DOWN TO BUSINESS

COLLECTION OF GOOD PRACTICES

Good practices in the field of social entrepreneurship training

¡DOWN to BUSINESS

INDEX

PR1-A1 Analysis of Good Practices

1.TITLE OF GOOD PRACTICE
EnSoEd: Innovative teacher training in Social Entrepreneurship

Partner: Dideas

2.Summary of the good practice

EnSoEd is an innovative teacher training in Social Entrepreneurship. It supports initial and continuous professional development of teachers' profiles in accordance with the European lifelong learning approach.

The goal is to promote social entrepreneurship education in secondary schools through the application of practical and innovative tools.

3.Tags:

a. Education type:
   (X) Formal education
   () Non formal education

b. Aim of the good practice:
   (X) Teach/Learn social entrepreneurship
   () Assess social entrepreneurship
   () Support social entrepreneurship

4.Area of implementation:
The EnSoEd project was implemented in the area of school education. Specifically, in secondary school teachers related to the field of business and economics, although other teachers can also receive this training, as social entrepreneurship is also applicable to other subjects.

5.Target group

Direct target group: Secondary school teachers

The teachers' profile needs to be strengthened. With this key competence and with the adoption of innovative practices and resources that will consequently have a positive impact on the development/improvement of students' social entrepreneurial spirit.

Indirect target group: Secondary school students

6.Methodological   framework

This project firstly developed a competency framework on which to base the training content of the online classroom. This competence framework takes the approach to the teacher, but also to the learner.

Secondly, the training materials and the training platform for teachers were developed. This training allows teachers to be certified automatically.

Thirdly, a Toolkit is developed with a set of dynamics and an educational game for students.

Finally, a guide on the project concept was carried out.

This project combines tools for teachers and students, basing its methodological framework on a series of activities that were distributed equally among the project partners.

7.Description of the good practice

The idea
The idea came from an Italian institute in Rome (ITT Christoforo Colombo), which teaches hospitality-related subjects.

Given the need to instil values related to social entrepreneurship, the organisation started to define and draft an Erasmus+ project to train teachers on how to teach students about social entrepreneurship.

Objectives

- Develop training for teachers on how to teach social entrepreneurship.
- Develop a competence framework of its own
- Train at least 50 teachers across Europe.
- Develop entrepreneurial competences also for teachers.
- Raise awareness about social entrepreneurship
- Show students the possible career opportunities in social entrepreneurship.
- To expand this practice to other countries

Implementation

This project was developed through four Intellectual Outputs:

OUTPUT 1. EnSoEd Competences
- Methodology for collecting good practices of social entrepreneurship as competence in formal/informal education
- Interviews templates
- 12 examples of good practice selected
- 12 interviews with key stakeholders of social entrepreneurship education (2/Country)
- 1 EnSoEd Competence model
- 1 Open Badges mechanism
- 6 online focus groups with 6 participants/Country
- 6 national reports (1/Country)

OUTPUT 2. EnSoEd training programme
- 1 training curriculum
- Training materials related to the curriculum
- 2 FabLabs
- 6 Virtual Trips

OUTPUT 3. EnSoEd ToolKit

- Methodology of the educational ToolKit
- 1 educational ToolKit
- 1 educational game
- 4 FabLabs
- Step-by-step Guidelines for young social entrepreneurs
- 1 online self-assessment tool for students
- EnSoEd ToolKit Guidelines

OUTPUT 4. EnSoEd online environment

- 1 EnSoEd online environment
- 1 MOOC
- List of existing MOOCs
- Initial Supporting Network of 6 professionals of project supporters
- Guidelines for students and trainers
- 5 national workshops (in CY, ES, EL, NL, RO)
- 75 key stakeholders participating in national workshops (15/Country)
- 28 key stakeholders participating in Final Dissemination Conference (20 nationals, 8 foreigners)
- 30 teachers engaged in the testing activities of the training programme (5/Country)
- 6 national validation reports (1/Country)
- 1 European Report
- 1 Final Conference

Actors involved

Participants have been selected according to the "power-interest" grid of Ackermann (1998) and only stakeholders with a strong interest and relevant power related to the project have been identified as 'key players' and will be involved into the project activities.

These key players will be differentiated among two main categories: participants from the educational field, participants with expertise on social entrepreneurship.

Among the first group will be involved: secondary schools, VET institutes, teachers, students, parents, researchers, school staff, teachers training organisations, research institutes, local and regional educational offices, experts of digital education.

In the second group will be included: social enterprises, companies, HEIs, Incubators , NGOs, business hubs, chambers of commerce, experts in the field (e.g. JRC members, DG EMPL representatives).

In addition, also wider public composed by public authorities, policy makers, trade unions and all stakeholders with a great power but little direct interest on the topic will be also invited to take part to the project activities.

The two groups of key players will be involved into the project because single Partners have a direct contact with them (teachers/ school staff from secondary schools involved into the project, VET providers). Some others instead are indirectly linked to the entire Partnership as they signed a support letters and expressed their interest in the project's dissemination (networks of social
enterprises, regional education offices, experts of digital education, chambers of commerce's office, hubs). Other stakeholders then, especially the wider public, will be also contacted and involved through Erasmus+ Platform like The School Education Gateway.

Because the project is aimed at promoting social entrepreneurship education in secondary schools through a collaborative approach, the two categories of key players will together participate to the development of some outputs but according to their expertise. As a result, stakeholders from the education field will bring their expertise in learner-centered pedagogy, while stakeholders with expertise in social entrepreneurship will bring their innovative point of view.

8.List of social entrepreneurial competences (Knowledge, Skills, Competencies) that the good practice is addressing
The reference point of O1 is the EntreComp Framework (JRC, 2016) that has developed a common definition of what entrepreneurship as a competence is, in order to foster entrepreneurial learning.

The Entrepreneurship Competence Framework (developed by JRC in 2015) presents a comprehensive set of skills, attitudes and values for the entrepreneurial mind-set required to overcome our current societal challenges. The EntreComp tool analyses three competence areas: 'Ideas and Opportunities', 'Resources' and 'Into Action'; and each one of them presents five competences which are important to develop an

entrepreneurial mindset. It also has an 8-level progression model and a list of 442 learning outcomes to be used as a guide (Bacigalupo et al., 2016).

9.Results

A training platform was created as a result of this project: http://ensoed.eu/

10.Impact

More than 6 schools at regional level in Spain are using this platform in order to train their teachers. More than 100 teachers around all Europe have been trained by EnSoEd platform.

Further research is needed in order to assess the impact of the training.

11.Transferability

11.a Challenges during implementation

One of the most complicated parts of the project was the definition of the EnSoEd competences, done that partners had different approach because of their profile (private institution, schools, VET centers, etc.).

11.b Key success factors

The development of an intuitive platform, clear training combining practice and theory and the visual identity of the project were key in this regard.

PR1-A1 Analysis of Good Practices

1.TITLE OF GOOD PRACTICE
Young Business Explorers

Partner: Dideas

2.Summary of the good practice

The Young Business Explorers project seeks to develop competences related to social entrepreneurship in high school students. This project was born in 2016, an edition is held annually.

Every year, secondary schools are invited to participate in this initiative, through which students must form groups of four people and must create a socially entrepreneurial project, developing a CANVAS model that details the business model and how they would benefit to society.
Out of all the projects presented, 10 are selected and passed to a final session held at the Jaume I University in Castellón. In this session, students must orally present their idea of social business and choose, through the votes of an expert jury and the students themselves, the winning project of the edition.

3.Tags:

a. Education type:

    (X) Formal secondary school education
    () Non formal education

b. Aim of the good practice:

    (X) Teach/Learn social entrepreneurship
    () Assess social entrepreneurship
    () Support social entrepreneurship

4.Area of implementation:
The Young Business Explorers project is born from the need to bring social entrepreneurship to high school students. To this end, the collaboration of the company Foehn Desarrollo and the Universitat Jaume I of Castellón is a project that promotes social entrepreneurship among young people.

The project covers secondary schools in the province of Castellón, and has participated throughout these years secondary schools in Vila-real, Burriana, Castellón de la Plana, Onda and Almazora.

Country/ies: Spain

City/ies: Vila-real, Burriana, Castellón de la Plana, Onda and Almazora.

Institution/Organization: Foehn Desarrollo and Universitat Jaume I of Castellón

5.Target group

Each year about 25 groups of four students participate, so that the 100 participating students are reached. Of these 100 participants, 10 groups of 4 students (that is, 40 students) participate in the final day. These students attend with their teachers, so the impacts multiply.

The age of the students is between 14-16 years old.

6.Methodological framework

For the development of this project, we focus on the methodology "learning by doing" and the use of methodological tools such as CANVAS or the business plan.

