

# SOCIAL ENTREPRENEURSHIP IN RURAL AREAS

THE POWER OF  
INNOVATION

PLANTING THE SEEDS  
OF GROWTH





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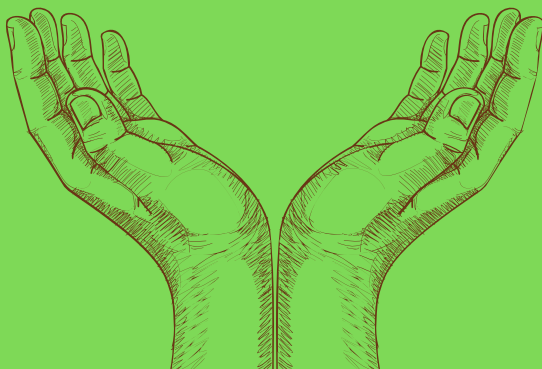
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# Introduction





# About the context

## **ASSOCIAZIONE JOINT ERASMUS+ ACCREDITATION**

Associazione Joint got awarded with a 3-year Erasmus+ accreditation for a strategy focused on the inclusion and the empowerment of young people with severe social and economical fewer opportunities and highly vulnerable young people in European mobility projects (from shelters, youth centers, communities, supported by social services etc.).

Thus, our aim is to create an involvement structure by addressing 3 challenges:

- recruiting young people with severe fewer opportunities, also creating local networks of entities directly working with them;
- training youth workers active in the field of international mobilities to work with young people with fewer opportunities, and training educators to work in international mobility projects;
- creating preparation and follow up standard activities to address the needs of the target group.



# About the YE

## **SOCIAL ENTREPRENEURSHIP IN RURAL AREAS**

Guided by the values of inclusion, diversity, equity and empowerment, Associazione Joint organized a youth exchange called “Social Entrepreneurship in Rural Areas”, that took place from 7th of November to 15th of November in Ligonchio, Italy. A total of 25 participants (including 4 group leaders & 1 facilitator) from 4 countries - Italy, Spain, Bulgaria & France - participated in the mobility activity, out of which 10 participants (41.66% of the total number of participants) were identified facing fewer opportunities in their daily life, many of them with social issues in terms of social integration and the level of English close to zero.

Consequently, together with the team leaders through multiple online preparatory meetings, we designed the objectives and the methodologies, according to the needs shared:

- Teach participants more about entrepreneurship, social entrepreneurship and sustainability.
- Offer the opportunity to develop a group idea for a social enterprise to be developed in a rural area at risk of depopulation.



# About the YE

- Sharing best practices to combat depopulation of rural areas, starting with the younger generation.
- To share best practices and create together with a multicultural group strategies to promote youth participation, youth initiatives and youth-led social enterprises in rural areas.
- The program aimed to provide young people with a multicultural learning experience.
- To promote the Erasmus+ programme and international mobility opportunities.

In order to reach these objectives and taking into consideration the discovered language barriers, we decided to structure the activities as practical as possible, in order to make them as little based on verbal communication and to encourage the youngsters to express themselves creatively, while involving each partner & empowering the participants to take a step forward, through skills sharing. In this direction, we strongly encourage you to create personalized materials, based on the needs of your participants and we hope that you will find inspiration or even test the ones listed in this toolkit.



# About the topic

Entrepreneurial competencies represent a critical set of skills, traits, and behaviors that individuals possess to effectively navigate the complex and dynamic landscape of entrepreneurship... but entrepreneurs are not merely individuals who start businesses; they are dynamic problem-solvers and visionaries who bring ideas to fruition. The possession of entrepreneurial competencies goes beyond traditional business understanding, encapsulating a diverse range of capabilities. These competencies include but are not limited to creativity, risk-taking propensity, adaptability, resilience, and a keen sense of opportunity recognition, that we tackled during team building sessions.

As creativity is the cornerstone of entrepreneurial competencies, enabling individuals to ideate, innovate, and differentiate their ventures in a crowded marketplace, we invited the participants to try to build the tallest spaghetti tower in small groups, alongside the local community of Reggio Emilia. Having limited materials and 10 minutes, we wanted to promote the idea that the ability to take calculated risks is another pivotal competency, as entrepreneurship inherently involves uncertainty and ambiguity.





