



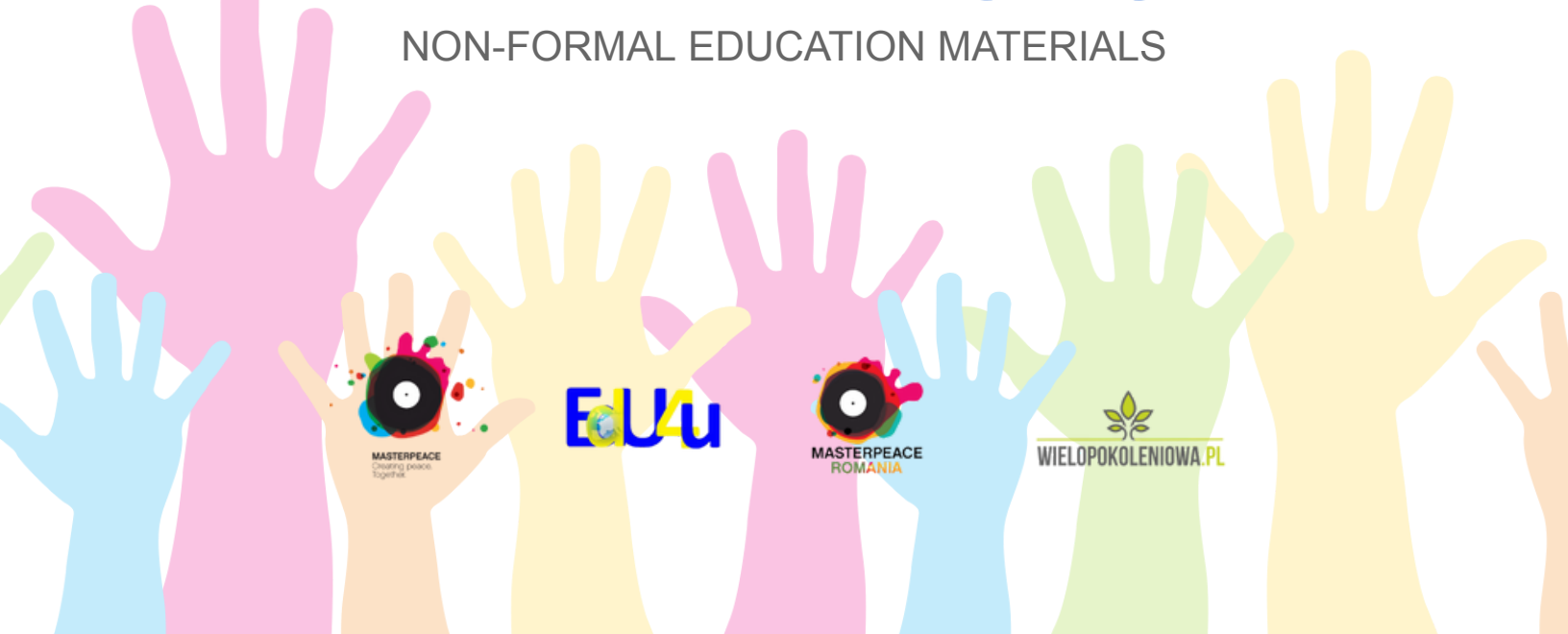
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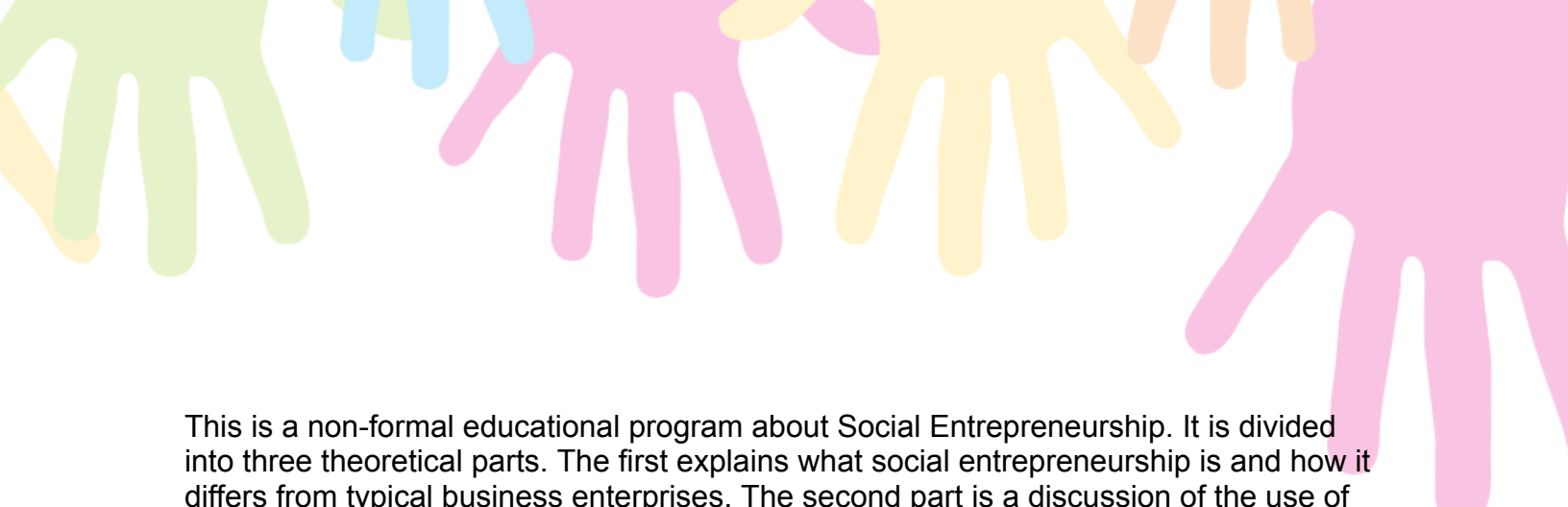
COEUR
COURAGE



