



Erasmus+

# I-SICS

INTERNATIONAL SOCIAL INNOVATION COMPETITION  
FOR STUDENTS AND ADULT LEARNERS

## KIT

KA2 – COOPERATION AND INNOVATION  
FOR GOOD PRACTICES

Project number: 2014-1-HU01-KA203-002367



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# International Social Innovation Competition Kit

**...for organizers  
...for developing Social Entrepreneurship**

*„All human beings are born entrepreneurs. Some get a chance to unleash that capacity.  
Some never got the chance, never knew that he or she has that capacity.”*

*Muhammad Yunus*



**CVO Antwerpen**  
centrum voor volwassenenonderwijs



UNIVERSITAT ROVIRA I VIRGILI





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## Welcome

### Welcome to the International Social Innovation Competition Kit

We are pleased to share the International Social Innovation Competition Kit (I-SICS Kit) with colleagues in other organizations who may be interested in organizing competitions in the field of social innovation. The I-SICS Kit is about inspiring young people to create new and more effective answers to the biggest challenges of our times.

The materials we have developed and introduce here, are intended to support all those organisations who are involved and actively participate in generating social innovation. The main target group of this I-SICS Kit are teachers, organizers, universities, and other parties who are interested in the organization of a competition with a special focus on social innovation.

Use this handbook as a reference guide for your Social Innovation Competition!

### Acknowledgements

Thanks to our colleagues, to students and to adult learners who have provided their insights and supported to collect resources to the I-SICS Kit!

Thanks to the Erasmus+ program for providing the background to the project. Many thanks to the partners who carried out the research and the organization of the competition with much enthusiasm. Thanks to the students and adult learners for participating and sharing their change-making ideas with us and with the world.

This project was made possible by your hard work and dedication.



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## **“A convenient way of conceptualising social impacts is as changes to one or more of the following:**

- people’s way of life – that is, how they live, work, play and interact with one another on a day-to-day basis;
- their culture – that is, their shared beliefs, customs, values and language or dialect;
- their community – its cohesion, stability, character, services and facilities;
- their political systems – the extent to which people are able to participate in decisions that affect their lives, the level of democratisation that is taking place, and the resources provided for this purpose;
- their environment – the quality of the air and water people use; the availability and quality of the food they eat; the level of hazard or risk, dust and noise they are exposed to; the adequacy of sanitation, their physical safety, and their access to and control over resources;
- their health and wellbeing – health is a state of complete physical, mental, social and spiritual wellbeing and not merely the absence of disease or infirmity;
- their personal and property rights – particularly whether people are economically affected, or experience personal disadvantage which may include a violation of their civil liberties;
- their fears and aspirations – their perceptions about their safety, their fears about the future of their community, and their aspirations for their future and the future of their children.”

*Frank Vanclay (2003) International Principles For Social Impact Assessment, Impact Assessment and Project Appraisal, 21:1, p. 8, DOI: 10.3152/147154603781766491*





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## Guidelines

### How to use this I-SICS Kit?

The Kit is designed to provide useful information if you are interested in organising a social innovation competition. You can read section by section or use it as a reference guide if you are interested in a specific area of organization.

The Kit is specially designed for organizations who are interested in organization of competitions, or to teach, and to coach students on the field of social innovation. The Kit contains several case studies, best practices which are helpful to decide about the main goals, attributes of the competition.

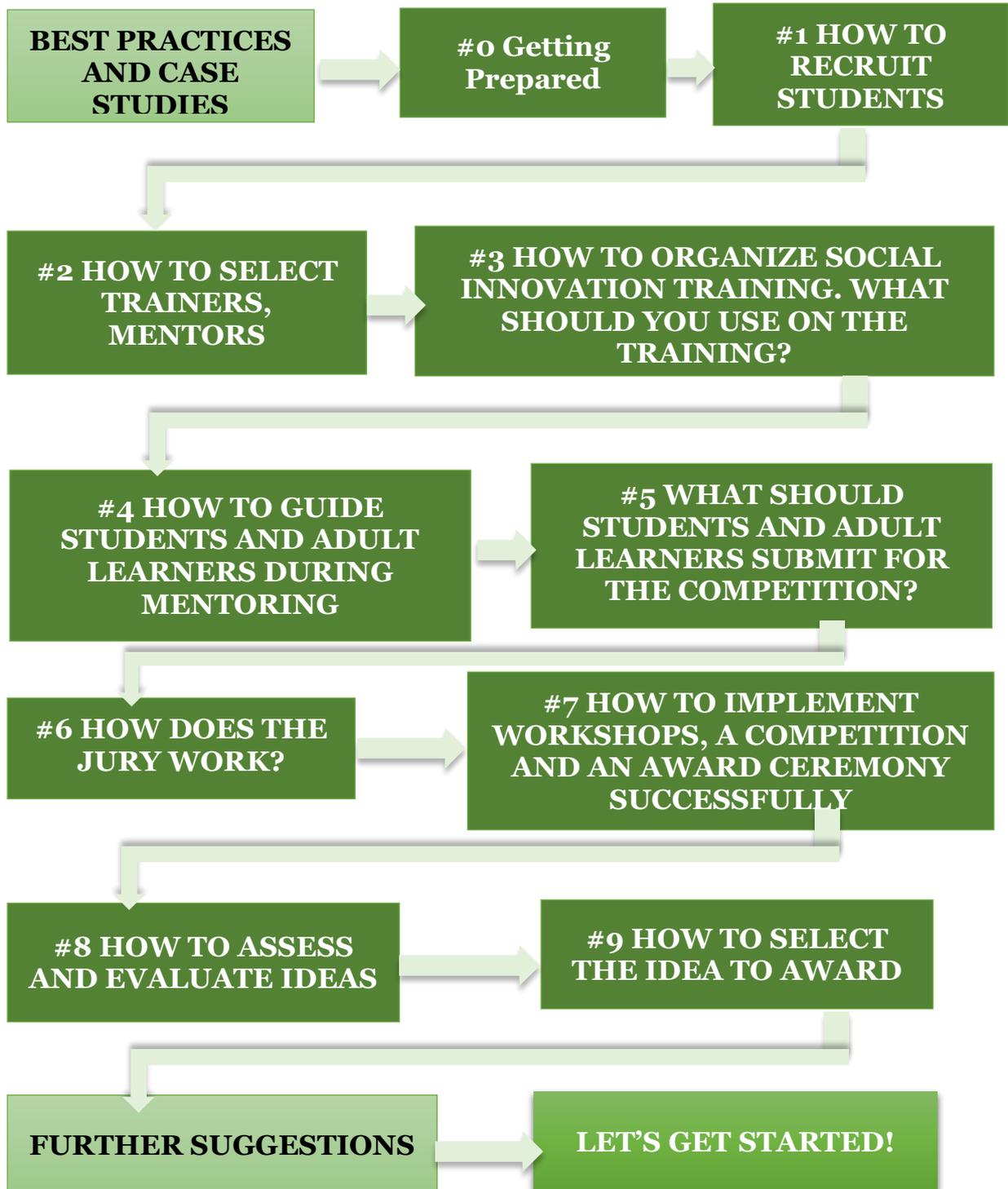
### Tips for using the Kit

- ✓ Use [Table of Content](#) or [Step by Step](#) chart in order to navigate more easily between chapters!
- ✓ First read the case studies and best practices in order to get a wider view of the world's competitions!
- ✓ Chapters with the mark “#” are based on the experiences of the competition organizers. Read these as tried and tested practices with expert advice!



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## Step by Step





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## About the project

According to the EU's definition "Social enterprises seek to serve the community's interest (social, societal, environmental objectives) rather than merely maximise profits. They often have an innovative nature, through the goods or services they offer, and through the organization or production methods they employ. They often involve society's most fragile members (socially excluded persons). Thus, they contribute to social cohesion, employment and the reduction of inequalities."

We are surrounded by a number of urging social issues today: social exclusion, poverty, high unemployment rates, aging population, deteriorating environment and many more. Unfortunately, these problems are present throughout the world, and we are also faced with them closer at home in our more immediate surroundings.. Our project served the aim of raising the awareness among university students of the most important problems of their regions, and urging them to think in a socially responsible way, so that they become active and committed actors within their homelands.

Through this project our long term goal was to find answers to the most important social challenges of our world, by making the future's entrepreneurs and leaders aware of these, and by enabling them today to make a change for a more equal future.

The innovative character of the project can be found in three main aspects. Firstly, the adaptation of good practices in the field of entrepreneurship and student competitions to a new field, that of social innovation. Secondly, the use of the International Social Innovation Competition as a communication channel, using it as an awareness raising campaign to draw the attention of individuals, companies, media, decision-makers and stakeholders on various levels to the most important social issues and to urge them to act in a socially responsible way. And thirdly, the creation of a Social Innovation Competition Kit, which will be a ready-to-use package of comprehensive materials that can be applied anywhere in Europe.

The project has been carried out in cooperation of the following partners:

- University of Pannonia – Faculty of Business and Economics (Hungary)
- CVO Antwerpen (Belgium)
- Universitat Rovira i Virgili (Spain)
- Europa Consortium (Hungary)
- BIC Group s.r.o. (Slovakia)
- Regional Development Agency of Slavonia and Baranja (Croatia)



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## Information on founding programme - about ERASMUS +<sup>1</sup>

“Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020<sup>1</sup>. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

Fighting rising levels of unemployment - particularly among young people - has become one of the most urgent tasks for European governments. Too many young people leave school prematurely running a high risk of being unemployed and socially marginalised. The same risk threatens many adults with low skills. Technologies are changing the way in which society operates, and there is a need to ensure the best use is made of them. EU businesses need to become more competitive through talent and innovation.

Europe needs more cohesive and inclusive societies which allow citizens to play an active role in democratic life. Education and youth work are key to promote common European values, foster social integration, enhance intercultural understanding and a sense of belonging to a community, and to prevent violent radicalisation. Erasmus+ is an effective instrument to promote the inclusion of people with disadvantaged backgrounds, including newly arrived migrants.

Another challenge relates to the development of social capital among young people, the empowerment of young people and their ability to participate actively in society, in line with the provisions of the Lisbon Treaty to "encourage the participation of young people in democratic life in Europe". This issue can also be targeted through non-formal learning activities, which aim at enhancing the skills and competences of young people as well as their active citizenship. Moreover, there is a need to provide youth organisations and youth workers with training and cooperation opportunities, to develop their professionalism and the European dimension of youth work.

Well-performing education and training systems and youth policies provide people with the skills required by the labour market and the economy, while allowing them to play an active role in society and achieve personal fulfilment. Reforms in education, training and youth can strengthen progress towards these goals, on the basis of a shared vision between policy makers and stakeholders, sound evidence and cooperation across different fields and levels.

