

# INSPIRE

PLAY YOUR ROLE IN SOCIAL ENTREPRENEURSHIP

103

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## **LEARNING TRAINING GUIDE FOR VIABLE BUSINESS MODELS OF SOCIAL ENTREPRISES ADDRESSING SDG'S AND USE OF SOCIAL MEDIA**



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Erasmus+ Programme  
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# THE PARTNERS



CHALLEDU -inclusion|games|education (Greece), is an educational NGO that pioneers new models of learning, inclusion and engagement through game based methods



MC2020 (Spain), a youth educational center with expertise in development of training material and implementation of workshops for entrepreneurship and employability of young people



CIP (Cyprus), is an educational NGO that addresses the needs and demands of people through their involvement in social and civic life by simultaneously providing them innovative material and free trainings related with a variety of fields, such as social entrepreneurship



KESO (Greece), is a Family Support Center of the Holy Archdiocese of Athens, since 1999, provides psycho-social support, legal counselling, medical care, foreign language training, vocational training and career guidance to members of every family in need



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# 1. INTRODUCTION

Welcome to INSPIRE project's Learning training guide for viable business models of Social Enterprises addressing SDGs and use of Social Media! If you are reading this is because you are interested in social entrepreneurship and you are willing to know details about how to start your social initiative.

First of all, it seems relevant to frame this guide in the context of the whole project. This Learning training guide is part of INSPIRE (Innovative Serious Play for Identifying your Role in a Social Entrepreneurship) project, implemented within the framework of Erasmus + Programme from the European Union. The project's objective is to inspire and empower young people, like you, so as to engage in Social Entrepreneurship, create teams and found their social enterprises, through an innovative toolkit and a psychometric serious game, which assesses skills and competences as well as personality and career characteristics.

This document is the Learning training guide (Output 3) of the project, whose main objective is to encourage youngsters to create successful Social Enterprises based on Sustainable Development Goals (SDG's) through best practices, examples and keys for the effective use of Social Media. It constitutes one more tool for fostering Social entrepreneurship and strengthening skills of young people and youth trainers. Thus, it directly applies to the development of the potential of young people who want to start their Social enterprises.

In particular, this guide covers the following topics: an insight of Social Entrepreneurship and SDGs in different European countries; an approach to different business models for social enterprises; an analysis of challenges and opportunities you might face as a social entrepreneur; several examples of social businesses from different European countries which can be inspiring to you; specific activities promoting Social entrepreneurship oriented at young people; and the effective use of social media for a social enterprise (tools, methods, examples and activities).

The methodology undertaken for this Learning training guide has followed the next path:

1. Firstly, it was conducted the so called “State of the Art Research”, in which all partners performed a research on the following topics: social entrepreneurship, business models for social enterprises, challenges and opportunities for new entrepreneurs, successful examples of social enterprises, activities to promote social entrepreneurship and the effective use of social media (tools, methods, examples and activities).
2. Next, the leading partners (Media Creativa 2020 and Citizens in Power), collected all the material and evaluated it in terms of effectiveness according to the objectives of INSPIRE project.
3. After the evaluation of the materials, the leading partners developed the learning training guide.
4. Once the guide’s development concluded, it was tested during an online Learning-training Activity, in November 2020.
5. The feedback received by youngsters and trainers that took part in the previous activity helped with the finalization of the learning training guide.
6. The final version of the guide was translated in partners’ languages (Greek and Spanish).

## 2. BRIEF OVERVIEW ON SOCIAL ENTREPRENEURSHIP AND SDG'S

### 2.1 COMPARATIVE ANALYSIS ON THE OVERALL PICTURE OF SOCIAL ENTREPRENEURSHIP AND LEGAL FRAMEWORKS

This chapter will give you a brief insight on social entrepreneurship, legal frameworks and SDGs promotion in Europe, and, in particular, in the countries of the partnership. It will be helpful in order to get used to the idea of how social economy landscape is being developed (or not), so as to boost your social initiative.

The **concept of social entrepreneurship** burst in the economic sphere several decades ago; however, since the creation of Sustainable Development Goals (SDGs) in 2015 it has gained more prominence as a viable business option. As addressed in the Methodological guide of this project (Output 1), **social enterprises are characterized by generating social impact, by having an entrepreneurial dimension and by its governance structure** (workers, customers and stakeholders are involved in the management).



## *Social Entrepreneurship in Europe*

It could be claimed that social entrepreneurship is a relatively “new” concept, but, what it is true is that it has evolved and has been **gradually introduced in a different way in European countries**. For instance, in Greece, it is only at 2011 that the first law regarding social economy and social entrepreneurship was approved. However, it is claimed that five precursors to contemporary social enterprises can be identified: early forms of cooperation closely linked to local administrations; cooperatives; associations and non-profit organisations; charitable foundations and the Orthodox Church; solidarity ventures.

Whereas in the case of Spain, social economy has been recognised by public authorities since 1990, with the creation of the National Institute for the Promotion of the Social Economy (INFES) which was aimed at promoting social economy “*as an innovative model of addressing social needs*” (ECNL & UNDP 2012). Its development has been boosted by several factors, mainly by the traditional role which cooperatives have played in addressing social needs (ECNL & UNDP 2012).

On the other hand, in Cyprus the notion of “social entrepreneurship” is new although the country has a long history of *socially oriented activities* performed by associations, NGOs, volunteers’ groups and the cooperative sector. Social enterprise appeared quite late on the Cypriot governmental agenda, in 2015 - 2016, as a result of the interest shown in this area the past couple of years (Social Enterprises and Their Ecosystems in Europe, 2019).

Concerning motivations behind the development of networks of social entrepreneurship, it must be recognized that after the economic crisis of 2008 that hit Europe (particularly southern European countries), **social economy increased significantly in order to face uncertainty and unemployment**. For instance, according to the “Greece Social and Solidarity Report” of the British Council (2018) in Greece 1500 social and solidarity enterprises were active, of which the 68% were founded in the last five years and 40% the last three years. Besides, in the case of Spain, the national Government’s commitment, as well as

the willingness of several regional governments, to promote social economy as an alternative economic system, fostered its ongoing consolidation. In the case of Cyprus, the national Government has been recently making various efforts to introduce a legal framework for regulating the economic activity under the umbrella of social economy.



*Remember! Social Enterprises are characterized by:*

- Having social impact*
- An entrepreneurial dimension*
- Their governance structure*

In terms of **legal frameworks**, there is a **significant difference among European countries**, based, as it has been explained above, on the level of comprehension or acceptance of the concept by society and national public administrations. In fact, in Northern European countries, regulation over social economy and entrepreneurship is firmly consolidated, and it is being extended in order to incorporate new trends or aspects. On the other hand, Southern European countries are developing legal frameworks in order to set the guidelines for these enterprises to operate, as you will see hereafter.

For instance, in the Spanish case, the current layout for social entrepreneurship is marked by the adoption of the 5/2011 Law on Social Economy, which represented a turning point regarding the recognition, visibility and development of this field (ECNL & UNDP 2012). In Greece, there is a specific law, Law n° 4019/2011, where the specific type of social enterprise is legally vested. However, according to authors such as Sarris (2016), it is still a fundamental obstacle, because this law needs further development and details.

On the other hand, not all European countries count with a more or less developed legal framework, as in the case of Cyprus. Indeed, Cyprus still has no legal, regulatory, or fiscal framework for social enterprises. Therefore, companies that fall under this category are not distinguished from any other conventional business and entities. However, it is known that the Cypriot government is promoting attempts for law, which are currently in process.

In conclusion, **social entrepreneurship entered the economic landscape of European countries in different times and in different rates**. In some countries there is a wide understanding of the concept and national legal structures are being developed in order to regulate all activity related to it, whereas in others governmental agendas have just included the topic. What is clear is that social economy emerged as a result of the demand for covering social questions that traditional business models were not addressing. However, even if social entrepreneurship is becoming increasingly popular, it still has a long way to go.

## 2.2 COMPARATIVE ANALYSIS ON THE ROLE OF SDG'S IN PUBLIC AND BUSINESS AGENDAS

Enterprises involved in **social economy** activities are, mostly, **committed with the achievement of Sustainable Development Goals (SDGs)**. Indeed, social economy is a key driver in the achievement of SDGs and 2030 Agenda as it fosters a business model based on the primacy of the individual over capital, in which **business efficiency is combined with solidarity, responsibility and social cohesion**. These companies generate inclusive growth which helps with the correction of inequalities and promotes social transformation (CEPES, n.d.).



*Wait! What are Sustainable Development Goals (SDGs)?*

*SDG's are a collection of 17 interlinked goals designed to be a "blueprint to achieve a better and more sustainable future for all".*

*They were set in 2015 by the United Nations General Assembly and they are included in a Resolution called the **2030 Agenda**, colloquially known as **Agenda 2030**.*





Figure 1: [SDGs](#)

Each country has a different degree of commitment towards SDGs, which is undoubtedly influenced by the level of development of social economy sector and public and private engagement on their promotion. Actually, in the countries which have already been analysed (Cyprus, Greece and Spain), governmental strategies to promote SDGs exist. In particular, the Presidency of the Greek Government is leading a “National Implementation Plan for SDGs”; along with different initiatives covering different types of activities and material to promote SDGs. In Cyprus, its institutional mechanism for the implementation of the Agenda 2030 encompasses the majority of the ministries. In addition, it has to be acknowledged that universities, NGOs and businesses also contribute to the promotion of SDGs through other existing platforms. In the case of Spain, Pedro Sanchez’s government created in 2018 the figure of a High Commissioner for the 2030 Agenda, and seeks to reinforce its leadership and role in the implementation and fostering of the Agenda in Europe (Spanish Government, 2018).

Having said that, what you have to bear in mind when designing or developing any social initiative is that **SDGs can be an ally concerning the solution to the demand you are addressing.**

In fact, governmental strategies and business strategies regarding SDGs can be helpful for you in order to focus your activity, therefore, it is important to be aware of national initiatives or programmes.



For more information about the role of SDGs in partner countries you can check our [Methodological Guide](#)

### 3. TYPES OF BUSINESS MODELS FOR SOCIAL ENTERPRISES

In this chapter you will learn about business models that could be used for social enterprises, and tools which can be helpful when developing your initiative.

The concept of businesses models can no longer be limited to how a company makes money, or how an individual acquires customers. According to the Swiss business theorist Alexander Osterwalder *“a **business model** is the way a company or person creates, delivers and captures value for the customer”* (Quijano 2018). In fact, currently, the focus is placed on creating value for companies, customers and society.

With regards to **social business models**, Adam G. Force defines them in his article as *“a structure, design or framework that a social business follows in order to bring about a positive change while maintaining healthy financial returns”* (Force 2017). Therefore, all the information provided hereafter can be helpful to set the bases of your social enterprise. Even if the focus is placed on a SDGs-based model, there are other models which are equally useful.

*In short, a business model is what are you going to offer to the market, how are you going to do it, who is your potential customer, how are you going to sell your product/service and how are you going to generate income.*



### 3.1 SDGS-BASED BUSINESS MODELS

Even if SDGs are mentioned in many institutional and business agendas, there is still a long way to go. Indeed, if they are playing an important role when it comes to social challenges, **SDGs are not still placed in the centre of the business plan**. Business models, that are predominant today, need to be rethought in order to include a SDGs-based approach that articulates all operations. That is why this subchapter is devoted to highlight the relevance of having a SDG approach regarding your business model.

For the purposes of this Guide, the focus will be placed on a categorization of **business models around SDGs proposed by Matthias G. Raith and Nicole Siebold** in the Journal of Business Models (Raith and Siebold 2018). However, there could be other typologies of SDG-based business models that could be the subject of future research on the topic.

Raith and Siebold propose a classification of economically sustainable business models around sustainability and SDGs, and not the other way around. As they claim in their article *“an economically sustainable business model built around a mission centered on SDGs can then be defined in the traditional sense as a logical process of value creation, value delivery, and value capture that can be maintained in the long run”* (Raith and Siebold 2018).

In order to develop their classification, **two strategic questions** were crosscut: the **mode of value capture**, in other words the form of generating income which can be commercial or social, and the **mode of value creation**, or value delivery to target groups, which can be supportive or integrative (Raith and Siebold 2018). The results of this mix are four generic business model strategies for addressing SDGs:

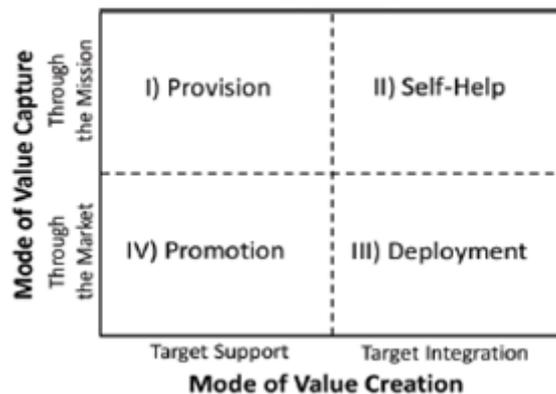


Figure 2: Generic business model strategies for sustainability targets, Raith and Siebold 2018

- **Provision:** the mission of those initiatives which fall in this category is contributing to the achievement of a given SDG through the free provision of goods and services. In this model, revenues are generated through the target. Examples of this model are charities, soup kitchens or homeless shelters.
- **Self-Help:** this model aims at creating value through the productive integration of a target group, for instance: empowering disadvantaged groups or promoting natural regeneration processes. They rely on donations.
- **Deployment:** this model is characterized by achieving economic sustainability with the combination of social with commercial value, because SDGs are productively integrated by the enterprise to create goods and services which are marketable.
- **Promotion:** it pursues a supportive mission, such as the provision model, but it commercializes a product or service to a customer group in order to obtain revenues.

