

# **SOCIAL AND ECONOMIC INCLUSION**

through youth entrepreneurship

SUCESSEFUL SOCIAL ENTREPRENEURS

**TRAINING COURSE**

## Project “Social and economic inclusion through youth entrepreneurship”

is cofunded by the Erasmus + program under KA2 – Cooperation for innovation and the exchange of good practices – Strategic Partnerships for Youth

March 2019

### Partner organizations of the project:

African Diaspora Youth Network in Europe

PRSD Network - Providers of Social Responses to the Development

ADIF - “Action pour le Développement Intégré et la Formation”

ASANTE NGO

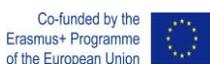
MIGRAFRICA - Verein für Junge afrikanische und andere Diaspora e.V.

Puntland Community ry

For a balanced progress of society it's necessary to develop, alongside the entrepreneurship oriented to profit, another engine of decentralized innovation that is focused on solving social and environmental problems, in areas where the market fails and where the public policies are negligent or inefficient. This other engine is social entrepreneurship, fueled by the incessant search of the human being, in giving meaning to life through a positive impact.

Social entrepreneurship results from the combination of a social and an entrepreneurial dimension in the same organizational model, seeking to create synergies that strength the capacity to create value for society, combining the efficiency of the markets that the private sector pursues, with the orientation for social benefit.

Successful social entrepreneurs is an Intellectual Output developed under the framework of the project “Social and economic inclusion through youth entrepreneurship”.



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## **INTRODUCTION**

Entrepreneurship is associated with initiative, innovation, the possibility of doing new things and the ability to take risks. Entrepreneurial people are ready to act, and entrepreneurship is boosted when favorable conditions and the necessary support exist.

Entrepreneurship creates jobs and job opportunities, promotes wealth for society and, particularly through social entrepreneurship, contributes to the local development and community development. Regional and national economic development strategies should consider the important role that migrants can play in stimulating the local economy. Migration bring skills that are rare in host countries and that, when well supported, create a positive impact on labor markets and on local economy.

Entrepreneurship is often assumed as a means of labor integration for the immigrant population in the host country. Migrants are challenged to entrepreneur to avoid unemployment, to increase their incomes and create jobs.

It's essential to support migrants in structuring and implementing a business idea and a foreign country. Supporting migrant and refugee entrepreneurship can offer significant benefits, not only for migrants and refugee entrepreneurs themselves, but also for host societies and countries of origin.

The training course "Successful social entrepreneurs", intents to foster entrepreneurship among immigrant communities.

# SOCIAL AND ECONOMIC INCLUSION

## through youth entrepreneurship

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### **PARTICIPANTS PROFILE**

The program aims to enhance the integration of the immigrant population through the training of youth workers who work with migrants. The program aims to provide a set of practical application tools, either within an organization, or to launch of an entrepreneurship project, facilitating rapid integration into active life.

This training course is addressed to:

> social organizations leaders and social workers that work with young people, migrants and young migrants and intent to increase the capability

> Young social entrepreneurs that intent to work within local communities, contributing to local development and to the social inclusion of young people and young migrants;

> Youth Workers, that intent to increase their awareness and have better knowledge and tools to support the social inclusion of young migrants;

> Decision Makers more conscious about how to develop and support social entrepreneurship actions and social inclusion policies.

### **OBJECTIVES**

#### **GENEREAL OBJECTIVES**

> Learning social entrepreneurship and social innovation as processes so that they can be implemented in a continuous and systematic way, both individually and in the organizational context, and how to communicate them successfully.

> Establish the foundations for a successful social start-up, providing participants with the technical and management skills necessary to create their own business plan, which will be a guide for the implementation of your idea.

#### **SPECIFIC OBJECTIVES**

At the end of the training program, participants will be able to:

- > Identify their own individual value proposition (based on knowledge of their skills).
- > Understand the different stages of the entrepreneurial process;
- > Know and apply tools for generating new ideas and explore social challenges;
- > Design a business value proposition;
- > Develop a Social Business Plan;
- > Know the main sources of financing;
- > Communicate a business idea.