SOCIAL ENTREPRENEURSHIP

NON-FORMAL EDUCATION MATERIALS





This is a non-formal educational program about Social Entrepreneurship. It is divided into three theoretical parts. The first explains what social entrepreneurship is and how it differs from typical business enterprises. The second part is a discussion of the use of the Social Business Model Canvas (SBMC - The Social Business Model Canvas is inspired by the Business Model Canvas and created by the Social Innovation Lab) and includes a practical exercise on how to use it and why it is so important and helpful. The third is further work on the Social Business Model Canvas, based on specific examples.

Please take into consideration that the goal of this NFE is to give your students knowledge and inspiration to test their own ideas of Social Entrepreneurship in small-scale - Community Projects. This means that you will need more time outside of class/workshop to make it happen. We suggest preparing a fourth meeting that will be devoted entirely to their own ideas (E.g. 4th meeting in 4 weeks; the last one is devoted to community projects).

Our program was built to be easy to use both in the school environment and outside, during non-formal educational workshops. Be aware, that those two lessons shouldn't be set too far apart; the theory part must still be fresh in participants' minds when they start the practical part.

This program was designed by TEAM of Multigenerational Foundation [wielopokoleniowa.pl], which has many years of experience in educating and promoting social entrepreneurship, both in schools and beyond.

In this document, you will find a detailed lesson plan for both, theory and practice, links to additional materials, tools and presentations.

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1. Basics of Social Entrepreneurship

Detailed Session Design

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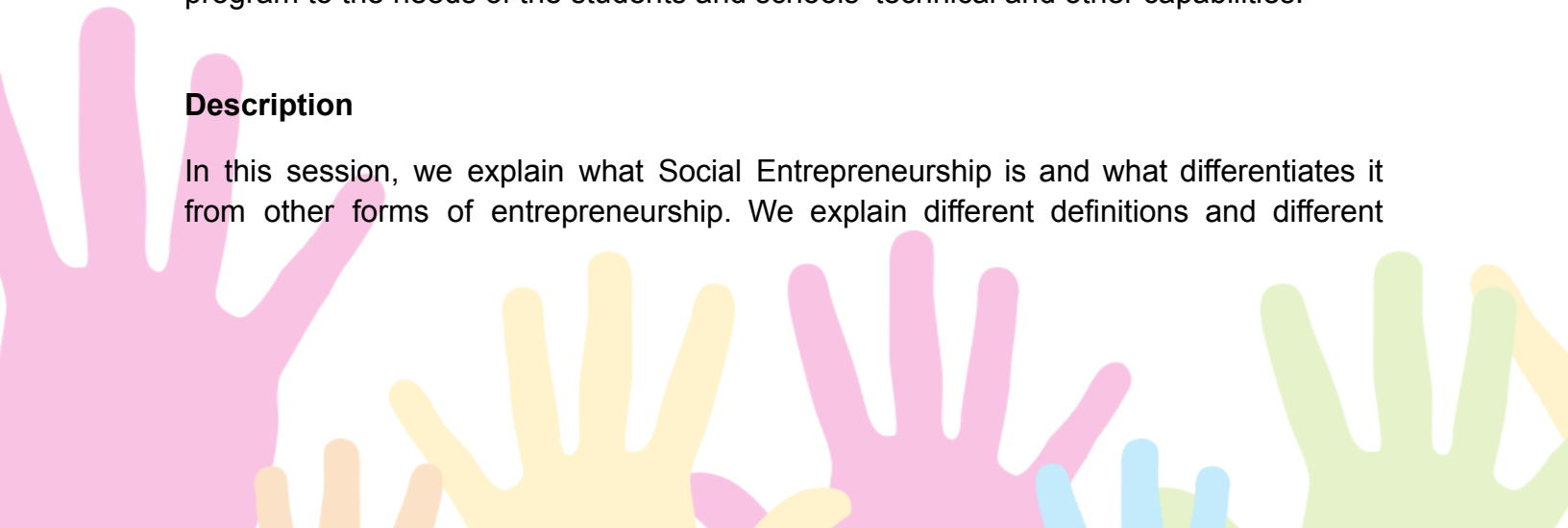
TARGET AUDIENCE: age 16-30 years