The methodology used was eminently practical, using an online platform to provide training to the students (so that the institute teachers did not have to interrupt their syllabus and classes to participate in the project), with online tutorials to clarify concepts and define the project by groups.

A specific training module was designed in techniques for generating ideas to try to awaken students' creativity.

7.Description of the good practice

The idea

The Young Business Explorers project seeks to train pre-university students in the necessary competencies when we talk about entrepreneurs. For this, a first phase is scheduled in Secondary Education Institutes, in which those interested in participating must form teams of three or four students.

These teams will have access through an online platform to a series of training materials (ideas generation techniques, economic viability, marketing, image development, customer segmentation, distribution channels, etc.) and a Business Plan template through which, through blocks, they will develop and build their business model related, for each edition, with different sectors.

In a second phase, a Commission will evaluate the projects submitted and will select from among all those 10 projects that stand out for their originality, functionality, problem solving and/or economic-financial viability. The final day will be held presencially at the Universitat Jaume I, where throughout the morning in the development of the II Conference Young Business Explorers will take place two communications of two young entrepreneurs alumni of the UJI and oral presentations (pitch style, maximum 6 minutes) of the finalist teams will be made The program of the Conference will be presented shortly. "

 At the end of that session, each team of "explorers" will select their favorite project, thus we will nominate the three winner teams of the 2018 edition of the "Young Business Explorers" initiative.

Objectives
- Promote social entrepreneurship among young people
- Develop analytical capacity
- Promote creativity
- Provide young people with tools such as the CANVAS method
- Promote teamwork
- Develop skills related to the creation of companies

Implementation

A working group was created that was in charge of the organization of the first edition. After this first edition, a permanent team was created to monitor the calls.

Actors involved

The program is organized by the Universitat Jaume I of Castellón (educational innovation group EduFin), with the collaboration of the Foehn Development consultancy and the Caja Rural Vila-real Foundation. As necessary collaborators are the professors of the different institutes of the region.

8.List of social entrepreneurial competences (Knowledge, Skills, Compentences) that the good practice is addressing

- Recognizing unjust social issues
- Identifying business opportunities
- Inspiring change through participation
- Taking direct action
- Public speaking
- Fighting adversity
- Creativity
- Knowledge about tools like empathy map, SWOT, CANVAS, business plan, etc.

9.Results

During the two editions of the program that have been carried out, we have obtained a very encouraging conclusion: if high school students are allowed to work on projects that really motivate them and have created themselves, the productivity, creativity and commitment put into He is superior to those projects imposed by the faculty.

A total of 20 projects have been exposed in the final two sessions of the program that have taken place at the Universitat Jaume I in Castellón, created by a total of 80 students. Among the projects created, there is a children's gym to eradicate childhood obesity and a collaborative messaging company.

10.Impact

Short-term impact: influencing the decision-making process of students on what grades to study, developing their entrepreneurial mentality

Long-term impact: developing a socially entrepreneurial mentality in high school students that promotes competencies that help create social projects

Social goal: improve certain aspects of society through social enterprises

Impact on local community: consolidating a socially entrepreneurial mentality among young people, who will be the entrepreneurs of tomorrow

11. Transferability

This same project could be replicated in primary education with younger students, as well as in other localities and areas of Spain or Europe.

The Moodle platform is created with all the training content, so to replicate, you should only appoint a coordinating team and make contact with secondary / elementary teachers in the area.

11.a Challenges during implementation

Perhaps, the biggest problem we encountered was having the commitment of the teachers, since there are usually few incentives to participate in projects outside the school setting.

Another problem was that teachers gave part of their classes to discuss aspects of Young Business Explorers, and that students were not used to working so freely.

The commitment of the teachers was achieved by trying to convince them about the benefits for their students. So that the teachers did not have to interrupt their classes, the platform with the content of virtual training was created, and the students were supported with virtual tutorials to direct and guide them.

11.b Key success factors

Part of the success was to hold the final session in the facilities of the Universitat Jaume I, creating a change of environment that motivates and encourages them.

In addition, being able to have the freedom to create allows them to develop projects that motivate them personally.

Part of the success was also having a structure of contacts with secondary school teachers that allowed to start with a base of participating schools.

PR1-A1 Analysis of Good Practices

1.TITLE OF GOOD PRACTICE
An MIT Legatum Center & Clayton Christensen Institute Collaboration: Market-Creating Innovation Bootcamps

Partner: Lifeshaker

2.Summary of the good practice

The Legatum Center for Development and Entrepreneurship at MIT is a community hub for students, alumni and faculty who seek to accelerate social and economic progress through innovation-driven entrepreneurship. The Center was founded in order to demonstrate the power of entrepreneurship to catalyze transformation in society and to improve global wellbeing.

The Legatum Center provides channels for entrepreneurs across the world to access MIT resources and contribute to the community.

The Legatum Center was founded on the belief that entrepreneurs and their market-driven solutions are critical to advancing economic and social progress in the developing world. While global prosperity has increased in recent decades, the progress is uneven, with the worst deprivations concentrated in specific parts of the globe. The Center drives more inclusive prosperity by building pathways for the next generation of change agents who, through principled entrepreneurial leadership, will create good jobs, transform systems, and improve lives.

References:

- https://legatum.mit.edu/what-we-do/
- https://live-mit-legatum.pantheonsite.io/resources/mci-bootcamp-faqs/
- **Clayton M. Christensen, Efosa Ojomo, and Karon Dillon (2019)** *The Prosperity Paradox: How Innovation Can Lift Nations Out of Poverty*

3.Tags:
a. Education type:
    (X) Formal education
       () Non formal education

b. Aim of the good practice:
    (X) Teach/Learn social entrepreneurship
       () Assess social entrepreneurship
       (X) Support social entrepreneurship

4.Area of implementation:

The Legatum Center for Development and Entrepreneurship at MIT offers a portfolio of programs that support students at every stage of their entrepreneurial journey, from those still discovering their path, to those exploring specific market opportunities, to those executing a plan that transforms opportunity into an innovative venture.

The Legatum Center provides channels for entrepreneurs across the world to access MIT resources and contribute to our community. Open Mic Africa, for example, is a unique Pan-African tour organized to support local entrepreneurs addressing the continent's greatest challenges. The MIT Zambezi Prize for Innovation in Financial Inclusion, established in collaboration with The Mastercard Foundation, awards $200K in cash prizes to finalists as well as a tuition-free seat in a weeklong leadership boot camp at MIT Sloan.

The Market-Creating Innovation (MCI) Bootcamp is an eight-session curriculum designed to empower emerging market innovators with principles and frameworks necessary to create new markets that make products affordable.

5.Target group

The Bootcamp is best suited for early-stage entrepreneurs who are in the process of piloting or refining an idea that seeks to solve a problem for a majority of people in a region. Participants must have, or plan to have, ventures in one or more of the seven partner countries (Rwanda, Ethiopia, Senegal, Nigeria, Uganda, Ghana, and Kenya).

Market-creating innovation principles can be applied to any industry or sector and entrepreneurs from all sectors are welcome to apply.

No prior work experience is required.

The cost of participation is $1,999, however, through a generous grant from the Mastercard Foundation, the Bootcamp is free for all participants accepted into the program.

6.Methodological framework

Launched in early 2021, the Market-Creating Innovation (MCI) Bootcamp is an eight-session curriculum designed to empower emerging market innovators with principles and frameworks necessary to create new markets that make products affordable. The bootcamp curriculum is anchored around the principles outlined in *The Prosperity Paradox: How Innovation Can Lift Nations Out of Poverty,* written by the late Harvard Business School professor Clayton M. Christensen.

Bootcamps will be hosted in multiple countries across Africa during 2021 and will take place virtually until it is safe to host them in person. The Bootcamp is designed to be practical and applicable to actual business ideas and ventures. Real-world case studies are a critical component of the curriculum. The full Bootcamp is made up of eight sessions that will last approximately 90 minutes each. Participants can expect to spend an additional 60-90 minutes preparing for each session. The eight sessions will be offered over the course of a few days.

Also, Participants will join a community of entrepreneurs and other ecosystem stakeholders. Mentoring sessions with experienced entrepreneurs and investors will be included as part of participation. Additional networking events and opportunities will also be offered.

7.Description of the good practice

The idea
Across the globe, access to basic healthcare, education, and utilities remains out of reach to large populations worldwide.

- Less than half of the global population is covered by essential health services.[1]
- Remote learning remains out of reach for at least 500 million students.[2]
- 789 million people lack electricity.[3]

Conventional economic development methods have not been successful in addressing these issues. A different development paradigm that focuses on innovation and entrepreneurship is the critical missing piece in the economic prosperity puzzle.