# About the topic

Since the entrepreneurs must possess the courage to venture into the unknown, coupled with a strategic mindset to manage and mitigate risks effectively, we divide the participants into 2 teams, each having to build half a bridge with limited resources, with the aim that the whole bridge would be 1m long and able to hold a toy car. Thus, we planted the seed that adaptability and resilience are indispensable competencies in an entrepreneurial journey sprinkled with challenges. The capacity to pivot, learn from failures, and persevere in the face of setbacks distinguishes successful entrepreneurs from the rest.

We highly encourage you to create personalized materials, based on the needs of your participants and we hope that you will find inspiration or even test the ones listed in this toolkit.



# Methodologies





# The Marshmallow Challenge

**Objectives:** in small groups, participants are deciding a strategy to build the tallest tower from limited materials (spaghetti sticks, scissors, tape and elastic bands) to hold a marshmallow on top (without being able to stick it)

**Group size:** 40 participants (divided into 8 smaller groups of 5 members)

**Time:** 20 minutes (without the explanation of the rules and the presentation of the results)

## Resources:

- 20 spaghetti sticks per group;
- One pair of scissors per group;
- 1 meter of tape per group;
- A couple of elastic bands per group;
- 1 marshmallow per group;
- measurement tape
- cronometer
- music (optional)
- One facilitator, that will explain the rules & keep an eye on the time
  - Optional: another facilitator, that it's observing the dynamic in the groups



# The Marshmallow Challenge

## Preparation:

- prepare the place where the activity is going to happen;
  - *Optional: you can choose to do this activity outside and use benches as a support or even the soil;*
  - *Optional: you can choose to do this activity inside and either use tables as support (on which you can already prepare all the materials) or the floor, carpet etc.*
- create a kit for each team that contains twenty sticks of spaghetti, one meter of tape, a couple of elastic bands, one pair of scissors and one marshmallow.
  - *Optional: place the materials into a paper lunch bag, in order to both simplify distribution and to hide the contents, maximizing the element of surprise;*

## Description of the method step by step:

- The facilitator presents the challenge & the groups are formed.
- Each group receives a kit & the cronometer starts!
- From time to time, remind the participants how much time they still have left.
- After 20 minutes, tell the participants that the time is up and start measuring each tower (from the ground, until the top of the marshmallow)



# The Marshmallow Challenge

## Things to keep in mind:

- You can use this activity as an impact assessment, in regards to the quality of the teambuilding, by challenging the participants twice (once in the beginning of the mobility and once at the end of it) and keeping the same small groups. In this way, they can become aware themselves of their own evolution as a group;
- You can add new rules, such as limiting team members' senses - a person who can't see (blindfolded), a person who can't communicate verbally (a mask), a person who can't use their hands (hands tied behind the back)
- You can change the allocated time, the number of the people per group and the materials, in order to fit your needs;
- You can carry on a debriefing at the end of the activity, with a focus on teamwork, risk management, nonverbal communication.
- Observing the dynamics of the small groups could offer you an insight into the roles each participant plays;



# The Bridge over the River

**Objectives:** being divided into 2 teams that can not see each other and can only communicate through one spokesperson, each group needs to build half of the bridge, which -in scale- is 1 meter, and that, once connected, should be able to support a toy car;

**Group size:** 24 participants (divided into 2 groups)

**Time:** 60 minutes (without the explanation of the rules) + time for debriefing

## **Resources:**

- Newspaper, balloons, pairs of scissors, pens, paper, tape, strings... any!
- Measurement tape
- Music (optional)
- One facilitator, that will explain the rules, keep an eye on the time & observe the dynamic in one of the groups;
- Recommended: another facilitator, that it's observing the dynamic of the other group, while keeping an eye on the time;



# The Bridge over the River

## **Preparation:**

- *prepare the place where the activity is going to happen;*
  - *Optional: you can choose to do this activity outside and use benches as a support or even the soil;*
  - *Optional: you can choose to do this activity inside and either use tables as support (on which you can already prepare all the materials) or the floor, between 2 benches, carpet etc.*
- *create a kit for each team that contains the same quantity of each material.*
  - *Optional: place the materials into a paper lunch bag, in order to both simplify distribution and to hide the contents, maximizing the element of surprise;*

## **Description of the method step by step:**

1. *Divide the group in two.*



# The Bridge over the River

## **Description of the method step by step:**

2. Explain that they are the inhabitants of towns that are separated by a huge river. After years of discussion, they have decided to build a bridge to cross the river; one town will make one half, the other the second half. There is a problem however, since it is almost impossible to communicate with each other. Only one person will be able to speak with one person from the other group to discuss the design of the bridge on two intervals. This spokesperson will be elected within the group.