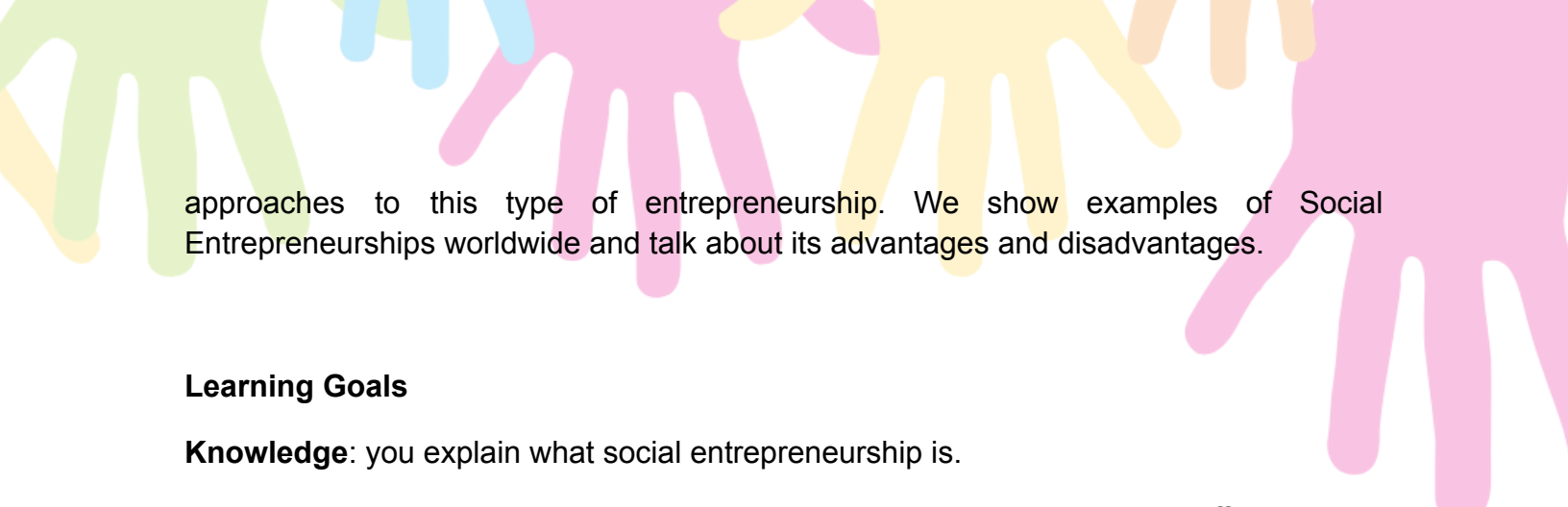
All materials are adjusted to meet the minimum requirements of schools in different countries, the program can be taught with basic tools available in every classroom. However, we provide maximum availability and support to implement the project at the best possible level. All sessions of the project can be, alternatively, taught in a Blended format.

NFE program materials consist of detailed plans of the session providing step-by-step instructions for lessons, supporting materials (handouts and manuals), as well as links to specially designed presentations for each lesson. Together this is a complete set of materials for running the program. However, as these materials are open-source, teachers and trainers may use the materials as guidelines and templates to adjust the program to the needs of the students and schools' technical and other capabilities.

