

# **SOCIAL ENTREPRENEURSHIP TRAINING MANUAL**

2019

***rise***



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Partners:



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ENTREPRENEURSHIP  
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# INTRO DUCTION TION

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The Social Entrepreneurship Training manual is created to raise awareness on social entrepreneurship and to give the tools to create innovative businesses and those related to the social sector. This takes place at a specific education stage of the vocational education, where students start thinking of their future at work.

At the same time, the training will help to develop student's professional competences through a tailored made entrepreneurial education in order to boost their creativity and confidence. This way, they are better prepared to get a job or to consider self-employment as an option for the future. Teacher's will also take part in the training, which will also help to develop their entrepreneurial competences in order to improve their teaching and lessons' quality.

The focus of this training is to show the basics about what social entrepreneurs and social businesses are. Also, to develop innovative ideas as a starting point to create innovative businesses. The design thinking and human-centered design approaches will be the main methods that students will apply in the process.

The Social Entrepreneurship Training manual is complemented with other three documents: the Validation Training Manual, the Regional Innovation Hubs Creation and Establishment Manual, and the Social Entrepreneur Badge (SEB). These documents are created for the validation of the ideas generated, the creation of co-working spaces in schools, and the recognition of competences acquired after the trainings.

This manual is a result of the European project "RISE – Regional Innovation Hubs Strengthening Social Entrepreneurship through Cross-Border Community Projects" as part of an Erasmus+ program, which started on September 2017 and finished on August 2019.

The logo for the RISE project, featuring the word "rise" in a bold, lowercase, sans-serif font. The letter "i" has a small upward-pointing arrow above it.

# Purpose of the training

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The training aims raising awareness among vocational education students on creating innovative businesses in the social sector, but also in other sectors. To achieve this, the training will provide selected cutting-edge tools focused on problem solving and idea generation to students and teachers.

Also, the training aims to develop students' and teachers' entrepreneurial competences in order to be better prepared for the workplace in the 21st century in such a globalised economy. Tony Wagner, Harvard Professor calls these key competences “seven survival skills for careers, college and citizenship”<sup>1</sup>:

Critical Thinking and Problem Solving;

Collaboration;

Agility and Adaptability;

Initiative and Entrepreneurialism;

Oral and Written Communication;

Accessing and Analyzing Information;

Curiosity and Imagination.

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1 Wagner T. (2010): The Global Achievement Gap, Basic Books.



# Framework conditions & target group

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The Social Entrepreneurship Training manual is originally created for vocational education programs. Specifically, the training focuses on students coursing last and second to the last levels of vocational education (18-25 years old), where they start thinking of their future at the workplace.

The students' age range could vary, always that the students working with other peers locally, regionally, nationally, or cross-border are the same age range too. The contents should be then adapted after the teacher's criteria.

Vocational education teachers are the target group of this training too. They need to be trained in the same contents as the students in order to understand the context. Teachers also use the learnings to improve their daily teaching quality.

The schools participating in the training will be able to work together with similar schools in Europe by solving current social problems happening in the participating schools' regions and in other regions in Europe. This cooperation provides the training with a cross-border intercultural approach, where students and teachers develop their intercultural competences.

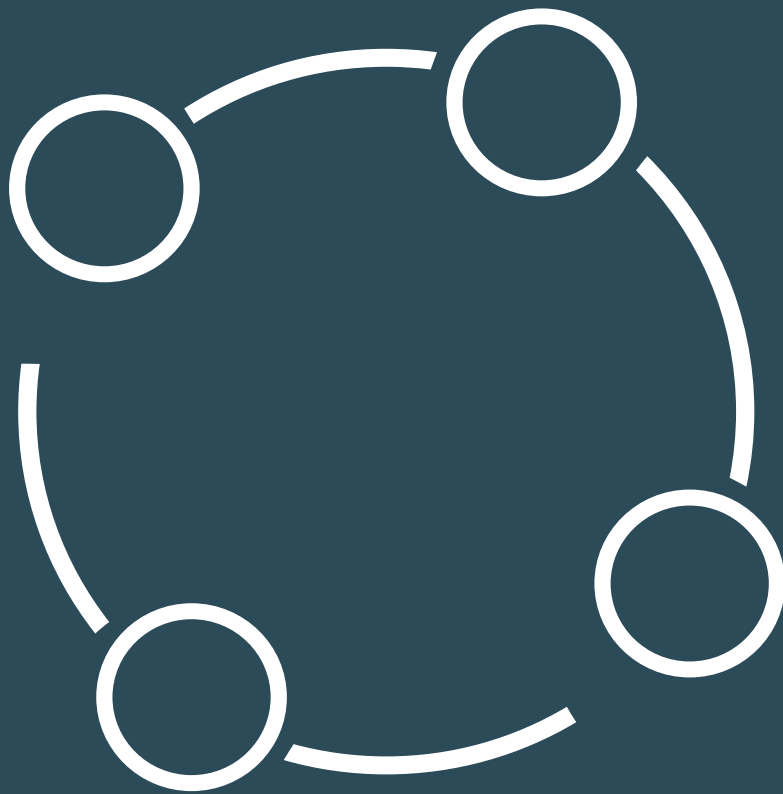
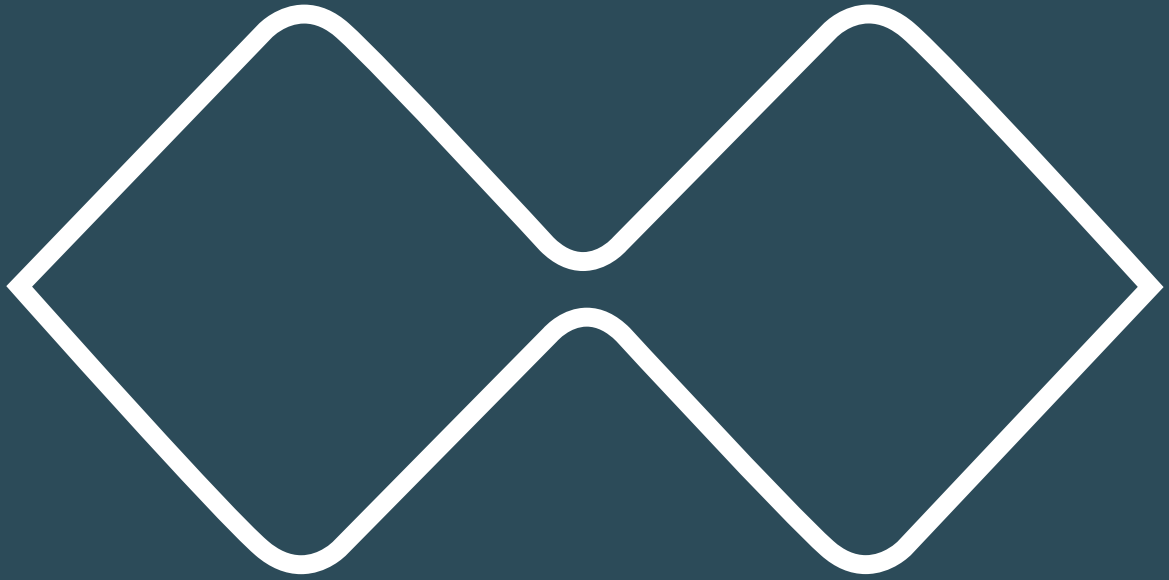
# Methodology

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The methodology used in this training is based on DESIGN. Since decades, designers are centred in designing great products and in improving other existing products in order to make people's lives much easier and to create a great customer experience. Currently we are all surrounded by great products like furniture, electronics, gadgets, and other products that actually work pretty well. However, there are other things in our society that are not working that well. Those are more complex problems and those are the ones we are interested in.

Therefore, we apply the design methods from the industrial products' creation and use them to tackle social problems like pollution, poverty, education, health, and much more. The steps to create innovative solutions to social problems will be based on the human-centered design approach. We will learn how to observe, ideate, prototype and test the ideas in order to get feedback and to iterate the process until we get to the solution that meets the user's needs.

After discovering these steps to develop innovative solutions, we will learn what social entrepreneurs are and do, what social businesses are and why starting such initiatives is so exciting. The whole training will be packed in a hands-on approach, where the participants will learn by doing.



# DESIGN AS A DRIVER OF CHANGE

# Design Thinking

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Designers. Their target is to create great products. Great products that fit quite good the target group to which they are addressed. This is because designers spent quite a lot of time to discover the real problems users are struggling with, and then they give them a product that fits their needs.

Designers are trained in a peculiar way. People from other sectors are trained to solve problems, while designers are trained to discover real problems. Designers don't limit themselves to solve the problem identified. Once they identify a problem, instead of looking for a solution, they try to understand the problem from its root and use several methods to get more information that is not visible at first sight.

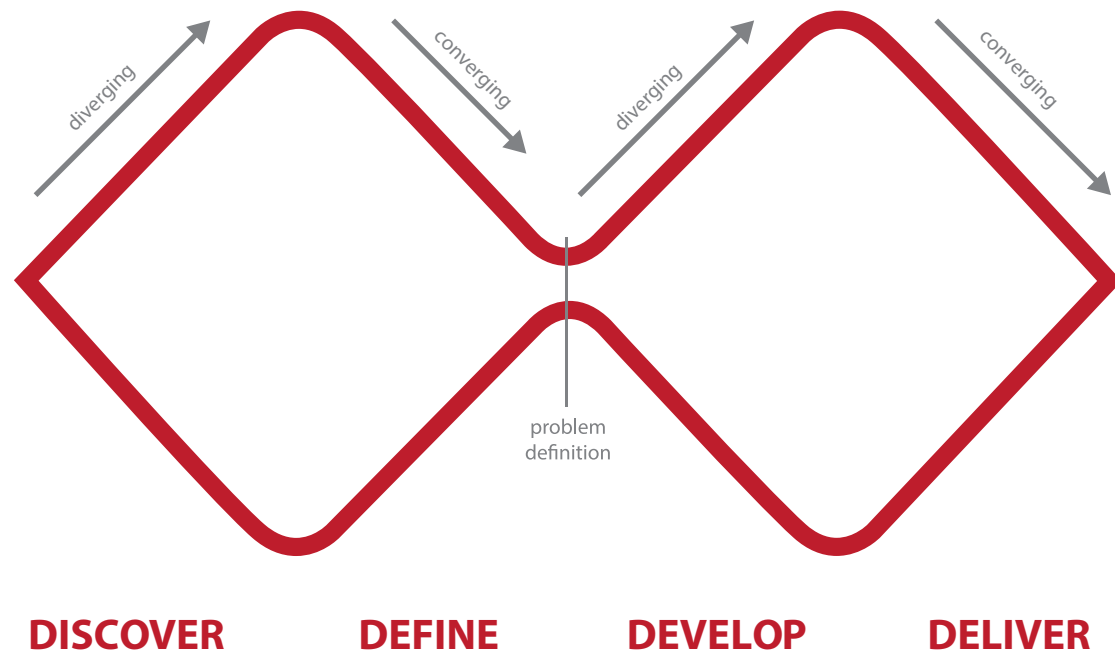
Once they have gathered lots of information regarding the problem source, they analyse it and try to find out and define the real problem affecting the users. Afterwards, they ideate possible solutions to the problem, where not just one idea pops up, but lots of them. Because it is more probable to find a good idea among hundred ideas than among five of them.

