provided.

The table used during the SEA pilot training is included below. The complexity of the exercise should be adapted on the basis of the information shared during the training and the level of expertise present among the participants.

Characteristic	Social Enterprise Approach
<p>Social Objective What is their vision? What do they want to achieve? Is there a specific target group/beneficiary? Is the general interest of the community protected?</p>	
<p>Entrepreneurial Activity How do they achieve their goal? What is the business model? What are the exact steps to achieve their goal?</p>	
<p>Governance How is the enterprise structured? Members? How is participation secured? Do they include their stakeholders in important processes?</p>	
<p>Social Reinvestment How is their profit reinvested in their economic activity and (local) community?</p>	
<p>Other Observations, comments, more in-depth analysis (optional)</p>	

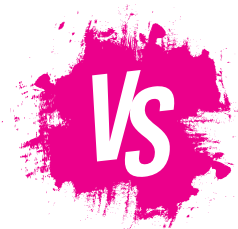
GRAPHIC: OWN



After the session in groups, there should be a moment of collective reflection to understand the results of the reflections, and the perspectives of the participants and allow for further questions and explanations. The groups can present their finding together or they can choose a spokesperson to summarise the discussion. The trainer should identify the elements that the discussion highlighted or provide constructive, alternative solutions to the answers provided. It is fundamental to assess the level of knowledge transfer and to learn about the experience of the trainees in identifying the main elements characterising social enterprises.

Below we included the two cases discussed during the SEA pilot training program. These were chosen because their respective traditional business counterparts (i.e. Airbnb and Freitag) were considered to be known among the participants or easily understandable.

CASE 1: AIRBNB VS. FAIRBNB



Fairbnb is a platform that offers short-term vacation rentals that allow for affordable and unique travel experiences. Locals can supplement their income while sharing their culture. But this model can come at a cost, driving up real estate prices, fragmenting communities, and closing local businesses. Across dozens of cities, technology-driven tourism is making it harder for locals to live in and manage their own neighbourhoods. FairBnB.coop is first and foremost a community of activists, coders, researchers and designers that aims to address this challenge by putting the “share” back into the sharing economy. We want to offer a community-centred alternative that prioritizes people over profit and facilitates authentic, sustainable and intimate travel experiences. They are creating an online platform that allows hosts and guests to connect for meaningful travel and cultural exchange while minimizing the cost to communities.

Fairbnb.coop started its journey in 2016 as a movement seeking to create a just alternative to existing home-sharing platforms. Initially, the movement emerged in Venice, Amsterdam and Bologna but soon other groups from all over Europe joined the debate and helped us in shaping our final business model. (Source: Fairbnb Official Website)



LINKS & WEB RESOURCES

- 1) [FAIRBNB COOP - OFFICIAL WEBSITE](#)
- 2) [QUICK PITCH OF FAIRBNB COOP \(YOU TUBE\)](#)
- 3) [MORE DETAILED DESCRIPTION OF FAIRBNB'S MODEL \(YOU TUBE\)](#)



CASE 2: FREITAG VS. REDO



REDO upcycling is a textile workshop and mechanical workshop that produces objects such as bags or chairs with recycled material. The raw materials, the non-standard products, the production waste that are disposed of mainly by local companies, after a sorting and cleaning phase enter the cycle of (re)production. Tailors, mechanics and designers work closely together to combine materials, product quality and custom patterns. REDO's experience comes from the thirty years of work of the social cooperative Alpi. Alpi is a cooperative that mainly employs people with psychiatric disabilities. Since the beginning, exploiting the network of contacts and relationships of the founders, the cooperative has acquired work from private contracts with local industries and companies. This was mainly the assembly and processing of production parts. Currently, the cooperative has a turnover of about three million euros, employs 120 people of which about 90 disadvantaged people and has three production sites.

The **REDO brand** takes shape one day and the production manager decides to make a gift to his girlfriend. The parents ran a petrol pump and in the warehouse, the father kept old advertising tarps that were used to keep the wood from the house sheltered during the winter. The idea was to use a piece of old tarp to make a Freitag-style bag using the lab's sewing machines. The laboratory had machines suitable for sewing thicknesses because among the old orders of the cooperative, there were some that had allowed the development of technologies and skills to treat hard materials. One of the orders concerned Lizard sandals, which had allowed to experiment with particular forms of stitching. Another order came from Woody Valley, the world leader in paragliding construction who had developed skills in precision work.

For the first two years, the REDO cost centre was loss-making, in 2020 for the first time the budget forecast is balanced. The network of sales centers has been expanded and there are currently eight stores that sell REDO products.

(Source: REDO Official Website)

Typical duration of the activity: (2 cases with presentation) 45 min.



LINKS & WEB RESOURCES

- 1) [REDO - OFFICIAL WEBSITE](#)
- 2) [REDO - PRODUCTION PROCESS: UPCYCLING \(YOU TUBE\)](#)
- 3) [MORE DETAILED DESCRIPTION OF REDO'S MODEL \(YOU TUBE\)](#)



(PART 4) ACTIVITY 5: BEEN THERE. DONE THAT. INTERVIEW WITH A SOCIAL ENTREPRENEUR

The last part of the training is intended to inspire the participants through a conversation with a social entrepreneur, ideally whose enterprise promotes and supports migrants' inclusion. 15 minutes should be allocated for an introduction and general presentation of the selected social entrepreneur, with a clear focus on the development of the social business idea, the needs analysis and the challenges faced.

In this framework, it is important to highlight the role that social economy and social enterprises play in the social and economic empowerment of migrants, both in terms of entrepreneurship opportunities and in terms of providing support services for inclusion in the labour market. Social economy, with its person-centred and participatory approach, brings added value to many traditional "entrepreneurship consulting" practices. Actions for and with the individual are conceived from a perspective considering different needs and rights: an individual will have problems becoming a successful entrepreneur if she/he does not have a decent place to live and access to basic services if his/her competencies and potential are not recognised if she/he feels sidelined within the local community. Many social economy organisations tackle a number of these aspects: they do so in a participatory way, involving the individual actively, letting her/him make his/her own choices, and helping him/her to feel more confident and stand on his/her own feet.

Moreover, the social economy can integrate people into a community of persons and organisations, within this framework, migrant entrepreneurs can find help (advice, resources, ...), further develop their ideas, and build partnerships. Many social economy enterprises across Europe work in the welcome of migrants, this activity may cover several different aspects such as housing and support when arriving, health services (physical and psychological and for all ages), child assistance and support with the European, national, and local bureaucracy. These activities complement the services offered by the public sector.

Enough time should be allocated to the design of the training to allow the participants to ask questions and directly interact with the guests. The trainer can break the ice with prepared questions and facilitate the discussion providing further examples or explanations so that the dialogue is as enriching as possible.

Typical duration of the activity: 45 min.