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<sup>1</sup> Programme Guide: Part A: General information about the Erasmus+ Programme, [https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-a\\_en](https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-a_en)



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The Erasmus+ Programme is designed to support Programme Countries' efforts to efficiently use the potential of Europe's talent and social assets in a lifelong learning perspective, linking support to formal, non-formal and informal learning throughout the education, training and youth fields. The Programme also enhances the opportunities for cooperation and mobility with Partner Countries, notably in the fields of higher education and youth.

In accordance with one of the new elements introduced in the Lisbon Treaty, Erasmus+ also supports activities aiming at developing the European dimension in sport, by promoting cooperation between bodies responsible for sports. The Programme promotes the creation and development of European networks, providing opportunities for cooperation among stakeholders and the exchange and transfer of knowledge and know-how in different areas relating to sport and physical activity. This reinforced cooperation will notably have positive effects in developing the potential of Europe's human capital by helping reduce the social and economic costs of physical inactivity.

The Programme supports actions, cooperation and tools consistent with the objectives of the Europe 2020 Strategy and its flagship initiatives, such as Youth on the Move and the Agenda for new skills and jobs. The Programme also contributes to achieve the objectives of the Education and Training Strategic Framework for European cooperation in Education and Training and of the European Youth Strategy through the Open Methods of Coordination.

This investment in knowledge, skills and competences will benefit individuals, institutions, organisations and society as a whole by contributing to growth and ensuring equity, prosperity and social inclusion in Europe and beyond.”



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## Information on partners

### University of Pannonia – Faculty of Business and Economics

The Faculty of Business and Economics, University of Pannonia, the first of its kind in Hungary, received the Higher Education Quality Award in 2008 in the category of Organisation Unit. With this honouring award the Faculty was recognised as the best in Hungary reaching outstanding results in the complex evaluation of education activity, research performance, value creating processes and in the services provided to clients – students, partner organisations and companies.

In January of 2014 the Faculty reached an important milestone; it became a member of the AACSB International (The Association to Advance Collegiate Schools of Business). Membership is a valuable resource of the development of the Faculty, making international contacts and world-wide reputation. The accreditation means competitive advantage that influences our Faculty's market position, members, staff and students as well.

One of the main strategic objectives of the Faculty is to enter the international scene of higher education with widening its portfolio of foreign language academic programmes; offering bachelor's, master's and postgraduate programmes in English. The Faculty has a recognised and powerful Doctoral School, in which our excellent professors lead research groups in the field of economics, business and management. In 2012 the first issue of the Pannon Management Review was published, managed by the Faculty, which is today the only management journal in Hungary written in English. The Faculty aims this journal to become worldwide acknowledged and recognised within some years.

Website: <http://www.gtk.uni-pannon.hu/fooldal/>

### CVO Antwerpen (Belgium)

CVO Antwerpen is an Adult Education Center with several campuses in and around the City of Antwerp in the Flemish region of Belgium. CVO Antwerpen is one of the largest centers for adult education certified and funded by the Flemish Government.

It organizes more than 950 modular daytime and evening courses per year. These courses are clustered around:

- courses for immigrants (Dutch as a second language, ICT, other languages);
- formal Vocational Education and Training at the level of secondary education (Second Chance to Learn, potentially leading to a diploma of secondary education in the domains of general administration, welding and multimedia graphics);
- higher professional education (accounting, architectural draftsman, ICT);
- a range of language courses (Chinese, English, French, German, Italian, Portuguese, Russian and Spanish);
- entrepreneurial training courses, maritime training, welding, courses in application software and cooking.

CVO Antwerpen offers an increasing percentage of its courses as blended learning. the center is, was and remains a leading player in the introduction of different types of distance learning



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using e-learning platforms, developing interactive content (learning objects), multimedia and video recording, social software, automated evaluation, mobile learning ... The centre employs a team of ICT-staff and course designers to support the implementation of its distance education.

The main campuses offer an open learning center, providing facilities for intake and advisory, self-paced study, counseling, individual tutoring and study groups. CVO Antwerpen also subcontracts for external partners (e.g. the regional employment agency, secondary schools) and is providing formal education to inmates in the Antwerp penitentiary. CVO Antwerpen has identified immigrants, prospective entrepreneurs and older learners as priority target groups for its vocational education and training.

Website: <http://www.cvoantwerpen.be/home/>

### Universitat Rovira i Virgili, URV (Tarragona, Catalonia, Spain)

The URV was created in 1991 and it has a studentship of almost 15,000. From the very first day its aim has been very clear: to place knowledge at the service of society so as to contribute to the social and economic development of its environment.

Social and cultural changes have opened the doors to a new framework in which our students and future workers are obliged to interact in Europe. At the URV we train professionals under the precepts of European harmonization, a key factor for opening the doors to a world of work without frontiers. And we do so by providing a full range of educational possibilities with more than 40 undergraduate courses and 50 master's degrees (many of which are interuniversity) and an extensive doctoral program.

Various rankings and reports show that the URV is not only one of the leading universities in Catalonia but also one of the leading universities in the European area for the quality of its teaching, its commitment to continuous training and the excellence of its research, development and innovation.

### **The Faculty of Business and Economics and the research group FHOM**

The Faculty of Business and Economics' expertise is key in the topic of social entrepreneurship, in terms of research, teaching and outreach. In terms of research, the group FHOM (Human Factors, Organisations and Markets) is made up of members that study various aspects of ethics in business. In terms of teaching, business students are encouraged to choose social oriented topics for their final year projects or Masters projects. These projects are linked to our outreach program "The Market for Social Projects", where different local social institutions present their needs and initiatives for students to be interested and involved in. This is part of the "Learning and service" strategic line of the URV. The FEE is conscious that social entrepreneurship involves the social but also the business aspect. In this regard, the faculty has a specific Chair on Entrepreneurship to provide the technical tools related to undertaking entrepreneurship projects.

Website: <http://www.urv.cat/en/>



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### Europa Consortium (Hungary)

Europa Consortium Regional Development Non-profit Ltd. is a non-governmental organisation committed to developing its region on both social, economic and environmental levels. The Organisation has a well-established network with local, regional and national stakeholders. Through its cross-border and transnational projects, it is capable to effectively address and include a large number of professionals and to communicate information on various initiations. The headquarters is located in the City of Nagykanizsa, Hungary, about the same distance from four capital cities: Budapest, Wien, Ljubljana and Zagreb.

Key fields of institutional excellence are: education, social innovation, nature and environment protection, supporting low carbon society, smart communities, sustainability.

Horizontal competences: quality assurance/control, dissemination and communication activities in EU projects, sustainable development (environmental perspective), EU administration and financial knowledge, capitalization activities, organization of events.

The organisation has supported a number of national and international projects in various fields, among others in that of entrepreneurship, social innovation, education, nature and environment protection, tourism and development projects. Our colleagues have a long track of experience in EU funded projects: FP6, FP7, CIP-IEE, LIFE, HU-HR IPA, SEE, Interreg-Danube, COSME, LLP, ERASMUS+, etc.

Website: <http://europaconsortium.eu/>

### BIC Group s.r.o. (Slovakia)

BIC GROUP has been active on the consultancy market since 1993. The roots of BIC Group were established in 1991 when representatives of European Business and Innovation Network (EBN) visited Slovakia in order to establish the first Business Innovation Center in our country. In 1993 the mother company of Business Innovation Center BIC Group was set up.

#### **Our mission**

Our mission is to support enhancement of innovation activities in Slovakia by integrating Slovak enterprises and research institutions into EU and Structural Funds projects and assisting them in technology and know-how transfer in order to raise their competitiveness and innovation capacities. We reach our objectives also by preparation and joining various international projects that aim to support innovation infrastructure, regional development and innovation activities in Slovakia. We are also highly interested in support of entrepreneurship.

#### **Foresight**

We are the only organization in Slovakia that supports companies in their foresight activities by organizing regular international technology foresight trainings for corporate managers. Foresight has become our special skill as since 2004 we have been involved in various foresight projects with national, regional and sectoral focus.



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### **Our team**

Our team consists of innovation experts and experienced project managers with know-how related to all aspects of innovation and R&D support and project implementation.

Website: <https://www.bicgroup.sk/>

### **Regional Development Agency of Slavonia and Baranja (Croatia)**

The Regional Development Agency of Slavonia and Baranja is a non-profit ltd founded by local and regional authorities – City of Osijek and Osijek-Baranja County. The vision of the Agency is to be the link between the public, scientific, private and civil sectors in building up strategic partnerships in applying for and implementation projects that contribute to improving living standards in the territory of Slavonia and Baranja. The Agency is also a certified “development coordinator” for Osijek-Baranja County (certified by Croatian Ministry of Regional Development and EU Funds) providing assistance to more than 40 cities and municipalities throughout the region. The Agency manages the Representation office of Slavonia and Baranja in Brussels. RDA has long standing experience in connecting cities and territories in joint planning and the development of joint plans and strategies but also in securing funding for the long term sustainability of their implementation. The agency also has much experience in organizing international events, workshops, educations, seminars, etc. and has used those events to create cross-border and transnational networks for future cooperation. Additionally, RDA has, as one of its main goals organization of educational programs and capacity building of local and regional stakeholders. Within that activity it organizes series of seminars, workshops and trainings for entrepreneurs, potential start-ups and clusters. It strongly promotes cooperation between public, private, non-governmental and business sector. In the field of social innovation and social entrepreneurship it participates in development projects funded by EU and other international donors that generate new employment opportunities for young people, women and specific marginalized groups. The Agency is active in conducting lifelong learning education programs and in providing opportunities for practical learning for students through available internships.

Website: <http://www.slavonija.hr/>



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## Executive summary

The main goal of the International Social Innovation Competition for Students and Adult Learners Project is to respond to the key challenges of our society. The goal of the program was to attract the interest of many stakeholder groups in order to find the new changemakers of the world.

According to our comprehension “social entrepreneurship is emerging as an innovative approach for dealing with complex social needs”<sup>2</sup>. Social innovation is “innovative activities and services that are motivated by the goal of meeting a social need and that are predominantly developed and diffused through organisations whose primary purposes are social”<sup>3</sup>.

We believe that our efforts to popularize and support the organization of such competitions on the base of social innovation and entrepreneurship is an excellent model to be followed. The results and outcomes of social innovation surrounding us are changes made by inspired peoples’ heroic work needing support. Many promising ideas are stillborn, blocked by vested interests or otherwise marginalised. In the I-SICS Kit we present several ways how a competition or a teaching method can help recognize and support the world-changer ideas.