3. Each group then goes to a different room, from which it is impossible to see or hear the other group. In the room they will find all sorts of materials to build the bridge from. The only thing they know about the design of the bridge is that it should cross the river, which -in scale- is 1 meter, and that the bridge, once connected, should support a toy car.





# The Bridge over the River

## **Description of the method step by step:**

4. They will have to work out with the other group how wide or high the bridge should be. The group then has 30 minutes to elect their spokesperson, divide tasks and get started. After 10 minutes, the spokesperson can speak in private to the spokesperson of the other group for 5 minutes. They are only allowed to speak, not exchange designs or so. After that, the group has 15 minutes to hear the report of the spokesperson, work on the bridge and adjust the design if necessary. Then, in the last 10 minutes there is again 5 minutes time for deliberation between the spokesperson in another room. After that, the groups have 5 minutes to finish the last adjustments.

5. Then, the two groups are supposed to get together again and present their part of the bridge, and the bridge is tested. They have 5 minutes for that.

6. After the test with the toy car, the group evaluates the activity by sitting in a circle & discussing the roles, the challenges and skills used, as well as how it links to the real life of being an entrepreneur.



# The Bridge over the River

## Things to keep in mind:

- There are plenty of extensions of this activity that you can find in different toolkits or on websites, such as SALTO-YOUTH. You can, as well, add new rules, such as limiting team members' senses - a person who can't see (blindfolded), a person who can't communicate verbally (a mask), a person who can't use their hands (hands tied behind the back). Another option is to switch for 3 times two people between the two groups, every 5 minutes. These people are the migrants and they have to follow special rules in order to simulate the linguistic difficulties in the interaction between different cultures. More details you can find here.
- You can change the allocated time, the number of the people per group and the materials, in order to fit your needs;
- Be aware of the linguistic barriers - this could exclude some people from taking action!
- Observing the dynamics of the groups could offer you an insight into which participants feel comfortable in expressing their ideas in public, which participants take the leadership or a more supportive role, which participants self-exclude themselves. Furthermore, if you are familiar with Holland's theory of RIASEC, it could offer you a glimpse of which participants have the base of a creator, thinker, doer, helper, persuader or organizer.



# Social entrepreneurship vs entrepreneurship vs NGOs

**Objectives:** offering the participants a clear idea in regards to what is social entrepreneurship, its similarities & differences when it comes to entrepreneurship and non-governmental organizations

**Group size:** 24 participants

**Time:** 90 min

**Resources:**

- One facilitator & a timekeeper;
- Internet connection (for the research);
- Different materials, in case the groups want to create props for their performances;

**Preparation:**

- Prepare 2 sticky notes for each group, with keyword related to Private enterprise, NGOs and Social Enterprise
- Prepare a flipchart with 3 spheres, inspired by Venn Diagram (write on one circle “Social Entrepreneurship”, on one “Entrepreneurship” and on one “NGOs”)
  - Prepare the definition of the Social Entrepreneurship, if needed;
  - Prepare the Q&A on Social Enterprises for the end of the activity;



# Social entrepreneurship vs entrepreneurship vs NGOs

## Description of the method step by step:

- 10 minutes - create a short introduction to the topic, explaining the reason for the 3 spheres. Definition, through an open discussion, of Private enterprise and NGOs.
- 10 minutes - division in couples. Each couple receives 2 sticky notes, with keywords related to Private enterprise, NGOs and Social Enterprise. They have to agree on the right position of the sticky notes on the flipchart.
- 10 minutes - the facilitator gives the definition of Social Enterprise, in case with an open discussion. The facilitator will build the explanation making continuous reference to the keywords.
- 5 minutes - arrangement of the sticky notes, according to the new element
- 5 minutes - the group is divided into groups of 2-3 people. Each group receives a keyword that is particularly relevant for Social Enterprises
- 20 minutes - each group has to research more about the meaning of the keyword for social enterprise and creates a short (non-verbal) performance to explain the concept



