

# Social Entrepreneurship TOOLKIT for ADULT LEARNERS and TRAINERS



  
**ADULT  
TRAINING  
CLUB**



 Co-funded by  
the European Union

 **TEAM 4**  
excellence

 Varna Economic  
Development Agency

# This toolkit includes the following sections:

1. Project overview
2. Introduction to Social Entrepreneurship
3. Teaching methods and tools to teach entrepreneurship
4. Design thinking for Social Enterprises
5. Financial Plan for Social Entrepreneurship
6. Access funding
7. Best Practices



Erasmus+



# PROJECT PARTNERS



## TEAM4Excellence (Romania)

TEAM4Excellence Association seeks to contribute to a sustainable future through personal and professional development in order to address the need for a competent workforce of the economy because they believe that Romania needs sustainable excellence for achieving outstanding results in terms of performance and productivity. They run multiple Erasmus+ projects and partnerships focused on lifelong learning and adult education.



## VEDA (Bulgaria)

Varna Economic Development Agency (VEDA) is a not-for-profit, non-governmental association, registered to operate in public benefit. VEDA aims towards leadership in the establishment of conditions for sustainable economic development of Varna and the region. The agency supports the building of the capacity of small and medium-sized enterprises (SMES) through impartial providing of information, consulting services and training.

# 1

## PROJECT OVERVIEW



Through the Erasmus+ initiative: [Improving Adult Education Capabilities](#) we address the needs of adults in our local community and across Europe and we help organisations to enhance their capabilities. We do this by connecting them to European networks to transfer know-how, strengthening local partnerships and increasing their capacity to develop and implement adult learning programs.

Visit our website and find more about our adult trainings:

<https://trainingclub.eu/adultedu/>

### What we achieved

Knowledge, skills and experiences in the areas of teaching, counselling and guidance, social entrepreneurship skills, support and ICT use which are important in the development of adult education.



We contributed to achievement of the main objectives of our European Development Plan, by:

- Improving the professional and personal skills, including the key competences of the staff
- Increasing the quality of the trainings
- Providing adults access to high quality education
- Professionalization and internationalization of the institution and staff

You can find below some results and potential longer-term benefits of the techniques and methods we used in the training courses:

- 1) Improve the professional knowledge and skills of staff on issues such as the management of adult educational institutions and improvement of the quality of education provided to adults
- 2) Help adults by providing new ways of developing their knowledge and competences
- 3) Establish strengthened collaboration with partner countries
- 4) Contribution to make adult education comparable, improving policy development in adult education sector, improving governance and providing better services
- 5) Meet the educational needs of the ageing population and individuals from disadvantaged groups
- 6) Develop creative applications in adult education and facilitating the sharing among countries
- 7) Create awareness of European citizenship and creating cross-cultural awareness
- 8) Increase the participation rate of adults in adult education in our country
- 9) Develop foreign language skills

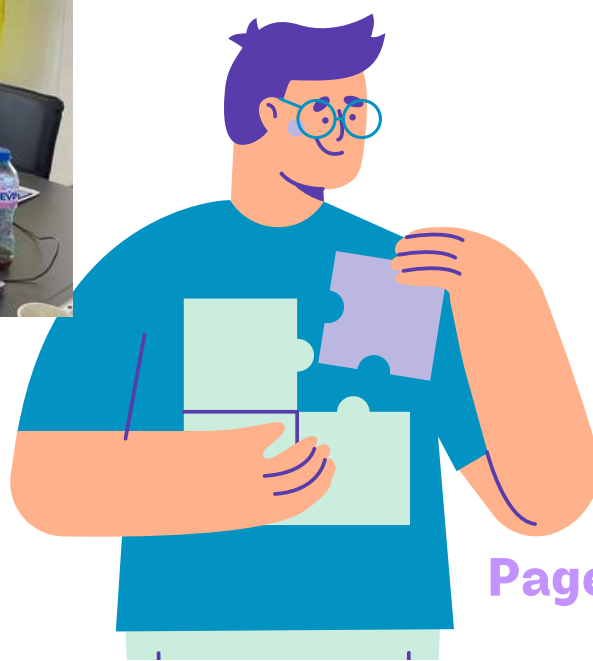


In the AdultEdu project, we participated in Learning Teaching Training Activities where the educational materials from this toolkit were piloted.

Between 18 and 27 August, delegates from [TEAM4Excellence Association](#) together with other educators participated in the "Train the trainers for building social entrepreneurial skills of adults" training provided by [Varna Economic Development Agency](#) in Bulgaria.

The 12 participants from Romania attended this training as part of the Erasmus+ project "[Improving Adult Education Capabilities - AdultEdu](#)", and the key points of the training focused on developing the capacity to identify the needs of adult education organisations in the field of entrepreneurial competences and to exchange good practices, as well as the capacity to use digital tools for planning and managing educational projects in adult education organisations.