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## through youth entrepreneurship

### GRADING AND PARTICIPATION

All assignments need to be turned in on-time and the details on the assignments will be distributed separately. Each student will: 1) turn in the 3 assigned research and opinion assignments throughout the course (15% of grade) and be responsible for active and engaged participation in class discussions, interacting with trainers and guest speakers (20% of grade).

Each student team will select an existing social enterprise and or identify social business idea and develop a preliminary project (10% of grade) and will develop the concept, basic business plan for scaling an existing nonprofit social enterprise (35%) and do an investment 'pitch' for their company (20%).

The Curricular Units are individually evaluated, in a quantitative way, with each teacher stipulating which is the best evaluation instrument, and each student must be evaluated on a scale of 0-20.

### ATTENDANCE AND PARTICIPATION

This training course will rely heavily on the interaction between the participants, the instructors and the guest speakers. As such, it is critical that each participant comes to all sessions well-prepared and ready to contribute. It is expected that each participant will attend all sessions. If a participant must miss a session, he or she is asked to please contact the trainer in advance. Missing more than one class session may adversely affect a participant class participation grade.

### LEARNING OUTCOMES

CURRICULAR UNIT	GOAL	COMPETENCES	CONTENT	HOURS
<b>MIGRATION AND MIGRANT INTEGRATION</b>	Provide participants with the necessary knowledge about the different dimensions of immigration and its impact	Participants are able to understand the the different dimensions and impact of voluntary and forced migration	Why do People Migrate? The evolution of European migration; forced migration, asylum and refugees; integration and economic integration of migrants; barriers and benefits of migrant integration.	12
<b>BASIC FOUNDATIONS OF ENTREPRENEURSHIP</b>	Give participants with the basic competences that allow them to develop an entrepreneurial project	Participants have the basic skills for the development of entrepreneurial projects	Entrepreneurship and Entrepreneurial Process; Entrepreneurial Skills; Design Thinking, Creativity and Innovation; How to create Business Models; Marketing; Finance for Entrepreneurs	44
<b>COMPLEMENTARY CONCEPTS IN ENTREPRENEURSHIP</b>	Give participants with complementary knowledge in the area of entrepreneurship	Participants have complementary skills for the development of entrepreneurial projects	Funding; Legal Framework; Intellectual Property and Copyright; How to communicate a business idea	12
<b>ENTREPRENEURIAL PROJECT</b>	Empower participants for project development	To be able to develop an entrepreneurial and innovative project that greatly involves technology	Develop the idea with technical specifications for an innovative product/solution	24

# SOCIAL AND ECONOMIC INCLUSION

## through youth entrepreneurship

### COURSE OVERVIEW

The training program will run intensively over a period of one month, covering 5 weekly sessions, each lasting 4 hours. The program is based on a methodology composed of:

- i) Training - structured in 4 training cycles;
- ii) Mentoring - personalized support for the preparation of the Business Plan;
- iii) Pitching - sessions for presentation, validation and feedback to business projects.

### CURRICULAR UNIT: MIGRATION AND MIGRANT INTEGRATION

*This curricular unit will contribute to develop among participants a comprehensive and balanced view of migration: including the socio-economic benefits and challenges linked to migration, and the factors, which play a role in the development and impact of public perceptions towards migrants. This unit is designed to introduce participants to some migration scenarios and perspectives related to the social and economic impact.*

#### SESSION 1 MIGRATION TRENDS, THEORIES, AND RIGHTS

##### CONTENT

The evolution of European migration •  
Forced migration, asylum and refugees •  
What are different categories of migrants? •  
What are the most influential theories of migration? •  
What rights and laws are designed to protect migrants?

##### BIBLIOGRAPHY

- > Barraket, J. (2007). Pathways to employment for migrants and refugees? the case of social enterprise. School of Political Science, University of Melbourne. Melbourne, Australia
- > British Council (2011). Migrant Integration Policy Index. British Council e Migration Policy Group.
- > European Commission (2010) Self-employment in Europe 2010. European Employment Observatory Review.
- > European Union (2018). Report on the Local Integration of Migrants
- > IFDEP (2015). Empreendedorismo nas Comunidades Imigrantes: Um Olhar sobre Portugal
- > Mohamoud, A.; Formson-Lorist, C (2014). Diaspora and Migrant Entrepreneurs as Social and Economic Investors in Homeland Development.
- > The African Diaspora Policy Centre (2014). Diaspora Organisations as Strategic Agents of Development.
- > United Nations. (2018). Policy Guide on Entrepreneurship for Migrants and Refugees

#### SESSION 2 ECONOMICS MIGRATION AND LABOUR MARKETS

##### CONTENT

What economic considerations lead people to migrate? •  
What are the economic effects of migration?

