

# More than Money: Social Entrepreneurship Heroes

E-BOOKLET ON TEACHING SOCIAL ENTREPRENEURSHIP TO YOUTH  
ASOCIACIJA “AKTYVUS JAUNIMAS” – ACTIVE YOUTH ASSOCIATION



Erasmus+

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## Foreword

This e-booklet is a product of a project for youth workers and youth “*More than Money: Social Entrepreneurship Heroes*”, which took place in the end of 2014 in Kaunas, Lithuania and was financed by the EU’s Erasmus+ programme. The project was started because European societies face today huge issues of unemployment. As a result of it, youth often gets socially excluded from the society and finds it difficult to actively participate in it. One of the ways to tackle these problems is social entrepreneurship.

While the project had few objectives, one of the main ones was to promote the concept of social entrepreneurship to youth workers across Europe (especially, in the participating countries – see in the summary below). The idea is that they would then further transfer the gained know-how to the (disadvantaged) youth they work with. We aim to do this by introducing this e-booklet, which, essentially, consists of key information about social entrepreneurship and (non-formal education) methods on how to pass on the knowledge to the youth. Yet, to prove the effectiveness of the proposed resources, it is also necessary to briefly present the project, its concept, activities and results.



1: logo of the project

## Summary:

Project title: More than Money: Social Entrepreneurship Heroes

**Financed:** by European Union’s Erasmus+ programme

Website: <http://morethanprofit.org>

Actions: youth workers mobility (18-25 October, 2014) and youth exchange (6-14 December, 2014) in Kaunas, Lithuania

Participating organizations: Asociacija “Aktyvus jaunimas” – Active Youth Association (hosts), FuturEurope (Turkey), Associazione di promozione turistica e sociale In Tour (Italy), OportunidadEuropa (Spain), Asociatia "Tineret pentru Dezvoltare Durabila" (Romania), Praxis Europe (United Kingdom)

**E-booklet:** filled by the 24 participants of the 1<sup>st</sup> action of the project – training course. It covers most persistent social problems in Europe, concept of social entrepreneurship and its examples, how to start a social enterprise and the ways to promote the concept to the youth.

# Framework

Before going on to the part of the e-booklet filled by the participants, it is useful to introduce the activities through which the participating youth workers were taught about the concept of social entrepreneurship. This can be justified by presenting the results of the [initial knowledge assessment](#) that took place on the 1<sup>st</sup> day of the youth workers mobility (graphic results are given below). The participants have self-graded their current (at that time) knowledge with an average of 4.05 out of maximum 10 points.

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## Current Knowledge Assessment

1. What is a **social enterprise/business (SB)**? ~~A~~ A social enterprise/business is a business about human development.

What is the main goal for a **SB**? Improve the social relations with people of different <sup>situations</sup> ~~status~~ conditions.

2. Are **SBs** profitable or usually needs outside funding/grants? Yes, it needs outside grants/funding because it is expensive. If you want to improve human relationship, you have to use expensive ~~tools~~ facilities.

3. Give us some examples of **social enterprises**! For example Internat'nal ac ACNUR. They help people without resources.

4. Is the following a social enterprise (Yes/No)?

- Gym chain for women in a patriarchal society (such as Saudi Arabia); No
- Cooperative for farmers, that are struggling as small agents in the market;
- Mobile banking for people in rural areas; Yes
- Restaurant employing people from minorities. Yes

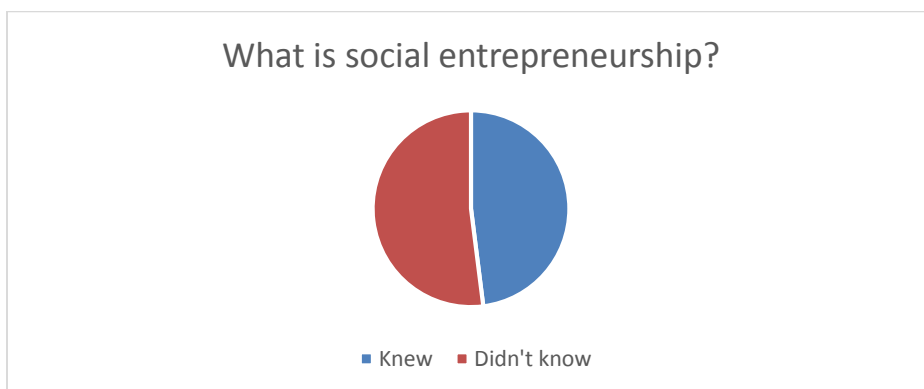
5. What is the main difference between a business with **Corporate Social Responsibility (CSR)** approach and a **social business**? I can't explain it properly, but I think that social business work with human/social inequality of the society. And a corporate social responsibility have a limited responsibility about money.

If you had to grade your current knowledge from 1 to 10, what would you give to yourself? 6

Your name: Roni

Project day: First day

2: Example of a filled-in current knowledge assessment



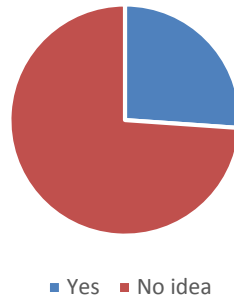
3: more than a half (52%) of the participants did not know what exactly social entrepreneurship is

E-booklet was filled by the 24 participants of Erasmus+ training course “**More than Money: Social Entrepreneurship Heroes**”, which took place in Kaunas, Lithuania in October, 2014 (yet, it was later supplemented by the result of the subsequent youth exchange under the same name, which went on in December, 2014). The age of the participants ranged from 18 to 45 at the time of the training course. They were coming from the following countries: Lithuania, Italy, Spain, Turkey, Romania and United Kingdom.