In a dynamic and engaging training session, participants embarked on a journey of self-discovery and entrepreneurial exploration. They started by getting to know each other's target groups and contexts, emphasizing the importance of listening.



# 2

## INTRODUCTION TO SOCIAL ENTREPRENEURSHIP

### What is social entrepreneurship?

- Social entrepreneurs create user-friendly solutions for social, cultural, financial, or environmental issues, donating profits to help those in need or fund causes, while also driving positive social change and building social capital.



### Social enterprises areas

- Social enterprise or entrepreneurship enables entrepreneurs to combine commerce with social and environmental issues to improve community well-being. Their work areas include microfinance, education, health, and sanitation, among others.



### What is a social entrepreneur?

- Social entrepreneur refers to a person who runs a business or organization intending to tackle social issues and bring about social change through innovative solutions. They take initiatives for social satisfaction and show lesser interest in profit-making.

#### SOCIAL ENTREPRENEURSHIP

5 Core Values of a Social Entrepreneur



# TEACHING METHODS AND TOOLS TO TEACH ENTREPRENEURSHIP

3

In order to teach participants about social entrepreneurship, certain skills need to be developed through self-discovery or teamwork. This is where ice-breaker exercises and exercises that facilitate knowledge between participants through non-formal methods come in.

**Below we suggest some ice-breakers methods that will help you**

## 1. Social Entrepreneurship Bingo

### OBJECTIVES

- To “break the ice” among participants
- To encourage participants to learn each other’s names and talents
- To prepare the group to work effectively together
- To introduce some characteristics of (social) entrepreneurs

### MATERIALS

- Copies of Appendix 1 – Social Entrepreneur Bingo Card (1 per participant)
- Slips of paper on which to write participants’ names
- Container to hold names
- Prize for winner (optional)

**DURATION:** 15—20 minutes

### PROCEDURE

- 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 around 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 the bingo.
- Participants “mingle”, getting people to sign their cards and getting to know each other. After about 8 minutes, ask everyone to be seated.
- 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) calls out “BINGO!” and wins.



B I N G O				
uses a budget	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 in 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
drives a truck	has worked in a small business	has a savings account with over \$300	enjoys a good argument	is a "people person"

### 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.

### REFLECTION / DEBRIEFING

Debriefing 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): <https://www.linkedin.com/company/real-ledge>



## 2. How are my social skills?

### OBJECTIVES

- Assess one's social skill needs
- Improve interpersonal skills
- Develop goals to support skills development

### MATERIALS

Printouts of the social skills checklist, one per participant

**DURATION:** 45 - 60 minutes

### PROCEDURE

This is a self-assessment activity that helps young people to understand their social skill needs and improve interpersonal skills. Use the checklist to help them develop goals to support social skills development.

The checklist can be found on pages 14-16 or downloaded here: [https://my.extension.illinois.edu/documents/257081302080208/lp\\_careadult\\_socialskills.pdf](https://my.extension.illinois.edu/documents/257081302080208/lp_careadult_socialskills.pdf)

- Give each participant a printout of the "How Are My Social Skills?" checklist and ask them to fill it in.
- Present to participants the usefulness of social skills at three main levels:
  - ⇒ Interpersonal: Enhance chances of successful social interaction with persons of all ages and in all relationships.
  - ⇒ Problem-solving: Develop strategies to prevent social problems or escape social discomfort
  - ⇒ Conflict Resolution: Dealing with highly emotional situations, and resolving existing intrapersonal and interpersonal conflict.
- Ask participants to pair up and identify steps needed to accomplish those skills.
- Participants should then role play the steps with their partner to practice the skills.

### SOURCE

Arnold P. Goldstein, Robert P. Sprafkin, M. Jane Gershaw, and Paul Kline. 1980. Skill-streaming the Adolescent. Champaign, IL: Research Press.





# How Are My Social Skills? CHECKLIST

Here are skills you need to use when dealing with other people. This checklist will help you determine which skills need improvement!

- Circle **1** if you are **NEVER** good at using the skill.
- Circle **2** if you are **HARDLY EVER** good at using the skill.
- Circle **3** if you are **SOMETIMES** good at using the skill.
- Circle **4** if you are **ALMOST ALWAYS** good at using the skill.
- Circle **5** if you are **ALWAYS** good at using the skill.