Then comes the phase where they test their ideas. They build up prototypes of the ideas and test them with real users, so that they can gather feedback from them and use it to improve the idea or even discard it.

Designers go back and forth through this process, until they get to a solution that fits the problem best. This way of working is called "design thinking" and this process is widely used across design disciplines. However, due to its effectiveness, this process is also progressively more used in other sectors as diverse as for example: writers, doctors, engineers, business world, and many more.

# The Double Diamond Design Process

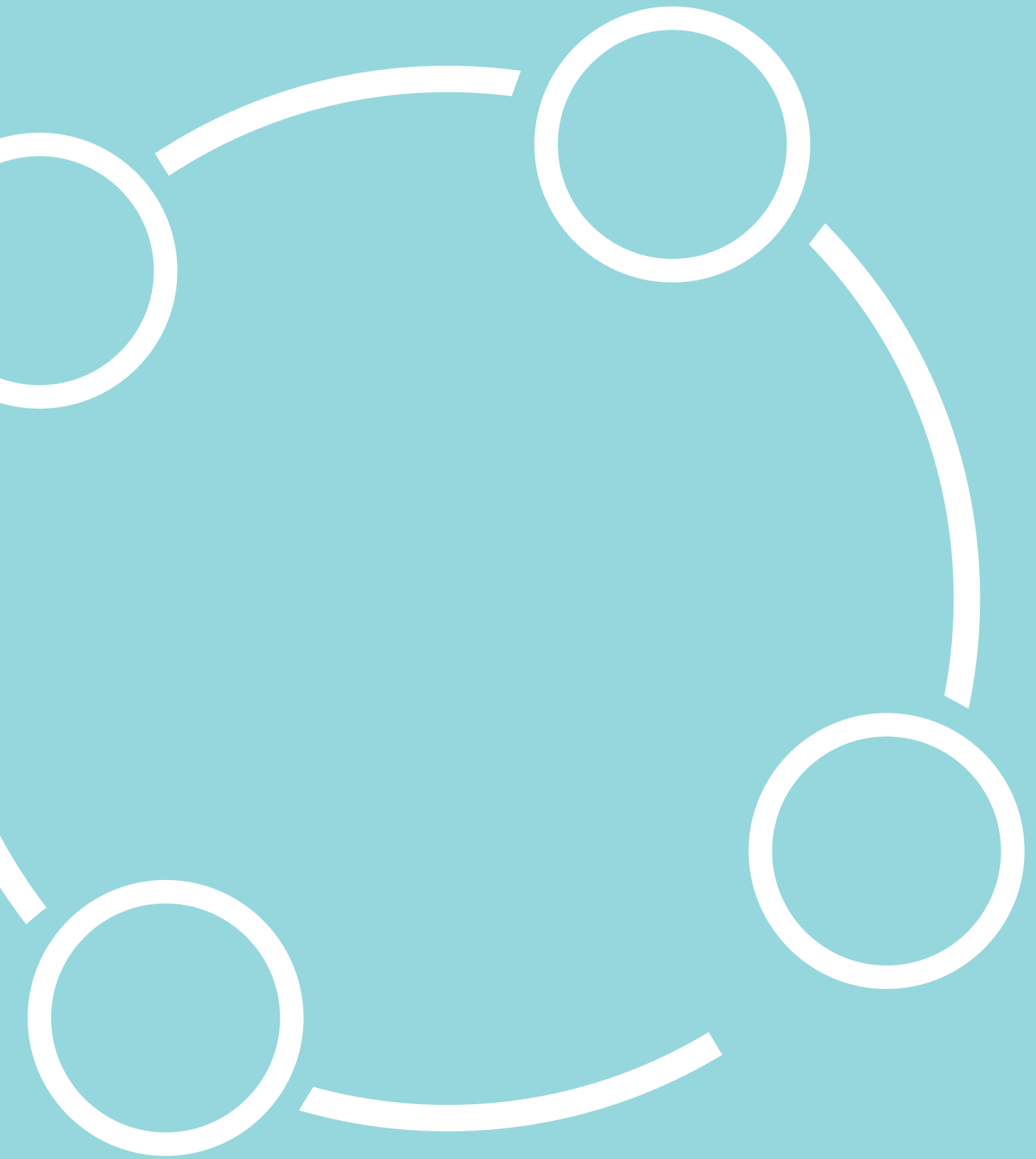
The design thinking process can be represented in a graphic, particularly in The Double Diamond Model, which was first introduced by the British Design Council in 2005.



This model is divided in four phases: Discover insight into the problem, Define the area to focus upon, Develop potential solutions and Deliver solutions that work.

The diamond shape represents on the one side “divergent thinking”, where new options and choices are generated, and on the other side “convergent thinking” where options are eliminated and choices are made. This divergent and convergent processes happen twice in the double diamond model, once to define the right problem and once to find the right solution. In the middle of these two diamond shapes is where the real problem is defined. At this point we can start looking for possible solutions.

This divergent-convergent thinking process is iterative. This means that we can jump from one stage of the process to another if needed. This way, an idea is created, tested and refined several times until we get to the strongest solution possible.

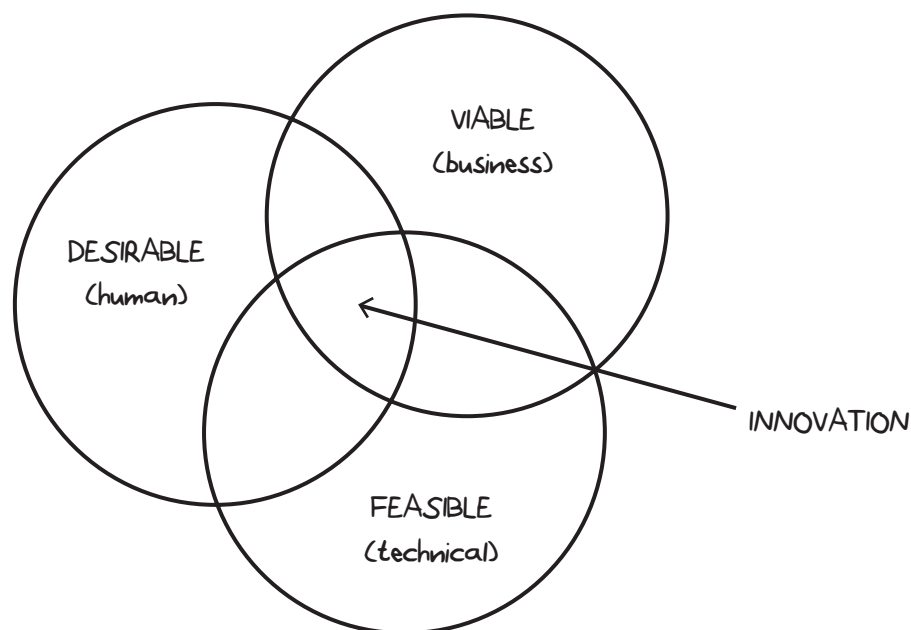




# Human-Centered Design

*“Design thinking is a human-centered approach to innovation that draws from the designer’s toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success.”*

—Tim Brown



The human-centered design process starts by identifying the needs and what is desirable for the people and what makes sense for them.

Afterwards, after a potential desired solution is selected, we test it in order to see if it is technically feasible, or said another way, if it can be made.

Once an idea works, we start thinking on possibilities to make it part of a sustainable business model. Following these steps, we can reach disruptive innovation.

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# Mindsets

Human-centered design also requires specific mindsets to tackle the process itself, where we learn to think in a way that allows us getting to innovative solutions. Let`s see some mindsets for the human-centered design process<sup>2</sup>:

**1. Optimism:** being optimistic helps to reach big solutions even if the challenge is huge. Being pessimist only prevents you to move forward.

**2. Creativeness:** if you think you are not creative, you`re wrong. We are all creative and we must have the confidence in reaching great results. One step at a time will bring us to success.

**3. Empathy:** this is to put yourself in the shoes of the people you are creating a solution for. This is to understand people in a deeper way that will discover their real needs and will give us a good hint about the direction we have to move.

**4. Embrace ambiguity:** at the beginning of the process you don`t know how the solution to the problem looks like. Very different options will pop up during the process where we will narrow it step by step.

**5. Tangibility:** have a potential idea? Make it tangible! Models or prototypes from potential solutions are needed to learn from them and to discover things that we couldn`t do without these early representations of the final solution.

**6. Learn from failure:** failing is not a defeat, but an opportunity to learn from it and apply the learnings to future versions of our solution.

**7. Iterate:** during our way to the final solution we learn a lot of things, we learn from failure and we get more information at late stages of the design process. Apply this learning to new versions, re-make a prototype, test it with real people again, and again, and again... iterate!

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<sup>2</sup> Human-Centered Design Mindsets, based on OpenIDEO.



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# HMW questions: The starting point for our challenge.

To select our challenge, we must first identify the problem we want to solve. Afterwards, we will frame the problem as a question that helps us starting with the solution's design.

For this task, we will start framing the questions with “How might we...” at the beginning, as it frames the challenge ahead in a positive way. We must make sure, that we formulate the right questions in order to start working. A well formulated question shouldn't be too defined nor too undefined.

“How might we” questions that are too defined leave not much room to ideate innovative solutions.

How might we create a campaign to raise climate change awareness among sophomore university students?

How might we stop climate change?

In the same way, “how might we” questions that are too undefined are difficult to be tackled and make it difficult to start ideating solutions.

For this reason, we must look for a balanced “how might we” question that allows us to start ideating solutions.

How might we promote conscious food consumption in the region?




# THE HUMAN-CENTRED DESIGN STEPS



1

Observe

The number of steps in the human-centered design process can vary depending on who is applying it and their preferences, but we find usually three to six steps to follow. In our case, we are going to pack the whole process in four steps.



Prototype  
& Test

# -CENTERED

2

Define

3

Ideate



Observe

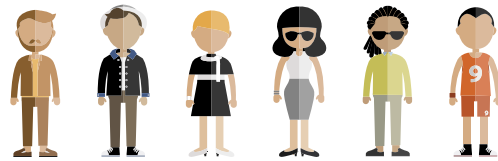


In this first phase is where we look for information out there, in the real world. The environment and the behaviour of people can tell us a lot about what our target users need. At this point of the process we empathize with people, or said in another way, we put ourselves in the shoes of the end users in order to understand them better.