Hailed as "a better way to fight poverty,"[4] market-creating innovations (MCIs) create accessible products for populations of all income-levels through affordability, simplicity, and convenience. MCIs are unique in their ability to create new growth engines that lead to jobs, increased taxes, and the emergence of an entrepreneurial culture. By empowering market-creating innovators in emerging economies, the MCI Bootcamp seeks to build a robust foundation for inclusive and sustained economic prosperity for all.

Objectives

The goal is that after completing the Bootcamp, entrepreneurs are able to think about their business idea or product differently. They receive practical tools and training to apply to their business idea or venture. Not all ventures may be market-creating by nature, but through this Bootcamp the entrepreneurs are able to better identify market-creating innovation opportunities and design business models for them.

Implementation

Bootcamps will be hosted in multiple countries across Africa during 2021 and will take place virtually until it is safe to host them in person. The bootcamp is designed to be dynamic and practical and is best suited for early-stage entrepreneurs who are in the process of piloting or refining an idea that seeks to solve a problem for a majority of people in a region.

- **Course**: Participants will benefit from engaging sessions that fundamentally change how they think about innovation.
- **Community**: Participants will join a unique and growing community of people (investors, entrepreneurs, and policymakers) committed to building market-creating innovations in emerging economies.
- **Coaching**: Participants will gain access to some of the most reputable and forward-thinking innovators and investors committed to emerging economies.
- **Certification**: Participants will get a Market-Creating Innovation Bootcamp Certificate of Completion after the program is completed.
- **Access to Capital**: Upon completion of the Bootcamp, participants will have an opportunity to create an investment pitch deck that may be shared with a select group of investors committed to investing in emerging market-focused innovations.

Actors involved

The Bootcamp curriculum was designed jointly by the Clayton Christensen Institute and The Legatum Center for Development & Entrepreneurship at MIT. The Bootcamp will be facilitated by teams from both

the Christensen Institute and the Legatum Center. The entire Bootcamp program has been generously supported by the Mastercard Foundation.

- The Legatum Center was founded on the belief that entrepreneurs and their market-driven solutions are critical to advancing economic and social progress in the developing world.
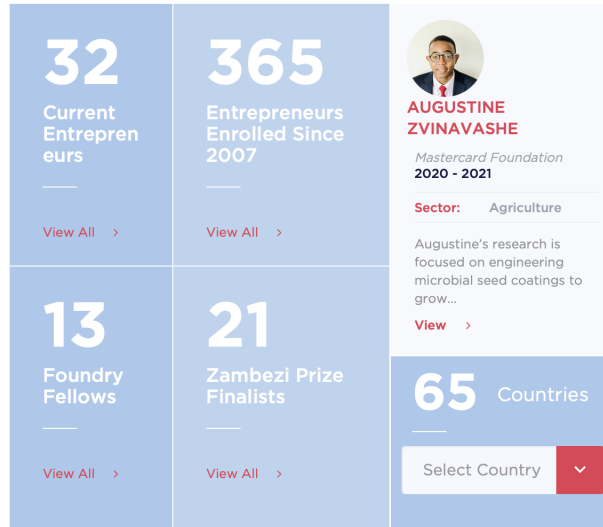
- **The Legatum Group is a private investment partnership with a 30 year heritage of long term value creation through investments in global capital markets.**
- The Clayton Christensen Institute is a nonprofit, nonpartisan think tank dedicated to improving the world through Disruptive Innovation.
- The Mastercard Foundation advances microfinance and youth learning to promote financial inclusion and prosperity.

8.List of social entrepreneurial competences (Knowledge, Skills, Competencies) that the good practice is addressing

- Market-creating innovation opportunities

- Business models

9. Impact

Across the globe, access to basic healthcare, education, and utilities remains out of reach to large populations worldwide.

- Less than half of the global population is covered by essential health services.
- Remote learning remains out of reach for at least 500 million students.
- 789 million people lack electricity.

Conventional economic development methods have not been successful in addressing these issues. A different development paradigm that focuses on innovation and entrepreneurship is the critical missing piece in the economic prosperity puzzle.

Market-creating innovations (MCIs) create accessible products for populations of all income-levels through affordability, simplicity, and convenience. MCIs are unique in their ability to create new growth engines that lead to jobs, increased taxes, and the emergence of an entrepreneurial culture. By empowering market-creating innovators in emerging economies, the MCI Bootcamp seeks to build a robust foundation for inclusive and sustained economic prosperity for all.

10.Transferability

The bootcamp is designed to be dynamic and practical and is best suited for early-stage entrepreneurs who are in the process of piloting or refining an idea that seeks to solve a problem for a majority of people in a region. This program is not one-on-one transferable to the target group - highschool NEET youngsters, but part of the approach can serve as inspiration.

Challenges during implementation

Due to COVID-19 the bootcamps had to shift to virtual sessions. It's not sure whether the programs have started already, which is why no results or key success factors are elaborated on in this best practice document.

PR1-A1 Analysis of Good Practices

1.TITLE OF GOOD PRACTICE
YES!Delft

Partner: Lifeshaker

2.Summary of the good practice

YES!Delft helps make a positive impact on the world through entrepreneurship and an extensive startup ecosystem. The team is proactively engaged in startups' journey from inception to exit, to empower and enable founders to contribute to a better world. This goal is reached by working together, sharing success and failures, and inspiring a culture driven by unlimited ambition.

They support and empower tech entrepreneurs in bringing their disruptive tech innovation to the market as fast and as best as possible.

They have built custom ecosystems around 9 focus areas to enable tech startups in: Blockchain, Artificial Intelligence, BioTech, CleanTech, MedTech, EdTech, Aviation, Robotics and Complex Technology. In these fields 360 degree support is provided to startups: custom startup programs, full-lifecycle services such as recruitment and funding, access to market and capital, and a community of experts, corporate partners and mentors.

References:

- https://www.yesdelft.com/about-us/
- https://www.yesdelft.com/co-lab/

3.Tags:

a. Education type:
() Formal education
(X) Non formal education

b. Aim of the good practice:
(X) Teach/Learn (social) entrepreneurship
() Assess social entrepreneurship
(X) Support (social) entrepreneurship

4.Area of implementation:

The Netherlands. A programme for tech startups in: Blockchain, Artificial Intelligence, BioTech, CleanTech, MedTech, EdTech, Aviation, Robotics and Complex Technology.
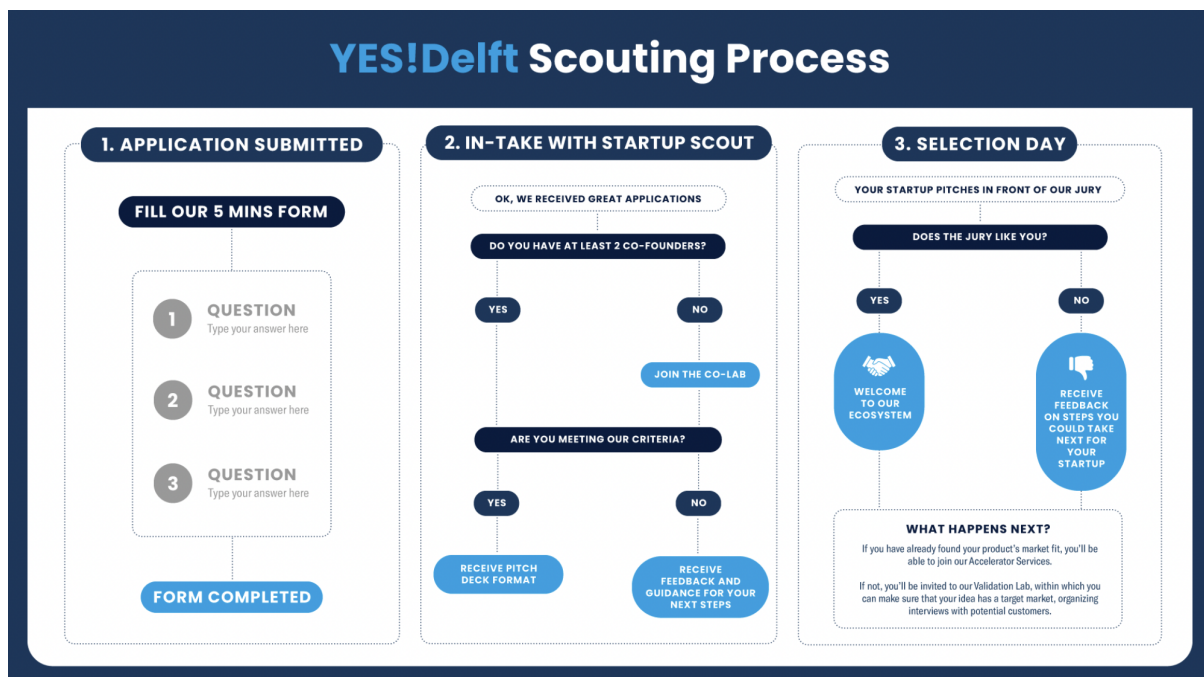
https://www.yesdelft.com/services/

5.Target group

YES!Delft supports entrepreneurs who build complex products (both hardware and digital) in challenging markets, often with a run-up time, long development trajectories and expensive prototyping involved. They take zero equity as we are a non-profit organisation.