DEBRIEFING

The module ends with a final debriefing, seeking to get feedback from the participants and understand how the groups perceived the knowledge acquired through the session. Optionally, it could be possible to end the training with the closing weather activity, to assess if/how the mood of the group changed.



FURTHER READINGS & RESOURCES

Videos:

- [Social Economy: Putting people before profits benefits everyone by Caritas Europe](#)
- [Social Enterprise 101, by Common Good Solutions](#)
- [What is a Social Enterprise? Quick Explanation by Investshift](#)
- [What's A Social Enterprise? By DBS Foundation](#)
- [Qu'est-ce qu'une entreprise sociale? By SAW-B asbl \(ONLY IN FRENCH\):](#)
- [Qu'est-ce que l'économie sociale? by CFAmeriques \(ONLY IN FRENCH\) :](#)

Readings:

- [What is the social economy? By Social Economy Europe](#)
- [Social economy, by the OECD](#)
- [Social and Solidarity Economy, by ILO](#)
- [Social Economy Action Plan, by the European Commission](#)

Additional EU resources:

- [Social Business Initiative](#)
- [Social Economy Action Plan](#): You can look for the characteristics of the social economy sector in your country by downloading your country report produced by the European Commission via [this link](#). [European Commission, Social enterprises, and their eco-systems in Europe, 2020](#) (the parts that most interest you)

Additional readings:

- [A map of social enterprises and their eco-systems in Europe Synthesis Report, 2015, by the European Commission](#)
- [The social economy in the European Union, by the European Economic and Social Committee](#)
- [Recent Evolutions of the Social Economy in the European Union, by the European Economic and Social Committee](#)



NEXT



03



MODULE 3

**SOCIAL ENTREPRENEURSHIP
& INCLUSION OF VULNERABLE GROUPS**

المشاريع الاجتماعية
وإدماج الفئات الضعيفة



SOCIAL ENTREPRENEURSHIP & INCLUSION OF VULNERABLE GROUPS

THIRD MODULE

WHAT THIS CHAPTER CONTAINS

3.1 IDEA AND OBJECTIVES OF THE MODULE

3.2 DESCRIPTION OF THE ACTIVITIES: SOCIAL ENTREPRENEURSHIP & INCLUSION IN 4 PARTS

3.1 IDEA AND OBJECTIVE OF THE MODULE

This module deliberately tries to engage the participants on a more practical and hands-on level, inciting meaningful exchange and lots of interaction, using role-playing games to heighten awareness and nurture a genuine feeling for a topic at the very heart of the training: diversity and inclusion of vulnerable groups. The module is further bringing in more voices of real-life successful social entrepreneurs, and culminating in a round-table activity on the principles of shared governance.

The idea of the role-playing game is for participants to experience firsthand how fostering a culture of inclusion goes beyond merely accommodating differences— and that instead it is about truly celebrating them. The leading question is: How can we jointly envision solutions that embrace the richness of diversity, ensuring that no one is left behind? The module aims at nurturing a mindset that recognizes diversity as a formidable asset, essential for creating socially sustainable organisations of all kinds.

Drawing inspiration from the remarkable stories of social entrepreneurs, we not only want to give opportunities for networking but also intend to showcase diverse examples that highlight the transformative power of social entrepreneurship in fostering inclusion and empowering vulnerable groups. These stories shall inspire joint action in the field of entrepreneurship education and provide a platform for sharing valuable insights into the strategies and approaches that have proven successful and might be easily copied, repeated, and further scaled up to reach a wider and more diverse audience. The ultimate goal is to empower participants, trainers and professionals in the entrepreneurship ecosystem, to develop an awareness of the issue of creating compelling training and educational resources for vulnerable groups.

To reinforce the equitable, participatory, community-first spirit so characteristic of all efforts in the social economy, the module concludes with a round-table activity focusing on the principles of shared governance. Participants will be able to engage in meaningful discussions, share perspectives, and collectively explore strategies for fostering inclusive decision-making processes within their organisations and/or their entrepreneurial endeavours.



3.2 DESCRIPTION OF THE ACTIVITIES

The activities of this module are divided into four different parts, starting with a quick check-in and icebreaker activity, before moving to the role-playing game that definitely needs thorough preparation by the trainer as it involves some setting the scene and getting participants to open up and prepared for getting actively engaged with each other. Afterwards, the group reunites, shares learnings from the activity and will then have the opportunity to meet with actual social entrepreneurs invited to the program who share their unique insights and very personal journeys. To finalize, a quick round-table activity looks at principles of shared governance compared to more top-down models. The module lasts 2 hours, including a 15-minute break and it is divided into 4 parts.

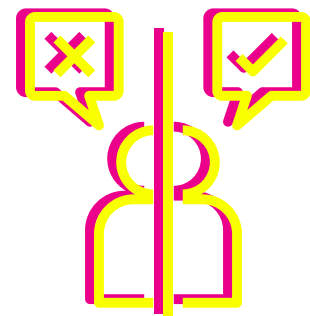
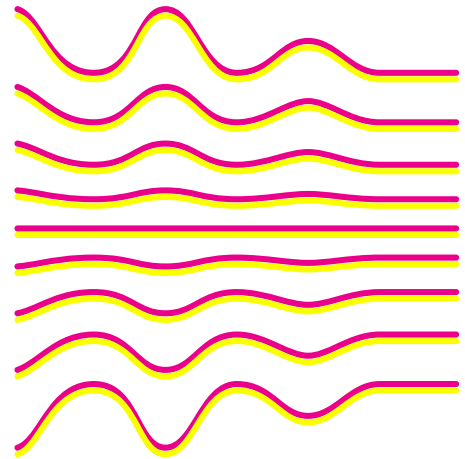


**FOR SOME
ACTIVITIES YOU
CAN FIND MORE
TOOLS, TIPPS &
TRICKS ON OUR
WEBSITE**

(PART 1) ACTIVITY 1: NAME GAME OR ICEBREAKER

Name games are a fun and engaging way to break the initial barriers in a group, fostering connections and setting a positive tone for collaboration – all while giving plenty of opportunity to remember each other's names. (For more detailed information on icebreakers, their use and overall purpose, please refer to the information given in Module 2).

- **"Recall & Reflect" or "Echo Chamber"**: Cultivate active listening and connection with this activity. A participant shares a recent experience (could be from life, the workplace, etc.), and the next participant repeats what he or she understood, trying to recall and retell the experience as accurately as possible while also trying to reflect upon the emotions that were transferred by this story and the way it was told. This participant then adds his or her own experience and chooses a participant who will recall and reflect next. This cycle continues until everyone has contributed. To smoothen the beginning of the exercise, the trainer might want to demonstrate the process with the first participant beforehand, and also to underline the importance of correct listening, and interpretation of what's been said without prejudice. The exercise promotes an atmosphere of sharing, deep listening and mutual respect and understanding of the emotions felt by others.
- **"Two Truths and a Lie"**: If the aforementioned exercise seems to daunting or difficult to achieve, let participants take turns sharing three statements about themselves—two truths and one lie. The group then guesses which statement is the lie, fostering interaction and providing insight into each other's personalities. This is a very engaging and fun activity.