The booklet was filled in the last day of the action during a specially designed activity. This allowed the participants to use all their previous experience, as well as things learned throughout the training. The setting of the activity was as following:

- Participants were randomly divided into 6 groups with gender and nationality balance;
- They were given up to 1.5 hours for the task. It has asked each team to fill-in a pre-made form (can be found further in the e-booklet);
- The organisers did not interfere with the work of the participants and only collected the completed forms. Hence, thoughts and ideas reflected in this e-booklet are genuinely created by the participants of the youth workers mobility;
- The forms did not use any names and also were shuffled after the collection. This was done to keep the anonymity of the authors of certain ideas.

## Do you know the difference between social entrepreneurship and corporate social responsibility (CSR)?



4: Only slightly over a quarter of the participants (26.1%) knew how CSR differs from social entrepreneurship

As we can see from this quite diverse (in terms of age, nationality, gender, education, etc.) sample of people working with youth, little is known about social entrepreneurship; and it is very likely that youth is rarely taught/coached about it. For this reason, we have designed our project to both 1) increase the participants' knowledge about the social entrepreneurship; and 2) create non-formal education methods to teach/coach on the concept in youth work. The schedule and links to certain activities are given below:

- Schedule: <http://morethanprofit.org/wp-content/uploads/2015/01/MTMSEH-Schedule.xls.pdf>
- A presentation on what is social entrepreneurship. It also includes examples of social businesses , as well as the initial knowledge assessment statistics – <http://morethanprofit.org/wp-content/uploads/2015/01/What-is-Social-Entrepreneurship-MTMSEH.pdf>
- Visit to an animal shelter/pet care organisation – simulation of business consultants: <http://morethanprofit.org/wp-content/uploads/2015/01/Shelter-Visit-MTMSEH.pdf>
- A presentation on how to mentor/coach youth on their business ideas - [http://morethanprofit.org/wp-content/uploads/2015/01/Mentoring\\_MTMSEH.pdf](http://morethanprofit.org/wp-content/uploads/2015/01/Mentoring_MTMSEH.pdf)
- Presentation on the key points when writing a social business plan – <http://morethanprofit.org/wp-content/uploads/2015/01/Presentation-Social-Entrepreneurship-Business-Plan-MTMSEH.pdf>
  - The presentation goes together with the template of simplified social business plans, which were handed to the groups of participants before the activity (and were filled-in in step with the presentation) – <http://morethanprofit.org/wp-content/uploads/2015/01/PLAN-MTMSEH.pdf>

On the last day of the action, we not only asked the participating youth workers to fill-in the e-booklet, but also to self-evaluate their then knowledge of the topic. This final assessment has shown that the activities undertaken in

the project has helped to increase the participants' knowledge of social entrepreneurship by whooping *3.97 grade point on average*. Such an increase implies that the training course was effective in reaching its set goals and, henceforth, gives credibility to the e-booklet.

Participant of “More than Money: Social Entrepreneurship Heroes”:

“IT WAS AMAZING TIME, WHERE I’VE MET A LOT OF GOOD PEOPLE, GOT A LOT OF KNOWLEDGE ON THE TOPIC AND, OF COURSE, HAD A LOT OF FUN.”

# The Form for Filling

The full form, which was handed to the teams of the participants, can be found here: <http://morethanprofit.org/wp-content/uploads/2015/01/E-booklet-MTMSEH.pdf>

Main tasks from the form for the groups are provided in the excerpts below:

Firstly, the participants were asked to recollect what are **the biggest social problems** persisting in Europe:

Social problem	Why/how it happens?	Which countries are the worst?
Youth unemployment		

What are **the ways to solve** each of these problems?

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Secondly, the participants had to think about **social entrepreneurship** and what they have learned about it.

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1. What is social entrepreneurship? How would you explain it to others (provide a definition)?

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2. What are the best social entrepreneurship ideas that you remember?

Existing social enterprises, their short descriptions	What social problems they solve and how
Ideas generated during the project, their short descriptions	What social problems they solve and how

3. What social entrepreneurship **funding opportunities** do you remember?

- 

4. What **other help** is there for social entrepreneurs (e.g. incubators / start-up accelerators / consulting opportunities)?

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5. What are the existing **barriers** to social entrepreneurship in Europe and how to solve them?

Barriers to social entrepreneurship / how they happen?	What could solve them

6. What are the key steps **to start-up** a social enterprise?

- 

7. What are the key things to note in **business plan** for a social enterprise?

- 

Thirdly, the youth workers had a task to discuss the ways **how to successfully teach others** about social entrepreneurship

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1. What is **mentoring / coaching**? \_\_\_\_\_

2. What are the **key steps** to successful mentoring / coaching?

•

3. What are the possible **activities / NFE methods to teach** social entrepreneurship to the unemployed youth?

•

4. What are the **possible ways to promote social entrepreneurship** to other relevant parties?

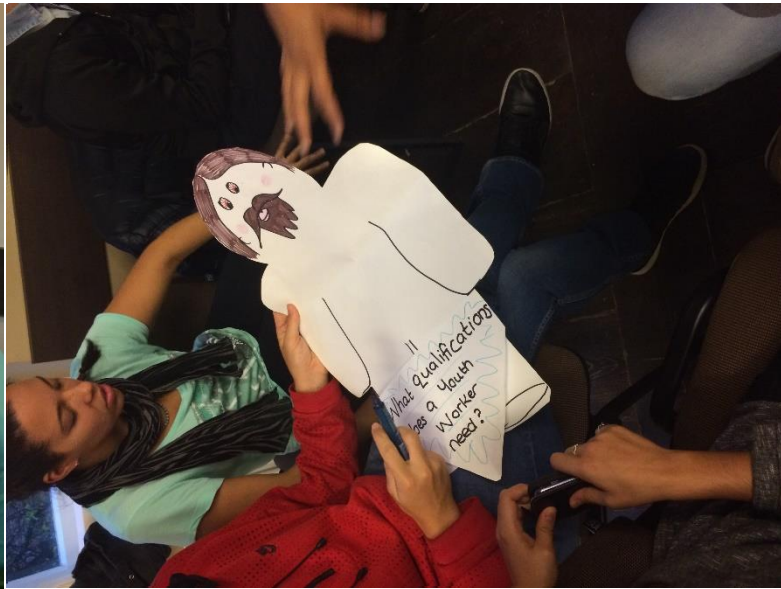
•

5. How it would be possible to make this e-booklet **reach more youth workers and unemployed youngsters**?

•

Are there any other things that you would like to add to this E-booklet?