6.Methodological   framework

7.Description of the good practice

The programs are specifically designed for entrepreneurs to spend time on their business during the program. Since 2005, YES!Delft supports entrepreneurs in every startup stage – from ideation to scaling up.

Co-Lab

The idea

Research over the past 4 decades has shown that startups that are co-founded by a team are more successful.

In the Co-Lab workshop, as a single founder, founding team, or entrepreneurial minded person, you'll get the tools and connections to find that new member of your dream team to help you reach the top1

Objectives

- Find your co-founder
- Meet like minded entrepreneurs
- Learn to pitch your idea
- Get to know YES!Delft
- Peer 2 Peer review

Implementation

Co-Lab is a half-day workshop where participants experience the value of a team, ideate on their business idea, indulge themselves in the YES!Delft community and potentially find their co-founder.

Validation Lab

The idea

By participating in the Validation Lab, participants acquire the right skills, receive an extensive toolset, and start tackling the biggest challenges they'll face during the whole lifecycle of their startup.

Objectives

Joining the program allows them to validate the business idea, talking to many customers, and finding the Problem-Solution Fit. In addition, they will learn about different aspects of starting and running your business, e.g. legal, funding, pitching, and team.

The Validation Lab is open for hardware and digital startups with at least two ambitious and committed founders and the potential to scale. For first time founders and experienced entrepreneurs that are looking to find the right customers and market and want to benefit from the mentors and experts in the ecosystem.

Implementation

A 10-week part-time program to find your problem-solution fit, talk to potential customers, validate your assumptions and understand what it takes to start and run your business.

Accelerator Program

The idea

You have founded a tech startup, built a prototype or MVP and have some initial traction in the market. Now it's time to strengthen the foundation and accelerate traction.

Objectives

We'll help you to focus on the essential next steps to build a company with a scalable, profitable, and repeatable business model.

After the kick-off weeks, you can join tailored workshops, masterclasses, and 1-on-1 expert sessions on topics such as personal & team development, strategy, marketing & sales, finance & funding, legal & IP, and HR.

For hardware and digital startups with a committed founding team that has a validated problem-solution fit, built a working prototype or MVP, has some traction in the market, and the potential to scale.

Implementation

The Accelerator Program is a 3-month program and helps you to strengthen the foundation of your startup and accelerate traction in the market. Get connected to an experienced mentor, experts, and fellow founders and join workshops and masterclasses that are relevant to you.

Actors involved

YES!Delft works with corporate partners to connect startups and speed up their innovation process in a startup way. They have services partners, mentors and experts offering their expertise to the ecosystem in 1-on-1s, workshops and masterclasses: from strategy and pitching to legal and tax. Also, they have an experienced team as a gateway to investors and grants.

Moreover, as a not-for-profit organization, they have strong ties to the regional government in Delft and The Hague. They work closely with the TU Delft and Erasmus University and with that Research and Field lab in various industries, to grant access to sophisticated test sites and academia.

8.List of social entrepreneurial competences (Knowledge, Skills, Competencies) that the good practice is addressing

- Validate your business idea
- Problem-Solution fit
- Different business aspects
    - Strategy
    - Personal Development and leadership
    - Market & Sales
    - HR & Team
    - Finance & Funding
    - Legal & IP
- Customer research
- Market research
- Value proposition creation
- Pitching

9.Results
- 850+ Startup application
- 80% of the Startups are active or acquired
- 700M+ total funding
- 15 years of experience

10.Transferability

This program aims at (mostly) higher educated entrepreneurs in the tech scene. They offer a full ecosystem and extensive **paid** programs to boost the entrepreneurs and their businesses. The programs of YES!Delft are therefore not easily transferable to the target group - high school NEET youngsters.

The approach and ideas of different programs however, can be an inspiration.

Key success factors
- A hands-on approach (Get out of the building)
- Support in every stage of the business
- Support in accessing external funding
- A network of entrepreneurs (180+ tech startups as peers)
- Access to (corporate) partners and mentors

PR1-A1 Analysis of Good Practices

1.TITLE OF GOOD PRACTICE
By Necessity - Besouro social development agency (Brazil)

Partner: Lifeshaker

2.Summary of the good practice

The pillar of entrepreneurial education is developed from the By Necessity methodology, which in 11 modules takes the student on a journey to open his own business with little or zero cost. Having the entrepreneur's dream as a starting point, exercise creativity, notions of finance, sales, cash flow, creation of our own brand and communication. Delivery is a plan for micro or small business ready for execution.

3.Tags:

    a.   Education type:

   x Formal secondary school education
      Non formal education

    b.   Aim of the good practice:

   x Teach/Learn social entrepreneurship
      Assess social entrepreneurship
      Support social entrepreneurship

4.Area of implementation:

The ByNecessity methodology represents a good alternative for members of vulnerable communities who, in the midst of a financial crisis, sought entrepreneurship as a way to generate income. The first part of the method consists of a five-day course, with a total of 30 hours of class, making participants learn to design an initial business plan.

The courses take place inside public facilities, in the communities. Besouro's teachers have already taught the methodology in the most diverse corners of Brazil. "The groups are formed by social workers normally

linked to city halls of the municipalities. No one knows more about the communities than the social workers at the social assistance referral centers.

5.Target group

Designed to develop entrepreneurship in the periphery for young black people in social vulnerability, between 18 and 29 years old. The methodology was applied in the communities of the 176 most violent cities in Brazil, according to the Youth Violence Index, made by the Public Security Forum of Brazil.

6.Methodological framework

Classes take place at predetermined places and days, with the teacher trained in the By Necessity methodology – exclusive to the Agency.
During the 5 days of classes (Monday to Friday), totaling 30 hours of teaching, students are guided to perform 11 didactic steps. How support material, have: printed handout with details of the entire content explained by the teacher in the classroom and business matrix with assembly cards - self-explanatory, manual, which instigates the development of logical thinking and visual perception of problems/solutions as a all.
The teachers, previously trained and qualified in the methodology, still have audiovisual support material (presentation and videos) to guarantee the interest, ease of learning and exemplification.
The 11 steps that took place in the classroom present graphic language, written and visual adapted to the target audience (in order to promote integration and students' belonging to the theme, a requirement for assimilation and not fading in the face of content), they are:

STEP 1 - My dream - Gone!
Individual presentation of the students, detailing their dream (what business they want to develop). Guided by the teacher, they list the problems, the benefits, positives and negatives of your idea, adjusting it to a reality that can be implemented and dedicated on your part.
STEP 2 - My profile - I own the parade!
Analysis of the profile of each student for the development of the business, survey of your skills and experiences to do so, as well as those you will need to develop or seek support.
STAGE 3 - My possibilities - Creativity and innovation

In a playful way, students analyze the possibilities of manufacturing or providing of the product/service, forms, feasibility, simulate the routine of the business and carry out the possible adaptations to make it real.

STEP 4 - My business - Where am I going?

Based on the collection of information carried out in the previous step, they draw, write and define the main characteristics of your business and main product/service. Dream materialization.

STAGE 5 - My market - Planning and research: the broken ones for success

To understand if the product or service will be absorbed by the market, if there will be demand, here the student carries out research in the field, personally, and through digital (phone, messages, social networks).

STEP 6 - My brand - Communication: the face of the scheme

The student draws how he would like the brand, name, slogan, colors and format to be of your business. As well as, learn communication notions - as a basis for sale guarantee. Soon after, he receives, in file and printed, the materialization of your design - carried out by designers belonging to the project team.

STAGE 6 AND SOME BREAKS - Product, price, place, disclosure: the body of the scheme

Here, the technical content of the administration is addressed, which details the so-called "P" fundamentals of a business (product, price, place, advertising). All the classroom business are discussed collectively, until the conception of the best strategy – for each case – is validated.

STEP 7 - My sales - Sales: Money, money, Money

Pricing class, promotions, cash flow, sales, calculations, fixed costs and variables, purchase, profit margin. The financial basis for a business is placed in the form of a paper plan by the student.

STEP 8 - My HR, Human Resources

All the characters necessary for the dismemberment of the business. Search for people to contribute to the process, who they are and how to solve labor or time management issues.

STEP 9 - My finances - Economy and finance: breaking the bank

Based on the sales class, here the student advances and sets up the financial plan for the business, multiplying the initial values, creating sales and income prospects, as well as understanding the financial planning scenario.