# *Social entrepreneurship vs entrepreneurship vs NGOs*

## **Description of the method step by step:**

- *20 minutes - each group performs, while the others have to guess what's the keyword they are referring to. The performing group, once the word is guessed, will give a short theoretical explanation of that concept, in the field of Social Enterprises.*
- *10 minutes - closing, with Q&A on social entrepreneurship and its differences from the other 2 spheres*

## **Things to keep in mind:**

- *Use comprehensible words, in order to avoid misunderstandings due to language barriers;*
- *In order to avoid your handwriting not being legible, use capital letters;*
- *Be very patient & be ready to repeat the same concept a couple of times:)*
- *Not recommended if there are linguistic barriers;*



# Sustainability: economical, social and environmental

**Objectives:** introducing the pillars of sustainability: economical, social and environmental

**Group size:** 24 participants

**Time:** 90 min

## **Resources:**

- One facilitator to explain the tasks & to keep an eye on the time
- Optional: another facilitator, that it's observing the dynamic in the groups
- The cards with the chosen waste materials;
- The cards with the chosen social contexts;
- Markers, colours, crayons & pens
- White A4 sheets and coloured ones, crêpe paper
- Flipchart papers
- Scissors & tape
- Any other material that you have!
- Cronometer
- *Music (optional)*



# Sustainability: economical, social and environmental

## **Preparation:**

- Choose waste materials, according to the number of the groups you aim to work with;
- Create different social contexts, local realities each facing one or few challenges, inspired by the profile of the participants and according to the number of the groups you aim to work with;

## **Description of the method step by step:**

1. Participants divide themselves in 6 teams of 3-4 people.
2. The facilitator explains the first step of the activity: each team will receive a card with a waste material on it (examples: coffee grounds, large bags from construction materials, used car tires, bottle caps and corks, bedding-textile and wooden pallets) and will have to think about 50 ideas on how to upcycle the given material, in 15 minutes.



# Sustainability: economical, social and environmental

## **Description of the method step by step:**

3. After 15 minutes, the participants are invited to choose 1 idea - the most original, interesting, which they like the most.

4. Each group is, then, given different social contexts, local realities each facing one or few challenges and asked to adapt their idea to the context they received, in order to create a poster selling their product to the desired target group. Aspects they need to think about:

- What will be their final product/service?
- What other resources do they need (materials & human resources) to produce their product/service?
- How will they make money:
  - Who will buy their product/service?
  - How much will it cost?

5. Presentation in plenary.





# Sustainability: economical, social and environmental

## Ideas for the social contexts:

- An island with 1000 inhabitants in the south of Italy, a popular vacation spot during summer, but at other times of the year it's quiet and there are not many social opportunities for local inhabitants, most of them are farmers growing olive trees and running agriturismo (a farm designed to also receive guests, whether for food (lunch and dinner), holiday accommodation, or a combination of the two).
- A mountain village of 400 inhabitants, where 60% of people are over the age of 50 years. Most of the villager's main income is coming from breeding goats and sheep and producing milk and cheese. But since the big dairy production companies are providing cheaper products and the nearby villages are suffering depopulation, and the inhabitants are getting older, they feel that the efforts of their small productions are not worth it anymore.



# Sustainability: economical, social and environmental

## Ideas for the social contexts:

- A village of 100 inhabitants, situated in the middle of the forest, where there's a big river. Most of the people's main income is coming from fishing and selling wood, but, lately, the forest has suffered numerous illegal deforestation from outsiders, and the villagers fear that the fish will not be enough soon, especially that winter is coming...
- An isolated rural area of 50 family farms of at least 3 generations, where the main income is coming from growing and selling vegetables and fruits every weekend in the nearest city, situated 50km away. But since it hasn't rained in 4 months and the prices of fuel increased dramatically lately, they are afraid that very soon they will need to take the decision to sell also the products that they are using for themselves, now that the soil is very dry and the river closeby dried up.



# Sustainability: economical, social and environmental

## Things to keep in mind:

- Most probably, they will not be able to write 50 ideas in 15 minutes, which could cause some frustration inside of the small groups.
- Each group works differently, especially when it comes to the creative tasks.
- Try to choose materials that are common in all the participating countries.
- Try to choose social contexts that are inspired by the profile of the participants.
- This activity could either last 90 minutes or 30 minutes - it depends on the group.