1. **Listening:**  
Can you pay attention to someone who is talking? 1 2 3 4 5
2. **Starting a conversation:**  
Can you talk to others about simple and then more complicated stuff? 1 2 3 4 5
3. **Asking a question:**  
Can you decide what question to ask someone and then ask it? 1 2 3 4 5
4. **Saying thank you:**  
Can you let people know you are thankful for things? 1 2 3 4 5
5. **Introducing yourself:**  
Can you go up to people on your own and meet them? 1 2 3 4 5
6. **Introducing other people:**  
Can you help people meet each other? 1 2 3 4 5
7. **Giving a compliment:**  
Can you tell people you like something about them or things they do? 1 2 3 4 5
8. **Asking for help:**  
Can you request assistance when you need it? 1 2 3 4 5
9. **Apologizing:**  
Can you say you are sorry when you have done something wrong? 1 2 3 4 5
10. **Knowing your feelings:**  
Are you aware of what emotions you are feeling? 1 2 3 4 5
11. **Expressing your feelings:**  
Can you let others know which emotions you are feeling? 1 2 3 4 5
12. **Understanding the feelings of others:**  
Can you figure out what other people are feeling? 1 2 3 4 5
13. **Dealing with someone else's anger:**  
Can you understand other people's anger? 1 2 3 4 5
14. **Expressing affection:**  
Can you let others know you care about them? 1 2 3 4 5
15. **Dealing with fear:**  
Can you know when and why you are afraid, and do something to reduce your fear? 1 2 3 4 5
16. **Rewarding yourself:**  
Can you say or do nice things for yourself when you deserve it? 1 2 3 4 5
17. **Asking permission:**  
Can you know when you need permission to do something, and what you need to do to get permission? 1 2 3 4 5
18. **Sharing something:**  
Can you share things with others who might need or want them? 1 2 3 4 5
19. **Helping others:**  
Can you help others when they need or want it? 1 2 3 4 5
20. **Negotiating:**  
Can you come up with a plan that satisfies both you and someone with a different opinion? 1 2 3 4 5
21. **Avoiding trouble with others:**  
Can you stay out of situations that might get you into trouble? 1 2 3 4 5
22. **Dealing with being left out:**  
Can you decide when you have been left out and then do something to feel better? 1 2 3 4 5
23. **Responding to persuasion:**  
Can you compare another person's opinion, compare it to your own, and then decide for yourself what to do? 1 2 3 4 5
24. **Concentrating on a task:**  
Can you prepare for a job before you have to do it? 1 2 3 4 5
25. **Dealing with someone of a different age:**  
Can you get along with someone older or younger than you are? 1 2 3 4 5



# How Are My Social Skills? **STEPLIST**

From your completed 'Social Skills Checklist', list here skills you think you need to improve. Then work with your partner to identify steps needed to accomplish that skill—if it takes more than three steps, add however many you need. Finally, role play the steps with your partner to practice the skill.

SKILL	STEPS
1.	a. b. c.
2.	a. b. c.
3.	a. b. c.
4.	a. b. c.
5.	a. b. c.



## 3. WORLD CAFÉ

### OBJECTIVES

- To collect and link ideas on a topic of mutual interest, e.g. on social entrepreneurship
- To share ideas, experiences, to solve problems; to plan

### MATERIALS

- 4 small tables
- 4 (maximum 5) chairs around each table
- Flipchart paper
- Markers or coloured pens
- Vase of flowers (optional)
- Chequered or white linen table cloth or block paper (optional)

**DURATION:** 40 minutes

### PROCEDURE

The World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

1. *Setting:* Create a "special" environment, most often modelled after a café, i.e. small tables covered with a chequered or white linen tablecloth, block paper, coloured pens, a vase of flowers, and optional "talking stick" item. There should be four chairs at each table (optimally) - and no more than five.

2. *Welcome and Introduction:* The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.

3. *Small-Group Rounds:* The process begins with the first of three or four fifteen-minute rounds of conversation for small groups of four (five maximum) people seated around a table. At the end of the first round, each member of the group moves to a different new table. You may shorten the time for the subsequent two rounds to ten minutes and the last round to eight minutes. It is advisable to choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4. *Questions:* Each round is prefaced with a question specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they may build upon each other to focus the conversation or guide its direction.

### POSSIBLE QUESTIONS FOR EACH TABLE:

1. What do you understand by the term "Social Entrepreneurship"?
2. How will your organisation benefit by incorporating Social Entrepreneurship into its work?
3. What do you need (resources, skills, knowledge about the community, imagination, etc.) to implement Social Entrepreneurship?
4. What challenges do you foresee with implementing Social Entrepreneurship in the context of your organization?
5. *Harvest:* After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in the front of the room.

### SOURCE

The World Cafe. <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>



# 4

## DESIGN THINKING FOR SOCIAL ENTERPRISES

Traditional methods in which the instructor or the professor provides information to the point of saturation, followed by a test or exam where surprises are abundant; questions about knowledge of little importance to the objectives; and trick questions intended to trap the student; are not successful.

In the area of risk management, people have limited time, and need knowledge and skills that will be used almost immediately. A carefully designed methodology is required to consolidate self-learned skills and knowledge already acquired by these individuals with new knowledge and skills.