Typical duration of the activity: 10-15 min.



(PART 1) ACTIVITY 3: ROLE PLAY ON INCLUSION & DIVERSITY

For this activity, it is crucial for the trainer to be especially well-prepared so she or he is able to set the scene and create an exciting and comfortable atmosphere so that participants feel open to share and accept and enjoy the proposed method.

THE GAME OF AWARENESS: A 2050 UN-COMPETITION "LEAVE NO ONE BEHIND"

To incite participants' curiosity, the trainer might want to start out by using the images presented here to ask what they think they are looking at and give a coherent idea of the visuals, e.g. allocating a 5-minute time slot for self-discovery before addressing the group again and revealing the true concept of the role-playing scenario.

WHAT DO YOU (THINK YOU)
SEE HERE?



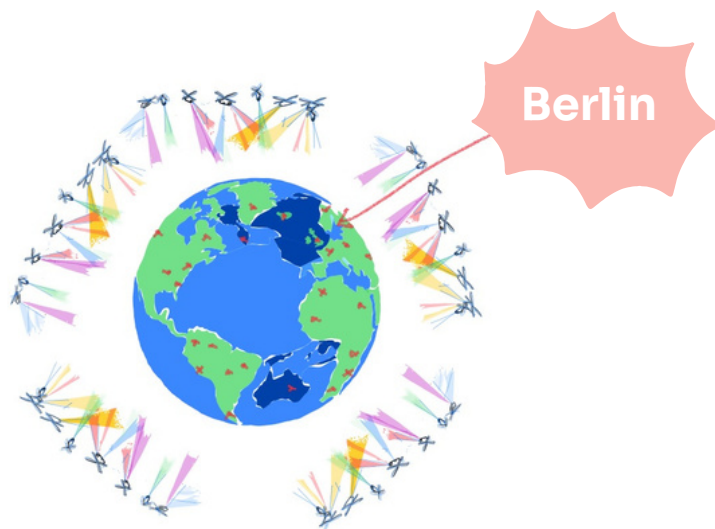
Graphics & Drawings: Maha Alusi



SCENARIO DESCRIPTION: ROLE PLAY

Welcome to the year 2050, where the vibrant city of Berlin becomes the venue of an extraordinary event – the global **United Nations competition** on diversity and social inclusion known as '**Leave No One Behind.**'

Imagine this: The iconic Olympic stadium is transformed into a kaleidoscopic arena, buzzing with excitement. A huge, colourful crowd is cheering in the ranks. The whole stadium is packed. In this unique competition, diversity and inclusion take centre stage. Berlin boasts over 500 participants, a mosaic of individuals from all backgrounds and walks of life.



Graphics & Drawings: Maha Alusi

Their mission? Navigate a mesmerizing obstacle race involving countless flying drones 'armed' with natural paint that transforms the Olympic stadium, into a living canvas.

As the drones take flight, unleashing a cascade of colours, teams of 10-15 participants must skillfully dance through the technicolour storm, avoiding any vibrant splashes that come their way. It's not just race – it's a testament to the city's commitment to unity, testing the participants' awareness and skills around diversity in the most dynamic and engaging way possible: one obstacle at a time.

But that's not all. This grand spectacle transcends Berlin's borders, as simultaneous games unfold in over 50 cities worldwide. The collective mission resonates globally, and the shared experience is documented for all to witness, as photos of each participating team flood the online realm.

Get ready to be immersed in a thrilling fusion of technology, art, and the celebration of diversity – 'Leave No One Behind' is a journey into a future where inclusivity is the ultimate prize.

GAME SETUP: (1) ROLES

Try building groups of 6-8 roles maximum. Duplicates are okay. Not all roles need to be taken but no less than 5 different roles should play in any given setup for desired effect.

There are **8 different roles** to choose from. Let participants choose or decide as a team who should take on which role for the duration of the game. You may also use a (pair) of dice and assign each number a specific role to choose roles at random.

The following roles are to be assigned/chosen from:

- **Role 1:** A child
- **Role 2:** An elderly person
- **Role 3:** A migrant or refugee (language barrier)
- **Role 4:** A person in a wheel-chair (bodily impaired)
- **Role 5:** A deaf person (hearing impaired)
- **Role 6:** A blind person (visually impaired)
- **Role 7:** A mute person (speaking impaired)
- **Role 8:** A (digitally) illiterate person *in case of hybrid or digital setting





GAME SETUP: (2) THE OBSTACLES

There are **3 obstacles in total**, also called “barriers”, placed in the race that the group has to overcome. The group must overcome and/or solve the obstacles together as a team, i.e. it is not allowed to solve the challenge with a smaller group and then let the others pass by it without them having interacted with the obstacle - the very idea of “leaving no one behind”.

Every obstacle accounts for **50 points (50p)**. The time to overcome each obstacle is set at a very challenging **10 minutes**. Each minute running in overtime will be subtracted as **0.5p** from the team’s current score. However, the **maximum amount of overtime allowed is set at 20 minutes**. The team can then continue to try overcoming the obstacle in order to continue the race but it won’t receive any points or step down and keep the points earned until this point of time in the race.

In the setting of the role-playing exercise, the group has to overcome only one of the three obstacles, in our case: the very first barrier - which in any case should be enough so that all main issues will emerge almost automatically. In case you would like to allocate more time to the exercise, you may of course play two or even a full game of three rounds, allowing participants e.g. to switch and play in different teams, or to change any other roles or conditions as you see fit. We give two starters for coming up with a second and/or third barrier. The limit is your own creativity!

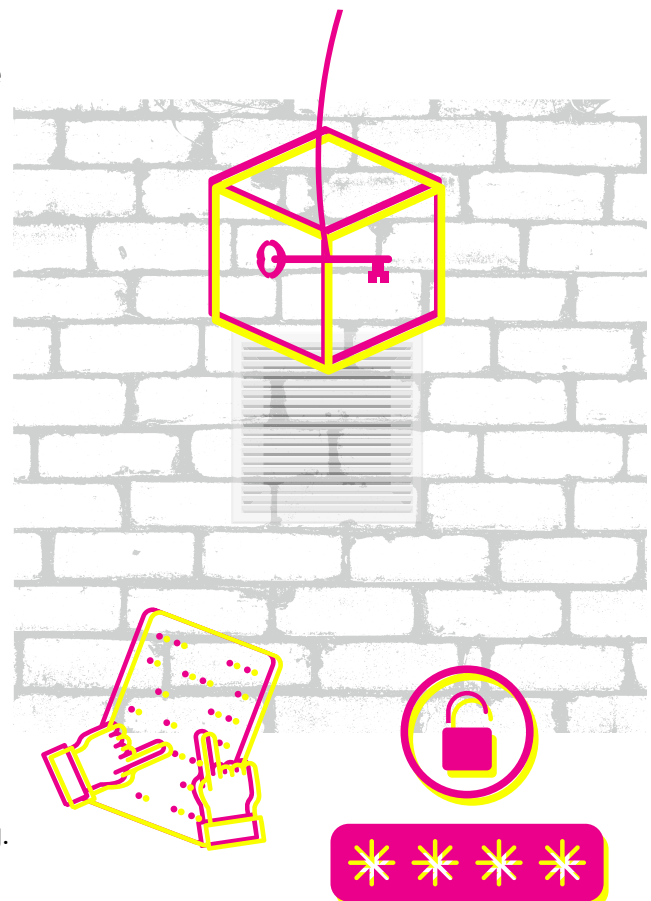
OBSTACLE 1: “THE TOWERING SPECTRUM WALL”