# Interviews with Social Entrepreneurs

**Objectives:** alongside having the opportunity to engage in the activities of the social entrepreneurship of the hostel we collaborated with, the youngsters had an example from each participating country, through the results of interviews conducted by each team leader before the mobility.

**Group size:** 24 participants (divided into 5 small groups)

**Time:** 90 min

## **Resources:**

- The written interviews conducted by each team leader before the mobility
- Any material for the props!
- *Optional: in case of video interviews, laptop & speakers*

## **Preparation:**

1. Each team leader conducted a written / video interview with a social entrepreneur from their country prior to the mobility, with a focus on:

- Why did they choose to pursue this
- particular idea? What is their local context?
- What is their aim / mission?



# Interviews with Social Entrepreneurs

## **Preparation:**

- What are their values?
- How did they find the necessary resources (material, human ones)? What about now - has the process changed since they started?
- What challenges did they face / are they currently facing?
- Which activities do they implement / which services do they provide?
- What is the target group that benefits directly from their initiatives?
- How do they ensure the financial sustainability of their enterprise?
- How do they promote their activities?

## **Description of the method step by step:**

1. Division into small groups.
2. A representative of each group chooses one of the papers.
3. Afterwards, each group is going through the given material, with the aim of creating an artistic performance that will help them present their chosen social enterprise.

## **Things to keep in mind:**

- If there are few people that experience linguistic barriers, try to form groups so that there are either two people speaking the same language to facilitate translation and/or provide a written version of the interview that can be scanned and automatically translated by such applications.
- Try to offer to each group time & space to explain their performance.



# Business Tinder

**Objectives:** forming small groups of youngsters with similar ideas that they will be working with in a self-managed flow for the next days, in order to develop a business model of a social enterprise

**Group size:** 24 participants

**Time:** 90 min

## **Resources & Preparation:**

- Print a page for each participant with allocated spaces to write down:
- their name
- type of location they would like to develop an entrepreneurial idea for (village/small town/city/online space)
- what qualities and skills they are looking for in their team-mates
- a list of social issues from which they have to choose top 3 that they are most interested in a list of team work characteristics, from which they are invited to choose 3 that are most applicable to themselves.



# Business Tinder

## **Description of the method step by step:**

1. Each participant receives a page and fills out the form individually and later uses it to introduce themselves to others.
2. Based on the profiles, participants form teams of 4-6 people with maximum 2 people from the same national team which they will be working with for the next 2 days in order to develop a business model of a social enterprise.
3. Teams are invited to create a totem which represents their team and which they will take care of during the business model development process.
4. Totems are presented to the other teams, as well as their meaning.

## **Things to keep in mind:**

- If there are few people that experience linguistic barriers, create a flipchart that could help them visually and go step by step, by filling it in (see next page)
- Having a written support that can be scanned and automatically translated by such applications could facilitate the translation for the youngsters facing language barriers;



NAME: **CRIS**

📍 A VILLAGE / SMALL TOWN / CITY / ONLINE / REFUGEE CAMP

LOOKING FOR (IN THE TEAM)

EXPERT ON TOPICS (MIGRANTS & REFUGEES), LINGUISTIC SKILLS, PSYCHOSOMATIC SKILLS, ART THERAPY

I'M GOOD AT:

ACTIVE LISTENING, WRITING STUFF (PROJECTS, REPORTS, ARTICLES)

### SOCIAL ISSUES

- ACCESS TO LABOR MARKET
- MIGRANTS AND REFUGEES ①
- GENDER EQUALITY
- CIVIL RIGHTS
- WORKER'S RIGHTS
- ENVIRONMENT & CLIMATE

- DISABILITIES
- CHILDREN'S RIGHTS
- HUMAN RIGHTS ②
- HEALTH & SAFETY
- INTERGENERATIONAL DIALOGUE
- OTHER intercultural dialogue ③

### HE IN TEAM WORK:

- FOCUSED ON GOALS
- PRACTICAL
- ORGANISED
- ANXIOUS WITH DEADLINES
- PERFECTIONIST
- CALM
- CHARISMATIC ①
- IMPATIENT
- PATIENT
- INDIVIDUALISTIC
- SENSITIVE ②
- DIPLOMATIC
- INTROVERTED
- UNEMOTIONAL
- EXPERT ON ③ TOPICS





# Problem Analysis

**Objectives:** inside of the small groups created during the previous activity, the youngsters presented their respective local realities and initiatives, encouraging discussions across diverse socio-economic backgrounds and cultures. The framework was designed by tackling the topics of identifying the tree of problems and solutions through a walk & talk around the village, in order to discover the local realities of rural areas in different countries and choose a challenge to work with.