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5: during the project's activities

# Social Problems

For social entrepreneurship to differ from regular entrepreneurship, it is necessary to solve/reduce some social issue with the provision of business's services/goods. Therefore, firstly we have asked the participants to list the most severe social problems across the participating countries and beyond. We have put all the mentioned problems in to a table. In other words, we have not changed the original one provided for the participants to fill-in. However, there is one exception: the 2<sup>nd</sup> question on how to solve the problems was added as a separate column to the table. This was done with a mutual consensus of all the training course participants, since it was decided that it would be suitable to have solutions next to the found issues.

1: social problems & solutions

Social problem	Why/how it happens?	Which countries are the worst?	What are the ways to solve the problem?
<b>Youth unemployment/ lack of opportunities</b>	<i>Lack of motivation/confidence, under-qualification (lack of experience, etc.), over-qualification, lack of jobs, bad policies/economic situation</i>	Spain, Italy, Greece, Portugal, Turkey, Moldova, Ireland, Romania, Croatia, Cyprus, Poland	More investment (especially, into research & development), focusing on creating more jobs, training for young, more practical education
<b>Homelessness</b>	<i>Lack of jobs/social housing</i>	Moldova, Greece, Romania, Spain, Bulgaria, Italy	Cheap social housing projects (transform freight containers, etc.)
<b>Stray animals</b>	<i>Lack of money/space/time, not enough shelters, insufficient regulations</i>	Moldova, Romania, Bulgaria, Greece	Public campaigns, stricter rules and regulation
<b>Drug/alcohol abuse/addictions</b>	<i>Peer pressure, boredom, escaping reality, lack of knowledge/motivation, unemployment, problems at home/family, drugs are too accessible, cold climate (impacts alcohol intake)</i>	Spain, Italy, Germany, UK, Lithuania, Greece, Poland, Latvia, Ireland, The Netherlands, Switzerland, Iceland	Prevention programmes, soft drugs legalisation, more prohibitive laws on alcohol abuse, public campaign about the outcomes/effects on health
<b>Crime rate</b>	<i>Lack of opportunities/education</i>	UK, Italy, Spain,	Providing education programmes for risk groups, ex-cons
<b>Lack of 'community feeling'</b>	<i>Bad (municipal) government policies, globalisation</i>	Italy, Moldova, Romania, Spain	New initiatives (integrating NGOs) to bring back the 'community feeling'
<b>Migration, Roma community</b>	<i>Lack of integration into the local society, discrimination in the job market, strain on welfare system, homelessness</i>	Italy, Romania, Lithuania, Spain, UK, France, Bulgaria, Germany	Promoting solidarity, more social integration,
<b>Discrimination/racism</b>	<i>Cultural unawareness, ignorance, traditions/conservatism</i>	France, UK, Lithuania, Turkey, Romania	Religion figures should not incite hate, stricter anti-discrimination laws, increasing cultural awareness (starting from schools/families),
<b>Domestic &amp; other violence</b>	<i>Bullying in schools, social norms (violence against women)</i>	US, Norway, Romania, Turkey, Italy, Spain, Poland, Lithuania, Greece	Protective laws for women, promoting a change in social norms
<b>Pollution/environmental issues</b>	<i>People are indifferent, lack of required infrastructure &amp; knowledge</i>	Romania, Spain, Greece, Lithuania	Teaching in schools about the environmental change, issues, etc.



<b>Terrorism/radicalism</b>	<i>Discrimination/alienation, lack of integration/awareness</i>	UK, France	Social policies that would increase awareness and reduce alienation of e.g. Muslims in Europe
<b>Inequality</b>	<i>Economic system, minorities</i>	UK, France, Germany, Turkey	More government involvement

It is clear from the table that the scope and scale of social problems is worryingly large. All of the participating countries face more than one issue in their societies. However, looking from a social entrepreneurship point of view, such a situation offers almost endless opportunities for solutions. Various types of business with innovative services/products could be founded with a sole mission of fighting certain issues. This actually portrays a paradox, where there are a lot of ideas, but few people to take on them. The participants of the project along with the organisers believe it should change. One way to do that – teach youth how to start and run companies.