Description of the first obstacle (Share or read out loud to the participants):

The race started. You and your group approach the first obstacle. What’s blocking your way is a huge wall, a radiant display of colours mixed with different displays and cultural symbols from all over the world. In the middle of the towering wall, at a height of 2.5 meters, a transparent cube hangs from a delicate thread. Inside this cube lies the key that will help overcome the obstacle - which is a small door right under the cube at around 2 meters above floor level. However, unlocking the box is no simple task. The box can only be opened by correctly entering a passphrase on a keyboard, but here's the twist – the passphrase is a riddle written in Braille. You will need the superpowers of your diverse team to unlock the box and continue the race!

Objective & Course of the exercise (Trainer only):

For the duration of the role-playing game, participants are encouraged to see and partake in the race from the perspective of their chosen role as realistically as possible, e.g. the blind cannot see, the mute not talk, the deaf not hear, and so on. The identification with a specific role makes for a very strong emotional and insightful experience opening up the participants’ horizons for how specific, often marginalized, groups of society confront a very different reality and set of challenges in daily life.





Communication will naturally play the biggest part in the task, i.e. coordinating all efforts and contributions to solve the obstacle and overcome the first barrier. While groups do not really have to decipher the fictional Braille riddle (not provided), the idea is to come up with a working action plan of how they - as a team - would actually proceed and plan ahead each step.

The trainer sets a timer at 10 minutes. If the group has not come up yet with a plan (which is likely), the timer is set for the extra 20 minutes of maximum allowed overtime. After 30 minutes the task is over, even if the group has not yet come up with a full working plan.

Typical duration of the activity: 60 min. (90 min with 2 and 120 min. with 3 obstacles)



IDEAS FOR A 2ND OR 3RD OBSTACLE (OPTIONAL)

Use the following to descriptions as starting points to come up with your own hard-to-solve obstacles. It might be even a fun activity comping up with these together with your group after having played a first round and then try them with another group, friends or relatives of the participants! Again: Your creativity and co-creation are the limits!

Obstacle 2: "The Maze of Perspectives"

- A labyrinth of shifting paths, each representing a different facet of diversity. Imagine narrow passages symbolizing physical challenges, language barriers depicted by confusing intersections, and generational gaps reflected in spiraling staircases. At the center of the maze, an enigmatic door stands as the exit, with a combination audio-visual lock that needs precise hearing to be solved.

Obstacle 3: "The Bridge of Unity"

- The climatic and last obstacle, the "Bridge of Unity", is a suspended structure with varying sections demanding again a full range of physical and diversity skills. Some segments are wide and stable, while others are narrow and teeter precariously. A total of three segments are missing and need to be rebuilt by the team out of blocks that are locked behind three doors, each locked with a different mechanism only accessible to one specific role in the team.



(PART 2) BEST PRACTICES IN SOCIAL ENTREPRENEURSHIP

Participants benefit immensely from listening and learning from the stories of migrant or refugee social entrepreneurs who are already active, particularly in the context of challenges and opportunities surrounding the topics of inclusion and diversity. These changemakers often bring unique perspectives shaped by personal experiences of displacement, resilience and success "despite the odds". By engaging with their narratives, participants will gain a deeper understanding of the multifaceted challenges, prompting the development of innovative solutions that are more inclusive and responsive to the true needs of a diverse European social economy. Moreover, learning from the journeys of migrant or refugee social entrepreneurs offers valuable lessons and rich inspiration for overcoming adversity, cultivating resourcefulness, and building bridges across cultures.

Typical duration of the activity: 30 min. (per speaker), recommendation: 10-15 min. Q&A



(PART 3) ROUND TABLE ON SHARED GOVERNANCE



The participants are introduced to the activity, which will allow them to experience first-hand the characteristics of shared governance models using models such as sociocracy. The activity is also used as a means for the trainer to assess the knowledge and competencies acquired during the other modules (especially during Module 2). The trainer will explain that the participants will be **divided into groups of 4 to 6 participants each**. However, it is also possible to do a plenary session, depending on the number of participants. Then participants are asked to elaborate on their own social business idea, based on the experience in identifying and interacting with their desired target group. For further orientation, the trainer may want to use a short list of introductory questions and a table to fill in is provided for guidance. In the breakout rooms, or at the round tables in a physical setting, participants will organise among themselves and identify their own methodology to come up with a shared definition and identification of the characteristics (some examples can be provided, such as choosing a moderator, note keeper, a voice watcher, etc.). The trainer will rotate and move between the different groups to observe and support their discussion. The focus should be kept on identifying practical ways to ensure shared governance and democratic participation.

The group reconvenes in the plenary and the groups representatives are asked to shared the highlights from the discussion, the methodology used and the overall feedback of the experience (what were the challenges of coming to a shared definition? What were the advantages of the used model, what the difficulties?).

Typical duration of the activity: 30 min.

NEXT



04



MODULE 4

FOUNDER'S 101: FROM IDEA TO STARTUP

أساسيات المؤسس:
من الفكرة إلى الشركة الناشئة



FOUNDER'S 101. FROM IDEA TO STARTUP

FOURTH MODULE

WHAT THIS CHAPTER CONTAINS

4.1 IDEA AND OBJECTIVE OF THE MODULE

4.2 IDENTIFICATION OF A SOCIAL NEED & THE MAKING OF A SOCIAL ENTERPRISE

4.3 THE SOCIAL BUSINESS MODEL CANVA

4.4 DESCRIPTION OF THE ACTIVITIES

4.1 IDEA AND OBJECTIVE OF THE MODULE

This module represents a **compass and practical guide** for the first steps for all those who are seeking to embark on the difficult journey of creating a social enterprise from the ground up. It goes beyond theoretical foundations and immerses participants in the practical, hands-on tasks essential for crafting a successful and impactful social business.