**Group size:** 24 participants (divided into small groups)

**Time:** 90 minute

**Preparation:**

- Create the indications & route around the village and stick them; recommendation: use another coloured paper for each team;



# Problem Analysis

Example:

*1st step, glued on the fence of the venue:*

Share points of your research about your local context:

- What are the needs / challenges of your community? What is missing in your community?
- Who exactly is directly affected by it?
- Is the challenge identified / addressed already?  
How?

*2nd step, glued around the village:*

Going until the next point, come up with one problem that you as a team would like to work with.

*3rd step, glued around the village, on the way back:*

Going until the next point, think about the causes of this problem - what factors made this problem happen? On the way, collect a little tree branch for each of the consequences.

*\*Recommendation: glue this paper close to an area with trees or branches*



# Problem Analysis

*4rd step, glued close to the venue, on their way back:*  
Going until the next point, think and discuss the consequences of this problem - on what happens because of this problem? Collect a leaf of a tree/plant for each of these consequences.

*\*Recommendation: glue this paper close to an area with trees or bushes*

## **Resources:**

- Coloured papers, plastified if possible (depending on the weather);
- Tape or rocks;
- One facilitator to explain the tasks & to make sure the youngsters are not getting lost around the village;
- Glue sticks and/or hot glue guns;
- Markers, crayons;
- Scissors;
- Flipchart papers;



# Problem Analysis

## **Description of the method step by step:**

1. The facilitator explains the first part of the activity (walk & talk around the village)
2. A representative of each group formed during the previous activity chooses one of the available colours (used for printing the steps) -> their mission becomes collecting all the papers of the same colour and fulfilling all the tasks written on it;
3. On their return, each group will create the tree of the problem they have decided to tackle, using the branches and leaves collected during the first stage of the activity.
4. *Optional: presentation in plenary*



# Problem Analysis

## Things to keep in mind:

- Self-managed activity;
- When creating the route of the first part of the activity, put a focus on how logical & clear it is, as well as try to provide an allocated space for each team;
- If there are participants facing language barriers, use simple, easy-to-understand terms;
  - *Recommendation: print out the steps or use handwriting that can be easily understood if translation applications will be used.*
- Each group has a different dynamic and the time in which this activity is completed could vary;
  - *Recommendation: you can organise this activity before the coffee break / lunch break, so that if there are any groups that would like to continue the discussion or the creation of the tree, they have the time & space;*



# From Problem to Solution!

**Objectives:** defining the values, mission and vision of their enterprise idea;

**Group size:** 24 participants (divided into small groups)

**Time:** 90 minutes

## **Resources:**

- A printed layout of a cube (A4 page) like the one on the next page for each group;
- Make sure they can cut it & transform it into a 3D cube.
- Scissors;
- Glue sticks;
- Markers & crayons;

## **Description of the method step by step:**

- Each group receives the printed layout of a cube;

## #1 VALUE:

"we win together"

## VISION:

"a planet with no food waste"

THE SUMMARY OF THE CHANGES IMPACT YOU WOULD BRING INTO THE LIVES OF THE COMMUNITY YOU WORK FOR. THE DREAM SCENARIO (BUT REALISTIC) - HOW THE WORLD WOULD BE WITHOUT THE PROBLEM?

## #2 VALUE:

"we raise the bar"

## #3 VALUE:

"we keep it simple"

## #4 VALUE:

"we care"

## MISSION:

"to inspire and empower everyone to take action against food waste together"

AN ENTERPRISE'S REASON FOR BEING. DEFINES ITS PRIMARY LONG-TERM GOAL.

- WHY DO WE EXIST?
- WHAT DO WE MAKE/DO?
- WHO ARE WE?