Many individuals already working in risk management have valuable knowledge and skills related to similar activities. They can contribute to the training of their work groups, and many are probably already engaged in this activity. Are they able to perform successfully as trainers?

More importantly:

- Are the behavioural changes required of trainees defined?
- Are the desired behavioural changes achieved?



## A. PERSONAL SWOT ANALISYS

A personal SWOT analysis is a tool used to evaluate your career goals. SWOT stands for strengths, weaknesses, opportunities and threats. It considers all factors, whether positive, negative, external or internal. Internal factors are elements you bring to the analysis, such as strengths and weaknesses.

### PERSONAL SWOT ANALYSIS

#### Strengths

*What advantages do you have that others do not (eg knowledge, certifications, education, connections)?  
What is your passion and why are you better than anyone else?  
What personal qualities do you possess?  
What do others see in you as strengths (friends and employer)?  
Which of your accomplishments are you most proud of?  
What is your value system, what do you believe in?  
Are you part of a club not accessible to everyone, if YES, what connections and acquaintances with leaders do you have?*

#### Weaknesses

*What tasks do you avoid doing because you don't feel comfortable doing them?  
What do people around you define as your weaknesses?  
Are you completely confident in your education and knowledge? If NO, where are your weaknesses?  
What are your bad habits at work (eg, being late, being disorganized, having a bad temper, not coping with stress)?  
Do you have characteristics that often stop you from developing (eg too many commitments, standing out from the audience)?*

#### Opportunities

*What new technologies can help you? Can you get help from a specialist?  
Is the industry you work in growing?  
Do you have a network of strategic contacts to help you or give you an idea?  
What trends do you see in your company, your field of work and how can you benefit from them?  
Are your competitors missing something or making mistakes that you can take advantage of?  
Is there a niche or area in your industry that you can take advantage of?  
What are your customers and partners complaining about? Can you turn it into a business opportunity?*

#### Treats

*What obstacles and problems do you encounter at work?  
Are your colleagues competing for projects or company positions?  
Is the field you work in or the things you deal with changing drastically?  
Are new technologies threatening your job?  
Could one of your weaknesses become a threat?*





## OBJECTIVES

- To practice a systematic process of analysis
- To assess the feasibility of a start-up idea
- To examine the strengths, weaknesses, opportunities, and threats of a start-up idea
- To develop plans of action based on analysis conducted

## MATERIALS

- Flipchart papers and markers
- Scissors
- Masking tape

**DURATION:** 1 hour

## PROCEDURE

SWOT is a method of analysis. The letters in SWOT stand for Strengths, Weaknesses, Opportunities, and Threats, defined as follows:

- **S** - Strengths: favourable conditions or circumstances, which exist within the start-up (i.e. coordinators' strong management skills).
- **W** - Weaknesses: unfavourable or risky conditions, which exist within the start-up (i.e. limited cash on hand).
- **O** - Opportunities: conditions outside the start-up, which may be advantageous or helpful (i.e. storage area next to start-up will become available).
- **T** - Threats: conditions outside the start-up, which may be harmful or threatening to the start-up (i.e. supplier stops working).

Ask the participants to divide into groups. 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. 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. 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. Ask Group 5 to present its list of strategies first, and then invite additional ideas from other groups. 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). 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.

## DEBRIEFING

Lead the discussion based on the following questions:

- Which quadrant was most difficult to analyse? Why?
- 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?
- Why is a structured analysis tool useful? What other methods do you know?
- In what other start-up situations could you use SWOT?

## B. DEVELOPING A SOCIO-BUSINESS PLAN

Developing a socio-business plan will allow you to map out how to:

- Identify partners and gain an understanding of the Power of cross-sectoral partnerships
- Carry out continuous stakeholder engagement
- Create your team:
  - Who will lead your team?
  - What roles do you need to fulfil your outcomes?
  - How will they interact with each other?
- Assess the local external environment
- Budget for your project and locate potential funding sources
- Pitch your project to funders/project sponsors in your elevator pitch

### SOCIO-BUSINESS PLANNING TEMPLATE

Executive summary	
The business Name	
Address	
Key contact Name Telephone email	
What does your business do?	
Date business was/will be set up	
Social aims (include mission statement)	
Background information	
Roles e.g. Manager, Volunteer Coordinator	
The market	
Market Research including competitor analysis.	
Potential Customers	
Are there any similar social enterprises you can use as examples? What can you learn from them?	
Social purpose	
Brief examples of the social impact. Who are the beneficiaries?	
Where is the need?	
External Environment	
What is the external environment? How does your project fit in?	
Finances	
Do you have funding in place?	
Who are your prospective funders? How much funding and for how long? What is the timescale of your funding?	