To achieve this, we do a design research. To carry it on, we can choose different sources from where to pick the information we are looking for. Let's see some of them from which to get the desired information...

## 1. PEOPLE

During an interview, we must not just focus ourselves on what people say to us, but we also must pay attention to what they do, what they think, and what they feel. This way, we can understand them better.



## 2. EXPERTS

When we are looking for specific information it makes sense to contact experts in the topic we are interested in, so that they provide us with the state-of-the-art information and expertise about it.

## 3. IMMERSION

Another way to understand the people we are interested in, is to immerse ourselves in their everyday lives. This means to pay attention to the place they live in, to what they are doing in their daily routine, to why they do things the way they do, etc...



## 4. ANALOGOUS INSPIRATION

We can pick an analogous situation from a different sector to the one we are interested in, what help us gaining inspiration in finding the best solution to our problem. For example, if we are looking for a solution to improve work processes in hospital emergency rooms, we may have a look at a F1 car pit and look for processes that could be used in our case.

## 5. DIFFERENT TARGET GROUPS

We also may look for inspiration from totally different groups of users, so that we have different points of view about the topic we are working on. This means different cultures, different family sizes, different age ranges, etc.



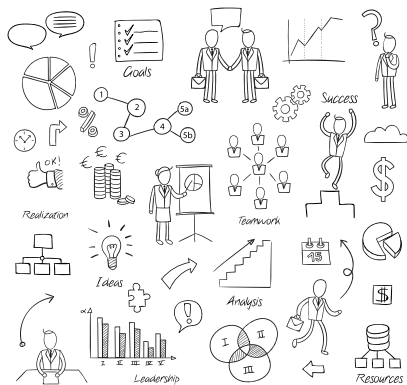
## USEFUL INTERVIEW TECHNIQUES

To get inspiration from people, we can choose several interview techniques that will help us on getting the information we are looking for. As we will find different kind of people, we must select the fitting technique to make the most out of them. Here you are several techniques you can try out:

### 1. FIVE WHY'S

This technique consists in asking “why” several times to understand better the root of the problem. Once we receive an answer from the interviewee, we ask “why” about the answer they gave us, and so successively with following answers till we get to deeper information we couldn't get from a simpler level.

- Why do you eat fast food?
- because I don't have time?
- Why you don't have time?
- because my job doesn't allow it to me?
- Why is it?
- we have lots of customers and few employees
- Why ...



### 2. RAPID SKETCHING

The interviewees can make a quick sketch about what they are trying to tell us. Some people express themselves better by drawing their thoughts.

### 3. PEOPLE SHOWING THE WAY THEY DO THINGS

Usually people do things in a different way they say. Accompanying them, while they are performing their tasks we are interested in, show us the real problems they are having while doing it.



## RESEARCH TEMPLATE

We can also use a research template, what helps us on defining the target people we want to ask questions to, which places do we want to observe and listing relevant questions addressed to the people we want to interview.

### RESEARCH TEMPLATE

*Our challenge:*

*Who are the relevant people do we want to ask?*

*Which are the relevant places do we want to observe?*

*What questions do we want to ask in order to obtain useful information for our research?*

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Define

In the previous phase (observe) lots of information is gathered, what will help to understand the real problem better.

In the current phase (define) we review all that information gathered and search for the real problem to be solved out of it.

## GATHERING INFORMATION

### 1. EMPATHY MAP <sup>3</sup>

This map consists in an axis that separates four quadrants. Each quadrant represents one of the words “Say”, “Do”, “Think” and “Feel”. We will fill the quadrants with the information obtained from our previous research and interviews with people.



**SAY:** what the people say about the topic.

**DO:** what the people do and how they behave.

**THINK:** infer people’s beliefs through facial expressions, voice tone, words.

**FEEL:** infer people’s emotions through facial expressions, voice tone, words.

*HOW TO: Draw the four quadrants in a big moderation paper or flipchart paper, where you write the information in different post-it notes (one observation per post-it note) and arrange them on the different quadrants.*

The purpose of the Empathy Map is to better understand what customers need in order to give them a fitting solution to their problem. Having a look at the whole finished map will give us new insights for our work.

<sup>3</sup> Empathy map, based on Kelley and Kelley, 2003.

## 2. USER, NEEDS AND OBSERVATIONS

This technique consists in creating a poster where we can gather information about the user interviewed, their needs, and other helpful observations that can help us to understand them better.

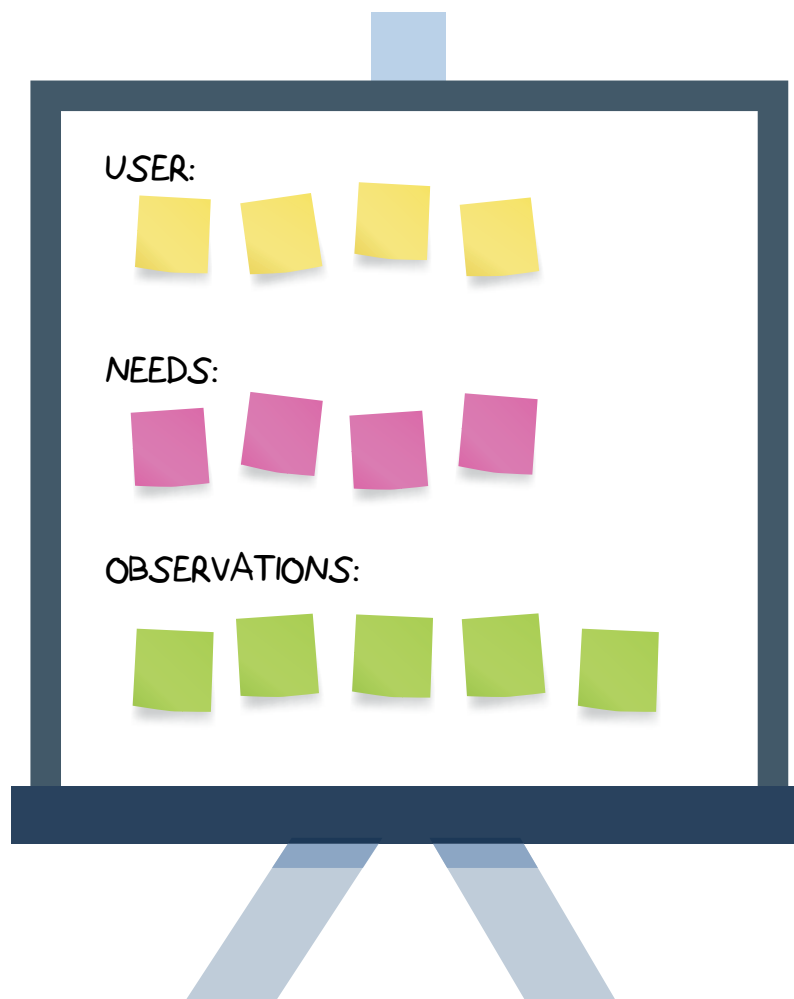
*HOW TO: Take a flipchart sheet and divide it in 3 sections:*

**USER:** *fill this section with random personal information about the users we interviewed in the observation phase.*

**NEEDS:** *write here the identified needs of the users.*

**OBSERVATIONS:** *here you can add any other useful observations you identified.*

*Remember to fill only one information item per post-it note!*



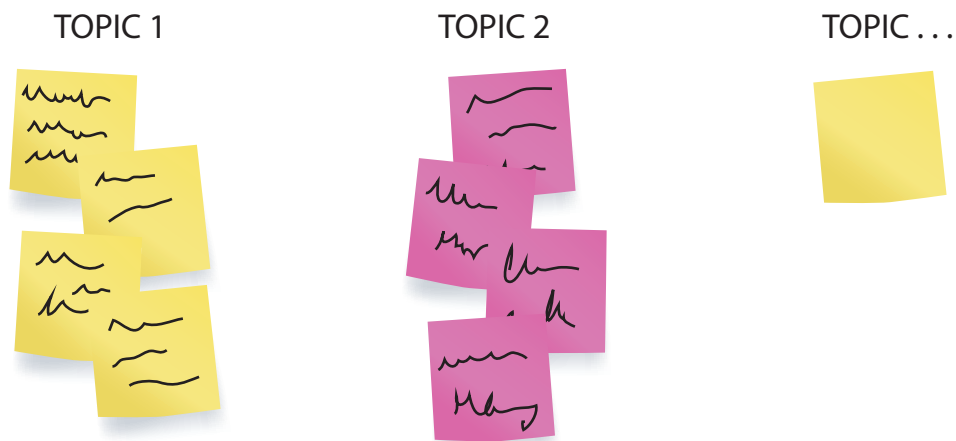
## SORTING INFORMATION OUT

### CLUSTER AND INSIGHTS

Once you used any of the previous methods to gather the information gathered, you can organize it better and write your first conclusions by:

#### 1. CLUSTERING INFORMATION:

In order to sort and simplify information in a more organized way, we can cluster it in similar topics, where similar concepts and themes may appear.



#### 2. MAKING INSIGHTS

Once we cluster the information, we can start writing insights. Or to say it in another way, to write statements or first conclusions based on the information gathered. These insights serve as a first step towards finding a solution to our challenge.

"The lack of information about recycling points prevent people from recycling at home"

## DEFINING OUR TARGET GROUP

In preparation for the future ideation phase and in order to define the needs of the people we are looking a solution for, it makes sense to think of a specific person that represents a wider group instead of thinking in a bigger mass. This is because it is easier to design a solution for one small group of people than for thousands of them. This way, we can better define a tailored made solution for our target group.

We call this fictive people “personas” and we create a persona profile with general information about them.

### PERSONA TEMPLATE

We will fill a sheet with information about the person we are designing a solution for, where we intend to create a fictive person as similar to the reality as possible. For this, a bit of imagination will be needed as we will also infer part of the information about the persona. The information that we can include in the persona template is, for example:

- Profile picture (draw your persona), name, age, profession, family, preferred brands, hobbies... and let your imagination work to define it as much as possible.
- Information related to the problem we are designing a solution for: needs, good and bad feelings about it, problems they have, etc.
- Once we have a very detailed profile of the person, it will be easier for us to understand them. Afterwards, we can create a problem statement for the persona created using a structure similar to:

*“(name of the persona) needs (need), because (reason)”.*

*“Paul needs \_\_\_\_\_, because \_\_\_\_\_”.*

*“María wants to \_\_\_\_\_, but \_\_\_\_\_”.*

*“Max (wants/needs/will) \_\_\_\_\_, (because/but) \_\_\_\_\_”.*

For example:

*“Ralf wants to have a healthier life, but his work-life balance prevents him from doing it”.*

This statement we create will serve as a starting point for the ideation phase, what will help us moving in a specific direction to solve the problem.