## Social Entrepreneurship

Looking back at the results of the initial knowledge assessment, it is safe to say that people are rather uninformed about the idea of social entrepreneurship. This was the case with the participants of the project at least. Yet, the activities of the training course were designed to change that. Thus, in the e-booklet we have included the question about the definition of social entrepreneurship. We have asked the participants to write what it is based on what they have learned through the training course and, of course, their previous knowledge. We have got the following answers from the six work groups (please note that these do not match the most-common found definitions 100%):

- I. “STARTING AN ENTERPRISE WHICH AS ONE OF ITS AIMS HAS TO IDENTIFY AND SOLVE/REDUCE A SOCIAL PROBLEM, WHILE GETTING REVENUES TO BE SELF-SUSTAINABLE”;
- II. “STARTING A BUSINESS WHICH SOLVES A SOCIAL PROBLEM AND MAKES PROFIT, WHICH IS REINVESTED. SUCH ENTERPRISE SHOULD BE SELF-SUSTAINABLE”;
- III. “STARTING A BUSINESS WHICH IS SELF-SUSTAINABLE AND HELPS TO SOLVE SOCIAL PROBLEMS. THE PROFITS (IF ANY) ARE RE-INVESTED”;
- IV. “STARTING A BUSINESS THAT MAKES PROFIT AND AT THE SAME TIME SOLVES SOCIAL PROBLEMS. THE PROFITS ARE FURTHER INVESTED TO SOLVE THE TARGET PROBLEM”;
- V. “A WAY OF DOING BUSINESS TO HELP THE COMMUNITY AND SOLVE SOCIAL PROBLEMS; SUCH BUSINESSES ARE SELF-SUSTAINABLE AND REINVESTS ITS PROFITS”;
- VI. “PROVIDING A SERVICE OR PRODUCTS WHICH MAKE PROFIT TO REDUCE SOCIAL PROBLEM. MEANING THAT YOU INVEST THE MONEY BACK TO THE BUSINESS/PROVISION OF SERVICES (NO DIVIDENDS)”.

As we can see answers provided are similar, with the following components in common: 1) the business has to target a social problem; 2) it has to be self-sustainable to an extent and reinvest the profits back to its activity. This, in fact, matches most of the definitions found throughout [the internet](#) and literature. Therefore, we could make a conclusion that the participants have indeed learned what the concept ‘social entrepreneurship’ stands for.

To illustrate social enterprises in practice, throughout the youth workers mobility we have continuously given examples of social businesses worldwide. These ranged from farming cooperatives to upcycling. As it can be seen from the schedule, a number of activities also focused on the participants developing their own business ideas. For the e-booklet we have decided to list the most notorious ones (both the analysed real ones and fictional ones created by the youth workers):

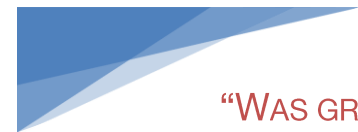
### 2: examples of social enterprises

<b>Existing social enterprises, their short descriptions</b>	<b>What social problems they solve and how</b>
Democratic school – alternative private (better) education for kids	<i>Non kid-friendly schooling. Solved by having their say in the decision making process of the school.</i>
Vilnius Hub – sharing office space for start-ups	<i>High investments needed to own an office. Such hubs make it easier to start-up.</i>
Upcycling – reusing old materials	<i>Reduces pollution and solves some environmental issues: non-usable stuff is recycled instead of being thrown away.</i>

<a href="#">Gym for women in Muslim countries</a>	<i>Makes women able to be more active and healthy. Solves gender inequality in patriarchal societies.</i>
Mobile banking in rural areas	<i>Solves the problem of people being unable to access banking services.</i>
<b>Ideas generated during the project, their short descriptions</b>	<b><i>What social problems they solve and how</i></b>
Involving retired people into children care institutions	<i>Helping build links with the old; giving the old something to do; reducing costs for families to send kids to children care.</i>
Smart animal shelters	<i>More efficient animal shelters – allowing better care of stray animals.</i>
Mobile coffee stand	<i>Helping people warm-up on the street.</i>
Social hotel for young people – where they may be required to give (language) classes to local kids, etc.	<i>Affordable accommodation for young people; place to teach the local community.</i>
Integration centre for elderly - employs their skills (volunteers only) to provide certain services (e.g. traditional cooking courses for the general public)/make goods	<i>Gives the elderly something to do; reduces their alienation. Fosters traditional arts, etc.</i>
Gym, which employs ex-cons, etc.	<i>Employment to disadvantaged (risk) groups.</i>

The participants were creative with their social businesses. It is safe to say that some of these ideas could be started in practice. However, to start-up it is usually necessary to secure some *monetary support or equivalent in services/goods* from available funds. For that reason, we have asked the youth workers to mention possible sources, where a young social enterprise could expect funding:

- [Erasmus for Young Entrepreneurs](#)
- Crowd-funding online websites, e.g. [Kickstarter](#)
- Networks for social entrepreneurs, e.g.: [YUNUSSB](#)
- [Verslauk.lt](#) (Lithuania)
- Government/municipality grants
- Business angles, venture capitalists
- Donations



**“WAS GREAT, A BIG OPPORTUNITY TO CHANGE SOMETHING IN MY MIND!”**

Participant of the project

Start-up social enterprises seek not only for funding but also other help. This could be like-minded peers to become co-founders or consulting on certain matters. Therefore, the youth workers had to also list what other help could be acquired by social entrepreneurs. Since *incubators / start-up accelerators / consulting opportunities* were given as an example, these are not included below:

- *Events where young people can get together to generate ideas, find like-minded peers, etc.*
- *Programme in Lithuania, which allows to study a successful social business for one month;*
- *Loans (supported by the government) with better interest rates;*
- *Tax refunds and deductions.*

A lot of help is available to youth, willing to become social entrepreneurs. This ranges from tax deductions to exchange opportunities. Judging on this abundance, we should see plenty of unemployed youth starting various businesses (among those social). However, the reality is different. The statistics say that the proportion of (social) entrepreneurs is still extremely low in Europe. Such situation asks us to look at the barriers/road bumps that stop the youth from pursuing such path. In fact, a youth worker knowing why the young are hesitant to start a social business, could become much more successful in his/her work. Thus, the participants had to list such barriers and ways to solve them in the table:

3: *what stops the young from becoming social entrepreneurs and how to change that?*