## C. BUSINESS MODEL CANVAS

The Business Model Canvas (BMC) can be considered a strategic analysis tool as it enables you to examine a business model's strengths, weaknesses, opportunities, and challenges.

As a facilitator, you can use a BMC template to facilitate discussions and guide brainstorming sessions to generate insights and ideas to refine the business model and make strategic decisions.

**Step 1:** Set the context. Clearly define the purpose and the scope of what you want to map out and visualize in the business model canvas. Narrow down the business or idea you want to analyze with the team and its context.

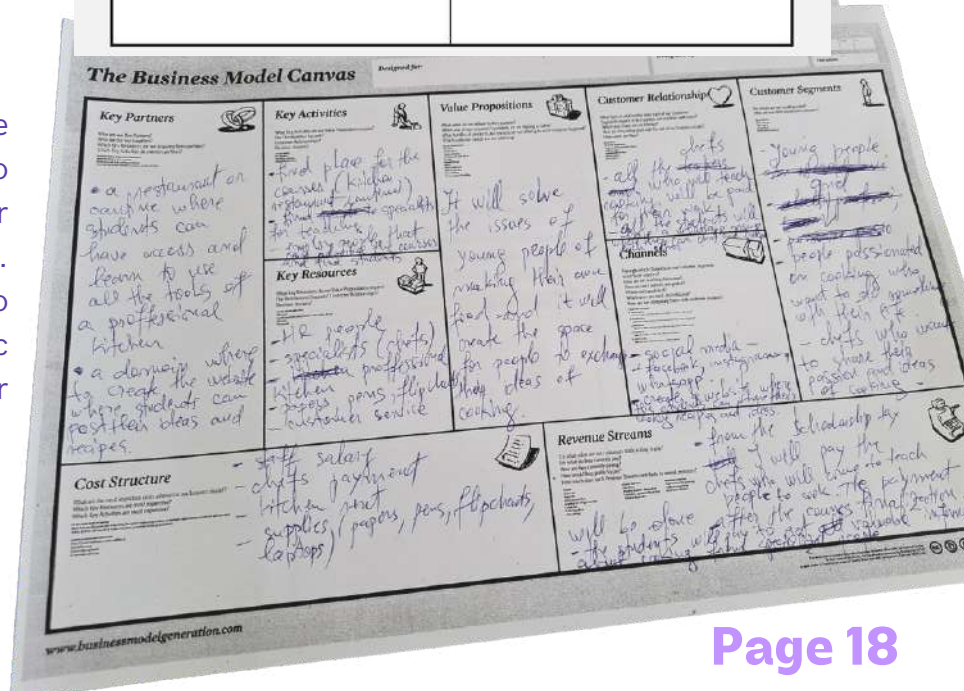
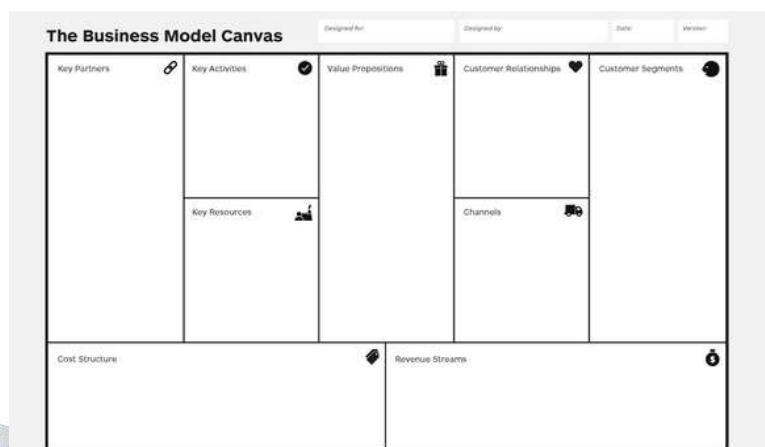
**Step 2:** Divide the workspace into nine equal sections to represent the nine building blocks of the business model canvas or use an online template sheet.

**Step 3:** Identify the key building blocks. Label each section as customer segment, value proposition, channels, customer relationships, revenue streams, key resources, key activities, and cost structure.

**Step 4:** Fill in the canvas. Work with your team to fill in each section of the canvas with relevant information. You can use data, keywords, diagrams, and more to represent ideas and concepts.

**Step 5:** Analyze and iterate. Once your team has filled in the business model canvas, analyze the relationships to identify strengths, weaknesses, opportunities, and challenges. Discuss improvements and make adjustments as necessary.

**Step 6:** Finalize and use the model as a visual reference to communicate and align your business model with stakeholders. You can also use the model to make informed and strategic decisions and guide your business.