*Greenpeace follows the provision model;*

*Ocean Clean-up the self-help model;*

*Kruger National Park in South Africa the  
deployment model;*

*and promotion models are those “buy-1-  
donate-1”.*



## 3.2. OTHER BUSINESS MODELS

### 3.1.1 Revenue models for entrepreneurs – Forbes Magazine’s classification

Revenue models have been undergoing changes as technology and innovation set a precedent of new trends in business. According to an article published by Abdo Riani in Forbes Magazine, these are the **six most successful revenue models** for entrepreneurs to consider (Riani 2019):

- On demand
- E-commerce
- Marketplaces
- Memberships
- Licences
- Freemium

### 3.1.2 Current successful business models - Bernard Marr’s classification

Business influencer **Bernard Marr (2019)** sums up “the most successful business models of today” into 9 categories:

- The servitisation (subscription) business
- The platform-based business
- The social, authentic business
- The employee-centric business
- The partner-centric business
- The customer value-obsessed business
- The constant-innovation business
- The data-driven business
- The tech-savvy business

### 3.1.3 Social business models - Grassl's classification

Wolfgang Grassl identified **9 types of social business models** (Grassl, 2012) in his article called “*Business Models of Social Enterprise: A Design Approach to Hybridity*”. His classification was based on how the three factors that should guide any social business (mission, type of integration and target population) crosscut with the three traditional categories of business (for-profit, non-profit and hybrids). In consequence, the following nine types of social business models emerged (Force 2017):

- The entrepreneur support model
- The employment model.
- The fee-for-service model
- The low-income client model
- The cooperative model
- The market linkage model
- The service subsidization model
- The organization support model

*As you have seen, there are several classifications for (social) business models. Indeed, many authors researched on this topic.*

*However, along this guide **we will be focusing on the first one: business models around SDGs** by Raith and Siebold*



### 3.3. USEFUL TOOLS FOR ANY BUSINESS MODEL

After addressing SDGs-based business models and other classifications that can help you in the initial stages of the development of your social start-up, it seems useful to devote this subchapter to present tools which are considered highly useful by the entrepreneurial community. The following is a selection of some digital tools that can help you in the materialization of your initiative, as well as on the daily work it will require.

- **Social Business Canvas:** tool for creating a solid business model around your social enterprise.

#### SOCIAL ENTERPRISE CANVAS

<b>Mission Statement</b> What is your unchangeable goal and purpose? This should be rooted and connected with your personal mission. Measure all your decisions and pivots to make sure they are supporting this Mission.					<b>+ Externalities</b> Who else benefits from what you are doing and how? Whom are you helping? Looking at this can highlight potential additional revenue streams by trying to capture some of this value.
<b>Problem</b> What are the critical problems of the target group? (From their perspective?)	<b>Key Activities</b> What are the key activities that we perform?	<b>Value Proposition</b> What value do we deliver to our target group? (from their perspective)	<b>Beneficiary Relationships</b> What kind of relationship? From personal to automated.	<b>Beneficiaries</b> For who are we creating value? Who are 'early adopters'? (People who need our solution most and are most likely to adapt it.)	
<b>Solution</b> How to you solve these problems?	<b>Key Metrics</b> What are the numbers we measure to know if we are successful or not? Consider both social impact and financial metrics. The less the better.		<b>Channels</b> How do we gain access to the target group? How do we deliver the good or service?	<b>Key Partners</b> Who are our key partners? Which key activities are they performing?	<b>- Externalities</b> What unintended effects are you having on the target group, stakeholders and other people/institutions? Try to minimize them and make sure to have a positive balance.
<b>Cost Structure</b> What are the key elements of our costs?			<b>Financial Sustainability</b> What are the different sources we tap to generate income?		

The Social Enterprise Canvas is based on Osterwalder's Business Model Canvas as well as Mauryas Lean Canvas. I extracted the fields from both models that, based on our experience are the most important ones for a Social Enterprise in the Start Up phase. Additionally I added the "Mission Statement" box to ensure that the entrepreneur considers the impact of his iterations on his mission which is critical for social enterprise. The other addition are the + and - Externalities. Positive Externalities can point to additional resources and mission centric organisations should identify and minimize negative externalities.

Stephan de la Peña  
 SEEN

Figure 3: [Social Enterprise Canvas template](#)



*It seems difficult to complete for those who are not familiar with business canvas!*

*If you are not used to business canvas, you can [watch a short video](#) explaining what is it about.*



- **SWOT analysis:** by identifying Strengths, Weaknesses, Opportunities and Threats you will make the most of what you've got, and you can reduce the chances of failure, by understanding what you're lacking, and eliminating hazards that would otherwise catch you unaware.

Strength 	Weakness 
Opportunity 	Threat 

Figure 4: [SWOT analysis template](#)

- **Validation Board:** tool created by Lean Startup Machine that allows you to test your business ideas through the validation of the hypotheses that support it, and thus determines if they are viable.

The image shows the 'Validation Board' template. At the top, it says 'leanstartupmachine Validation Board'. Below this is a grid with columns for '1st Pivot', '2nd Pivot', '3rd Pivot', and '4th Pivot', and rows for 'Customer Hypothesis', 'Problem Hypothesis', and 'Solution Hypothesis'. There are yellow sticky notes on the grid with Spanish text: 'Startups que empiezan y con pocos recursos' and 'Les cuesta encontrar proveedores "startup friendly"'. Below the grid is a 'Design Experiment' section with a 'Core Assumptions' box, a 'Riskiest Assumption' box, a 'Method' box, and a 'Minimum Success Criterion' box. To the right of this is a 'Results' section with 'Invalidated' and 'Validated' columns, each with a 2x2 grid of boxes numbered 1-6. A large graphic says 'GET OUT OF THE BLDG' with a person running. At the bottom, there is a URL 'www.ValidationBoard.com' and a copyright notice for Lean Startup Machine.

Figure 5: [Validation Board template](#)

- **Elevator Pitch Builder:** tool created by Harvard Business School to help you build an effective business discourse.

The image shows the 'HBS Elevator Pitch Builder' interface. At the top, it says 'HBS Elevator Pitch Builder HARVARD | BUSINESS | SCHOOL'. Below this is a progress bar with steps 1-5: WHO, WHAT, WHY, GOAL, ANALYZE MY PITCH. The main area displays 'Your Created Pitch (click to edit)' with a large text box. On the right, there are statistics: 'Word Count: 0 Words', 'Estimated Seconds: 0 Sec.', and '# of repeated words: 0 Words'. Below this is an 'AVERAGE PITCH STATS' section with 'Word Count: 231', 'Pitch Length in Seconds: 50 sec.', and 'Repeated Words: 4'. A tip box at the bottom says 'Be flexible. If your audience asks a question or looks like he or she wants to interrupt, be willing to go in a new direction...if that conversation starts sooner rather than later, well done.'

Figure 6: [Elevator Pitch Builder template](#)

- **Problem Tree Diagrams:** visual depiction of relationships that starts with a central node, or "trunk" (the problem that needs to be solved or the idea you are analysing), and each possible solution or event has its own "branch".

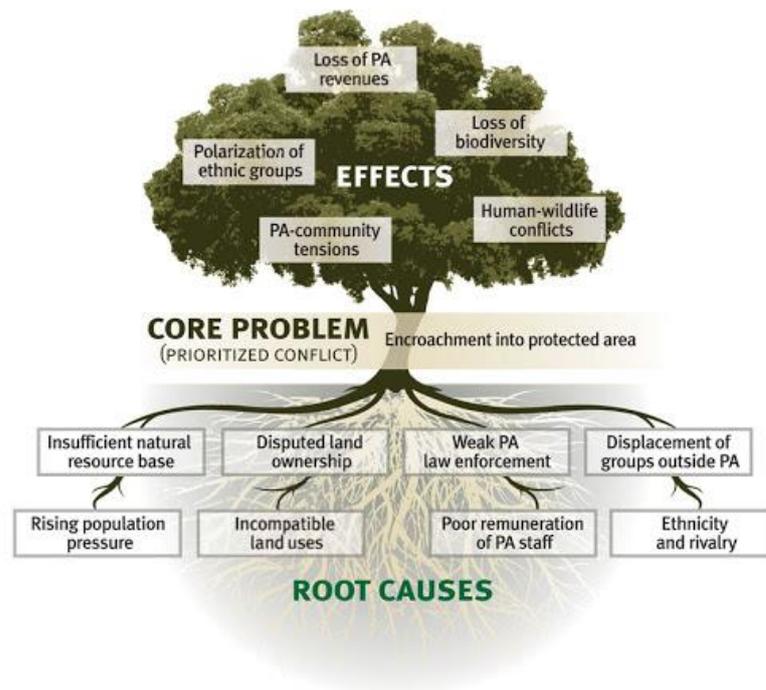


Figure 7: [Problem Tree Diagram template](#)

- **5 Whys Technique:** when a problem occurs, you drill down to its root cause by asking "Why?" five times, and then a counter-measure becomes apparent.

*There are plenty of tools which can be useful for you and your social business such as: **Affinity Diagrams, Root Cause Analysis, Process Decision Program Charts** and many more!*



## 4. MANAGEMENT SKILLS EVERY SOCIAL ENTREPRENEUR SHOULD BOOST

There are two types of skills you need to excel in your career regardless of your profession: **hard skills** and **soft skills**, and to be a successful manager, entrepreneur or professional you need to develop both of them.



Wait! What is the difference between **hard skills** and **soft skills**?

According to an article from Indeed “[...] **Hard skills are technical, teachable abilities you learn through school, training and job experience [...]** **Soft skills are applicable in any role or industry and are often even more important for management than technical proficiencies. Generally, soft skills are developed over time by managing your responsibilities and interacting with others**” (Indeed 2018).

In other words, hard skills include competencies such as how to use a certain machine, software or another tool. Soft skills are more often seen as personality traits you may have spent your whole life developing: the way you manage your time, communicate with other people or confront a difficult situation for the first time.

There is not a decree or a universal agreement on which are those hard skills or soft skills. Indeed, it is something that varies according to the trends that the labour market follows. However the following chart illustrates **some of the most highlighted ones**:



Figure 8: [Hard Skills vs Soft Skills](#)

What it is true is that over the past 15 years or so **soft skills have gained a more prominent role** in the labour market. Indeed, it is very usual nowadays to find a detailed list of soft skills required in a job description.

But how can they be addressed? These skills can be grouped in **four categories organizational skills, planning and strategy skills, communication skills and people management (leadership) skills**. Therefore, in order to boost any given skill you can think about the type of category they belong to, and think of a strategy. Currently, there are plenty of courses and trainings for developing your soft skills.

If you want to know more about hard skills and soft skills you can download our [Learning training guide for career development psychometric methods!](#)



### *Key competences for social entrepreneurs*

Actions of any **social enterprise** must be **diligent, loyal, responsible and transparent**, and must promote the generation of **stable and quality employment**, the **integration** of workers as partners, **equal opportunities** between men and women, and the **conciliation** of personal, family and working life (ASLE, 2020). According to CEPES, the new concepts that define the paradigm of labour relations of the social enterprise are (CEPES, 2020):

- Democratic organization
- Autonomy
- People as the core value of the company
- Participation in management
- Retributive solidarity
- Intercooperation
- Social transformation
- Universal character
- Education

In consequence, as a social entrepreneur, you will need to be aligned with this set of principles. Thus those competences you should place focus on are: **leadership, optimism, grit, resilience, creativity and innovation, empathy, emotional and social intelligence** (Sherman 2013).

# 5. CHALLENGES AND OPPORTUNITIES FOR NEW SOCIAL ENTREPRENEURS BASED ON SDG'S

## 5.1 POSSIBLE CHALLENGES YOU WILL FACE

As you already know, **entrepreneurship** (including social entrepreneurship) **implies** assuming that **challenges** will be faced. It is not easy to start-up a new business; developing an idea implies **effort, taking risks** and **facing challenges**. That is why entrepreneurs need to become true problem-solvers regardless of their years of experience. However, it can be agreed that there are, somehow, common challenges that most entrepreneurs face, and this subchapter aims at identifying them, in order to guide you in risk-prevention when developing your social enterprise.

This subchapter's research was completed after the feedback received by trainers from the project's organizations in a Learning Training Workshop, in which a SWOT analysis was conducted among the participants in order to identify challenges and opportunities (see the image below).



Figure 9: [SWOT analysis activity LTTA 1](#)

### 5.1.1 Strengths

- **Social innovation:** comprises all those products, services, processes, models, forms of relationship, etc. which imply a novelty or improvement in satisfying a need, and that have a positive social impact. Actually, a great percentage of social start-ups have as a departing point a transformative idea that works and creates social value. It is important to consider that in order to be innovative you do not need to invent from scratch, in fact, giving a turn to something that already exists can improve its functionality.

- **Digital marketing:** you should pay special attention to the benefits of technology, which can make the initial investment lower. Indeed, ITCs can become a key ally on business development and management that can help you save money. Indeed, you can either create products/offer services or promote them through online channels such as social media.

- **Know-how of the team:** the expertise and knowledge of your team members can make the difference; indeed it is essential if you want to achieve the maximum profitability and consolidation of your business. Team work always contributes to value creation in form of diversity of ideas.

- **Strong influence** when it comes to social issues: social enterprises can have a say in crisis scenarios, particularly regarding social issues. They can play an important role in awareness rising on specific topics, which could give your social start-up dissemination and influence, which are allies when it comes to dealing with uncertainty.

### 5.1.2 Weaknesses

- **Limited budget and equipment:** budget has always been a critical concern for entrepreneurs. Even if social entrepreneurship could, apparently, imply a more assumable initial investment, there will always be necessary to invest an amount of capital and resources to boost your social start-up.

- **Difficulties in finding sponsors or collaborators:** in many European countries there is not a well-rooted tradition of entrepreneurship and, consequently, there is a lack of access to advice and business support. Social entrepreneurs often have to face the lack of networks of stakeholders who could be interested in supporting them and difficulties in building a community of supporters.

- **Difficulties in finding the right team members:** creating a team of people that could potentially contribute to your social initiative, and who share the same social concern as you, is not always an easy task. In fact, it can take you a considerable amount of time to find the right team members for your social start-up.

### *5.1.3 Opportunities*

- **Networks** (volunteers, schools, and young people): social entrepreneurship is usually active in a number of sectors that tend to be labour intensive rather than capital intensive. This reduces significantly the initial investment, because it can be complemented with voluntary work, exchanges and cooperation schemes.