<b>Barriers to social entrepreneurship / how they happen</b>	<b>Ways to solve them</b>
Young do not receive the necessary competences/creativity in the higher education	<i>Introduce entrepreneurship subject in the schools' curriculum; more focus on the creativity of the students</i>

Lack of publicity/confidence	<i>Promo campaign in the social networks, mass media; involving famous people, etc.</i>
Fear to risk/bankrupt	<i>Free consultancy services for young entrepreneurs; special training courses</i>
Selfishness	<i>Promoting solidarity and non-monetary rewards</i>
Lack of interest	<i>Show examples and successful stories</i>
Corruption and long-process of starting-up in certain countries	<i>More transparency; less steps to start a company – traditional proven measures</i>
Lack of support; no separate legal form for social businesses	<i>Laws that give a framework for social business to thrive</i>

The youth workers in the project were mostly for more promotion of social entrepreneurship. To reach the general public campaigns could be undertaken. These could involve famous people, even kittens, kids and/or beautiful girls (as such things sell when it comes to publicity). Non-monetary rewards, solidarity and success stories should dominate the content, however. Introducing entrepreneurship subject in high schools should also help in reversing the trend. Another great idea was to give a separate legal framework/form for social enterprises, different than the ones existing for regular businesses (e.g. JSC).

Knowing what stops the young from going into social entrepreneurship is not enough. It is also necessary to grasp the *key steps to start-up a social enterprise*. We have been explicitly highlighting this throughout the training course. In the end the participants were asked to all-together write down these steps for the e-booklet:

- I. FIND A SOCIAL PROBLEM
- II. FIGURE OUT HOW TO SOLVE IT
- III. CHECK LAWS AND REGULATIONS
- IV. MAKE A BUSINESS PLAN – HOW TO MAKE EVERYTHING SUSTAINABLE (PROFITABLE)
- V. BE INNOVATIVE AND PASSIONATE!
- VI. LOOK FOR FUNDING, SUPPORT AND POSSIBLE COOPERATION
- VII. DO NOT WAIT AND START

One of the most important points in starting a social enterprise is a business plan. With that mind, we have set one of the project's goals *to identify what should be included* when making such plan. The project's activities were aimed to help in that; and hence we have asked the participants the same question when filling-in the e-booklet. In the task they, naturally, had to use their previous knowledge, as well as things learned throughout the youth workers mobility. Please note that the list is compiled in an order, so as to reflect what should be done first:

1. Idea / short description;
2. Mission and vision;
3. Logo and slogan;
4. Product/service;
5. Market & Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis;
6. Goals, objectives and strategy;
7. Positioning, branding and sales;
8. Short-/long-term revenues and expenses;
9. Cash flow analysis;
10. Financing – initial investment needed.

These components are found throughout vast majority of business plans, regardless of their type, area, etc. Normally, they make up about 10 to 20 pages of text, graphs and tables. Such complexity is rather difficult to understand for people having little knowledge about business. For that reason, with the help of the participants of the youth worker mobility we have compiled a simpler version of a business plan. It has pre-designated spaces, which helps the inexperienced filler significantly. We have tested such business plan during both of the actions of the project and replies from the participants were only positive. You can find the simplified plan here: <http://morethanprofit.org/wp-content/uploads/2015/01/PLAN-MTMSEH.pdf>



## Plan for Social Business (SB)

Short description of the idea: Sell animal food, with our logo "cat-dog" in order to support animals shelters.


Social problem addressed: Animals shelters hasn't got enough money.

Where would you want to run your SB (city/region/country, etc.): in Lithuania

Mission: to provide food, medicine and love for dogs and cats.

Vision: Help to survive for dogs and cats to shelters.

Slogan: Buy one food treat

Logo: 

Product / service  
What product/service are you going to sell/provide: organic cat-dog food

Why is your product/service unique: With the single buy you can buy <sup>one more</sup> exactly the same product (1+1)

How it will help to solve the social problems addressed: It will help to raise extra money for the shelters

Market analysis  
For this task you can carry out some research online or through other channels. Firstly, try to find (or think of) a social businesses around the world, which offers similar services/products.

What is its business model? There exists similar business model, but only with percentage from the price (like 20%) which goes to the shelters

What social problem it addresses? How? To support animal shelters by money.

Good!  
Nice slogan!  
Logo, simple effective  
Much compassion

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Type of expense	Starting up (1 <sup>st</sup> year)	Established (2 <sup>nd</sup> year)	Expanding (3 <sup>rd</sup> - 5 <sup>th</sup> year)
Capital investments	10 000	0	7000
Daily expenses (e.g. rent, wages, etc.)	38 000	38000	38000
Other	50 000		48 000
<b>Total:</b>	<b>48 000</b>	<b>38000</b>	<b>48 000</b>

	Starting up (1 <sup>st</sup> year)	Established (2 <sup>nd</sup> year)	Expanding (3 <sup>rd</sup> - 5 <sup>th</sup> year)	Throughout the whole period
Revenues	120 000	192 000	277 000	
Expenses	48 000	38 000	45 000	
<b>Revenues - expenses:</b>	<b>72 000</b>	<b>154 000</b>	<b>229 000</b>	

Is your social business self-sustainable? \_\_\_\_\_

Is it possible to get any outside funding? \_\_\_\_\_ / year

If so (and if applicable), how much money would you need to run the company? \_\_\_\_\_ / year

Extra space:	starting up (1 <sup>st</sup> year)	established (2 <sup>nd</sup> year)	expanding (3 <sup>rd</sup> - 5 <sup>th</sup> year)	throughout the whole period
Revenues	240 000			
Expenses	4			
Revenues - expenses				

What do you like about this company the most? We like to help animals

What could be improved in its business model? Support more by donating bigger percentage

How are you going to differentiate from existing service/product providers? We are donating 80% more than them.