Everything begins with the **identification of a problem**—a still unmet but important social need, gap, or unsolved challenge that demands our attention as social entrepreneurs. In the context of refugee and migrant entrepreneurs, this becomes even more poignant, as their unique perspectives and experiences can lead to innovative solutions that resonate with the communities they serve. We guide participants through the intricate process of recognizing and defining a target group, ensuring a deep understanding of the beneficiaries of the solution they aim to support and cater to with their business ideas.

Later on in the module, the focus extends to the formulation of a solution and value proposition. It's not just about meeting a particular need but fostering a beneficial relationship that creates a win-win situation for all stakeholders involved. To facilitate a comprehensive understanding of these critical components, we introduce the dynamic, visual and all-in-one tool of the **Social Business Model Canvas**.

In addition to the Canvas, trainers will provide another tool called the 'Problem Tree'-methodology. This structured approach helps in identifying **challenges and solutions**, laying a robust foundation for operating a social enterprise and potentially scaling up its operations.

This module serves as the perfect link between theory and practice, translating participants' dreams and the knowledge provided in the other modules into **tangible projects for positive change**. It empowers them not only to envision a career path for themselves but a path that leads to direct impact in their communities, creating the desire and motivation to take the first steps in translating their vision into action.



4.2 IDENTIFICATION OF A SOCIAL NEED & THE MAKING OF A SOCIAL ENTERPRISE

In a broad sense and very simplistic form, we can see the **economy as the total sum of needs** and their (artificial) **creation** on the one side, **and the satisfaction** of those needs by efficient use of inputs, like capital, materials, land, and labour on the other. As consumers in the capitalist market economy, our purchases and utilisation of services are driven by actual or perceived needs and desires.

It is hence often argued that the very key to an entrepreneur's success lies in their **ability to create, identify and respond to a need** before others, offering a solution that a specific target group is willing to pay for. Another path to entrepreneurial success is innovation – improving upon existing products or services, either by offering superior quality or offering the same kind of product or service at a more affordable price – the variable that links demand with supply.



This principle also holds true for **social businesses**. While in traditional businesses, customers are the ones who pay for goods or services, non-profit organisations have a different dynamic. In the social economy, customers are not the sole contributors. So, how can a business thrive if customers don't pay directly?

Unlike for-profit ventures, where **profitability** is the primary goal, non-profit organizations focus on delivering goods or services that address public needs while aligning with values such as social inclusion and environmental protection. The success of a non-profit is measured not in financial gains for stakeholders but in its **positive impact** on the community and the advancement of its mission. By emphasizing social responsibility over financial returns, non-profits play a crucial role in fostering sustainable and equitable development.



4.2 IDENTIFICATION OF A SOCIAL NEED & THE MAKING OF A SOCIAL ENTERPRISE

This contribution to societal or ecologic objectives often allows for tapping into **support structures** or subsidies from the state or funding institutions in order to cater to their customers, frequently individuals facing some sort of disadvantages, e.g. **marginalization, alienation or exclusion from the mainstream economy**. This distinctive model also opens avenues for social businesses to seek private donations and sponsorships, a practice uncommon and mostly unavailable to for-profit enterprises.

For instance, a cultural association aiming to revitalize a neighbourhood through summer art performances may find it challenging to cover all of its costs and request residents to pay a higher ticket price. In this scenario, the municipality, recognizing the project's alignment with improving residents' lives and dissemination of culture, could step in and financially support the organisation. Or the organisation could look for a specific grant that is given by a foundation that promotes art locally. In the end, thanks to this collaborative effort, i.e. financial contributions from state and private actors, an affordable ticket price will be made available for local residents.

Social businesses can also address needs in the labour market for disadvantaged individuals. For example, a labour cooperative offering catering services inclusive of people with mental disabilities may face productivity challenges. Here, the state and private actors could provide financial assistance, supporting the enterprise in achieving its **social goals**. However, this is not to say that generally, all social businesses need to rely on governmental aid or donations from foundations or other welfare and charity organizations.

Another path to financial sustainability for social businesses lies in **driving innovation** and offering a social and or ecological more conscious choice for consumers. There are plenty of examples in the textile or agrifood business. Thus, in the realm of social economy, diverse needs in various economic spheres can be addressed with solutions that are environmentally, socially, and economically safe and beneficial.





3 STEPS TO IDENTIFY A RELEVANT SOCIAL NEED

However, identifying a true need is no easy task. It requires a combination of research, observation, and engagement with the community or population the social entrepreneur aims to serve.

(STEP 1) To begin, it's crucial to understand the entrepreneur where he or she wants to work, identify a true purpose, develop expertise, and cultivate a genuine area of interest he or she would like to dedicate at least several years of their life to - as the journey of an entrepreneur requires a tremendous amount of discipline and perseverance.

(STEP 2) Once identified, the second step involves finding a target audience that either has a need aligning with an (already existing) business idea or a problem that is already well known the the entrepreneur him or herself or - even better - he or she experienced first hand! This almost always makes for a great social business case. Engaging with potential beneficiaries and the affected community becomes the cornerstone of this strategy, involving in-depth interviews, surveys, active listening to stories and experiences, attending community events, and forums as well as building strong relationships.

(STEP 3) The third step entails conducting some kind of 'market research' on the identified need. The entrepreneur needs to gather sufficient data to make a solid case, e.h. through online research, academic studies, government reports, or the formal or informal knowledge of existing nonprofits or social enterprises in the chosen field. This involves benchmarking different solutions from 'competitors' in the field and analysing their offerings, strengths, weaknesses, and the overall satisfaction of the target group with this particular solution. Once all this information is gathered, in the next step, the feasibility of the entrepreneurial project needs to be fact-checked, taking into account available resources, funding options, regulatory requirements, and future scalability.

Upon analysing these factors, the choice of a social business model aligned with the identified need and target group(s) becomes clearer. It's important to remember that identifying a social need is just the beginning; creating a successful social business demands **dedication, resilience, and a commitment** to making a positive impact on the community or ecosystem served.