- **Bounds with local communities:** However, it is true that social enterprises always generate strong bounds with the communities they benefit; they can empower and be empowered by local communities. In addition, the perception of social enterprises can be improved because they often better understand and focus on local problems and provide innovative ways to solve them.

- **Raising social awareness** about SDGs: sustainability and development are gaining ground in European societies and, in consequence, the public opts for benefiting those enterprises that follow sustainable practices.

- **Funding** from national administrations and international organizations: fortunately, there are plenty of sources of funding for start-ups, especially to those who address SDGs, such as government support programmes, crowd funding, competitions, private sector, etc. In order to be aware of these opportunities, you will need to conduct an exhaustive research on local/national/European level funding programmes for which your start-up can be likely of applying.

- **Mentoring:** networks of peer mentoring are increasing, especially in big cities, where more experienced social entrepreneurs can support newcomers or subject matter experts who are willing to offer their services for free. Think about the number of start-up incubators that have emerged in the last years.

- **Online resources:** online resources and courses are available for deepening knowledge and developing skills needed to start-up a business. Everyone can have access to those courses which provide an insight about entrepreneurship and business management, i.e. in Coursera, edX, Future Learn or any other educational platforms you will find courses that will give you an insight on entrepreneurship.

*There are many guidelines and resources with an approach to sustainable development, such as **the Blueprint for Business Leadership on the SDGs** (UN Global Compact) or **The Private Sector to the SDGs: Practical Guide to Action** from the Spanish Network of the UN Global Compact.*

*They can be useful in overcoming some problems related to the initial steps of starting-up your idea.*



#### 5.1.4 Threats

- **Crises and difficult access to funds:** during the last years, and as a result of the economic crises that have been affecting Europe, austerity measures and financial pressures brought social enterprises into a disadvantageous situation. National and EU funds are usually granted to new entrepreneurs; however, in times of crisis, those budgets are usually cut to reduce public expenses (think about the effects of Covid-19 in your country in terms of funds and grants).

- **Lobbies:** it needs to be acknowledged that there are powerful lobbies with influence on the global business landscape that make pressure on governments and international bodies in order to protect their interests. For instance, think about the enterprises that produce plastic and plastic containers.

- **Bureaucracy:** in some countries, creating a social start-up could be heavily affected by the highly bureaucratic process it needs to be completed, which is, above all, time consuming.
- **Competition:** the boom of social entrepreneurship in European countries makes it difficult to find an innovative solution to a social challenge.

## 5.2 SDGs AS A SOURCE OF OPPORTUNITIES

You will have already deduced that business leadership is essential to achieve the SDGs, and this leadership will only occur if small and medium-sized enterprises (SMEs) embrace this challenge.

It is only possible to **lean the economy and markets towards sustainability**, if we have **companies capable of associating economic profitability with the generation of positive social and environmental impacts** for people and the planet.

But what it is more interesting for you is that adopting a SDGs-based approach in your social start-up opens up a range of **opportunities** in the following areas (Estévez 2019):

- Access to new markets
- Cost saving
- Generation of new partnerships and agreements with large companies
- Public sector contracts
- Improving reputation and increasing brand confidence
- Early compliance with laws and regulations

Thus, SDGs can **reinforce the presence of your start-up** in a global economy and **strengthen your commitment** to an increasingly aware and demanding society at all levels (Estévez 2019). In fact, the public is thought to be more critical with those who do not comply with ethical and sustainability criteria in favour of those entrepreneurs who work for having a positive social impact.

The SDGs provide a framework for generating revenue, providing business growth opportunities and fostering innovation in products and services (EY Global, 2017). Actually, it is claimed to be plenty of business opportunities in the sectors of food and agriculture, sustainable cities, renewable energies, health and education.

Moreover, it can **open up new opportunities for funding**, particularly in public administrations and international organizations. For instance the European Commission is placing the focus on sustainable development projects when it comes to granting funds (Estévez 2019).

By driving progress toward the SDGs, it is likely that **more resilient and prosperous communities** will emerge, markets will expand and new ones emerge, and consumer bases will grow (EY Global, 2017). In other words, the social impact of an SDG-based start-up can contribute to the betterment of the society as a whole, by addressing directly challenges such as poverty and hunger.

## 6. SUCCESSFUL EXAMPLES OF SOCIAL ENTERPRISES

This section provides you with a **selection of successful examples of social enterprises** from Spain, Greece and Cyprus, which can be inspiring for new social entrepreneurs

The **criteria** used for the selection of the variables listed below is based on the requirements established for O3-A3 in the proposal of INSPIRE project (page 111).

For the **legal nature**, the **classification** is based on the one proposed by the **European Commission** on the report “A map of social enterprises and their eco-systems in Europe” (Wilkinson et al., 2015). The classification proposed is the following: non-profit legal forms (foundations, associations and non-profit companies), cooperatives, legal forms specifically designed for social enterprises (adaptations of the cooperative or company legal form) and share companies (Wilkinson et al. 2015, 69).

For the **size of the enterprise**, the classification proposed by the **OECD** is taken as reference. It states that micro enterprises are those with fewer than 10 employees, small enterprises are those with 10 to 49 employees, medium-sized enterprises are those with 50 to 249 employees and large enterprises employ 250 or more people (OECD 2020).

For the **SDGs classification**, as the UN proposes, they can be classified according to the **5 pillars**: people, prosperity, planet, peace and partnership (Brown and Rasmussen 2019).

Finally, the examples will be classified according to the typology proposed by Raith and Siebold (2018) of SDG's based business models, which has been addressed in Chapter 3. See the annexes (ANNEX 1) for the social business canvas.

## 6.1 PROVISION

<b>NAME</b>	<b>Xenios Zeus</b>
<b>Country of operation</b>	Greece
<b>Legal nature</b>	Non-profit organization
<b>Size (team members)</b>	n/d
<b>Products/ Services</b>	Health and social care services (in the fields of primary and secondary health care). Support provision to vulnerable populations and training of students, professionals and volunteers.
<b>Website/Social Media</b>	Website: <a href="http://https://www.xenioszeus.org.gr/el/">http://https://www.xenioszeus.org.gr/el/</a> FB: <a href="https://www.facebook.com/XeniosZeusAmke/">https://www.facebook.com/XeniosZeusAmke/</a>
<b>Addressed SDGs</b>	People
<b>Impact</b>	Presence in 22 areas of Greece 32,500 served beneficiaries 228 trainings & workshops
<b>Supporters</b>	n/d
<b>Challenges</b>	n/d

<b>NAME</b>	<b>Give Med Share</b>
<b>Country of operation</b>	Greece
<b>Legal nature</b>	Non-profit organization
<b>Size (team members)</b>	Micro enterprise (4 members)
<b>Products/ Services</b>	App and web platform that grants immediate access to medicines needed.
<b>Website/Social Media</b>	Website: <a href="https://givmed.org/en/">https://givmed.org/en/</a> IG: @givmed_share_medicine
<b>Addressed SDGs</b>	People
<b>Impact</b>	1 million euro of medicines donated since 2016 for helping 50000 people
<b>Supporters</b>	Numerous companies, national and international foundations such as Roddenberry Foundation, Tima foundation, Latter-day Saint Charities, A G Leventis foundation, Campari, ELPE, The Hellenic Initiative.
<b>Challenges</b>	Lack of an organized system for the collection and management of medicine. Creation of a whole supply chain.

## 6.2 SELF-HELP

<b>NAME</b>	<b>Anakyklos Perivallontiki</b>
<b>Country of operation</b>	Cyprus
<b>Legal nature</b>	Non-profit organization
<b>Size (team members)</b>	Small enterprise (25 members)
<b>Products/ Services</b>	Collection of clothes and other textiles. Research and consulting services: environmental issues, information of citizens and promotion of green alternatives.
<b>Website/Social Media</b>	Website: <a href="http://www.anakyklos.org/">http://www.anakyklos.org/</a> FB: <a href="https://www.facebook.com/anakyklosp/?ref=page_internal">https://www.facebook.com/anakyklosp/?ref=page_internal</a>
<b>Addressed SDGs</b>	Planet, as well as prosperity and people
<b>Impact</b>	Change of mission: from aiming at reducing waste to helping the ones in need
<b>Supporters</b>	Donors
<b>Challenges</b>	Difficulty to change people's habits towards waste and recycling

<b>NAME</b>	<b>Adelante Knowledge &amp; Development</b>
<b>Country of operation</b>	Spain + operating in more than 60 countries
<b>Legal nature</b>	Limited Company
<b>Size (team members)</b>	Small enterprise
<b>Products/ Services</b>	Support and counselling to social and economic development projects.
<b>Website/Social Media</b>	Website: <a href="http://www.adelante.info/index.php/en/about-us">http://www.adelante.info/index.php/en/about-us</a> LinkedIn: <a href="https://www.linkedin.com/company/adelante-knowledge-and-development">https://www.linkedin.com/company/adelante-knowledge-and-development</a>
<b>Addressed SDGs</b>	Prosperity, as well as people, planet, peace and partnership
<b>Impact</b>	More than 150 projects all over the world
<b>Supporters</b>	European Commission - Development and Cooperation Directorate General - EuropeAid
<b>Challenges</b>	n/d

<b>NAME</b>	<b>Synthesis Center for Research and Education Ltd</b>
<b>Country of operation</b>	Cyprus
<b>Legal nature</b>	n/d
<b>Size (team members)</b>	Micro enterprise
<b>Products/ Services</b>	Implementation of projects with positive social impacts and training provider.
<b>Website/Social Media</b>	Website: <a href="https://www.hubnicosia.org/about-us">https://www.hubnicosia.org/about-us</a> FB: <a href="https://www.facebook.com/synthesis.cyprus/">https://www.facebook.com/synthesis.cyprus/</a>
<b>Addressed SDGs</b>	Alliances
<b>Impact</b>	Broad range of beneficiaries at the risk of social exclusion: NEET youth, migrants, people with disabilities, or those with fewer opportunities.
<b>Supporters</b>	Networks: member of Euclid network, Diesis network, European Network of innovation for inclusion
<b>Challenges</b>	n/d

<b>NAME</b>	<b>Humane</b>
<b>Country of operation</b>	Greece
<b>Legal nature</b>	Non-profit organization
<b>Size (team members)</b>	Small enterprise
<b>Products/ Services</b>	Breath box, reaction collections, design services, sales, co-working spaces
<b>Website/Social Media</b>	Website: <a href="https://humane.gr/">https://humane.gr/</a> FB: <a href="https://www.facebook.com/humane.gr/">https://www.facebook.com/humane.gr/</a>
<b>Addressed SDGs</b>	Prosperity
<b>Impact</b>	648 learned about diseases/disabilities
<b>Supporters</b>	The EU, private companies such as Vodafone, other NGOs such as AIESEC, the people's trust
<b>Challenges</b>	Creation of tailor made products for people with invisible disabilities

## 6.3 DEPLOYMENT

<b>NAME</b>	<b>Apadrina un olivo</b>
<b>Country of operation</b>	Spain
<b>Legal nature</b>	Non-profit organization
<b>Size (team members)</b>	Micro-enterprise (10 members)
<b>Products/ Services</b>	Sponsor an olive
<b>Website/Social Media</b>	Website: <a href="https://apadrinaunolivo.org/en">https://apadrinaunolivo.org/en</a> IG: <a href="https://www.instagram.com/adoptaunolivo/">https://www.instagram.com/adoptaunolivo/</a>
<b>Addressed SDGs</b>	Planet: As well as prosperity and people
<b>Impact</b>	More than 4,000 sponsors and more than 8,300 olive trees recovered FiturNext 2020 Challenge award “Young Social Entrepreneurs Award” in 2015 Winners of the international tournament EVO-IOCC 2020
<b>Supporters</b>	National and international foundations such as Fundación Telefónica, companies such as Lush or New Holland and local and regional authorities such as the Provincial Council of Teruel, Oliete’s City Council, Aragon’s Regional Government
<b>Challenges</b>	Production of sufficient oil in order to be a sustainable project.

<b>NAME</b>	<b>Epiviono (survive)</b>
<b>Country of operation</b>	Greece
<b>Legal nature</b>	Social Cooperative Enterprise
<b>Size (team members)</b>	17 (small enterprise)
<b>Products/ Services</b>	Production, processing, promotion and selling of agricultural products
<b>Website/Social Media</b>	Website: <a href="https://epiviono.wordpress.com">https://epiviono.wordpress.com</a> Website
<b>Addressed SDGs</b>	Planet, as well as partnership and people
<b>Impact</b>	Recycled materials in the municipality of Pyrgos in Greece
<b>Supporters</b>	Public bodies and local people
<b>Challenges</b>	To unify mostly small farmers so that they can process their products and sell them at markets (domestic and international) without intermediaries, utilization of local products, preservation of traditional activities and professions.

*Let's have a look at their **Social Business Canvas** (see the annexes) so that you can gain a deeper insight about the structure of these initiatives.*



# 7. ACTIVITIES AND PROGRAMS TO PROMOTE SOCIAL ENTREPRENEURSHIP

## 7.1 ACTIVITIES

### **Activity 1: What is social entrepreneurship?**

This activity is aimed at getting acquainted with the core elements of social enterprises such as negotiation and decisions-making in order to influence others, as well as to critically assess the impact of their actions on society and the wider world.

<b>Nº of participants</b>	Indiscriminate
<b>Target group</b>	Participants will be members from the same work team (members of the same office or division, or classmates)
<b>Time for the activity</b>	15-30 minutes
<b>Materials needed for implementation</b>	Piece of paper or blackboard for the shape, pens and colours

In order to carry out this activity you should follow these steps:

- Ask if anyone knows what a social enterprise is or if someone can imagine what it is. After letting the participants express their ideas and thoughts, you can draw the following shape on the blackboard or on a piece of paper:



Figure 10: [What is social entrepreneurship?](#)

- Explain its underlying philosophy, not the actual legal forms
- Form teams, give to each of them a description of a local enterprise and ask them to read it and then prepare an advertisement for their social enterprise that will make people understand:
  - When and why was the social enterprise created?
  - What kind of services does it provide?
  - Who work for it, who benefit from it, who founded it?
  - Inform the teams that the advertisement should be appealing to the audience and follow the KISS rule: Keep it Short and Simple.