# From Problem to Solution!

2. Each group is invited to visually represent (doodle, sketch, draw) on each part of the cube the following:

- VISION - the summary of the changes their product/service could make - the youngsters can imagine how the world would look like without the chosen issue?
- MISSION - in one sentence defining the enterprises' reason for being: primary long term goal, why do they exist, what do they make/do, who are they?
- 4 VALUES of their social enterprise;

3. Each group is, then, creating their own 3D cube;

4. *Optional: presentation in plenary.*

## **Things to keep in mind:**

- Self-managed activity;
- If there are few people that experience linguistic barriers, create a flipchart that could help them visually and go step by step, by filling it in, like the one above;
- Having a written support that can be scanned and automatically translated by such applications could facilitate the translation for the youngsters facing language barriers;
- Each group has a different dynamic and the time in which this activity is completed could vary;

◦ *Recommendation: you can organise this activity before the coffee break / lunch break, so that if there are any groups that would like to continue the discussion or the creation of the cube, they have the time & space;*





# Business Fair

**Objectives:** sharing the results of each group's work (explanation of the idea - the problem, their vision, mission and values) and a session of silent feedback;

**Group size:** 24 participants (divided into small groups)

**Time:** 90 minutes

## Resources & Preparation:

- The trees of problem of each group;
- The cubes of each group;
- Other materials they may need;
- Dedicated places in the room for each team;
- One timekeeper;
- Post-its, pens & markers;



# Business Fair

## Description of the method step by step:

1. Every working team chooses 1-2 speakers from their group who are explaining their idea - the problem, their vision, mission and values - other participants are listeners;
2. Listeners move around the room to the stations of other teams every 3 minutes, listening to the speaker presenting the idea of their group. At the end of the presentation, on a post-it, they write a question or a suggestion for the presenting team: something specific that was not clear or could be improved;
3. Afterwards, each team meets and discusses the post-it notes received; using them as a basis, they continue working on the chosen idea.

## Things to keep in mind:

- Self-managed activity;
- Since it is an open space and the listeners can move as they wish, there is a risk that, at some point, one of the teams may not have listeners;
- When you calculate the time for the activity or each round, consider the time spent for changing the spots;



# Needed Resources

**Objectives:** competing in various fun challenges, each team aims at winning the identified needed resources for creating their social enterprise idea; reflection on the costs of the needed resources and partners and how to ensure the revenue;

**Group size:** 24 participants (divided into small groups)

**Time:** 90 minutes

## Resources & Preparation:

- Create and print identified resources cards;

example:



## SOFTWARE

- for the management?
- for online meetings?
- for communication?
- for graphic design?
- for websites?
- for accounting?



## SPACE

- Utilities?
- Office space?
- Meeting room?
- Space for events?
- Space for production?
- Storage room?



## COMPETENCES

- Expertise on a specific topic?
- IT knowledge?
- Financial expertise?
- Legal knowledge?
- Communication skills?



## FINANCES

- What are my expenses?
- How much money do I need?
- What sources of income do I have?
- Do I need support from partners, sponsors, project tenders, ...?



## HUMAN RESOURCES

- Number of team members?
- Manpower (in hours, duration of the project)?
- Volunteers or paid staff?



## COMMUNICATION

- Internet contract?
- Phone/mobile?
- Email address?
- Website?
- Social media profile?



## LEGAL DOCUMENTS

- Articles of association
- Employment contracts?
- Data protection guidelines?
- For events: Permits, ...?
- Insurance?



## OFFICE EQUIPMENT

- Computer, printer, scanner, telephone?
- Office furniture?
- Office supplies: stationery, envelopes, pens, folders, ...?



## MATERIAL FOR PROJECTS

- Food?
- Training material?
- Clothing?
- Creative materials?



## MARKETING

- Corporate Design?
- Social media profile?
- Flyers? Posters?
- Newsletters?
- Press releases?



## NETWORKING & CONTACTS

- to my customers/visitors?
- to business contacts?
- to other organizations?
- to funding agencies?
- to decision makers?
- to the media?
- to experts?



## SECURITY

- Do I have to take safety precautions, such as barriers, first aiders, security, parking attendants, ...?
- Hygiene regulations, health certificate?