STAGE 10 - My analysis - In therapy

When faced with the needs for the implementation of the business, here the student lists the changes that will be effected in your life, for the real fulfillment of everything that was designed. From changing habits to interpersonal relationships.

STEP 11 - Final product

Each of the steps taken generated a card with definitions and goals that, applied at the headquarters, translate a business plan that can be implemented in the following day.

Deadlines for the execution stage: 5 working days – for each class.

7.Description of the good practice

The idea

The training courses follow the By Necessity model, created by the agency Besouro, which saw the need for a study plan aimed at young people emerging from slums or peripheral communities and that knew how to take advantage of the wealth of knowledge and sensitivity of these young people. The method guides students to develop a business plan and provides for a three-month incubation period, where future entrepreneurs follow with guidance and follow-up.

Objectives

- Promote social entrepreneurship among young people
- Create and Develop a small business in 5 days
- Promote creativity
- Develop skills related to the creation of companies

Implementation

30 000 trained people

14 000 business created

70% of "conversion" from student to entrepeneur

300 estimated million of revenue (local currency)

Actors involved

1600 Municipalities

15 countries

8.List of social entrepreneurial competences (Knowledge, Skills, Compentences) that the good practice is addressing

- Spotting opportunities
- Creativity

- Vision
- Valuing ideas
- Ethical and sustainable thinking
- Self-awareness and self-efficacy
- Motivation and perseverance
- Mobilizing resources
- Financial and economic literacy
- Mobilizing others
- Taking the initiative
- Planning and management
- Coping with uncertainty, ambiguity and risk
- Working with others
- Learning through experience

9.Results

- 30 000 trained people
- 14 000 business created
- 70% of "conversion" from student to entrepeneur
- 300 estimated million of revenue (local currency)

10.Impact

Short-term impact: creation of small social business

Long-term impact: developing a socially entrepreneurial mentality that promotes competencies that help create social projects

Social goal: improve certain aspects of society through social enterprises

Impact on local community: consolidating a socially entrepreneurial mentality among young people, who will be the entrepreneurs of tomorrow and generate "real" revenue

11.Transferability

This same project could be replicated in Europe.

Some contents can be replicated.

11.a Challenges during implementation

Not applicable

11.b Key success factors

Short and practical methodology
Strong image and marketing
With real impact in communities

PR1-A1 Analysis of Good Practices

1.TITLE OF GOOD PRACTICE
Catch the wind of entrepreneurship

Partner: ENTRI

2.Summary of the good practice

3.Tags:

#social business #social entrepreneurship

    a.   Education type:
        () Formal education
        () Non formal education

    b.   Aim of the good practice:
        () Teach/Learn social entrepreneurship
        () Assess social entrepreneurship
        () Support social entrepreneurship

4.Area of implementation:
Universities, colleges, NGOs and local communities in Lithuania.

5.Target group

The project involved 60 lecturers and 500 students.

6.Methodological framework

During the project, teachers received training in social entrepreneurship. In a later stage, they became mentors for the students. 16 groups of students worked for 2-3 months on social business cases - applying their knowledge and helping NGOs and communities to develop sustainable and innovative social business models with clearly identified and measurable social impact.

The practice could be easily adapted as a part of economy studies.

7.Description of the good practice

Vilnius University, together with its partners Visoriai Information Technology Park and Šiauliai State College, initiates a project to develop students' and lecturers' entrepreneurial and creativity competences, following the active learning paradigm and an interdisciplinary approach. The main objective of the project is to develop students' and lecturers' entrepreneurial and creativity competences in teams combining representatives of technology, biomedical and physical sciences with representatives of the humanities, social sciences, arts. To improve the skills of teachers in different fields by introducing them to advanced concepts of entrepreneurship and creativity education and new teaching methods. To develop students' social responsibility, to increase their knowledge of equality and non-discrimination, and to develop teamwork skills through the implementation of the Social Entrepreneurship Competence Development Plan. The project has a strong collaborative aspect with different types of higher education institutions and with businesses and NGOs with different sectoral profiles. It is expected that the successful implementation of the project will lead to a significant improvement in the quality of studies, increased accessibility and maximum relevance to labour market needs. Students will be able to develop or improve products and services, offer real solutions to real problems, exploit market opportunities, prototypes or demos, by working with real ideas-projects from business and NGOs.

The idea

The idea of the project is to empower lecturers by equipping them with the necessary social entrepreneurship skills, which are then passed on to students. The students used the skills they acquired to work with local communities and non-profit organisations for several months, providing solutions to real problems.

Objectives

The main objective of the project is to develop entrepreneurial and creative competences of students and lecturers in teams combining technology, biomedical and physical sciences with the humanities, social sciences and arts. To improve the skills of teachers in different fields by introducing them to advanced concepts of entrepreneurship and creativity education and new teaching methods. To develop students' social responsibility, to increase their knowledge of equality and non-discrimination, and to develop teamwork skills through the implementation of the Social Entrepreneurship Competence Development Plan.

Implementation

Actors involved

Vilnius University together with partners Visoriai Information Technology Park and Šiauliai State College.

8.List of social entrepreneurial competences (Knowledge, Skills, Compentences) that the good practice is addressing

Social responsibility, equality, teamwork, social entrepreneurship and creativity.

9.Results

More than 60 lecturers (assistant professors, lecturers, junior assistants, partnership assistant professors, professors) from different faculties and departments of the University, i.e. the Faculties of Philosophy, Physics, Philology (Institute of Foreign Languages), Communication, History, Kaunas and the Faculties of Economics and Business Administration, the Centre for Life Sciences (Institute of Biosciences) and the School of Business, actively participated in the training. Certificates were awarded to 47 lecturers.

The invaluable added value of this project for the lecturers was the improvement of their competence by getting acquainted with the advanced concept of entrepreneurship and creativity education and new teaching methods, the opportunity to get involved in other activities of the project by joining a team of mentors - facilitators, where 10 lecturers who participated in the trainings were working with 10 interdisciplinary teams of students, who were solving the challenges of the presented social business enterprises.

10.Impact

Significantly improving the quality of studies, increasing accessibility and maximising relevance to labour market needs. Students will be able to develop or improve products and services, propose real solutions to real problems, exploit market opportunities, prototypes or demos, by working with real ideas-projects from business and non-governmental organisations.

11.Transferability

11.a Challenges during implementation

Any specific challenges were identified.

11.b Key success factors

1. Diversity. Project engaged representatives of technology, biomedical and physical sciences with representatives of the humanities, social sciences, and arts.

2. Collaborative aspect. Project was implemented in collaboration with different types of higher education institutions, businesses, and NGOs with different sectoral profiles.

3. Dissemination. Project was very-well disseminated all across Lithuania.

4. Partnership. Project was implemented by education sectors leaders, showing a great example all across Lithuania.

5. Funding. The European Social Fund and the state budget of the Republic of Lithuania ensured a successful and efficient implementation of the project.

PR1-A1 Analysis of Good Practices

1.TITLE OF GOOD PRACTICE
SOCIFACTION

Partner: ENTRI

2.Summary of the good practice

Socifaction, the first social business accelerator, where more than 170 leaders created solutions to Lithuania's most pressing social problems. As a part of the project, methodology (lesson scenarios) for the Social Entrepreneurship lesson cycle in the economics and entrepreneurship course for vocational training institutions and general education schools for grades 9-10 was created.

3.Tags:

#social business #social entrepreneurship #social responsibility

    a.   Education type:
       () Formal education
       () Non formal education

    b.   Aim of the good practice:
       () Teach/Learn social entrepreneurship
       () Assess social entrepreneurship
       () Support social entrepreneurship

4.Area of implementation:
Methodology was adapted to 10 Lithuanian schools.

5.Target group

9 and 10 grade students of vocational training institutions and general education schools in Lithuania.

6.Methodological framework

The Social Business Lesson Scenarios are a methodological tool for schools and teachers who want to integrate lessons on the social business model into their economics and entrepreneurship courses. This is a business model that is still emerging in Lithuania, but is likely to become much more important in the future. The objectives of this series of lessons will not only provide students with theoretical knowledge about social business, but also give them the opportunity to try out the social business model in practice.

The methodology consists of seven lesson scenarios. They all follow a similar structure: the objectives of the lessons are outlined, the skills and attributes of the students are defined, general comments are made on the characteristics of the specific lesson and the content (flow) of each lesson is detailed. Examples of concrete tasks, ideas and methodological tools are also provided. The content of the lessons is divided into two, three or four parts, depending on the practicality of the lesson. The methodology is complemented by a list of materials available on the Internet that can be useful for preparing social entrepreneurship lessons.

