

# FINAL ACTIVITY REPORT



International Social Entrepreneurship Workshop

Erasmus+ Key Action 2 project

**“Young Leaders for Social Change:  
Entrepreneurship through Volunteering”**

11 - 15 March 2019, Buenos Aires, Argentina



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## INTRODUCTION

Social Entrepreneurship has gained significant prominence over the past decade, which is characterised by economic instability and unemployment and has given rise to the need for alternatives to dominant economic models and systems. Underpinned by values of solidarity and democracy, social entrepreneurship calls on one's capacity to respond to social needs and employs the most vulnerable people and groups to further social cohesion and collective growth. Social entrepreneurship is a relatively new area for ICYE, which we believe has the potential to enhance the well-being of young people engaged in long-term international volunteering and contribute to community development.

The main aim of the social entrepreneurship Erasmus+ Key Action 2 project *Young Leaders for Social Change: Entrepreneurship through Volunteering* is thus to drive young people to creativity, participation, taking initiative and leadership, and to enhance their engagement with the local community for their own personal and professional development and for collective community growth. The thirteen young volunteers in the project will be empowered through training and tools to implement social entrepreneurship actions, campaigns or projects that tackle local needs through alternative approaches to using civic space, resources, talents and competences of young people and vulnerable local community members.

Thus in keeping with the overriding aim, the main activity of the project was the five-day International Social Entrepreneurship Workshop in Buenos Aires, Argentina from 11 – 15 March 2019. The workshop brought together 20 youth workers from 12 countries in Africa, Asia, Europe and Latin America. It provided a social entrepreneurship learning process – interactive methods, theory, expert input, talks with local social entrepreneurs, and exchange of best practice among peers – which can be used in different settings and contexts to train local and international volunteers and NGOs around the world.

This Final Activity Report describes in detail the methods and sessions, as well as the theoretical and expert input provided in the workshop. The project and workshop are based on our belief in the power of community, and we hope that together we will be able to inspire change in the lives of young people and communities across the globe. Our warmest thanks to Fundación SES and its team for sharing their knowledge and experience in social economy and social entrepreneurship and for facilitating the enriching talks with social entrepreneurs from the cooperatives JB Obras, La Cocina Justa and Madygraf. We believe that everyone is creative. Creativity goes hand in hand with courage, action and hard work. A shout out to the taskforce members and participants of the workshop for their creativity, passion and sense of purpose that made it a truly inspiring experience.

Rubaica Jaliwala  
ICYE International Office



## AIMS AND OBJECTIVES

The overall aim of the project is to promote creativity and a sense of initiative in young people in order to empower social entrepreneurship in keeping with the values of youth voluntary work (solidarity, civic spirit, cooperation and respect for human rights and dignity).

### **Aims of the project**

- Build capacity and share best practice among volunteering organisations in order to promote social entrepreneurship for inclusive and sustainable development
- Promote creativity, calculated risk-taking and a sense of initiative that empowers social entrepreneurship among young volunteers and vulnerable members of society
- Foster social cohesion, solidarity, transformative change and sustainable development of local communities and partners organisations in thirteen countries across the world

### **Objectives of the workshop and overall project**

- Introduce the concept of social and solidarity economy, social entrepreneurship and its link to international volunteering
- Explore understandings of social entrepreneurship; share knowledge, good practice and methodology for social entrepreneurship learning among volunteering and host organisations
- Identify and adapt resources and non-formal and experiential learning methods that support creativity and initiative-taking among young people and local community members
- Networking and cross-sectoral partnerships: identify new partners among corporate and government agencies, NGOs, foundations, etc. that will support the local social entrepreneurship actions or campaigns of the project
- Draft local social entrepreneurship workshop programmes for volunteers and host organisations
- Develop worldwide volunteer actions or campaigns that put into practice social entrepreneurship
- Develop subsequent phases (local workshops and actions), plan networking and dissemination of actions and outcomes at the international, regional, national and local level.

### **An objective of the project is also to**

- Produce a Handbook for Social Entrepreneurship through Volunteering

## PROGRAMME OVERVIEW

DATE	DAY	DESCRIPTION OF ACTIVITIES
10.03	Day 0	<b>Sunday - Arrival of participants</b>
11.03	Day 1	<b>Monday</b>
09:00	10:30	<p>Welcome by Fundación SES &amp; ICYE International Office</p> <p>Introductions of the Fundación SES team, taskforce members and participants</p> <p>Representatives of two host organisations - Icelandic Red Cross and Un Techo Para Mi Pais, Ecuador - present their organisations' aim, objectives and activities</p> <p>Aims and objectives of the project and workshop; presentation of project activities</p> <p>Aims and objectives of Erasmus+ and Key Action 2</p> <p>Programme presentation</p> <p>Expectations, concerns, contributions</p> <p>Getting Acquainted: Entrepreneurship bingo</p> <p>Social contract</p>
10:30	11:00	<i>Coffee / tea break</i>
11:00	13:00	<p><b>Social Solidarity Economy and Social Entrepreneurship</b></p> <p>Presentation of Fundación SES and Subir al Sur</p> <p><i>Keynote Speaker:</i> Florencia Cadorini, Fundación SES, on social and solidarity economy, social entrepreneurship, its challenges and benefits, and its link to volunteering</p> <p>World Cafe: Social Entrepreneurship and Volunteering</p>
13:00	14:30	<i>Lunch break</i>
14:30	16:00	<p><b>Non-Formal Learning Approach</b></p> <p>Formal and Non-Formal Learning</p> <p>Experiential Learning</p> <p>Skills and competence development</p>
16:00	16:30	<i>Tea break</i>
16:30	18:00	<p><b>Entrepreneurship skills and competences</b></p> <p>What skills are needed for social entrepreneurship?</p> <p>Am I entrepreneurial material?</p>
18:00	18:30	End of day feedback in groups
20:00		<i>Dinner followed by intercultural evening</i>

<b>12.03.</b>	<b>Day 2</b>	<b>Tuesday</b>
09:00	10:30	<b>Developing a Social Entrepreneurship Approach</b>  <i>Mapping the community</i> – increase awareness of your community from a social entrepreneurship perspective
10:30	10:45	<i>Coffee / tea break</i>
10:45	12:00	<i>Mix &amp; Match</i> – distinguish between an idea & an opportunity, recognise opportunities, generate ideas...
12:00	12:45	<i>Entrepreneurs' Living Room:</i> – Representatives of two cooperatives La Comida Justa, a food cooperative, and J. B. Obras, a construction cooperative narrate their experiences
12:45	13:30	Sharing & exchange of good practice on social entrepreneurship: Examples of social entrepreneurship in participating countries.
13:30	14:30	<i>Lunch break</i>
14:30	15:30	Presentations contd...
16:00	16:30	<i>Coffee / tea break</i>
16:30	18:00	<i>Swot your idea</i> – analyse feasibility and develop plan of action  Review the day's flow, process and learning
18:00	18:30	End of day feedback in groups
19:00		<i>Dinner</i>
<b>13.03.</b>	<b>Day 3</b>	<b>Wednesday</b>
09:00	11:30	<b>Cross-sectoral cooperation and partnership</b>  Identify cross-sectoral partners for your SE project based on resources needed for successful implementation  Develop your Social Entrepreneurial project plan (group work)  Coffee / tea break in groups
11:30	12:00	<b>Mid-Term Evaluation</b>
12:30	20:30	<b>Host project visit:</b> <i>Madygraf</i> , a factory that was taken over by their workers in the crisis of 2001. It is one example of the movement of "Fabricas recuperadas" (worker controlled factory). For more information, see: <a href="https://madygraf.com/">https://madygraf.com/</a> .  Walk around the city centre.
20:30		<i>Dinner in San Telmo</i>





<b>14.03.</b>	<b>Day 4</b>	<b>Thursday</b>
09:00	10:30	<b>Pitch your projects: Shark Tank</b> Presenting your SE project plan to a 3-member jury
10:30	11:00	<i>Coffee / tea break</i>
11:00	11:30	<i>Smarties</i>
11:30	13:00	Develop draft programmes for local SE workshops with volunteers, members of the local community and host organisations
13:00	14:30	<i>Lunch break</i>
14:30	16:00	...contd. Group work. Developing draft programmes
16:00	16:30	<i>Coffee / tea break</i>
16:30	18:00	...contd. Group work. Developing draft programmes
18:00	18:30	End of day feedback in groups
20:00		<i>Dinner</i>
<b>15.03.</b>	<b>Day 5</b>	<b>Friday</b>
09:00	10:30	Presentations of draft programmes, Q&A, feedback and final changes
10:30	11:00	<i>Coffee / tea break</i>
11:00	13:00	Dissemination plan for project's activities and outcomes  Monitoring of actions or campaigns  Recognition & validation of multipliers' & volunteers' learning outcomes  Outline of Handbook for Social Entrepreneurship through Volunteering
13:00	14:30	<i>Lunch break</i>
14:30	16:00	Next steps, coordination and follow-up
16:00	16:30	<i>Coffee / tea break</i>
16:30	18:00	Final Evaluation and Closing
20:00		<i>Dinner</i>
		<i>End of Workshop- Farewell</i>





## DAY ONE - 11<sup>TH</sup> MARCH 2019

### Welcome and Introductions

The International Social Entrepreneurs Workshop began with a round of introductions, first by the hosts Fundación SES and Subir al Sur, as well as the ICYE International Office. The participants then introduced themselves, their role in their organisations, and their experience in volunteering and social entrepreneurship. Since not all organisations hosting volunteers were present at the workshop, the participants introduced the host organisation in their own countries respectively.

### Aims, objectives and programme presentation

The aims and objectives of the project, international workshop, Erasmus+ Programme and Key Action 2 were introduced. See [page 5](#) for the aims and objectives of the project.

### Presentation of volunteer host organisations

Participants of the two host organisations invited to the workshop — the Icelandic Red Cross and Un Techo Para Mi País (Ecuador) — presented their respective organisations, its vision, fundamental principles, organisational structure, and projects and activities. See [Annex 1](#) for the two presentations.

### Expectations, concerns, contributions

To ensure an inclusive and participatory workshop, participants were requested to express their expectations, their contributions and their concerns vis-à-vis the workshop, group dynamics, spoken language etc. For this, the participants were given three different colour post-its on which they were asked to write their expectations (green), concerns (red) and contributions (yellow). They were given ten minutes to write their points on the post-its and paste them on the flipchart according to the respective category. A facilitator then went through each category and addressed the expectations, fears and contributions of all participants.

See [Annex 2](#) for the description of the exercise “Expectations, concerns and contributions”.

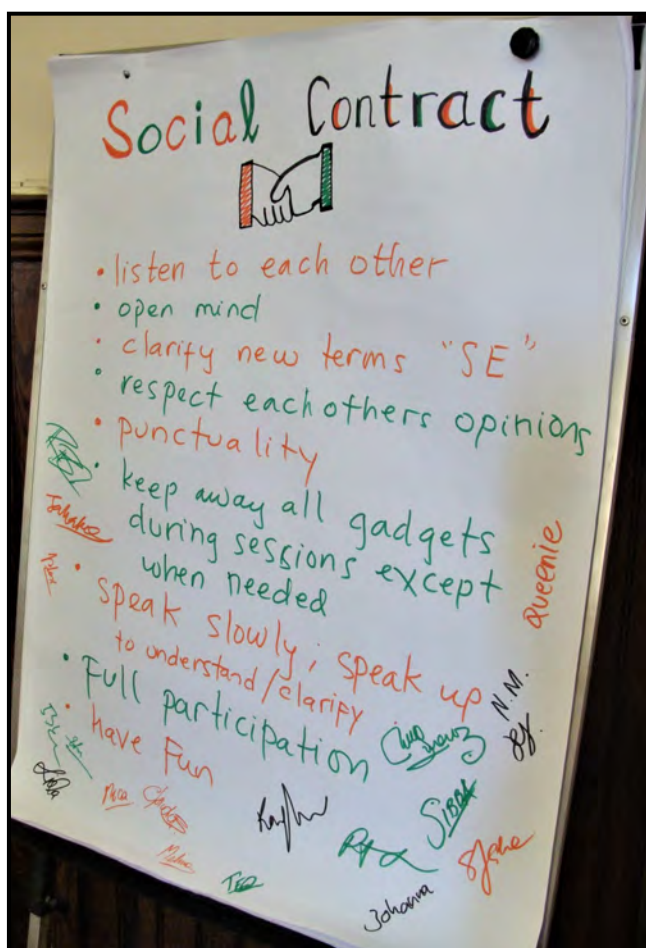


## Getting acquainted

To get to know each other and to strengthen team work, the participants did the short energizer, “**Entrepreneurship Bingo**”. Each category of the ‘Social Entrepreneur Bingo Card’ fit someone in the room. By mingling with each other, the participants had to match the descriptions to persons. The names were then called out one by one and the first person to get a full straight line of the names matching descriptions shouted “bingo”, winning an Alfajor as prize.

See [Annex 3](#) for description of the exercise “Entrepreneurship Bingo”.

B I N G O				
is the founder of his/her organisation	has a great sense of humour	works for a start-up	has a parent who is/was an entrepreneur	has lived in 3 different countries
Likes travelling and meeting new people	is a board member of her/his organisation	has green eyes	enjoy playing a sport	Shares her/her last name with another participant
is creative	likes working with others	<b>F R E E</b>	likes working alone	likes to plan things
works more than one job	has seen, read, or written a business plan	likes working numbers	can name a famous social entrepreneur	reads a newspaper daily
is a volunteer	has worked in a small business	works for the organisation since 10 years	enjoys a good argument	is a “people person”



## Social contract

To address the concerns voiced by the participants in the “**Expectations, Contributions and Concerns**” session and to build a strong, inclusive and participatory team, the participants created a social contract that was signed by all participants and facilitators.

## Presentation of Fundación SES and Subir al Sur

Fundación SES—Subir al Sur is an Argentinian NGO which, since 1999, has deployed initiatives and practices that seek to improve the quality of life of teenagers and youth in most regions in Latin America by focusing on developing their rights. Fundación SES and Subir al Sur promote the participation of youth as active citizens through voluntary and solidarity based actions.



### *SES has two pillar strategies:*

1. Developing networks and associativity
2. Advocacy to contribute to the co-construction of public policies with the states

Solidarity  
Education  
Sustainability

### *Some SES results:*


- More than **300 social organizations** were strengthened in their institutional capacity and their youth programs
- **100,000 teenagers and youth** have taken part in SES activities or training projects focusing on their rights
- **200 youth groups and social organizations** that have been part of Fundación SES programs have **replicated** their experiences in their own communities
- **24,300 youth** are involved in employment training and intermediation programs so that they can enter the labor market. **50%** of the participants have found employment
- **10,000 teenagers and youth** take part in socio-educational activities to ensure their insertion into the formal educational system
- More than **400 young volunteers** participate in our projects until the moment

### *SES' main areas of work:*

**Education:** SES promotes access to the formal education system and the completion of studies of both youth and teenagers by strengthening socio-educational initiatives as a strategy to achieve educational insertion.

**Employment:** SES promotes significant employment opportunities for youth by developing a link between education and employment. It implements different strategies for youth employment training in order to maximize their “working capital” or develop their productive capacity.





**Youth and Participation:** SES develops training initiatives that promote youth participation in both social and political spheres. It promotes dialogue on fundamental issues related to the concerns of young people constantly focusing on the development on their rights.

***SES programmes:***

- **Education:** Noemi – C20 representation in Education Group (G20)
- **Institutional Strengthening:** Potencia tu club (Strengthening your club)
- **Labor Inclusion and Social Economy:** Justicia Juvenil Restaurativa (Young people in confinement) – JUSTA entrepreneurship – CIT (introduce courses for a job)
- **Participation:** Subir al Sur (SAS)
- **Lessons:** FONIETP – Monitor de Empleo Joven (Young employment monitor)
- **Networks:** Alliance - CCIVS - ICYE - Network for Fiscal Justice in Latin America and the Caribbean - Latindad - Fiscal Transparency Coalition - Partnership of Civil Society Organizations for Effective Development of Latin America and the Caribbean (AOED-ALC) - CSO Partnership for Development Effectiveness – CADE – CLADE -World Campaign for Education – Grupo de Compromiso con el Financiamiento Educativo (GCFE) - La Liga - Red Encuentro

**SAS—Subir al Sur** is an initiative that encourages intercultural volunteering in Argentina and around the world as a tool for personal and collective transformation. It promotes the participation of youth as active citizens through voluntary and solidarity-based actions. This is achieved through collaboration with partners globally and its local network in Argentina.

***Economy and Self-management:***

SES promotes the development of social economy as an alternative economy. It understands that social problems are economic and vice versa. It promotes self-management from a critical perspective: questioning the production logic, the exchange and dominant consumption. It accompanies collective processes by understanding the needs and ways of working of each entrepreneur.

***SAS—Subir al Sur highlights***

- o More than 70 volunteers come to Argentina per year
- o It is part of 12 local projects
- o 8 volunteers sent by per year
- o Involved in 10 Erasmus+ projects in the last two years

**Local Advocacy:** Three projects with the Buenos Aires City Government (including the Volunteer Congress in which 300 persons participated)

***Incoming: volunteers from different countries around the world***

SAS receives more than 70 young people per year and is responsible for coordinating their accommodation, projects and training. It believes that participation, to be meaningful, both for the volunteer and for the local hosting organisation, requires a minimum stay of three months. SAS trains, monitors and accompanies the young people's and their host projects' experiences.

***Outgoing: sending volunteers from Argentina to different volunteer programmes around the world***

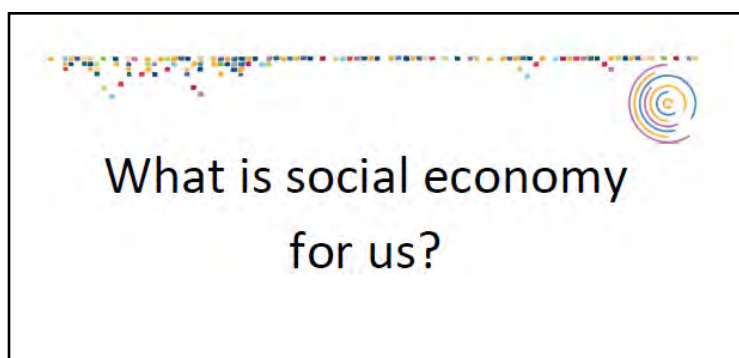
SAS enables Argentinians to participate in solidarity projects in the rest of the world, promoting training and development of volunteers from the perspectives of interculturality, solidarity, human rights and social peace.

**Keynote Speech: Social Economy, Social Entrepreneurship and International Volunteering**

The session continued with Florencia Cadorini from Fundación SES, who gave the keynote talk on social economy and social entrepreneurship, Fundación SES' work to promote social entrepreneurship, its challenges and benefits and link to international volunteering.

**Context**

- 2001 crisis
  - Recovered factory by workers
  - “Trueque” - Local fairs without money
- Social economy
  - Cooperatives
  - Mutual
- Popular economy
  - Unemployed workers by poor neighbourhoods organized to produce



### ***What is social economy for Fundación SES?***

"The Economy is a social science that studies the distribution of limited resources to multiple ends when the purpose is to optimize the result of distribution."

Understanding economy in a broad sense: "... we understand by economy the plural system of institutions, norms, values and practices that organize the economic process of production, distribution, circulation and consumption to generate the material bases of the realization of needs and legitimate desires of all, to live with dignity, with responsible freedom of choice, in democracy and in balance with nature..." (Coraggio, 2015)

#### ***Popular economy***

It is the economy of the excluded. It is the types of work that society creates for people excluded from the formal job market. Characteristics of such type of work include:

- Low capital
- Obsolete technology
- Low productivity
- Uncertainty
- Non-formal exchanges

#### ***Social Economy***

- Supremacy of workers and work instead of supremacy of capital
- Autonomous and democratic management
- Associative way of organization
- Voluntary and non-exclusive adhesion
- Non-profit, people are prioritized and work on capital in the distribution of surplus.

#### ***Statistics of Popular Economy***

- 32.1% of urban work is carried out in productive units of the popular economy
- More than 50% of workers are involved in non-formal jobs
- In all of Latin America, 16% of young people between the ages of 15 and 29 are not part of the education system or the labor market.
- In Argentina, 17.6% - more than 2 million households, 10 million compatriots - have housing problems
- In Buenos Aires there are 120,000 unemployed while 16,000 people live on the street
- Self-employed" workers represent 28.7% of the total number of workers in Latin America



## Gender Issues

- 76% of housework is done by women
- “Care” economy is guaranteed by women
- 65% of inactive youth are women, they are in charge of “care” tasks
- 4 out of 10 young people have responsibilities in their houses, mainly with kids (48% men versus 24% women)
- 1 out of 6 women have her first child before 19.

## SES' work for social economy

- Awareness of popular and social economy
- Promotion and follow-up of social entrepreneurs led by youth, associative groups and others
- Networking among entrepreneurs: “Jóvenes por otra economía”/Youth for another economy
- Research — survey on youth, entrepreneurship and technical education: the role of self-management in educational practices

Networking between NGO's and Universities:  
youth and self-management group

## SES promotes projects that have/are:

- community impact
- associative
- self-managed
- democratic
- a political proposal of transformation
- a gender perspective
- lead by young people



Florencia Cadorini then showed a video on Argentine Cooperatives at risk: <https://www.youtube.com/watch?v=RX6c433bRxU> and asked participants what main challenges they imagined for social entrepreneurs in their respective countries?

She showed another video „Inside The Americas - Workers' Cooperatives in Argentina“: <https://www.youtube.com/watch?v=oH81zuMfCo> and asked participants to discuss how to develop a social entrepreneurship project from a collective perspective and whether this in their view is possible.



## **World Café—Social Entrepreneurship and International Volunteering**

The session concluded with a World Café in order to connect social entrepreneurship with international volunteering. The World Café began with a short video on social entrepreneurship: [https://www.youtube.com/watch?v=9\\_g5RgwW51I](https://www.youtube.com/watch?v=9_g5RgwW51I).

**World Café** is a structured conversational process for knowledge sharing in which groups of people discuss a topic at several tables, with individuals switching tables periodically and getting introduced to the previous discussion at their new table by a "table host". The World Café had four tables with four different discussion topics, each led by one of the facilitators:

1. What do you understand by Social Entrepreneurship?
2. How will your organisation benefit from Social Entrepreneurship and this project?
3. What do you need to implement Social Entrepreneurship with the support of the volunteers in the project?
4. What challenges do you foresee with implementing Social Entrepreneurship?

The tables below depict the discussions and outcomes of the topics discussed during the World Café.