## Activity 2: What is social entrepreneurship?

This activity is aimed at setting-up the profile of a social Entrepreneur: associating real community problems with solutions that have a social impact, and strengthening their communication skills and support their choices with arguments.

<b>Nº of participants</b>	Indiscriminate
<b>Target group</b>	Participants will be members from the same work team (members of the same office or division, or classmates)
<b>Time for the activity</b>	15-30 minutes
<b>Materials needed for implementation</b>	Large sheet of paper, sticky notes, Sheet 1 printed n times, pens

In order to carry out this activity you should follow these steps:

- Encourage the students to generate ideas, posing the following question: How can we devise a social enterprise with the goal to improve an issue that concerns our community?
- Group the participants according to their interest in a social issue/problem concerning their community.
- Ask them to write down the social issue that concerns them in the centre of a large sheet of paper. Hand out to each student sticky notes and give them five minutes' time to think about possible solutions to this particular problem or issue
- Ask each team to discuss the proposed solutions and create a social enterprise which could offer a solution to the social issue at stake by means of a particular business activity.
- Hand them Sheet 1 and ask them to fill in the profile of their social enterprise

# SHEET 1

Social Enterprise's Profile	
Social Enterprise's Name	
Social problem	
Service/product description	
Area of implementation	
Names of the group's members	1. 2. 3. 4. 5.
Logo	

Figure 11: [Evaluation Sheet - What is social entrepreneurship?](#)

- Call each team to make a presentation of their social enterprise and ask the rest of the participants to provide feedback.

### **Activity 3: What makes a successful businessman/businesswoman?**

This activity is aimed at enabling the self-assessment and identification of the skills of a social entrepreneur by: discussing and assessing the competences that make a social entrepreneur stand out; reflecting on their own skills and on what a group needs so as to achieve goals; and fostering their creativity and become aware of the concept of cooperative approach.

<b>Nº of participants</b>	Indiscriminate
<b>Target group</b>	Participants will be members from the same work team (members of the same office or division, or classmates)
<b>Time for the activity</b>	15-30 minutes
<b>Materials needed for implementation</b>	Large sheet of paper, pens and colours

In order to carry out this activity you should follow these steps:

- **Make an introduction by explaining that successful social enterprises are often set up and run by entrepreneurs who are resilient, innovative and intellectually curious, meaning they possess all key skills and attributes for success in the 21st century life. Ask the students to name some successful entrepreneurs (in which sectors do they work? In the financial, creative, social sector or elsewhere?)**
- **Ask the students to draw in teams a picture or a cartoon image of a modern entrepreneur on a large sheet of paper and write down the skills and qualities that this person might need in order to be successful.**
- **Encourage them to complete three sentences starting as follows: “A successful social entrepreneur is someone who....”**

- Draw three mutually inclusive circles on a large sheet of paper on the wall or on the floor, in each of which an important skill/role will be displayed:



Figure 12: [What makes a successful businessman/businesswoman?](#)

#### Activity 4: The game of 5 “Whys”

This activity is aimed at placing the participant in the problem itself and its context.

<b>Nº of participants</b>	Indiscriminate
<b>Target group</b>	Participants will be members from the same work team (members of the same office or division, or classmates)
<b>Time for the activity</b>	15-30 minutes
<b>Materials needed for implementation</b>	Sticky notes, blackboard, writing material

The procedure to be able to carry out this activity is the following:

Participants will be asked to look for a problem that they think affects the company and to write it down or represent it with an illustration somewhere where it can be visible to everyone.

- Make five notes, all numbered (1 to 5) and distribute them among the participants.
- Each player will have their time to analyse the problem and to give an explanation of why he/she thinks it was originated, this will be attached it in the note number 1.
- In note number 2 each player will explain why what he/she said in note number 1 is appropriate and correct.
- Footnote number 3 will do the same as footnote 2, this time justifying why you think what you wrote in footnote 2 is true. You will continue until you reach note number 5.
- In the surface where the problem was manifested, write down five times "why?" with lines that will be connected to columns that represent players.

- This is where the player will paste the answers he/she gave earlier in chronological order.
- You as a leader will look for common points, those that are repeated, and then start a debate, asking questions and allowing the team to have a chance to express themselves.

### **Activity 5: Marmalade game**

This activity is aimed at improving the ability to understand abstract messages, which is of great help for the creation of design material such as websites, logos and so on.

<b>Nº of participants</b>	Indiscriminate
<b>Target group</b>	Participants will be members from the same work team (members of the same office or division, or classmates)
<b>Time for the activity</b>	15-30 minutes
<b>Materials needed for implementation</b>	Sticky notes, white sheets, blackboard, drawing material

The procedure to be able to carry out this activity is the following:

- First of all, you will need material where you can write, papers with stickers, billboards and many markers.
- Each player will be given a sheet, where they will be asked to write the name of something they consider difficult to represent graphically.
- Then the sheets, which are anonymous, will be mixed and randomly one will be placed on a white surface.
- Players will have a maximum of 1 minute to draw it down on a sticky note.
- Once the drawing is done, each player will paste the sticky note under the name of what they were supposed to illustrate.
- These steps will be repeated until all the words written by the participants have been drawn.
- What seemed difficult to represent graphically has become a great gallery of illustrations.
- At the end, inspire a debate where all the participants have an opportunity to give their opinion, indicating which concepts they have found more interesting and difficult to visualize, and which ones were easier.

## Activity 6: Solve a challenge – Support SDGS

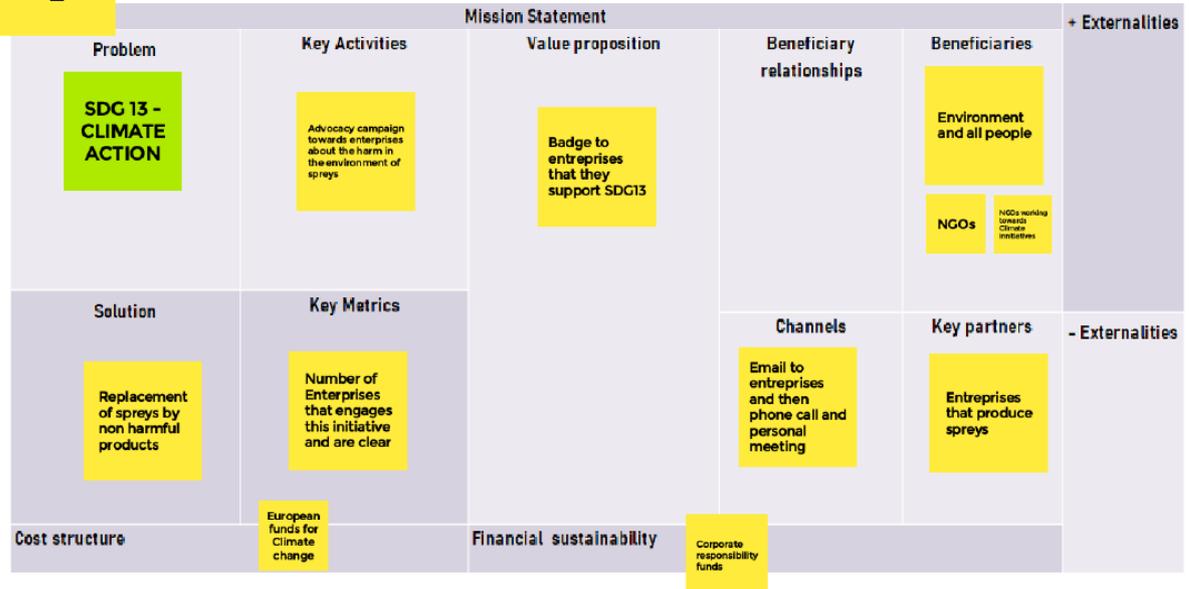
This activity is aimed at solving real life problem which is connected with an SDG through the lenses of social entrepreneurship.

<b>Nº of participants</b>	Between 10 and 20 participants
<b>Target group</b>	Participants will be members from the same work team (members of the same office or division, or classmates).
<b>Time for the activity</b>	15-30 minutes
<b>Materials needed for implementation</b>	Business model canvas prints, pens.  If participants are not familiar with business canvas the following video can be helpful for them: <a href="https://www.youtube.com/watch?v=QoAOzMTLP5s&amp;t=17s">https://www.youtube.com/watch?v=QoAOzMTLP5s&amp;t=17s</a>

In order to carry out this activity you should follow these steps:

- Participants are divided in teams of 4-5 persons and try to find an innovative idea of social enterprise for solving a challenge and supporting the relevant SDG.
- The facilitator provides each group a list of all the SDGs and a business model canvas.
- S/he gives to all participants 15 minutes to define their main idea and SDG that it addresses and then 30 more minutes to fill the business model canvas of their ideas.
- Then each group present its canvas and idea and all the participants discuss the results.

**GROUP  
2**



We carried out a learning training workshop in which this activity was developed by the participants. Have a look at our website to know how it went:

[https://inspireyouth.eu/news/!](https://inspireyouth.eu/news/)



### Activity 7: Find your role

This activity is aimed at identifying the best role for you in a social enterprise.

<b>Nº of participants</b>	Between 10 and 20 participants
<b>Target group</b>	Participants will be members from the same work team (members of the same office or division, or classmates).
<b>Time for the activity</b>	15-30 minutes
<b>Materials needed for implementation</b>	5 personality cards for each team

In order to carry out this activity you should follow these steps:

- Participants are divided into teams of 4-5 persons. The facilitator gives to each team a Challenge sheet and 4-5 cards of roles depending on the number of participants in the team.
- The challenge sheet is the same for all teams and asks members-roles to resolve a Social challenge based on an SDG. Each member of the team should play its role based on the card of his or her role and all together they will try to find the best solution for the challenge.
- The roles are based on the BIG FIVE personalities while the challenge can differ every time
- After 20 minutes the facilitator asks the participants to present the solution they found to the challenge.
- In the end each participant present his or her role and say if it feels close to him or her and which role (from the others) seem closer to him or her.

## Activity 8: Theory of Change

This activity is aimed at guiding participants to create a plausible solution to address a social problem via a ready-made template, which does not require any business knowledge. The theory of Change template helps define whether the work is contributing towards achieving the envisioned impact and if other ways need to be considered.

<b>Nº of participants</b>	Indiscriminate
<b>Target group</b>	Participants will be members from the same work team (members of the same office or division, or classmates).
<b>Time for the activity</b>	15-30 minutes
<b>Materials needed for implementation</b>	Create or downloading a table to fill: <a href="https://diytoolkit.org/tools/theory-of-change/">https://diytoolkit.org/tools/theory-of-change/</a>  Example: <a href="https://eiexchange.com/content/289-social-entrepreneurship-exercise-developing-your">https://eiexchange.com/content/289-social-entrepreneurship-exercise-developing-your</a>

The procedure to be able to carry out this activity is the following:

**Question 1:** have a look at the Theory of Change template. As you do so, think about a project you are familiar with or have been involved in. *What was the ultimate aim or goal of the project? Can you briefly identify various elements of the project design that could fit within the template?*

- Choose a social problem that needs to be tackled. It will be used as an example throughout the activity. Give participants some background context on the issue. Example: high maternal mortality (deaths of women in childbirth) in sub-Saharan Africa.

**Question 2: try to complete the Theory of Change for the given example. Leave aside the assumption and stakeholders boxes.**

- **When you think you have a clear idea of the problem and what needs to be done, it is still a good idea to begin a participatory process that sets aside your own preconceptions. This is because:**
  - 1) you are bound to learn more from other stakeholders,**
  - 2) you want your stakeholders to own the process (stakeholders might be people directly affected by the intervention being planned or people indirectly affected).**

**Question 3: make a list of groups or individuals that you would consider as primary and secondary stakeholders.**

- **Assumptions help to explain the Theory of Change process and the connections between the boxes. They are often taken for granted, may be based on opinions or beliefs and can also be founded by research or best practice.**

**Question 4: try to identify possible assumptions for the example.**

**This activity could also be adapted by asking participants to fill the template with their own idea. By using an example, you will be able to access the participants thought process. Additionally, you will avoid the problem of participants lacking ideas.**

### 7.1.1 Evaluation sheets for the previous activities

Evaluation sheets for the trainers	Please evaluate each output from 1 to 5, being 1 = very poor, 5 = excellent				
	1	2	3	4	5
Objectives of the activity were met by the participants					
Interaction among the participants was fostered					
The activity has been relevant for addressing skills related to entrepreneurship					
Materials for the activity were appropriate					
Guidelines were easy to follow					
Is there anything that could be improved?					
Any other comments					

<b>Evaluation sheets for the participants</b>	Please evaluate each output from 1 to 5, being 1 = very poor, 5 = excellent					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	The activity is suitable for promoting entrepreneurship					
	The activity's learning objectives can be applied in my work					
	The activity addresses skills relevant to entrepreneurship					
	The activity understandable					
	The activity is interactive					
	The trainer was available and accessible during and after the activity					
	Is there anything that could be improved?					
	Any other comments					

## 7.2 PROGRAMS

### ***The LIFE SKILLS programme - Developing Social Entrepreneurs***

This program is aimed at making youth aware of social innovation and entrepreneurship. They will also develop basic skills for learning, life and work.

The programme involves 6 teaching hours of workshop sessions by a trainer of the programme.

- Prior to these sessions, an information meeting was organized for teachers in order to familiarize them with the programme and its methodology. The programme will also support teachers to develop further activities and continue the programme.
- During the programme's lifetime, a manual addressed to trainers and teachers containing recommended activities will be developed.

Each hour has a certain thematic:

- Mapping our community
- What is social entrepreneurship?
- Setting up my own social enterprise
- What makes a successful businessman?
- From planning to success
- Closing event "Alternative entrepreneurship"

### ***Grassroots U***

The scope of this activity is to solve real life problems through the lenses of social entrepreneurship. The program consists of the immersion of participants in the local community where they can problem solve and innovate in real-life. The programs are centred on learning-by-doing with 70% being experiential learning, 20% peer learning, and 10% formal learning.