SWOT Analysis

Strengths	Weaknesses
Very strong emotion of helping	Bad strength not business-related
	Lack of clarity in medicine
Opportunities	Threats
Ecological To sell toys for cats and dogs donations	People will buy it

Goals, objectives, strategy  
Short-term goals. Something you want to do/achieve within 12 months period: Expanding products to other cities

Long-term objectives. Where you want to be within 5 years time: Expand our product in other countries

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Strategy. What actions are required to reach the goals/objectives (e.g. expansion): create the new products (like dog toys, bowls) and later create our own shelters

Marketing & Sales. How do you plan to market your product/service?

- Target groups: dogs' cats' lovers
- Main channels (e.g. FB, web): FB, posters, flyers, webpage, google ads, events
- Position and branding (e.g. luxury or budget?): budget
- How do you plan to market the social part of your product/service: Pictures and videos about cat and dogs

How do you plan to sell it?

- Product differentiation (should be in line with the marketing strat.): design different packaging
- Pricing: 500g - 8LT
- Sales channels: internet, market, shop, etc.

Extra space:

Financials

What will be the main source of income? Please note that you may only have one product/service to sell, in this case 2<sup>nd</sup>/3<sup>rd</sup> row might not be needed. However, some business sell few types of services/products at the same time (e.g. coffee and breakfast)

Product / service	Revenue per 1 sale	# of units sold / month	# of units sold / year
cat-dog food	2LT	10 5000	120 000
<b>Total:</b>			



10: (filled-in) social business model canvas

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*"It was a fantastic experience and I would take it another 1000 times even with the same people! I will tell my friends that I have never had an experience like this! And thanks the organisers so much..."*

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PARTICIPANT OF "MORE THAN MONEY: SOCIAL ENTREPRENEURSHIP HEROES"



# Teaching Social Entrepreneurship

To teach social entrepreneurship is not simple. It is a subject that is hardly passed on to someone in a classroom. What usually happens, is that people already have some ideas of their own and they only need a push to go ahead with those. This is why, it was in our belief that youth workers should be generally taught **how to coach/mentor young people on their business ideas**. In the project there was a professional coach who focused on this during his workshop. For us, it was interesting to see whether the youth workers understood the concept of coaching/mentoring. Therefore, they were asked to give definitions of both in the e-booklet:

- I. "MENTORING IS A SUPPORT AND A WAY OF HIGHLIGHTING WHAT IS GOING WELL, WHAT NEEDS IMPROVING AND HOW WE TAKE IT FORWARD. COACHING IS MORE LIKE TRAINING. ALTHOUGH, THE AIM OF BOTH IS TO MOTIVATE AND GUIDE THE PERSON"
- II. "TEACHING/GUIDING/TRAINING/GIVING INFORMATION; IMPROVING CONFIDENCE/SKILLS"
- III. "HELPING SOMEONE REACH THEIR GOALS INSTEAD OF FORCING HIM/HER TOWARDS SOMEONE ELSE'S GOAL"
- IV. "WHEN SOMEONE ASKS OPEN-ENDED QUESTIONS TO GET THE OTHER INDIVIDUAL UNDERSTAND THE PROBLEM/VIABLE SOLUTIONS"
- V. "A WAY OF NON-FORMAL TEACHING"

*Please note, that there are five answers instead of six. This is due to the fact, that two of the work groups provided rather similar answers. Most of the groups also did not distinguish between mentoring and coaching. This implies that either 1) the activity with the professional coach was not enough to understand the difference; or 2) the difference seemed insignificant to the participants.*

Definitions provided varied from one another. However, it should not be said that one group was right, whereas the other wrong. All of the answers were not exactly what the most common found (in professional literature and the internet) definition say. Regardless of having said that, all of the participants' answers included some truth about mentoring or coaching. It is possible to see that when we look at the key steps necessary for successful mentoring and/or coaching. These are reflected in the definitions provided.

All of the participants were asked to list the essential *dos and don'ts when coaching/mentoring* together. The groups' method was abandoned for this in order to avoid having too many similar-sounding points. The following list has been received:

- *Listen;*
- *Ask simple (open-ended) questions (how? Why? Etc.);*
- *Being objective, but never rude;*
- *Trusting and using intuition;*
- *Constructively challenging and providing suggestions;*
- *Motivate and support.*

These points were indeed highlighted as main ones by the professional guest speaker. Hence, it is assumable that the participants received the key message (how to mentor) of the workshop.