<p><b>What do you understand by SE?</b></p> <ul style="list-style-type: none"> <li>• Volunteer based activities</li> <li>• Empowering societies</li> <li>• Inclusion: for beneficiaries/cooperatives &amp; social cause—need to commit &amp; participate</li> <li>• Organised actions, networking, cooperatives</li> <li>• Create win-win situations</li> <li>• Horizontal management</li> <li>• Balance between economy and social aspect</li> <li>• Consider historic aspects</li> <li>• Shared leadership</li> <li>• Encounter of people to create new ideas</li> <li>• Culture</li> <li>• Eco-friendly</li> <li>• Mindful perspective</li> <li>• Community resilience</li> <li>• Profit not only measured in terms of money</li> <li>• Proactive, initiative, creativity</li> </ul>	<p><b>What do we need to implement SE with the support of volunteers in this project?</b></p> <ul style="list-style-type: none"> <li>• Clear vision: What are the needs?</li> <li>• Work plan for volunteers for organised &amp; continuous work</li> <li>• Create interest in SE, cultural understandings/ dimensions for volunteers</li> <li>• Community mapping, resource inventory</li> <li>• Communication between partners</li> <li>• Strong partnership between partners &amp; local community, shared leadership</li> <li>• Patience</li> <li>• Training for volunteers: 1. knowledge of SE project, background &amp; impact, 2. language courses so that all are on same level</li> <li>• Committed volunteers: check entrepreneurship experience</li> <li>• Time for learning process; follow-up: long-term, sustainable</li> <li>• Sharpen leadership: support, local network, local volunteers, creativity</li> </ul>
<p><b>What challenges do you foresee implementing SE?</b></p> <ul style="list-style-type: none"> <li>• Not enough time to make it sustainable &amp; known to the public</li> <li>• Lack of communication, lack of knowledge</li> <li>• Lack of financial resources; sometimes big fund needed to set up an enterprise</li> <li>• Distribution, reachability, urban versus countryside</li> <li>• Collective thinking may differ from decisions</li> <li>• Assume needs that are not actually important to local community</li> <li>• New social contract—non-individual perspective</li> <li>• Sustainability: priority of organisations, internal resources, stakeholders /partnerships</li> <li>• Everyone needs to be an expert in every aspect of SE</li> <li>• Challenging state regulations/restrictions</li> <li>• Registration policy: SE status non existent in some countries</li> </ul>	<p><b>How will your organisation benefit from SE?</b></p> <ul style="list-style-type: none"> <li>• Skills transfer: project → community, direct contact, relationship building</li> <li>• Volunteer brings new perspectives and ideas</li> <li>• Develop understanding, become financially sustainable, share SE methods with existing youth projects</li> <li>• Projects become self-sufficient &amp; can host more volunteers from all continents</li> <li>• More opportunities for incoming volunteers, more types of projects</li> <li>• Gender equality</li> <li>• Builds resilience</li> <li>• SE allows you to get from aim to action</li> <li>• Next phase, NGO no longer the only way</li> <li>• New practical experience for youth (hard skills beside the usual soft skills)</li> <li>• Good for your image, new concept—easier to get grants &amp; funding</li> </ul>



## Non-Formal Learning Approach

The afternoon session focused on Non-Formal Learning and began with participants discussing in groups their best and worst learning experience and the reasons for it being positive or negative learning experiences. Each group then presented the outcome of their discussions as follows.

### Group 1

<u>Best experience</u>	<u>Worst Experience</u>
theatre debates - moving participation/building knowledge photo language understanding learning methods learning through experience / observation constant feedback	traditional learning in school, e.g. memorizing contradictions between theory and practice feeling of emptiness Evaluation models

### Group 2

<u>Best experience</u>	<u>Worst Experience</u>
immersive lack of support exiting teacher practice interactive reflection clear objective (concise) manageable steps mistakes are accepted creativity	lack of support parrot learning without purpose negative reinforcement competitiveness conformity misuse of resources

### Group 3

<u>Best experience</u>	<u>Worst Experience</u>
experience-based learning collective reflection connecting with interests willing to learn proactive in choosing to participate critical questions, reflection and observation team work	hear what the teacher says, passiveness theory only learning details that are not necessary no support competitive environment

The facilitator presented a flipchart with three categories: Formal, Non-formal and Informal Learning and asked participants to identify the characteristics of the three types of learning based on the discussions and outcomes of their group work. The following is the result of the discussions:

<b><u>Formal learning</u></b>	<b><u>Non-formal learning</u></b>	<b><u>Informal learning</u></b>
Memorising	Waldorf, Montessori	Conversation
Exams	Field trips	Books
Teachers are always right	Volunteering	Self-guiding
Curriculum	Internship	Experience
Inflexible roles	Experiential	Parental education
Comparison	Workshops / trainings	TV, films
Competition	Observations / job shadowing	Travelling
Marks/grades	Debating	Meeting new people
Elitist/exclusive	Awareness, choice	Living in a community
School, universities	Need-based	Internet

The facilitators then presented definitions of the three types of learning:

<b>Formal Learning</b>	<b>Non-Formal Learning</b>	<b>Informal Learning</b>
Provided by an educational institution	Not provided by a traditional educat. institution	Not provided by an educational institution
It is structured (in terms of learning objectives, support and time)	It is structured	Not structured
Intentional (from learner perspective)	Intentional	Non-intentional
Leads to recognised certifications/ qualifications	Does not lead to recognised certifications/ qualifications	Does not lead to recognised certifications/ qualifications

**Formal learning** is continuous, full-time intentional learning for young people that occurs within an organised and structured context (primary and secondary school, technical colleges and university). It may lead to a formal recognition (diploma, certificate).

**Non-Formal learning** is planned and organised but outside of formal education institutions. It provides alternative learning opportunities to people of all ages who have no access to formal education or need specific life skills and knowledge to overcome different obstacles. Non formal learning is intentional from the learner's point of view.

**Informal learning** is a process whereby an individual acquires values, skills and knowledge from daily experiences and activities and the educative influences and resources in their environment - from family and neighbours, from work and play, leisure, library, the mass media, and others. It is continuous and incidental for each individual, outside the organised situation of formal or non-formal education.

## Experiential Learning Cycle

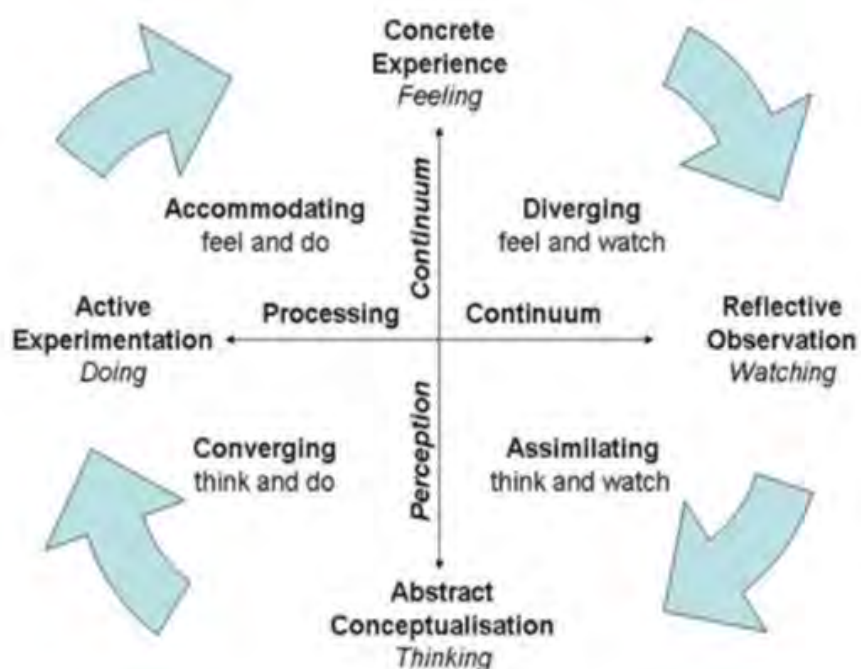
The facilitators then explained that non-formal learning comprises experiential learning activities that promote development of skills and competences. Experiential learning is seen as a 4-step process. David Kolb published his experiential learning theory in 1984, presenting four learning styles or preferences based on a four-stage learning cycle. His learning theory offers an understanding of the four learning styles and experiential learning cycle that applies to us all.

**Stage 1** – Doing and experiencing is part of everyday life but it can also be an arranged opportunity.

**Stage 2** – Observing and reflecting on what has happened to you.

**Stage 3** – Concluding from the experience and generalising (putting them into their day to day issues)

**Stage 4** – Applying the newly acquired competence or planning a new experience.



Dr Kolb's Experiential Learning Cycle

It does not matter how long it takes, the most important is to go from the experience phase to the thinking it over, to the critical analysis and to come to planning of the use of the newly acquired competence. What is important is not what happens to you but what you do with what happens to you.



## Competence Development

The session then continued with a presentation of competence development, linked to and a goal of non-formal learning.

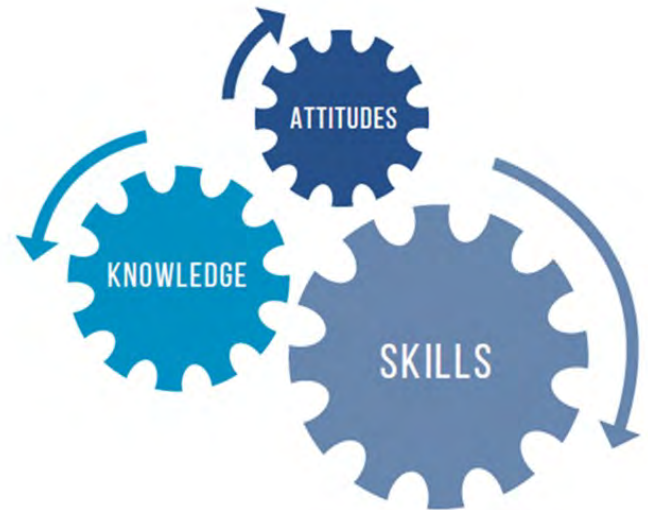
**Competences** comprise 3 elements:

- ® **Knowledge**
- ® **Skills**
- ® **Attitudes**

Competence is the ability to **ACT** (efficiently) in a specific field (area of work) and in a specific situation.

**Why Competence Development?** -To encourage **personal action**.

Competences are expressed through **behaviour**.



## Inner Readiness

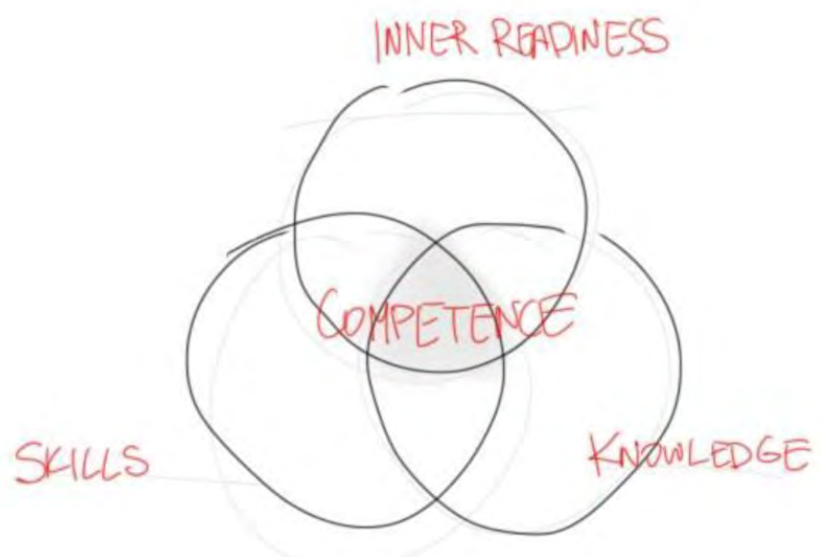
Inner readiness comprises **personal motives, desires, experiences, emotional states, values, beliefs, physical and mental conditions, feelings, etc.**

Inner readiness can be described as a learner's habitual way of relating to a situation by **mobilising or withholding her/his capabilities to choose and act.**

**Two types of competences work toward inner readiness:**

**A. Social Competences**

**B. Emotional & Self-management**



## Inner Readiness Based Competence Development

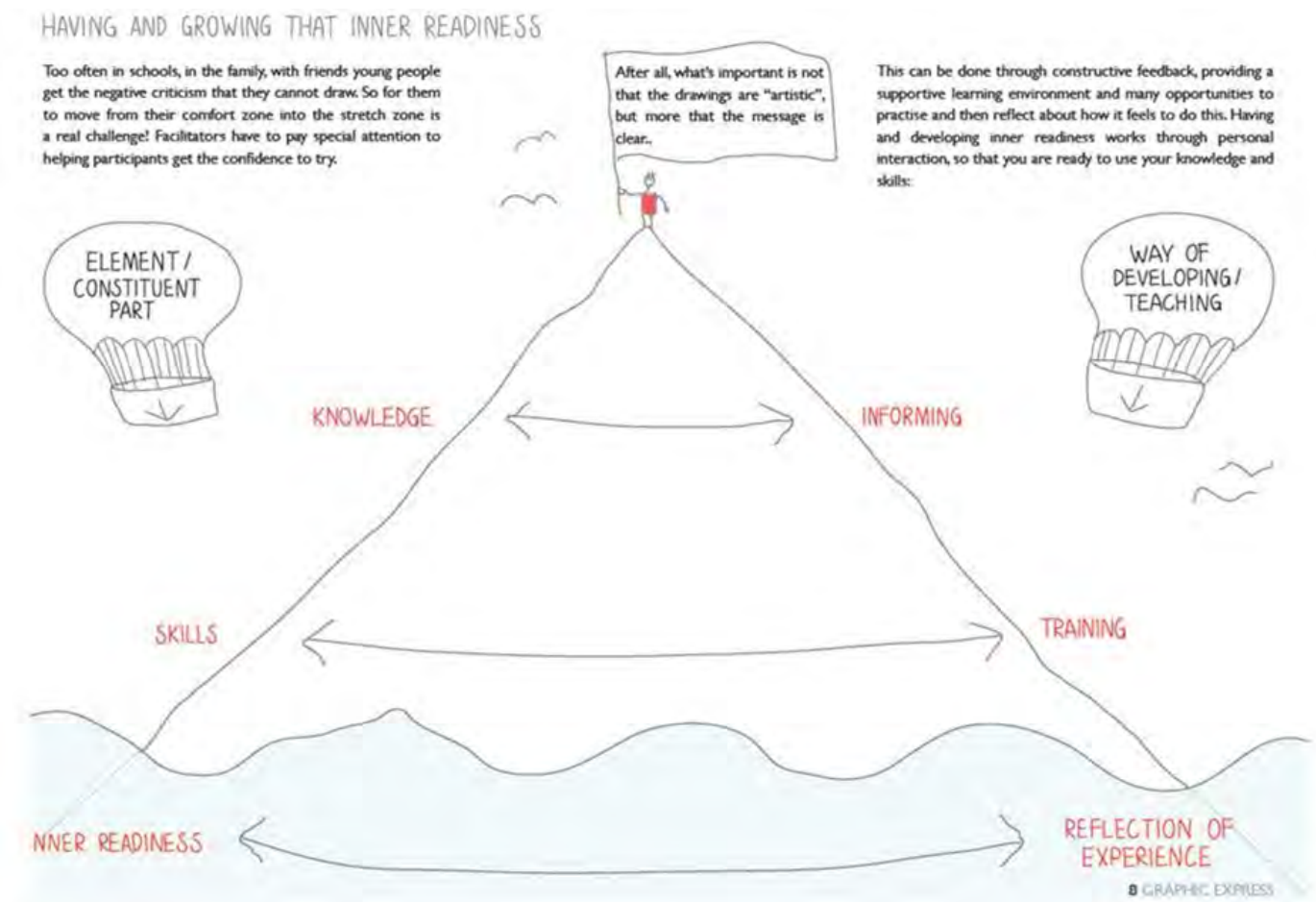
Development / Learning :

- A. Knowledge & Skills gained through informing oneself and training
- B. Inner Readiness (Attitudes) gained through personal reflection and experiential learning

POTENTIAL  
Constructive Habits  
Destructive Habits

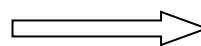
Ways to develop inner readiness:

- 1) Self-reflection
- 2) Giving-receiving feedback
- 3) Open and encouraging organisational culture



## Increasing Inner Readiness

We can increase the possibility for inner readiness for a specific action by raising awareness of the:



**Thus by overcoming inner barriers**

1. Context of action
2. Level of ownership of competences
3. Self / our reaction habits



Attitudes are not replaced by inner readiness, but the **REFLECTION** on attitudes, skills and knowledge **STRENGTHENS** inner readiness.

For example, public speaking requires **knowledge** and **skills** but also the courage to speak in public.



**Inner Readiness is thus the balance between Skills, Knowledge and Attitudes**

Inner readiness is a state of mind influenced by habits of responding to:

**Outside stimuli** (social contexts)

**Inside stimuli** (experience)

The balancing act between courage and fear/anxiety serves as a main factor influencing our readiness to act or not to act. In other words, one's state of mind allows the expression of one's own potential in a specific moment and context through ACTION!

## Skills-based Volunteering

Since the development of skills also enables competence development, facilitators presented the top 10 skills according to the World Economic Forum, which employers looked for in 2015 and the top skills that will be sought in 2020.

in 2020	in 2015
1. Complex Problem Solving	1. Complex Problem Solving
2. Critical Thinking	2. Coordinating with Others
3. Creativity	3. People Management
4. People Management	4. Critical Thinking
5. Coordinating with Others	5. Negotiation
6. Emotional Intelligence	6. Quality Control
7. Judgment and Decision Making	7. Service Orientation
8. Service Orientation	8. Judgment and Decision Making
9. Negotiation	9. Active Listening
10. Cognitive Flexibility	10. Creativity

The discussion highlighted that the above skills can be gained by young people through international volunteering experiences. This was further illustrated through the process of change a young person undergoes through long-term international volunteering.





## Entrepreneurship Competences

The subsequent session focused on social entrepreneurship competences. In order to assess the participants “entrepreneurial aptitudes” and identify the traits and experiences common to successful entrepreneurs, the participants were divided into three groups and asked to reflect on and discuss key competences required by social entrepreneurs. The following are the outcomes of these discussions:

### **Key Competences for Social Entrepreneurship**

Moral compass  
Creativity  
Flexibility  
Problem solving  
Emotional intelligence  
Adaptation  
Networking  
Team work  
Patience  
Resilience  
Critical and analytical thinking  
Leadership  
Empathy  
Communication skills  
Collective thinking  
Motivational skills / Inspiring others  
Interpersonal competences  
Understanding complexity  
Intercultural competences  
Organisational skills  
Team management  
Optimism  
Sense of initiative  
Proactivity

The participants then completed the test “Am I Entrepreneurial Material?,” which focused on highlighting skills that a business entrepreneur needs to be successful and distinguishing overlapping skills needed by social entrepreneurs. The test can be used with volunteers as a tool for reflection and assessment on their abilities and skills. At the end of the session, participants watched a video that explained the difference between NGOs and social enterprises: [https://www.youtube.com/watch?v=cldSir\\_4K2A](https://www.youtube.com/watch?v=cldSir_4K2A), which led to the conclusion that Social Entrepreneurship is not about starting a business or selling something, it’s about responding to cultural, social or environmental problems.” The description of the method “Am I Entrepreneurial Material?” can be found in [Annex 4](#).

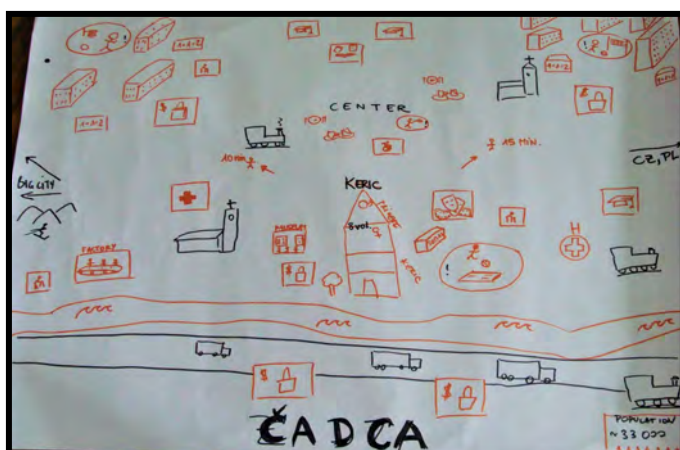
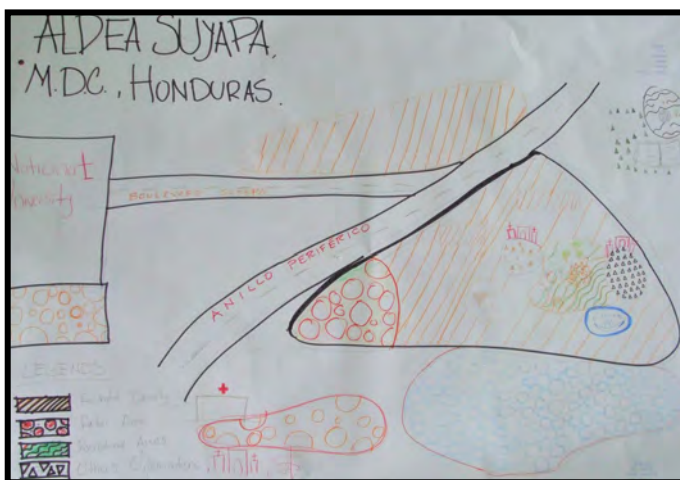
## DAY TWO – 12<sup>TH</sup> MARCH 2019

### Mapping the Community

The second day started off with the exercise *Mapping the Community* that serves to create a visual presentation of the housing density, business and organisation sectors, as well as geographic features of a community or area of interest. The exercise also helps to identify geographic areas where people have social needs that are not adequately being met by current governmental institutions, civil society and businesses, and to increase awareness of the community from a social entrepreneur's perspective.

The participants were divided into regional groups, in which each participant presented the community in his/her country where the volunteer in the project would be based. Together each group chose one community and made maps with the following legends:

- residential density – different colours for high, medium, and low density areas will help indicate where people live
- retail areas such as shopping centres, markets, downtowns, and other shopping areas
- manufacturing plants
- recreation areas such as parks, lakes, etc.
- businesses and organisations such as schools, hospitals, nursing homes, government complexes




## Mapping the community: Legends of the four communities

<p><b><u>Honduras: Aldea Suyapa (El Acra de Honduras)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Aldea Suyapa</b></li> <li>• 400 houses: center with church</li> <li>• Next to El Arca de Honduras (host organisation in the project)</li> <li>• Recreational areas</li> <li>• High density in this area</li> <li>• Two hospitals</li> <li>• National university</li> <li>• Next to it are retail and restaurants etc.</li> <li>• Market (opens 3 times a year)</li> <li>• Transport by car or bus (highway connects with all cities)</li> </ul>	<p><b><u>South Africa: Mpanama</u></b></p> <ul style="list-style-type: none"> <li>• <b>Office in Cape Town</b></li> <li>• Volunteer in Limpopo province (3 hours flight away)</li> <li>• <b>Village Mpanama</b> (2 ½ hours by car away from Peloxwane City, Limpopo)</li> <li>• Small local shops (bigger retail, hospital etc. in the city)</li> <li>• Village: no information on entrepreneurship — need to raise awareness</li> <li>• In the village there are about 200 people</li> <li>• City with around 4 Mio. people</li> </ul>
<p><b><u>Slovakia: Čadca (KERIC)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Čadca</b> (33.000 people). Next biggest city 30 min. away</li> <li>• Project <b>KERIC</b> (close to centre). Centre with cafes, restaurant, mountains close to city</li> <li>• 20 min walking everywhere</li> <li>• Volunteers live at KERIC house. Offices downstairs</li> <li>• Sport centres to meet people</li> <li>• Work: 2 days teaching in KERIC (English)</li> <li>• Then volunteers choose schools (primary or secondary) in living areas or outside city max. 1 hour away (teacher assistant)</li> </ul>	<p><b><u>Iceland: Reykjavik (Red Cross)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Red Cross (Reykjavik)</b></li> <li>• Only centre small area (walking distance)</li> <li>• Many recreational areas</li> <li>• Universities and other schools, tourist area</li> <li>• Three red cross stations (shelter for homeless women)</li> <li>• Centre for people with mental illnesses</li> <li>• National society with many projects</li> <li>• (not residential or industrial area)</li> </ul>

The exercise concluded with a debriefing, during which participants were asked to reflect on whether they see the community differently now that they have put it down on a map, and if so, in what way. Participants responded that it did make a difference and helped them to start thinking about their own projects and cities. The importance of mapping to find key stakeholders that you might not have thought of also emerged. They discussed that this exercise should be done with volunteers, who should be given a tour of the community and together a map of the community should be drawn. Social entrepreneurship needs networking – knowledge about who and what you are working with. The discussion highlighted the patterns and common things the map revealed: the church as a central meeting point particularly in European countries, increasing gentrification which leads to moving away from the centre, etc. The exercise was a starting point and provided a wide picture, which needed further details, e.g. finding out about the project's beneficiaries and where are they located on the map. The description of the method "Mapping the Community" can be found in [Annex 5](#).

## Mix & Match

A social entrepreneurship approach was further developed through the exercise **Mix & Match**, a great tool to distinguish between ideas and opportunity, to recognise socio-business opportunities and generate ideas for campaigns, actions or projects on social entrepreneurship. Mix & Match is easily adaptable to different settings and can be used by participants locally in their own organisations.