## ***Mentorship sessions***

Mentorship sessions are aimed at transforming ideas into actions and providing individual support. Mentors can be successful social entrepreneurs, coming from the country of residence, with different backgrounds, working on different social issues. This way, each interested individuals on receiving mentorship would have the possibility to learn/work on an issue important to them.

It is necessary to create a meetings' schedule prior to the beginning of the program. According to the participants' age, knowledge and involvement into entrepreneurship, the sessions could happen once every two weeks or every month, for one hour, in a dedicated space, such as a classroom. The participants and their mentors are free to meet more on their own if needs be.



*This is just our selection of activities and programs for promoting social entrepreneurship, but there are hundreds of them out there.*

*We encourage you to do further research and find the ones that are more suitable for you!*

# 8. THE USE OF SOCIAL MEDIA BY YOUTH AND SOCIAL ENTERPRISES

## 8.1 INTRODUCTION TO THE USE OF SOCIAL MEDIA IN PARTNER COUNTRIES

Social Media is within the daily lives of modern people and especially the youth. Statistics coming from partner countries and from EU countries, more broadly (EU28), have shown that the use of Social Media is largely increasing year by year.

Social Media is a daily occupation for about 6 out of 10 Greek internet users. According to research by Focus Bari (2018), during the period October - December 2018, 57% of Greeks stated that social Media is a key part of their daily lives. Similar picture comes from Cyprus who has a population of just 1.19 million (February 2019) and 1.01 million are internet users. In 2017, Cyprus was crowned 'Social media island' by Foundiid's researcher Paul McEvoy. Cyprus is ranked 5<sup>th</sup> in use of social media in Europe (McAvoy, 2017). According to the Digital 2019 report prepared by 'Hootsuite' and 'We Are Social', in Spain, almost 43 million users access the network, whilst 28 million are active on social networks.

Social Media's popularity also lies in the fact that the vast majority of social media platforms can be accessed via mobile devices. Many young people, recognize that often the first thing they do when they get up in the morning is to open WhatsApp or social networks (49.0%), and one in five young people admit that they often stay up late at night sending WhatsApp messages or connecting to social networks (20.1%).

The level of usage of Social Media channels in partner countries and in the EU, or even worldwide, clearly shows that they can form an excellent means for your enterprise in several ways. According to El-Den and Azam (2017), social media have a dominant presence in the 21<sup>st</sup> century, and they are in the forefront in the agendas of many enterprises (for-profit or non-profit).

This is also supported by the statistics given not only from the partner countries but for the EU28 showing increased use of Social Media in (Small Medium Enterprises) SMEs by all countries between 2013 and 2019. Although the resources/funding for recruiting people within *Social* Enterprises might differ from the picture shown below for all SMEs, the statistics revealed highlight the general picture of the increased use of Social media.

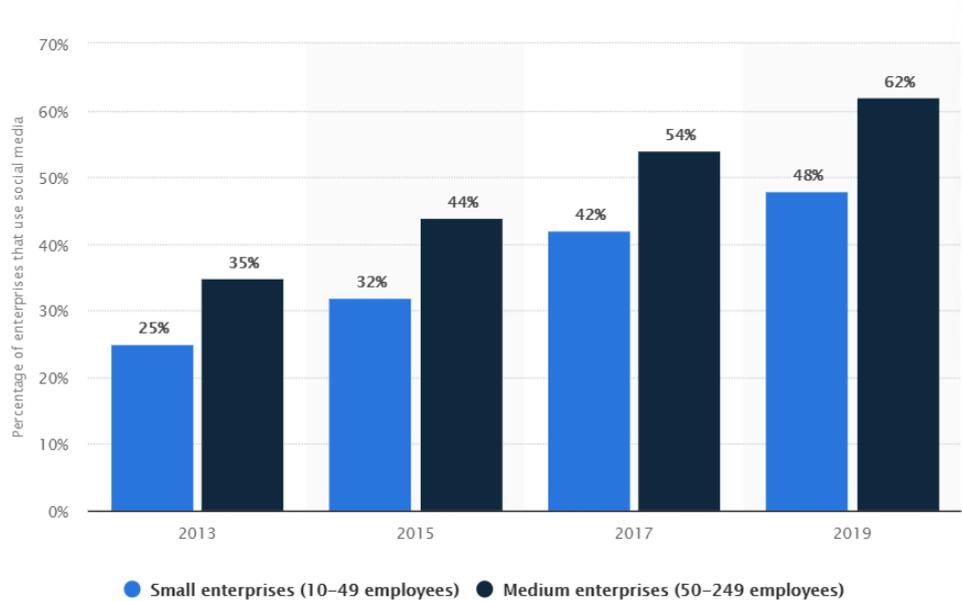


Figure 13: [Share of small and medium-sized enterprises that use social Media for any purpose in the European Union \(28 countries\) from 2013 to 2019](#)

For Social enterprises, it is said that: *“Currently, social entrepreneurs are increasingly relying on social media applications such as Facebook, YouTube, Blogs, LinkedIn, Twitter, etc., to reach diverse audiences, generate more opportunities and promote their entrepreneurial ventures. As a result, it is becoming essential for social entrepreneurs to understand the vital role of social media and how they affect their social enterprises.”* (E-Den and Azam, 2017)

In the sections to follow, we analyse the main objectives coming from the use of Social Media in Social enterprises and the opportunities and challenges embraced.

## 8.2 OPPORTUNITIES AND CHALLENGES REGARDING THE USE OF SOCIAL MEDIA BY SOCIAL ENTERPRISES

### 8.2.1 Opportunities

It is generally accepted that Social Media can be a cheap and effective way of starting a campaign, with a significant impact possible from minimal investment.

Newberry (2018) divides opportunities offered by Social Media use into five main categories, these are:

- **Social selling**: social Media improves sales and social selling allows creating relationships, connections, and networks with customers/volunteers.
- **Increases brand awareness**: the number of users on social media platforms makes an excellent opportunity for businesses to increase their presence.
- **Increase website traffic**: through posts and ads on social media website traffic can exponentially increase.
- **Reputation management**: social Media enables the possibility of highlighting the enterprise's positive aspects while addressing negative ones before a crisis.
- **Customer service and customer support**: customers expect enterprises to solve their questions regarding their products/services through these channels.

Abi-Aag (2020) also adds the all-important for social enterprises factor of low-cost; explaining that with the exception of advertising and boosting content, the use of Social Media is usually free. This is a great opportunity for social enterprises with a low budget. He also stresses the use of Social Media to target a specific audience, emphasizing that each Media concentrates on different types of populations with different expectations. For example, Twitter and Instagram have not used the same way as LinkedIn and Tik Tok.

Social enterprises can benefit from Social Media in the:

- Awareness on a social cause and SDGs
- Engagement with volunteers
- Development of a community
- Development of the team

### 8.2.2 Challenges

Below some main challenges are presented based on a recent study by Quelle (2018) and Vijayann (2013). It is generally accepted that one of the main challenges for the Social Enterprises and their Social Media activity is to find the most effective platform to use, based on their business model, social enterprise's goals, and own identity. According to a recent study by Quelle (2018), the main challenges regarding the business use of social media include the:

- **Evaluation of the actions conducted and social media data:** usually, it takes time to gain conversions because social Media is a long game that involves investment in customer relationships.
- **Lack of capacity to develop a comprehensive social media strategy:** there is a widespread lack of understanding of a social media strategy, how to start building it and how to measure its impact.

In addition, according to a previous study by Vijayann (2013) some more challenges include:

- **Building a network:** as every person / entity starts on social media, the social entrepreneur might struggle building a network.
- **Credibility**
- **Sending the right message**
- **No human and financial resources:** many enterprises often do not have a specialized team for social media strategy and are neither willing nor able to invest many resources in social media actions.

## 8.3 MAIN OBJECTIVES OF THE USE OF SOCIAL MEDIA IN SOCIAL ENTERPRISES AND RELEVANT CHANNELS

### 8.3.1 Main objectives

It is largely accepted that Social Media within social enterprises are increasingly being used as a **marketing tool, channel of interaction** with customers and potential customers or as a **reputational-tool** and of course for **increasing 'sales' or reputation to volunteers and other participants**. Therefore, it is worthwhile for social enterprises to focus their efforts on good strategies for these platforms, in order to create brand image, or as a channel to interact with users or to reach **new supporters**. Sometimes social media tools can also be used for improving the **internal communication** within the enterprise's employees, according to Hootsuite Barometer (2018).

### 8.3.2 Relevant Channels

The favourite social networks for-profit and non-profit organisations are parallel with the social networks mostly popular amongst individual users. Here we are going to present the most prevalent ones along with their popularity in the partner countries:

- **Facebook:** Facebook as a page in general but also Facebook's 'Groups' function is an excellent opportunity for enterprises, not only to increase connection with customers or volunteers but also to resolve questions related to products or services. It is used by 95% of companies in Spain. Facebook also has the largest advertising audience in Cyprus. It is also the most used social media platform that helps companies expand their network in Greece (Polychroniou, 2012).
- **LinkedIn:** It helps Business to Business (B2B) companies connect the most relevant information or the activity of certain social network users with their sales or social cause. LinkedIn along with Facebook are the most used

social media platform that helps companies with expanding their network. It is used by 59% of companies in Spain. LinkedIn also has a prominent advertising audience with 260,000 registered members in Cyprus. LinkedIn is the most popular social media platform for professional use with 79% penetration in companies' staff, and it also appears to be a preferable site for job seeking in Greece (Social Media Guide, 2013).

- **Twitter:** It bets on exclusive audio-visual content discovery functions; especially with the personalized video recommendations function on the Explore tab. Twitter comes in third as a social media in advertising audiences 157.5 thousand users per month in Cyprus. Twitter is less popular in Greece, with 33% of the NGOs using it (Polychroniou, 2012). It is even less popular in Spain but again with a relatively large audience.
- **Instagram:** The function that allows you to buy directly from Instagram instead of going to a certain web page is something that brands are taking full advantage of. It is used by the 73% of companies in Spain. Instagram comes in second as a social media in advertising audiences with 580,000 monthly active users in Cyprus. It is also the 4<sup>th</sup> most popular media in Greece, used by 2.14% of Internet users.
- **YouTube:** This platform allows companies to create high-quality videos of great interest to users, informing about different products, news and the like. It is particularly popular in one of the partner countries as it seems that 63% of companies in Spain use it regularly.
- **Blogs:** Blogs are particularly popular amongst Youth and they can be a mean to use in Social Enterprise. They are used by 40% of the NGOs participating in the Greek study of Polychroniou (2012). Blogs is also one of the favourite means of helping the promotion within the Cypriot context according to WSI, a digital marketing agency.
- Some other Social media means include Vimeo and Flickr, RSS, Pinterest and even to some extent Wikipedia.

## 8.4 GOOD PRACTICES FOR EFFECTIVE USE OF SOCIAL MEDIA

One of the most important actions according to a recent study by Aboulhosn (2019) for creating an effective social media plan is making sure that your content delivery is **regular**: *“An organisation managing its social media effectively is an organisation that plans ahead and schedules posts, throughout the week.”*

The best practice is to create a **calendar**, indexing the posts to be created and the timeframe (date and hour). This calendar must be updated regularly following the reach of each post. If one type of post / one subject has more reach than another, prioritize the publication of similar content. Of course, beyond the typical/ traditional calendar some online, free tools that are mentioned in the next section can help you towards this direction.

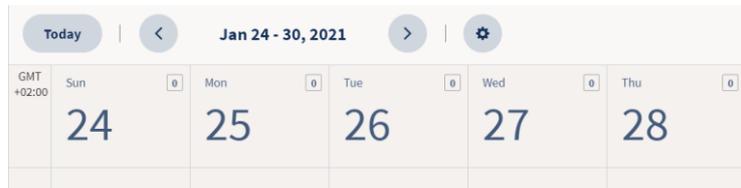


Figure 14: [Hootsuite template](#)

In Newberry (2019) we can find similar recommendations as the above but also emphasising the usefulness of **tracking and redefining** performance; knowing what works and what does not work to decide on next steps and take appropriate actions.

As also emphasised in a previous study by Vijayann (2013) you need to **make a choice on what to promote**: the organisation or the cause. Promoting the cause has been thought to be more effective, as it allows people to connect with the content. According to the same author, the enterprise needs to **determine the channels to be used**; the audience varies according to the social media they follow,

for example Facebook, Twitter, LinkedIn are not used by the same categories of population. The first factor of difference is age: **younger generation tends to gather on new, upbeat media**. For example, in 2020, Tik Tok is the new, trending channel of communication. Facebook is still widespread, but the demographics are changing fast. Additionally, social Media uses usually vary between countries. Some networks might be more popular in some countries than in others.



*Are you interested in national particularities regarding social media channels?*

*You can access the full article [here](#).*

The conclusion is that any new entrepreneur must be up to date with the most popular media used in the country he/ she is targeting and the age range referring to make solid choices.

**Storytelling** is a communication technique born in the USA in the 1990s adapted to social media. It is nowadays widely used in marketing and advertising. Rather than presenting the strengths and assets of a company, storytelling – speaks for itself – is about using a narrative to engage with the audience. It clarifies the argumentation and makes it memorable. However, social enterprises have something that other companies lack: authentic stories. By relying on their cause, social entrepreneurs will be able to share stories that 1) feel real (mostly because they are), 2) trigger reactions (Anthill, 27.04.2018).

Let's also not forget the importance of linkage of the social media accounts with websites, sharing social media accounts, using **keywords & hashtags**, optimizing contents according to each social media platform (Garvin, 22.11.2019).

Another good practice is for people belonging to the target groups, ex. volunteers should be encouraged to create content = "Use it for User-Generated Content" so as to reach further audiences.

Barry Feldman, president of Feldman Creative, content marketing strategist, proposes the AEIOU engagement model! Here is a quick description

- (A)sk questions.
- Invoke (E)xpression.
- Provide (I)ncentives.
- Make (O)ffers.
- Deliver (U)tility.

What follows are two surveys and stats led by "SproutSocial" platform showing the 'Type of content Consumers want to engage with' and the 'Behaviours consumers want from their Brand in Social Media'.