Graphic: Own



4.3 THE SOCIAL BUSINESS MODEL CANVAS (EXPLAINED)

Social Business Model Canvas



<p>Key Resources</p> <p><i>What resources will you need to run your activities? People, finance, access?</i></p>	<p>Key Activities</p> <p><i>What programme and non-programme activities will your organisation be carrying out?</i></p>	<p>Type of Intervention</p> <p><i>What is the format of your intervention? Is it a workshop? A service? A product?</i></p>	<p>Segments</p>	<p>Value Proposition</p> <hr/> <p>Social Value Proposition</p> <p>Impact Measures</p> <hr/> <p><i>How will you show that you are creating social impact?</i></p> <p>Customer Value Proposition</p> <hr/> <p><i>What do your customers want to get out of this initiative?</i></p>
<p>Partners + Key Stakeholders</p> <p><i>Who are the essential groups you will need to involve to deliver your programme? Do you need special access or permissions?</i></p>		<p>Channels</p> <p><i>How are you reaching your beneficiaries and customers?</i></p>	<p>Beneficiary</p> <hr/> <p>Customer</p> <p><i>Who are the people or organisations who will pay to address this issue?</i></p>	
<p>Cost Structure</p> <p><i>What are your biggest expenditure areas? How do they change as you scale up?</i></p>	<p>Surplus</p> <p><i>Where do you plan to invest your profits?</i></p>	<p>Revenue</p> <p><i>Break down your revenue sources by %</i></p>		

Inspired by The Business Model Canvas

Graphic: Social Innovation Lab, based on the Business Model Canvas by Osterwalder

Once you have identified your sector, and target audience, and assessed the feasibility of your project, the next crucial step is presenting your social business to investors, public bodies, and stakeholders. To effectively convey your concept, you might want to use a practical tool like the **Social Business Model Canvas**, designed to guide you through the process. 3 key steps to keep in mind whenever presenting or 'pitching' your social business:



(1) Value Proposition: Clearly articulate the unique value your social business provides to address the identified need. Differentiate your venture from others and elucidate its effectiveness in tackling the social issue.



(2) Business Plan: Develop a comprehensive business plan that outlines your mission, vision, strategies, financial projections, and operational plans. This document serves as a roadmap, guiding your efforts and attracting potential investors or supporters.



(3) Social Impact Measurement: Social economy businesses must demonstrate their impact on communities. Define metrics and indicators to measure the social impact of your business, providing evidence of its positive influence. your program.

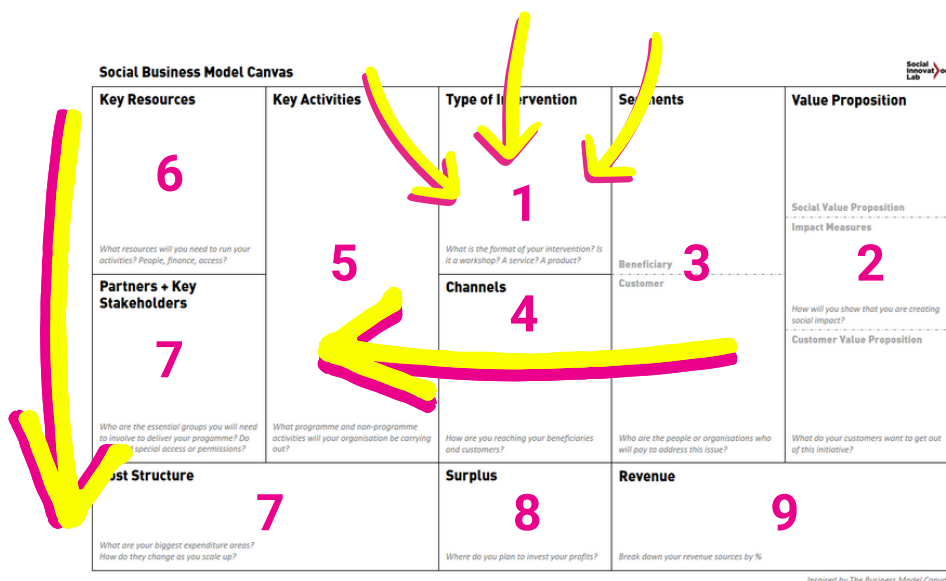


4.3 THE SOCIAL BUSINESS MODEL CANVAS (EXPLAINED)

The Social Business Model Canvas consists of 9 boxes and 13 essential components, providing a holistic and comprehensive overview of your social business idea. The idea is to reflect and strategise, filling the boxes from middle to right to left, top to bottom, and then the other way round, facilitating a systematic exploration of the venture's key elements. Here we list all the elements in the recommended order:

- **Type of Intervention:** Describe the product, service or intervention that you pursue to create
- **Social Value Proposition:** Explain the unique value your social business offers to both customers and beneficiaries.
- **Impact Measures:** Define how you will assess the impact of your business and in which areas.
- **Customer Value Proposition:** Articulate the perceived value of your services from the perspective of your users.
- **Customer Segments:** Describe the specific groups of people or organizations you aim to serve and who will pay for your services.
- **Beneficiaries Segments:** Identify those who will benefit from your services, even without direct payment.
- **Channels:** Detail the methods and channels through which you will reach your customers.
- **Key Activities:** Specify the critical actions or activities necessary for your social business to function.
- **Partners & Key Stakeholders:** Identify external organizations, partners, or stakeholders crucial to the success of your social business.
- **Key Resources:** List essential resources—human, financial, physical, and intellectual—required to operate your social business.
- **Cost Structure:** Describe the costs associated with running your social business.
- **Revenue Streams:** Outline how your social business will generate income or funding, including a surplus allocation for reinvestment in your business.
- **Surplus:** Investigate the best way for your business to reinvest its gained surplus.

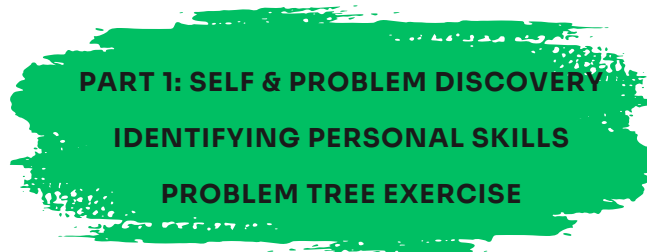
The Social Business Model Canvas can be the very basis from where you constantly reflect and communicate your business idea, changing and iterating as you are building and scaling up your social business idea.





4.4 DESCRIPTION OF THE ACTIVITIES

ACTIVITY 1: DEVELOPING BUSINESS IDEAS



FOR SOME ACTIVITIES YOU CAN FIND MORE TOOLS, TIPS & TRICKS ON OUR WEBSITE

PART 1: SELF & PROBLEM DISCOVERY

Discovering and understanding one's most significant skills is crucial for personal and professional development. This activity fosters self-awareness, allowing individuals to recognize their unique strengths and contributions to a business. By exploring these skills collaboratively, participants gain insights into the diverse talents within a group and in themselves. For the skill self-discovery, we recommend the following 3-step process.

Step 1: Skill Inventory (5 min. preparation time)

- Begin by providing each participant with a list of various skills, ranging from technical and analytical to interpersonal and creative.
- Include communication, problem-solving, leadership, adaptability, creativity, resilience and so on.

Step 2: Self-Reflection (10 min.)

- Ask participants to reflect on their own strengths and experiences individually.
- Encourage them to identify the skills they feel most confident in and believe can make a significant contribution to their entrepreneurial venture.

Step 3: Interactive Sharing (15 min.)

- Create a collaborative space for participants to share their identified skills with a partner or in small groups.
- Participants can discuss instances (like specific situations, or experiences from daily life) where they have demonstrated these skills and the positive impact they believe these skills can have on a business.