To begin with, participants were asked to create a list of social business ideas that are much needed worldwide—see list 

### Socio-business Ideas

Connect different groups

Access to job market

Environmental

Volunteers

Gender empowerment

Refugees and immigrants

Human right approach

Access to internet (IT)

Reusing materials

Housing

Education

Consumption / environment

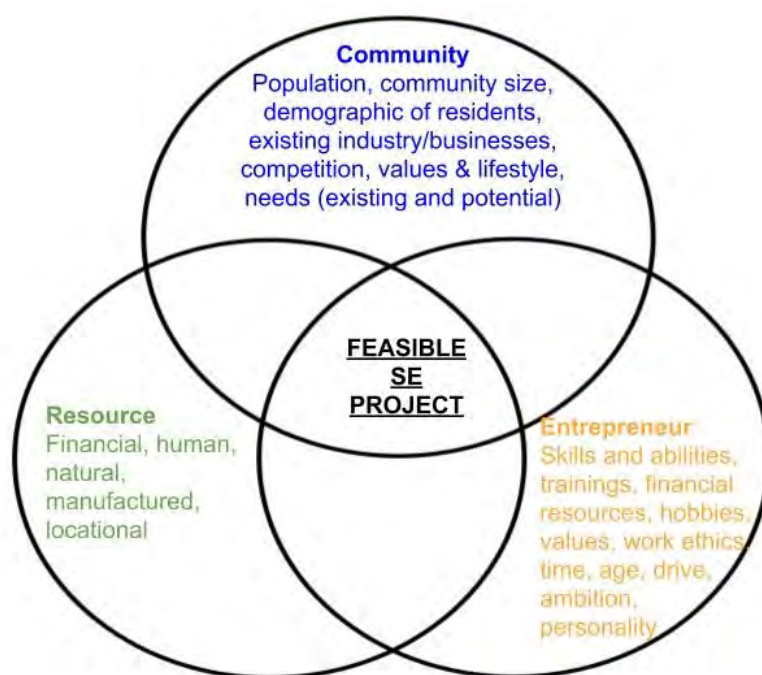
Access to food

Access to health

Local/regional economy

Local infrastructure

Then the feasibility of social entrepreneur projects using the Venn diagram “Social Business Idea or Opportunity?” According to the diagram social business opportunities lie in the intersection between the three circles: community, resources and the characteristics of an entrepreneur.



The description of the method “Mix & Match” can be found in [Annex 6](#).



The participants were then divided into five regional groups and asked to divide a flipchart paper into three columns SOCIAL ENTREPRENEUR, COMMUNITY and RESOURCES. Each participant was asked to write the following on post-its:

- An ENTREPRENEURSHIP SKILL that she/he has (i.e. easiness to communicate with other people)
- SOMETHING that the COMMUNITY has (i.e. a community centre)
- A RESOURCE available (i.e., an ambulance)

Each group was then asked to create an idea of a potential social entrepreneurship project with point of departure in the Venn diagram (see [page 28](#)). Each group had to come up with:

- A name of their social business
- A slogan for their social business
- The product or service are they are offering
- The price
- What makes it innovative

The participants were informed that they would present the outcome of their work by way of elevator pitches (very short pitches). The elevator pitches presented the following socio-business ideas:

**Asia-Africa: Vietnam, Philippines, South Africa**

The “Moo” App will solve all of the distribution problems of taking products from farmers to end users in remote villages.

In the villages people have to travel miles to deliver their produce. A big problem here is transportation. The App will facilitate the delivery of the products.

Responsibility of volunteer: Collect data about producers and their needs, location, etc.

**Latin America: Argentina, Ecuador, Honduras**

“I cannot find my notes. Everything is a mess”. The Solution: An App to sell cleaning products made by people with disability. The cleaning products will be sold at a centre and online.

Project: Campaign to make this social entrepreneurship venture stronger and increase visibility for higher sales. Connect social entrepreneurship with students, who will be the target audience, i.e. the buyers.

**Europe: Iceland, Finland, United Kingdom**

Project: Recycling of bicycles

Problem: Immigrants who are marginalised and can work on repairing bicycles and selling them.

**Europe: Austria, Poland, Slovakia**

KERIC mini garden, which exist at KERIC but is not being used at all. There aren’t a lot of green spaces in the town of Čadca.

Project: Creating a mini-garden would be the starting point. Volunteers live at the KERIC house and can easily care for the garden.

## Entrepreneurs' Living Room

Mix & Match was followed by a conversation with the founders of two cooperatives in Buenos Aires who shared their experiences setting up and running their cooperatives. The first speaker was Blanca Ortigoza from J. B. Obras, a cooperative for construction work. Her talk was followed by the speakers Guadalupe Irala, Brenda Valenzuela, Alejandra Gomez and Silvia Elena Rondona from La Cosina Justa, a food cooperative. The session was moderated by Florencia Cadorini, who also interpreted from Spanish to English.

### *JB Obras*

JB Obras is a construction cooperative situated in Buenos Aires currently consisting of thirteen members (7 men and 6 women), i.e. adults aged between 40 and 60 years and three youth. The members are people in a situation of poverty, excluded from the labour market. They are dedicated to the building, maintenance and painting of buildings and houses, and the maintenance of parks and public spaces. Today the cooperative is going through a crisis due to the economic situation of Argentina.

In the past, the cooperative was part of a national government programme. However, since the change in government, the program is no longer active and they have to go out and look for new markets. That is why, together with Fundación SES, JB Obras is working to improve marketing channels and access new markets, acquire tools for the development of new services required by the market and train workers to strengthen skills for the management and organisation of the new tasks proposed by the cooperative. The cooperative has won a tender from the Ministry of Social Development of the province of Buenos Aires to improve housing conditions. They are also generating agreements with universities for this.



## **La Cocina Justa**

La Cocina Justa is a food cooperative lead by unemployed women from the local community. They cook healthy food at a fair price and sell it in the neighbourhood. They also recently started a catering service and will open a shop in June 2019. In the future, they hope to offer their catering services to NGOs. The five founders of La Cocina Justa met at a workshop that raised awareness of healthy food organised by the NGO Arché. They were invited as mothers of kids who participate in the community kitchen. As result of the workshop, they began talking about the need for jobs and Fundación SES offered to help them create a social enterprise, which is lead solely by women from one neighbourhood, who were unemployed and seeking an income. Their familial situation provided limited access to the employment market. The founders emphasized to the participants the importance of deciding and agreeing right from the start the division of income among members of any social enterprise.



## **Sharing and exchange of good practice on social entrepreneurship**

Following the inspiring talks with the founders of two cooperatives in Argentina, it was the turn of the participants to share good practice on social entrepreneurship. Participants presented examples of successful social entrepreneurship ventures in their respective countries. The guiding questions for the presentations were:

- What were the problems and needs to be addressed?
- What was the social entrepreneurship project (aims and objectives, expected outcomes, target audience)
- Results / Achievements

The social entrepreneurship examples from around the world:

#### **Austria—Wurm-kiste / Compost box**

**Compost box** - 1000 worms ([www.wurm-kiste.at](http://www.wurm-kiste.at)) based in Vienna)

25% of waste in Austria is organic, in cities, and hard to separate. The idea behind Wurm-kiste is to have your own compost box at home. This social enterprise was founded 6-7 years ago and provides the compost box and contents, as well as workshops to build one's own box with tips for maintenance. The box can be used as a stool in the kitchen. It is mainly used in cities and costs 285 Euro/box.

#### **Ecuador—Leaf Packs**

Leaf Packs is a social entrepreneurship created in 2017 by Sol Jaramillo, who was concerned about the vast usage of plastic plates. In Ecuador it is common that people use disposable plastic tableware in public spaces, which is also due to the fact that there haven't been other ecological options. The idea of having a bio-degradable product instead of plastic plates was achieved with the help of Impact Lab Tech, a Social Enterprise Incubator that supports new ideas and entrepreneurship.

Leaf Packs is an ecofriendly initiative, which has fair trade relations with farmers. The bio-degradable plates are made from natural fibers, collected and processed by a farmers' community in the province of Esmeraldas, Ecuador. The product withstands high and low temperatures and can also be used in freezing food as well as heating in a microwave. The main purpose of Leaf Packs is to motivate people to care about the planet and to become actors in the process of helping the planet to get rid of plastic, creating responsible habits in consumption. Leaf packs is a perfect product to be used in fragile ecosystems such as the Galapagos Islands.

#### **Finland – Hyv  kiert   OY Savonlinna / Recycling is good**

The social enterprise, based in the city of Savonlinna, 100km from Helsinki, started in 2017. Its aim is to offer jobs to people facing long-term unemployment. It provides them with training and tools to repair and recycle old furniture and the revenue generated goes to helping others get jobs.

#### **Honduras - Guala – Hand**

Founded in July 2016 to make plastic hands (using durable plastic) for people who have lost their hands in accidents. The purpose of the project is to design a functional low cost hand using 3D printing, to use multimedia to raise awareness about disability, and to encourage companies to hire people with disabilities. Guala has a training programme for people who can access the 3D technology and introduce it to the local community. Each hand costs 850\$ which is expensive for people in Honduras. However, it costs 1800\$ in the open market. A percentage of the price goes to others who cannot afford the whole price.

#### **Iceland – GAES Caf **

Kaffi G s was a coffee house started in 2013 by a group of students in the University of Iceland completing a Diploma Degree for students with cognitive issues. They students wanted to create a more open society and employment opportunities of people with cognitive issues. The project aimed at the social inclusion of people with disabilities and at increasing cooperation between them and the general public. It was co-funded by the Reykjav k municipality. <https://icelandmag.is/article/kaffi-gaes-will-bring-life-bernhofstorf-square-down-town-reykjavik>. <https://www.youtube.com/watch?v=TRQV0t8MOfo>



### **Philippines - Gawad Kalinga**

Gawad Kalinga was born out of the desire to end poverty of the many families in the Philippines and generate greater opportunities to integrate them into society and improve their conditions. The main aim is to end poverty by first restoring the dignity of the poor. Gawad Kalinga employs an integrated and holistic approach to empowerment with the formation of values and leadership development at its core.

Gawad Kalinga develops community development projects such as the construction of houses and developing entrepreneurial activities that promote the introduction of the community vulnerable into the world of work. Some of the main activities resulting from the training are the production of natural products and clothing hiring people living in poverty in each of their projects. Gawad Kalinga is supported by donations and the products they produce to continue developing interventions. It has managed to intervene in 2000 communities, generating social and economic development, and winning different prizes for social entrepreneurship. <http://www.gk1world.com/home>

### **Poland - Club – café “Pożyteczna” (“Useful”)**

Pożyteczna opened in spring 2016. Its members include people with light and moderate intellectual disability and the foundation supporting them. The foundation was set up by three families of children with intellectual disabilities. It provides breakfast, lunch, tea and coffee and space for meetings and events and is located on a main tourist street in Warsaw. The main aims include offering employment opportunities to different groups of people, in particular those who graduated from a special needs school, helping them to become independent and able to function after their parents' death or if they aren't able to take care of them anymore, and giving them opportunities to be with other people, help others and live a full life.

In the last three years, Pożyteczna has received recognition from among inhabitants and tourists – people supported them when the city hall didn't want to continue renting out the space. It has activated 900 people and has registered 1400 people in the work area. It also provides training for work in restaurants, bars and to cooks to different groups in unemployment.

### **Slovakia - Stanica Žilina-Záriečie**

The idea behind Stanica Žilina-Záriečie was to develop an accessible entertainment space and also promote activities for cyclists, cultural activities for children and society in general in spaces not used in the city. By organising themselves collectively, the group of people behind Stanica Žilina-Záriečie offer a site for different activities that promote interaction, recreation (such as festivals, exhibitions, rest, art, food, etc.) to the whole community and free opening to any activity you want to promote. The activities are run with the help of donations from organisations that manages to develop multiple spaces and events. It is led by four people and a large number of volunteers. Stanica Žilina-Záriečie has maintained all activities keeping in mind the interest of the community. Some activities generate profit, which is used for the development of the community. <https://www.stanica.sk/program>

### **South Africa - Department of coffee**

Department of coffee was born with the idea of being able to create by themselves (mostly young people) alternative work and new markets such as selling coffee for the large amount of tourists they receive. They offer work to many unemployed teenagers and have grown and developed many jobs and serve as examples for many local ventures. <https://www.facebook.com/Department-of-Coffee-455306021156615/>

### UK – Birdsong

- 92% of women's organisations in London have had a funding crisis since 2010
- Growing need for these groups to find a sustainable source of income
- Increasingly marginalised communities struggle to find employment with fair wages
- Same groups can be isolated (low English, low community integration)
- Women's groups struggle to find sustainable income sources
- Many women's groups produce beautiful clothing but face barriers when it comes to selling

#### **The Social Enterprise: Birdsong**

- Website selling ethically produced clothing
- Materials sourced from outside of UK meet strict ethical criteria
- Works with women's groups in the UK, especially in London
- All women they work with are paid a London living wage (£10.20/hr) + have access to a range of holistic support
- £4.80/hr worked also goes towards the women's organisations that they work with

Birdsong organises fashion and clothing production workshops for female immigrants in the UK and promotes job opportunities for many different women's groups including older women, creating a safe and sustainable space.

Impact: Job creation | Local employment | Integrating communities | Sustainable incomes | Empowering women | Supporting local communities/community groups or charities

### Vietnam - KOTO

KOTO stands for *Know One, Teach One*. Learning should be passed on; knowledge is meant to be shared. In Vietnam there are large numbers of youth with no access to jobs due, so KOTO was set up to end unemployment and poverty of teenagers in Vietnam by empowering them and improving their lives through their own efforts and skills, creating entrepreneurship and training in food preparation. The income generated through restaurant training, catering service, cooking classes goes to training young people. KOTO has trained over 700 students in their training centres in Hanoi and Saigon, with 200 of them currently enrolled. In addition to KOTO's foundation that raises funds to support charitable activities and initiatives, KOTO also operates a Social Enterprise, which serves as a platform for hospitality training and is a source of income to support the training and welfare of its students. <https://www.koto.com.au/about-koto>

**Platforms where entrepreneurs present their social enterprises and discuss success and failures:**

**Creative mornings** is a talk show of entrepreneurs who succeeded in their ventures:

<https://creativemornings.com/>

**Fuckup Nights** is a talk show of entrepreneurs who failed in their ventures:

<https://fuckupnights.com/>

## SWOT your idea

The last session of the day comprised the exercise **Swot your idea**, serving to assess the feasibility and examine the strengths, weaknesses, opportunities and threats of start-up ideas. In the same regional groups, in which they'd worked in the previous sessions, the participants were asked to swot the project ideas they had worked on thus far. The SWOTs of each group are presented below.

### Step 1 presentation of SWOT analysis

#### South Africa: Moo App for farmers and customers to arrange orders and delivery

##### Strengths

- Innovative
- Practical
- Cheap/affordable – 1-2\$ for an app
- Sustainable – easy to run, use and can sustain the traditional way people sell their products

##### Weaknesses

- Cost to develop App
- Advanced IT skills required
- Limited human resources
- Limited financial resources
- Marketing capacity

##### Opportunities

- Mobile phones are common
- Faster services
- Expand network & products
- Increase revenue

##### Threats

- Internet connection
- Logistics management
- Competitors in IT
- Big supermarkets / convenient stores

#### Honduras: Awareness Raising Campaign for cleaning products made by people with disabilities

##### Strengths

- SE project already working
- 10+ years experience
- Local handmade, artisanal products
- Self-sustainable
- Producers are beneficiaries of host project and have necessities covered
- Little capital needed

##### Weaknesses

- Not very well known by public
- Limited capacity to produce large quantity
- No online sales, linked to limited information—awareness raising required
- No acceptance from audience

##### Opportunities

- Close to potential audience (national university)
- Radio and TV station in the area
- Intercultural dimension – added value, will spark attention
- Convince university staff & students to buy or share the campaign – easy to measure
- Involve students to support the campaign, e.g. graphic designing

##### Threats

- Lack of interest from university students to buy these products
- Competition
- Effective channels to reach target audience
- No acceptance/support from university

### Iceland: Re-cycle Project

#### Strengths

- Successful model
- Red Cross infrastructure
- Clear need for transport for target group (asylum seekers and immigrants)
- Sustainable model
- Brand of recognition through the Red Cross

#### Opportunities

- Increased demand for environmentally friendly products
- Capitalises on community spirit
- Surplus of products (bicycles)
- Cooperation with local government, i.e. directorate of labour

#### Weaknesses

- Weather in Iceland – people may not want to use bicycles
- Idea may not suit the target group: asylum seekers using a bicycle is not popular or proper in many countries, especially for women
- Bicycles are expensive, not produced in Iceland
- Funding for spare parts

#### Threats

- Disharmony with local businesses
- Lack of brand awareness with Red Cross selling bicycles
- Workers' rights, issues with the unions

### Slovakia: KERIC mini-garden

#### Strengths

- Space available
- Human resources (volunteers & projects)
- Connections to potential clients

#### Opportunities

- No or low competition
- Concrete need is there— school, ecological classes

#### Weaknesses

- Security / destruction
- Small size
- Location

#### Threats

- No interest / motivation among local community to use the garden beside workshops for students
- Continuity of the project – someone needs to be involved with the project on a long-term bases
- Limited potential for growth

The following feedback was gained in the debriefing of “SWOT your idea”:

- It is useful if used as a part of the process and followed by a plan of action
- It made clearer that in order to be empowering, social entrepreneurship must be based on the community's needs and resources
- SWOT can be a tool to take to the community to discuss their strengths, weaknesses, the opportunities and threats out there
- It made clear that the project has many stakeholders and the importance of talking to as many of them as possible
- It can be used in our projects at different stages to refresh the project and assess progress
- It should be updated regularly because things change, e. g. approach of the government can be an opportunity at one time and a threat at another time
- Other tools similar to SWOT:
  - Business Model Canva
  - Participative diagnosis—helps to have a realistic vision of the community.

The description of the method “SWOT your idea” can be found in [Annex 7](#).



## DAY THREE – 13<sup>TH</sup> MARCH 2019

### Cross-sectoral partnership

Continuing the process of developing a SE project, the regional groups listed the potential partners and donors they would approach to get on board their project, outlining their involvement and assessing their accessibility. The **framework of a socio-business plan** was presented to aid the groups in developing socio-business plans for their own project:

#### Social Entrepreneurship (SE) project

- ⇒ Every project tells a story about its goals, team, timing and deliverables
- ⇒ Project planning is the process of establishing the scope and defining the objectives and steps to obtain them. It is one of the most important of the processes that make up project management. The output of the project management process is a project management plan.

#### In a SE project, you must clearly articulate

- ⇒ The mission of your SE
- ⇒ The outline of specific actions to achieve your goals and objectives
- ⇒ Establishing targets for planning, measuring and improving performance
- ⇒ Project the necessary resources, costs and revenue of your program

#### Developing your SE project

- **Nailing the vision**
  - ⇒ The problem and the opportunity
  - ⇒ Mission
  - ⇒ Tying the vision to action: Theory of change and your solution
- **What you have to get right early on to succeed**
  - ⇒ Leadership: Team and board
  - ⇒ Revenue model
  - ⇒ Measurement and evaluation
  - ⇒ Messaging / Communication
- **What else you need to know before you get started**
  - ⇒ Eco system
  - ⇒ Risks
  - ⇒ Scaling Strategy

#### The Problem and the Opportunity

- **PROBLEM**
  - ⇒ Why is it important?

- ⇒ What is the scale?
- ⇒ What are the contributing factors?
- ⇒ What are the root causes?

- **OPPORTUNITY**

- ⇒ Why is it solvable?
- ⇒ What other approaches have been tried and what are their results?
- ⇒ What would the world look like (your vision) if you solved it?

### **Mission**

Your statement of what you will achieve. 4 Ms of Mission Statements:

- Memorable
- Manageable
- Measurable
- Motivational

### **Theory of Change**

The rationale that connects mission to strategy. Is a method that explains how a given intervention or set of interventions is expected to lead to specific development change, drawing on a casual analysis based on available evidence. Based on your understanding of the problem, what is your theory about which actions and resources will lead to the results you want to achieve.

*Assumption of cause and effect in your logic chain*

*Inputs Activities → Outputs → Outcomes → Impact*

### **Your Solution**

- Who are the beneficiaries or customers?
- How will you serve them?
- What does your project look like specifically?
- What initial management and governance structure will you put into place to implement the strategy?
- What partnerships or collaborators would be critical or useful?
- On what premises (experience or knowledge) did you build your solution?

Participants were informed of the Business Model Canva, which can be downloaded here [https://canvanizer.com/downloads/business\\_model\\_canvas\\_poster.pdf](https://canvanizer.com/downloads/business_model_canvas_poster.pdf), which provides a framework for a business plan (not socio-business / social enterprise). The Business Model Canva is also explained in this video: <https://www.youtube.com/watch?v=QoAOzMTLP5s>.

Following the presentation, participants were asked to prepare a socio-business plan to be pitched to a three-member jury from Fundación SES the next morning. Each jury member would individually decide whether to support the project or not, giving reasons for their decision. They were informed that the pitches should address the following topics:

- Who are you?
- What is the name and nature of your social business?
- How did you get interested in the social business?
- What relevant experience and qualifications do you have?
- How much time does it take to produce one of these products / provide this service for one customer/beneficiary?
- How will operating the social business fit into your lifestyle?
- How much do you expect to spend to start the social business?
- On what have you based your financial projections?
- Why do you think your social business will succeed?
- What are your next steps?



Each group was provided with a handout – *Preparing your Pitch*— from the exercise *Drumroll Please* to help them prepare their pitch (See [Annex 8](#) for the description of Drumroll Please). The participants had the rest of the morning to work on their socio-business plans and prepare their pitches.

### **Project visit: Madygraf**

As part of the social entrepreneurship workshop, the cooperative Madygraf located in Ruta Panamericana in Buenos Aires was visited as an good example of how regular business can turn into a business with a social objective. Madygraf, was first part of the multinational corporation Donnelley, an important printer for different editorial houses of Argentina. At the beginning of the 2000s, due to the economic crisis, the Donnelley corporation started to fire its workers and the working conditions for those still employed became increasingly precarious.

This is when the workers started to fight in order to takeover the factory. They involved all the workers' families and today the factory is covered with photos of workers with their families, illustrating that when a worker is fired, a family loses its income. When the workers succeeded at taking over the factory, they made it into a cooperative and organised work in a collective and democratic manner. The general workers' assembly is thus the highest authority and can be called by any of the workers. In addition, in the past, the factory had only male workers, but today women have been incorporated and the assembly created the women's commission. Importantly, since the workers are the owners, they feel free to use all the spaces of the factory, and for instance, a soccer field and a kindergarten for the workers' children were established, as well as social activities that are carried out on weekends.

It is important to explain how the cooperative got the name Madygraf. A philosophy of the workers is to for better job conditions in order to improve the life of their families. At one time, Madeleine, the daughter of one of the workers got into an accident at the factory due to which she has multiple disabilities. All the workers contributed to buying her a wheelchair and Madeleine's father received emotional and economic support from his co-workers. As a reminder of the workers' solidarity and fight for the wellbeing of their families, the cooperative chose the name Mady (short for Madeleine) and graf (for graphics) for their cooperative.

The workers consider working for themselves as one of the main advantages of being a social enterprise. They recognise that a cooperative is demanding and challenging, especially when they are producing only 15% of its entire capacity. This is why they demand contracts from the government, which are otherwise given to foreign printing presses. For more information on Madygraf and to support them, visit <https://madygraf.com/>.

