Reference Framework for Social Entrepreneurship

IO3

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Background

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

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

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

Definition

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

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Phases

For students to develop entrepreneurial skills, they should go through different phases of thinking, growth and understanding of social entrepreneurship.
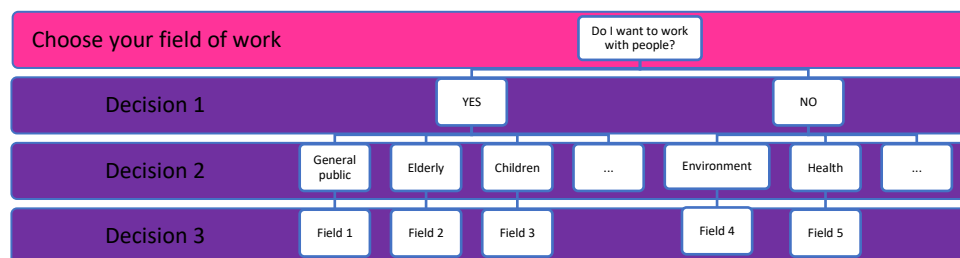
Phase 1 – What will I do?

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

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

How can we help students find their field?

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

Choose your field of work				Do I want to work with people?		
Decision 1		YES			NO	
Decision 2	General public	Elderly	Children	…	Environment	Health	…
Decision 3	Field 1	Field 2	Field 3		Field 4	Field 5

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

Phase 2 – Learn more about the field

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

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

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

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Phase 3 – What can I offer?

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

After doing their personal profile and CV (in phase 1), students should have some idea of their strengths and weaknesses. But to be an entrepreneur, you need to have a lot of skills and competencies. It is time to self-assess. Students can use a pen and paper version (tool 2), or online version created by CORAL project (https://coral.erasmus.site/self-assessment/).

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

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

Phase 4 – Who can I work with?

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

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

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

Phase 5 – What will my business model be?

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

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

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Table of different business models:

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

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

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

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Phase 6 – How can I finance my project?

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

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

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

Phase 7 – Action planning

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

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

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

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

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

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Activities

Activity 1 – My creative CV
From IO2 module on Social Entrepreneurship

My creative CV

▶ Purpose of the session

  ▶ After completing the Entrecomp form on self-assessment, reflect on your answers and therefore on your entrepreneurial skills and levels of mastery together with the class, trying to give concrete examples on your creative resources and entrepreneurial limits.

▶ Materials and resources required

  Videocamera

  Mobile phone

  Tablet

▶ Creation of a short video curriculum to present one's strengths (both with the mobile phone and with the iPad). Students are advised to draw from their social "archive" to search for written passages and photos that speak of what they are passionate about, typing in the search keywords such as pleasure, love, passion etc ... From like to what I really like

Activity 2 – Personal profile
From IO2 module on Active Citizenship

▶ The best way students translate their knowledge, skills, and attitudes into active citizenship is to provide opportunities for positive participation in their schools and communities.

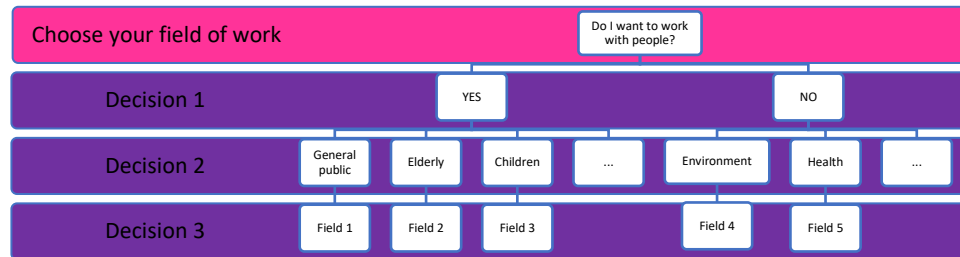▶ Make a list of things that you do at home, school and in your communities that make a positive impact?

Activity 3 – Global issues
From IO2 module on Active Citizenship

▶ Climate change: Discuss the research and perspectives on how climate change, as well as regulations meant to combat it, may impact various communities.

▶ Students participate in role-play exercises in which they adopt the perspectives of different stakeholders, engage in critical discussions with each other, and try to come to collaborative decisions on what to do going forward.

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Activity 4 – Decision tree

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

Choose your field of work	Do I want to work with people?
Decision 1	YES ... NO
Decision 2	General public, Elderly, Children, ..., Environment, Health, ...
Decision 3	Field 1, Field 2, Field 3, Field 4, Field 5

Activity 5 – Search combinations and RADAR

From IO2 module on Digital and Tech-based competences

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

a)   impact AND social

b)   "entrepreneurial management"

c)   (income OR profit) AND social

d)   social entrepreneurship *.pdf

e)   microfinance OR microcredit

Activity 6 – Competitive Arena

From IO1

2   COMPETITIVE ARENA MAPPING MODEL

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

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

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

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

* Use value and exchange value of the proposed solution

* Target market's boundaries.

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Activity 7 – Sticky note development

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

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

Activity 8 – Team player
From IO2 module on Active Citizenship

▶ Being effective in a group/team you must:

    ▶ Understanding the feelings and needs of others.

    ▶ Being able to express our own ideas and needs and express emotion.

    ▶ Solving problems and Negotiating.

    ▶ Being able to "read" social situations accurately and adjust our personal behaviour to meet the demands of different social situations.

    ▶ Initiating and maintaining friendships.

▶ Task- listen to the questions and choose a category that suits your personality.

▶ The most effective answers will be discussed after each question.

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Activity 9 – Innerview

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

I /Facts/

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

II /Motivation/

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

III /Values/

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

Tools to be used
Tool 1 – RADAR
From IO2 module on Digital and Tech-based competences

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

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

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

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

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

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Tool 2 – Self-assessment on Entrepreneurship

Evaluate your competences on the scale from 1 to 5.

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

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

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

Source: The Circle project

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Examples of social entrepreneurships

FIGS

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

Love Your Melon

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

Lush

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

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

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