Tip: In case you have more time and even have the participants prepare beforehand, an alternative but very effective tool that works particularly well with learners who prefer a visual approach is the IKIGAI methodology. It is a great way to visualize not only skills but also personal priorities, and values.

Typical duration of the activity: 30 min.

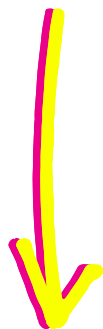




4.4 DESCRIPTION OF THE ACTIVITIES

PROBLEM TREE EXERCISE

(Root)Causes
= Where does issue or aspect stem from? What are the causes/origins?



Effects
= What effects does this create?
What are the (long-term) consequences?

The trainer introduces the 'Problem tree'-methodology (For this section, please also refer to the PowerPoint slides and the introduction video provided on our website). As this task requires a combination of research, observation, and engagement with the community or target audience the social entrepreneur aims to cater to with his or solution, it might be better to divide the task into several sessions and let participants come back, iterating as they make progress on their self and user discovery

It's easier for participants to follow the methodology if the trainer provides an example to demonstrate how to analyse a problem (and come up with a fitting solution) using the problem tree at the beginning of the first session. Prepare an example that you know well enough to introduce it. To get to know the methodology first, it is a good idea to divide participants into three groups, each receiving a unique problem for collective brainstorming and analysis.

(1) It's crucial to understand from which perspective each participant wants to work, by first identifying skills, passions, expertise, and a genuine area of interest (see self-discovery above).

(2) Participants should think as if they were part of their target audience / community. It is important to view the world with their eyes to deeply understand the real complexities of the problems they face. Engaging with potential beneficiaries and community members becomes paramount, using interviews, surveys, active listening to stories and experiences, attending community events, and forums, and building relationships.

(3) Participants should start doing some initial market research on the identified need and assess the current gap. They could gather data through online research, screening reports or studies, or reaching out to existing nonprofits or social enterprises in the chosen field. They might even want to start assessing potential stakeholders, competitive offerings, strengths, weaknesses, and satisfaction ratings with current solutions.




(4) All this information helps to make an 'educated guess' around topics of the three top dimensions of desirability (Do my intended users really want my solution?), viability (Do I have a sound business model, initial funding or meaningful support to start and sustain the intended business activities?), and feasibility (Do I have everything I need, resources, and skills to start my social business?)

(5) Upon analyzing these factors, the choice of a business model aligned with the identified need and target becomes clearer. It's important to remember that identifying a social need is just the beginning; creating a successful social business demands dedication, resilience, and a commitment to making a positive impact on the community or population served.

Typical duration of the activity: 60 min. (per session)

Recommendation: Split this activity into an introductory session and a follow-up session

ACTIVITY 2: KICKING OF YOUR SOCIAL BUSINESS IDEA



PART 2: KICKING OFF YOUR IDEA
BUSINESS IDEA DEVELOPMENT
+ REFLECTION & FEEDBACK

For this activity, we rely on the Social Business Model Canvas (see explanation above) as a main tool and resource. Before getting started, the trainer should be familiar with all its parts and dependencies to guide through this activity. It is of great help to have exercised several times using a renowned social enterprise and/or even a personal social business (idea) so you can show and explain the logic behind the model from your own experience. For the business model activity, we recommend the following 5-step process:

Step 1: Introduction to the Canvas (15 minutes)

- Provide a brief overview of the Social Business Model Canvas, explaining its 13 essential components (see above and further links you can find on the website).
- Show an example of a completed canvas to illustrate how each section contributes to the overall framework.

Step 2: Solo Ideation (20 minutes)

- Ask participants to reflect individually on the societal or environmental issue they are passionate about addressing and start describing their type of intervention in more depth and detail.
- Participants begin filling in the canvas for their chosen issue, focusing on the middle and right side of the canvas first (intervention, value proposition, segments, and channels)

Step 3: Group Sharing (15 minutes)

- Now divide participants into small groups, each participant should present the right side of their canvas and the approach they took to get there.
- Encourage groups to ask questions and provide open and honest feedback on each other's ideas, helping refine and expand their understanding of potential shortcomings or deadends.



Step 4: Group Activity (30 minutes)

- Using the Problem Tree concept, have groups compare the root causes and effects, as well as their ideated solutions with the way they structured the right side of their individual canvas.
- Based on their Problem Trees, participants challenge their definitions of intervention and especially their social and customer value proposition(s)

Step 5: Individual Refinement (20 minutes)

- Participants return to their individual canvas and refine their ideas based on the results of the group discussions and the Problem Tree exercise.
- Close the session by asking each participant to briefly share one key insight or improvement they made to their canvas after the group interventions.