## D. PITCHING YOUR PROJECT

### OBJECTIVE:

- To identify and communicate the major strengths of a social business plan
- To plan, prepare, and deliver a pitch
- To practice discussing the social business with an audience
- To give each entrepreneur an opportunity to publicise the social business and the work done
- To prepare to present the plan for funding

**DURATION:** 1 hour 30 minutes

### MATERIALS:

- Copies of Appendix 1 – Preparing Your Pitch (1 per participant) and Appendix 2 – Observation Record (1 per jury member)
- Flipchart papers, markers, scissors, masking tape, pens

### PROCEDURE

- 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.
- 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.
- 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.
- 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.
- Before the pitches begin, give copies of the “Observation Record” to the jury members.
- For each presentation, introduce the participants by name and social business. Remind everyone of the time limit, and then proceed with the pitches.
- 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.

### DEBRIEFING

- In plenary, let participants take turns receiving positive feedback about their pitches. Ask people to be specific with their praise.
- 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.

## 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&A 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. What have you based your financial projections on?
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



**OBSERVATION RECORD**

<b>PRESENTATION SKILLS</b>		RATING – up to 30 points
<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> </ul>		
NOTES:		
<b>THE SPEECH</b>		RATING – up to 40 points
<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> </ul>		
NOTES:		
<b>QUESTIONS &amp; ANSWER SESSION</b>		RATING – up to 30 points
<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>		
NOTES:		

## E. 7P MARKETING MIX

'Marketing' what you do doesn't have to mean selling it. The Marketing Mix will help you do this, if that's your goal, but it's also useful for defining the different ways in which people might form opinions about your work - as well as highlighting opportunities for influencing this process. This is a key tool to help you get buy-in from stakeholders for your project.

**DURATION:** 1 hour

### PROCEDURE

Explain to students that the 7Ps of Marketing can be applied to every aspect of their marketing mix. Product, price, place, promotion, people, process and physical evidence should be considered holistically to ensure they're sending a coherent and consistent message about your business and brand.

Ask them to start filling out the different boxes in the worksheet in no particular order. After participants filled in a template to identify the unique selling point, what to promote more or better to the potential clients and finally and how to do this, ask them to present their ideas and receive feedback from the other participants.

### WHAT ARE THE 7PS OF MARKETING?

1. Products/Services: How can you develop your products or services
2. Prices/Fees: How can we change our pricing model
3. Place/Access: What new distribution options are there for customers to experience our product, e.g. online, in-store, mobile etc
4. Promotion: How can we add to or substitute the combination within paid, owned and earned media channels
5. Physical Evidence: How we reassure our customers, e.g. impressive buildings, well-trained staff, great website
6. Processes: Are there internal process barriers in the way to delivering the best customer value
7. People: Who are our people and are there skills gaps
8. Partners: Are we seeking new partners and managing existing partners well?



I want to sustain and implement  
by better engaging people that can benefit from my work

DIY 27  
MARKETING MIX

<p><b>PRODUCT</b> Describe the Unique Selling Proposition that clearly states the features &amp; benefits that make your work unique.</p>	<p><b>PLACE</b> Where is your work available to people &amp; how does it get there?</p>	<p><b>PRICE</b> What are the amounts you receive for your work?</p>
<p><b>PHYSICAL ENVIRONMENT</b> What impression does your workspace give to your audience, customers &amp; staff?</p>	<p><b>PROCESS</b> What are the procedures that your company uses to deliver your work?</p>	<p><b>PEOPLE</b> Who of your staff or representatives are involved?</p>
<p><b>PROMOTION</b> What are your means to make your audience aware of your work?</p>		



# FINANCIAL PLAN FOR SOCIAL ENTREPRENEURSHIP

Having a written financial plan gives you a measurable goal to work toward. Because you can track your progress, you can reduce doubt or uncertainty about your decisions and make adjustments to help overcome obstacles that could derail you.

Financial planning helps you set and achieve your financial goals, and here are ten reasons to engage in it:

1. **Income Management:** Financial planning helps you understand and optimize your income, ensuring it covers taxes, expenses, and savings effectively.
2. **Cash Flow Improvement:** By tracking spending and budgeting wisely, you can increase your available cash and retain more of your earnings.
3. **Capital Growth:** Improved cash flow opens doors to investment opportunities that boost your overall financial health.
4. **Investment Guidance:** Financial planning tailors investment choices to your specific goals, circumstances, and risk tolerance.
5. **Maintaining Lifestyle:** Savings from financial planning act as a safety net for emergencies, ensuring you have insurance coverage in case of income loss.
6. **Financial Literacy:** Setting goals, understanding consequences, and reviewing results enhances your financial understanding and control.
7. **Asset Management:** Financial planning helps assess assets and liabilities, preventing assets from becoming burdens.
8. **Emergency Savings:** Liquidity-focused investments provide a financial cushion for unexpected expenses.
9. **Ongoing Expert Support:** Building a relationship with a financial advisor is crucial for personalized guidance in reaching your financial goals.