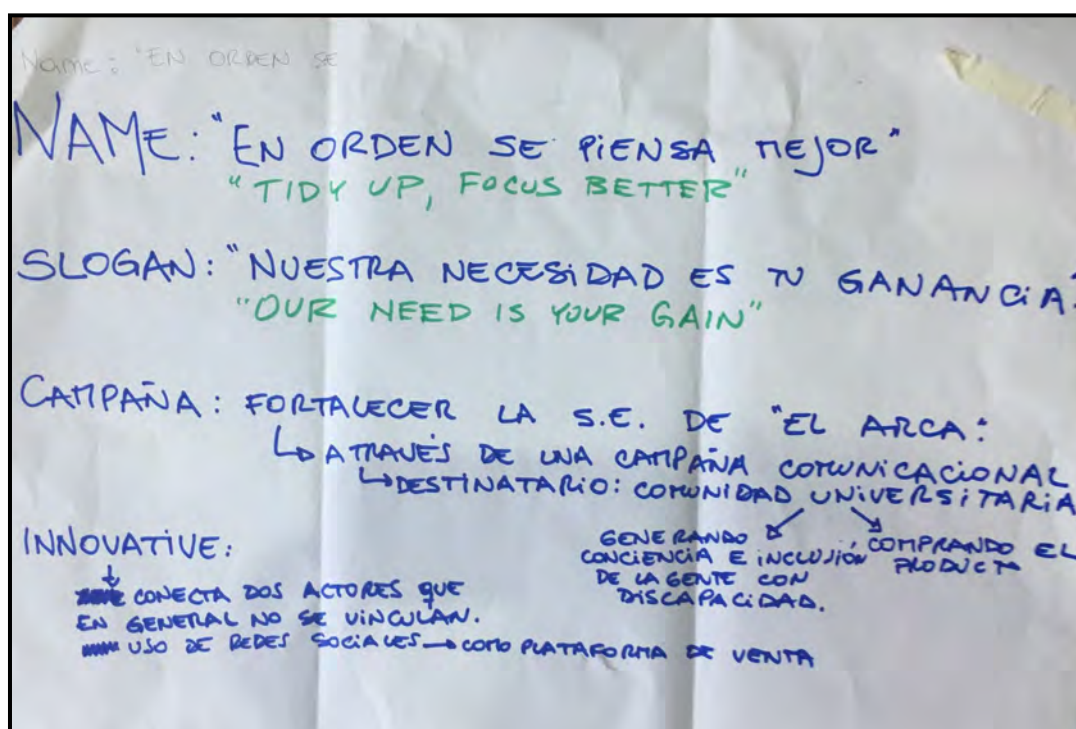




## DAY FOUR – 14<sup>TH</sup> MARCH 2019

### Pitch your project: Shark Tank

The fourth day began with pitches of the four projects. The three-member jury made up of Rolando Kandel, Florencia Cadorini and Mariano Fernández Busy from Fundación SES listened to and assessed the three projects. The first project was “Tidy up, Focus Better” by the group from Latin America (Argentina, Ecuador and Honduras) - see flipchart of their pitch below:



#### Some of the questions and answers to their pitch include:

Jury: How is El Arca going to achieve this and support people with disabilities?

-SE already exists in El Arca, the project is designed to make it sustainable.

Jury: What do you need from the university because you seem to have the infrastructure already?

- Access to the university's social media platform and access to graphic design students.

Jury 1: The social issue is unclear. It would have been better to highlight the challenge. However, it seems that the idea is achievable so I think the university will support you. Nevertheless, you need to define your target group better.

Jury 2: We can assist you with the social aspect, however we cannot give you access to our platforms to sell your products.

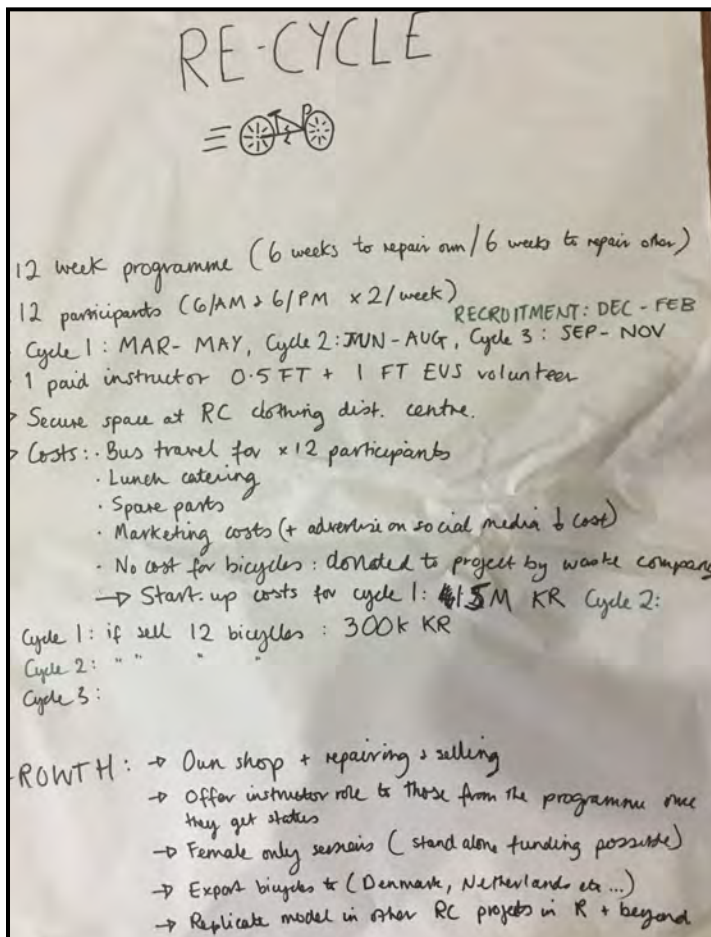
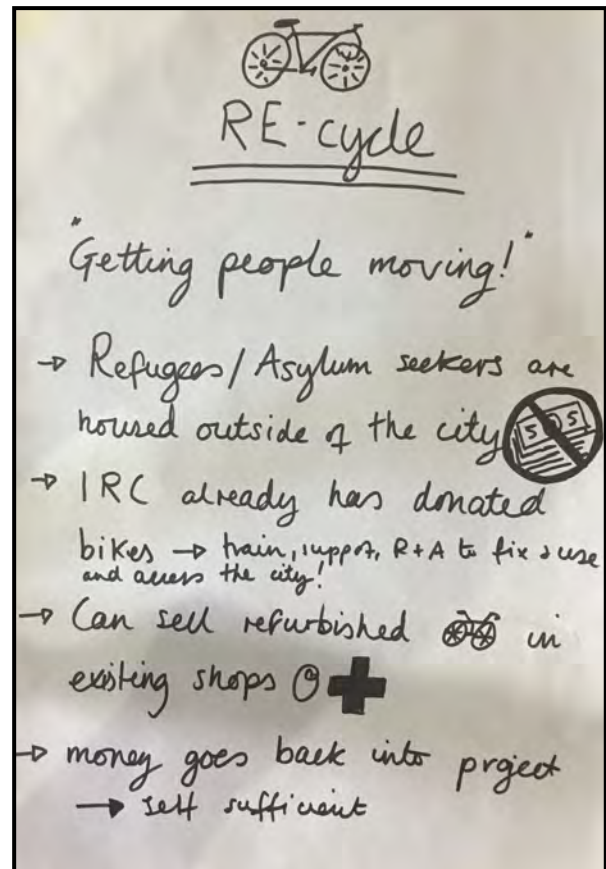
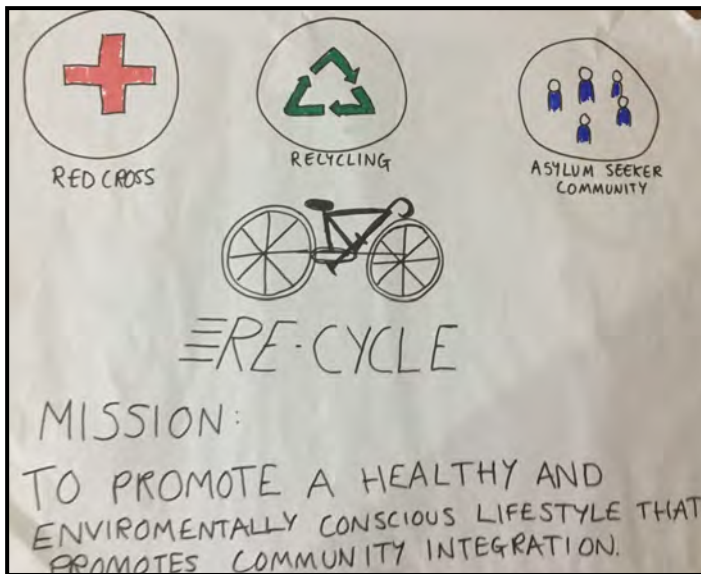
Jury 3: The idea aligns with the university's ideals. We will be able to assist you with marketing and design, but I see a problem with selling the product at the university.

Participant: Are the students really interested in cleaning products? It also suggests that the group focuses more on the social issue, rather than on the product.

-Everybody needs to clean, the campus is located outside of the city so there are no shops close by.



The second project was "Re-Cycle" by the group from Europe (Finland, Iceland and UK) - see flipcharts of their pitch below:



#### Some of the questions and answers to their pitch:

Jury: Do you know your target group (asylum seekers)? Are they even interested in this sort of activity?

-Yes, there have been 2 previous bicycle repair workshops where there were more participants interested than we were able to accommodate.

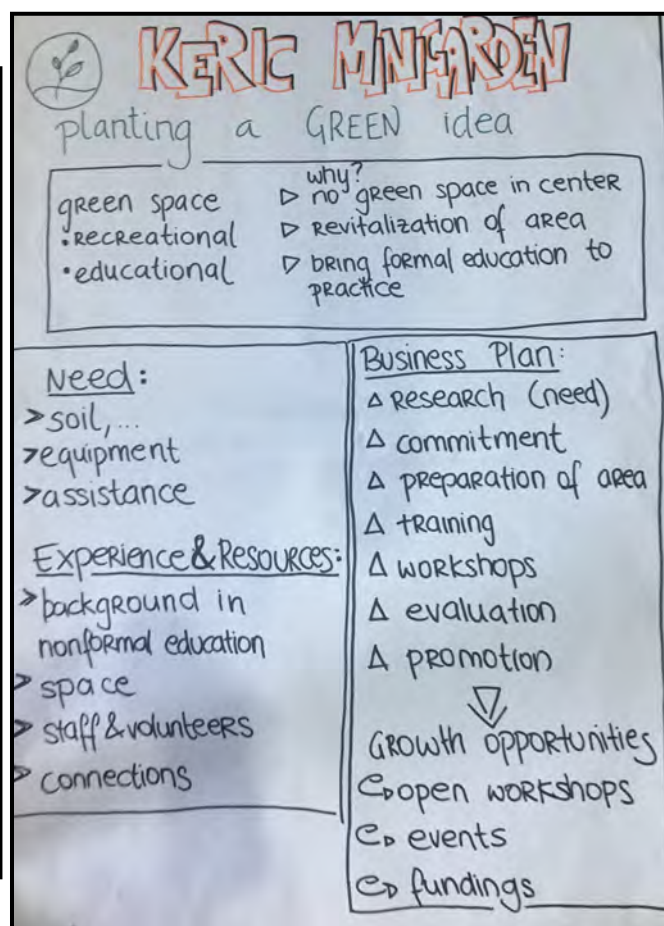
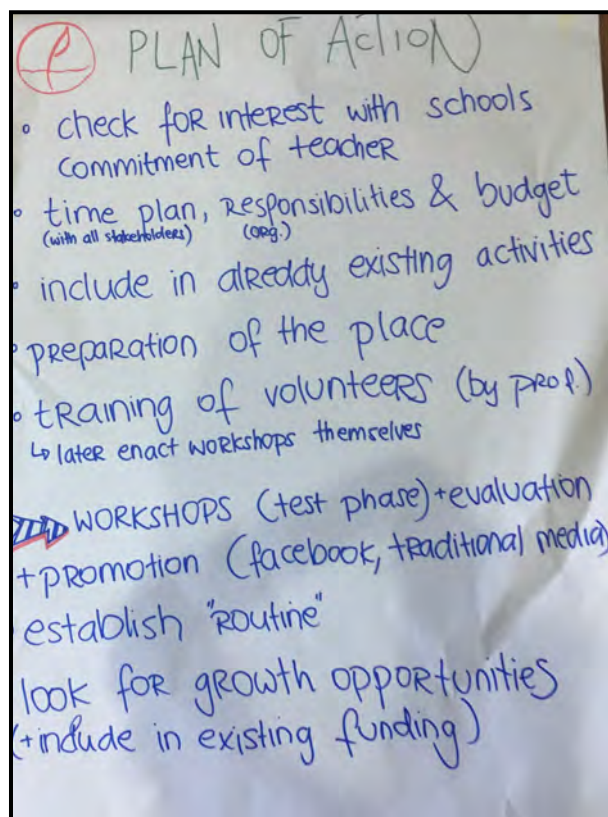
Jury: Where do you get the bicycles, how many partners are you looking for?

-We already have the bicycles, the local recycle centre donates broken bikes to us. We have more bikes than we need.

Jury 1: It's a good idea, but you need to develop it better. It seems overly complicated at this point.

Jury 2: I think your budget is too small, you would need to check your budget throughout the process in order to stay on track. I would support it.

The third project was “KERIC Mini-Garden” by another group from Europe (Austria, Poland and Slovakia) - see flipcharts of their pitch below:



### Some of the questions and answers to their pitch:

Jury: How will you include the community? What will you offer to the schools etc.?

-Open workshops, events...

Jury: Do you have a contract with the government? Are you free to use up this green space?

-It is privately owned (by KERIC) and free to our disposal.

Jury: How will you maintain the green space?

-KERIC has staff members and long term experience of hosting volunteers, so there are enough hands for its upkeep. It would be a part of the volunteers' schedule to maintain the garden.

Jury: It is unclear what the business plan is?

-The purpose is not to make an income, for now the purpose is to be recreational and educational.

Jury 1: Extremely well presented and a great overview of the social context. The budget needs to be clearer, I still do not know how much you are asking for?

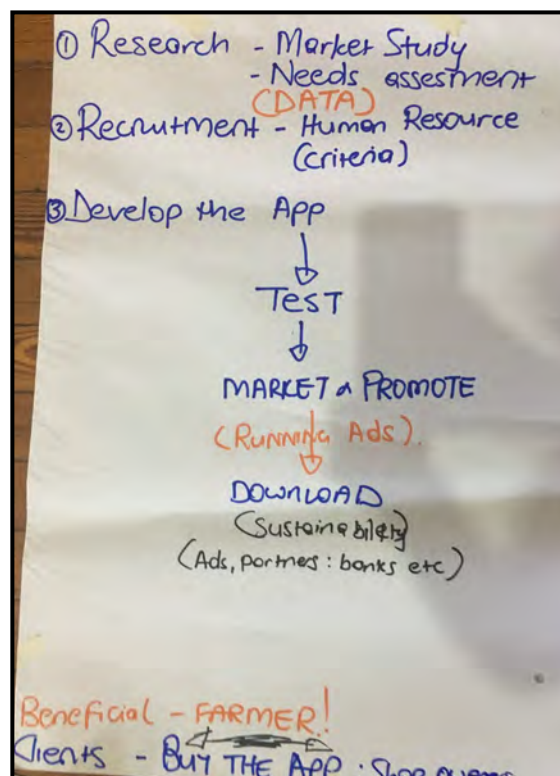
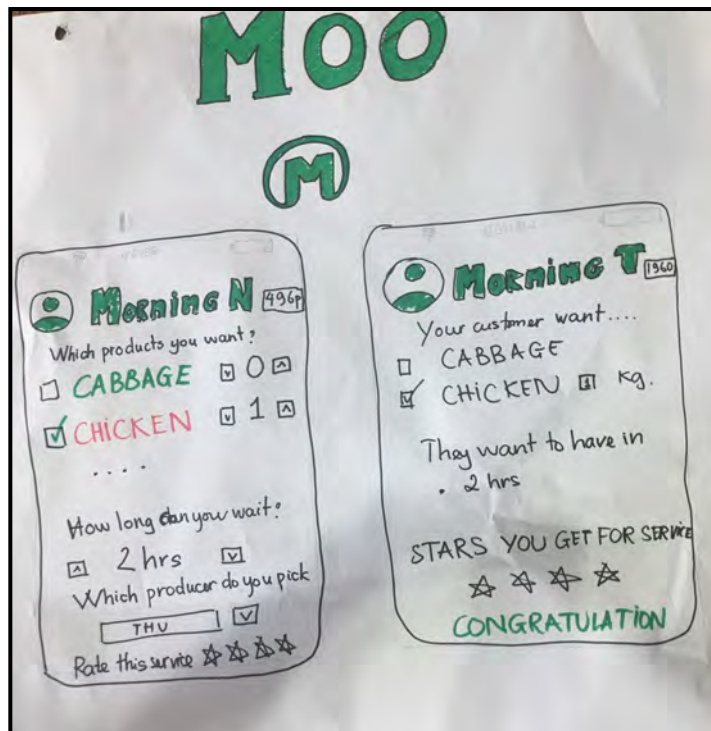
Jury 2: Nice project, great social aspect, but I suggest you better think about the model. I don't see the financial aspect of it.

Jury 3: I agree with the other two, the business component is unclear.

Participant: I suggest you make it clear why you are approaching this potential partner. Why should they support this project, what is in it for them?



The fourth and last project was “Moo” by the group from Asia-Africa (Philippines, South Africa and Vietnam) - see flipcharts of their pitch below:



#### Some of the questions and answers to the pitch:

Jury: How will you get the producer to use the app?

-We are going to be present in the local community to help them to use the app.

Jury: How are you promoting the product?

-We are going to give ourselves 3 months to promote the app, with promotions and discounts. We believe that the word of mouth will spread quickly. It will guarantee better prices and people will quickly see the efficiency of the app.

Jury: Do you have the capacities and the infrastructure?

-We have the necessary things, but we lack tech knowledge and that's why we have approached you.

Jury 1: I have too many doubts to ask any questions. I think that the market already has this technology, designed with the needs of the market in mind, not the social aspect. I don't see how the logistics would work. They are your biggest problem. How will you get the product to the customer?

Jury 2: It's a good project, but there are many challenges. You need to address the issues that have been mentioned, logistics, technology, transportations. There is a similar app here in Argentina, however they don't give you the products in 2 hours. I like the social aspect of it, which is to connect the producer with the consumer directly. You need to pick your advertisers well, try not to approach your competition but rather contact stakeholders. All in all, good project but you need to make sure everything works.

Jury 1: Rather than making a new app, perhaps you can use already existing technology to connect the consumer and the producer. It takes a long time and money to develop an app, but it is also expensive to market the app and to maintain it.

Jury 3. I agree.

Participant: I like the idea, it was a hard project to defend. You did it well. Thank you.

## Smarties

After the pitches, the team work exercise **Smarties** was carried out in order to practice setting and achieving realistic and ambitious goals, to understand the influences on individual and group settings, and to experience the impact of competition and the achievement motive on goal setting. The participants received two rolls of smarties each and were asked to stack the smarties with one hand. Before starting the exercise, they had to estimate the number of smarties they could stack. After the allotted



time for this ended, the score for each participant was calculated. Afterwards the exercise was repeated with their non-dominant hand, and they were asked to set a new goal and again the score was counted.

The last round comprised team work; they had to set a goal together as a team and cooperate on stacking the smarties.

During the debriefing of Smarties participants stated that the second round of the exercise was easier as they had gained experience in the first round. They also concluded that it was a good lesson for goal setting and that the testing phase of any project is very useful. However, often there is no space or time for this and thus trust in the team is invaluable. The description of the method “Smarties” can be found in [Annex 9](#).



## Developing draft programmes for Social Entrepreneurship workshops

Having used a number of tools and exercises on social entrepreneurship learning, it was time for participants to develop draft programmes for local workshops they would lead in their own countries on social entrepreneurship with volunteers, members of the local community and host organisations.

Participants were divided into 2 groups, an EU group and a non-EU group, as the latter would be able to hold a 2 day workshop as part of the on-arrival training of the volunteers in in the project whereas the former, the EU group, would be able to organise a one-day workshop.

Before they began, the facilitators presented the **Structure of Campaigns and Actions** of the project in order to reminder participants to keep in mind all the elements (see structure on [page 46](#)) when planning their workshops and subsequent actions and campaigns. The groups had the rest of the day to discuss, exchange ideas and methods on social entrepreneurship and develop their draft programmes.



Structure of Campaigns and Actions	
Aim	Collective growth, employability of youth and ability to respond to change
Background research	Community mapping Media info Talk to / interview HO Staff or beneficiaries
Title of your campaign	
Objectives	Sustainability
Set/define targets	Number of people reached. Who they are? How did it impact them? People reached quantitative & qualitatively Refer to method: "Mix and match"
Action plan & timeline	Descriptions of the actions and the expected outcome SMART: Specific   Measurable   Achievable   Realistic   Time bound Management structure: Who does what? Who supports? Timeline: 1 <sup>st</sup> of May – 30 Nov 2019
Budget & Financial plan	Financial plan is preferred, but depending on the scope of your action / campaign you can do a budget (take an example of financial plan) Location, equipment & funds
Communication Plan for marketing, promotion & dissemination	Define communication objectives Channels of communication and material needed Timeline & actions
Target groups	Involve young people and vulnerable populations
Partners	Cooperate, government, foundations, embassies, other NGOs, your local network of organisations Ensure they match with your ethical standards
Evaluation	Mid-term (at mid-term evaluation) Progress update Adapt action plan Self-assessment (at start, mid-term and project end)
Impact assessment	Include skills & competences gained by volunteers Impact on target groups Number of persons reached: Community outreach, youth, vulnerable people
Follow-up / Sharing & exchange	Replicability Case studies for sustainability

## DAY FIVE – 15<sup>TH</sup> MARCH 2019

The last day of the workshop began with the presentation of the two draft programmes. The first draft programme below was developed by non-EU participants for workshops in the participating countries in Asia, Africa and Latin America.