#### SESSION 3 MIGRANT INTEGRATION

##### CONTENT

What determines the success of migrant "integration" •  
What determines attitudes towards migrants and refugees? •  
Barriers and benefits of migrant integration.

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### **CURRICULAR UNIT: BASIC FOUNDATIONS OF ENTREPRENEURSHIP**

*This curricular unit will contribute to develop among participants the learning of entrepreneurship and innovation as processes so that they can be implemented in a continuous and systematic way, both at the individual level and in the organizational context and how to communicate them successfully. This curricular unit will contribute to understand the foundations for a successful start-up, providing participants with the technical and management skills necessary to create their own business plan, which will be a guide for the implementation of an idea.*

#### **SESSION 4 | SESSION 5**

#### **BUSINESS ENVIRONMENT AND STRATEGIC INNOVATION**

#### **CONTENT**

Entrepreneurship and Social Entrepreneurship • Entrepreneurship and Entrepreneurial Process Phases • The nature of entrepreneurship • From the idea to its implementation • The value proposition • Myths about entrepreneurship • Motivations for Entrepreneurship

#### **BIBLIOGRAPHY**

- > Hisrich, Robert D.; Peters, Michael P.; Shepherd, Dean A. (2017), "Entrepreneurship", McGraw Hill, 10th Edition.
- > Wickham, Philip A. (2007), "Strategic Entrepreneurship", Financial Times Press, 4th Edition.
- > Drucker, Peter F. (1985), "Innovation and Entrepreneurship: Practice and Principles", Harper & Row, p. 277.
- > Kawasaki, Guy (2004), "The art of the start?", Portfolio, p. 226.
- > Timmons, Jeffrey A.; Spinelli, Stephen (2007), "New Venture Creation", McGraw-Hill, 7th Edition (International Edition), p. 658.
- > Yunus, M., Moingeon, B. e Ortega, L. (2010). Building Social Business Models: Lessons from the Grameen Experience Long Range Planning, 43.
- > Yunus. M. (2003). "Banker to the Poor – The autobiography of Muhammad Yunus founder of the Grameen Bank." Foreword by HRH, Wales.

#### **SESSION 6 | SESSION 7**

#### **ENTREPRENEURIAL COMPETENCES**

#### **CONTENT**

Entrepreneur Profile and Skills • Intrapreneurship • My personal value proposition • Business Model You Methodology • Reinvent ourselves.

#### **BIBLIOGRAPHY**

- > Bird, B. (1995). Toward a theory of entrepreneurial competency. Advances in Entrepreneurship, Firm Emergence, and Growth, JAI Press, 2, 51-72.
- > Bird, B. (1995). Towards a theory of entrepreneurial competency'. In Advances on Entrepreneurship, Firm Emergence and Growth, eds. J.A. Katz, and R.H. Brockhaus, 51-72. Greenwich, Conn.: JAI Press
- > Casson, Mark C. (1982). The Entrepreneur: An Economic Theory, Oxford: Martin Robertson, 2nd. ed. Edward Elgar.
- > Green F. (2013). Skills and Skilled Work. An Economic and Social Analysis. Oxford: Oxford University Press.
- > Smith, B., & Morse, E. (2005). Entrepreneurship Competencies: Literature Review and Best Practices, Small Business Policy Branch: Industry Canada: Ottawa

# SOCIAL AND ECONOMIC INCLUSION

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#### **SESSION 8 | SESSION 9**

##### **DESIGN THINKING, INNOVATION AND CREATIVITY**

#### **CONTENT**

Creativity and new business idea • Ideas generation techniques • The product planning and development process • Innovation Processes • Creativity tools • Creative Problem Solving • SCAMPER