Description

In this session, we explain what Social Entrepreneurship is and what differentiates it from other forms of entrepreneurship. We explain different definitions and different





approaches to this type of entrepreneurship. We show examples of Social Entrepreneurships worldwide and talk about its advantages and disadvantages.

Learning Goals

Knowledge: you explain what social entrepreneurship is.

Insight: you understand social entrepreneurship characteristics and what differentiates it from other types of business ventures.

Insight: you can give examples of social entrepreneurship and are aware of its advantages and disadvantages.

Ability: you can give an idea for SE, give examples of existing social entrepreneurship and distinguish SE from other business ventures.

Attitude: You are interested and engaged.

Duration

60 minutes.

Tools

"Building Social Business" by Nobel Prize winner Muhammad Yunus.

[Building Social Business: The New Kind of Capitalism That Serves Humanity's ... - Muhammad Yunus - Google Książki](#)

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Detailed Session Design

Time	Instructions	Materials
5 min.	<p>Interest - tell participants that you're going to talk about Social Entrepreneurship. Ask them what they think is SE. Write down answers.</p> <p>Need - Explain to participants the need for a new approach to the economy - use 17 SDGs as a frame of reference. Explain that social entrepreneurship is a way to support UN goals.</p> <p>Time - inform participants that the session lasts for 45 minutes.</p> <p>Response - You will learn about SE and the different forms it takes. Listen carefully, ask questions and give each other space.</p> <p>Objectives - Inform participants of the learning goals of this specific session.</p>	<p>Presentation</p> <p>Board, markers</p>
20 min.	<p>Build on the first question: Do you know what Social Entrepreneurship is? - and written down answers. Have a short discussion with participants, so they have a chance to connect the terms "social" and "entrepreneurship" with 17 SDGs.</p> <p>When you see they are close to the right definition (or even right) show them the definition from the Social Enterprise World Forum: "A social enterprise has a social and/or environmental mission and operates as a business selling a product and/or service. Unlike traditional businesses that focus on private profit, social enterprises are mission-locked, reinvesting in their mission." [sewfonline.com]</p> <p>Then show them a video: Social Entrepreneurship, explaining what exactly SE is, and what forms it can take. (The second video is better for a younger audience)</p> <p>Learning style - theorist Examples that challenge you to better understand the situation, time and space to think.</p>	<p>Presentation</p> <p>Social Entrepreneurship</p> <p>What is Social Entrepreneurship</p> <p>Paper, pencils</p>
30 min.	<p>Ask participants if they know any examples of SE. If they know any - use it during the session.</p>	<p>Presentation</p>

Time	Instructions	Materials
	<p>Make sure to have prepared information about two SEs, that operate in two different ways. You can use this list as a reference.</p> <p>Have a conversation with participants: explain what makes those two ventures SE, what problems they try to solve, and how different is their approach. Make a connection with SDGs.</p> <p>Focus on these four issues that distinguish Social Entrepreneurship from regular business:</p> <ul style="list-style-type: none"> ● Mission and purpose: While traditional entrepreneurs primarily seek to grow profit-driven businesses, social entrepreneurs focus on creating positive societal impact. ● Impact measurement: Traditional entrepreneurs do not tend to focus on social or environmental impact, whereas social entrepreneurs see impact as a key measurement. ● Business model: Traditional businesses focus on profit-maximizing business models, but social enterprises employ models that integrate social and economic value creation. ● Funding sources: Investors in traditional entrepreneurship expect profitability, while alignment with the cause is an important factor for social investors. <p>For the last 5 minutes: split participants into groups, tell them to look at SGDs and choose a problem they would like to tackle. This will be a base for them to work on their own Social Business Model Canvas.</p> <p>IMPORTANT: Workshop participants may focus on issues (problems) that are too broad, especially with the Global Sustainable Development Goals in mind. Remind them regularly that SE is often created to solve a local problem. The Global Goals should be scaled down to the issues closest to you.</p> <p style="text-align: center;">Watermark</p> <p>Teaching style - theorist and thinker</p> <p>Possibility to ask questions. Time to think and process your observations and impressions.</p>	<p>Board</p> <p>Paper, pencils</p>
5 min.	<p>Closure</p> <p>Inform participants when you will see each other again and what is on the agenda next time.</p>	<p>Presentation</p>



2. Social Business Model Canvas

Detailed Session Design

NFE PROGRAM: COEUR COURAGE

TARGET AUDIENCE: age 16-30

Description

During this session, we explain what it means to present a business description (including a particular social business) as a diagram - a canvas instead of a classic description such as a BUSINESS PLAN. We will discuss the basic framework (canvas) of SBMC - The Social Business Model Canvas developed by the Social Innovation Lab under the inspiration of Alexander Osterwalder's Business Model Canvas. Together, we will discuss 1 example of a social enterprise and include its operating model in the SBMC framework.