DATE	DAY	DESCRIPTION OF ACTIVITIES
	<b>Day 3</b>	
09:00	10:30	<ul style="list-style-type: none"> <li>• Presentation. Host team, taskforce, host project and participants</li> <li>• Aims and objectives of project, workshop, phases</li> <li>• Aims and objectives of Erasmus + and KA2</li> <li>• Expectations, fears, contribution</li> <li>• Getting acquainted</li> <li>• Social Contract</li> </ul>
<b>10:30</b>	<b>11:00</b>	<b>Coffee / tea break</b>
11:00	12:30	<ul style="list-style-type: none"> <li>• Ice Breaker</li> <li>• Presentation of SE., concepts and different entrepreneurs</li> <li>• Photo language (Topic: What is a social enterprise for you ?). The method description for Photo Language can be found in <a href="#">Annex 10</a>.</li> </ul>
<b>12:30</b>	<b>13:30</b>	<b>Lunch break</b>
13:30	15:00	<ul style="list-style-type: none"> <li>• Energizer</li> <li>• World cafe? Some activity to create understanding about why a volunteer is working on an SE.</li> <li>• Presentation of the host project. Give in the presentation potential option/options of SE (host)</li> <li>• MAPPING activity</li> </ul>
<b>15:00</b>	<b>15:30</b>	<b>Coffee / tea break</b>
15:30	16:00	Mix and Match. They have to build the idea of the SE project here.
16:00	17:30	<ul style="list-style-type: none"> <li>• SWOT</li> <li>• PRESENTATION MAPPING + SWOT</li> </ul>
17:30	18:00	COLLECTIVE EVALUATION
		<b>End of day 3</b>
	<b>Day 4</b>	
09:00	12:00	Visit to the host project. And maybe to another SE project?
12:00	12:30	Feedback on the project visit
<b>12:30</b>	<b>13:30</b>	<b>Lunch break</b>
13:30	15:00	Energizer Planning – using a template to complete it
<b>15:00</b>	<b>15:30</b>	<b>Coffee / tea break</b>
15:30	16:30	Planning
16:30	17:00	Presentation of the project {pitch}
17:00	17:00	Evaluation collective and individual with volunteers
		<b>End of SE workshop</b>

The second draft programme was developed by the EU participants for workshops in the participating countries in the EU:


DATE	DAY	DESCRIPTION OF ACTIVITIES	AIM & OBJECTIVE
	<b>Day 1</b>		
09:00	10:30	<ul style="list-style-type: none"> <li><b>Name game/icebreaker: the Match time</b></li> </ul> <p>Give every participant 1 match. The match is the timing for their introduction. One by one they will light the match and try to say as many information as possible until the match end.</p> <p>If somebodies match is too short they can get one more.</p> <ul style="list-style-type: none"> <li><b>Introduction of the training:</b></li> </ul> <p>Give the participants background information about why the training is happening and what are the goals.</p> <p>Ask them for their expectations and what knowledge /skill /competence / method are the most interested in when talking about social entrepreneurship.</p> <ul style="list-style-type: none"> <li><b>Introduction to Social Entrepreneurship:</b></li> </ul> <p>Ask the participants to write on note pads and stick it on the board what they imagine/think is social entrepreneurship.</p> <p>After the brainstorm provide easy definition.</p> <p>Introduce a social entrepreneurship example via short PowerPoint presentation and ask them to identify why is that a social entrepreneurship example. Can they think about any other examples? (If you have enough time, they can research the SE as a homework and present the examples instead of the facilitator.</p>	
<b>10:30</b>	<b>11:00</b>	<b>Coffee / tea break</b>	
11:00	12:00	<ul style="list-style-type: none"> <li><b>Mapping community</b></li> </ul> <p>Participants are divided in two or three groups and they draw a map of an area that at least one member of the group knows. They can use Google maps and mark different kind of public services. Institutions, roads, etc. on the map</p>	<p>-to see things in a new perspective,</p> <p>-to use the map a tool to see what is lacking in a specific area and how to fix that issue</p>
<b>12:00</b>	<b>13:00</b>	<b>Lunch break</b>	
13:00	14:30	<ul style="list-style-type: none"> <li><b>Energiser:</b> toaster, mixer, washing machine</li> <li><b>Mix &amp; Match:</b> distinguishing between an idea and opportunity, generating ideas</li> </ul> <p>The exercise begins with the presentation about crucial elements leading to a successful SE project.</p> <p>Then the participants are divided into groups of 3-4. They receive a table with 3 columns: entrepreneur skills/community/resources, post-its and pens. On the first stage each of them individually generates ideas based on the exercise "map the community" in all categories, sticks them on the table. On the second stage the group discusses the ideas and chooses one in each category, which they think is the most relevant. The composition of 3 items reflects the opportunity the participants identified. On the third stage the participants generate ideas for SE projects suitable to the opportunity. At the end of the exercise the participants share the results of their work with other groups.</p> <ul style="list-style-type: none"> <li><b>Feedback</b></li> </ul>	<p>- to teach the participants about crucial factors in preparation of SE project</p> <p>- to teach participants to identify opportunities for SE project</p> <p>- to give participants space to generate ideas for SE project</p>

<b>14:30</b>	<b>15:00</b>	<b>Coffee / tea break</b>	
15:00	16:00	<ul style="list-style-type: none"> <li><b>SWOT your idea</b> Analyse feasibility (participants get 15 min to prepare and 5 to present)</li> <li><b>Feedback</b> Turning your SWOT Analysis into Actionable Strategies (give an example)</li> </ul>	Give participants a concrete tool to identify good ideas and how to turn the analysis into action
16:00	17:30	<ul style="list-style-type: none"> <li><b>Competences and inner readiness of social entrepreneurs</b></li> <li><b>Active listening (10 min)</b></li> <li><b>Presentation of tasks (5 min)</b></li> <li><b>Part of a process called “appreciative inquiry”. Find things that work great and find out how to do more of it.</b></li> <li><b>Interviews (see handout) (45 min)</b> Preliminary questions: Think of a time when you were part of a project, initiative, something. A time where you felt that there was a good outcome and that the process was really great. What initiative was it? Where was it? Who was there? How did it feel? What were you doing? What was your part? How did you contribute? What did others do? Why did you feel it was such a success? How did you know it was a success?</li> <li><b>2 pairs summary (10 min)</b> What traits were present? (resources, group, etc.) What competences were present in the people?</li> <li><b>Debriefing (20 min)</b> How were the interviews? How did it feel? What competences did you identify What competences do you think are important for a social entrepreneur?</li> <li><b>Personal letter to yourself:</b> What competences do you see in yourself as a social entrepreneur? What 3 competences would you want to work on next 3 months and how would you develop them?</li> </ul>	Aim is for participants to become aware of competences of social entrepreneurs, reflect on their own comp and inner readiness
17:30	18:00	<b>17:30-18:00 Feedback and Motivation</b> <ul style="list-style-type: none"> <li><b>Debriefing Questions:</b> Do you understand the concept of a S.E.? Do you see the connection between your volunteer stay and this? Do you feel like you want to further develop the idea we had here?</li> <li><b>Feedback Pie Chart:</b> (6 parts – content theory / content practice / facilitator team / group / time / space) On a flipchart paper, put dots on each piece of the pie or each topic. The closer the dot is to the centre, the happier you were with it, discussion on it.</li> <li><b>Motivational speech at the end:</b> Look further into local community, project ant needs, be creative, practice makes us better, try, think, talk with others, ask if something is unclear.</li> </ul>	Feedback and leave with a good feeling
		<b>End of SE workshop</b>	



## Dissemination

To discuss dissemination of the project and its outcomes, the facilitators presented the products, the activities, the who does what and the how of dissemination (see table below).



Dissemination: What is planned?			
PRODUCTS	ACTIVITIES	WHO?	HOW?
Final Activity Report of the International Social Entrepreneurship Workshop	International Social Entrepreneurship Workshop, Buenos Aires	ICYE International Office	<b>Websites:</b> New blog on <a href="http://www.icye.org/">www.icye.org/</a> ; partners' websites
2. Handbook for Social Entrepreneurship Through Volunteering	Local Social Entrepreneurship Workshops in 13 countries	Project Partners (volunteers, staff, beneficiaries of host organisations, sending and host coordinating- ICYE organisations)	<b>Social Media:</b> Facebook, Instagram, LinkedIn, YouTube (sharing articles, products, photos, videos...)
3. 50th Issue of the ICYE Newsletter, volunteer & multiplier articles	Social Entrepreneurship Campaigns & Actions	Cross-Sectoral partners	<b>Erasmus+ Project Results Platform</b>
	Final Evaluation Meeting		<b>Other:</b> Partner newsletters, volunteer blogs, emails, host project visits, info-sessions, meetings, other trainings & workshops.
			<b>SE campaign:</b> mass media (radio, TV, newspapers)

ICYE International Office

The following reference material for promotion and dissemination work was also presented:

**ICYE Social Media Guide:** [http://www.icye.org/images/stories/](http://www.icye.org/images/stories/Publicationspdf/2015socialmediaguide.pdf)

[Publicationspdf/2015socialmediaguide.pdf](http://www.icye.org/images/stories/Publicationspdf/2015socialmediaguide.pdf)

**ICYE Guide to Visibility and Promotion :** <http://www.icye.org/wp-content/uploads/2016/11/ICYE-Guide-to-Visibility-and-Promotion.pdf>

The participants then discussed other actions/activities that can be carried out to disseminate the project's outcomes at a national or regional level as follows:

1. Instagram — give volunteers login information of your organisation's account and have them regularly post photos and updates, thereby giving them a feeling of ownership and responsibility.
2. Organise workshops and session on social entrepreneurship and empower the volunteers to use the methods and lead sessions.
3. Search for online platforms for social entrepreneurship where project information and outcomes can be shared, ensuring thus wider feedback and external dissemination and visibility.
4. Share information, resources and methods with regional offices and groups where relevant.

## Monitoring actions and campaigns

The participants were divided into regional groups to discuss the monitoring of the campaigns and actions so that support can be provided, the project's objectives are achieved in a timely manner, cross-sectoral partnerships are established and material for presentations on the project blog is uploaded on google drive.

### MONITORING SE CAMPAIGNS AND ACTIONS



#### PURPOSE OF MONITORING

- SE campaigns & actions are being implemented according to the timeplan
- Cross-sectoral partnerships are established
- Campaign material for presentation on project blog is being uploaded on google drive

#### CAMPAIGN MATERIAL FOR BLOG

- Text outlining aims & objectives, targets groups, expected outcomes of campaigns
- Photos, videos, flyers, posters - any material that can help to present your campaign online
- 

ICYE International Office

## Recognition and Validation

The following measures were discussed for the recognition and validation of the learning outcomes of volunteers and multipliers' in the project and the Youthpass videos were shown and discussed.

### RECOGNITION & VALIDATION

#### YOUTHPASS

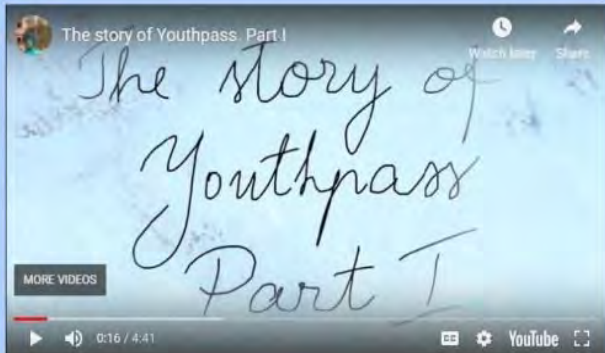
Youthpass is a tool to document and recognise learning outcomes from youth work and solidarity activities. It is available for projects funded by Erasmus+

#### NEWSLETTERS & BLOGS

ICYE Federation Newsletter, Partners' Newsletters, Volunteer Blogs on your websites

#### CERTIFICATES & LETTERS OF RECOMMENDATION

Certificate of participation by ICYE International Office  
Certificates / letters of recommendation by HO's describing learning and skills gained by volunteers



#### COMPETENCE ANALYSIS METHODS

At Mid-Term or Final Evaluation

#### OTHER IDEAS

to recognise support given by volunteers?



## Handbook for Social Entrepreneurship through Volunteering

The contents of the handbook were presented (see below), which would be further developed through the learning experience in the project. Additionally, it was discussed that best practice examples

### HANDBOOK FOR SOCIAL ENTREPRENEURSHIP THROUGH VOLUNTEERING



### Content

What is social economy and social entrepreneurship?  
Relevance of social entrepreneurship to international volunteering  
Non-formal learning & experiential learning approach to social entrepreneurship  
What do you need to become a social entrepreneur?  
What is the problem/need?  
Develop your ideas  
Creating your actions, projects or campaigns  
Power of cross-sectoral partnerships  
Power of Planning  
Putting plans to test  
Evaluating your actions, projects or campaigns  
Looking ahead

### Next steps of the project

A recap of all project activities was presented to ensure that participants were all aware of the project's activities and timeline .

#### *Volunteering activities* 15 April - 15 December 2019

1. 4-day on-arrival training & SE workshops in 13 countries\*
2. 2-day Mid-term Evaluation mid-August
3. Volunteer articles for the 50th ICYE Newsletter to be sent to ICYE IO in September 2019
3. Dec. 2019 - Final Evaluation: no funds available; Volunteer Final Reports & Youthpass!

\*In EU countries, on-arrival is by National Agencies, so partners will hold 1-day SE workshops

#### *SE campaigns/actions* 1 May - 30 November 2019

Each volunteer will plan & implement a campaign or actions supported by local and international volunteers, ICYE and host organisations .

**By 6th December 2019**  
volunteers & hosting partners to send reports to ICYE IO on their SE actions, describing aims and objectives, challenges , results, themes, activities, outreach, etc.

#### *Final Evaluation Taskforce* 9 - 13 March 2020

1. Evaluate the project and SE campaigns in all countries
2. Develop the Handbook for Social entrepreneurship Through Volunteering.
3. Revise dissemination plan
4. Discuss follow-up and future actions/projects

#### *Dissemination & Final Report*

**March - May 2020**  
Publication and dissemination of project outcome, i.e. handbook.

**27 July 2020**  
Official end of the project

**27 September 2020**  
Final Report to the EACEA

## Final evaluation and Closing

The training came to a close with the final evaluation, which was carried out in three steps: The participants were asked to examine the expectations, contributions and concerns they have voiced at the start of the workshop and to re-arrange them based on whether they were addressed and fulfilled. The group assessed that most of the expectations had been fulfilled and concerns addressed. Some expectations referred to concerns about the implementation of the social entrepreneurship actions and campaign and these could only be evaluated at the very end of the project.

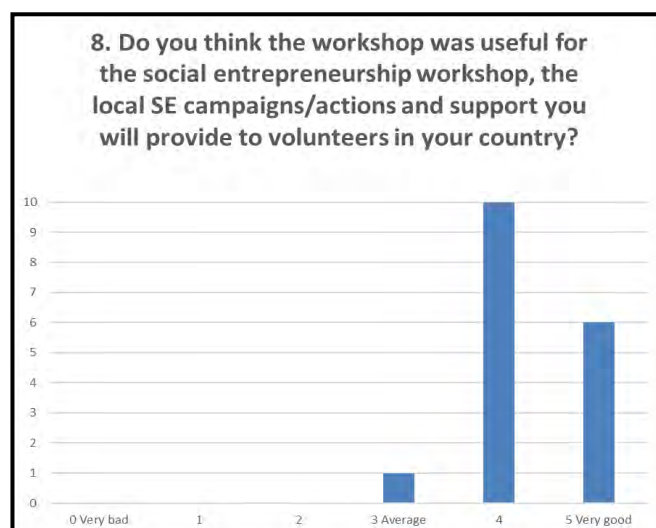
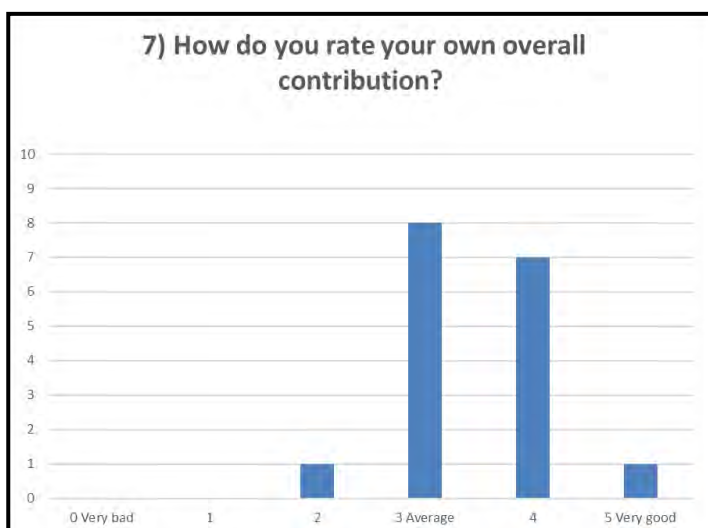
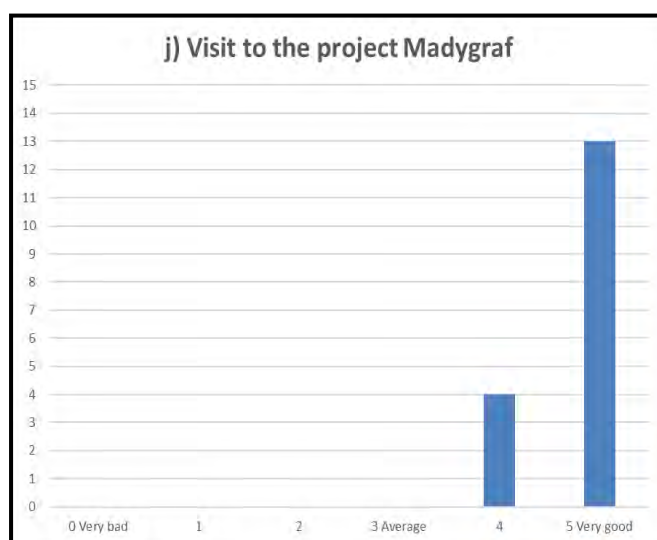
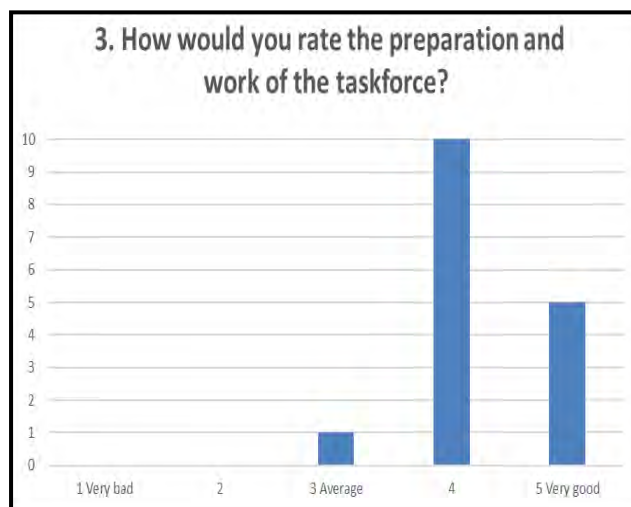
The participants then broke up into their daily feedback groups, where they evaluated the entire workshop and also filled in the final evaluation questionnaires. Each participant was then given a cut-out paper flower, in the centre of which she/he was asked to write how they felt or what they had gained at the workshop and then to fold the paper flower into a bud. All participants then gathered in the seminar room, where in the meantime a long table with bowls of water had been set up. They were asked to place their buds, one each in one of the bowls. Slowly but surely the buds opened up to reveal the messages therein and participants walked around the table to read what everyone had written.



The participants then shared their feelings with the group, thanked the host Fundación SES, the taskforce members and the ICYE International Office for the workshop. The taskforce members handed out Certificate of Participation to participants in recognition of their contributions and active participation in the workshop.



Six points of the final evaluation questionnaire filled in by participants have been presented below. The entire analysis of the questionnaire can be found in [Annex 11](#).



## LIST OF PARTICIPANTS

	Country	Family name	First name	Organisation
1	Germany	JALIWALA	RUBAICA	ICYE International Office
2	Philippines	DADULO	RHENELYN QUEEN	Global Initiative for Exchange and Development Inc.
3	UK	WAKEEL	JASMINE	ICYE UK
4	Honduras	BUESO CLARK	RODOLFO ENRIQUE	ICYE Honduras
5	Ecuador	YEROVI VILLACRÉS	XIMENA CRISTINA	Fundación VASE
6	Vietnam	PHAM	THU	Centre for Sustainable Development Studies
7	Iceland	EINARSDÓTTIR	RAGNHILDUR	AUS Iceland
8	South Africa	MASIBA	NOZUKO	Volunteer Centre
9	Austria	BAMMER	LIOBA	Grenzenlos
10	Finland	JUNNO	RONJA MARIA MATILDA	Maailmanvaihto
11	Poland	JEDRA	SYLWIA	FIYE Poland
12	Iceland	BIRGISDÓTTIR	SIGURBJÖRG	Icelandic Red Cross
13	Slovakia	PETRIKOVA	LENKA	KERIC
14	Ecuador	BUESO ANDARA	CLAUDIA ESTER	Un Techo Para Mi Pais
15	Argentina	ORTIZ SUAREZ	MARIELA	Fundación SES
16	Argentina	Micaela	Browne	Fundación SES
17	Argentina	VERNET	GISELA	Fundación SES
18	Argentina	BLANCO	JULIETA	Fundación SES
19	Argentina	MALAVE	JOHANNA	Fundación SES
20	Argentina	GILLET	TEO	Fundación SES

## ANNEXES

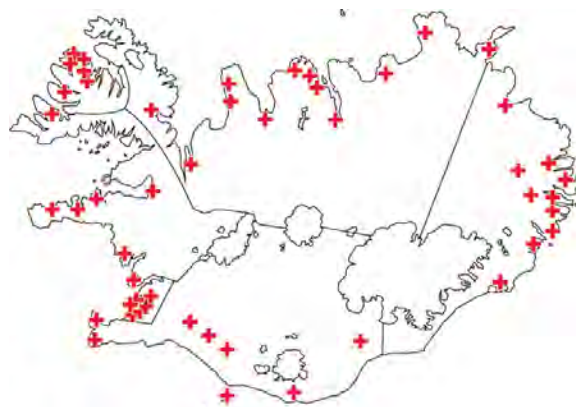
### Annex 1—Presentations of two host organisations

#### Annex 1.1.— The Icelandic Red Cross

The Icelandic Red Cross was founded by Henry Dunant.

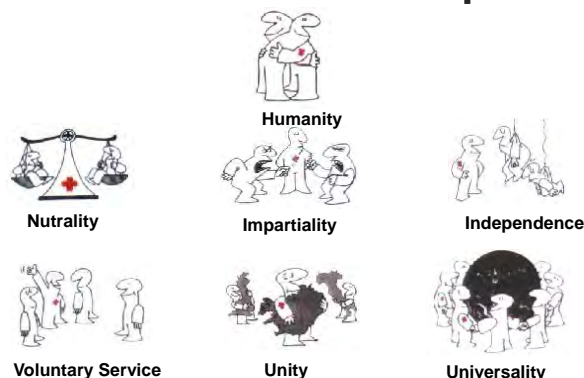
##### Fundamental Principles

- **Humanity** prevent and alleviate human suffering
- **Impartiality** non-discrimination and needs oriented
- **Neutrality** retain credibility by not taking sides in hostilities / controversies
- **Independence** autonomy with respect to all powers, subject to the laws
- **Voluntary service** relief movement not prompted by desire for gain
- **Unity** only one NS per country, open to all
- **Universality** worldwide, equal rights for all NS, responsibility to help each other



 Rauði krossinn  
Af mannið - ið ar

##### Fundamental Principles



26.4.2019 4

The Icelandic Red Cross responds to emergencies at home and abroad and provides assistance that makes people better equipped to deal with hardship and respond to crises. The Society safeguards human rights and the dignity of the individual.

Disaster preparedness and response

##### Key areas:

- National disaster response
- Building capacities to cope with emergencies
- International disaster response

Humanitarian affairs and and social security

##### Key areas:

- Social security
- Humanitarian Diplomacy
- International long-term programming

An effective and well-functioning Red Cross society

##### Key areas :

- Human resources
- Organization
- International cooperation
- Fundraising and handling of resources
- Visibility

#### The Fundamental Principles of the International Red Cross and Red Crescent Movement

Humanity, impartiality, neutrality, independence, voluntary service, unity, universality

##### Icelandic Red Cross

- Established in 1924
- NS and 41 branches
- 20.500 members
- 3.900 active volunteers
- 35 paid staff at national office + 44 in branches
- Yearly turnover USD 12,8 million or 1.5 billion Icelandic Kronas (75% go to national programmes & 25% for international programmes)

## Annex 1.2.— Un Techo Para Mi País, Ecuador

TECHO [TEH/choh], meaning "roof" in Spanish, is the largest youth-led Latin American non-profit that is transforming poverty-stricken neighbourhoods into sustainable communities through the strengthening of capacities in precarious settlements and the search for habitat and housing solutions.

TECHO is convinced that poverty can be overcome if society manages to recognize that this is a priority problem and actively works to solve it.



### VISION

A just, egalitarian, integrated and poverty-free society in which all people can fully exercise their rights and duties, and have the opportunities to develop their capacities.