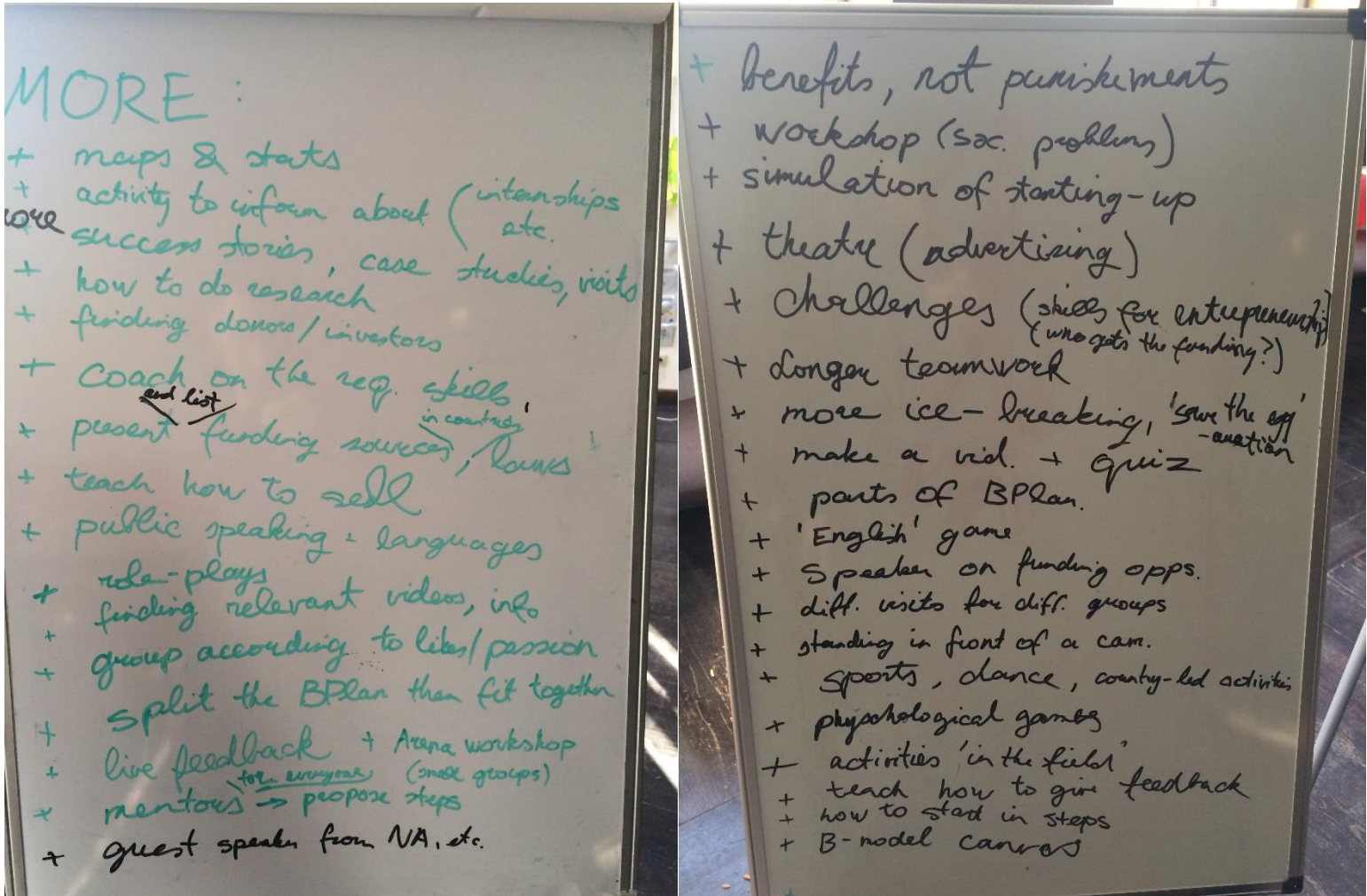
## Results and Dissemination

One of the main desired results of the project was to generate non-formal education (NFE) teaching methods about social entrepreneurship to youth. A separate activity was designed to generate as much of those as possible; and a huge list was compiled (can be seen in the **FIGURE 11** below). Yet, as the number produced was quite large, a task to provide a shorter list was given in the e-booklet. By doing so, it was anticipated that only the most notorious methods/activities will be mentioned:

- Sharing experiences;
- Visiting existing social enterprises;
- Researching the subject on the internet;
- Watching educational/motivational videos;
- Interactive/competitive workshops;
- Internships/practice;

- Presenting examples/success stories;
- Training courses/youth worker mobility;
- Non-formal education;
- Guest speakers;
- Focus on the positive/benefits;
- Team work; teaming up according to mutual passion, etc.
- Psychological/self-evaluation tests/activities;

Some of the lines in the list were not really new methods of NFE. Yet, looking at the whole picture, clear approach for new methods have been identified: 1) the activities should be more competitive; 2) should involve more practice; and 3) there should be more attention paid to the grouping of people (this should be according to mutual interests, passion, etc.). Other points are to be considered also.



11: NFE activities to teach social entrepreneurship to youth

The setting of our project (a training course followed by a youth exchange in one and a half month) allowed us to put such approach **into practice**. A schedule with a number of new activities were created:

- Schedule: <http://morethanprofit.org/wp-content/uploads/2015/01/Social-Entrepreneurship-Schedule-YE-1.pdf>
- Theatrical play, which requires the participants to act out and advertise an idea of their business, as well as services/goods it is offering: <http://morethanprofit.org/wp-content/uploads/2015/01/Theatrical-play-MTMSEH.pdf>
- 'How to Sell' workshop, helping to develop skills required to sell and market social good/services: <http://morethanprofit.org/wp-content/uploads/2015/01/How-to-sell-MTMSEH.pdf>

- Social business idea pitch challenge – allows participants to role-play the presentation of their social business idea to ‘investors’. This is a highly competitive activity, which involves a fictional fund being allocated to a number of best ideas. Most importantly, it shows to youth how a business idea pitch feels and looks like: <http://morethanprofit.org/wp-content/uploads/2015/01/Pitch-MTMSEH.pdf>

The above listed activities have received very positive reaction from the participants of the youth exchange (which followed the training course and took place in December, 2014). On the last day of the 2<sup>nd</sup> action the participating youth have evaluated all the workshops/activities and gave an *average grade of 8.8 out of maximum 10* to them. What is more important, their initial and final knowledge assessments of the youth exchange (undertaken similarly to the ones during the youth workers mobility) have shown an *average increase of 3.13* grade point in knowledge of social entrepreneurship (from 5 to 8.04). This is a staggering evidence, that the newly created NFE methods have indeed been helpful in teaching the concept to the youth.