Learning Goals

Knowledge: you can explain what it is to present the Social Business Model using the SBMC tool.

Insight: you understand what areas/fields the SBMC must present, and what each one means (what should be included/described in it).

Insight: you can explain the dependencies/relations between individual fields (contents of fields) of the SBMC.

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Ability: You can describe a social enterprise using SBMC.

Attitude: You are convinced of the usage of SBMC to describe a social enterprise.

Duration

60 minutes.

Tools

[SWARTH MORE](#)

[SOCIAL ENTERPRISE INSTITUTE](#)

[SOCIAL BUSINESS DESIGN](#)

[MURAL](#)

[BUSINESS MODEL TOOLBOX](#)

[PARADIGM](#)

[The Canvas Revolution](#)

[Jak przygotować dobry BMC?](#)

[BMC](#)

IMPORTANT: We're suggesting working with online versions of Canvas, therefore you will need to give your participants access to tablets or laptops!

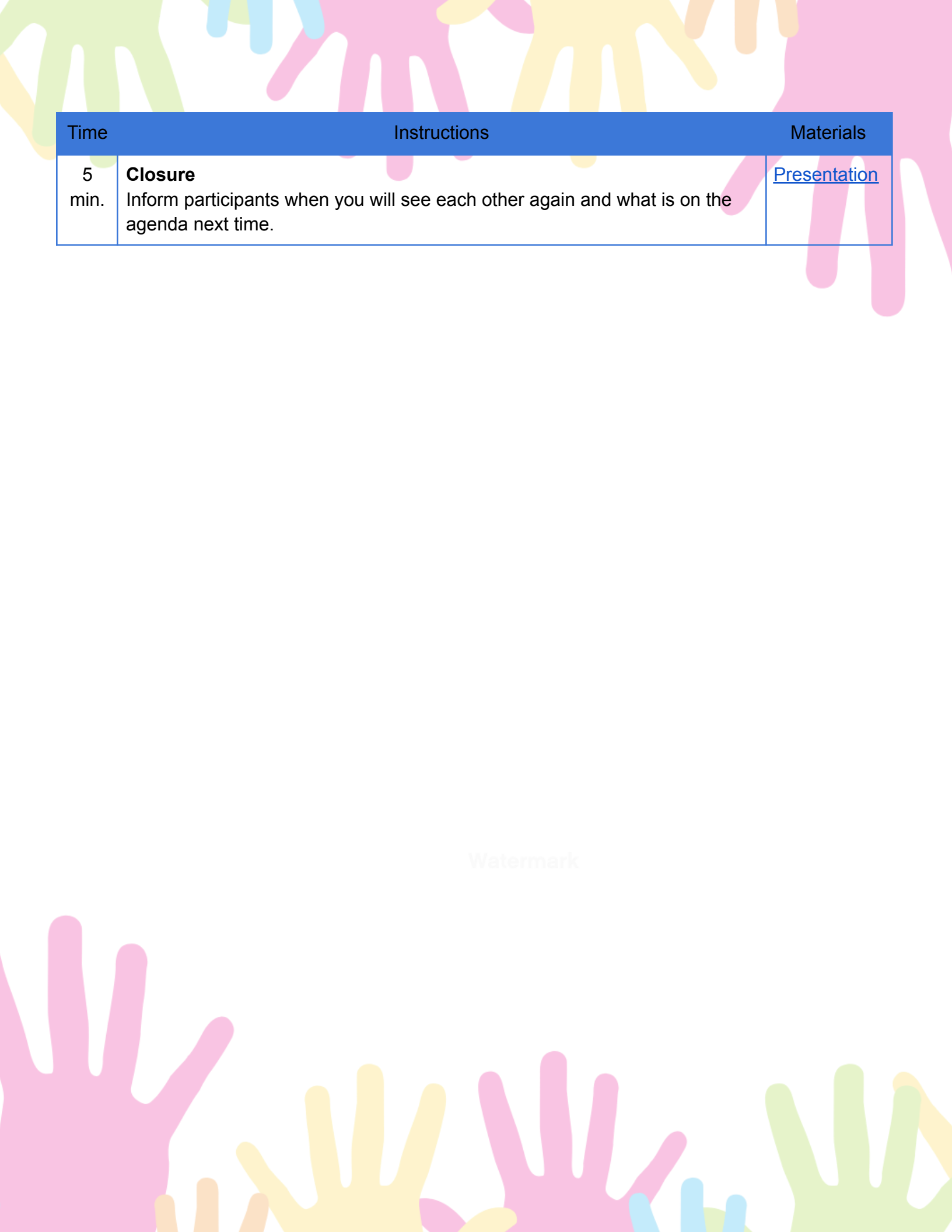
You can also work on printed Canvas.



