

Social Enterpr





SOCIAL ENTREPRENEURSHIP AND ICT TOOLKIT



Co-funded by the
Erasmus+ Programme
of the European Union



INTRODUCTION

"EntrepRURAL socialy" is a Strategic Partnership in the youth field aimed at promoting the role of Social Entrepreneurship (SE), in combination with Non Formal Education (NFE) and practical learning, as a tool for enhancing social inclusion and employability of disadvantaged sectors of the youth population from rural area.

This Toolkit aims to provide youth workers with methodologies to promote the crucial role of ICT tools and skills for Social Entrepreneurs. It contains workshops using Non-Formal Education methodology to be implemented with young people aged 18 - 30 years old.



What Is Social Entrepreneurship?

Social entrepreneurship is first and foremost the identification of social problems that exist and initiating social change using entrepreneurial principles, processes and operations. It is about conducting a needs analysis to define the particular social problem and then organising, creating and managing a social enterprise to achieve the desired change.

Social entrepreneurship focuses on issues such as environmental problems, the fight for children's rights, waste treatment, women's emancipation or many other topics.





Information Communication Technologies (ICT) tools

ICT tools refer to the set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and e-mail), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players and storage devices) and telephony (fixed or mobile, satellite, video/videoconferencing, etc.)

Information and communication technologies (ICTs) can help social enterprises to increase their social impact. The flexibility, dynamism and ubiquity of ICTs make them powerful tools for improving relationships between organisations and their beneficiaries, thereby multiplying the impact of action against many, if not all, aspects of global unsustainability, including poverty and exclusion.

ACTIVITIES

Activities description

Activity 1

Introduction to the potential of Social Media and ICT instruments



10+



1.5 hour



Wi-fi connection, projector, Leaflet with a specific ICT tool per each group.



The trainer divides the participants into groups of 4–5 people. Each group receives a leaflet with a specific ICT tool. The groups are considering the use of a specific ICT tool in social business to their advantage. The trainer asks each group to present their ICT tool and their proposal for the effective use of this tool in social business.



ACTIVITIES

Activities description

Activity 2

Introduction to the potential of Social Media and ICT instruments – Part 2



10+



1.5 hour



Paper per each group, pens for everyone.



The trainer divides the participants into groups of 4–5 people, distributes a sheet of paper for each group and pens for all participants. They should indicate the type of social business they would like to work with. After that, the participants think about what tools and platforms of social networks they would use in their own social business in terms of improving the quality of business. They present and justify their choice. It follows with discussion and evaluation of their choices by the trainer. The trainer gives a general feedback and answers participants' possible questions.

ACTIVITIES

Activities description

Activity 3

An introduction to ICT entrepreneurship. Digital technology as a field of social business



10+



1.5 hour



Paper and pens per each participant.



The trainer/facilitator divides the participants into groups and sets out a situation on which each group has to think about the situation when there would be no social media and ICT tools available for their businesses



ACTIVITIES

Activities description

Activity 4

Introduction to Blogging and Web Development – Creative writing exercises



10+



1.5 hour



Sheets, markers, pens, post-it.



The activity consists in implementing different forms of creative writing:

- People watch

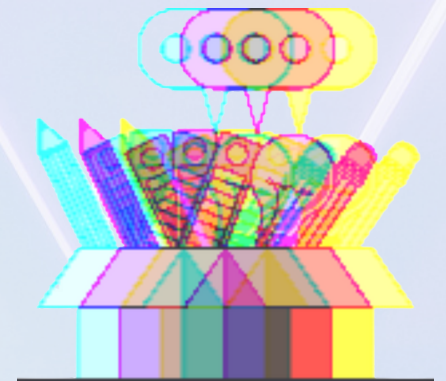
Every participants pick one person from the group and starts writing an imaginary story about him/her. The writer is invited to ask question to the other person together with imagining what his/her life is like, activities, hobbies, adventures, etc.