The purpose of the International Social Innovation Competition Kit is to equip our stakeholders with several case studies, best practices and good pieces of advice to help them find a way to be a part of a high-impact action program in order to change the view of different parties.

The most important chapters of the I-SICS Kit are:

- the Study on Good Practices of Competitions, Methodologies and Target Areas and Sectors, and
- the guideline of the organization of social innovation competitions.

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<sup>2</sup> Johnson, S., 2000. Literature Review on Social Entrepreneurship. Canadian Centre for Social Entrepreneurship, p. 1

<sup>3</sup> Mulgan, G., 2006. The process of social innovation. Innovations 1 (2), p. 151



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## **The Study on Good Practices of Competitions, Methodologies and Target Areas and Sectors**

In order to compile the Study on Good Practices of Competitions, Methodologies and Target Areas and Sectors we undertook a study. The research results are presented as follows under three headings:

1. social entrepreneurship and innovation competitions (start up, social innovation, social entrepreneurship),
2. methodologies of competitions,
3. target areas and sectors of social innovation competitions.

The efficient and successful implementation of the research provide useful information to the analysis and the conclusions to be drawn in the study on good practices. Concerning I-SICS, the following research objectives have been identified:

1. Which components of the identified and investigated good practices/case studies should the I-SICS consortium take on in order to develop its own, successful, social innovation competitions, both at regional and international level?
2. Which components of the identified and investigated courses on social innovation/entrepreneurship should the I-SICS consortium take on in order to develop a training program offered by the implementing partners to students and adult learners wishing and willing to participate in the competition?

The following associated questions have been identified:

- How can we measure the excellence of social entrepreneurship and innovation competitions?
- How can we distinguish the different components of organizing social innovation competitions during the following phases: (i) organisation, (ii) recruitment, (iii) implementation, (iv) dissemination, (v) feedback received and (vi) increase of the participating persons/organisations?
- How can we identify, distinguish, measure, comprehend, describe and report on the best practices and case studies concerning social innovation competitions and courses on social innovation throughout Europe?
- What are the target areas and sectors of social innovation competitions?



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The research analysis was based on the application of quantitative and qualitative methods and has been carried out by filling in case study questionnaires. Data were collected by:

- conducting desk research,
- conducting structured interviews (telephone, Skype, face-to-face).

The number of completed questionnaires covered all related countries where the best competitions and courses are organized. The research used a “maturity model” in order to evaluate the student competitions and courses in connection with entrepreneurship and innovation.

The model focused on the following dimensions: (i) organisation, (ii) recruitment, (iii) implementation, (iv) dissemination, (v) feedback received, and (vi) increase. In order to characterize the best practices of the competitions and courses the research applied the following categorical factors: (i) target areas and sectors in geographic context, industrial aspects, (ii) delivered service/product, (iii) financing methods applied and (iv) other aspects.

According to the above mentioned dimensions and factors the research differentiated and evaluated the best practices of competitions and courses. The evaluation criteria was based on the sum of the given points divided by the number of indicators, where points were given. During the research, open questions were also asked in order to find other important aspects of organization of competitions and courses. The research has been conducted with the collaboration of partners of the project.

The research differentiated a set of best practices and case studies in order to organize highly competitive international competitions and courses in connection with social entrepreneurship and innovation. According to the methodology best practices are that competitions and courses which will be highly evaluated based on all the previously mentioned dimensions, and case studies with practices which will be highly evaluated on one or more previously mentioned dimensions.

### **The guideline on how to organize a social innovation competition:**

Considering the results of the research, the partnership developed the concept for the international competition, which was “tested” by implementing 6 Pre-Selection Rounds of the International Social Innovation Competition for Students and Adult Learners in 5 different countries, before the organisation of an International Competition. All of these experiences made it possible to create the guidelines on “How to organize a Social Innovation Competition”.



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The guide has the following chapters:

- How to recruit students
- How to select trainers, mentors
- How to organize social innovation training. What should you use on the training?
- How to guide students and adult learners during mentoring.
- What should students and adult learners submit?
- How does the jury works?
- How to implement successfully workshops, competition and award ceremony.
- How to assess and evaluate ideas.
- How to select and award ideas.

The I-SICS Kit includes attachments as well with the aim of further improvements. The feedback questionnaire templates can be used to get information on the opinions of competition participants (students and learners, trainers and mentors) on the implementation of the competition and its preceding steps (training and mentoring) as well as their comments. The template for amendment proposals serves the aim of completing the I-SICS concept and the Kit.

In order to organize similar competitions, you can use the guidelines to meet the different challenges during the implementation process. The guide will help you consider the main aspects of your competition, the recruitment of students, the appointment of mentors, teachers and adjust the teaching material to particular needs, and also helps during the organization process. Use the tips as advices and form your competition by your own ideas, collect your experiences and also don't forget to disseminate and share your intentions with us.



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## Vezetői összefoglaló<sup>4</sup>

A Nemzetközi Társadalmi Innovációs Verseny Hallgatók és Felnőttképzésben tanulók számára projekt (International Social Innovation Competition for Students and Adult Learners Project, továbbiakban: I-SICS) célja a társadalmunkat érintő kulcs kihívásokra való válasz megadása. A program célja, hogy felkeltse az érdeklődését számos érintetti csoportnak annak érdekében, hogy megtaláljuk azokat az új társadalmi vállalkozókat, akik készek a világ megváltoztatására.

Értelmezésünk szerint “a szociális vállalkozás újszerű megközelítése kívánatos, annak érdekében, hogy megküzdjünk komplex társadalmi szükségletekkel.”<sup>2</sup>. A társadalmi innováció “olyan innovatív tevékenységek és szolgáltatások összessége, amelyek azért jönnek létre, hogy kezeljenek egy szociális szükségletet, és amelyek olyan szervezetek révén fejlődnek ki, amelyeknek elsődleges célja társadalmi”<sup>3</sup>.

Hiszünk abban, hogy a hasonló, társadalmi innovációval és társadalmi vállalkozásokkal kapcsolatos versenyek népszerűsítése és támogatása olyan kitűnő kezdeményezés, amelyet követni kell. A minket körülvevő társadalmi innovációk eredményei és kimenetei olyan változtatásokat tükröznek, amelyet inspirált emberek hősies munkája hoz létre, akiknek támogatásra van szükségük ebben a folyamatban. Számos ígéretes elképzelés meg sem születik, az anyagi érdekltség miatt megszűnik vagy egyéb módon kiközösített. Az I-SICS kézikönyvben bemutatunk számos olyan utat, amely által felismerhetővé válnak a világmegváltó ötletek versenyek rendezése és tanítási módszerek által.

Az I-SICS kézikönyv célja, hogy felvértezzük érintettjeinket számos esettanulmánnyal, jó gyakorlatokkal és tanácsokkal annak érdekében, hogy segítsük megtalálni azt az utat, amelyben részt vehet a partner egy kiemelkedő hatású projekt cselekvési programjában, a különböző szereplők nézőpontjának megváltoztatására törekedve.

A legfontosabb részei az I-SICS kézikönyvnek:

- tanulmány a versenyek, módszerek, célterületek és szektorok jó gyakorlatairól,
- útmutató a társadalmi innovációs verseny megszervezéséhez.

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<sup>4</sup> Executive summary in Hungarian



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## **Tanulmány a versenyek, módszerek, célterületek és szektorok jó gyakorlatairól:**

Annak érdekében, hogy összeállítsuk a fenti tanulmányt, kutatást hajtottunk végre. A kutatási eredmények 3 vizsgálati téma köré épültek:

1. szociális vállalkozási és innovációs versenyek (start-up, társadalmi innováció, szociális vállalkozások),
2. verseny módszerek,
3. társadalmi innovációs versenyek célterületei és szektorai.

A kutatás hatékony és sikeres végrehajtása hasznos információt biztosít a jó gyakorlatok elemzéséhez és az azokból levonható következtetések megtételére. A következő kutatási kérdéseket állítottuk fel az I-SICS kapcsán:

1. Az azonosított és megvizsgált jó példák és esettanulmányok mely komponenseit kell figyelembe venni a partnerségnek annak érdekében, hogy kifejlessze saját és sikeres társadalmi innovációs versenyét, mind regionális, mind pedig nemzetközi szinten?
2. Az azonosított és megvizsgált kurzusok mely komponenseit kell figyelembe venni a partnerségnek annak érdekében, hogy kifejlesszen egy sikeres társadalmi innovációs tréninget hallgatók és felnőttképzésen tanulók számára, amelyen szívesen részt vennének a versenyek során?

A fentiekkel összefüggésben a következő kapcsolódó kérdéseket azonosítottuk:

- Hogyan mérhető a társadalmi innovációs és vállalkozói versenyek kiválósága?
- Miképpen különböztethetők meg a társadalmi innovációs versenyek szervezése során felmerülő következő fázisok: (i) szervezés, (ii) toborzás, (iii) implementáció, (iv) disszemináció, (v) visszajelzések, (vi) növekedés a résztvevők számában?
- Hogyan tudjuk azonosítani, megkülönböztetni, mérni, összehasonlítani, leírni és bemutatni Európa társadalmi innovációval kapcsolatos versenyének jó példáit és esettanulmányait?
- Melyek a célterületei és szektorai a társadalmi innovációs versenyeknek?



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A kutatási vizsgálat során mind kvalitatív, mind pedig kvantitatív módszerek alkalmazására is sor került és esettanulmány alapú kérdőív kitöltésével hajtottuk végre. Az adatok az alábbiak szerint lettek összegyűjtve:

- másodelemzés végrehajtásával,
- strukturált interjúk alkalmazásával (telefonon, Skype-on, négy szemközi beszélgetés során).

A kitöltött kérdőívek száma lefedi az összes kapcsolódó ország legkiemelkedőbb versenyeit és kurzusait. A kutatás érettségi modellt alkalmazott annak érdekében, hogy értékelje a vállalkozásokkal és innovációval kapcsolatos versenyeket és kurzusokat.

A modell a következő dimenziókra fókuszált: (i) szervezés, (ii) toborzás, (iii) implementáció, (iv) disszemináció, (v) visszajelzések, (vi) növekedés a résztvevők számában. Annak érdekében, hogy jellemezni tudjuk a versenyek és kurzusok jó példáit a kutatás további kategorikus változókat is azonosított: (i) célterület és szektor földrajzi értelemben és iparági szempontból, (ii) a létrehozott szolgáltatás termék, (iii) pénzügyi módszerek alkalmazása és (iv) más jellemzők.