Detailed Session Design

Time	Instructions	Materials
5 min.	<p>INTRO</p> <p>Interest - tell the participants that you will talk about a simplified BUSINESS PLAN, i.e. a Social Business Model presented using a simple large table - sheet - Canva. Ask them how they understand this challenge. Write down your answers.</p> <p>Need - Explain to participants the need for new approaches to Business Models resulting from continuous change.</p> <p>Time - inform participants that the session lasts 45 minutes.</p> <p>Response - You will learn what SBMC is and what it can be useful for. Listen carefully, ask questions and give each other space.</p> <p>Objectives - Inform participants of the learning goals of this particular session.</p>	<p>Presentation</p> <p>Blackboard, markers, post-it</p> <p>Or Virtual or electronic version of SBMC</p> <p>E.g.: from one of the pages mentioned above</p>
15 min.	<p>CANVAS FIELDS</p> <p>Briefly provide a description and meaning of each of the 14 SBMC fields. Allow questions. Encourage them to ask them. For each field, give examples in the context of several social businesses.</p> <p>Use field descriptions, e.g.: SWARTH MORE - https://socialbusinessmodelcanvas.swarthmore.edu/</p> <p>Learning style -</p>	<p>Presentation</p> <p>Blackboard, markers, post-it</p> <p>Or Virtual or electronic version of SBMC</p> <p>E.g.: from one of the pages mentioned above</p>
30	FILLING THE CANVAS	Presentation

Time	Instructions	Materials
min.	<p>There are various ways to begin the process of completing the SBMC. You can start with:</p> <ol style="list-style-type: none"> 1) IDEA - start by defining your value proposition for a specific customer segment. 2) Prospective/Existing CUSTOMERS - Start with your customer segment and ask what value proposition you provide/could provide to them and how. 3) RESOURCES - Start thinking about what key resources (competencies, experience, material and financial resources, etc.) you or your partners have and based on this, develop an offer for a specific group of customers. <p>Don't be tempted to start filling the canvas from left to right! Start with Market and Value (key elements) Challenge your assumptions as you work. How do you know what you wrote in each canvas part is true? What evidence would you need to test your assumptions?</p> <p>Learning style - activist This suits the activist because it requires choices and is an active form of work.</p>	<p>Blackboard, markers, post-it</p> <p>Or Virtual or electronic version of SBMC</p> <p>E.g.: from one of the pages mentioned above</p>
5 min	<p>Reflection: VIEW OF THE WHOLE CANVA</p> <p>Once completed, summarize and reflect on the overall picture of SBMC that has emerged. Explore the connections and trade-offs between the various parts of the SBMC field. Is the overall picture credible? Are there things that need to be revisited or thought about differently?</p> <p>Moreover, post-its/canvases are useful because they can be easily erased or modified. It is worth using different colours for different value propositions and customer segments or different versions and concepts.</p> <p>Learning style - pragmatist Participant's own opportunity to draw practical conclusions.</p>	<p><u>Presentation</u></p> <p>Board Paper, pencils/pens</p> <p>Virtual or electronic version of SBMC</p> <p>E.g.: from one of the pages mentioned above</p>



Time	Instructions	Materials
5 min.	Closure Inform participants when you will see each other again and what is on the agenda next time.	Presentation

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3. Work on solving problems using SBMC

(e.g. market changes, changes in customer preferences, new needs, etc.)