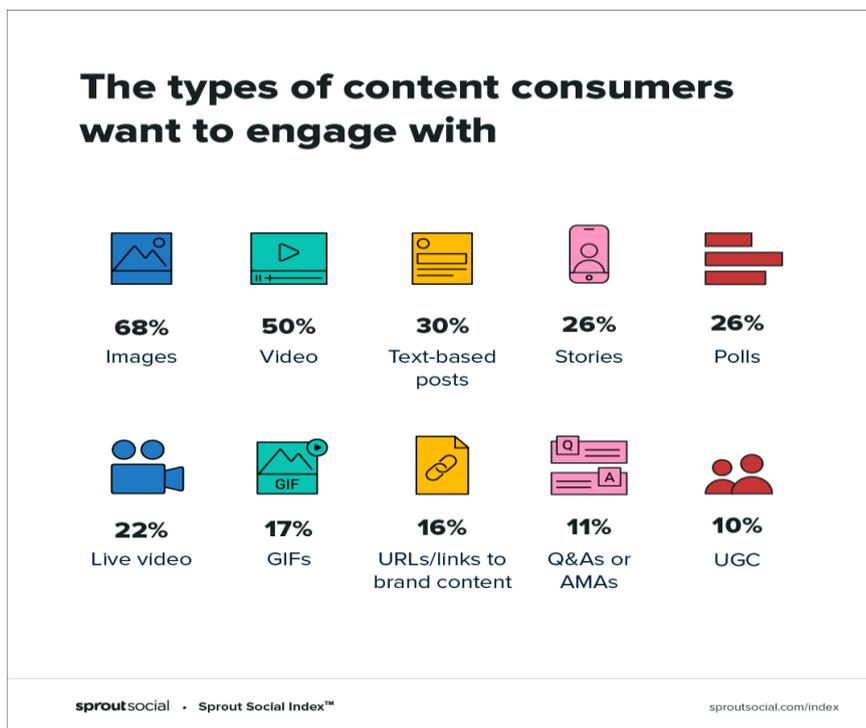


Figure 15: [Type of content consumers want to engage with](#)

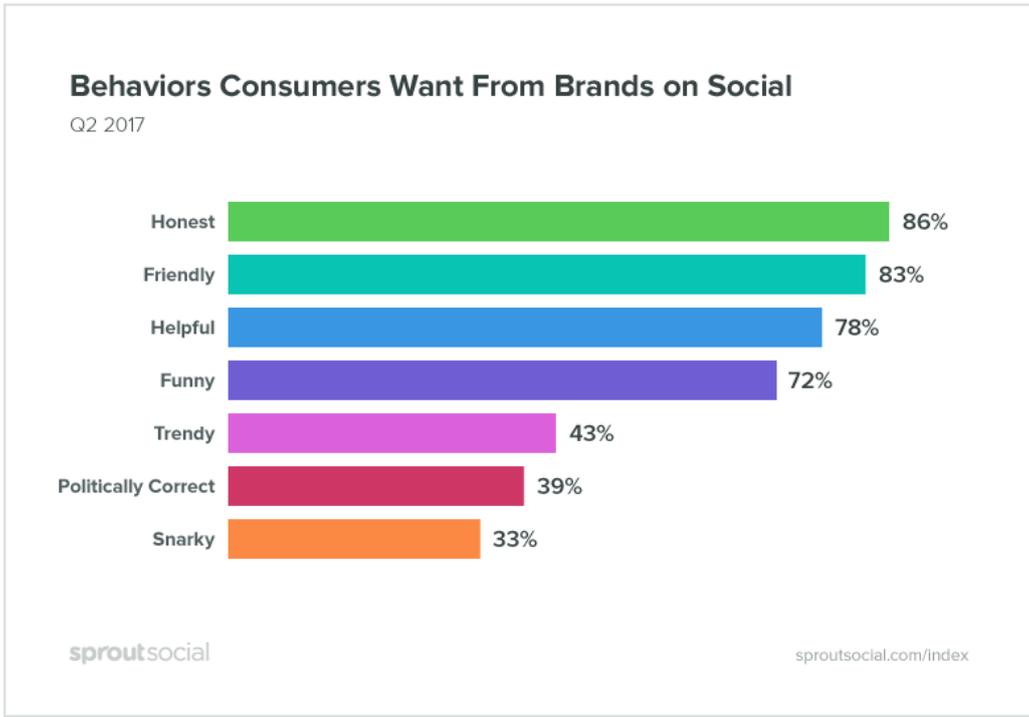
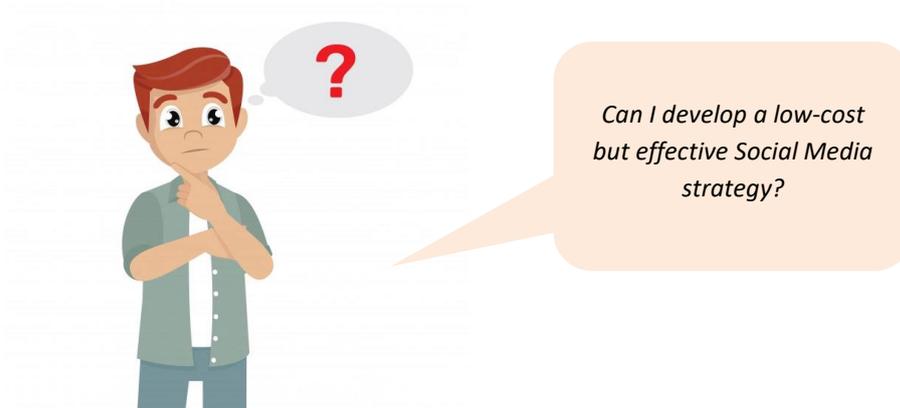


Figure 16: [Behaviours Consumers Want from Brands on Social Media](#)

## 8.5 SOCIAL MEDIA TOOLS

### 8.5.1 Tools for developing your Social Media strategy



Definitely yes! Below you can find some tools that will help you, and they are free of charge!

- **Content Strategy Canvas:** one of the most valuable tools for Social Media planning is the **Content Strategy Canvas**. It is an easy tool that can be discussed by the team of any social enterprise and shape the main goals, audiences, channels, contents etc.

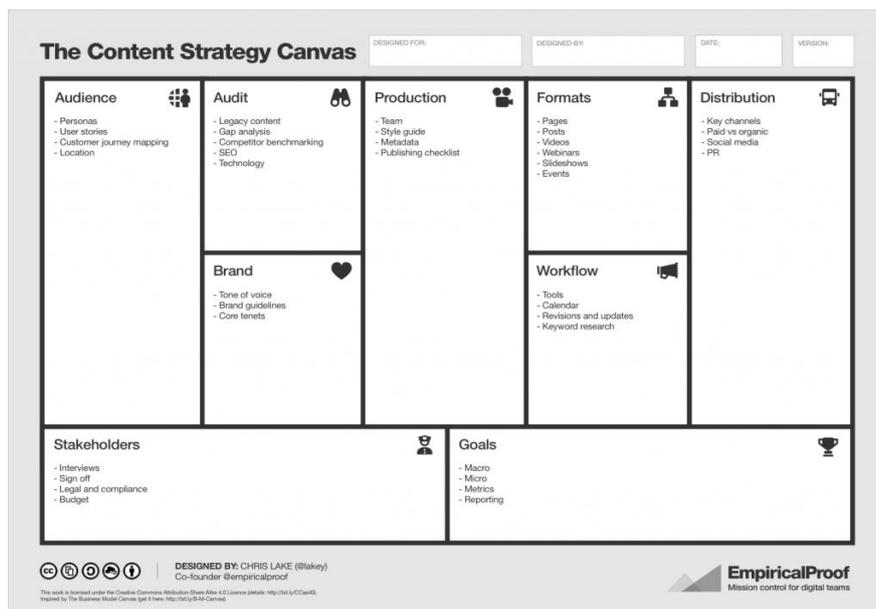


Figure 17: [Content Strategy Canvas](#)

There is more than one type of strategy canvases. It depends on the team to select the most efficient one within this pool.

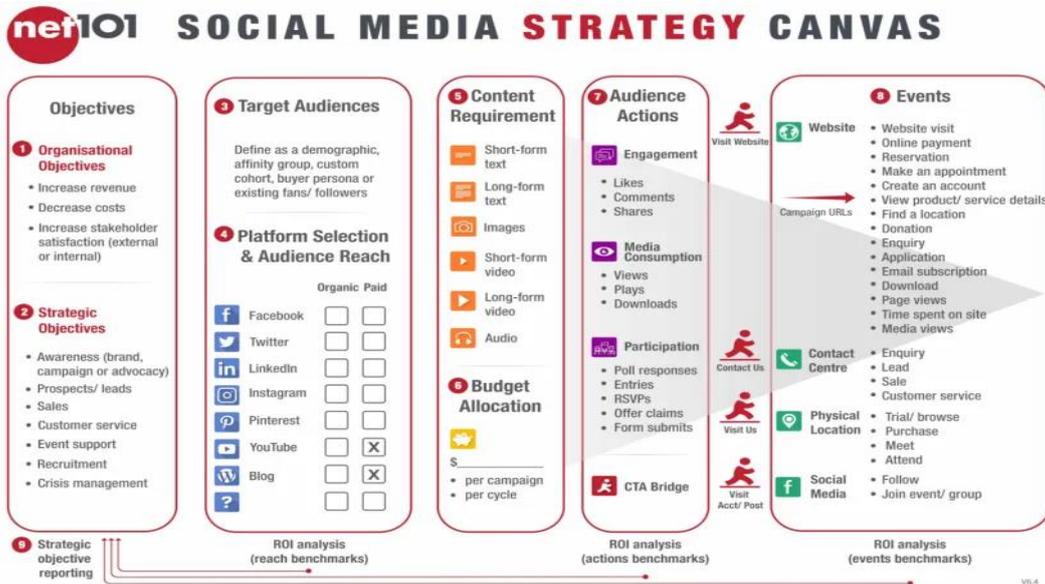


Figure 18: [Social Media Strategy Canvas](#)



Figure 19: [Digital Marketing Toolkit](#)

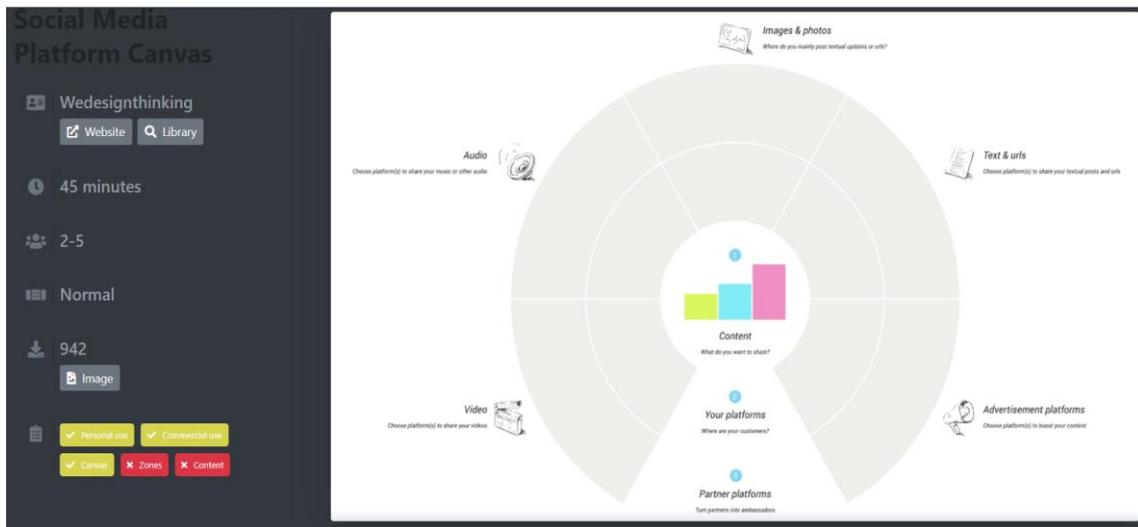


Figure 20: [Social Media Platform Canvas](#)

- Persona Canvas:** another interesting tool is the personas canvas. It enables a social enterprise team to define the ‘persona’ of their audience and find the correct channels and messages to reach them in order to engage them. Similarly, to the previously mentioned, Content Media Canvas, Persona Canvas also has multiple templates to choose from, for example:

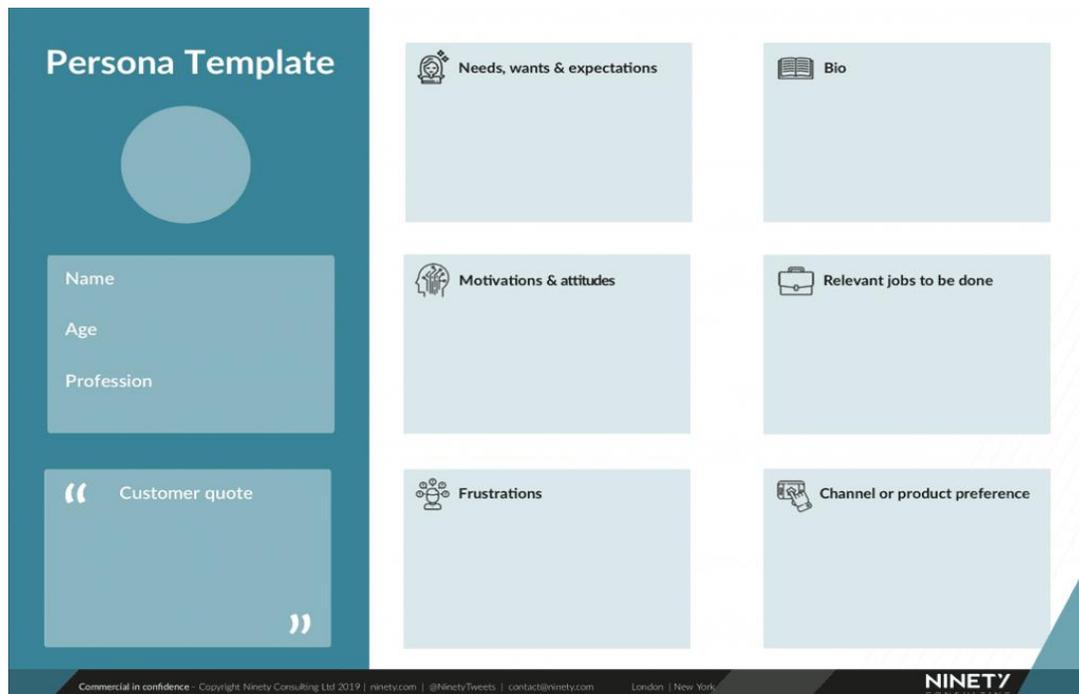


Figure 21: [Persona Canvas](#)

- **Managing everyday Social Media Content tools:** there are also many valuable tools that enable the organization of managing everyday Social Media content. An example is this [free excel tool](#) that gives you the opportunity to describe more precisely the mission, content and much more of each channel as well as to set objectives.