- First random line

<https://writingexercises.co.uk/firstlinegenerator.php>

generates random first lines or the facilitator can prepare some lines. The participants choose one and use it as a prompt to do some free writing.

Writing exercises like these will help unlock his/her creative side.



ACTIVITIES

Activities description

Activity 5

Introduction to Blogging and Web Development – Creative writing exercises



10+



1.5 hour



Sheets, markers, pens, post-it.



These are the basic steps you'd follow to try paper blogging:

- Have participants handwrite a blog post on paper (make it simple, like a hobby or recount of something that happened during the mobility).
- Put paper blog posts on walls or around the room for everyone to read.
- Using sticky notes, all the other participants can comment on the paper blog posts.
- Have discussions about what makes a great comment and how blogging can create a community.



ACTIVITIES

Activities description

Activity 6

Introduction to Blogging and Web Development – Part 2



10+



1.5 hour



Laptops/computer, Smartphones: internet access: sheets and markers.



- Practise

The trainer divides the participants into equal groups. Then, he/she ask them to write a blog post about their training/mobility experience and to fill it with visuals.

Participants can use online images, produce visuals, photos, graphics, etc.

- Discussion

The trainer asks to all the participants questions such as:

- 1.What were the most difficult steps to follow?
- 2.Did you encounter any problems in finding "free" images on the web?
- 3.Which criteria guided you to choose the visual position in the post?

The aim of the final discussion is to raise awareness to the right use of images both in terms of reader involvement and in terms of copyright issues.

ACTIVITIES

Activities description

Activity 7

Introduction to Blogging and Web Development – Part 3



10+



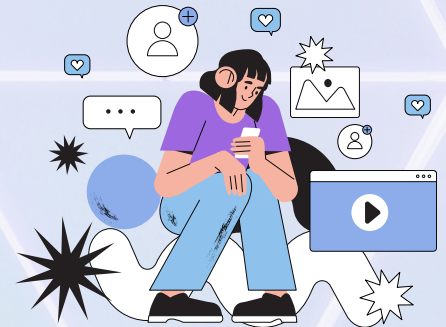
1.5 hour



Laptops/computer, Smartphones; internet access; sheets and markers.



This activity refers to a person's ability to create and edit new digital content, integrate and rebuild prior knowledge and content, make artistic productions, multimedia content and computer programming, know how to apply intellectual property rights and licenses.



The activity will be implemented through the following steps:

- The trainer divides the class in groups.
- The trainer asks the people to search for an online blog/give them some blog links.
- Together the participants have to find out:

Who wrote it

Which sources he/she used

How are the paragraphs structured

Which multimedia resources he/she used

How is the content organized

- Every group present their findings to the others.

ACTIVITIES

Activities description

Activity 8

Marketing and Cultural Sensibilities: How to adapt our approach – Part 1



10+



1.5 hour



Laptops/computer/Smartphones; internet access; sheets and markers.



Participants are divided in small groups of 4–5 people who work together to construct a new culture/ country and imagine its:

1. Name,
2. History:
3. Geographic Location and Nature:
4. Language (especially specifically sounding phrases or songs);
5. Food (interesting ways of cooking, serving and eating habits);
6. Music (including musical instruments), songs, dances:
7. Body language and culture of communication (for example how you greet people, how you express happiness, interest in someone, sadness, frustration).



ACTIVITIES

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7. Most interesting habits/traditions. (for example interesting ways of doing business, treating children, getting married...).

8. Names of people and places (for example creating a human name and explaining the etymology behind it, linking it with the culture).

Each country/culture has to film and to edit a video up to 10 min (depending on the number of countries in the group) where they present and promote their culture/country for touristic purposes, using the newly created name of culture/country, interesting historical artifacts, traditions, body language, culture of communication, food, music, and dances. Other means that can be used, such as: photos, graphics, PPT, etc. They can even decide to create a social media account ad hoc.

At the end of the activity, the materials will be presented to the other groups.