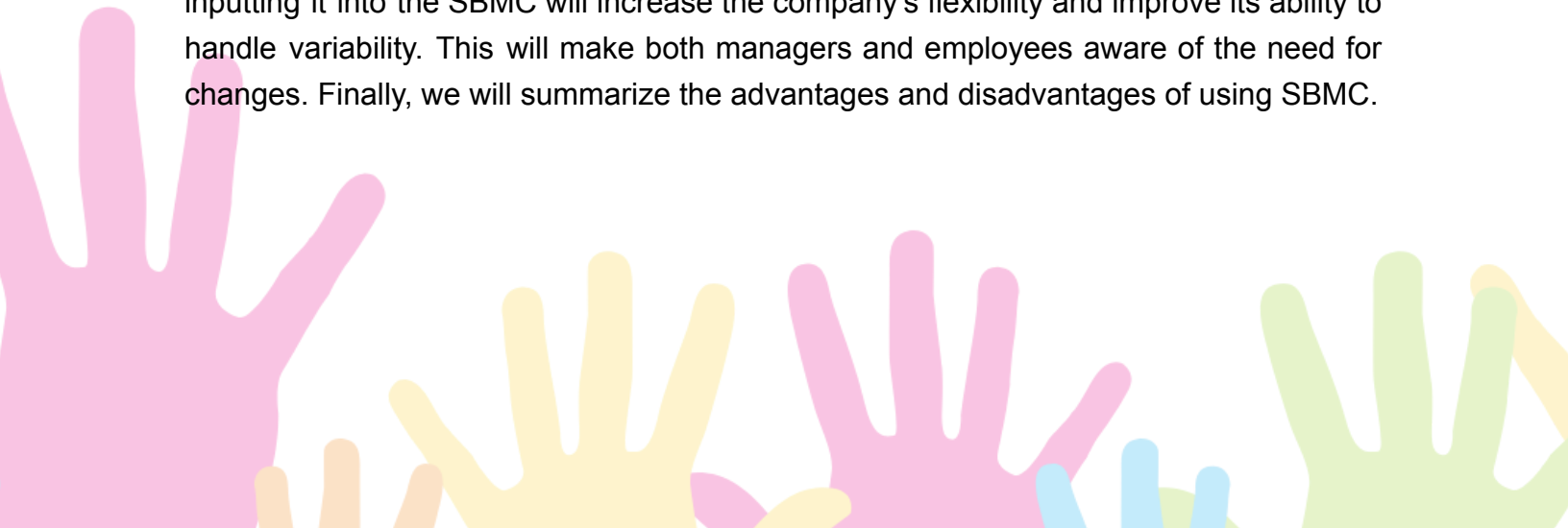
Detailed Session Design

NFE PROGRAM: COEUR COURAGE

TARGET AUDIENCE: age 16-30

Description

In this session, we will explain what dynamic work at SBMC entails. We will use Canva to illustrate this, showing the historical record of changes and how it can be used for planning and implementing future changes. Whether reacting to changes or initiating changes yourself, such as innovation, using Canva makes management easier. Practising introducing changes or modifications to a functioning social business and inputting it into the SBMC will increase the company's flexibility and improve its ability to handle variability. This will make both managers and employees aware of the need for changes. Finally, we will summarize the advantages and disadvantages of using SBMC.





Learning Goals

Knowledge: you can explain what dynamic work on the Social Business Model is using the SBMC tool.

Insight: you understand what areas/fields of SBMC may correspond to each other when making changes/reacting to changes

Insight: you can explain changes in dependencies/relations between individual fields (contents of fields) of the SBMC after applying current changes to the model.

Ability: you can find and apply the optimal change to adjust the model to current requirements.

Ability: You have the knowledge and ability to prepare your SE Community Projects.

Attitude: You can apply the acquired knowledge in your Community Projects.

Duration

60 minutes.

Tools

„Building Social Business” by Nobel Prize winner Muhammad Yunus.

[Building Social Business: The New Kind of Capitalism That Serves Humanity's ... - Muhammad Yunus - Google Książki](#)

„A World of Three Zeroes” by Nobel Prize winner Muhammad Yunus.

<https://www.obserwatorfinansowy.pl/bez-kategorii/rotator/lista-marzen-muhammada-yunusa/>

IMPORTANT: We're suggesting working with online versions of Canvas, therefore you will need to give your participants access to tablets or laptops!

You can also work on printed Canvas.