### TECHO VALUES:

- Solidarity
- Conviction
- Diversity
- Diversity
- Excellence
- Optimism



### PURPOSES:

- Overcome the situation of poverty in which millions of people live in informal settlements
- Train young volunteers by connecting them with the residents of the communities



### Its programs?

- Housing
- Community projects
- Education and leadership training

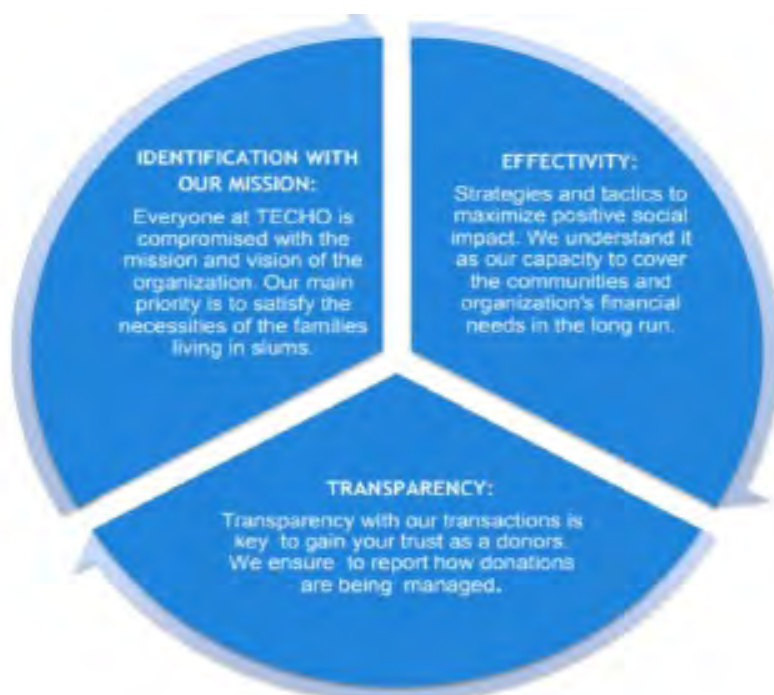


### What does it mean to be a donor

TECHO Ecuador believes a donor is a change agent, who transforms societies and shares a common goal with our organization and every stakeholder working towards improving the living conditions of people in slums.

### How do we manage donations?

TECHO Ecuador is a non-profit organization that has been working in Ecuador for 10 years. We established three guiding principles to manage our donations.



## Annex 2

TITLE	EXPECTATIONS, CONCERNS, CONTRIBUTIONS
OBJECTIVES	<ul style="list-style-type: none"> <li>To allow participants to express what they want to gain from the workshop, feelings which could prevent them from fully participating, and ways in which they can support to the learning process of everyone.</li> <li>To encourage a feeling of participation and solidarity and reduce potential hostility or concerns.</li> <li>To enable trainers to adapt the programme if necessary.</li> <li>To assess impacts of the workshop on the participants' expectations, concerns &amp; contributions.</li> </ul>
MATERIALS	<ul style="list-style-type: none"> <li>Flipchart paper divided in 3 columns, with drawings. View <b>Appendix 1 – Image of Expectations, Concerns, Contributions Flipchart Paper</b>.</li> <li>Post-it/sticky notes in 3 different colours.</li> <li>Pens and masking tape.</li> <li>Relaxing background music (optional).</li> </ul>
DURATION	20 minutes
PROCEDURE	<ul style="list-style-type: none"> <li>In plenary, the trainer/facilitator explains that before presenting the workshop's programme, we want to share our individual and common expectations, concerns and contributions for the following 5 days, during which we will be working together, and peer-to-peer support is essential for the success of the workshop. This expression allows trainers/facilitators to adapt characteristics of the workshop's programme whilst enhancing active participation, a key element of the methodologies and approach used throughout this workshop.</li> <li>Hand out post-it/sticky notes in 3 different colours, explaining that each colour represents expectations, concerns and contributions.</li> <li>Allow participants 8-10 minutes to, individually and without speaking, write down as many expectations, concerns and contributions they want, on the corresponding colour of post-it/sticky note, one per note.               <ul style="list-style-type: none"> <li><b>EXPECTATIONS: what they hope to get out of the workshop.</b></li> <li><b>CONCERNS: what they hope will not happen, or they are concerned may happen.</b></li> <li><b>CONTRIBUTIONS: each person brings some special experience, certain skills and aptitudes, give these examples to the groups and encourage everyone to identify their own contribution in the process of learning/exchanging best practices.</b></li> </ul> <p><u>OPTIONAL:</u> Relaxing background music can be played at this time.</p> </li> <li>Ask all participants that once they are done, they should place their written post-it/sticky notes on the corresponding column of a pre-prepared flipchart paper with the drawings of a tree for expectations, a rubbish/garbage bin for concerns, and bricks of a bridge for contributions. The post-it/sticky notes should be placed at the bottom of each drawing.</li> <li>Whilst the participants are sticking their notes, the trainer/facilitator begins reading them and clustering them according to their commonalities, preparing a summary of all of them, explaining it and giving some examples, in plenary.</li> </ul>
REFLECTION / DEBRIEFING	<p>Explain to the participants that this expression helps to review the workshop's programme if necessary in order to facilitate ways to meet their expectations, eliminate their concerns and foster a participatory and solidary environment, a goal for all of us in the workshop. These expectations, concerns and contributions will be revised at the end of the workshop during the final evaluation and closing – if the expectation was met, the post-it/sticky note will be placed on the top of the tree, symbolising a fruit; if the concern was eliminated, the post-it/sticky note will be placed inside the rubbish/garbage bin, symbolising that it has been discarded; if the contribution was made, the post-it/sticky note will be placed on the bridge's foundation, symbolising adding another brick. Allow participants to express final comments.</p>
SOURCE	Adapted by Rodolfo Bueso-Clark; <a href="mailto:incoming@icye.hn">incoming@icye.hn</a>

## Annex 3

TITLE	ENTREPRENEURSHIP BINGO
OBJECTIVES	<ul style="list-style-type: none"> <li>To “break the ice” among participants.</li> <li>To encourage participants to learn each other’s names and talents.</li> <li>To prepare the group to work effectively together.</li> <li>To introduce some characteristics of (social) entrepreneurs.</li> </ul>
MATERIALS	<ul style="list-style-type: none"> <li>Copies of <b>Appendix 1 – Social Entrepreneur Bingo Card</b> (1 per participant).</li> <li>Slips of paper on which to write participants’ names.</li> <li>Container to hold names.</li> <li>Prize for winner (optional).</li> </ul>
DURATION	15 minutes
PROCEDURE	<ul style="list-style-type: none"> <li>Give a ‘Social Entrepreneur Bingo Card’ and a slip of paper to each person. Ask participants to write their names on the slips of paper, and then drop the slips in the container as it is passed around. As participants are passing the container, go over the rules and instructions included in the directions section of each bingo card. When everyone has put her/his name in the container, begin.</li> <li>Participants “mingle”, getting people to sign their cards (and hopefully getting to know each other). After about 8 minutes, ask everyone to be seated.</li> <li>As you draw names from the container, participants check them off on their cards. The first person to have a straight line of names checked off (vertically, horizontally, or diagonally) hollers “BINGO!” and wins.</li> </ul>
REFLECTION / DEBRIEFING	Debrief for this activity need not be long and drawn-out. Ask the winner to introduce the people in her/his winning line.
SOURCE	Real LEDGE (Leading Economic Development through Global Entrepreneurship): <a href="https://www.linkedin.com/company/real-ledge">https://www.linkedin.com/company/real-ledge</a>

### APPENDIX 1 – SOCIAL ENTREPRENEUR BINGO CARD

#### ICYE ENTREPRENEURSHIP BINGO!

##### DIRECTIONS:

Each box on the ‘Social Entrepreneur Bingo Card’ describes someone in this room. Your job is to find the people who match the descriptions and get them to sign their name in an appropriate box. You may sign only one box per card, but you may sign different boxes on different cards, as long as the description applies to you.

B I N G O				
balances her/his check book	is wearing red	has been in business for her/him-self	has a parent who is/was an entrepreneur	likes country music
has lived in three or more cities	is a self-starter	has green eyes	enjoy playing a sport	have worked in a family business
is creative	likes working with others	F R E E	likes working alone	likes to plan things
works more than one job	has seen, read, or written a business plan	likes working numbers	can name a famous social entrepreneur	reads a news-paper daily
drives a truck	has worked in a small business	has a savings account with over \$300	enjoys a good argument	is a “people person”



## Annex 4

TITLE	AM I ENTREPRENEURIAL MATERIAL?
OBJECTIVES	<ul style="list-style-type: none"> <li>To assess participants' "entrepreneurial aptitudes".</li> <li>To identify the traits and experiences common to successful entrepreneurs.</li> </ul>
MATERIALS	<ul style="list-style-type: none"> <li>Copies of <b>Appendix 1 – Entrepreneur's Inventory</b> (1 per participant).</li> <li>Flipchart paper with the Entrepreneurial Profile Graph as shown in the Appendix 1.</li> <li>Pens and markers.</li> </ul>
DURATION	1 h
PROCEDURE	<ul style="list-style-type: none"> <li>Distribute copies of the Entrepreneur's Inventory and explain to participants that it is focused on pin pointing traits, aptitudes and experiences that a business entrepreneur would need to be successful, which is also important for social entrepreneurs. Give participants time to complete the inventory.</li> <li>Using the Entrepreneurial Profile Graph, chart participant's results without identifying individuals. People will be interested in how their results compare to their peers. Allow time for discussion.</li> </ul>
REFLECTION / DEBRIEFING	<p>The debrief is essential to this activity. Be sure that participants understand the limitations of assessments like this one. Discussion questions might include:</p> <ul style="list-style-type: none"> <li>How do you feel about tests in general? Do you usually test well?</li> <li>How accurate do you think this inventory is? Did your score seem low, high, or about right?</li> <li>What value does a test like this have?</li> <li>If you scored low on the inventory, what should you do?</li> <li>What are some things about your future as an entrepreneur that no test can measure or predict?</li> <li>What did you learn about entrepreneurship by completing the inventory?</li> </ul>
SOURCE	<p>Real LEDGE (Leading Economic Development through Global Entrepreneurship):  <a href="https://www.linkedin.com/company/real-ledge">https://www.linkedin.com/company/real-ledge</a></p>

### APPENDIX 1 – ENTREPRENEUR'S INVENTORY

#### ENTREPRENEUR'S INVENTORY

This inventory is a tool to help you determine your potential for success as an entrepreneur. Follow the directions for each section and for scoring the inventory.

**A. LIFE EXPERIENCE INDEX** – Circle the number of your response to each statement.

	TRUE	FALSE
I have a close relative who is, or was, in business for her/him-self.	1	2
I have friends who own and operate a business.	1	2
I have worked in a small business in which I had close contact with the owner.	1	2
I have owned or been a part-owner in a previous venture.	1	2
I have worked in a small division of a large business in which I had close contact with the manager.	1	2
As a child, I was involved in money-making projects such food sales, newspaper routes, babysitting, tutoring, etc.	1	2
I have lived in three or more cities in my life.	1	2
I've been fired or quit because of disagreements with my boss.	1	2
I have work experience in a variety of functional areas.	1	2
I have had bosses reject my best ideas.	1	2
I am between 30 and 40 years of age.	1	2
My spouse or family is supportive of my work.	1	2
My subordinates respect me and work hard for me, even if they don't necessarily like me.	1	2
I find it easy to get along with people.	1	2
When a problem arises, I usually figure out a way to solve it.	1	2
I like to do things rather than plan things.	1	2
What happens to me is what I make happen, not the result of luck or fate.	1	2
	1	2



**B. PERSONALITY INDEX** – Circle the number on the scale of 1-5 which corresponds to your reaction to each statement.

Compared to others:	Strongly disagree			Strongly agree	
I have a high level of energy and drive.	1	2	3	4	5
I am self-confident.	1	2	3	4	5
I don't usually get uptight in ambiguous or uncertain situations.	1	2	3	4	5
I set long-term goals and stick to them.	1	2	3	4	5
I like to set my own standards for performance when I undertake a task.	1	2	3	4	5
I like to get feedback on my performance.	1	2	3	4	5
I don't believe in perfect solutions, only in the best solution for the situation.	1	2	3	4	5
I get as much information as possible before making a decision.	1	2	3	4	5
I prefer games of skill to games of chance.	1	2	3	4	5
I don't get overly anxious about the consequences of my decisions.	1	2	3	4	5
I view failure as a learning experience and am not too discouraged by it.	1	2	3	4	5
I like solving challenging problems.	1	2	3	4	5
Routine and repetitive tasks bore me.	1	2	3	4	5
I ask for help if I need it to accomplish my goals.	1	2	3	4	5
I feel that my success depends on my performance.	1	2	3	4	5
I enjoy situations which require my initiative and depend on me for their success or failure.	1	2	3	4	5
I am self-reliant.	1	2	3	4	5
I am a self-starter.	1	2	3	4	5
For me, money is more important as a measure of my success than for what it can buy.	1	2	3	4	5

**C. MOTIVATION/ACCOMMODATION INDEX** – Circle the number on the scale of 1-5 which corresponds to your reaction to each statement.

Compared to others:	Strongly disagree			Strongly agree	
I am willing to make work my first priority, ahead of my family and friends.	1	2	3	4	5
I am willing to invest (and possibly lose) my life savings.	1	2	3	4	5
I am willing to change my standard of living to accommodate the financial needs of my business.	1	2	3	4	5
I see building and running a business as an all-consuming way of life.	1	2	3	4	5
I like finding creative ways to do things.	1	2	3	4	5
I don't like to just do things <i>better</i> , I like to find <i>new</i> ways to do things.	1	2	3	4	5
I like working with other people as a team.	1	2	3	4	5
I feel comfortable being the boss.	1	2	3	4	5
I like to profit from the work of my employees.	1	2	3	4	5
I have a firm sense of business ethics.	1	2	3	4	5
I value honest dealing, dependability, and reliability over making easy money at the customer's expense.	1	2	3	4	5

**D. BUSINESS READINESS INDEX** – Circle the number on the scale of 1-5 to indicate your knowledge and/or readiness in the areas addressed.

Compared to others:	Low			High	
How right do you think the times are for starting your business?	1	2	3	4	5
How would you rate the current economic climate?	1	2	3	4	5
How much do you know about the operations of the kind of business you want to start?	1	2	3	4	5
How well do you know your goals for the size and profitability of your business in years 1 – 5?	1	2	3	4	5
How sure are you that a market exists for your product or service?	1	2	3	4	5
How well do you know your competition and why customers will choose you over them?	1	2	3	4	5
How well can you identify your target market?	1	2	3	4	5
How knowledgeable are you about the buying habits of your customers?	1	2	3	4	5
How clear are you about the amount of money you'll need to make from the business to support your family?	1	2	3	4	5
How certain are you of the money you can raise from your savings and other assets to start your business, given your estimates for start-up capital?	1	2	3	4	5
How clear are your estimates for the amount of money you'll need to run the business in years 2 and 3?					
How sure are you that the business can give you an adequate return on your investment of time and money?					
If you could make twice as much money working for someone else as running your own business, how certain are you that you would start the business?					
How would you evaluate your credit rating and financial reputation in your community?	1	2	3	4	5

## SCORING KEY

**A. Life Experience:** Count the number of “true” answers (1’s) you gave and find your score below.

Number of TRUES	Score for Section A
13-17	5
10-12	4
7-9	3
4-6	2
0-3	1

**B, C & D. Personality, Motivation/Accommodation, and Business Readiness:** Add the circled numbers in each section and calculate the average to determine your score for B, C & D.

B. Personality		/ 20 =		average score
C. Motivation/Accommodation		/ 11 =		average score
D. Business Readiness		/ 14 =		average score

**ENTREPRENEURIAL PROFILE** – Now use the diagram below to graph your entrepreneurial profile:

## HOW YOU STACK UP

Successful entrepreneurs come in all shapes and sizes. This inventory was designed to give you an idea of how you stack up on the factors experts think are most important. Your profile is one indicator of your readiness to start a business, but it cannot predict success. In fact, no test can tell the whole story! Whether or not you have what it takes to make in business for yourself is ultimately UP TO YOU!

## Annex 5

TITLE	MAPPING THE COMMUNITY
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To produce a visual representation of the housing density, business &amp; organisation sectors, and geographic features of the community or area of interest.</li> <li>• To identify geographic areas where people have social needs that are not adequately being met by current governmental institutions, civil society and businesses.</li> <li>• To increase awareness of the community from a social entrepreneur's perspective.</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Access to internet to view Google maps of the selected communities linked to the host organisations in the 5 regional groups.</li> <li>• Flipchart papers and markers.</li> </ul>
<b>DURATION</b>	1 h 30 min
<b>PROCEDURE</b>	<ul style="list-style-type: none"> <li>• Ask the participants to divide into groups.</li> <li>• Every regional group should select one community that is linked to one of the host organisations of the Erasmus+ volunteering activities in this project, and write down the name of the community (and its location) in the heading of a flipchart paper.</li> <li>• Ask groups to create a map key / legend and map major features of the selected community, including:               <ul style="list-style-type: none"> <li>• residential density – different colours for high, medium, and low-density areas will help indicate where people live,</li> <li>• retail areas such as shopping centres, markets, downtowns, and other shopping areas,</li> <li>• manufacturing plants,</li> <li>• recreation areas such as parks, lakes, etc.,</li> <li>• other businesses and organisations such as schools, hospitals, nursing homes, and government complexes.</li> </ul> </li> </ul>
<b>REFLECTION / DEBRIEFING</b>	<ul style="list-style-type: none"> <li>• Allow 15-20 minutes for discussion and debrief, based on questions such as:</li> <li>• Do you see the community differently now that you have mapped the area? If so, how?</li> <li>• What patterns do you notice as you look at the map of our community?</li> </ul>
<b>SOURCE</b>	Real LEDGE (Leading Economic Development through Global Entrepreneurship): <a href="https://www.linkedin.com/company/real-ledge">https://www.linkedin.com/company/real-ledge</a>

## Annex 6

TITLE	MIX & MATCH
OBJECTIVES	<ul style="list-style-type: none"> <li>To distinguish between an idea and an opportunity.</li> <li>To practice recognising social business opportunities.</li> <li>To generate ideas of campaigns / actions / projects on social entrepreneurship.</li> </ul>
MATERIALS	<ul style="list-style-type: none"> <li>Flipchart paper with the <b>Appendix 1 – ‘Social Business Idea or Opportunity?’ Venn Diagram</b>.</li> <li>Flipchart papers and markers.</li> </ul>
DURATION	1 h
PROCEDURE	<ul style="list-style-type: none"> <li>Ask the group to brainstorm a list of social businesses that are needed in communities worldwide. Write these on a flipchart paper. Next, ask whether the ideas are feasible or not and why. This question should generate some discussion of what makes a “good” social business idea.</li> <li>After some discussion, offer the ‘Social Business Idea or Opportunity?’ Venn Diagram (entrepreneur, community and resources) as one way to assess feasibility. Social business opportunities lie within the intersection of the 3 circles. Go over the diagram, encourage further discussion, and answer questions.</li> <li>Explain that you would like the participants to practice seeing social business opportunities as the intersection of the three elements – entrepreneurship, community and resources. These are the elements they will have to work with as they come up with social business ideas.</li> <li>Ask the participants to divide into groups.</li> <li>Explain to participants how they should use their personal entrepreneurship skills, using the resources and the opportunities available in their community selected in their regional groups to be creative and found a social business (i.e. campaigns, actions, projects on social entrepreneurship).</li> <li>Each group should divide a flipchart paper into 3 columns and write down the headers ‘SOCIAL ENTREPRENEUR’, ‘COMMUNITY’, and ‘RESOURCES’.</li> <li>Each participant should write down on post-it/sticky notes the following: <ul style="list-style-type: none"> <li>An ENTREPRENEURSHIP SKILL that she/he has (i.e. easiness to communicate with other people).</li> <li>SOMETHING that the COMMUNITY has (i.e. a community centre).</li> <li>A RESOURCE available (i.e., an ambulance).</li> </ul> Each participant can write as many as they wish for each category. Remind participants of the importance of the intersection of the three elements as shown in the ‘Social Business Idea or Opportunity?’ Venn Diagram.</li> <li>When the participants finish writing on the post-it/sticky notes, ask them to place them on the corresponding column of the flipchart paper, depending if its entrepreneurship, community or resources.</li> <li>Ask all participants to review all the post-it/sticky notes and together choose one from each category, in order to have an idea of entrepreneur, another one of community and another one of resources.</li> </ul>



<b>PROCEDURE</b>	<ul style="list-style-type: none"> <li>Each group has to review the three ideas of entrepreneur, community and resources, and develop an idea of a social business (campaigns, actions, projects on social entrepreneurship). Each group will present the social business in plenary using the elevator pitch method, a 1-minute speech.</li> <li>Give participants enough time to prepare their 1-minute elevator pitches in order to present: <ul style="list-style-type: none"> <li>Name of their social business</li> <li>Its slogan</li> <li>What product or service are they offering,</li> <li>Its price</li> <li>What makes it innovative</li> </ul> </li> </ul>
<b>REFLECTION / DEBRIEFING</b>	<ul style="list-style-type: none"> <li>How was the creation of ideas within the teams?</li> <li>Was this exercise similar or different from an actual process of presentation of a social business idea?</li> <li>What additional information is required to determine if these ideas are real opportunities?</li> <li>What are the mistakes that young entrepreneurs make frequently when selecting an idea?</li> </ul>
<b>SOURCE</b>	Real LEDGE (Leading Economic Development through Global Entrepreneurship): <a href="https://www.linkedin.com/company/real-ledge">https://www.linkedin.com/company/real-ledge</a>

## APPENDIX 1 – ‘SOCIAL BUSINESS IDEA OR OPPORTUNITY?’ VENN DIAGRAM



## Annex 7

TITLE	SWOT YOUR SOCIO-BUSINESS IDEA
OBJECTIVES	<ul style="list-style-type: none"> <li>To practice a systematic process of analysis.</li> <li>To assess the feasibility of a start-up idea.</li> <li>To examine the strengths, weaknesses, opportunities, and threats of a start-up idea.</li> <li>To develop plans of action based on analysis conducted.</li> </ul>
MATERIALS	<ul style="list-style-type: none"> <li>Flipchart papers.</li> <li>Markers.</li> <li>Scissors.</li> <li>Masking tape.</li> </ul>
DURATION	1 h
PROCEDURE	<p>SWOT is a method of analysis. The letters in SWOT stand for Strengths, Weaknesses, Opportunities, and Threats, defined as follows:</p> <ul style="list-style-type: none"> <li><b>S – Strengths:</b> favourable conditions or circumstances, which exist within the start-up (i.e. coordinators' strong management skills).</li> <li><b>W – Weaknesses:</b> unfavourable or risky conditions, which exist within the start-up (i.e. limited cash on hand).</li> <li><b>O – Opportunities:</b> conditions outside the start-up, which may be advantageous or helpful (i.e. storage area next to start-up will become available).</li> <li><b>T – Threats:</b> conditions outside the start-up, which may be harmful or threatening to the start-up (i.e. supplier stops working).</li> </ul> <ul style="list-style-type: none"> <li>Ask the participants to divide into groups.</li> <li>Each group will work with the idea of social entrepreneurship start-ups (campaigns, actions, projects on social entrepreneurship) for which they did an elevator pitch.</li> <li>Ask each group to make a SWOT grid by folding a flipchart paper in half vertically and horizontally, creating 4 quadrants. Starting in the upper left, label each quadrant with one of the 4 letters in SWOT – Strengths, Weaknesses, Opportunities, and Threats.</li> <li>Explain that a potential donor in their region is considering giving funds to a social entrepreneurship start-up, and you have been entrusted with assessing the idea. Explain how to complete the grid, and give groups 10-15 minutes to do so.</li> <li>Ask Group 1 to cut out its upper left quadrant, tape it on the wall, and share first their list of Strengths. Other groups may add ideas after Group 1 has reported. Repeat the process for the other quadrants and other groups (Group 5 will lead the discussion in step 7 below).</li> <li>Next, announce that the donor has decided to give funds to them, and they now need you to develop recommendations or strategies (a plan of action) for the start-up based on their SWOT analysis. Give each group another flipchart paper and allow 10-15 minutes to work on this question.</li> <li>Ask Group 5 to present its list of strategies first, and then invite additional ideas from other groups.</li> </ul>
REFLECTION / DEBRIEFING	<p>Lead a discussion based on the following questions:</p> <ul style="list-style-type: none"> <li>Which quadrant was most difficult to analyse? Why?</li> <li>What did you originally think of the idea of receiving funds for the start-up? Did the exercise change your opinion of the feasibility of the start-up idea? How?</li> <li>Why is a structured analysis tool useful? What other methods do you know?</li> <li>In what other start-up situations could you use SWOT?</li> </ul>
SOURCE	<p>Real LEDGE (Leading Economic Development through Global Entrepreneurship):  <a href="https://www.linkedin.com/company/real-ledge">https://www.linkedin.com/company/real-ledge</a></p>

## Annex 8

TITLE	DRUMROLL, PLEASE...
OBJECTIVES	<ul style="list-style-type: none"> <li>To identify and communicate the major strengths of the social business plan.</li> <li>To plan, prepare, and deliver a pitch.</li> <li>To practice discussing the social business with an audience beyond the host organisation / ICYE.</li> <li>To give each entrepreneur an opportunity to publicise her/his social business and the work she/he has done.</li> <li>To prepare to present the plan for funding.</li> </ul>
MATERIALS	<ul style="list-style-type: none"> <li>Copies of <b>Appendix 1 – Preparing Your Pitch</b> (1 per participant) and <b>Appendix 2 – Observation Record</b> (1 per jury member for each of the 5 presentations).</li> <li>Flipchart papers, markers, scissors, masking tape, pens.</li> </ul>
DURATION	1 h 30 min
PROCEDURE	<p><u>Preparing the Pitch – to be done before the 1 hour and 30 minute timeframe of the activity</u></p> <ul style="list-style-type: none"> <li>Each group will have 5 minutes to pitch their social business before a jury. Distribute copies of “Preparing Your Pitch” and go over guidelines together. Answer questions and make it clear that everyone will participate.</li> <li>Participants should take turns answering the Ten Topics questions on the handout. Encourage them to give each other constructive feedback and to take notes for themselves.</li> <li>Ask participants to create an outline of the pitch and then fill in specific information from their social business plans. Encourage participants NOT to write a script, but simply to make notes for each section. Scripted pitches usually sound stiff and tentative.</li> <li>Encourage participants to practice their pitches several times for various audiences (peers, the mirror, etc.) before stepping into the spotlight. Encourage them to be creative on how they will present. If they want to create visual aids, they may do so.</li> <li>Before the pitches begin, give copies of the “Observation Record” to the jury members.</li> <li>For each presentation, introduce the participants by name and social business. Remind everyone of the time limit, and then proceed with the pitches.</li> <li>Conduct pitches as follows: up to 5 minutes to speak, up to 5 minutes for questions and answers, no longer than 10 minutes total. The timekeeper should politely but firmly keep things on schedule.</li> </ul>
REFLECTION / DEBRIEFING	<ul style="list-style-type: none"> <li>In plenary, let participants take turns receiving positive feedback about their pitches. Ask people to be specific with their praise.</li> <li>Encourage participants to discuss the pitches and their reactions to being in the spotlight. Help them identify ways they can improve their presentations in the future.</li> </ul>
SOURCE	<p>Real LEDGE (Leading Economic Development through Global Entrepreneurship):  <a href="https://www.linkedin.com/company/real-ledge">https://www.linkedin.com/company/real-ledge</a>            I Can See You Naked, Ron Hoff, Universal Press, Kansas City 1988.</p>

## APPENDIX 1 – PREPARING YOUR PITCH

### PREPARING YOUR PITCH

You will have a total of 10 minutes to pitch your social business plan and to answer questions from the jury. The “speech” segment may be no longer than 5 minutes. The Q&As segment will also be limited to 5 minutes. Do not try to cover your entire plan in the speech; select your main points and let the jury ask about the others.