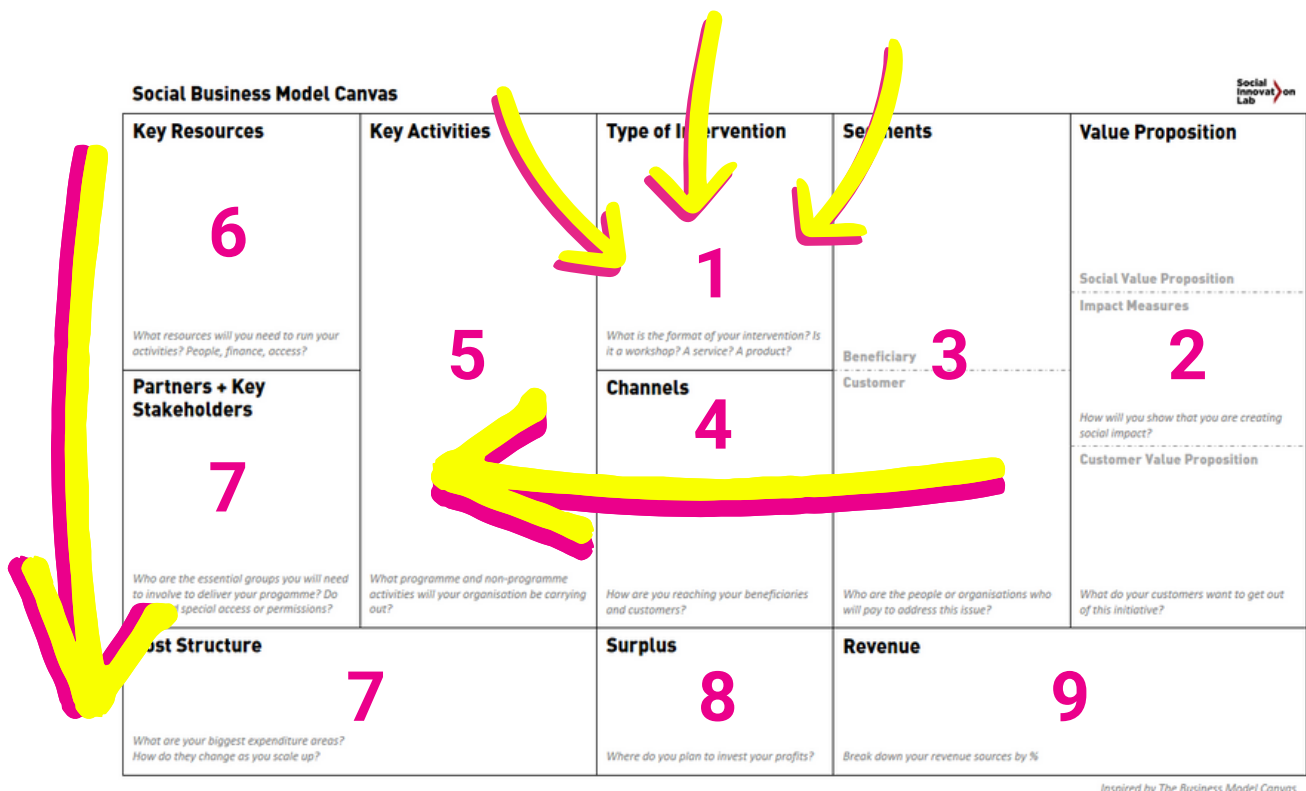
Next Steps

The trainer should provide guidance on how participants can further refine and develop their social startup ideas at home using the Social Business Model Canvas.

This idea is to blend solo reflection, small group collaboration, and a hands-on exercise to kickstart participants' understanding and application of the Social Business Model Canvas. It lays the foundation for participants to continue refining their ideas independently and collaboratively in the future as they progress on their individual entrepreneurial journey.

Typical duration of the activity: 60 min. (per session)

Recommendation: Provide the possibility for at least one or two follow-up session. If possible consider matching participants in a buddy-mentoring system so that they can have constant peer feedback and motivation alongside and way beyond the training.



NEXT



GL



GLOSSARY

THE ABC OF
SOCIAL ENTREPRENEURSHIP


الأبجدية
المشاريع الاجتماعية



THE ABC OF SOCIAL ENTREPRENEURSHIP

DEMYSTIFYING THE ENTREPRENEURSHIP LINGO

Everyone embarking on the entrepreneurial journey will be surprised by the countless concepts, methodologies, and technical terms in use. This holds especially true for social entrepreneurs. The following glossary aims to give a straightforward definition followed by practical advice for some of the most essential notions.

 This is of course a non-exhaustive list of terms. Comments? Ideas? Contributions? Reach out via the contact form on the official SEA website www.entrepreneurship-academy.eu → 'contact us' and let's co-create a more comprehensive glossary together!

ENTREPRENEURSHIP ECOSYSTEM

Entrepreneurship ecosystem refers to the interconnected network of individuals (founders, mentors, business experts), organizations (incubators, accelerators, venture builders), resources, and policies that support and facilitate entrepreneurship in a certain geographic area but also on a global scale.

Good to know: A thriving entrepreneurship ecosystem fosters innovation, investment, and collaboration within a region or industry.

While a large part of the European entrepreneurship ecosystem still mainly concentrates on urban, wealthy, and tech-driven hubs like Amsterdam, Barcelona, Berlin, Paris, and Stockholm in Northwestern Europe, the potential especially for social entrepreneurship and the social economy is disproportionately high in rural areas.

SOCIAL ECONOMY

A diverse sector comprising businesses, organizations, and legal entities prioritizing people, community impact, and social causes. This includes non-profit associations, cooperatives, mutual societies, and foundations, along with social enterprises. Social economy business models emphasize reinvesting profits into the organization or social causes, employing participatory and democratic governance. Anchored at the local level, social economy fosters socio-economic cohesion by promoting values like solidarity, participation, and cooperation. These business models operate across various economic sectors, forming connections with other industrial ecosystems.

Good to know: The social economy encompasses a variety of legal entities, including non-profit associations, cooperatives, mutual societies, and foundations.

SOCIAL ENTERPRISE

An organization that blends entrepreneurial spirit with a focus on broader social, environmental, or community objectives. Operating in the social economy, a social enterprise prioritizes societal impact over profit, using innovative business practices to provide goods and services for the market. Managed responsibly and involving stakeholders, it reinvests profits primarily to achieve social goals. **Good to know:** Social enterprises encompass diverse legal forms and primarily operate in fields such as work integration, personal social services, local development of disadvantaged areas, and various other sectors promoting societal well-being and environmental sustainability.

Good to know: There is an ongoing debate about the balance between profit generation and social impact in social enterprises and entrepreneurship.



SOCIAL INNOVATION

The design and implementation of novel solutions involving conceptual, process, product, or organizational change, with the primary objective of enhancing the welfare and well-being of individuals and communities. Social innovation, often spearheaded by the social economy and civil society, addresses socio-economic and environmental challenges, contributing significantly to economic development. To fully unlock its potential, an enabling policy framework is crucial, supporting collaboration among public, non-profit, and private entities to co-construct and implement socially innovative solutions.

Good to know: Social innovation not only addresses current socio-economic issues but also builds territorial resilience and enhances responsiveness to future challenges.

PARTICIPATIVE OR SHARED GOVERNANCE

Shared governance refers to a participatory and collaborative decision-making approach involving various stakeholders. This inclusive model typically includes employees, consumers, and other stakeholders affected by the enterprise's activities. It emphasizes democratic principles, ensuring that individuals impacted by the social enterprise have a voice in organizational decisions.

Good to know: Shared governance aligns with the mission of social enterprises, reflecting a commitment to social justice and fostering a sense of collective responsibility among those involved in the enterprise.

ENABLING ORGANISATIONS

Enabling organizations are integral entities that offer essential support, resources, and infrastructure, contributing significantly to the empowerment and success of social enterprises. These entities play a crucial role in cultivating an environment conducive to the growth of social ventures. Through avenues such as mentorship, networking, funding, and capacity-building, enabling organizations actively support and nurture social entrepreneurs.

Good to know: Their comprehensive assistance goes beyond conventional support, actively fostering a collaborative ecosystem where social entrepreneurs can thrive and make a lasting impact.

POST-GROWTH ENTREPRENEURSHIP (PGE)

Post-growth entrepreneurship is an emerging concept that challenges the traditional focus on continuous economic growth and explores alternative models of entrepreneurship that prioritize sustainability, well-being, and ecological balance within the planetary boundaries, i.e. social and ecological limits, over relentless expansion.

Good to know: PGE encourages entrepreneurs to reevaluate their growth strategies in favour of regenerative and steady-state approaches to address environmental and social challenges. It aligns with the idea that infinite economic growth on a finite planet is impossible.

IMPACT MEASUREMENT

Impact measurement involves assessing and quantifying the positive social and environmental effects generated by a social enterprise.

Good to know: There are various methodologies for impact measurement, and standardization is still a matter of discussion.

LET'S BUILD THE NEXT GENERATION OF SOCIAL ENTREPRENEURS IN THE EU TOGETHER.



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