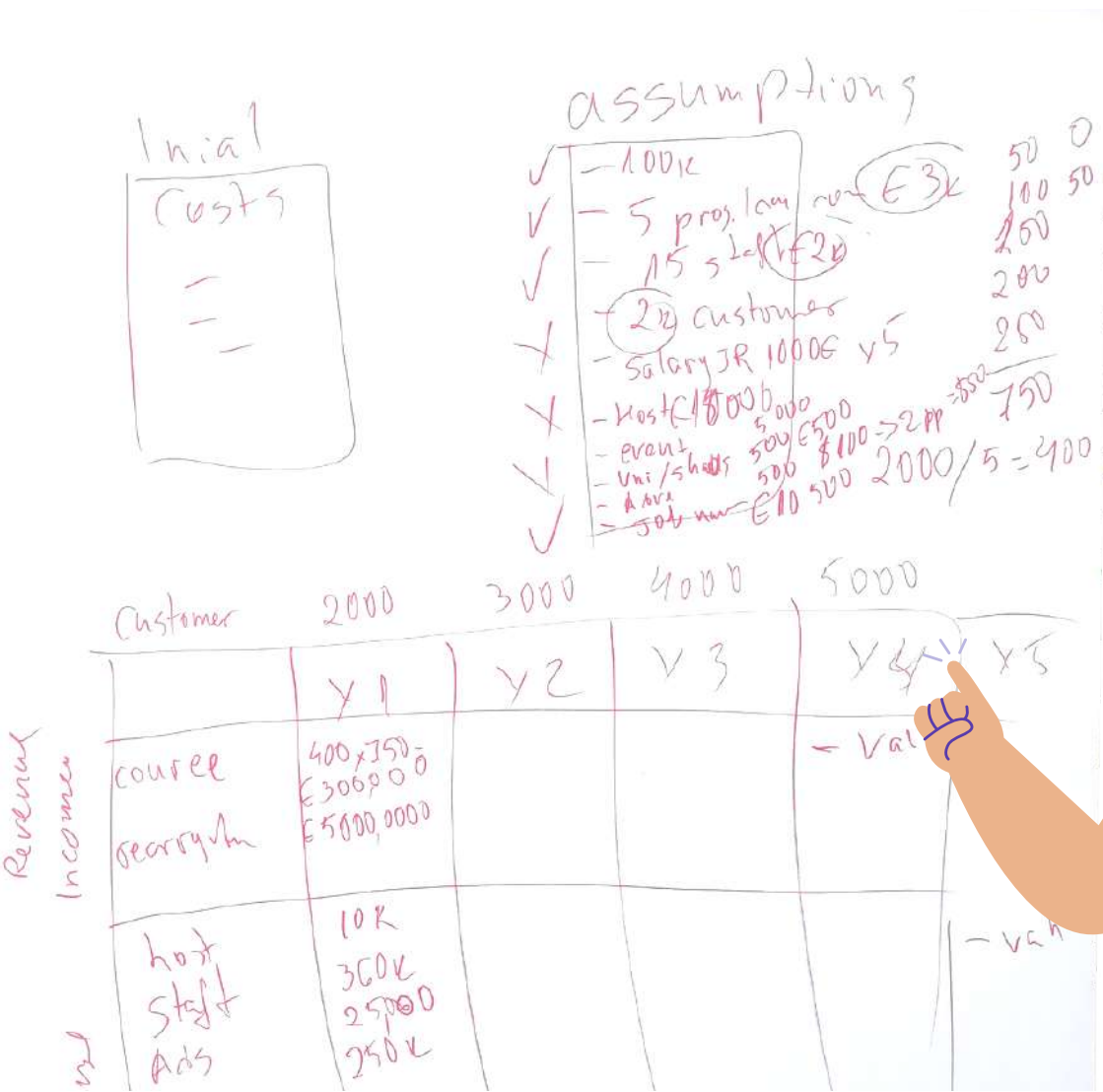




# Fixed costs vs. Variable costs

- Costs that continue whether you make sales or not (e.g. rent)
- Costs which don't vary with volume (e.g. rent)
- Costs paid in advance and will last several years (e.g. wiring)
- Costs which are purchased in blocks (e.g. space)
- Costs attached to products (e.g. components, raw materials)
- Costs which vary directly with volumes (e.g. freight, production labour)
- Discretionary costs (e.g. advertising)

We worked on a financial projection to identify the costs and the assumptions that can take us to the business that we want. After that, each assumption was analysed to see if it is valid and how to get to it.



# 6

## ACCESS FUNDING

The European Union platform and the ways of accessing European funds for social affairs were presented, with examples for the host association VEDA. The trainees learned about Single Electronic Data Interchange Area (SEDIA), the electronic tool for open grant schemes and tenders on the European Commission platform.