ACTIVITIES

Activities description

Activity 9

Marketing and Cultural Sensibilities: How to adapt our approach – Part 2



10+



1.5 hour



Laptops/computer/Smartphones; internet access; sheets and markers.



1. The group chooses a topic it is interested in [the trainer can suggest diverse topics such as: raising awareness on environmental issues, disability, violence against women, etc.].
2. The group discusses why the topic is important and for whom. This will be fundamental to set an agreed vision within the team and to identify the precise target group of the campaign.
3. Then, it's time for brainstorming and sharing ideas within the group to choose the message, the format, the mean of communication through a campaign [i.e.: Instagram, Facebook, crowdfunding platform, social campaign platforms etc].
4. The group creates the digital product the campaign will be based on [this could be photos, video, graphic drawing, a catching text/hashtag...or all of this]. The group is stimulated to work with editing tools such as Canva.
5. The group is invited to post the result of their work on their social medias.

ACTIVITIES

Activities description

Activity 10

Cultural Sensibility in the internal workings of a Social Enterprise: How to build and manage multicultural work environments.



10+



1.5 hour



Smartphones; internet access; sheets and markers/pens.



The aim of this activity is to stimulate participants to think about cultural diversity and otherness in their work experience.

The participants are asked to individually think about their experience and then, through realising a video interview with their colleagues, they are asked to share their experiences on what are the main prejudices and positive experiences they had in their past working experiences.



ACTIVITIES

Activities description

Activity 11

Structuring our ideas: Developing our Social Entrepreneurship Action Plan through Storytelling – Part 1



10+



1.5 hour



Big space (outside or inside) Post-it Blank paper Tape



Objectives: Allowing the participants to express their personal desires. Federating people around a joint project. Creating working groups. Highlighting the ways we come together [collaboration strategies, social mechanisms...]

Part 1: Ask the participants to create a personal form with: [1] the activities they desire to put into practice; [2] their skills [using 1 post-it/skill]; [3] the challenges they are willing to accept [using 1 post-it/challenge]. This form will be the tool with which they will connect with the others. Invite the participants to be as precise and accurate as they can. 10 mins



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Part 2: A "free market" to discover each other and create groups. Once the personal forms are ready, the "market" starts.

1st round (35'): Each participant will stick their form in their chest and will go around the room for 20 minutes to meet the others and look for possible collaborators. They will have to create a first group of 3 persons with whom they will elaborate a proposal. When groups are set, give to each 15 minutes to discuss and create a new form that will be their collective proposal. This time they will have to define at least 1 mode of expression and 1 thematic.

2nd and 3rd round (40'): The "market" starts again. Each group of 3 has 5 minutes to connect with other groups to finally create a group of 9 persons. Give 10 minutes to those final groups to share their ideas and get a clearer idea of what they could do together, given their resources, their challenges, the modes of expression that excite them the most...

Reflection time after the activity 5 mins:

Expected results: achieving a collective proposal. Finding collaborators. Acknowledging our personal strategies.



ACTIVITIES

Activities description

Activity 12

Structuring our ideas: Developing our Social Entrepreneurship Action Plan through Storytelling – Part 2



10+



1.5 hour



Papers and markers according to the number of participants, few big jars, old magazines/newspapers, scissors, glue



The participants are divided into groups and have the task to check the newspapers, patricians, etc., and finding any news that would be disturbing them in the community in which they live.

Each group has to come up with innovative ideas on how to find a solution to those issues. The groups can create videos to explain in a practical way what the possibilities for solving these problems are.



ACTIVITIES

PICTURES





Agency for International
Programs for Youth
Republic of Latvia

Co-funded by the
Erasmus+ Programme
of the European Union



To find more about „EntrepRURAL Socialy”
project:



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



<https://admvnngo.wixsite.com/entrepruralsocialy>

The project "EntrepRURAL socialy" was financed with the support of European Commission's "Erasmus+: Youth in Action" administered in Latvia by the Agency for International Programs for Youth. This publication reflects only the author's views, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