In [this link](#) you can find also some guidelines on how to use the tools.

### 8.5.2 Tools for scheduling your content in Social Media



*Will I need a baby sitter for my Social Media or can I plan the Social Media effectively, automatically and in low cost?*

Individual users or enterprises can find several free or paid platforms online to manage many social media channels, upload content, and schedule publications. Here we are going to present some of the most useful and friendly ones, most of them free for use.

- **Hootsuite:** [Hootsuite](#) is one of the most renewed social media planning platforms, suggested and used by the consortium. A user can manage many social media channels, upload content created and schedule its publication through this platform.
- **SproutSocial:** [SproutSocial](#) can also be used as a publishing and content calendar tool which “makes it easy for teams or individuals to plan and schedule all of their social posts”. (Bernazzani, n.d.).
- **Buffer:** [Buffer](#) is known as one of the simplest social media management tools that allow you to plan and schedule posts and provides an advantage that speeds up the process of posting on social media.
- **NapoleonCat:** [NapoleonCat](#) is another free social media management website with a wide range of functionalities. It offers plain analytics, identifies top-performing contents and best times to post. It also helps with customer service, by centralising each media channel's inboxes into one.

## 8.6 METHODS FOR ENGAGING NEW MEMBERS FOR THE CORE TEAM OF THE SOCIAL ENTERPRISE THROUGH THE USE OF SOCIAL MEDIA

By sharing job offers through social media networks, enterprises deliver it more straightforward into their community. In the case of social enterprises, the community usually already has an interest in the advertised cause. Some people might even be engaged, via volunteering in similar non-profits. In that end, by posting the job offer on your social media channels, entrepreneurs could receive more applications fitting their needs. One of the strategies to be involved in the optimal use of social Media is to encourage beneficiaries, general public etc. to provide content also during activities that the enterprise organizes. Based on the quality and consistency of the content, the overall persona of the creator one could easily recruit new members. Usually the active followers or volunteers are the most engaged people with the mission of the enterprise. So always **interact** with them and don't hesitate to **announce new openings** of positions for volunteers, team members or employees in your Social Media.

Many social media platforms can also provide **recruiting services** (ex.: job postings on Facebook, LinkedIn or Instagram). So, employers can exploit this means. LinkedIn is specialized to this and you can search more info on the profile of each person for understanding its background better. LinkedIn channels can also be proven useful for recruiting your team. LinkedIn as the network for professionals is becoming more and more popular, especially among 24-35 years old, which represent 60% of its users (Iqbal, 2020). People will most likely research the company on LinkedIn first when looking for a job. Therefore, having a LinkedIn channel will help the social enterprise gather a more significant community of interested individuals. Additionally, LinkedIn offers features for companies – such as visualising the availability of possible applicants (see more details [here](#)). LinkedIn Advanced People Search engine is also useful for advanced search capabilities which give recruiters significant advantages over other networks, as the free version still provides a lot of flexibility and power for finding qualified individuals who may be a good fit for a given position (Solar, n.d).

You may think that Facebook is just an entertainment/ social engaging tool or you may have associated it mostly for sharing thoughts and pictures but actually you can use Facebook to 'Manage jobs'. Thanks to this attribute, it is possible to create a job offer that will appear on the company page, manage applications, discuss with applicants, and schedule interviews. Also, career pages in social media such as Facebook provide entertaining company culture-related content, as well as, quick responses to all reviews and inquiries and highlight employees' personal achievements and success stories in order to humanize the process (Solar, n.d).

## 8.7 EXAMPLES OF THE EFFECTIVE USE OF SOCIAL MEDIA BY SOCIAL ENTERPRISES

In the following section, some examples are going to be given for the effective use of Social Media by Social Enterprises. Wherever possible, examples are enhanced by details on their impact, in social media and in the real-life of people.

### **Givemed**

A Greek example comes from Givemed which is focusing on solving the problem of the lack of organized collection and management systems of domestic medicine in Greece. 2.300.300 people in Greece live below the poverty line facing extremely difficult obstacles to cover their needs in medicines. On the other hand, 34.000.000 packs of medicines expire and are thrown away each year.

Givemed has created an application where people can register their packs of medicines that they won't use, and the application manages to give them to specific people in need. Givemed is very active in [social media](#) posting every 2 days something relevant to their actions. They also post very frequently posts about new employees or volunteers through which they empower their team with new members.

### **Humane**

[HUMANE](#) is another good example of a social start-up coming from Greece, focusing on the advocacy of people with health problems and disabilities through three actions:

- design products with the help of target groups,
- explain to society and other people the problems those target groups are facing,
- sell the products that initiate an amount of money for the target groups' needs.

Humane has a very powerful presence in [Facebook](#) through the use of videos. It engages many people and new members as well as clients for their products partially because of the powerful videos they create.

### **Sheedo and Hemper**

Gloria Gubianas is the co-founder of two great social enterprises in Spain: Sheedo and Hemper. The first of these, [Sheedo](#), is a company that manufactures plantable paper, with the aim of giving paper a second life. [Hemper](#), on the other hand, is a successful sustainable fashion brand whose products are handmade in Nepal with hemp, an environmentally friendly product, which also enables the development of the Nepalese community where it is manufactured. Together they have 77,4k followers on [Instagram](#).

### **Auara**

Antonio Espinosa is a young Spanish businessman who has managed to travel halfway around the world and launch his own business, [AUARA](#), a bottled water company founded in 2012, whose profits are destined to solve the problem of drinking water in developing countries.

AUARA's team has managed to become the first brand in Europe to manufacture bottles with 100% recycled R-Pet material and they hold a large number of awards and recognition thanks to the water sanitation projects they finance in these countries. [AUARA](#) has 18k followers on [Instagram](#).

## **Too Good To Go**

[Too Good To Go](#) has two goals: on the one hand, to reduce food waste through an App that connects surplus food distributors that have not found final consumers and customers. On the other hand, to raise awareness in Spain to drastically reduce the 7.7 million tons of food that is wasted each year in our country. They have 48,2 K followers on [Instagram](#).

## **Controlley**

The Cypriot social start-up Conscious Trolley ([Controlley](#)) is a collaborative social change platform, bringing together and incentivizing people, NGOs and companies to join forces to crowdsource, crowdfund and implement common benefit social projects and campaigns. They have a [Facebook](#) account, a [Twitter](#) and [LinkedIn](#) account but they are not very active.

## **AKTI**

[AKTI](#) Project and Research Centre is a non-governmental, non-profit organisation based in Nicosia, Cyprus. It was established in 2000 and has succeeded today to create an extensive network of collaborators and volunteers for raising environmental awareness and promoting sustainable development. AKTI uses all the most popular Social media of our days including, [Facebook](#) with 4,527 followers (consider Cyprus' population), [Twitter](#) and [YouTube](#)

There are also several worldwide examples of effective use of Social Media by Social Enterprises around SDG's. These can be an inspiration for young people wanting to start their Social Enterprise and even best if they would like their enterprise to be interwoven with SDGs. We highly recommend visiting the websites shown below, and we re-assure an aspiration!



*Make sure you checkout the websites of:*

[Alive and kicking](#), [Black Lives Matter's mission](#), [4Ocean](#) and [Tentree](#)

### **8.7.1 Methods for engaging more people via the use of Social Media**

Some activities that can be done through Social Media to engage more people in social initiatives include **'encouraging sharing – offer gifts'**. This includes organizing **quests or quizzes** where the participants win **prizes**. Generally speaking, if people see they can get something for **free**, they will gladly share the post with their friends and the number of followers will quickly rise, it can be just liking a page and sharing the post or publishing the **best photos** from X topic and asking other participants to vote. Indeed, small gifts can give your followers an incentive to participate in a quiz and share it with others" (TNS, 2020).

## 9. ACTIVITIES TO IMPROVE YOUR SKILLS IN EFFECTIVE USE OF SOCIAL MEDIA IN SOCIAL ENTERPRISES

In this section, we provide some already existing ones and some newly founded activities proposed by the consortium concerning the use of Social Media by Social Enterprises. These activities can be taken advantage from Youth themselves when starting their Social Enterprise or by Youth Trainers as additional material to their official curricula. They are easy to implement in groups or individually, as part of a team or personal career training.



*If you want to familiarise with 5 different social media platforms whilst creating useful content for your enterprise, you can visit [this link](#) and get some ideas!*

*Further information can be found in the article named [“20 Customer Service Training Ideas and Activities”](#), particularly short and funny, which focus on a particular area of learning: team work, communication, questioning skills, listening skills, self-awareness, difficult customers or empathy.*



The partners of INSPIRE project have also created and tested in an international training involving 15 participants the following activities for you:

- **Activity A:** will help you in targeting the correct audience for your social campaign.
- **Activity B:** is specifically focused on using the FB ads manager to get closer to your target audience.
- **Activity C:** will aspire to make your content as inspiring as possible.
- **Activity D:** useful for managing several social media at the same time (for effective use of time and scheduling).

### **Activity A: Create your persona for the cause of your social entrepreneurship**

The objective of this activity is to give participants the opportunity to understand the needs of their target group in Social media, which is relevant to a cause.

<b>Nº of participants</b>	Indiscriminate
<b>Target group</b>	Participants will be members from the same work team (members of the same office or division, or classmates)
<b>Time for the activity</b>	15-30 minutes
<b>Materials needed for implementation</b>	Prints of personas canvas for each group, pens, or if online you can give the template and work in Jamboard in breakout rooms and put sticky notes.

The procedure to be able to carry out this activity is the following:

- The facilitator of the activity explains to the group of participants that they are going to develop a personal social media canvas for the targeted group of their social cause.
- He/she asks for the participants to shape groups of 2-3 persons and define a cause they want to work on, on their social media campaign.
- Afterwards, he/she gives to each group one personas canvas in order to work on it for their personas. In addition, the facilitator explains the main sections of the canvas and gives time to the groups to work on it. It is important to try to give some examples to let participants understand better on what to do.

Introduction/ inspiration on a similar activity can be found in this short [video](#).



If you want to see an example of the activity, you can visit see the International Learning Training Activity [here](#). The participants in the aforementioned activity were split into break out rooms, specifically in 3 groups and they were given 30' to create their persona. Here you can see one of them:

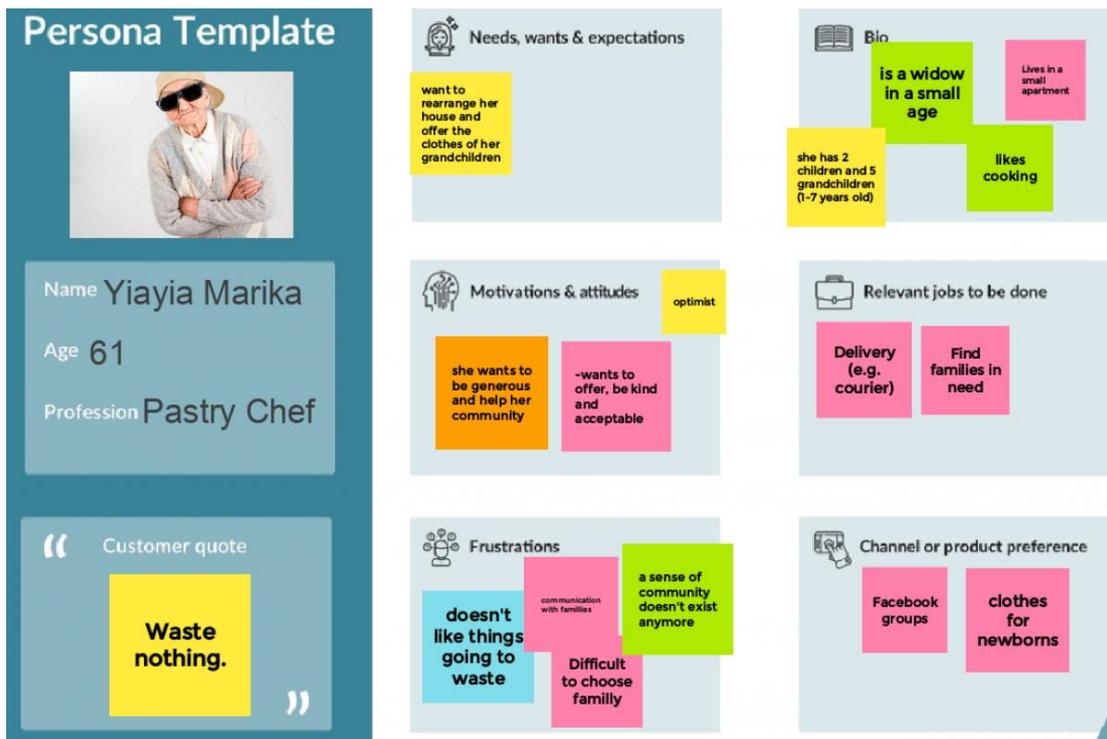


Figure 22: [Persona Canvas activity LTTA 1](#)

### **Activity B: AD Inspiration**

This activity is aimed at providing guidelines on how to use Facebook ads manager in order to understand a target audience. Participants have to create a campaign for promoting the vision of the enterprise. They will be given 20 minutes to define their communication plan. The specific objectives of the activity are:

- To better understand the profile of your target group(s)
- To engage better with your target group.