# PERSONA TEMPLATE

## PERSONA TEMPLATE

<p><i>Name:</i></p> <p><i>Age:</i></p> <p><i>Profession:</i></p> <p><i>Family:</i></p> <p><i>Preferred brands:</i></p> <p><i>Hobbies:</i></p> <p>_____:</p> <p>_____:</p> <p>_____:</p>	<p><i>Profile picture (draw your persona)</i></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------

*Information related to the problem we are designing a solution for (needs, good and bad feelings, problems they have ...)*

*Statement/s*

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Ideate

This is the step where we are going to generate ideas starting from the information gathered and from the problem defined in the previous stages.

In order to generate ideas, we will do a Brainstorming, what is a widely used method for this purpose.

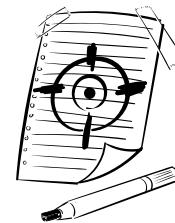
## BRAINSTORMING

Brainstorming is a technique used in a group of people in order to generate lots of ideas. It has several rules to be kept during a brainstorming session in order to make the most of it:

The brainstorming rules we most like are<sup>4</sup>:

### 1. Stay focused on the topic:

Be focused, no distractions, no conversations about other topics.



### 2. One person talking at a time:

It is important to pay attention to every idea presented, so that we can make the most of it.



### 3. Encourage wild and crazy ideas:

Every idea is welcome, no matter how crazy or impossible it may seem to be.



### 4. Visualize ideas:

It is very important to draw the idea or accompany the text with a small drawing related to the idea, so that we can keep it in mind easier and identify ideas faster.



4 Brainstorming rules, based on Design Kit.

### 5. Combine and build upon the ideas of others:

Ideas from others can be used in combination with ours or be further developed.



### 6. Don't criticize other's ideas:

Every single idea is welcome. We will have time later to discard options and select promising ideas.



### 7. Generate lots of ideas:

The goal is to generate lots of ideas. One disrupting idea is likely to be found among 100 ideas than among 5 of them.

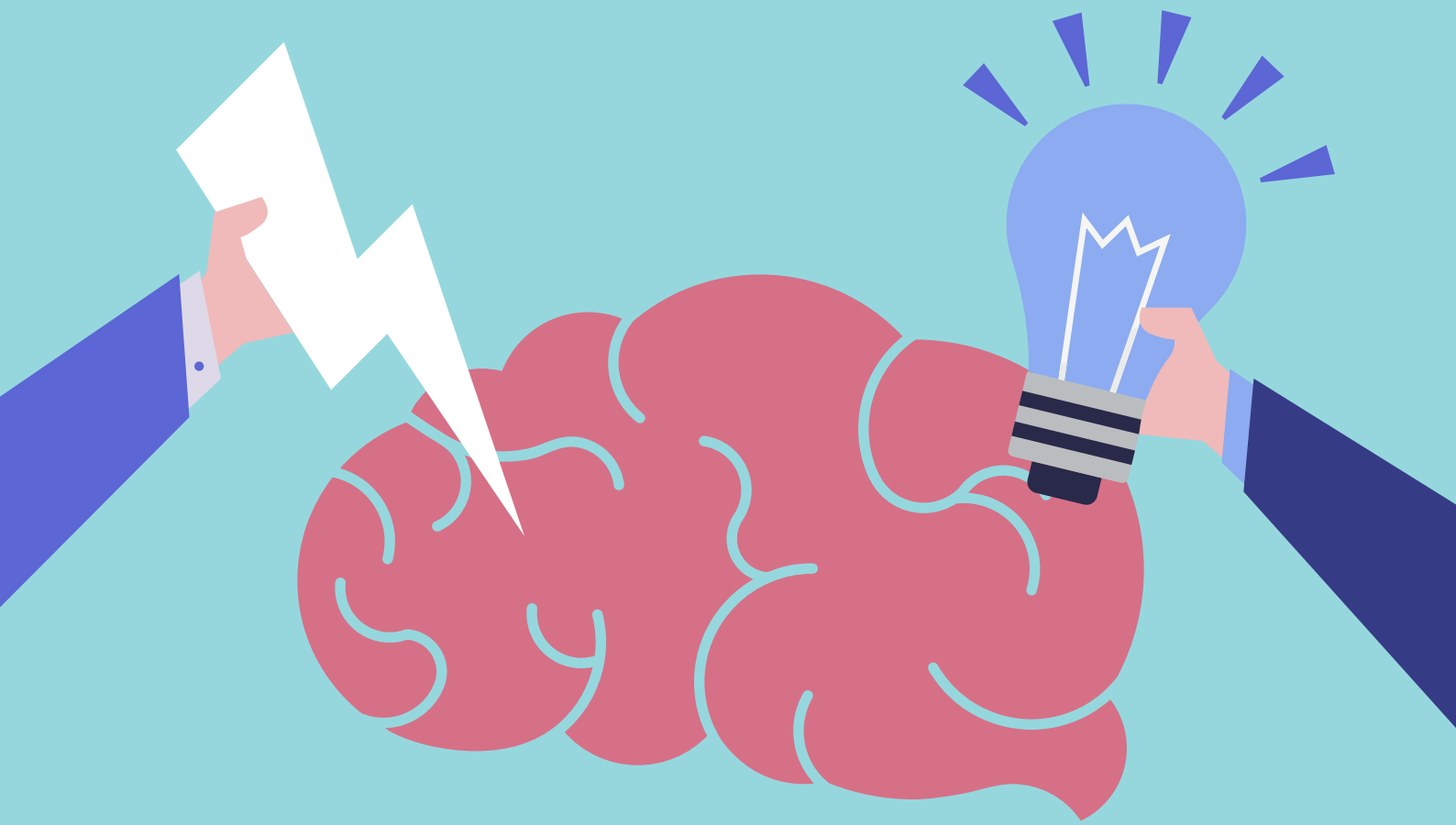


### 8. Better if the participants have different backgrounds:

Different backgrounds means different points of view, what helps to see different possible solutions.



In order to achieve best results, the participants start the brainstorming session individually (5 minutes) and later they can share their generated ideas in the group. Afterwards, they carry on a brainstorming session as a group. This way we can generate new ideas by building on the ideas of others!





# Prototype & Test

## PROTOTYPING

A prototype is a model of the final solution, it is not a finished solution. We can interact with it and look for what is working well and what doesn't. Usually it is created in early stages of design, so that we can identify problems early and adapt our solution to what we learned from it.

Rapid prototyping is a method to obtain “quick and dirty” prototypes of our designed solution. We can also prototype objects, services, software, and more:

### Rapid prototyping:

This method is good to prototype physical products in a “quick and dirty” way.

HOW TO: Cardboard boxes, pipe cleaners, assorted paper, tape, glue, scissors, .... You can use whatever is in your hand to create a fast representation of your product. Don't care much about aesthetics, but to represent the functionality of your design.



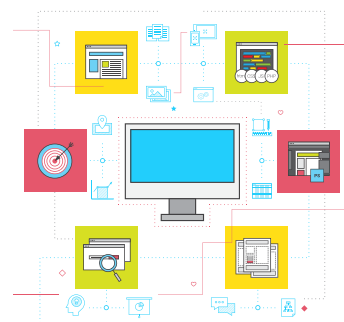
### Role prototyping:

Are we prototyping a service? This method allows to define services or interactions step by step, where every person part of the service is role-prototyped.

HOW TO: Your team can play different roles in a service and go through the whole service's process, so that we can better identify what will happen in each of its phases and improve it.

### Digital prototypes:

We can prototype software by using simple post-it notes as representations of each screen of the final solution (App, web, ...).



## TESTING

These built prototypes are intended to be tested by real users. The prototypes should include at least the needed features we are interested to test. This is also called “Minimum Viable Product” (MVP).

This way, we can obtain the necessary feedback to learn what is working well and what doesn't. Afterwards, we can apply the learnings to the new versions of the prototype until we reach a good solution that meets the needs of our end users or target group.

We will go deeper about testing on the Validation Training Manual, where we will learn how to validate ideas and boost them in order to reach success faster.





## TIPS

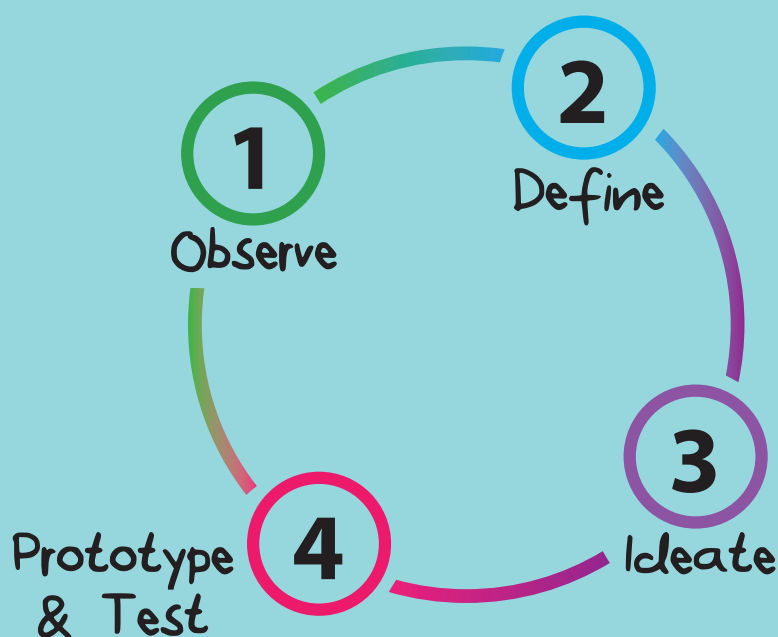
Are you curious about more human-centered design observation, definition, ideation and testing resources? Check this out:

Design Kit	<a href="http://www.designkit.org/methods">www.designkit.org/methods</a>
18F	<a href="http://methods.18f.gov">methods.18f.gov</a>

## ICT TOOLS THAT CAN HELP IN THE PROCESS

We love using post-it notes, boards, walls, and more physical stuff for our team work. However, ICT tools can help us to work with people in the distance. Therefore, here you are some tips for online-based work:

Are you looking for an online board to share ideas and easy sketches?	<a href="http://www.padlet.com">www.padlet.com</a>
Are you looking for a task management tool?	<a href="http://www.asana.com">www.asana.com</a>
Are you looking for a tool to find dates with your team?	<a href="http://www.doodle.com">www.doodle.com</a>
Are you looking for video-conferences?	<a href="http://www.skype.com">www.skype.com</a> <a href="http://www.zoom.us">www.zoom.us</a>



# SOCIAL ENTREPRENE



# ENTREPRENEURSHIP

## WHAT IS SOCIAL ENTREPRENEURSHIP?

A product designer is focused on creating great products and solving problems in order to improve them and make their use more easy, simple and also make them beautiful. Social entrepreneurs could be defined as designers too, but they are focused in other kind of problems. A social entrepreneur cares about are large scale and complex problems, which solutions intend to create impact in the society in a sustainable way.