The ideas, recommendations and examples from the social entrepreneurship lesson scenarios should be used flexibly and creatively by economics and entrepreneurship educators, taking into account the situation of specific schools and their environment, the aspirations and capabilities of the students they work with, and their own pedagogical and life experiences.

7.Description of the good practice

The idea

Lithuania is the second largest EU country in terms of social investment, but one in five people lives below the poverty line, and Lithuania ranks fourth in Europe, behind only Romania, Bulgaria and Latvia. Traditional solutions no longer address the complex problems of society, but rather require a sustainable and innovative approach. Social business is a concept that is being developed more and more in Lithuania every year, which allows us to look differently - to see the opportunities in the problems, to base our business model on social impact and the mobilisation of community resources.

This evolving concept in Lithuania is now ready to move into the education system and educate the social business leaders of tomorrow from the school bench. The programme is now in its second consecutive year.

Objectives

Creating a favourable environment for the diffusion and take-up of social entrepreneurship in the regions, using expert support for new initiatives, strengthening dialogue at political level, raising public awareness of the concept, and integrating social entrepreneurship training into the formal education system as key tools.

Implementation

Methodology was adapted to 10 Lithuanian schools. This tool allowed to educate young people in an innovative way, not only by teaching them the basics of business or economics, but also by developing their social sensitivity, critical thinking, leadership and citizenship. Since the programme has proved its worth, we want to expand it to other progressive schools in Lithuania.

Actors involved

The methodology of the social business lessons in the economics and business course has been developed in the framework of the project "Socifaction: development of social business in the regions", implemented by the British Council, the NGO Avilys and the organisation "Geri Norai LT", together with its partner - the Centre for Development of Education. The project is also supported by Barclays International Financial Services Group. The project is part of the British Council's Cultural Connections Programme, which was implemented in all three Baltic States.

8.List of social entrepreneurial competences (Knowledge, Skills, Compentences) that the good practice is addressing

Analytical thinking, critical thinking, independent thinking, social empathy, curiosity, ability to argue, creativity, social entrepreneurship, creativity, teamwork skills, respect for others' opinions, leadership and citizenship.

9.Results
-Social entrepreneurship as a topic has been included in the curricula (5 secondary and 5 vocational training courses) in 5 secondary and 5 secondary schools, the topic was integrated into the economics and business lessons).

10.Impact

- Empowered and gave confidence to community leaders, so that they feel ready to build social business.

- Provided youth with knowledge and skills on social business creation.

-Continuously pursued regional and national policies that are favourable to social business

- Raising awareness in public and sharing success stories.

11.Transferability

The project is part of the British Council's Cultural Connections Programme, which was implemented in all three Baltic States.

11.a Challenges during implementation
Any specific challenges were identified.

11.b Key success factors

1. Need. The project addressed the actual need of youth and citizens in Lithuania, Latvia and Estonia.

2. Expertise. Project engaged experienced social business mentors.

3. Methodology. It ensured that youth works and educators receive knowledge, skills and material to continue youth education on social business.

4. Dissemination. Project was very-well disseminated in 3 countries.

5. Partnership. Project was implemented by well experienced

PR1-A1 Analysis of Good Practices

1.TITLE OF GOOD PRACTICE
Goldsmiths: MA Social Entrepreneurship

Partner: Eurospeak

2.Summary of the good practice

This course is a Master's course conducted by Goldsmiths University of London and focuses on the topic of social entrepreneurship. There is an ever-growing number of entrepreneurs intending to kickstart their business in the city (London). However many of these start ups fail because they do not take into consideration the changes regarding social and environmental behaviour of the public.

References

- Goldsmiths (2022), *MA Social Entrepreneurship.* Goldsmiths University of London [online]. Available at: https://www.gold.ac.uk/pg/ma-social-entrepreneurship/ (Accessed: 22/2/22).

3.Tags:

a. Education type:

(X) Formal education

() Non formal education

b. Aim of the good practice:

(X) Teach/Learn social entrepreneurship

() Assess social entrepreneurship

() Support social entrepreneurship

4.Area of implementation:

This course is an international in-person course that can be disseminated globally as it allows students to develop their critical thinking and understanding about social enterprise. Having said this, there does seem to be a particular focus on geographical regions with powerful business hubs such as London, Dublin. This is conveyed further when many students who have taken this course have been employed at the governing body Social Enterprise UK regardless of nationality..

5.Target group

The course is ideal for:
- Undergraduates who are aspiring to become social innovators and changemakers.
- Current social entrepreneurs hoping to further develop their expertise or need reminding of some certain social entrepreneurship aptitudes in order to incorporate them into their business.
- Intrapreneurs interested in organisational transformation within the creative sector or any other sector of interest.
- Those interested in becoming analysts and knowledge experts in this field (including academic researchers with PhDs).

6.Methodological framework

This course is in the form of a university masters source lasting 1 year in full-time education or 2 years in part time education. This flexibility reflects the nature of the course content as 25% of students enrolled on this course are working in this field and thus require this course to complement their entrepreneurial operations; there are 5 modules including a dissertation at the end of the course. The course is taught through structured lessons with most of the modules being compulsory with a few guest speakers from other universities and private institutions in this sector. However there is a significant emphasis on assessment through group projects and workshop activities as to help build and solidify communication skills and teamwork.

7.Description of the good practice

The idea
The course is designed to give graduates a grand overview of the concept of social entrepreneurship. It is designed to give students a critical understanding of modes of social enterprise. There is a focus on variations of economic and social business practises as well as challenges that entrepreneurs may face to carry these out. Various channels may include social enterprises, collaborative innovation networks and hubs and digital platforms.

The course views social entrepreneurship from a creativity perspective. It explicates that being a social entrepreneur shows creativity and imagination in business as delves into a realm of business that is not solemnly focusing on profit and sales-driven figures but rather prioritising social issues and creating a business structure based on this respective motive.

Objectives

The objectives that students should obtain on completion of this course are as follows:

1. Develop a critical, sociologically informed understanding of this fast evolving field
2. Develop tangible expertise in social return on investment and entrepreneurial modelling methodologies

3. Become part of London's social innovation community, a global centre of gravity in this field (with links to local social innovation communities virtually everywhere in the world)
4. Access a number of future career paths in the growing social innovation sector
5. Develop a grasp of research methods, a significant body of written work and a public profile through assignments, debates and online/offline publication avenues (including The Golden Angle), enabling some students to work as social innovation consultants/knowledge leaders upon graduation

Implementation

This course is implemented as a masters degree course. However it is not solely for those who aspire to be entrepreneurs, but for those who are keen to analyse the current market situation and change business' external environments. The skills are presented and evaluated through a variety of in-person lesson formats and collaborative working and problem solving. Goldsmith reassures that this course, including its implementation strategies, allow for a more in-depth examination of both the theoretical and practical foundations of social entrepreneurship.

Actors involved

Dr. Richard Hull from Goldsmiths University of London

8.List of social entrepreneurial competences (Knowledge, Skills, Competencies) that the good practice is addressing

- Innovative approaches to revenue generation and financial remodelling.

- Interdisciplinary skills of being a social entrepreneur.
- Analyse societal impacts on businesses
- Improve effective communication skills
- Comprehend better emotional intelligence strategies from co-workers.

9.Results

The main results of this course is that it prepares students to view an alternative approach to commencing their business in such a manner that allows them to be up to date and react more effectively to social matters both internally and externally of the business. Furthermore, it also gives students better insights to organisations such as cooperatives and NGOs whose business motives and structure are substantially different to those of a more conventional business model. With this knowledge, it allows for new social enterprises to flourish.

10.Impact

Without doubt, the most important beneficiary of this course would be the students. With this acquired knowledge of social entrepreneurship, it would raise their level of success in starting their own social enterprises or be a valuable asset to existing social enterprises. Either way, their skill set will allow them to be more successful in their field by better evaluating external factors which only will improve their business acumen.

With more and more people becoming aware of social enterprise practices, this would make the general public more content with the level of corporate social responsibility undertaken by SMEs. Another benefit to that is that they can engage with the local community and build stronger bonds to help tackle any social issues they are facing but also collaborate with other businesses to change the outlook of businesses on a much larger scale.

11.Transferability

As this is a university in-person course. It may be hard to transfer the content to other modes of learning without losing some of the more in-depth content and analysis that can only really be developed in the classroom. Having said this, there are elements of the modules that could be implemented into a course manual.

11.a Challenges during implementation

If this was to be amalgamated into a course manual then,based on the content the university course presented, it would have to be complimentary as condensing all of the core content would not do it justice and various elements would seem lacklustre due to their more effective results inside the classroom. Despite this, the manual should be complementary to the course and highlight how each skill learnt can be applied in a specific context for the business in question. As a result not only is the skill retained but it is put in practice in a situation that undoubtedly will emerge in the business's future.