**THE TEN TOPICS:** Be prepared to address, either in your speech or during the question and answer session, the following topics:

1. Who are you?
2. What is the name and nature of your social business?
3. How did you get interested in the social business?
4. What relevant experience and qualifications do you have?
5. How much time does it take to produce one of these products / provide this service for one customer/beneficiary?
6. How will operating the social business fit into your lifestyle?
7. How much do you expect to spend to start the social business?
8. On what have you based your financial projections?
9. Why do you think your social business will succeed?
10. What are your next steps?

**PITCH CHECKLIST:** You’ll know you are ready for your pitch when you can check off all the following items:

- \_\_\_ Final draft of the social business plan
- \_\_\_ Outline of main points
- \_\_\_ Knowledge of the Ten Topics
- \_\_\_ Supporting evidence/documentation
- \_\_\_ Props, samples, visual aids
- \_\_\_ Comfortable, appropriate clothes
- \_\_\_ Positive mental attitude

### CREATING AN OUTLINE: 3 WISE GUYS’ IDEAS

The following are presentation structures used by three noted orators – Cicero, John Wood, and Ron Hoff, Consider each of them as you create an outline for your pitch. Use the structure which works best for you.

#### CICERO’S SIX RULES OF DISCOURSE

- I. Introduction – get the audience’s attention.
- II. Statement of facts – give background information; emphasise brevity, clarity, plausibility.
- III. Division – summarise areas of agreement, disagreement, and decisions needed.
- IV. Proof – review supporting evidence.
- V. Refutation – disarm the competition.
- VI. Conclusion – remind the audience of their responsibility, and end gracefully.

#### JOHN WOOD’S WINNING OUTLINE

- ◆ Jokes, stories, anecdotes
- ◆ Tell them what you’re going to tell them
- ◆ Jokes, stories, anecdotes
- ◆ Tell them
- ◆ Jokes, stories, anecdotes
- ◆ Tell them what you told them

#### RON HOFF’S “ALL ABOUT THEM” PRESENTATION STRUCTURE

(It’s *your* presentation, but it’s all about *them*.)

- Start with an **issue of concern** to the audience.
- Give them a **new way of looking at the problem** (as an opportunity, for instance).
- Offer a **solution**. Mention the benefits.
- Back it up with **evidence**.
- Suggest **the next step** to take. Be as specific as possible.

SOURCE: I Can See You Naked, Ron Hoff, Universal Press, Kansas City 1988.



**APPENDIX 2 – OBSERVATION RECORD****OBSERVATION RECORD**

<b>PRESENTATION SKILLS</b>		<b>RATING – up to 30 points</b>
<ul style="list-style-type: none"><li>• appear confident, relaxed, and enthusiastic</li><li>• speak clearly and understandably</li><li>• use appropriate gestures and body language</li><li>• have neat, professional appearance</li></ul>		
<b>NOTES:</b>		

<b>THE SPEECH</b>		<b>RATING – up to 40 points</b>
<ul style="list-style-type: none"><li>• is well organised; make good use of time</li><li>• keep listeners' interest</li><li>• focus on most important ideas</li><li>• demonstrate knowledge of social business</li><li>• use props, visual aids, etc. well</li></ul>		
<b>NOTES:</b>		

<b>QUESTIONS &amp; ANSWER SESSION</b>		<b>RATING – up to 30 points</b>
<ul style="list-style-type: none"><li>• answer the questions that are asked</li><li>• give complete and knowledgeable answers</li><li>• provide information not already covered</li></ul>		
<b>NOTES:</b>		

<b>TOTAL – up to 100 points</b>

## Annex 9

TITLE	SMARTIES
OBJECTIVES	<p>To practice setting and achieving realistic and ambitious goals.</p> <p>To understand the influences on individual and group setting.</p> <p>To experience the impact of competition and the achievement motive on goal setting.</p>
MATERIALS	<p>Smarties sweets/candies (2 rolls per participant).</p> <p>Copies of <b>Appendix 1 - “SMART Goals” Record Sheet</b> (1 per participant).</p> <p>Flat-topped tables, each with 4 or more chairs (enough for everyone to have a seat).</p>
DURATION	15 min
PROCEDURE	<ul style="list-style-type: none"> <li>Distribute Smarties (2 rolls per participant) and “SMART Goals” Record Sheets (1 per person), and explain the task – to stack as many sweets/candies as possible in a vertical column, using only one hand, in one minute. They must estimate the number of sweets/candies they can stack (i.e. set a goal).</li> <li>Explain the scoring system: <ul style="list-style-type: none"> <li>Sweet/candy stacks must be standing 5 seconds after the buzzer to count.</li> <li>If the goal is NOT reached, count 5 points for each sweet/candy stacked.</li> <li>If the goal IS reached, count 10 points for each sweet/candy stacked up to the goal. Add 5 points for each additional sweet/candy stacked (over the goal).</li> </ul> </li> <li>The ask participants to set their goal for the first round (no practicing allowed).</li> <li>After everyone has set a goal, say, “go” and start the timer. Circulate to be sure the “use only one hand” rule is being followed.</li> <li>After the buzzer sounds count 5 additional seconds out loud (stacks must be standing 4 seconds after the buzzer to count). Ask people to calculate their scores and record them on the record sheet. Stacks must remain standing for 5 seconds after time is called to count. Determine who stacked the most and who has the highest score (not always the same person). Discuss any unusual approaches you or others used or observed.</li> <li>Ask participants to set and record a new goal for the second round, using what they learned in round 1 to make a better estimate.</li> <li>After they have recorded their goals, but just before you start the time, announce that in round 2, they must stack with their non-dominant hand. (If there are moans and groans, explain that life is full of surprises!) Proceed with the second round, repeating the process explained above.</li> <li>Announce that round 3 will be a team competition, with each table being a team. (Tables with more than 4 people should choose four members to be the “stackers” for their team). Four people for each team will stack sweets/candies, same rules as before. In other words, each team will build 4 vertical columns and set a goal for the total number of sweets/candies stacked and standing 5 seconds after the buzzer. Obviously, if any one stack does not survive, the team goal is affected. Allow teams time to negotiate and record their team goals.</li> <li>Conduct round 3, and then ask teams to calculate their scores. WARNING: competition tends to heat up in the team round, so be ready to mediate disagreements.</li> </ul>

<b>REFLECTION / DEBRIEFING</b>	<p>Debrief the activity using questions such as these:</p> <ul style="list-style-type: none"> <li>• In the first round, how accurate were your goals? Too low/high/right on target? How did your goal setting change in the second and third rounds? What strategy did you use?</li> <li>• What environmental influences came into play? How did you respond to those?</li> <li>• Which was your best round? Which did you like better, working alone or on a team? Why?</li> <li>• How did team members motivate and encourage each other?</li> <li>• What lessons about goal setting can we draw from this exercise?</li> <li>• Introduce and discuss the goal-setting acronym, SMART: <ul style="list-style-type: none"> <li>⇒ S = Specific – detailed, not general or vague</li> <li>⇒ M = Measurable – includes some quantity or element that can be measured</li> <li>⇒ A = Attainable – ambitious but reasonable; often breaks large goals into smaller pieces</li> <li>⇒ R = Responsible – the goal-setter feels responsible for and motivated about achieving the goal</li> <li>⇒ T = Timed – establishes a timeframe for accomplishing the goal</li> </ul> </li> </ul>
<b>SOURCE</b>	<p>Real LEDGE (Leading Economic Development through Global Entrepreneurship):  <a href="https://www.linkedin.com/company/real-ledge">https://www.linkedin.com/company/real-ledge</a></p>

## APPENDIX 1 – “SMART GOALS” RECORD SHEET

### “SMART GOALS” RECORD SHEET

#### SCORING:

- Sweet/candy stacks must be standing 5 seconds after the buzzer to count.
- If the goal is NOT reached, count 5 points for each sweet/candy stacked.
- If the goal IS reached, count 10 points for each sweet/candy stacked up to the goal. Add 5 bonus points for each additional sweet/candy stacked (over the goal).

ROUND 1	
Goal:	
Actual performance:	
Score	

ROUND 2	
Goal:	
Actual performance:	
Score	

ROUND 3	
Goal:	
Actual performance:	
Score	

## Annex 10

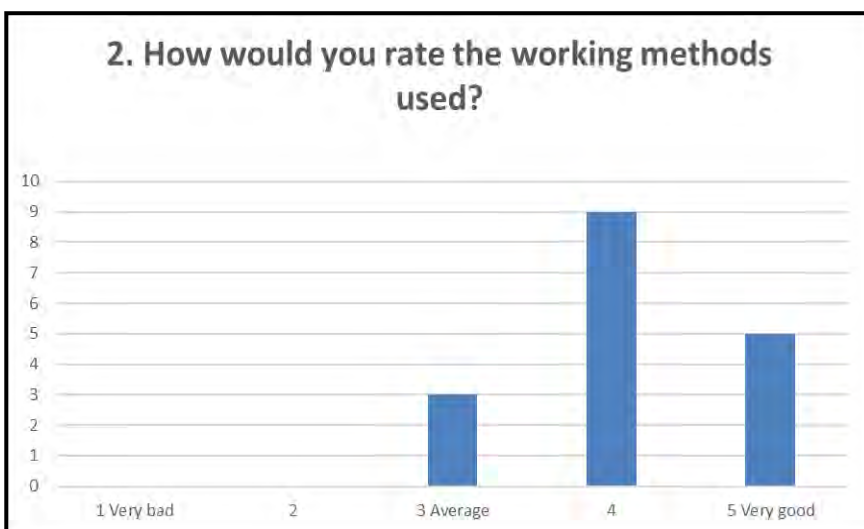
TITLE	PHOTO LANGUAGE
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Give the opportunity to all the participants to contribute to the Workshop (Shy people, unconfident people)</li> <li>• Way to brainstorm, Started to think about a project/training</li> <li>• Get debates and discussions about a topic</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• 40/50 Photos</li> <li>• Board/Papers to write the ideas</li> </ul>
<b>DURATION</b>	30 minutes for a group of 10 participants
<b>PROCEDURE</b>	<ul style="list-style-type: none"> <li>• Put the photos on a table</li> <li>• Explain the activity to the participants, introduce the topic/question of the activity (Example : What is a social enterprise for you ? )</li> <li>• Each participant will get 2/3 minutes to choose a photo.</li> <li>• Then, every participant will explain why he/she has chosen this photo, which link did he/she identify between the topic and the photo, why he/she think about the topic when he/she see the photo.</li> <li>• The facilitator writes the ideas in a board, and depending of the answers, the facilitator can ask question to clarify the answers, or create a talk between the participants.</li> </ul>
<b>REFLECTION/DEBRIEFING</b>	<p>Depend of the objectives.</p> <p>Most part of the time the photo language is use to start a project (as a brainstorming) or a training.</p> <p>If you use it to start a project it will be use to clarify concepts, to identify potential discussions between the participants...</p> <p>If you use it to start a training you can also use it to clarify concepts, or to get the first ideas/approach of the topic for each participants, then you can show to them the paperboard with all these ideas at the end of the training, and get a discussion to know if their perceptions have changed, as a evaluation.</p>
<b>SOURCE</b>	Examples of photos in the Workshop's Google drive.



## Annex 11

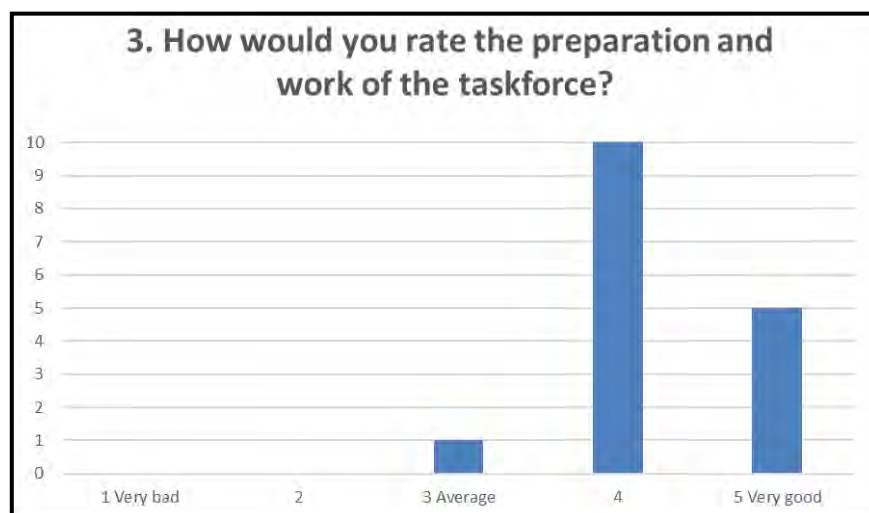
### Final Evaluation Questionnaire Results

Presented below are the results of the final evaluation questionnaires filled in by participants of the international social entrepreneurship workshop.



#### Suggestions / comments:

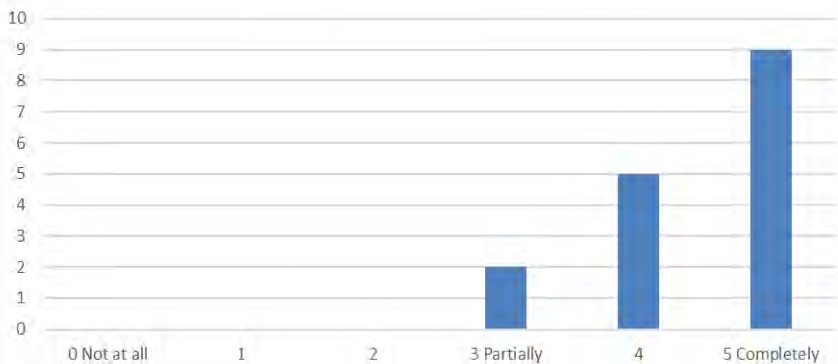
- ⇒ Useful tools, but need more activities/time for debate.
- ⇒ More exploration on the objectives of the activities.
- ⇒ I liked the logic of the activities and it's flow. It was very interesting to listen to so many different guests.
- ⇒ More practical elements.
- ⇒ Better/clearer explanation at some points, e.g. give examples.



#### Suggestions / comments:

- ⇒ It's a lot of work and thanks to that everything went fine

#### 4. Were you satisfied with the administrative and logistical assistance?

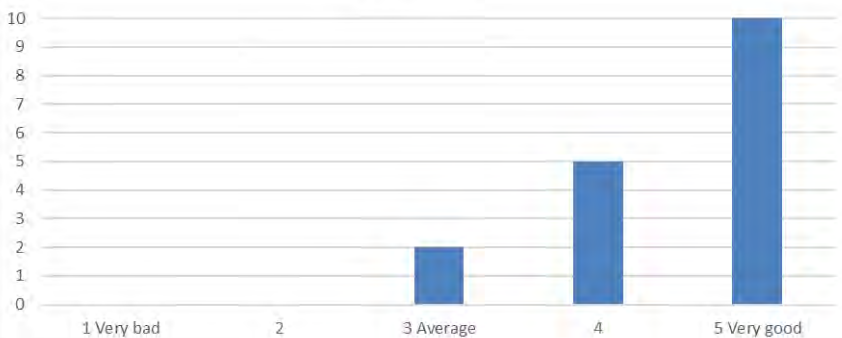


#### Suggestions / comments:

⇒ At the beginning, we had some challenges organizing several aspects, but at the end everything went well.

#### 5. Rating the individual sessions of the workshop

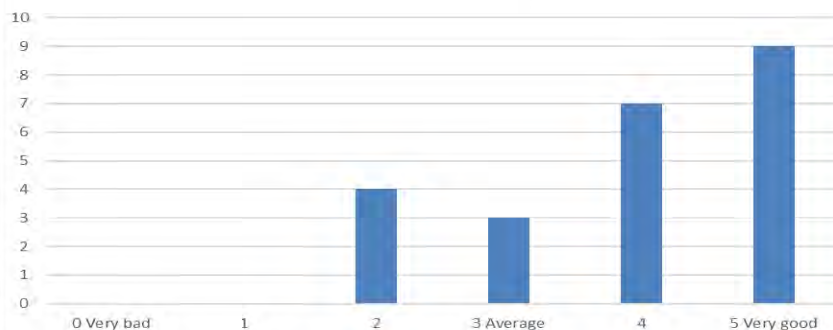
##### a) Social and solidarity economy and social entrepreneurship (speakers and discussion groups)



#### Suggestions / comments:

- ⇒ Really useful to understand the context of social economy in Argentina
- ⇒ The taskforce should have access to the power points beforehand, including to help with translating them.
- ⇒ I would like to have had more information and reading material about social enterprises.
- ⇒ I knew the concept but the meetings with people involved in SE gave me a wide image.
- ⇒ Excellent, I felt that as a non-Spanish speaker I did not get all the points, but nonetheless one of the highlights of the week.
- ⇒ Great to hear from local groups in the host country

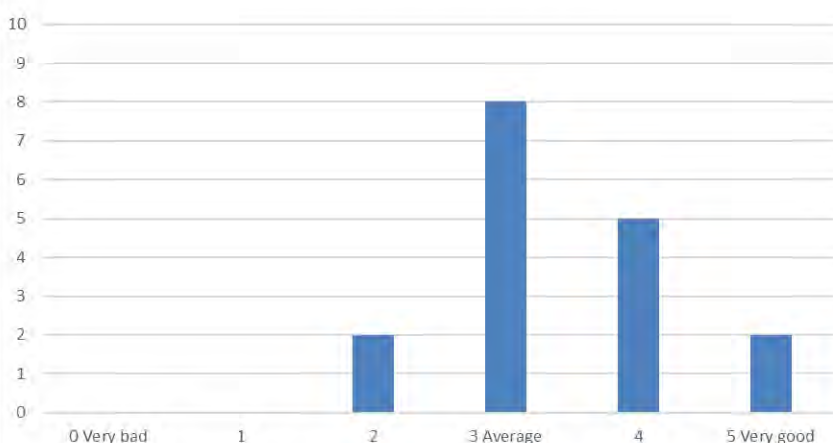
**b) Non-formal Learning Approach (Formal and Non-formal learning, Experiential learning cycle, competence development, top skills)**



**Suggestions / comments:**

- ⇒ We did that a lot already in our own camps – maybe make it more interactive.
- ⇒ It could have had more time to explore and dig deep .
- ⇒ I co-facilitated this session, we needed a better flow I think between the two parts of the session.
- ⇒ Didn't really understand the goals of this activity.
- ⇒ Too many details regarding the importance of the topic (or lack of importance).

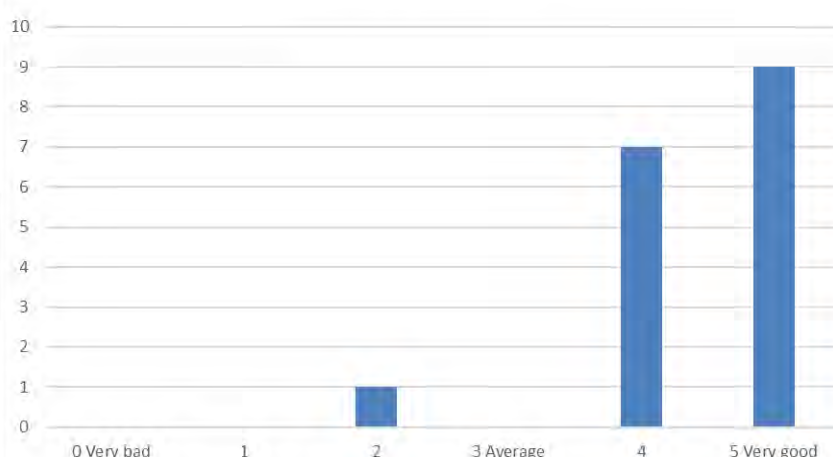
**c) Entrepreneurship Competence (skills for social entrepreneurship, 'Am I entrepreneurial material')**



**Suggestions / comments:**

- ⇒ A bit too general. Little focus on how to develop those skills.
- ⇒ Questionnaire didn't fit to all participants.
- ⇒ I felt this is a very important part for the EVS-volunteer and thinking back this "human" part could have gotten more of a spotlight.
- ⇒ Interesting but not completely pertinent if you don't have a social project in progress or in your mind.
- ⇒ Not really clear and hard to understand → confusing some times

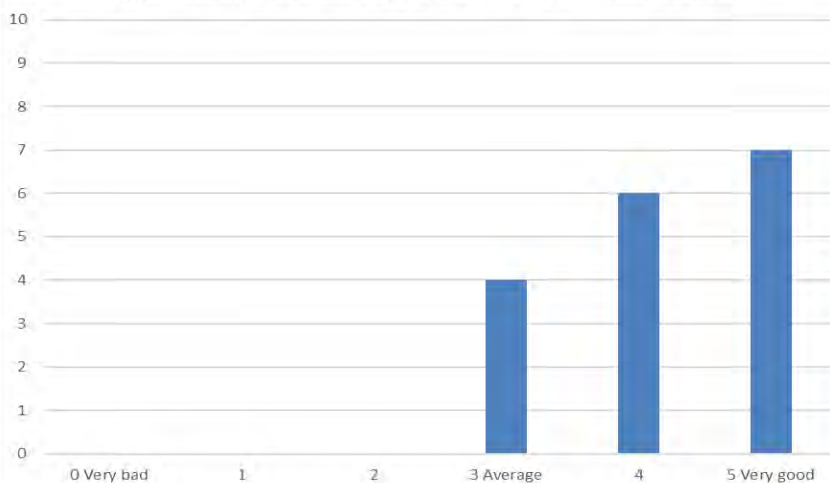
**d) Develop a social entrepreneurship approach (in groups, 'Mapping the Community')**



**Suggestions / comments:**

- ⇒ Confusing tool, needed more time
- ⇒ Useful, might replicable.
- ⇒ Very useful.
- ⇒ I liked it but next time. I would focus more on people and groups (NGOs, informed groups) as they are potential actors to cooperate.
- ⇒ Useful tool.