The social entrepreneur identifies what is not working in the society and looks for ways to solve these problems. The solutions can even change whole systems and inspire other people in order to do their bit towards change. Sometimes, the solutions adopted don't show their effects immediately, but rather show results in the long term.

The target of the social entrepreneur is also not focused on making profit out of the solution adopted, but it is rather focused on generating impact on the society. Also, the solutions adopted encourage other people to become social entrepreneurs.

# What is a social business?

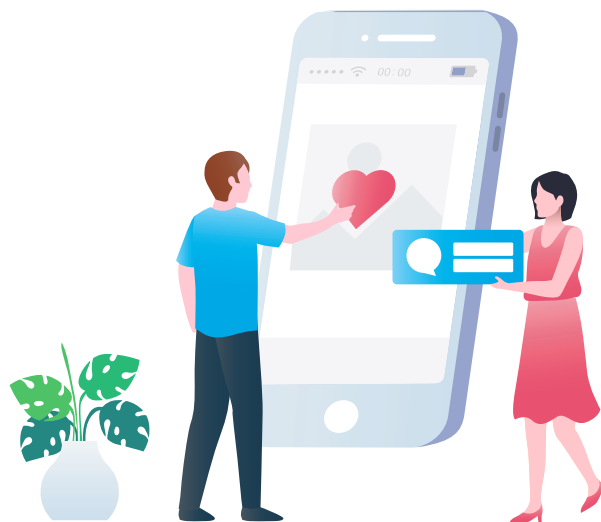
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A social business is a cause-driven business. The company goal is to solve problems that can threaten our society.

The profit generated doesn't play the main role here. The investors of the social business do recover their investment contributed to the company, but once they recover it, the profit generated is reinvested in the company in order to improve its activity. This means, that the investors normally don't receive company dividends.

The purpose of the investment is to achieve social objectives as a result of the company operation. The employees of the social business are paid on a market rate basis, but they work in better work conditions.

The success of social businesses is measured through the impact generated on people or on the environment, not through the amount of profit made. The similar point to other businesses is that social businesses are sustainable too; they generate enough profit to continue operating<sup>5</sup>.



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<sup>5</sup> Definition of social business, based on Yunus.

# Seven principles of social businesses

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1. Business objective will be to overcome poverty, or one or more problems (such as education, health, technology access, and environment) which threaten people and society; not profit maximization.
2. Financial and economic sustainability.
3. Investors get back their investment amount only. No dividend is given beyond investment money.
4. When investment amount is paid back, company profit stays with the company for expansion and improvement.
5. Gender sensitive and environmentally conscious.
6. Workforce gets market wage with better working conditions.
7. ...do it with joy.<sup>6</sup>

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<sup>6</sup> Seven principles of social businesses, developed by Yunus and Reitz.

# SUSTAINABLE DEVELOPMENT GOALS



The United Nations Millennium summit was a meeting held on September 2000 in the United Nations headquarters in New York City, which brought 149 Heads of State and Government and high-ranking officials from over 40 other countries together.

The main document, unanimously adopted, was the Millennium Declaration, which contained a statement of values, principles and objectives for the international agenda for the twenty-first century. It also set deadlines for many collective actions.

During this meeting, the member states of the United Nations agreed to help citizens in the world's poorest countries to achieve a better life. Eight international development goals were established and committed to help achieve them by 2015. The goals were related to poverty, education, gender equality, child mortality, maternal health, diseases, environmental issues and development.

After 2015, new goals were established during another United Nations summit and they are part of the agenda for 2030. A total of 17 goals were established and apply to all countries, without differentiation between “developed” or “developing” country.

Each goal has its own targets and indicators used to measure the progress towards reaching the targets. A total of 169 targets and 304 indicators were established.<sup>7</sup>

**The Sustainable Development Goals serve as a starting inspiration source for solving social problems happening regionally, country wide, in the European Union or even worldwide.**

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<sup>7</sup> More information under: <https://sustainabledevelopment.un.org/>

# Is Our Social Business Idea Innovative?

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In order to know if we are working on an innovative social business idea, we should make a question check. This will help us on designing a unique solution for the problem we address.

First, we want to define the problem we are addressing:

- Which is the global goal we are addressing?
- What is the specific problem do we want to solve?
- Where is this problem happening? (continent, country, region, ...)
- Who are the people affected by the problem? (target group addressed)
- What is the solution I am offering to them? (product or service created)

Afterwards, we also want to know who is also working on the same issue and what is already done to tackle the problem. This way, we can build upon the ideas of others or even collaborate with them in order to reach our target:

- Who is working on the same global goal?
- Who is working on the same specific problem?
- Who is working in the same area we are working in?
- Who is addressing the same target group?
- What makes my idea unique and innovative compared to existing ones?

Finally, out of this last group of questions, we can develop our own “Innovative Solution Roadmap”<sup>8</sup> what helps us following the direction to social business innovation.

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<sup>8</sup> Innovative Solution Roadmap, based on +Acumen.



# INNOVATIVE SOLUTION ROADMAP TEMPLATE

**INNOVATIVE SOLUTION ROADMAP TEMPLATE**

*Who is working on the same global goal?*

↓

*Who is working on the same specific problem?*

↓

*Who is working in the same area we are working in?*

↓

*Who is addressing the same target group?*

↓

*What makes my idea unique and innovative compared to existing ones?*

**rise**

# Examples of Social

## SELFAIR

“Must we really pack groceries in plastic?” That was the question the owner of Selfair in Bremen (Germany) asked himself before starting this grocery shop initiative in 2016. Plastic is present in every supermarket and also in lots of bio and non-bio products. This is threatening the environment as plastic lasts very long to disappear, what we can see in the sea and also countryside. Customers have the key to change this situation and they need a change of mind.

Selfair offers every product without packaging, just paper bags for groceries. The customers can bring their own recipients to buy products like vegetables, cereals, juice, washing powder, and many more. If customers don't have any with them, they can buy some in the same shop for a cheap price. A change is possible and Selfair is contributing with this initiative to reach it.

For more information visit: [www.selfair.de](http://www.selfair.de)



# ial Businesses (1)

## PREMIUM COLA

A complaint against a recipe change from an existing cola drink started this new company in Hamburg (Germany). They don't just created their own recipe, but also created a social business that cares about the rights of its workers, suppliers, and also customers. Everyone's rights are respected on terms of fair working conditions, fair supply contracts, and fair prices for clients.

For more information visit: [www.premium-cola.de](http://www.premium-cola.de)



# Examples of Soci

## \_TIVITY

They are a non-profit organization promoting the establishment of an alternative social and sustainable touristic model on the Canary Islands (Spain). Their aim is to improve the chances of the local population and to offer alternative leisure activities. They distribute the benefits of tourism more effectively and ensure respect for the nature and for the cultural values of the local community. Mobilization, community development, environment preservation, environmental and social education, social cohesion and intercultural relations are concepts integrated in the activities of Desaplatánate.

For more information visit: [www.desaplatanate.org](http://www.desaplatanate.org)

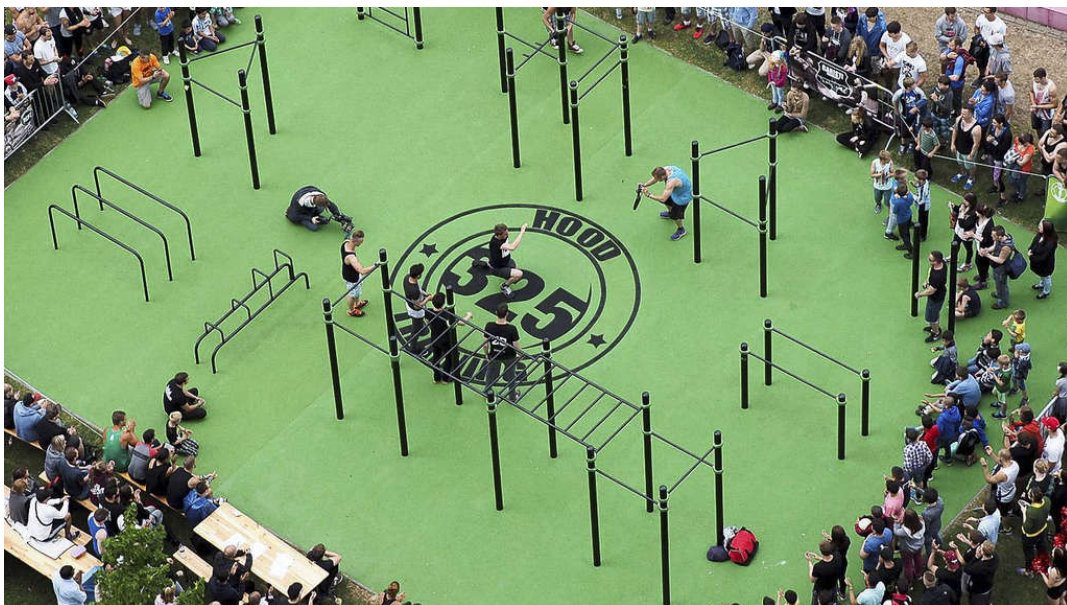


# ial Businesses (2)

## HOODTRAINING

This initiative from Bremen (Germany) offers free projects, trainings and workshops for children and youngsters from neighbourhoods with development needs. Hoodtraining is targeted on following new perspectives, overcoming daily problems, frustration, and aggressions are transformed in willpower. The project connects people from different age groups and background. In the community, children and youngsters experience acceptance, self-confidence, learning about structures and rules. They follow sport targets together while learning team spirit, trust and respect to one another. For Hoodtraining, sport is more than a hobby, because who works out doesn't just train their muscles, but their social competences.

For more information visit: [www.hoodtraining.de](http://www.hoodtraining.de)



**HOOD  
TRAINING**  
schafft Perspektiven

# DEFINING SOCIAL IMPACT

When we talk about impact, we talk about the long-term change you are making in the society or the environment as a result from your social business activity.

When you create a new social business, you hypothesize that it will create a specific long-term change in some way, where people or the environment will be positively affected. However, you don't know if the improvements generated are due as a direct result of the product or service generated by your social business or these improvements are influenced by other factors in the society also affecting the result.