#### **BIBLIOGRAPHY**

- > Charitou C.D. and Markides, C.C. (2003), "Responses to disruptive strategic innovation", MIT Sloan Management Review, Winter, 55-63.
- > Drucker, P. F. (1985). Innovation and Entrepreneurship, HarperBusiness, New York, NY, USA.
- > Evans, J. R. (1996). "Creativity in MS/OR: Creativity-Enhancing Strategies," Interfaces, Vol. 26, No. 3, pp 58-65.
- > ELMANSY, Rafiq. (2015). "A Guide to the SCAMPER Technique for Creative Thinking. Design Thinking".
- > Gardner, H. (1993). Creating Minds: An Anatomy of Creativity Seen Through the Lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Ghandi, BasicBooks, New York, NY, USA.
- > Goldman D., P. Kaufman and M. Ray (1992). The Creative Spirit, Plume, New York, NY, USA
- > Lewis, T. (1996). "The Limits of Innovation," Computer, April, pp. 7-9.
- > Kim, W. C. and Mauborgne, R. (2004), "Value Innovation", Harvard Business Review, July/August, 172-180
- > Midgely, D. F. (1977). Innovation and New Product Marketing, John Wiley & Sons, New York, NY, USA.
- > REIJTER, Jeroen. (2015) "SCAMPER: Thinking Techniques
- > Sternberg, R. J. (1988). The Nature of Creativity, Cambridge University Press, Cambridge, UK.

#### **SESSION 10 | SESSION 11**

##### **HOW TO CREATE BUSINESS MODELS**

#### **CONTENT**

Business model canvas • Business plan

#### **BIBLIOGRAPHY**

- > Blackwell, Edward. How to Prepare a Business Plan. London: Kogan Page, 2002.
- > DeThomas, Art. Writing a Convincing Business Plan. Hauppauge, N.Y.: Barron's Educational Series, 2001.
- > McKeever, Mike P. How to Write a Business Plan. Berkley: Nolo.com, 1999.
- > Osterwalder, A., Pigneur, Y. and Clark, T. (2010). Business model generation. [Amsterdam]: Alexander Osterwalder & Yves Pigneur.

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### **SESSION 12 | SESSION 13** **MARKETING**

#### **CONTENT**

Strategic marketing planning •  
Operational Marketing Planning •  
Branding

#### **BIBLIOGRAPHY**

- > BAYNAST, Arnaud; LENDREVIE, Jacques; LÉVY, Julien; DIONÍSIO, Pedro; RODRIGUES, Joaquim Vicente. (2018), MERCATOR 25 Anos, o Marketing na Era Digital, Dom Quixote.
- > Barney, Jay B., Hesterley, William S. (2012) Strategic Management and Competitive Advantage: Concepts and cases. 4th edition. Pearson
- > Lasserre, Philippe (2012) Global Strategic Management, 3rd Edition, Palgrave Macmillan.
- > Pearce, J. A., Robinson, R.B. (2013), Strategic Management, 13th edition, McGraw-hill Higher Education
- > Kotler, P. (2015), Marketing Management - Analysis, Planning, Implementation and Control (Millennium Edition, 15th) Englewood Cliffs: Prentice Hall.
- > Kotler, P. & Keller, K. L. (2017), Marketing Management Upper Saddle River, NJ: Prentice Hall.

### **SESSION 14** **FINANCE FOR** **ENTREPRENEURS**

#### **CONTENT**

Fundamentals of financial analysis •  
Investment analysis • Price Policy

#### **BIBLIOGRAPHY**

- > Brealey, Myers e Allen (2014, 11ª Ed.) "Principles of Corporate Finance", McGraw-Hill.
- > Damodaran (2010, 2nd Ed.) The Dark Side of Valuation: Valuing Young, Distressed, and Complex Businesses, Pearson
- > Damodaran (2012) Investment Valuation, 3. Ed., Wiley
- Fernandez, P. (2007) Company Valuation Methods: The most common errors in valuation, WP 449, IESE
- > Minchington, C. and G. Francis (2000) Shareholder Value, Management Quarterly.