Lastly, this e-booklet has inquired the youth workers on their opinion on **how to best promote social entrepreneurship** and reach other youth workers and relevant parties (such as unemployed youth, NGOs, job centres, etc.). The following list was compiled:

1. *Training courses*
2. *Internet and social media*
3. *Online and offline advertisements*
4. *Flyers/printed material*
5. *Word of mouth*
6. *Social entrepreneurship tours/presentations/fairs in schools/universities/colleges*
7. *Catch phrases/killer quotes*
8. *Videos/other media*
9. *Through NGO networks*
10. *Youth centres*
11. *Job centres*
12. *Email newsletters*
13. *Through businesses that target young people*
14. *Make it available at the Europe Direct offices (printed) and online*



*12: Training course's participants*



## Conclusions

The project “More than Money: Social Entrepreneurship Heroes” had a goal to promote the concept of social entrepreneurship to youth workers and unemployed youth across the European continent. This was mostly intended with the publication of an e-booklet, which would include: 1) number of social problems that needs solving; 2) definitions and good examples of social entrepreneurship; and 3) the means to coach/mentor the youth about the concept, as well as promote the idea to wider audiences. The setting of the project –youth workers mobility followed by a youth exchange – allowed us to first develop NFE for social entrepreneurship and then test it in practice.

It was in our belief that the best results will be provided if the e-booklet was filled by the participating youth-workers primarily. Hence, it was done during one of the last activities of the 1<sup>st</sup> action – the training course. This way not only participants’ experience, but also things learned throughout the mobility were reflected in the booklet. Six groups had a task to anonymously fill-in a premade-form, which gave a framework, but also allowed a significant degree of freedom to the participants.

Firstly, a number of social issues, that requires the most attention had to be listed, along with their causes and countries, where they are the most persistent. Among those mentioned, the most notorious ones were: youth unemployment, discrimination, crime rates, terrorism, pollution, etc. According to the youth workers, all of the participating countries are facing certain problems. Such situation implies that there is a lot to do in order to improve the society; and this is where social entrepreneurship comes in. The participants indeed found ways how it could solve every and each one of the problems.

The most common definition of social entrepreneurship provided by the participants was as following: a way of doing business when the main focus is reduction of some social issue; profits (if any) are reinvested. They have listed a number of good examples, as well as their own fictional ideas for such companies. These have ranged from farming cooperatives to mobile coffee stands. Albeit, all with a mission to fight persisting problems. Another finding was that there are lot of opportunities for support when starting-up such business; yet, youth is reluctant to do so anyway. The reasons for that could be little knowledge that social enterprises could be profitable and/or successful, etc. This should be solved by e.g. introducing campaigns (with famous people) to promote the concept.

Of course, only knowing about the existence of social entrepreneurship is not enough. Therefore, NFE methods to coach/mentor the youth about it were identified in the e-booklet. Many of these were later tested in the subsequent youth exchange. And, indeed, the results were satisfying: participants were positive and have shown an average increase of 3.13 grade point in their self-assessed knowledge of social entrepreneurship. We, therefore, believe that these means should be made available to everyone interested (especially, youth workers). With this in mind, it is anticipated that the resources in this e-booklet will be shared and used in the future training courses, youth exchanges and workshops. The objective in the long-term is to see much higher proportion of European youth involved in social enterprises.

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*“The best experience of my life, the organization was very professional, the participating people were very creative, and I have learned a lot about social entrepreneurship; I loved the workshops, the tasks, the games, and the place we stayed in.”*

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*PARTICIPANT OF “MORE THAN MONEY: SOCIAL ENTREPRENEURSHIP HEROES”*

## Table of Links

- The [initial knowledge assessment](#)
- Training course's schedule: <http://morethanprofit.org/wp-content/uploads/2015/01/MTMSEH-Schedule.xls.pdf>
- A presentation on what is social entrepreneurship: <http://morethanprofit.org/wp-content/uploads/2015/01/What-is-Social-Entrepreneurship-MTMSEH.pdf>
- Visit to an animal shelter/pet care organisation – simulation of business consultants: <http://morethanprofit.org/wp-content/uploads/2015/01/Shelter-Visit-MTMSEH.pdf>
- A presentation on how to mentor/coach youth on their business ideas - [http://morethanprofit.org/wp-content/uploads/2015/01/Mentoring\\_MTMSEH.pdf](http://morethanprofit.org/wp-content/uploads/2015/01/Mentoring_MTMSEH.pdf)
- Presentation on the key points when writing a social business plan – <http://morethanprofit.org/wp-content/uploads/2015/01/Presentation-Social-Entrepreneurship-Business-Plan-MTMSEH.pdf>
  - The presentation goes together with the template of simplified social business plan: <http://morethanprofit.org/wp-content/uploads/2015/01/PLAN-MTMSEH.pdf>
- The e-booklet form of filling: <http://morethanprofit.org/wp-content/uploads/2015/01/E-booklet-MTMSEH.pdf>
- Schedule of the youth exchange: <http://morethanprofit.org/wp-content/uploads/2015/01/Social-Entrepreneurship-Schedule-YE-1.pdf>
- Theatrical play, which requires the participants to act out and advertise an idea of their social business: <http://morethanprofit.org/wp-content/uploads/2015/01/Theatrical-play-MTMSEH.pdf>
- 'How to Sell' workshop, helping to develop skills required to sell and market social good/services: <http://morethanprofit.org/wp-content/uploads/2015/01/How-to-sell-MTMSEH.pdf>
- Social business idea pitch challenge – allows participants to role-play the presentation of their social business idea to 'investors': <http://morethanprofit.org/wp-content/uploads/2015/01/Pitch-MTMSEH.pdf>
- All the project videos can be found in Active Youth Association's YouTube channel: <https://www.youtube.com/channel/UCYilrYluEqVSEzsuzv5FjA/videos>