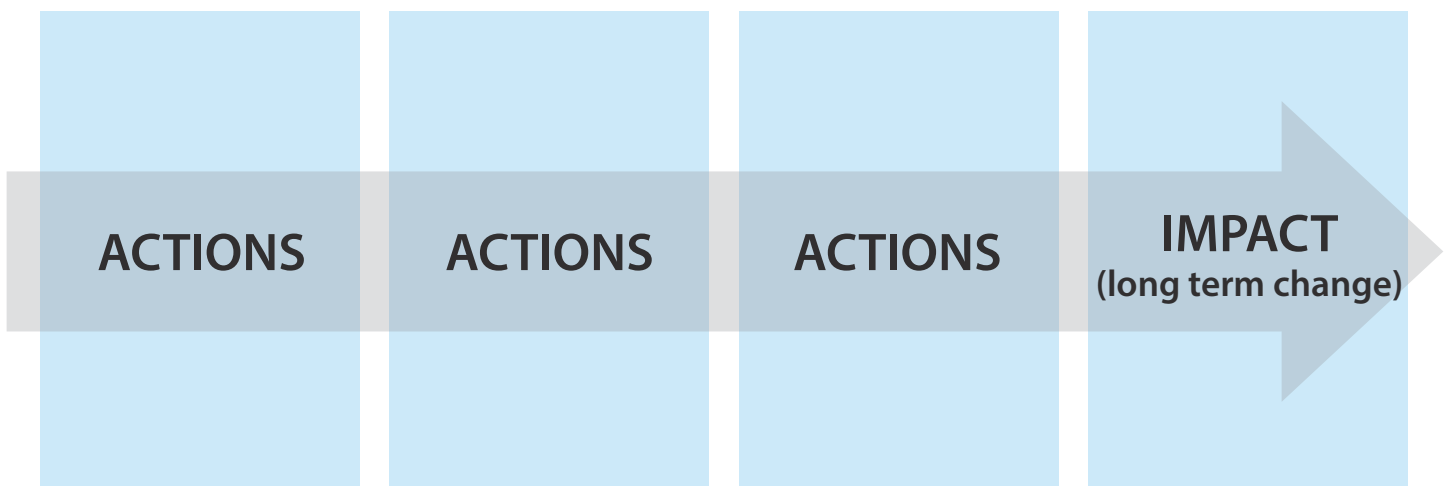
For this reason, at the beginning of a social business creation it is important to define the specific long-term change you want to create with your product or service. Also, you may want to create a plan to check how your goals are being reached at every stage of the process towards the long-term change.

In order to be able to define the long-term change, we can create a "Theory of Change", what will help us on defining the expected impact and how we plan to reach it.

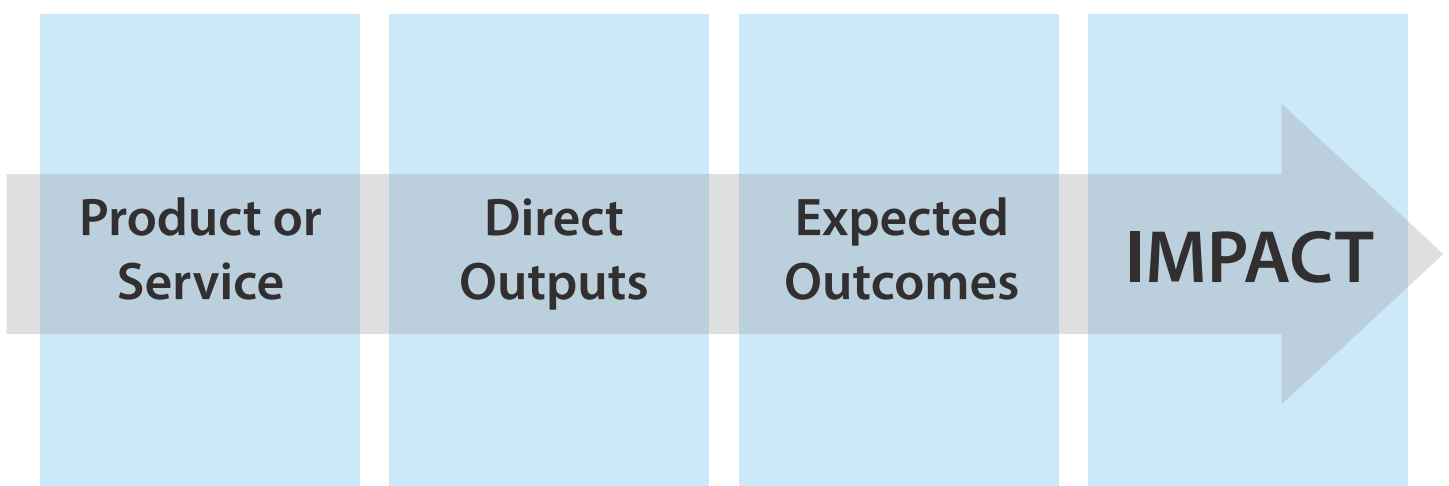
# Theory of Change

A Theory of Change (ToC) is usually presented as a diagram form, which can be represented in different ways.

In our case, we will use a chronological diagram that shows the expected long-term change at the end (impact). In order to get to this expected long-term change, we will define the previous steps needed. Or to say it in other way, we will create the necessary actions that lead to the expected impact.



These actions are actually the product or service offered, its direct outputs and its expected outcomes that will lead to the desired impact<sup>1</sup>:



<sup>1</sup> Based on Learning Lab.

# Theory of Change

## Product or Service

This is our input, our designed solution to the problem we want to tackle.

### Expectations about our input:

- What special characteristics has our product or service that generate positive impact in the society?
- How do we make sure that our product or service generates direct outputs?

## Direct Outputs

These are the direct results coming from our product or service, how people use it.

### Expectations about the direct outputs:

- How are people using our product or service?
- What can go wrong or different as expected?
- What must happen with these direct outputs, so that they generate the expected outcomes?



## Expected Outcomes

This is how our product or service is helping end-users and the benefits it does bring to them. These results are visible after a period of use or pilot testing (usually months).

### Expectations about our outcomes:

- What benefits do end-users have as a result of using our product or service?
- How does our product or service help on creating long-term change or impact?
- What possible risks could prevent our product or service on creating the expected impact?

## IMPACT

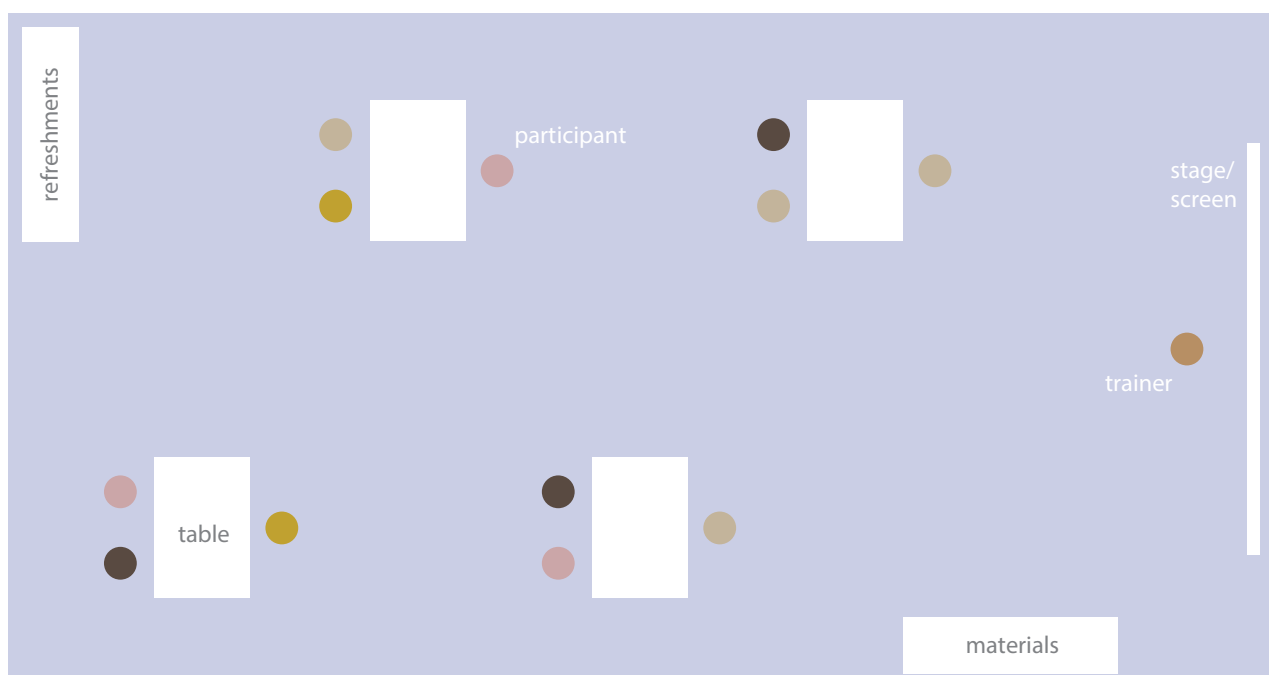
These are the long-term positive changes on the society or the environment that are generated thanks to our product or service.

**SOCIAL  
ENTREPRENEURSHIP  
TRAINING  
CURRICULUM**

## TRAINING ROOM CHARACTERISTICS

To hold a workshop in optimal conditions, we must be sure to select a location that fits our workshop's needs. Moreover, the following tips will help us on carrying it out successfully:

- Location: choose a location where the participants can carry out their specific research (the school or public spaces could be a good option).
- Capacity: our workshop can count between 4 and 12 participants + the workshop facilitator. For a bigger number of participants, it would be better to have co-facilitators that can help us with the organization and with the workshop's course.
- Tables: maximum 4 participants per table to make teamwork easier. Corresponding number of chairs. (Option: Height-adjustable tables fit quite good for the different workshop sections).
- Space: the room must allow the facilitator to move around freely in order to go from table to table in order to help each group.
- Light: be sure you have a room well illuminated and preferably with windows.
- Wall space: free walls are best to stick post-its and other work. Otherwise we can also use moderation walls (1-2 per group).
- Snacks and refreshments: Plan some snacks, coffee, tea and refreshments for the participants. Genius minds need some fuel :)



## DETAILED TRAINER CURRICULUM

The following curriculum helps the trainer in leading the workshop. Activities are described in detail and scheduled after time slots. Also, the materials needed for each part of the training are listed aside.

The workshop is distributed in three days and have time slots planned. However, the duration of the workshop and its different activities can be adapted to the needs of the trainer.