A fent említett dimenziók és faktorok alapján a kutatás elkülönítette és értékelte a versenyek és kurzusok jó példáit és esettanulmányait. Az értékelés kritériuma az adott pontok összességén alapult, amelyet az indikátorok mentén osztottunk szét. A kutatás során nyitott kérdéseket is alkalmaztunk, hogy más fontos aspektusait is felderítsük a versenyeknek és kurzusoknak. A kutatás a projekt partnerek részvételével lett végrehajtva.

A kutatás több jó gyakorlatot és esettanulmányt különböztetett meg, a magas minőségű és versenyképes nemzetközi verseny és kurzus szervezése érdekében, amelyek erőteljesen kapcsolódnak a társadalmi vállalkozások és innováció témaköréhez. A módszer szerint a jó gyakorlatok azon versenyek és kurzusok, amelyek az előbbi dimenziók szerint a legmagasabb pontszámot kapták, és az esettanulmányok azok amelyek egy vagy több előbbi dimenzióban magas pontszámot értek el.

### **Útmutató a társadalmi innovációs verseny megszervezéséhez:**

A kutatási eredmények figyelembe vételével a partnerség kifejlesztette a nemzetközi verseny koncepcióját, amelyet hat elő-szelektációs körben tesztelt öt különböző országban, a nemzetközi verseny szervezése előtt. Mindezek tették lehetővé, hogy létrehozzuk azt az útmutatót, amely bemutatja, "Hogyan szervezz egy Társadalmi Innovációs Versenyt".



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Az útmutató az alábbi részekből áll:

- Hogyan toborozz hallgatókat?
- Hogyan válaszd ki a trénereket és mentorokat?
- Hogyan szervezz társadalmi innovációs tréninget? Mit érdemes használni a tréning során?
- Hogyan vezesd a hallgatókat és felnőttképzési tanulókat a mentorálási folyamat során?
- Mit kell a hallgatóknak és felnőttképzési tanulóknak beadniuk a versenyre?
- Hogyan végezze a zsűri a munkáját?
- Hogyan hajts végre sikeres workshopokat, versenyt és eredményhirdetést?
- Hogyan értékeld az ötleteket?
- Hogyan válaszd ki és díjazd az ötleteket?

Az I-SICS kézikönyv mellékleteket is tartalmaz a további fejlesztések érdekében. A visszajelző kérdőíveket fel lehet használni a versenyen résztvevők (hallgatók és tanulók, trénerek és mentorok) véleményének összegyűjtésére a verseny végrehajtására és a verseny előtti lépések (tréning és mentorálás) értékelésére vonatkozóan. A kiegészítő javaslatok segíthetik az I-SICS felfogás és maga a kézikönyv kibővítését, fejlesztését.

Annak érdekében, hogy hasonló versenyt szervezz, használhatod az útmutatót arra, hogy az implementáció során felmerülő nehézségeket kiküszöböld. Az útmutató abban is segít, hogy végiggondold a verseny fő aspektusait, a hallgatók toborzási folyamatát, a mentorok, oktatók kijelölésének lehetőségeit, hogy gyakorlati szempontokhoz igazítsd az oktatási anyagot és segít magában a szervezési folyamatban is. A tippeket jó tanácsként használd és alkossd meg a saját versenyedet a saját ötleteid szerint, gyűjtsd össze a tapasztalataidat és ne felejtssd disszeminálni és megosztani az elgondolásaidat Velünk.



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## Samenvatting<sup>5</sup>

Het uiteindelijke doel van de ‘International Social Innovation Competition for Students and Adult Learners’ is om tegemoet te komen aan een aantal uitdagingen binnen onze samenleving. En dit door de interesse van verschillende stakeholders te wekken om zo de innovators van morgen te ontdekken.

Volgens ons begrip is ‘sociaal ondernemerschap ontstaan als een innovatieve aanpak voor het omgaan met complexe sociale behoeften’<sup>2</sup>. Sociale innovatie omvat ‘innovatieve activiteiten en diensten die ontstonden om tegemoet te komen aan een sociale nood en die overwegend ontwikkeld en verspreid worden door organisaties waarvan de primaire doelen sociaal zijn’<sup>3</sup>.

We geloven dat onze inspanningen om de organisatie van dergelijke wedstrijden op basis van sociale innovatie en ondernemerschap te promoten en ondersteunen, een uitstekend voorbeeld voor anderen kan betekenen. De sociale innovatie die ons omringt, zijn veranderingen gecreëerd door geïnspireerde mensen die enkel wat ondersteuning nodig hadden. Veelbelovende ideeën worden vaak doodgeboren, tegengehouden omwille van tegengestelde belangen of gewoonweg gemarginaliseerd. In de I-SICS kit stellen we een aantal manieren voor van hoe een wedstrijd of een lesmethode de ideeën van innovators kunnen ondersteunen.

Het doel van de ‘International Social Innovation Competition Kit’ is om onze stakeholders te voorzien van verschillende goede praktijkvoorbeelden en degelijk advies om hen zo te laten deelnemen aan een actieprogramma met een hoge impact om het standpunt van verschillende partijen te veranderen.

De belangrijkste hoofdstukken van de I-SICS kit zijn:

- Overzicht van goede praktijkvoorbeelden van wedstrijden, methodologieën en sectoren
- Richtlijnen over de organisatie van wedstrijden gelinkt aan sociale innovatie

### **Overzicht van goede praktijkvoorbeelden van wedstrijden, methodologieën en sectoren**

Om dit overzicht samen te stellen, werd in de eerste plaats een onderzoek gevoerd. De onderzoeksresultaten worden voorgesteld aan de hand van de 3 onderzochte thema’s:

1. Wedstrijden gelinkt aan sociaal ondernemerschap en sociale innovatie
2. Methodologieën van wedstrijden
3. Doelsectoren van wedstrijden gelinkt aan sociale innovatie

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<sup>5</sup> Executive Summary in Dutch



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De efficiënte en succesvolle implementatie van het onderzoek biedt nuttige informatie voor de analyse en de conclusies die worden getrokken. Met betrekking tot I-SICS zijn de volgende onderzoeksdoelstellingen geïdentificeerd:

1. Welke componenten van de geïdentificeerde en onderzochte praktijkvoorbeelden moeten door I-SICS aangenomen worden om zo zijn eigen, succesvolle wedstrijd gelinkt aan sociale innovatie te organiseren op regionaal en internationaal niveau?
2. Welke componenten van de geïdentificeerde en onderzochte opleidingen over sociale innovatie en sociaal ondernemerschap moeten door I-SICS aangenomen worden om een opleidingsprogramma te kunnen aanbieden aan studenten en cursisten die wensen deel te nemen aan de wedstrijd?

De volgende geassocieerde vragen werden geïdentificeerd:

- Hoe kunnen we de uitmuntendheid van wedstrijden gelinkt aan sociaal ondernemerschap en sociale innovatie meten?
- Wat zijn de eigenschappen van de volgende componenten eigen aan de organisatie van wedstrijden gelinkt aan sociale innovatie: (i) organisatie, (ii) werving, (iii) implementatie, (iv) promotie, (v) feedback ontvangen, (vi) aantal deelnemende personen/organisaties vergroten?
- Hoe kunnen we de goede praktijkvoorbeelden van opleidingen en wedstrijden gelinkt aan sociale innovatie doorheen Europa identificeren, onderscheiden, meten, begrijpen, beschrijven en rapporteren?
- Wat zijn de doelsectoren van wedstrijden gelinkt aan sociale innovatie?

De onderzoeksanalyse is gebaseerd op de toepassing van kwantitatieve en kwalitatieve methodes en werd uitgevoerd door vragenlijsten in te vullen. Gegevens werden verzameld door:

- *Desk research* uit te voeren
- Gestructureerde interviews uit te voeren (telefoon, Skype, face-to-face)

De ingevulde vragenlijsten omvatten de landen waar wedstrijden en opleidingen georganiseerd worden. Het onderzoek hanteerde een '*maturity model*' om de wedstrijden en opleidingen gelinkt aan ondernemerschap en innovatie te beoordelen.



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Het model focuste op de volgende dimensies: (i) organisatie, (ii) werving, (iii) implementatie, (iv) promotie, (v) feedback ontvangen, (vi) aantal deelnemende personen/organisaties vergroten. Om de beste praktijken van de wedstrijden en cursussen te benoemen, heeft het onderzoek de volgende categorieën toegepast: (i) doelgroepen en sectoren in geografische context, industriële aspecten, (ii) geleverde dienstverlening / product, (iii) toegepaste financieringsmethoden en (iv) andere aspecten.

Op basis van de bovenstaande dimensies en categorieën heeft het onderzoek de goede praktijkvoorbeelden kunnen onderscheiden en onderzoeken. De evaluatiecriteria waren gebaseerd op de som van de gegeven punten gedeeld door het aantal indicatoren waar punten aan werden gegeven. Tijdens het onderzoek werden ook open vragen gesteld om zo andere belangrijke aspecten van de organisatie van wedstrijden en opleidingen te weten te komen. Het onderzoek werd uitgevoerd in samenwerking met de projectpartners.

Het onderzoek onderscheidde een reeks van beste praktijkvoorbeelden. Dit zijn de praktijkvoorbeelden die volgens de methodologie de beste evaluatie kregen op alle eerder vermelde dimensies.

### **Richtlijnen over de organisatie van wedstrijden gelinkt aan sociale innovatie**

Met de onderzoeksresultaten in het achterhoofd, ontwikkelde het partnerschap het concept voor de internationale wedstrijd dat uitgetest werd door 6 preselecties van de International Social Innovation Competition for Students and Adult Learners te organiseren in 5 verschillende landen en dit vóór de internationale wedstrijd. Deze ervaringen maakten het mogelijk om de richtlijnen rond 'Hoe een sociale innovatie wedstrijd organiseren?' te schrijven.

Deze richtlijnen omvatten:

- Hoe studenten rekruteren?
- Hoe trainers, mentors en juryleden selecteren?
- Hoe een opleiding rond sociale innovatie inrichten? Welk materiaal gebruik je best?
- Hoe studenten begeleiden?
- Wat moeten studenten indienen?
- Hoe een panel samenstellen?
- Hoe de ideeën beoordelen?
- Hoe de ideeën selecteren en een prijs geven?
- Hoe de workshops, wedstrijd en prijsceremonie organiseren?



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De I-SICS kit bevat bijlages. Zo kunnen de sjablonen van de feedbackvragenlijsten gebruikt worden om de mening van de deelnemers (studenten, trainers en mentors) te verzamelen over de implementatie van de wedstrijd en de voorafgaande stappen (opleiding en coaching). Het sjabloon om wijzigingen voor te stellen heeft dan weer als doel het I-SICS concept en de kit te vervolledigen.