<b>Nº of participants</b>	Ideally 10 participants
<b>Target group</b>	Participants will be members from the same work team (members of the same office or division, or classmates)
<b>Time for the activity</b>	15-30 minutes
<b>Materials needed for implementation</b>	Laptops, leaflets and PowerPoint presentations.

Once they have finished defining their communication plan, they will be asked to explain:

- which their target group is,
- whom they want to approach through their campaign and why.

After they define these questions you ask them to analyse their groups reached via the Facebook ads manager.

### Activity C: *INSPIRE* your content

This activity is aimed at helping people employed in social enterprise who may not have the proper knowledge for adequate content creation in social Media. Participants will be introduced to open source platforms: software for content creation according to each type of social media used. They will be supported to create content for a small Instagram or Fb campaign.

<b>Nº of participants</b>	Ideally up to 10 participants
<b>Target group</b>	Participants will be members from the same work team (members of the same office or division, or classmates)
<b>Time for the activity</b>	15-30 minutes
<b>Materials needed for implementation</b>	Laptops, leaflets and PowerPoint presentations.

In order to carry out this activity:

- Participants will be asked to discuss the following questions:
- They will need to select an idea/cause to support through social media
- Once they have defined their idea/cause they will try to fill the Canvas
- Finally, they will be asked to present and explain their outcomes

The above was also one of the Activities presented in the C1 International Training for piloting between the partners and the organisations and it started with a very brief presentation showing the title of the activity, the aim and 3 samples with their links. Those samples are; 1) [Content strategy Canvas](#), 2) [Social Media Strategy Canvas](#) and 3) [Digital Marketing toolkit](#) (see the actual presentation [here](#)).

Her you can find the template of the activity as well as an actual canvas completed, on the spot, online by one of the groups:

# Social Media Canvas

Project name:

Date:

Version:

<p><b>Goal</b> Write what success looks like for you.</p> <p>This is the "why". Focus on desired user actions. What action(s) do you want users to take? Common user actions are phone call, email, message, liking post, commenting, sharing, subscribing, joining drip campaign, etc. How do you measure success?</p>	<p><b>Content Topics</b> Jot down a few key categories you can post around.</p> <p>This is the "what". Focus on content that adds value to your users. Common topics include success stories, helpful guides, testimonials, interesting news, "edutainment". Give your users what they want, not what you want. What problems can you help your user with? What entertains your users? It's not all about you. Share content from outside your industry that your users would find helpful. Review the performance of past posts to inspire future posts. Storytelling is a must. People tend to connect better with stories, not just factoids. Consider sharing user generated content.</p>	<p><b>Team</b> Pick who will coordinate.</p> <p>This is the "who". Focus on responsibility. Main roles include posting, interacting with users, and outreach. Establish posting procedure, with one person overseeing all social media.</p>
<p><b>Channels</b> Select which channels you want to leverage.</p> <p>This is the "where". Focus on platforms where your users are. Ideally, each channel has a different strategy. Remember that each channel has a unique culture. Don't overcommit. Focus on perfecting one platform at a time. Ensure each profile is set up correctly such as having a profile picture, header image, and completing the about section.</p>	<p><b>Content Format</b> Identify what post formats your users prefer.</p> <p>This is the "what". Focus on what formats your users engage with. Formats include pictures, videos, gifs, short text posts, long-form text posts, live streams, podcasts, links, infographics, VR &amp; 360 content, downloadable items, etc. Ensure your channels support the content format you create. Not all topics deserve the same level of production quality. No content will be perfect. Remember that done is better than perfect.</p>	<p><b>Budget</b> Outline your spending.</p> <p>If social media is a big part of your marketing, expect to spend money. Unless your content is highly shareable, you'll need to pay to extend its reach. Ensure your spending helps you reach your goal. Don't be afraid to change tactics if you aren't getting a good ROI.</p>
<p><b>Rhythm</b> Plan when you will post on social media.</p> <p>This is the "when". Focus on posting consistency. Create a calendar for when and what you're going to post. Posting times matter. Optimizing timing can increase impact. Integrate with your larger marketing plan. Consider seasons and specials. Ideal time to post is based on your target users habits.</p>	<p><b>Content Tone</b> Choose a tone to create the feeling users want.</p> <p>This is the "what". Focus on presentation and perception of your content. Your branding should dictate your tone. Your tone can be based on experience, style, luxury, performance, value, innovation, service, conscientiousness, and disruptiveness. See Denise Yohn's work for more details. Cultivate a personality.</p>	<p>Social Media Canvas   © Orange Cube Group   orangecube-group.com</p>

Figure 23: [Social Media Canvas activity LTTA 1](#)

## Group 1

# Social Media Canvas

Project name:

Date:

Version:

## COOL TOOLS

Google Trends: in order to know which are the relevant topics at a particular moment.

Google Key Words: to search key words of your business activity on social media

<p><b>Goal</b> Write what success looks like for you.</p> <p>To engage our "personas" in our social initiative - to donate clothes</p> <p>Raise awareness of the topic</p> <p>To reach and engage a large number of "personas"-donators</p>	<p><b>Content Topics</b> Jot down a few key categories you can post around.</p> <p>Statistics on the issue and real stories or interviews in order to raise awareness on the topic and on the topic of gender equality and promote cooperation</p> <p>Donation campaigns: specific</p> <p>"What have we done" section with photos and short videos</p>	<p><b>Team</b> Pick who will coordinate.</p> <p>SEO, a social media manager</p>
<p><b>Channels</b> Select which channels you want to leverage.</p> <p>Facebook, Instagram, Twitter, YouTube, LinkedIn, Email, Podcast, Live Stream, VR/AR, 360 Content, Downloadable Items, etc.</p>	<p><b>Content Format</b> Identify what post formats your users prefer.</p> <p>Short videos</p> <p>Images, infographics</p> <p>Short texts, including questions to engage the reader</p> <p>Polls</p> <p>Include specific hashtags</p>	<p><b>Budget</b> Outline your spending.</p> <p>Facebook: pay for reaching more people with the post. Instagram a daily budget of 10 euros.</p>
<p><b>Rhythm</b> Plan when you will post on social media.</p> <p>Twitter, Facebook and Instagram: on a daily basis (12am-1pm) / Youtube: twice or three times per month</p>	<p><b>Content Tone</b> Choose a tone to create the feeling users want.</p> <p>Informal and familiar. Appealing to the emotions of the readers. Humour in some cases will be a good option as well</p>	<p>Social Media Canvas   © Orange Cube Group   orangecube-group.com</p>

Figure 24: [Social Media Canvas activity LTTA 1](#)

### **Activity D: Effective Management**

This activity is aimed at illustrating the participants with the importance of good social media management, receive some tips but mainly, will be instructed on tools to make the process easier and less time-consuming

<b>Nº of participants</b>	Groups of 3-4 participants or individually
<b>Target group</b>	Participants will be members from the same work team (members of the same office or division, or classmates)
<b>Time for the activity</b>	15-30 minutes
<b>Materials needed for implementation</b>	Laptops, Internet connexion and possibly PowerPoint or video tutorials

The trainer will have to think of a specific content for participants to publish. The point of this activity is not to teach them how to create content but how to effectively publish it and get the interest of the audience

- First, participants are asked to schedule given content on the social media channels that they deemed relevant – without any prior instructions.
- Second, the trainer will give brief instructions on how to use tools such as Hootsuite, explaining their benefits.
- Third, participants will have to apply the given guidelines and share a post on all channels using the provided tools.
- The importance of scheduling according to the audience should be emphasised.

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# 11. ANNEXES

## ANNEX 1 – SOCIAL BUSINESS CANVAS

### ADELANTE KNOWLEDGE AND DEVELOPMENT

<b>Mission Statement</b>					<b>+ Externalities</b> n/d
We support the definition and implementation of new policies and projects while looking for the most efficient ways to create participatory change					
<b>Problem</b>	<b>Key Activities</b>	<b>Value proposition</b>	<b>Beneficiary relationships</b>	<b>Beneficiaries</b>	
Lack of expertise on project management focused on sustainable development of communities	<p>Training</p> <p>Support, policy making and assessment in international projects focused on social change, public finance and sustainable development</p> <p>Capacity development</p>	<p>New approaches and services delivered to enable true partnerships between governments, citizens, and private partners</p> <p>Underline the importance of a context analysis that pays special attention to interactions, synergies, dependency or potential effects between thematic areas</p>	n/d	Their projects' target communities	
<b>Solution</b>	<b>Key Metrics</b>		<b>Channels</b>	<b>Key partners</b>	<b>- Externalities</b>
They provide support to appraise and choose alternatives, design and implement best-fit solutions.	n/d		Phone, email. social networks and face to face	European Commission - Development and Cooperation Directorate General - Europe Aid	n/d
<b>Cost structure</b>		<b>Financial sustainability</b>			
n/d		n/d			

ANAKYKLOS PERIVALLONTIKI

Mission Statement					+ Externalities
<b>Problem</b>	<b>Key Activities</b> Recycling clothes Selling recycled clothes Research Promotion	<b>Value proposition</b> Easy way to donate clothes, which does not require extra time/work	<b>Beneficiary relationships</b> n/d	<b>Beneficiaries</b> People who cannot afford to buy new clothes Donors Both based in Cyprus	<b>- Externalities</b>
<b>Solution</b>	<b>Key Metrics</b>		<b>Channels</b> The bins are spread in strategic places throughout the island (next to bus stops, water tanks, etc.) Facebook	<b>Key partners</b> Textiles industries Any organisation using a lot of fabric Citizens (donors)	
<b>Cost structure</b> Bins + clothes processors + rent + salaries + machines maintenance		<b>Financial sustainability</b>			

## APADRINA UN OLIVO

<b>Mission Statement</b>					<b>+ Externalities</b> Environmental sustainability  Economic growth for Oliete's inhabitants
Fight against depopulation, sponsor an abandoned olive tree					
<p><b>Problem</b> Depopulation</p> <p>Environmental consequences of the abandonment of olive trees</p> <p>Lack of opportunities</p>	<p><b>Key Activities</b></p> <p>Sponsorship of the olives</p> <p>Production of olive oil</p> <p>Learning program</p> <p>Employment workshops</p> <p>Partnerships with other NGOs/public administration</p> <p>Participation in summits such as "South Summit"</p>	<p><b>Value proposition</b></p> <p>Empower inhabitants of Oliete in the recovery, conservation and enhancement of the century-old abandoned olive grove, generated in those peoples involved a sustainable economy with social inclusion</p>	<p><b>Beneficiary relationships</b></p> <p>Personal; establishment of a close bond with the initiative due to its reliance on the project and shared values</p>	<p><b>Beneficiaries</b></p> <p>Oliete's population</p>	
<p><b>Solution</b></p> <p>Empower inhabitants in the recovery, conservation and enhancement of the century-old abandoned olive grove, generated in those peoples involved a sustainable economy with social inclusion.</p>	<p><b>Key Metrics</b></p> <p>Number of olive trees sponsored</p> <p>Acknowledgements</p> <p>Population growth in the target place</p> <p>Economic revenues from products</p>		<p><b>Channels</b></p> <p>Phone, email, social networks and face to face</p>	<p><b>Key partners</b></p> <p>Local/National public administration, Foundations, businesses</p>	<p><b>- Externalities</b></p> <p>n/d</p>
<p><b>Cost structure</b></p> <p>n/d</p>	<p><b>Financial sustainability</b></p> <p>Nowadays, Apadrina un Olivo is economically sustainable: Revenues from the oil that is sold, Contributions from companies and institutions, Contribution of the olives' sponsors'</p>				

Mission Statement					+ Externalities
<b>Problem</b>	<b>Key Activities</b> Collecting unused medicine  Redistribute them to various channels	<b>Value proposition</b>  Access to medicines for all	<b>Beneficiary relationships</b>	<b>Beneficiaries</b>  Uninsured people are socially vulnerable groups.  people (usually women) who have medicines that they don't use anymore	
<b>Solution</b>	<b>Key Metrics</b>		<b>Channels</b>  App  Web platform	<b>Key partners</b>  Relative NGOs  Health sector companies  Social pharmacies  Nursing houses  Companies  Citizens (Donors)	<b>- Externalities</b>
<b>Cost structure</b> Value-Driven		<b>Financial sustainability</b>  Lending			

Mission Statement					+ Externalities
<b>Problem</b>	<b>Key Activities</b> Design tailor made products for people with chronic rare diseases and/or hidden disabilities  Seminars	<b>Value proposition</b>  Empowering people with disabilities	<b>Beneficiary relationships</b>	<b>Beneficiaries</b>  Communities  People with chronic/rare diseases  People with disabilities Niche Market  Greek people that buy regular products ex.: cups	
<b>Solution</b>	<b>Key Metrics</b>		<b>Channels</b>  E-shop  Co-working space	<b>Key partners</b>  Designers  Health professionals  Investors - Donors	<b>- Externalities</b>
<b>Cost structure</b> Value-Driven		<b>Financial sustainability</b>  Asset Sale – E-shop  Usage Fee – Co-working space			

## SYNTHESIS

Mission Statement					+ Externalities
<b>Problem</b>	<b>Key Activities</b> Training Research Management of educational and social projects Management of "Hub Nicosia," a pioneering a social innovation hub + co-working space	<b>Value proposition</b> Provide mentoring and training to populations in need Tackle targeted societal issues Hub: Support organisations, entrepreneurs and enterprises with a social mission	<b>Beneficiary relationships</b> For the hub: Long-term relationship	<b>Beneficiaries</b> People who are at the risk of social exclusion; NEET youth, migrants, people with disabilities, or those with fewer opportunities. For the hub: Young / starting entrepreneur	
<b>Solution</b>	<b>Key Metrics</b>		<b>Channels</b> Facebook, Website, Networking, IRL Events	<b>Key partners</b> European Commission EUclid network Diosis network European Network of innovation for inclusion Other NGOs	<b>- Externalities</b>
<b>Cost structure</b> Rent + salaries + equipment		<b>Financial sustainability</b> Funds from the European Commission + Customers of the co-working space			