<b>DAY 1</b>			
<b>Human-Centered Design - Part 1</b>			
<b>Time</b>	<b>Activity</b>	<b>Details</b>	<b>Materials</b>
8:00 (1 h)	Room setup	<ul style="list-style-type: none"> <li>- Set up computer, projector, and speakers</li> <li>- Check video and sound</li> <li>- Set up flipchart paper, tables, chairs, markers, post-it notes, and other materials to be used during the training</li> <li>- Set up refreshments</li> <li>- Prepare name tags</li> </ul>	<ul style="list-style-type: none"> <li>- Computer + cables</li> <li>- Camera</li> <li>- Name tags</li> <li>- Markers /pens</li> <li>- Walls</li> <li>- Flipchart paper</li> <li>- Post-it notes</li> <li>- Refreshments</li> <li>- Coloured dots</li> <li>- Timer</li> <li>- DIN A4 paper</li> <li>- Research template</li> </ul>
9:00 (20 min.)	Welcome + Warming up	<ul style="list-style-type: none"> <li>- Give name tags to the participants</li> <li>- Start in a circle</li> <li>- Welcome the participants</li> <li>- Explain the purpose of the training</li> <li>- ACTIVITY: Warm up game (5 min.)</li> <li>- Go through the agenda of the day</li> </ul>	<ul style="list-style-type: none"> <li>- Name tags</li> <li>- Warm up</li> <li>- Agenda</li> <li>- Flipchart</li> </ul>
9:20 (40 min.)	Human-Centered Design Introduction	<ul style="list-style-type: none"> <li>- Explain what design thinking is</li> <li>- Explain the double-diamond design process</li> <li>- Introduce human-centered design and show examples</li> <li>- Introduce Mindsets</li> <li>- Introduce HMW questions</li> <li>- ACTIVITY: create HMW questions (5 min.)</li> <li>- Select the HMW question to work on by voting for the most promising options</li> <li>- Explain the HCD steps and the process</li> </ul>	<ul style="list-style-type: none"> <li>- Flipchart</li> <li>- HCD Example</li> <li>- Double-diamond design process</li> <li>- Big Post-t notes</li> <li>- Markers</li> <li>- Colored dots for voting</li> <li>- Timer</li> <li>- HCD steps</li> </ul>

<b>DAY 1</b>			
<b>Human-Centered Design - Part 1</b>			
<b>Time</b>	<b>Activity</b>	<b>Details</b>	<b>Materials</b>
10:00 (5 min.)	Groups	- Create Groups - Distribute participants in tables	
10:05 (20 min.)	Observation	- Where are we in the process? - Introduce Observation phase - Introduction to design research	- Flipchart - HCD Steps
10:25 (15 min.)	<b>Coffee break</b>		
10:40 (20 min.)	Field research preparation	- <b>ACTIVITY:</b> Teams prepare the template for field research: questions, roles, etc. (20 min.)	- Research template - Notepad - Pens - Timer
11:00 (2 h)	Field research	- Teams go out in the field in order to look for inspiration by observing and interviewing people.  *(Meanwhile, the trainer can prepare the room for the next “define” phase by preparing walls to gather the information collected).	- Research template (filled out) - Notepad - Pens - Camera
13:00 (1,5 h)	<b>Lunch break</b>		
		WELCOME BACK!	
14:30 (75 min.)	Define	- Participants return from the field research. - Where are we in the process? - Introduce the define phase as gathering and organizing the information gathered. - <b>ACTIVITY:</b> Write down information obtained (20 min.) - <b>ACTIVITY:</b> Cluster by similar themes (15 min.) - <b>ACTIVITY:</b> Create first conclusions or insights (10 min.)	- HCD Steps - Walls - Flipchart paper - Post-it notes - Markers - Timer
15:45 (15 min.)	Reflection	- Create a chair circle in the middle of the room - Day reflection	
16:00	<b>End of day 1</b>		

## DETAILED TRAINER CURRICULUM

<b>DAY 2</b>			
<b>Human-Centered Design - Part 2</b>			
<b>Time</b>	<b>Activity</b>	<b>Details</b>	<b>Materials</b>
8:30 (30 min.)	Room setup	<ul style="list-style-type: none"> <li>- Set up computer, projector, and speakers</li> <li>- Check video and sound</li> <li>- Set up flipchart paper, tables, chairs, markers, post-it notes, and other materials to be used during the training</li> <li>- Set up refreshments</li> <li>- Prepare name tags</li> </ul>	<ul style="list-style-type: none"> <li>- Computer + cables</li> <li>- Camera</li> <li>- Name tags</li> <li>- Markers /pens</li> <li>- Walls</li> <li>- Flipchart paper</li> <li>- Post-it notes</li> <li>- Refreshments</li> <li>- Coloured dots</li> <li>- Timer</li> <li>- DIN A4 paper</li> </ul>
9:00 (20 min.)	Warming up	<ul style="list-style-type: none"> <li>- ACTIVITY: Warm up game (5 min.)</li> <li>- Go through the agenda of the day</li> <li>- Review the steps done</li> </ul>	<ul style="list-style-type: none"> <li>- Warm up</li> <li>- Agenda</li> <li>- HCD Steps</li> </ul>
9:20 (1 h)	Personas	<ul style="list-style-type: none"> <li>- Explain the usefulness of personas (5 min.)</li> <li>- Explain persona creation process (10 min.)</li> <li>- ACTIVITY: Create a persona or two (45 min.)</li> <li>- Show some results from participants</li> </ul>	<ul style="list-style-type: none"> <li>- Flipchart paper</li> <li>- Markers</li> <li>- Timer</li> </ul>
10:25 (15 min.)	<b>Coffee break</b>		
10:35 (50 min.)	Ideate	<ul style="list-style-type: none"> <li>- Where are we in the process?</li> <li>- Introduce Ideation phase. (5 min.)</li> <li>- Introduction to Brainstorming rules. (3 min.) (Single, put ideas together, brainstorm again).</li> <li>- ACTIVITY: Ideate! (40 min.)</li> </ul>	<ul style="list-style-type: none"> <li>- HCD Steps</li> <li>- Post-It notes</li> <li>- Timer</li> </ul>
11:25 (70 min.)	Prototype	<ul style="list-style-type: none"> <li>- Where are we in the process?</li> <li>- Introduce Prototype phase. (15 min.) (Prototyping types).</li> <li>- ACTIVITY: Prototype! (50 min.)</li> </ul>	<ul style="list-style-type: none"> <li>- HCD Steps</li> <li>- Prototyping materials</li> <li>- Timer</li> </ul>

<b>DAY 2</b>			
<b>Human-Centered Design - Part 2</b>			
<b>Time</b>	<b>Activity</b>	<b>Details</b>	<b>Materials</b>
12:35 (1,5 h)	<b>Lunch break</b>		
14:05 (35 min.)	Prototype Share Out	- ACTIVITY: Share out the teams' results with the rest of participants!	- Timer
14:40 (30 min.)	Introduction to Test	- Review the process? - Introduce testing (5 min.) - ACTIVITY: Test the Prototypes with real people (30 min.)	- HCD Steps
15:10 (15 min.)	Reflection	- Create a chair circle in the middle of the room - Day reflection	
15:25	<b>End of day 2</b>		

## DETAILED TRAINER CURRICULUM

<b>DAY 3</b>			
<b>Social Entrepreneurship</b>			
<b>Time</b>	<b>Activity</b>	<b>Details</b>	<b>Materials</b>
8:45 (15 min.)	Room setup	<ul style="list-style-type: none"> <li>- Set up computer, projector, and speakers</li> <li>- Check video and sound</li> <li>- Set up flipchart paper, tables, chairs, markers, post-it notes, and other materials to be used during the training</li> <li>- Set up refreshments</li> <li>- Prepare name tags</li> </ul>	<ul style="list-style-type: none"> <li>- Computer + cables</li> <li>- Camera</li> <li>- Name tags</li> <li>- Markers /pens</li> <li>- Flipchart paper</li> <li>- Post-it notes</li> <li>- Refreshments</li> <li>- Timer</li> </ul>
9:00 (20 min.)	Warming up	<ul style="list-style-type: none"> <li>- ACTIVITY: Warm up game (5 min.)</li> <li>- Go through the agenda of the day</li> <li>- Review the steps done</li> </ul>	<ul style="list-style-type: none"> <li>- Warm up</li> <li>- Agenda</li> <li>- HCD Steps</li> </ul>
9:20 (25 min.)	What is Social Entrepreneurship?	<ul style="list-style-type: none"> <li>- Explain what social entrepreneurship is</li> <li>- Explain what social businesses are</li> <li>- Sustainable Development Goals (SDGs)</li> </ul>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Flipchart paper</li> </ul>
9:45 (30 min.)	Social Businesses	<ul style="list-style-type: none"> <li>- Show examples of social businesses (30 min.)</li> <li>- Comment on the examples</li> </ul>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Flipchart paper</li> </ul>
10:15 (15 min.)	<b>Coffee break</b>		
10:30 (2 h)	Looking for Social Problems	<ul style="list-style-type: none"> <li>- TEAMWORK: Start looking for social problems to be solved by applying the methods already learned.</li> <li>- Is our social business idea innovative?</li> </ul>	<ul style="list-style-type: none"> <li>- HCD Steps</li> <li>- Markers /pens</li> <li>- Walls</li> <li>- Flipchart paper</li> <li>- Post-it notes</li> <li>- Timer</li> </ul>
12:35 (1,5 h)	<b>Lunch break</b>		
14:00 (1 h)	Social Impact	<ul style="list-style-type: none"> <li>- Defining Social Impact</li> <li>- ACTIVITY: Create a Theory of Change for your social business idea (40 min.)</li> </ul>	<ul style="list-style-type: none"> <li>- Timer</li> <li>- Markers /pens</li> <li>- Flipchart paper</li> <li>- Post-it notes</li> </ul>
15:00 (15 min.)	Reflection	<ul style="list-style-type: none"> <li>- Create a chair circle in the middle of the room</li> <li>- Day reflection</li> </ul>	
15:15	<b>End of day 3</b>		



## ADDITIONAL ACTIVITIES YOU CAN INCLUDE INTO YOUR SOCIAL ENTREPRENEURSHIP TRAINING:

### Activity 1

Show different social and non-social businesses and discuss which ones are social businesses, which not, and why.

From the social businesses, discuss with the participants the following questions:

- What product or services is offering the social company?
- What is the purpose of the social company?
- What and who is the social company supporting? How?
- Could we make any improvement to the social company idea?

**Activity duration: about 30 minutes.**

### Activity 2

Take the participants on a walk through the local city centre. Tell them to write down different businesses they are passing by. They can also write down comments and take pictures.

Back at the training venue, start a discussion about which businesses are social businesses and which not. Ask the participants to explain their decisions.

**Activity duration: 1 – 2 hours.**

# Workshop To-Do's & Checklist

---

✓	
✓	
✓	
✓	
✓	
✓	

To help us in the planning process, we can use To-Do lists and checklists. These are good to keep track of the activities to be carried out before the workshop day and of the materials to be used during the workshop.

For this we created two templates to write down the most important tasks to be accomplished. On the one side, a To-Do list to be filled with what is to be done four weeks, two weeks, and a couple of days before the workshop day. Also the activities to be kept in mind on the same workshop day.

On the other side we can create a checklist to keep track of the materials needed, so that we don't forget any important item for the great day!

The following templates can serve as inspiration to create your own ones:

## TO-DO LIST

### 4 weeks before the workshop day:

for example:

- Gather your trainers' team and specify roles of each person.
- Reserve the workshop room in your institution if needed.
- Send invitations / promote the workshop to interested people.
- ...

### 2 weeks before the workshop day:

for example:

- Prepare any materials needed for the workshop.
- Review the agenda and sections with your trainers' team.
- ...