Je kan deze richtlijnen gebruiken om tegemoet te komen aan de verschillende uitdagingen die je zal tegenkomen in de implementatie van gelijkaardige wedstrijden. Ze zullen je helpen om de belangrijkste aspecten zoals het rekruteren van studenten, het aanstellen van mentors, het aanpassen van het lesmateriaal aan de specifieke leernoden en het organiseren van de wedstrijd in het algemeen, te implementeren. Gebruik de tips als suggesties en creëer vervolgens je eigen wedstrijd, verzamel jouw ideeën en vergeet ze vooral niet met ons te delen.



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## Resumen ejecutivo<sup>6</sup>

El objetivo principal del Concurso Internacional de Innovación Social para Estudiantes y Adultos es responder a los retos claves de nuestra sociedad. El objetivo del programa era atraer a los *stakeholders* para después encontrar los nuevos cambiadores del mundo.

Según nuestra comprensión "el emprendimiento social está emergiendo como un enfoque innovador para hacer frente a complejas necesidades sociales"<sup>2</sup>. La innovación social es "actividades y servicios innovadores que están motivados por el objetivo de satisfacer una necesidad social y que son predominantemente desarrollados y difundidos a través de organizaciones cuyos propósitos primarios son sociales"<sup>3</sup>.

Creemos que nuestros esfuerzos para popularizar y apoyar a la organización de tales competiciones sobre la base de la innovación social y el emprendimiento es un excelente modelo a seguir. Los resultados de la innovación social que nos rodea son cambios hechos por el trabajo heroico de los pueblos inspirados que necesitan nuestro apoyo. Muchas ideas prometedoras nacen muertas, bloqueadas por intereses creados o marginados. En el Kit I-SICS presentamos varias maneras sobre cómo una competencia o un método de enseñanza puede ayudar a reconocer y apoyar las ideas cambiantes del mundo.

El objetivo del Kit de Competencia de Innovación Social Internacional es equipar a nuestros grupos de interés con varios estudios de caso, mejores prácticas y buenos consejos para ayudarles a encontrar una forma de ser parte de un programa de acción de alto impacto para cambiar la visión de diferentes partes.

Los capítulos más importantes del Kit I-SICS son:

- el Estudio sobre Buenas Prácticas de Competencias, Metodologías y Áreas y Sectores de Destino, y
- la directriz de la organización de concursos de innovación social.

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<sup>6</sup> Executive summary on Spanish



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## **El Estudio de Buenas Prácticas de Competencias, Metodologías y Áreas y Sectores Meta**

Con el fin de compilar el Estudio de Buenas Prácticas de Concursos, Metodologías y Áreas y Sectores Objetivos, realizamos una investigación. Los resultados de la investigación son presentados por los tres temas investigados:

1. emprendimiento social y competiciones de innovación (*start-up*, innovación social, emprendimiento social),
2. metodologías de concursos,
3. ‘*targets*’ y sectores de las competiciones de innovación social.

La aplicación eficiente y exitosa de la investigación proporciona información útil para el análisis y las conclusiones que se extraerán del estudio sobre buenas prácticas. En cuanto a I-SICS, se han identificado los siguientes objetivos de investigación:

1. ¿Qué componentes de las buenas prácticas / estudios de caso identificados e investigados debe asumir el consorcio I-SICS para desarrollar sus propios y exitosos concursos de innovación social, tanto a nivel regional como internacional?
2. ¿Qué componentes de los cursos identificados e investigados sobre innovación social / emprendimiento debe asumir el consorcio I-SICS para desarrollar un programa de formación ofrecido por los socios a los estudiantes y adultos que deseen participar en la competición y que estén dispuestos a participar en ella?

Se han identificado las siguientes preguntas asociadas:

- ¿Cómo podemos medir la excelencia del emprendimiento social y las competiciones de innovación?
- ¿Cómo podemos distinguir entre los diferentes componentes de la organización de las competiciones de innovación social durante las siguientes fases: (i) organización, (ii) reclutamiento, (iii) implementación, (iv) difusión, (v) retroalimentación recibida y (vi) Participantes / organizaciones participantes?
- ¿Cómo podemos identificar, distinguir, medir, comprender, describir e informar sobre las mejores prácticas y estudios de casos relativos a las competiciones y cursos de innovación social sobre innovación social en toda Europa?
- ¿Cuáles son los sectores objetivo de las competiciones de innovación social?



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El análisis de la investigación se basó en la aplicación de métodos cuantitativos y cualitativos y se ha llevado a cabo rellenando cuestionarios de estudio de caso. Los datos fueron recopilados por:

- investigaciones secundarias (desk research),
- entrevistas estructuradas (teléfono, Skype, cara a cara).

El número de cuestionarios completados cubre todos los países relacionados donde se organizan las mejores competencias y cursos. La investigación utilizó un "modelo de madurez" para evaluar las competencias y cursos de los estudiantes en relación con el espíritu empresarial y la innovación.

El modelo se centró en las siguientes dimensiones: (i) organización, (ii) reclutamiento, (iii) implementación, (iv) difusión, (v) retroalimentación recibida, y (vi) aumento. Para caracterizar las mejores prácticas de los concursos y cursos, la investigación aplicó los siguientes factores categóricos: (i) áreas y sectores objetivo en contexto geográfico, aspectos industriales, (ii) servicio / producto entregado, (iii) otros aspectos.

De acuerdo con las dimensiones y factores mencionados, la investigación diferenció y evaluó las mejores prácticas en competencias y cursos. Los criterios de evaluación se basaron en la suma de los puntos dados divididos por el número de indicadores, donde se dieron puntos. Durante la investigación, se hicieron preguntas abiertas para encontrar otros aspectos importantes de la organización de concursos y cursos. La investigación ha sido realizada con la colaboración de los socios del proyecto.

La investigación diferenció un conjunto de mejores prácticas y estudios de casos con el fin de organizar competencias y cursos internacionales altamente competitivos en relación con el emprendimiento social y la innovación. De acuerdo con la metodología, las mejores prácticas son las competencias y cursos que serán altamente evaluados en base a todas las dimensiones mencionadas anteriormente, y estudios de casos con prácticas que serán altamente evaluadas en una o más de las dimensiones anteriormente mencionadas.

### **La guía sobre cómo organizar un concurso de innovación social:**

Teniendo en cuenta los resultados de la investigación, la asociación desarrolló el concepto para el concurso internacional, que fue "probado" mediante la implementación de 6 Rondas de Pre-Selección del Concurso Internacional de Innovación Social para Estudiantes y Adultos en 5 países diferentes, antes de la organización de una competición internacional. Todas estas experiencias permitieron crear las directrices sobre "¿Cómo organizar un concurso de innovación social?".



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La guía tiene los siguientes capítulos:

¿Cómo reclutar estudiantes?

¿Cómo seleccionar entrenadores, mentores, miembros del jurado?

¿Cómo organizar la formación en innovación social? ¿Qué debe usar en el entrenamiento?

¿Cómo orientar a los estudiantes y adultos durante la tutoría?

¿Qué deben presentar los estudiantes y los adultos?

¿Cómo elegir y montar un panel?

¿Cómo evaluar y evaluar ideas?

¿Cómo seleccionar y premiar ideas?

¿Cómo implementar con éxito los talleres, la competencia y la ceremonia de entrega de premios?

El kit I-SICS incluye accesorios así como el objetivo de mejoras adicionales. Las plantillas del cuestionario de *feedback* pueden utilizarse para obtener información sobre las opiniones de los participantes en la competición (estudiantes y aprendices, formadores y mentores) sobre la aplicación del concurso y sus pasos anteriores (formación y tutoría), así como sus comentarios. La plantilla para las propuestas de modificaciones sirve para completar el concepto I-SICS y el Kit.

Con el fin de organizar competiciones similares, se puede utilizar las directrices para cumplir con los diferentes desafíos durante el proceso de implementación. La guía ayudará a considerar los aspectos principales de su competencia, la contratación de estudiantes, la designación de mentores y profesores, y ajustar el material de enseñanza a las necesidades particulares, y también ayuda durante el proceso de organización. Utilice los consejos como consejos y forme su competencia con sus propias ideas, recoja sus experiencias y también no olvide diseminar y compartir sus intenciones con nosotros.



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## Zhrnutie<sup>7</sup>

Hlavným cieľom projektu International Social Innovation Competition for Students and Adult Learners je reagovať na kľúčové výzvy našej spoločnosti. Cieľom programu bolo prilákať záujem mnohých zainteresovaných strán s cieľom nájsť nápady a ľudí, ktorí by mohli priniesť pozitívne zmeny.

Podľa nášho chápania "sociálne podnikanie sa objavuje ako inovatívny prístup pri riešení komplexných sociálnych potrieb"<sup>2</sup>. Sociálna inovácia predstavuje "inovačné aktivity a služby, ktoré sú motivované cieľom splniť sociálnu potrebu a ktoré sú prevažne rozvíjané a rozptýlené prostredníctvom organizácií, ktoré boli primárne založené na to, aby naplňali sociálne ciele."<sup>3</sup>

Veríme, že naše snahy o popularizáciu a podporu organizácie takýchto súťaží z oblasti sociálnych inovácií a podnikania sú vynikajúcim modelom, ktorý treba dodržiavať. Výsledky a výstupy sociálnych inovácií, ktoré nás obklopujú, sú zmeny, ktoré prináša inšpirovaná hrdinská práca ľudí, ktorá potrebuje podporu. Veľa sľubných myšlienok je mŕtvo narodených, zablokovaných osobnými záujmami alebo sú inak marginalizované. V predloženej dokumente projektu I-SICS prezentujeme niekoľko spôsobov, ako môže súťaž alebo vyučovacia metóda pomôcť rozpoznať a podporiť myšlienky mladých ľudí odhodlaných zmeniť svet.

Cieľom Medzinárodnej súťaže pre sociálne inovácie je oboznámiť zainteresované strany s prípadovými štúdiami, osvedčenými postupmi a dobrými radami, ktoré im pomôžu nájsť spôsob, ako byť súčasťou akčného programu s veľkým dosahom, aby sa zmenila situácia k lepšiemu.

Najdôležitejšie kapitoly predkladaného dokumentu projektu I-SICS sú:

- Štúdia o správnych postupoch súťaží, metodík a cieľových oblastí a sektorov a
- usmernenie organizácie súťaží v oblasti sociálnych inovácií.