11.b Key success factors

- Personalised skills: It is important to follow through in explaining the foundation of each skill and then allow the student to critically think of where and how this would apply to their business of interest.
- Critical examination: It is vital for the course to evaluate the advantages and disadvantages of social changes in the business external environment. From this students can more accurately understand the target market through practices such as a SWOT and PESTLE analysis.
- Interdisciplinary skills: Students should comprehend the importance for social entrepreneurs to identify and examine how social changes and issues can have positive and negative effects both internally and externally of the social enterprise.

PR1-A1 Analysis of Good Practices

1.TITLE OF GOOD PRACTICE
London School of Economics and Political Science: Social Entrepreneurship

Partner: Eurospeak

2.Summary of the good practice

This course is designed to give entrepreneurs the skills of what is needed to enter the business world. It is an online course, which is structured but also flexible as to allow the course to be more personalised and more available to the individual. It consists of an 8 week course, excluding orientation featuring classes between 7-9 hours per week. The course features 8 modules that cover a broad realm of social entrepreneurship. The idea of social entrepreneurship refers to the recognition of social problems and achieving social change by employing entrepreneurial principles, processes and operations (MSG, 2022). With an ever evolving external business environment, especially in terms of social changes, it is crucial that entrepreneurs and SMEs understand the fundamentals as to tackle these changes.

References:

- LSE (2022). *Social Entrepreneurship.* LSE [online]. Available at: https://onlinecertificatecourses.lse.ac.uk/presentations/lp/lse-social-entrepreneurship-online-certificate-course/?cid=13986004490&utm_contentid=535102934117&ef_id=c:535102934117_d:c_n:g_ti:kwd-1445338501127_p:_k:%2B%20entrepreneurship%20%2Bcourse_m:b_a:127955321671&gclid=Cj0KCQiAjc2QBhDgARIsAMc3SqS1WLhxS5nSfEg-87GySRshC8l_G6sN1i_hEKhDc_fOdx9cR0w_Xb8aArLbEALw_wcB&gclsrc=aw.ds (Accessed: 21/2/22).
- MSG (2022). *What is a social entrepreneur?*. Management Study Guide [online]. Available at: https://www.managementstudyguide.com/who-is-social-entrepreneur.htm (Accessed: 21/2/22).

3.Tags:

a. Education type:

    (X) Formal education

       () Non formal education

b. Aim of the good practice:

(X) Teach/Learn social entrepreneurship

() Assess social entrepreneurship

() Support social entrepreneurship

4.Area of implementation:

This course seems as though it can be utilised on a universal scale. While the course is certified by the United Kingdom, there is no doubt that these expertise can be diffused into various business sectors around the world and has significant uptake by Irish students.

Also the course can be utilised for business in any market. Though it must be understood that certain markets are more sensitive to social change and thus the success of the entrepreneur's business will be the, responding to their market.

5.Target group

The target group is graduates who have recently completed their university degree and are eager to start a career in business. Specifically they are hoping to start a business of their own and need some guidance of how to be a social entrepreneur and the implications that it prevails. As such it is directed at those entrepreneurs who want to focus on social change.

6.Methodological framework

The framework comes in the form of various interactive online modules in which entrepreneurs are encouraged to confer and convey ideas with members of staff as well as with peers through online educational platforms and forums. Having said that the course conveys a more unstructured approach, each module is clearly laid out with focused objectives but the interactiveness allows each learner to personalise their experience to give them real-life guidance for their own business plan.

7.Description of the good practice

The idea

The idea of the course is to underline the fundamental problems in social change and behaviour that have become a growing concern and priority for business owners, internal and external stakeholders. It also addresses why entrepreneurs should have this notion at their heart of their business plan. Lastly, it addresses how businesses should overcome these changes to promote the sustainability of the business and, in turn, its rate of success.

At the end of the course, entrepreneurs will receive a certificate certified by the United Kingdom CPD certification service.

Objectives

1. Understand the key organisational considerations for developing and founding a social enterprise.
2. Examine what constitutes a social issue, how to approach finding a solution for it, and how to measure the social impact and value created by your organisation.
3. Craft a comprehensive business plan to guide the development of your social entrepreneurship project.
4. Examine the pressing need for greater social consciousness within government, business, and society, drawing insights from one of the world's leading social science universities.

Implementation

Actors involved

Professor Steven Chambers

Dr. Jonathan Roberts

Dr. Eva Neitzert

Amelia Bradley

8.List of social entrepreneurial competences (Knowledge, Skills, Competencies) that the good practice is addressing

- Analyse social entrepreneurship business models
- Understand how entrepreneurial tools can be utilised to tackle social problems.
- Understand the aptitudes needed to be a social entrepreneur.
- Funding for social entrepreneurship.

- Comprehend the skills needed for pitches
- Investigate the nuances for innovative funding sources.
- Articulating the differences between various organisational structures.
- Justify the right organisational form for a social entrepreneurship idea.
- Evaluate criticisms, feedback and tackle crisis management.
- Leadership in combating a social problem.
- Develop emotional and social intelligence both internally and externally of the business model.

9.Results

This course has given entrepreneurs the tools to fully understand and/or identify changes in their external environment as well as highlight the social changes that they may like to focus on as a business. This not only gives them the relevant skill to progress their business but also allows them to be introduced to the idea of Corporate Social Responsibility, which is in the best interest of any business to demonstrate a level of said skill.

10.Impact

The impact of this course should be that entrepreneurs will be able to plan a more secure business plan and structure that gains them better resilience to their market. This knowledge can be transferred and disseminated amongst their employees so that all members of the team understand the aims and objectives of the business. By doing this, it ensures an amicable environment both internally and externally.

11.Transferability

The content shown off in the module can be very easily amalgamated into lesson plans to be used in the classroom. In keeping with the personalised feel of the course, it will allow students to collaborate and exchange good practices and ideas in a controlled environment with the tutor present for confirmation.

11.a Challenges during implementation
None

11.b Key success factors

- Personalised content: The content learnt can be easily adapted to an individual's business as it gives the core knowledge needed as well as tips of how to guide one's business plan.
- Broad but in depth analysis of social entrepreneurship.
- Multilateral teaching: The course is designed to both gain a greater knowledge of external things that entrepreneurs should be mindful of as well as how a social entrepreneur should conduct themself.

PR1-A1 Analysis of Good Practices

1.TITLE OF GOOD PRACTICE
Lazio Innova

Partner: Comitato d'Intesa tra le associazioni volontaristiche della provincia di Belluno

COMITATO D'INTESA
TRA LE ASSOCIAZIONI VOLONTARISTICHE DELLA PROVINCIA DI BELLUNO

2.Tags: startupper academy, business school and workshops, social entrepreneurship

a. Education type:

(X) Formal education

() Non formal education

b. Aim of the good practice:

(X) Teach/Learn social entrepreneurship

() Assess social entrepreneurship

() Support social entrepreneurship

3.Area of implementation:

- Startupper Academy: dissemination of the entrepreneurial culture in collaboration with high schools and universities.
- Business school: business planning from the idea to the market.
- Acceleration paths: coaching and mentoring for innovative teams and startuppers.
- Digitization, FabLab and prototyping: literacy for digital design and supporting services for prototyping.
- Business workshops: open innovation for businesses in supply chains and territories.
- Europe and Territory: access to European opportunities and capacity building for local Municipalities.

4.Target group

Young people (15-35)

5.Methodological framework

Methodological framework of the e learning platform

There are two types of lessons: lessons in live version, which can be compared to the one that takes place in school classrooms. The advantage is that the course can be followed while sitting comfortably in front of your computer screen. Furthermore, during the lessons it is possible to interact with the teachers by asking questions via video or chat. There is therefore no lack of confrontation, dialogue and constructive exchange of experiences and ideas between students and teachers.

The second type of lesson is on demand. In this case, lessons and verification questions are recorded and entered in a special portal where the user accesses and works in total autonomy. In this version, the live interaction factor with the teacher is absent, which can still be reached through special chats, to the advantage of total autonomy on the part of the user who can decide to use the contents when and as he sees fit.

6.Description of the good practice

The project is implemented by Lazio Innova, the in-house company of Lazio Region, also owned by the Rome Chamber of Commerce, for innovation and economic growth. The main objective is to offer innovation services (also digitally) to startups, students and schools, through training and entrepreneurship mentoring in collaboration with local authorities, industrial consortia, universities and research centres, supporting the spread of entrepreneurial culture. Among the various services offered there is an e-learning service: Lazio Innova e learning platform allows students and young people to develop a thorough understanding of several aspects of Entrepreneurship and Social Entrepreneurship, its impact and how it can be integrated into the educational experience. Through different courses, the learner will access innovative and practical training material and resources, as well as a concrete and up-to-date set of tools. In this way, the learner will develop entrepreneurial competences, as well as an entrepreneurial mindset. What he/she will learn:

- What Social Entrepreneurship and EntreComp are;
- How to get started, identify opportunities and develop his/her vision into a solid idea;
- How he/she can activate resources that he/she have at his/her disposal;
- What impact social entrepreneurship may have

The idea

The main idea was to implement an entrepreneurship path starting from young people in order to equip and inspire them to become the change makers and value creators our world increasingly needs, in whatever career they eventually choose.