Another example was the F6S platform of the global community of business founders, a platform that supports the connection between business founders, includes accelerators, grants, contacts, ideas and free help in various directions.

Examples of EIT Food, EIT Manufacturing; EIT Culture and Creativity, EIT Digital projects were shared and described, which have multiple community and environmental benefits and platforms dedicated to entrepreneurs and activities in each sector and opportunities for start-ups. Learners learned about the EU Erasmus platform dedicated to young entrepreneurs. The MUC project dedicated to support health, safety at work, training for employees cleaning the city, which is trained through 6 modules courses and an online training platform was presented. The trainees accessed the presented platforms, asked questions, and generated other innovative ideas based on what they learned.

We also learned of another resource to support social entrepreneurs and trainers - the Financial Education and Legal Economics online training platform and the Practical Guide to Informed and Safe Financial Choices, which can be studied by visiting <https://learn.fairlyproject.eu/>.



# 7

## BEST PRACTICES

### A. THE SOCIAL TEAHOUSE

The Social Teahouse is a social enterprise offering first job and integration opportunities for youngsters coming from vulnerable environment since 2014 in Bulgaria. The trainees had direct contact with a social enterprise, the aim of which was to educate disadvantaged young people non-formally and to give them back to the community with good habits and values, with well-being, with independence in supporting themselves and maintaining their dignity, but also in being valuable to society through their training.

The entrepreneurs shared their experience and the history of the business, they exposed the obstacles in carrying out the activities (the human factor to work with, unforeseen expenses, insufficient financial resources, maintenance of the work space), the results obtained through the applied non-formal education.

The learners asked questions and had a clear idea of social entrepreneurship and the value it generates, and also came up with innovative ideas related to this aspect. The idea was taken up that empathy, compassion, humanitarian support, support for each other's values, non-discrimination, respect, the desire to do good and the willingness to start and support such social projects lead to beneficial outcomes for the whole community.

#### WHAT IS THE SOCIAL IMPACT?

- Integration of vulnerable groups
- Professional inclusion
- Social inclusion
- Supporting equality
- Expanding the Bulgarian labour force



## B. OUR WORLD ASSOCIATION

"Our World" Association aims to create opportunities for social integration of young people from various marginal groups, develops young talent and supports the production of new creative artworks, strives to establish international artistic collaborations. The participants learned about the socio-cultural society Our World - a model of socio-cultural entrepreneurship in the field of creative industry for disadvantaged people (with autism, ADHD, dyslexia, ethnic minorities, migrants, people with various neurological disorders).

It is a model of support through activities suitable for each category by knowing the level of the problem of the people concerned, the strengths for certain people in carrying out activities in the community and provides opportunities for social integration, develops young talents, supports the production of new creative art works, establishes international artistic collaborations with a focus on social and cultural identity.

Trainees were shared with the characteristics of a good social-cultural entrepreneur who finds financial opportunities, is artistically creative and sustain conversations in an appropriate manner, is persuasive in attracting volunteers, sponsors, engaging artists to demonstrate accountability and confidence in their actions.



### WHAT IS THE SOCIAL IMPACT?

1. **CULTURE AND ARTS:** Promotion and production of contemporary dramaturgy and creation of educational performances with therapeutic effect for young audiences.
2. **EDUCATION:** Encouraging professional and art education in young people and providing various lines of non formal education as to breach the gap between education and employment
3. **SOCIAL ACTIVITIES:** Developing programs for disadvantaged communities, special integration programs for ethnic minorities and migrant and special programs for children and youth with special need
4. **ECOLOGY:** Ecological education and theater and audio visual production on the theme of ecology



## C. VARNA UNIVERSITY OF ECONOMICS

The University of Economics from Varna provides continuous professional development of the students while creating conditions for realization of the potential of the involved in the educational process teachers and other collaborators. The UEV is an institution opened to the environment (business, non-government organization, public administration, individuals) thus providing realization of the research and development activities and applying their results on specific issues of the practice.

The aim is to meet the needs of University-Business-Students stakeholders, and to enable students to be professionally involved in the business environment. The idea was of great interest to students who are educators and those who want to start a business. They learnt how to make efficient use of educational resources with professional practical application and what are the steps to match the academic and business areas giving young graduates the chance to be included in suitable jobs, including through market needs assessment.



### UNIVERSITY OF ECONOMICS VARNA ACCELERATOR



### BENEFITS FROM THE INNOVATIVE PARTNERSHIP NETWORK "UNIVERSITY-BUSINESS":

- Career development of the students
- Quality of the education at the university
- Validation of the scientific results in practice (Business Consulting)



# ADULT TRAINING CLUB



 <https://www.facebook.com/TrainingClubT4E>

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 <https://trainingclub.eu/adultedu/>

 +40 723 194 474

 [office@team4excellence.ro](mailto:office@team4excellence.ro)



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