## SOFTWARE

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## COMPETENCES

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## LEGAL DOCUMENTS

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- Employment contracts?
- Data protection guidelines?
- For events: Permits,...?
- Insurance?



## OFFICE EQUIPMENT

- Computer, printer, scanner, telephone?
- Office furniture?
- Office supplies: stationery, envelopes, folders,
- pens...?



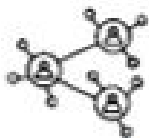
## MATERIAL FOR PROJECTS

- Food?
- Training material?
- Clothing?
- Creative materials?



## MARKETING

- *Corporate Design?*
- *Social media profile?*
- *Flyers? Posters?*
- *Newsletters?*
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## NETWORKING & CONTACTS

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## SECURITY

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# Needed Resources

## Resources & Preparation:

- Choose as many challenges as identified resources; prepare the materials that you need for each chosen challenge;

*Examples: pen & strings in the bottle, throw the cards in the hat / bowl, create paper planes, run/dance with the ball on the spoon, card house challenge etc.*

- Create and print for each group an A4 sheet, that gives them space to think about the resources (including partners) they need, based on the support received from the gained cards, and their costs; *optional: how to obtain them*

*Example:*

## ***WHAT DO I NEED FOR MY PROJECT?***

<b>Ressources</b>	<b>What do I need for my project?</b>







# Needed Resources

## **Description of the method step by step:**

1. Each group is choosing another representative for each challenge; *recommended: do not tell them what the challenge is about, embrace the spirit of mystery & get lost in the unknown!*
  - a. *Optional: you can choose 6 resources that they all need (they are going to receive one of them after each challenge) and 6 extra ones (that the winner of each challenge can choose one from)*
2. After completing the challenges, each group receives an A4 sheet like the ones shown before, in order to offer them guided space to think about the resources (including partners) they need, based on the support received from the gained cards, and their costs; *optional: how to obtain them*



# *Needed Resources*

## **Things to keep in mind:**

- Self-managed activity;
- They may not consider all the costs or resources they need, but trust the process!
- Consider group dynamics and personal limitations (physical or mental) when it comes to choosing challenges or representatives;
- Take a look at the dynamics of each small group from time to time and be prepared to be patient and use clear language and practical, real examples in order to offer them the support and guidance they need.



# Elevator Pitch

**Objectives:** working on the brand identity of their social enterprise and on how to pitch their project ideas successfully, in order to attract possible investors among the other participants;

**Group size:** 24 participants (divided into small groups)

**Time:** 120 minutes (the preparation) + 60 minutes (the Elevator Pitch & feedback)

## **Resources & Preparation:**

- Print fake money or use money from Monopoly or similar board games - offer the same amount of money to all the participants;
- Any available materials - papers, business canvas, markers, scissors, crayons etc.
- Flipchart;
- Cronometer;
- *optional: as a preparation for the workshop, the participants create elevator pitches about their ideas, using the SMART criteria*



# Elevator Pitch

## Description of the method step by step:

1. All participants get the same amount of fake money (example: 5000 euros) & the facilitator explains the task.

2. Taking turns, each group is choosing a representative to present their business idea shortly (3 minutes each). The presentation should be convincing, providing an answer to the question: “Why should I contribute to your idea?”. Every round, 3 questions from the public can be replied to.

3. After having heard all the presentations, the participants have to decide which of the project(s) they are going to give money to and how much money. (if they didn't like any of them, they can keep all of their money)

- *Recommendation: place a bowl for each project, next to their totem or visual representation. In order to avoid participants voting for their own idea, you can do it round by round, adding and subtracting the bowls, as needed.*



# Elevator Pitch

## Description of the method step by step:

4. The referee (could be a member of the staff, not involved in any of the groups) count the money and announce the ranking of the pitch.

## Things to keep in mind:

- For people who face language barriers, it would be easier to have a written support with keywords for each idea, so that they can translate using such applications;
- You can search for an online timer so that each representative can present their idea and at the same time see on a computer screen how much time they have left;
- To keep the atmosphere quiet and attentive, you can impose a 50 euro penalty for each person who speaks while someone is presenting, from the final amount of money of the group to which they belong;



*Special thanks to our beloved partners:*

Association Eudaimonia (Bulgaria)

Parcours Le Monde Sud-Ouest (France)

Asociacion Vuelo (Spain)

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