Detailed Session Design

Time	Instructions	Materials
5 min.	<p>INTRO</p> <p>Interest - tell participants that you will be talking about the need to introduce changes to the Social Business Model they previously developed at SBMC. You will learn that for every action you can find a reaction - a counter-action, so that by changing the business model - you can maintain the Company's Business Continuity and its Impact on the Environment (Social Company).</p> <p>Ask them how they feel about this challenge. Write down your answers.</p> <p>Need - Explain to participants the need for a new approach/change/innovation in the developed Business Model resulting from a specific change (e.g. a significant increase in the cost of a key material or energy/fuels).</p> <p>Time - poinformuj uczestników, że sesja trwa 45 minut.</p> <p>Response - Listen carefully, ask questions and give each other space.</p> <p>Objectives - Inform participants of the learning goals of this particular session.</p>	<p>Presentation</p> <p>Board Paper, pencils/pens</p> <p>or</p> <p>A virtual or electronic version of SBMC</p> <p>E.g.: from one of the pages mentioned above</p>
10 min	<p>REVOLUTION</p> <p>Briefly present a few examples of market blows that can quickly destroy a Social Company. Briefly present a few examples of market blows that can quickly destroy a Social Company.</p> <p>Encourage participants to name several dozen other blows that may become fatal for the Social Company.</p> <p>For each SBMC box, provide examples of possible “external and internal blows” in the context of several social businesses. Let's try to include both changes that may threaten the social enterprise and changes that provide additional opportunities for PROFIT, including SOCIAL PROFIT (e.g. increasing the number of immigrants)</p>	<p>Presentation</p> <p>A virtual or electronic version of SBMC</p> <p>E.g.: from one of the pages mentioned above</p>

Time	Instructions	Materials
	Use the field description, e.g. for SWARTH MORE - https://socialbusinessmodelcanvas.swarthmore.edu/	
15 min.	<p>SCENARIOS</p> <p>There are various ways to start modifying your SBMC with the changes introduced by REVOLUTIONS.</p> <ol style="list-style-type: none"> 1) There are various ways to start modifying your SBMC with the changes introduced by REVOLUTIONS. We analyze the possibilities of changes in each of the remaining fields one by one (e.g.: electricity costs have increased dramatically - in addition to looking for cheaper sources of electricity, we look at other heating techniques/technologies, changing the business location, changing the business model, e.g. to franchising); 2) We analyze in depth the possibilities of change - introducing a counter-revolution in a given field. (e.g.: we will produce and store electricity ourselves to make it cheaper, and we will also resell it) <p>After introducing each counter-change, we discuss whether and to what extent it introduces changes in other fields. Let's discuss some changes that may be a threat and some changes that may be an opportunity for the development of the Social Enterprise.</p>	<p>Presentation</p> <p>Virtual or electronic version of SBMC</p> <p>E.g.: from one of the pages mentioned above</p>
10 min.	<p>Reflection: VIEW OF THE WHOLE CANVA</p> <p>Once completed, summarize and reflect on the entire resulting picture of dynamic changes in SBMC as a result of the changes introduced and then the counter-actions introduced.</p> <p>It is best to mark the order and places of changes and counter-actions with arrows on print screens.</p> <p>Discuss the connections and trade-offs between each change.</p> <p>Are there things that need to be revisited or thought about differently?</p> <p>Let's analyze how CANVA has changed and how these changes could have an impact on the most important fields of the model (Customer Value - Vision / Mission)</p>	<p>Presentation</p> <p>Board Paper, pencils/pens</p> <p>Virtual or electronic version of SBMC</p> <p>E.g.: from one of the pages</p>
10	CANVA GLOBAL VIEW	Presentation

Time	Instructions	Materials
Min.	<p>Learn the key tenets of the Muhammad Yunus Theory in “A World of Three Zeros: The New Economics of Zero Poverty, Zero Unemployment, and Zero Net Carbon Emissions”.</p> <p>What else is worth considering in the prepared SBMC to bring the model closer to the THREE ZERO vision?</p> <p>Write down examples and suggestions.</p> <p>What do you think about such a change?</p>	<p>Board Paper, pencils/pens</p> <p>Virtual or electronic version of SBMC</p> <p>E.g.: from one of the pages</p>
5 min.	<p>KNOWLEDGE TEST / OPINION SURVEY on the use of SBMC.</p> <p>Awarding Certificates of Participation</p>	<p>Mentimeter or other similar tool</p>
5 min.	<p>Closure</p> <p>Ask the Participants - HOW DO THEY EXPERIENCE WORK at SBMC?</p> <p>Make a note of your comments and opinions.</p>	<p>Presentation</p>

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