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<sup>7</sup> Executive Summary in Slovak



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## Štúdiá o správnych postupoch súťaží, metodík a cieľových oblastiach a sektoroch

Aby sme mohli zostaviť štúdiu o vhodných a fungujúcich postupoch v oblasti organizácie súťaží, tvorby metodík a identifikácie cieľových oblastí a odvetví, bolo potrebné vykonať výskum. Výsledky výskumu pokrývajú tri vyššie uvedené témy:

1. sociálne podnikanie a inovačné súťaže (zakladanie, sociálna inovácia, sociálne podnikanie),
2. metodiky súťaží,
3. cieľové oblasti a sektory súťaží v oblasti sociálnej inovácie.

Účinná a úspešná realizácia výskumu poskytuje užitočné informácie pre analýzu a závery, ktoré sa majú vyvodiť zo štúdie o osvedčených postupoch. Pokiaľ ide o I-SICS, boli stanovené tieto výskumné ciele:

1. Ktoré komponenty identifikovaných a skúmaných postupov / prípadových štúdií by malo konzorcium I-SICS prevziať s cieľom rozvíjať svoje vlastné súťaže v oblasti sociálnej inovácie na regionálnej i medzinárodnej úrovni?
2. Ktoré komponenty identifikovaných a skúmaných kurzov/podujatí sociálnej inovácie / podnikania by malo konzorcium I-SICS prevziať s cieľom vytvoriť vzdelávací program, ktorý poskytnú partneri projektu I-SICS študentom a mladým ľuďom, ktorí majú záujem a ochotu zúčastniť sa súťaže?

Nasledujúce pridružené otázky boli identifikované:

- Ako môžeme merať excelentnosť súťaží v oblasti sociálneho podnikania a inovácie?
- Ako môžeme rozlíšiť jednotlivé zložky organizovania súťaží zameraných na podporu sociálnych inovácií počas nasledujúcich fáz: (i) organizácia, (ii) nábor, (iii) implementácia, (iv) šírenie, (v) získaná spätná väzba a (vi) Zúčastnené osoby / organizácie?
- Ako môžeme identifikovať, odlíšiť, posúdiť a opísať osvedčené postupy a prípadové štúdie týkajúce sa súťaží v oblasti sociálnej inovácie a kurzov o sociálnej inovácii v celej Európe?
- Aké sú cieľové oblasti a odvetvia súťaží v oblasti sociálnej inovácie?



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Výskumná analýza bola založená na aplikácii kvantitatívnych a kvalitatívnych metód a bola vykonaná vyplnením dotazníkov z prípadovej štúdie. Údaje boli zhromaždené prostredníctvom:

- realizácie výskumu,
- organizovanie štruktúrovaných rozhovorov (telefón, Skype, face-to-face).

Počet vyplnených dotazníkov sa týkal všetkých krajín, v ktorých sú, resp. boli organizované najlepšie súťaže a kurzy. Výskum používal "model zrelosti", aby vyhodnotil súťaže a kurzy pre študentov a mladých ľudí v súvislosti s podnikaním a inováciami.

Model sa zamerával na tieto dimenzie: (i) organizácia, (ii) nábor, (iii) implementácia, (iv) šírenie, (v) získaná spätná väzba a (vi) nárast. S cieľom charakterizovať osvedčené postupy súťaží a kurzov sa pri výskume uplatnili tieto faktory pokrývajúce 4 oblasti: i) cieľové oblasti a odvetvia v geografickom kontexte, priemyselné aspekty, ii) poskytnutá služba / produkt, iii) použité metódy financovania a (iv) ďalšie aspekty.

Podľa vyššie uvedených dimenzií a faktorov výskum rozlišoval a vyhodnotil najlepšie postupy na súťažiach a kurzoch. Hodnotiace kritériá boli založené na súčte daných bodov vydelenej počtom ukazovateľov, kde boli body uvedené. Počas výskumu boli tiež otvorené otázky s cieľom nájsť ďalšie dôležité aspekty organizácie súťaží a kurzov. Výskum sa uskutočnil v spolupráci s partnermi projektu.

Výskum rozlíšil súbor najlepších postupov a prípadových štúdií s cieľom úspešne zorganizovať medzinárodné súťaže a kurzy zamerané na podporu sociálnych inovácií a sociálneho podnikania. Podľa metodiky sú osvedčené postupy také súťaže a kurzy, ktoré budú vysoko hodnotené na základe vyššie uvedených dimenzií, a prípadové štúdie s praktikami, ktoré budú vysoko hodnotené na jednej alebo viacerých uvedených dimenziách.

Usmernenie pre organizáciu súťaže na podporu sociálnej inovácie:

S prihliadnutím na výsledky výskumu projektové konzorcium vyvinulo koncept medzinárodnej súťaže, ktorý bol "otestovaný" implementáciou šiestich regionálnych kôl medzinárodnej súťaže na podporu sociálnych inovácií pre študentov a mladých ľudí v 5 rôznych krajinách už pred organizovaním medzinárodného kola spomínanej súťaže. Všetky tieto skúsenosti umožnili vytvoriť usmernenia na tému "Ako zorganizovať súťaž v oblasti sociálnej inovácie?".



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Sprievodca obsahuje nasledujúce kapitoly:

- Ako vybrať študentov a mladých ľudí?
- Ako si vybrať školiteľov, mentorov, členov poroty?
- Ako organizovať odbornú prípravu v oblasti sociálnej inovácie? Čo by ste mali využiť na školení?
- Ako viesť študentov a mladých počas školenia?
- Čo by mali študenti a mladí ľudia vypracovať?
- Ako si vybrať a zostaviť panel?
- Ako hodnotiť a vyhodnocovať nápady?
- Ako si vybrať a oceniť nápady?
- Ako úspešne realizovať workshopy, súťaž a udeľovanie cien?

Tento dokument I-SICS obsahuje prílohy aj s účelom ďalšieho zlepšenia. Šablóny spätnej väzby môžu byť použité na získavanie informácií o názoroch účastníkov (študentov a mladých ľudí, školiteľov a mentorov) o realizácii súťaže a jej predošlých etapách (školenia a mentoringu), ako aj o ich komentároch. Šablóna návrhov na zmenu a doplnenie slúži na doplnenie koncepcie súťaže projektu I-SICS ako aj predmetného dokumentu.

Ak chcete organizovať podobné súťaže, môžete využiť pokyny na riešenie rôznych výziev počas implementačného procesu. Sprievodca vám pomôže zvážiť hlavné aspekty vašej súťaže, nábor študentov, vymenovanie mentorov, učiteľov a prispôbenie učebných materiálov konkrétnym potrebám a tiež pomôže počas organizačného procesu. Tipy používajte ako rady a vytvorte svoju súťaž vlastnými nápádmi, zhromažďujte svoje skúsenosti a tiež nezabudnite rozširovať a zdieľať svoje zámery s nami.



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## Sažeci kompleta<sup>8</sup>

Glavni cilj međunarodnog natjecanja u društvenim inovacijama za studente i učenike je odgovoriti na ključne izazove našeg društva. Cilj programa bio je privući interes mnogih dionika kako bi pronašli nove kreatore promjena u svijetu.

Po našem shvaćanju, „socijalno poduzetništvo nastaje kao inovativni pristup za suočavanje s kompleksnim društvenim potrebama“<sup>2</sup>. Socijalne inovacije su "inovativne aktivnosti i usluge koje su motivirane ciljem ispunjavanja društvene potrebe i koje su pretežno razvijene i rasprostranjene u organizacijama gdje su društvene svrhe primarne.“<sup>3</sup>

Vjerujemo u naša nastojanja da populariziramo i podržimo organizaciju takvih natjecanja na bazi društvenih inovacija i poduzetništva te da je to izvrstan model koji treba slijediti. Rezultati i ishodi društvenih inovacija koji nas okružuju su promjene koje je napravio nadahnut herojski ljudski rad koji treba podršku. Mnoge obećavajuće ideje nisu zaživjele, blokirane od interesnih skupina ili na neki način marginalizirane. U I-SICS kompletu predstavljamo nekoliko načina kako natjecanja ili metode poučavanja mogu pomoći prepoznavanju i podržavanju ideja za svjetske promjene.

Svrha I-SICS kompleta je opremanje naših dionika s nekoliko studija slučaja, najboljih praksi i dobrih savjeta kako bi im pomogli pronaći način da budu dio visokoučinkovitog akcijskog programa kako bi se promijenio pogled na različite stvari.

Najvažnija poglavlja I-SICS kompleta su:

- Studija o dobrim praksama natjecanja, metodologije, ciljna područja i sektori te,
- Upute organizacije za natjecanja u socijalnim inovacijama

### **Studija o dobrim praksama natjecanja, metodologije, ciljana područja i sektori**

Kako bismo izradili Studiju o dobrim praksama natjecanja, metodologija, ciljnih područja i sektora, proveli smo istraživanje. Rezultati istraživanja prikazani su istraživanjem triju tema:

1. društveno poduzetništvo i natjecanje u inovacijama (start up, društvene inovacije, društveno poduzetništvo)
2. metodologije natjecanja,
3. ciljna područja i sektori natjecanja u društvenim inovacijama.

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<sup>8</sup> Executive summary in Croatian



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Učinkovita i uspješna provedba istraživanja pruža korisne informacije analizi i zaključku koji će biti izveden u studiji o dobrim praksama. Što se tiče I-SICS-a, identificirani su sljedeći ciljevi istraživanja:

1. Koje komponente identificiranih i istraženih dobrih praksi/studija slučaja treba preuzeti konzorcij I-SICS-a kako bi razvio svoja vlastita, uspješna natjecanja u području društvenih inovacija na regionalnoj i međunarodnoj razini?
2. Koje komponente identificiranih i istraženih tečajeva o društvenoj inovaciji/poduzetništvu treba preuzeti konzorcij I-SICS-a kako bi razvio program obuke ponuđen od partnera za studente i odrasle učenike koji žele i spremni su sudjelovati u natjecanju?

Utvrđena su sljedeća pitanja:

- Kako možemo mjeriti izvrsnost natjecanja za društveno poduzetništvo i inovacije?
- Kako možemo razlikovati različite komponente organiziranja natjecanja u području društvene inovacije tijekom sljedećih faza: (i) organizacija, (ii) regrutacija, (iii) implementacija, (iv) diseminacija, (v) primljena povratna informacija i (vi) povećanje broja sudionika/organizacija?
- Kako možemo prepoznati, razlikovati, mjeriti, shvatiti, opisati i izvještavati o najboljim praksama i studijama slučaja koji se tiču natjecanja u društvenim inovacijama i tečajevima o društvenim inovacijama diljem Europe?
- Koja su ciljna područja i sektori u natjecanju u društvenim inovacijama?

Istraživačka analiza je bazirana na primjeni kvantitativnih i kvalitativnih metoda, a provodi se popunjavanjem upitnika u studiji slučaja. Podaci su prikupljeni:

- Provođenjem desk istraživanja,
- Provođenjem strukturnih intervjua (telefon, Skype, licem u lice).