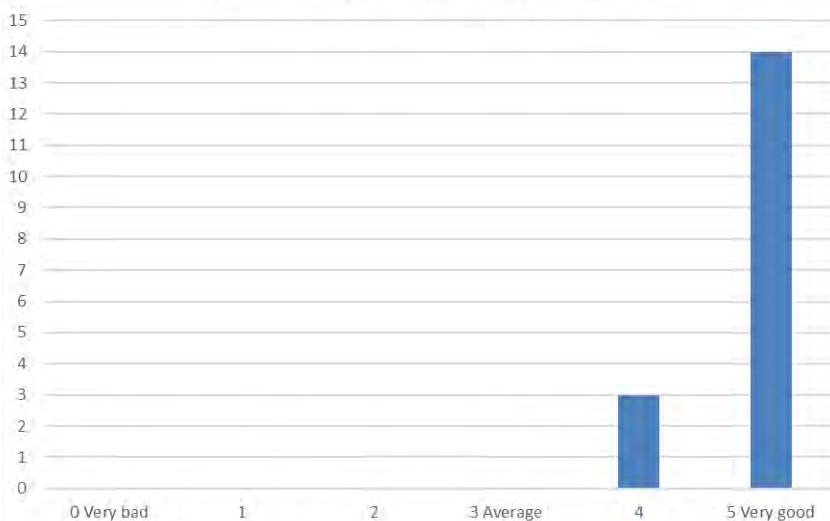
**e) Mix & Match' (distinguish between an idea & an opportunity, recognise opportunities, generate ideas...)**



**Suggestions / comments:**

⇒ Did not understand well enough.

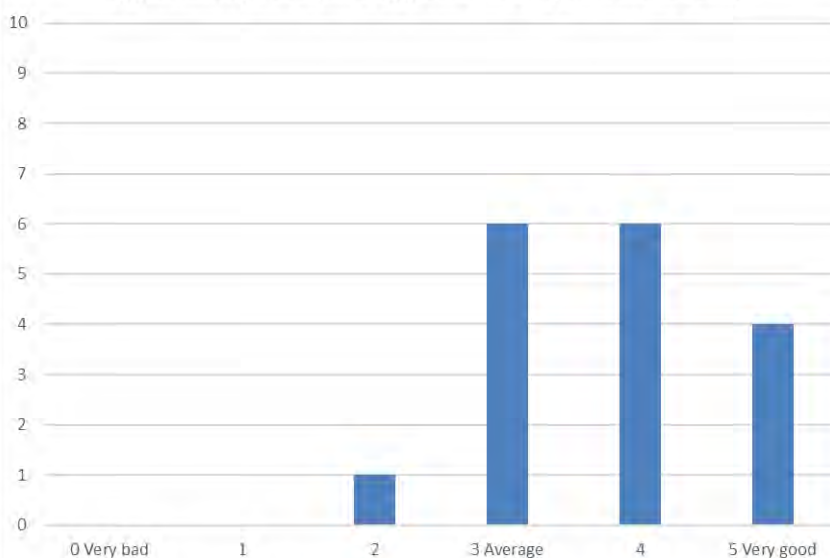
**f) A Social Entrepreneur from Argentina describes his/her experience**



**Suggestions / comments:**

- ⇒ Inspiring.
- ⇒ Excellent, I felt that as a non-Spanish speaker I did not get all the points, but nonetheless one of the highlights of the week.
- ⇒ Enjoyed very much!
- ⇒ The living examples were the most inspiring tools we got.
- ⇒ Listening experience it's always inspiring.

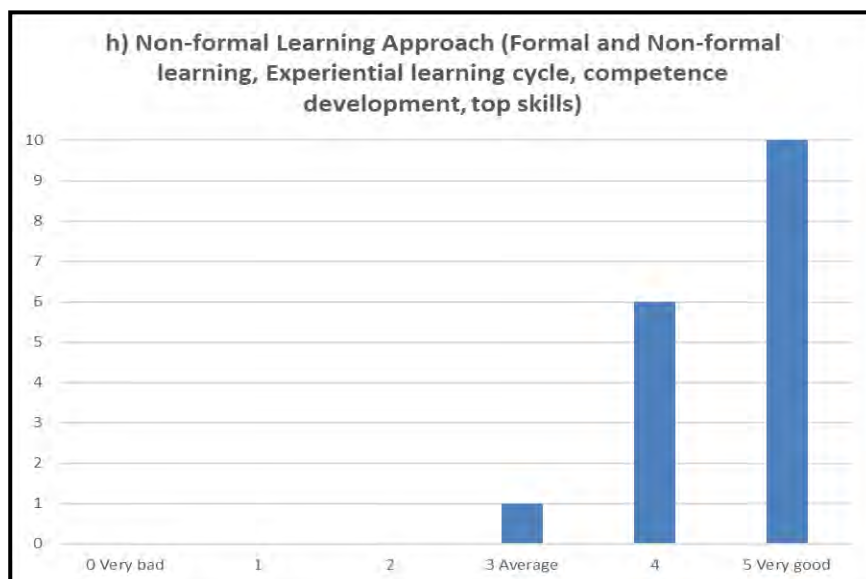
**g) Mix & Match' (distinguish between an idea & an opportunity, recognise opportunities, generate ideas...)**



**Suggestions / comments:**

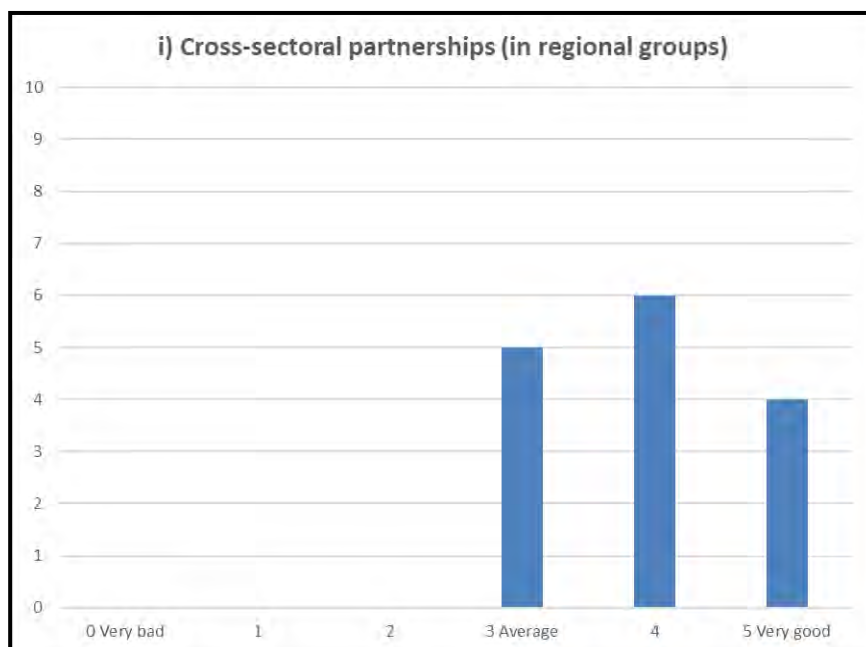
- ⇒ Some very well prepared performances.
- ⇒ It's good to have homework as well.
- ⇒ Very interesting and useful.
- ⇒ SE is different in every country, so it's valuable to get examples of SE in different contexts.
- ⇒ We needed to organize it differently because participants felt pressured timewise
- ⇒ More preparation from participants, divide into smaller parts in afternoon





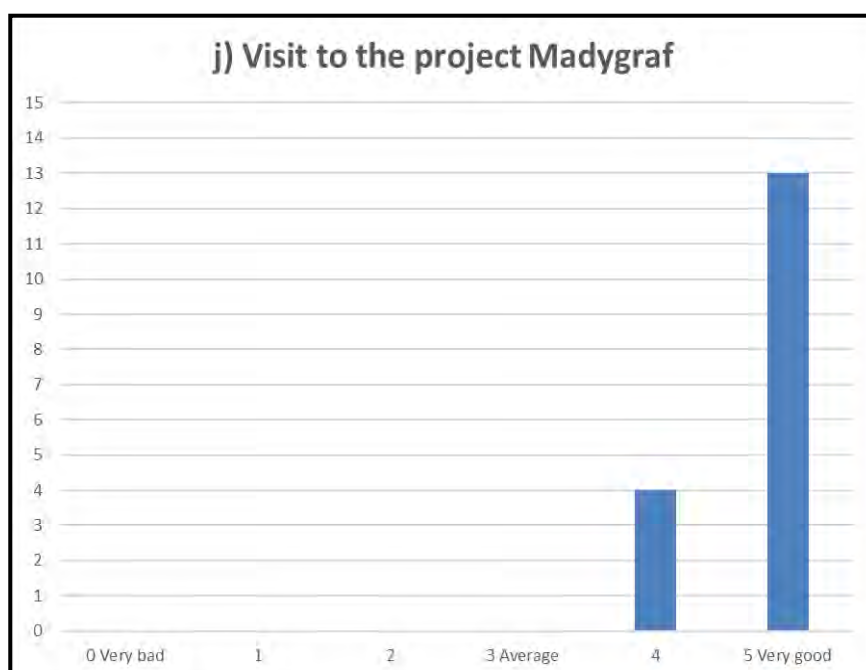
**Suggestions / comments:**

- ⇒ Useful tool.
- ⇒ Great, useful tool.
- ⇒ Good tool, easy to use. Reliable.



**Suggestions / comments:**

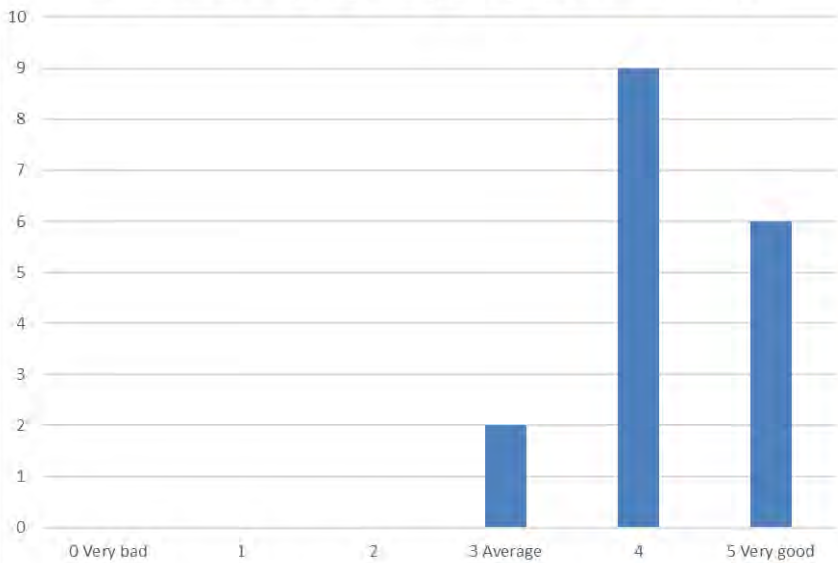
- ⇒ Good, but didn't remember what activity it was first
- ⇒ This gave more ideas of "how" and what could work and was very impactful.



**Suggestions / comments:**

- ⇒ Super useful.
- ⇒ We should provide to participants a brief overview of the cooperative before going, i.e. on the way there.
- ⇒ Excellent, I felt as a non-Spanish speaker I did not get all the points, but nonetheless one of the highlights of the week.
- ⇒ Words cannot express how I feel, very humbled. It was long but worth every step and moment. Thank you.

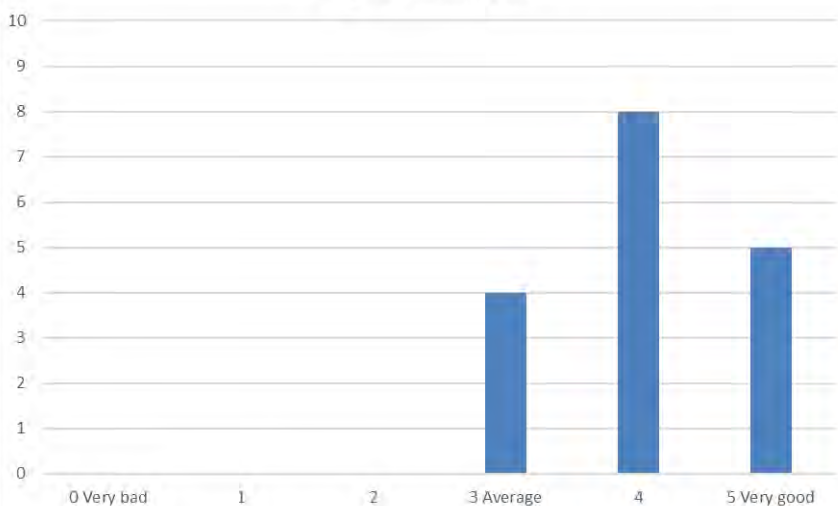
### k) Pitch your projects (group presentations)



#### Suggestions / comments:

- ⇒ Role activity, it's a good way to learn.
- ⇒ Very good experience.
- ⇒ Good, especially to see and reflect on groups doing different things and pitch well.
- ⇒ More time for preparing
- ⇒ Gave more insight and added value. I appreciated so much the feedback and it allowed me to think beyond the possibilities we came up with.

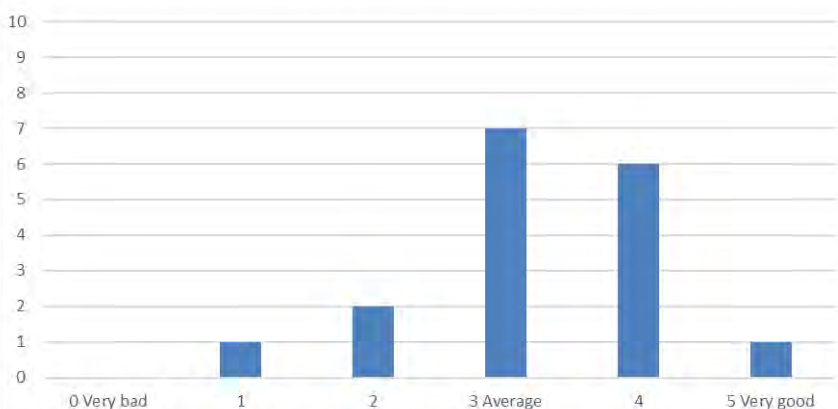
### l) Developing draft programmes for the local social entrepreneurship workshops for volunteers, host organisations, etc.



#### Suggestions / comments:

- ⇒ Hard because of the different interests, but it's going to help a lot for the future to get a standard plan.
- ⇒ Division into 2 groups: EU and non-EU very good and only because difference in length but because we had similar approach. Work was very easy in this group.
- ⇒ Discussion very good in the group. The aspects about how to manage volunteer, etc. was good, but should maybe have gotten more of a focus throughout the week.
- ⇒ We need more time.
- ⇒ It would have been better to do it individually, later get in groups, then share and present

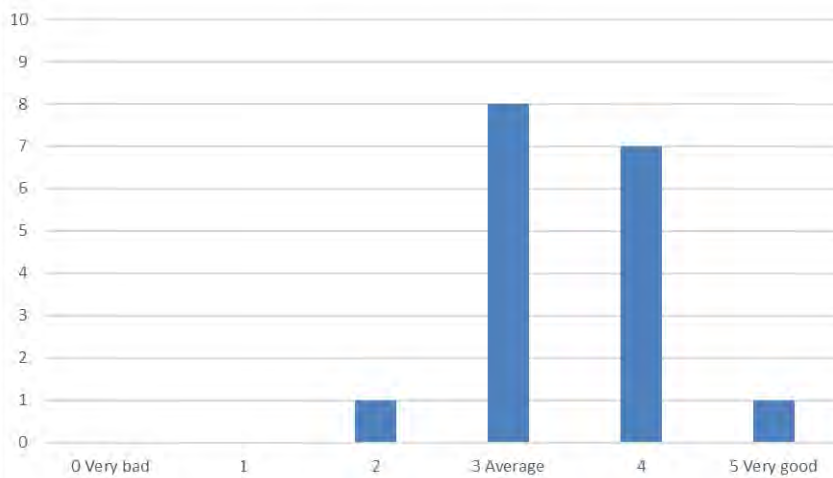
### 6) How do you rate the management of time in plenary and working groups?



#### Suggestions / comments:

- ⇒ The first 3 days were really short in time for me.
- ⇒ We should analyse on how to restructure the workshop in order to provide more time to key activities carried out at the beginning of the workshop (i.e. mapping the community, mix/match).
- ⇒ I felt often a bit stressed that we were not on time.
- ⇒ Too little time at the start, then too much time.

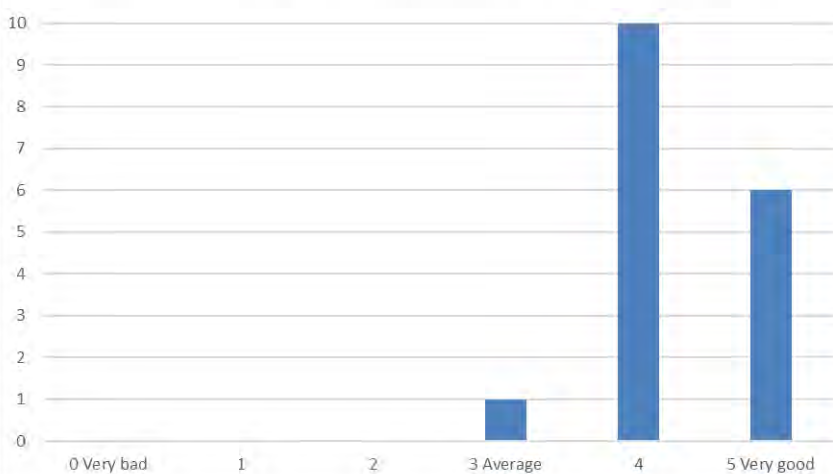
### 7) How do you rate your own overall contribution?



#### Suggestions / comments:

- ⇒ I could have learned more about the project beforehand.
- ⇒ I felt I had little to contribute as I had limited knowledge of SE.
- ⇒ Wasn't prepared regarding the topic
- ⇒ I tried to participate as much as I could and I'm quite proud of my contribution (in group).

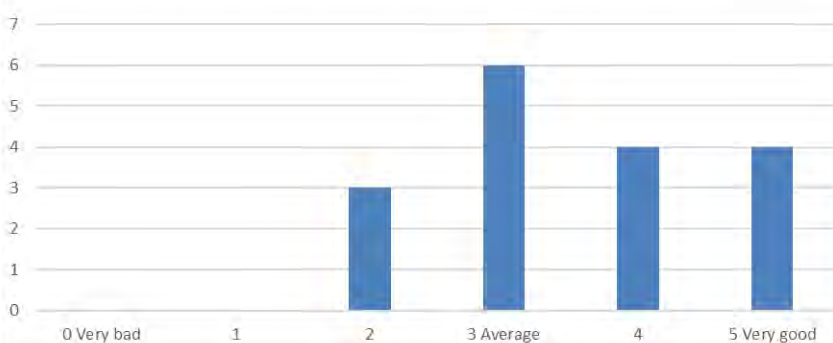
### 8. Do you think the workshop was useful for the social entrepreneurship workshop, the local SE campaigns/actions and support you will provide to volunteers in your country?



#### Suggestions / comments:

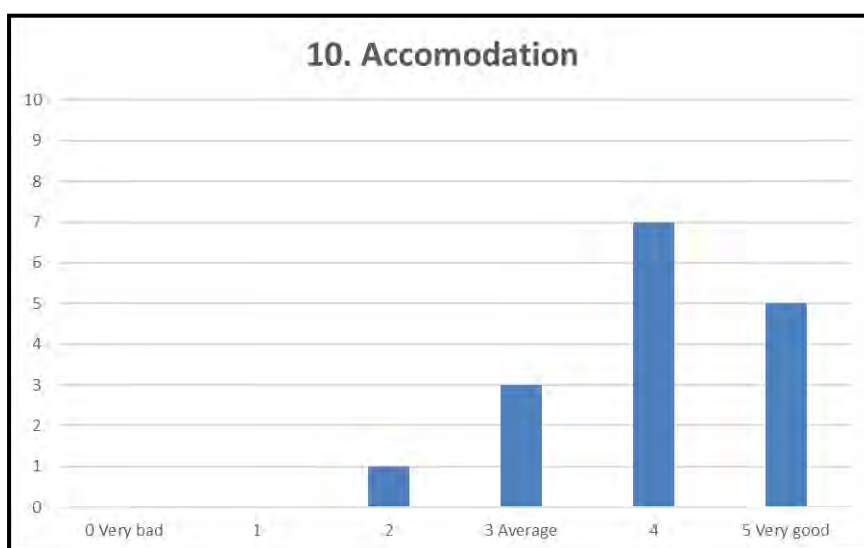
- ⇒ It was a good starting point.
- ⇒ Lot of tools, lot of pertinent information.

### 9. Did you have sufficient free time?



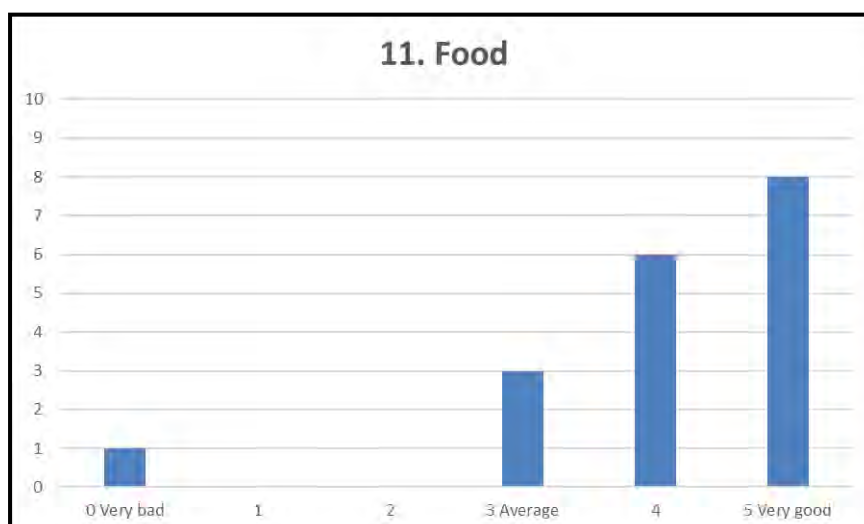
#### Suggestions / comments:

- ⇒ It would have been great to have had at one point 2 hours free process all the information, do some reading and research .



#### Suggestions / comments:

- ⇒ Plenary room acoustics hindered discussions and my focus.
- ⇒ Besides the day the internet went down, everything was perfect.
- ⇒ Didn't live here but really enjoyed the green areas.
- ⇒ The people are great but not having water/hot water was not ideal. Also the problem of keys for the building and entering/exiting as a group.



#### Suggestions / comments:

- ⇒ The breakfast was very bad.

## 12. Other comments / suggestions:

#### Suggestions / comments:

- ⇒ Could have been useful to spend a little more time to talk about the importance of SE, not just the practical parts.
- ⇒ The activities for pitching ideas and the whole process of getting there was very useful. I would appreciate a method for institutional support (inner readiness).
- ⇒ Have a digital version of this form.



## CONTACT

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