# SOCIAL AND ECONOMIC INCLUSION

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### COURSE OVERVIEW

#### CURRICULAR UNIT: COMPLEMENTARY CONCEPTS IN ENTREPRENEURSHIP

*This curricular unit will contribute to develop among participants a complementary learning of entrepreneurship. This curricular unit will contribute to understand the legal framework of implementing a successful start-up, providing participants with the necessary knowledge to create and fund their social startup.*

#### SESSION 15 FUNDING

##### CONTENT

Sources and Forms of Financing for Startups and Social Startups • Crowdfunding • Microfinance • Bootstrapping • How to prepare an entrepreneurial project for funding

##### BIBLIOGRAPHY

- > "Sources of Financing for New Nonprofit Ventures," Dees & Dolby. "Impact Investing: Bold Models to Drive Development at Scale," Rockefeller Foundation
- > Dale Cudmore (2019) "How to crowdfund your business idea [step-by-step guide]".  
<https://digital.com/blog/crowdfunding/>
- > Yunus, Muhammad; Jolis, Alan (2003). Banker to the Poor: micro-lending and the battle against world poverty. New York: Public Affairs. pp. 20–29.

#### SESSION 16 LEGAL FRAMEWORK

Different legal forms of a business • Legal responsibilities of an entrepreneur

##### BIBLIOGRAPHY

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#### SESSION 17 INTELLECTUAL PROPERTY AND COPYRIGHT

##### CONTENT

What is Intellectual Property • Intellectual Property Categories • Importance of Intellectual Property • Inventions • Patents • Utility Models • Industrial Designs or Models • Brands • Copyright

##### BIBLIOGRAPHY

- > European Union International Property Office. IP Teaching KIT: <https://euipo.europa.eu/knowledge>

#### SESSION 18 HOW TO COMMUNICATE A BUSINESS IDEA

##### CONTENT

How to "write" your pitch • Storytelling • What to pitch? • Body language • Preparing the pitch.

##### BIBLIOGRAPHY

- > How to Pitch Your Social Enterprise.  
<http://www.socialbrite.org/2008/10/14/how-topitch-your-social-enterprise/>
- > ZERO DIVIDE, "7 Pitching Tips for Young Social Entrepreneurs: From the Social Enterprise Alliance Summit 2011." <http://www.zerodivide.org/node/2262>
- > SE ToolBelt, "Social Enterprise Elevator Pitch."  
<https://docs.google.com/document/preview?id=1iXNRxaLnuwkpWQG51QIGX7vgYB6xE29isor8H5e6UpE&pli=1>
- > Scott Berkun (2005) How To Pitch an Idea.  
<https://scottberkun.com/essays/38-how-to-pitch-an-idea/>

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### COURSE OVERVIEW

#### CURRICULAR UNIT: ENTREPRENEURIAL PROJECT

*This curricular unit will contribute to better understand the different phases of the entrepreneurial venture. The participants, in teams of maximum 4 members are challenged to identify a social business opportunity and create a Business Plan. During the sessions each team will have the opportunity to have 3 pitch moments: 1 pitch moment for checkup opportunity (to present their opportunity or problem that they want to solve); 1 check up idea (to present their solution the team competences to implement the solution) and a final pitch.*

#### SESSION 19 | SESSION 25 ENTREPRENEURIAL PROJECT

#### CONTENT

Value Proposition • Business Model •  
Business Plan • Pitch

#### ASSIGNEMENT AND BIBLIOGRAPHY

- > Bidh , Amar (2003) "The Origin and Evolution of New Businesses", Oxford University Press
- > Christensen, Clayton (2000), "The Innovator's Dilemma", Harper Business
- > Cooney, Thomas and Noore, Rickie (2007) "European Cases in Entrepreneurship", Blackhall
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- > Hisrich, R. e H. Peters (1998, 4<sup>a</sup> Ed.) "Entrepreneurship", Irwin/McGraw-Hill.
- > Osterwalter A, Pigneur Y, (2009), "Business Model Generation", Self Published
- > Smith, J. e R. Smith (2004, 2<sup>a</sup> Ed.) "Entrepreneurial Finance", Wiley.
- > Shapiro, A. "Corporate Strategy and the Capital Budgeting Decision".
- > Surowiecki, James ( 2005) "The Wisdom of the Crowds", Anchor Books
- > Timmons, J., A. Zacharakis e S. Spinelli (2004) "Business Plans that Work", McGraw-Hill

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