Broj ispunjenih upitnika obuhvatio je sve povezane države u kojima su organizirana najbolja natjecanja i tečajevi. Istraživanje je koristilo „model zrelosti“ kako bi se procijenila studentska natjecanja i tečajevi vezani uz poduzetništvo i inovacije.

Model se fokusirao na sljedeće dimenzije: (i) organizaciju, (ii) regrutaciju, (iii) implementaciju, (iv) diseminaciju, (v) primljene povratne informacije i (vi) povećanje. Kako bi se karakterizirale najbolje prakse natjecanja i tečajeva, istraživanja su primijenila sljedeće kategorične faktore: (i) ciljna područja i sektori u zemljopisnom kontekstu, industrijski aspekti, (ii) isporučena usluga / proizvod, (iii) primijenjene metode financiranja i (iv) ostali aspekti.

Prema navedenim dimenzijama i čimbenicima, istraživanja su diferencirala i ocijenila najbolje prakse na natjecanjima i tečajevima. Kriteriji za ocjenjivanje temeljeni su na zbroju dobivenih točaka podijeljenih s brojem indikatora. Tijekom istraživanja postavljena su otvorena pitanja kako bi se pronašli drugi važni aspekti organizacije natjecanja i tečajeva. Istraživanje je provedeno u suradnji s partnerima na projektu.



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Istraživanje je definiralo primjere najboljih praksi i studija slučaja kako bi se organizirala visoko konkurentna međunarodna natjecanja i tečajevi vezani uz društveno poduzetništvo i inovacije. Prema metodologiji, primjeri najbolje prakse su natjecanja i tečajevi koji će biti visoko ocijenjeni na temelju prethodno spomenutih kriterija, a case study će se visoko ocijeniti na jednom ili više prethodno spomenutih kriterija.

Upute organizacije za natjecanja u socijalnim inovacijama:

- Kako regrutirati studente?
- Kako izabrati trenere, mentore, članove žirija?
- Kako organizirati obuku u društvenim inovacijama? Što trebate koristiti u obuci?
- Kako voditi studente i odrasle učenike tijekom mentoriranja?
- Što bi studenti i odrasli učenici trebali izložiti?
- Kako zajedno odabrati i sastaviti panel?
- Kako procijeniti i ocijeniti ideje?
- Kako odabrati i nagraditi ideje?
- Kako uspješno provesti radionice, natjecanje i dodjelu nagrada?

I-SICS komplet uključuje privitke s ciljem daljnjih poboljšanja. Predložci upitnika za povratne informacije mogu se koristiti za dobivanje informacija o mišljenjima sudionika natjecanja (studenti i učenici, treneri i mentori) o provedbi natjecanja i njegovim prethodnim koracima (obuka i mentorstvo) kao i njihovih komentara. Predložak za prijedloge izmjena i dopuna služi za ispunjavanje I-SICS koncepta i kompleta.

Kako bi se organizirala slična natjecanja, možete koristiti vodič za rješavanje različitih izazova tijekom procesa implementacije. Vodič će vam pomoći da razmotrite glavne aspekte u vašem natjecanju, zapošljavanju studenata, imenovanju mentora, učitelja, prilagodbi nastavnog materijala određenim potrebama, a također pomaže tijekom organizacijskog procesa. Koristite savjete i oblikujte svoje natjecanje vlastitim idejama, prikupite svoja vlastita iskustva i ne zaboravite širiti i dijeliti svoje namjere s nama.



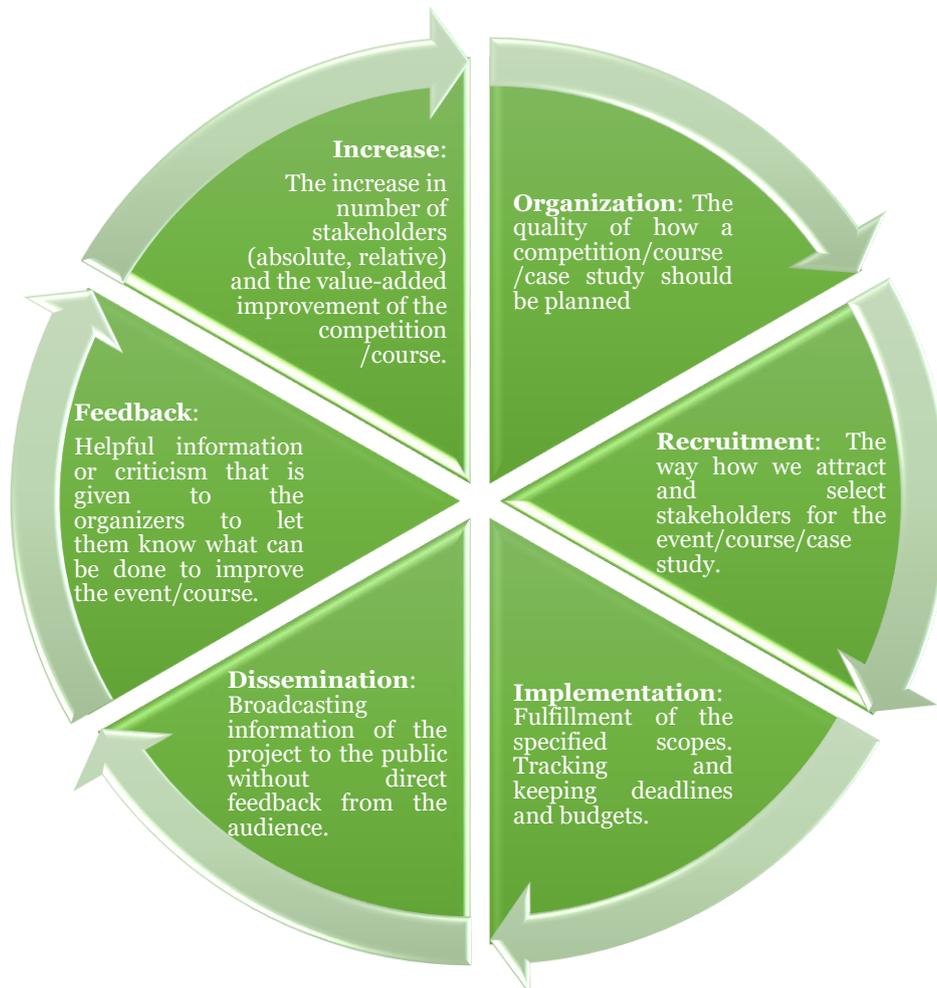
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## Study on good practices and Case studies

### About the Assessment Tool

The following section will differentiate a set of best practices and case studies in order to organize highly competitive international competitions and courses in connection with social entrepreneurship and innovation. According to the followed methodology, best practices will that competitions and courses which will be highly evaluated based on the following dimensions (i) organisation, (ii) recruitment, (iii) implementation, (iv) dissemination, (v) feedbacks received and (vi) increase of the participating persons/organisations), and case studies those practices which will be highly evaluated on one or more previously mentioned dimensions.

Short descriptions of the dimensions:



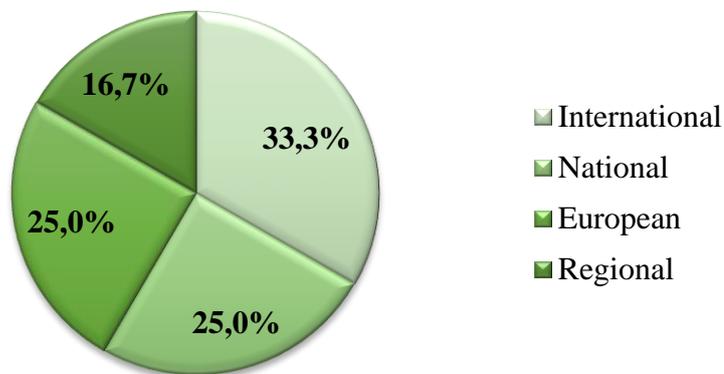


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## Introduction and characteristics of the best practices

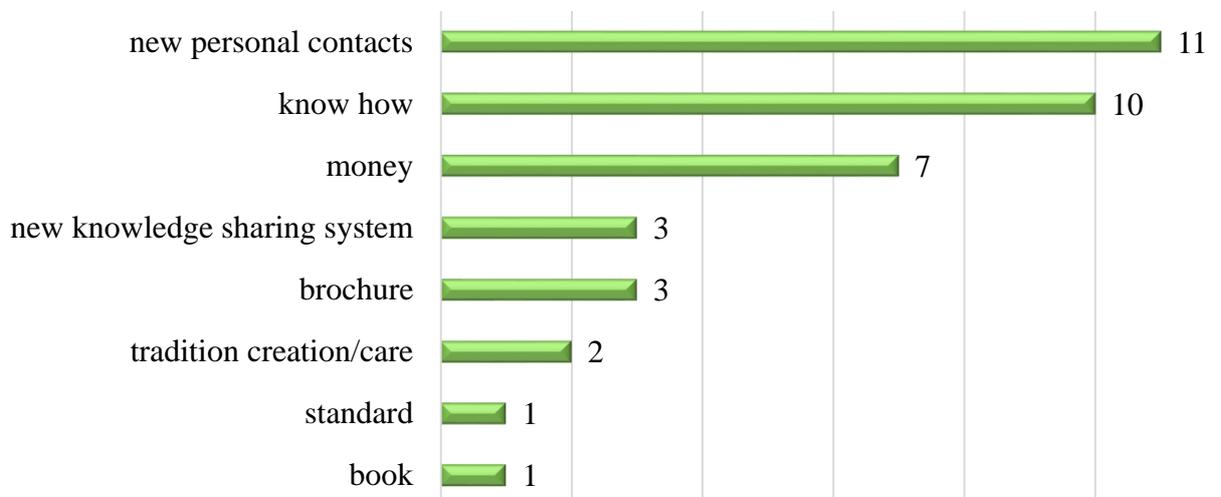
In order to characterize the best practices of the competitions and courses we applied the following categorial factors:

1. The target areas and sectors in:
  - a) Internationality of stakeholders
  - b) “Industrial” aspects
  - c) Delivered service/product and
2. Financing methods applied.



**1. Figure: Internationality of stakeholders**

Figure 1 shows that the best competitions were made mainly by international stakeholders (33.3%), followed by national or European one (25%). Contrarily, best competitions were made by regional stakeholders (16.7%).