Objectives

Main Objectives

- To raise awareness of the impact social entrepreneurship education and social entrepreneurship in education systems;
- To actively engage social entrepreneurs and education pioneers to challenge the narrative about entrepreneurship, wrestling the meaning away from a narrow focus on economic value;
- To engage forward-thinking funders to invest in expanding and developing social entrepreneurship education with a view to creating systemic change;
- To gather robust evidence on the impact and efficacy of social entrepreneurship education to justify public investment.

Specific Objectives

- -To develop the entrepreneurial skills of the students and young people involves, particularly in social entrepreneurship education;

- To develop and recognize the pedagogical, civic, technical and business skills of the young people involved to facilitate their integration into the labour market through social entrepreneurship, and promote their initiatives.

Implementation

Area of implementation:

- Startupper Academy: dissemination of the entrepreneurial culture in collaboration with high schools and universities

- Business school: business planning from the idea to the market.

- Acceleration paths: coaching and mentoring for innovative teams and startuppers.

- Digitization, FabLab and prototyping: literacy for digital design and supporting services for prototyping.

- Business workshops: open innovation for businesses in supply chains and territories.

- Europe and Territory: access to European opportunities and capacity building for local Municipalities.

The main topics related to social entrepreneurship covered through the e-learning platform are:

- The concept of social entrepreneurship and social innovation;
- Social issues, unmet needs and opportunities;
- How to realise social projects;
- Logical framework, management and administration of the entity;
- Creating a business model;
- Marketing and communication strategies;
- Fundraising and attracting investors;
- Business plan preparation;
- Networking, management and human resources;
- How to assess impact, ensure sustainability and growth.

Actors involved

Local Schools, Students, Chamber of Commerce, local Entrepreneurs, startups, local authorities, industrial consortia, Universities and research centres.

7.List of social entrepreneurial competences (Knowledge, Skills, Competencies) that the good practice is addressing

- The development of transversal and digital skills;
- The acquisition of a culture oriented to the self-achievement;
- The development of individual entrepreneurship orientation;
- The support for decision and taking responsibility;
- The development of entrepreneurial skills (Project-Based Learning, Reflection-in-Action and Reflection-on-Action, Collaborative Learning).

8.Results

- Comprehensive platform: it is possible to access all the e-Learning contents through one centrally managed repository. All material is reliable and validated according to our quality standards;
- Self-directed learning experience: it is possible to design your own learning curve and track the progress;
- Anytime, Anywhere: get unlimited and permanent access to e-Learning materials: it is possible to learn in your own time, at your own pace, and in any location that is convenient, without the expense of training venues or travel costs.

9.Impact

Startuppers, students, young entrepreneurs (it was not found how many were reached and the direct impacts on them)

10.Transferability

10.a Challenges during implementation

Information not found. In our opinion it is possible to socialize in a better way the impact measures and datas.

10.b Key success factors

- Wide network of involved partners, coming from public and private sectors, profit and no profit;
- The e-learning Platform provides access to several months training with different sorts of courses. With this training, it will be possible for the students to bring their business ideas into reality;

- Different packages offered: not only training and workshops but also business incubations;
- The greatest advantage of the e-learning platform is the autonomy required from the students. They can learn by themselves which means that they can manage their work time as they want and follow the most interesting courses for them. This provides a very personalization training for every student and a personal support and needs at the same time;
- The e-learning platform raises the learners' awareness of the various aspects of starting up and running a successful business and social enterprise - legal, financial, managerial, leadership, marketing, etc, providing as well a comprehensive online learning environment combining theory, practice, online coaching from experienced trainers and mentors, active networking with peers and opportunity to attract potential investors.

PR1-A1 Analysis of Good Practices

1.TITLE OF GOOD PRACTICE
InVento Innovation Lab

Partner: Comitato d'Intesa tra le associazioni volontaristiche della provincia di Belluno

2.Summary of the good practice

Invento Innovation Lab was created in 2014 by a group of young innovators and business experts. The aim was to support multinational companies and small and medium-sized enterprises in the green transition and to promote alternative business models. In 2017 InVento Innovation Lab received the B-Corp certification and started to spread sustainable goals and inspire the new generation to change. InVento Innovation Lab implements educational programs in order to provide young people with technical and entrepreneurial skills to promote new models of business and innovative startups.

3.Tags:

a. Education type:

(X) Formal education

() Non formal education

b. Aim of the good practice:

(X) Teach/Learn social entrepreneurship

() Assess social entrepreneurship

() Support social entrepreneurship

4.Area of implementation:

- InVento School: implementation of learning paths in cooperation with schools and universities to promote an ethical model of work in order to spread entrepreneurial skills among students;
- Be Corp School: acceleration paths for entreprises and B Corps for the sustainable transition; coaching and mentoring for startuppers; networking between B Corps/innovative startups and young changemakers;
- Changemaker Competition: competition between innovative startups; occasion of visibility and networking;
- Be Corp Incubator: support young startuppers during the implementation of their entrepreneurial project.
- Mig-Work: network of local partners and authorities to support young generations in Milan to find the best educational and professional path.

5.Target group

Young people (5 - 34)

6.Methodological framework

Invento Innovation Lab combines online lessons and in live lessons.

The e-learning blended platform provides the students with all the necessary materials to develop their knowledge on demand, from the place they prefer. During online lessons there is the possibility to interact with the teachers and with other students; mentorship sessions are also included in the online courses.

The in live lessons can be easily integrated to the traditional schools programs. Classes are interactive and based on interdisciplinary contents. During in live lessons, practical workshops are also implemented, where the students can develop self-employment skills and organisational skills, but they can also better understand the group dynamics and the team work.

7.Description of the good practice
The idea

The main idea was to generate a positive impact for the people and the environment. Invento Innovation Lab is committed to spread sustainable models of enterprises through the activities with young students and enterprises.

Objectives

- to involve young people in changemaking projects to have a positive impact on the local community and the environment;
- to develop the talents, the competences and the entrepreneurial skills of young students;

- to connect schools and enterprises that have a positive impact on the territory and a particular attention for social and environmental issues, in order to create virtuous communities;
- to promote the dissemination of sustaibìnable models of business.

Implementation

- InVento School: implementation of learning paths in cooperation with schools and universities to promote an ethical model of work and to spread entrepreneurial skills among youth;
- Be Corp School: acceleration paths for entreprises and B Corps for the sustainable transition; coaching and mentoring for startuppers; networking between B Corps/innovative startups and young changemakers;
- Changemaker Competition: competition between innovative startups; occasion of visibility and network;
- Be Corp Incubator: support young startupper during the implementation of their entrepreneurial project;
- Mig-Work: partner network to support young generations in Milan to find the best educational and professional path.

Actors involved

Schools, universities, students, enterprises, startups, business experts, local institutions.

8.List of social entrepreneurial competences (Knowledge, Skills, Competencies) that the good practice is addressing

- Development of entrepreneurial skills (communication, team work, project-based learning);
- Development of transversal and digital skills;
- Development of self-knowledge and hidden talents;
- Development of economical, social and environmental knowledge;
- Capacity to design and implement an entrepreneurial project.

9.Results

- Elearning blended platform: access to online courses anywhere and anytime (specific areas for students, teachers and mentors);

- Wide and solid network of schools, startuppers, business experts, mentors, universities, B Corps and enterprises;
- Creation of new and innovative startups thanks to the activities of this project

10.Impact

InVento Innovation Lab involved:

- more than 18000 students;
- 1100 teachers;
- 450 italian schools;
- 5 universities;
- 11 institutions of the public administration;
- 9 enterprises and private companies;

- created 500 new startups.

11.Transferability

11.a Challenges during implementation
Information not found

11.b Key success factors
- The platform offers a wide range of courses: there are specific educational paths for every target group;
- The educational paths for students are combined with school programs and are certified by the Italian Ministry of Education (MIUR);
- The students are actively engaged in the implementation of innovative entrepreneurial projects and the creation of new startups;
- Creation of a wide network of actors coming from different fields: young changemakers, local entrepreneurs, business experts, public schools, private enterprises;
- Innovative educational tools: interdisciplinary courses; mentoring and coaching; e-learning platform; chamìngemaker competition.