### 1-2 days before the workshop day:

for example:

- Prepare the room and arrange it accordingly to the workshop needs.
- Prepare any materials needed. Print any papers needed.
- Rehearse the different workshop sections with your team. Rehearse roles.
- ...

### Workshop day:

for example:

- Arrange the room 1 hour before the start and check audio and video devices if used.
- Carry out the workshop with your team.
- Be sure to record the results of the workshop (photos of the event and documentation).
- ...

## CHECKLIST



Computer / cables / Speakers



Presentation



Flipchart paper



Post-It Notes (1 pad per person)



Glue stick (1 per team)



Tape (1 per team)



Markers & pens (1 per person)



Scissors (1 per team)



Colored dots



Moderation walls (1-2 per team)



Different prototype materials (in boxes for the whole group)



Timer



Notepad or paper for taking notes (1 per team)

- 
- Templates needed (1-2 per team)
- Refreshments
- Camera
- ...
- ...
- ...
- ...
- ...
- ...
- ...
- ...
- ...
- ...
- ...
- ...

# TEMPLATES

## RESEARCH TEMPLATE

Our challenge:

Who are the relevant people do we want to ask?

Which are the relevant places do we want to observe?

What questions do we want to ask in order to obtain useful information for our research?

**rise**

## PERSONA TEMPLATE

Name:

Age:

Profession:

Family:

Preferred brands:

Hobbies:

\_\_\_\_\_:

\_\_\_\_\_:

\_\_\_\_\_:

Profile picture (draw your persona)

Information related to the problem we are designing a solution for (needs, good and bad feelings, problems they have...)

Statement/s

**rise**

### INNOVATIVE SOLUTION ROADMAP TEMPLATE

Who is working on the same global goal?

Who is working on the same specific problem?

Who is working in the same area we are working in?

Who is addressing the same target group?

What makes my idea unique and innovative compared to existing ones?

**rise**

### THEORY OF CHANGE TEMPLATE



**rise**

# RESEARCH TEMPLATE




# RESEARCH TEMPLATE

*Our challenge:*

*Who are the relevant people do we want to ask?*

*Which are the relevant places do we want to observe?*

*What questions do we want to ask in order to obtain useful information for our research?*

# PERSONA TEMPLATE


# PERSONA TEMPLATE

Name:

Age:

Profession:

Family:

Preferred brands:

Hobbies:

\_\_\_\_\_:

\_\_\_\_\_:

\_\_\_\_\_:

Profile picture (draw your persona)

Information related to the problem we are designing a solution for (needs, good and bad feelings, problems they have ...)

Statement/s

# INNOVATIVE SOLUTION ROADMAP TEMPLATE

A vertical rectangular box containing five horizontal lines, serving as a template for a roadmap. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on either side.

# INNOVATIVE SOLUTION ROADMAP TEMPLATE

*Who is working on the same global goal?*



*Who is working on the same specific problem?*



*Who is working in the same area we are working in?*

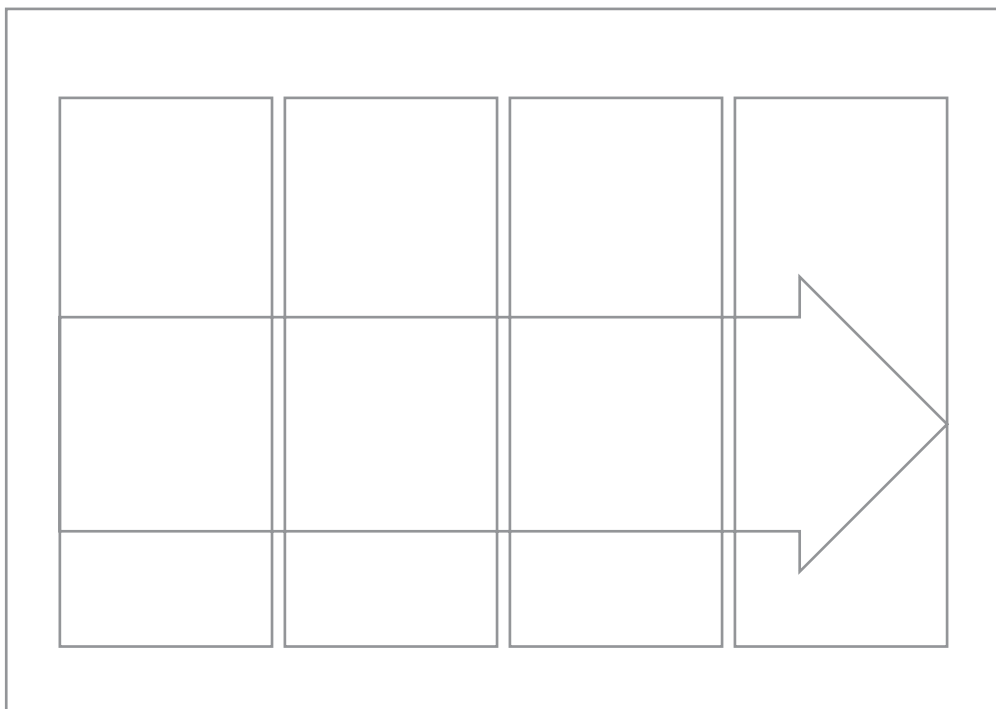


*Who is addressing the same target group?*

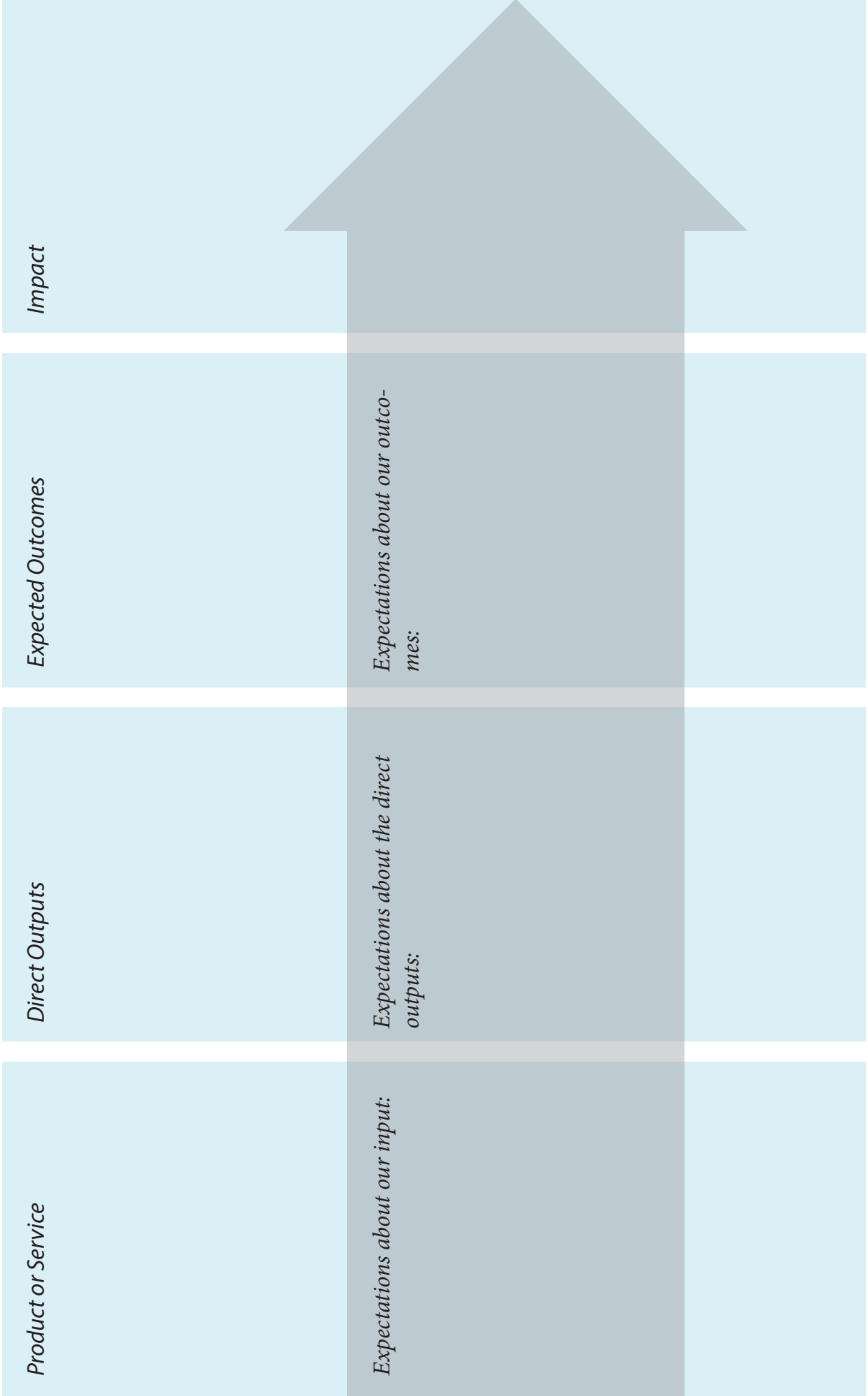


*What makes my idea unique and innovative compared to existing ones?*

# THEORY OF CHANGE TEMPLATE



# THEORY OF CHANGE TEMPLATE







## PICTURE ACKNOWLEDGEMENTS

Page 1: Own graphic.

Page 11: Own graphics.

Page 14: Own graphic.

Page 15: Own graphic, based on the British Design Council's work, 2005.

Page 16: Own graphic.

Page 17: Own graphic. Slightly modified from the version from [designthinking.ideo.com](http://designthinking.ideo.com).

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Page 25: 1)4)5) Designed by [rawpixel.com](http://rawpixel.com) / Freepik. 2) Designed by [katemangostar](http://katemangostar.com) / Freepik.  
3) [freedesignfile.com](http://freedesignfile.com).

Page 26: 1) Own graphic. 2) Designed by Freepik. 3) Designed by [rawpixel.com](http://rawpixel.com) / Freepik.

Page 27: Research template. Own graphic.

Page 29: Graphic by <https://hbr.org> (access on December 2018)(modified version).

Page 30: Designed by [iconicbestiary](http://iconicbestiary.com) / Freepik (modified version).

Page 33: Persona template. Own graphic.

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Page 46: [www.sustainabledevelopment.un.org](http://www.sustainabledevelopment.un.org) (access on December 2018).

Page 50: [www.facebook.com/selfairbremen](http://www.facebook.com/selfairbremen) (access on December 2018).

Page 51: [www.hamburg-startups.net](http://www.hamburg-startups.net) (access on December 2018).

Page 52: [www.tivity.es](http://www.tivity.es) (access on December 2018).

Page 53: [www.kreiszeitung.de](http://www.kreiszeitung.de) (access on December 2018).

Page 59: Own graphic.

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