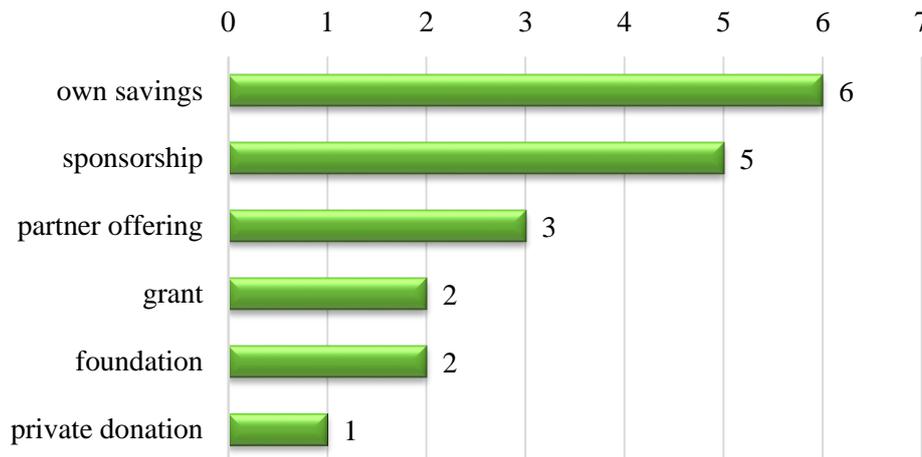


**2. Figure: Delivered service, product**



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Figure 2 indicates that the most important service/product is “new personal contacts” delivered 91.7% of the times. The second one is “know how” which reflect the knowledge and experience obtained during the competition. Contrarily, money, new knowledge sharing system brochure, tradition creation/care, standard and book were less important for them.



3. Figure: Financial sources

Figure 3 reflects that the main financial source came from their own savings or sponsorships. Different type of financial sources such as partner offering, grants, foundations or private donations were less used.

### The evaluation of good practices

According the dimensions and factors the research differentiated and evaluated the best practices on competitions.

#### 1. CFA Institute Research Challenge

|   |   |
|---|---|
| <b>The provider organization's country:</b>                     | -   |
| <b>Delivered service/product:</b>                               | know how; standard; new personal contacts   |
| <b>Internationality of stakeholders:</b>                        | International   |
| <b>Industrial aspects and connections of social innovation:</b> | Administrative and Support Service Activities; Financial and Insurance Activities |
| <b>Financing sources:</b>                                       | foundation; grant; sponsorship; partner offering; own savings                     |



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### Evaluation of the dimensions:

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>CFA Institute Research Challenge</b> |
|------------------------|---------------------|-----------------------|---|
| <b>Organization</b>    | 1.98                | 2.25                  | 2.4                                     |

The CFA Institute Research Challenge during the organization of the competition used a framework in order to improve the quality of the competition. The competition performed well in the dimension of quality of organization (2.4 mean, which is highly above the mean of the total sample, and slightly above the mean of other best practices). The organization used the framework during the planning of financial, marketing and public relations, facility and human relations strategy of the competition. In all of these categories the competition got the highest value.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>CFA Institute Research Challenge</b> |
|------------------------|---------------------|-----------------------|---|
| <b>Recruitment</b>     | 1.71                | 1.96                  | 2.4                                     |

The mean of the recruitment dimension of CFA is also 2.4 which is highly above the total sample mean. The CFA Institute Research Challenge performed very well in the assessment of the “Channels used for recruiting sponsors/supporters” and the “Motivators used during recruitment”. The evaluation of “channels used for recruiting participants and recruiting organizers” achieved lower value (2 point) but above the mean of the best practices and the total sample mean.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>CFA Institute Research Challenge</b> |
|------------------------|---------------------|-----------------------|---|
| <b>Implementation</b>  | 1.75                | 2.33                  | 2.0                                     |

The mean of the implementation dimension of CFA is lower than the mean of the best practices. The fulfilment of specified objectives in the implementation process were satisfied and the deadlines were kept and/or the delays were handled. Both factor evaluated with 2 point.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>CFA Institute Research Challenge</b> |
|------------------------|---------------------|-----------------------|---|
| <b>Dissemination</b>   | 1.98                | 2.07                  | 2.5                                     |

The mean of the CFA dissemination dimension is higher than the mean of the total sample, and also higher than the mean of best practices. During the evaluation of the dissemination the CFA get the highest, 3 point in connection with the press list media and the regional coverage of publication of the competition. The target group of the dissemination was extensive; from those who may participate in the upcoming competition/course to those who currently participate, organize or lecture in current competition/course, and also those who are current business partners/sponsors, or decision makers of the political landscape. In the evaluation of the other questions they get lower point, but higher than the other means.



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| Dimension means | Total sample | Best Practices | CFA Institute Research Challenge |
|-----------------|--------------|----------------|----------------------------------|
| <b>Feedback</b> | 1.59         | 1.67           | 2.0                              |

The dimension of feedback also get a higher evaluation than the mean of total sample, and the mean of best practices.

| Dimension means | Total sample | Best Practices | CFA Institute Research Challenge |
|-----------------|--------------|----------------|----------------------------------|
| <b>Increase</b> | 2.21         | 2.31           | 2.75                             |

The evaluation of the increase in number of stakeholders of the competition was much higher than the mean of the total sample and mean of the other best practices. During the extension of the competition the increase was more than adequate in every group.

## 2. European Social Innovation Competition

|   |   |
|---|---|
| <b>The provider organization's country:</b>                     | <b>EU (Belgium)</b>   |
| <b>Delivered service/product:</b>                               | money; know how; new personal contacts; new knowledge sharing system  |
| <b>Internationality of stakeholders:</b>                        | European  |
| <b>Industrial aspects and connections of social innovation:</b> | Agriculture, Forestry and Fishing; Education; Financial and Insurance Activities; Human Health and Social Work Activities |
| <b>Financing sources:</b>                                       | own savings   |

### Evaluation of the dimensions:

| Dimension means     | Total sample | Best Practices | European Competition | Social | Innovation |
|---------------------|--------------|----------------|----------------------|--------|------------|
| <b>Organization</b> | 1.98         | 2.25           | 2.20                 |        |            |

Based on the evaluation of the organization dimension we can state that the mean of best practices is higher than the mean of the European Social Innovation Competition (ESIC). The organization of competition used framework during the planning of marketing, public relation and financial strategy and achieved the highest (3 point) evaluation. The strategy of facility and human relations contained minimum the following aspects; costs, activities and responsibilities and achieved a lower (1) value.

| Dimension means    | Total sample | Best Practices | European Competition | Social | Innovation |
|--------------------|--------------|----------------|----------------------|--------|------------|
| <b>Recruitment</b> | 1.71         | 1.96           | 2.33                 |        |            |



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During the evaluation of the dimension of recruitment the ESIC highly achieved. The mean of the EISC recruitment was higher than the dimension mean of the best practices, and also higher than the total sample mean. During the recruitment they used continuous personalized news in connection with communication, and they used professionalized communication channels (f.e. personal contacts/invitation; online application; experienced/former organizer team) during the recruitment of participants and organizers.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>European Competition</b> | <b>Social</b> | <b>Innovation</b> |
|------------------------|---------------------|-----------------------|-----------------------------|---------------|-------------------|
| <b>Implementation</b>  | 1.75                | 2.33                  | 2.50                        |               |                   |

The ESIC competition is performed well in the evaluation of the implementation dimension, the mean of the dimension of competition is slightly greater than the mean of best practices, and much greater than the total sample mean. The specified objectives are fully satisfied, and other unspecified significant results or value additions are performed, and all planned tasks/achieving scopes are tracked, and the experiences are applied to the next implementation. Moreover they get a lower evaluation (2 point) in connection with deadlines and budget, but both were kept properly.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>European Competition</b> | <b>Social</b> | <b>Innovation</b> |
|------------------------|---------------------|-----------------------|-----------------------------|---------------|-------------------|
| <b>Dissemination</b>   | 1.98                | 2.07                  | 2.30                        |               |                   |

As we can see in the table the valuation of the dissemination was greater than the total sample mean and a best practices' mean. The ESIC performed well (got the maximum, 3 points) in the category of the number of people who worked on the dissemination, the extension of press list, the internationality of press list, the press releases, the types of the online presence, and the performed goal of the dissemination. They gained lower (2) point in connection with the regional coverage of publication and advertising spaces were used thorough the dissemination.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>European Competition</b> | <b>Social</b> | <b>Innovation</b> |
|------------------------|---------------------|-----------------------|-----------------------------|---------------|-------------------|
| <b>Feedback</b>        | 1.59                | 1.67                  | 1.83                        |               |                   |

As we can see in the table the evaluation of the feedback got the lowest mean among the other categories, but it is higher than the mean of total sample, and also higher than the dimension mean of other best practices. During the evaluation of feedback we experienced that the competition performed well in connection with press clipping; all press releases were followed and results were used in related with the competition. And also all of the participants were surveyed and results were used in refining further feedbacks. In both categories they got the maximum point. They gained much lower point (1 point) in connection with the feedback possibilities of the respondents, and the target group of the asked respondents.



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| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>European Social Innovation Competition</b> |
|------------------------|---------------------|-----------------------|---|
| <b>Increase</b>        | 2.21                | 2.31                  | 2.20  |

The evaluation of the increase of the competition indicates that they achieved the mean of the total sample, but the mean of the best practices is higher than the dimension mean of ESIC, they performed on average. The increase in number of applicants evaluated as more than needed, and also the competition focused on several social impact areas: people's way of life; people's culture; people's community; people's political systems; people's environment; people's health and wellbeing; people's personal and property rights; people's fears and aspirations. They got lower evaluation in connection with increase in relationships and professional connections, the increase in budget, and in the increase of the number of competitors.

### 3. Tímár László Memorial Case Study Competition

|   |  |
|---|--|
| <b>The provider organization's country:</b>                     | <b>Hungary</b>   |
| <b>Delivered service/product:</b>                               | know how; new personal contacts; tradition creation/care   |
| <b>Internationality of stakeholders:</b>                        | European   |
| <b>Industrial aspects and connections of social innovation:</b> | Administrative and Support Service Activities; Education; Information and Communication; Professional, Scientific and Technical Activities |
| <b>Financing sources:</b>                                       | foundation; sponsorship; private donation; own savings   |

#### Evaluation of the dimensions:

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Tímár László Memorial Case Study Competition</b> |
|------------------------|---------------------|-----------------------|---|
| <b>Organization</b>    | 1.98                | 2.25                  | 2.80  |

As we can see in the table the Tímár László Memorial Case Study Competition performed outstandingly well in the evaluation of the organization dimension. The Case Study Competition organizational dimension gained much higher mean than the total sample, and the best practice means in these dimension. During the evaluation they got the higher point almost in every category in connection with organization. They used a framework during the planning of marketing and public relations strategy, financial strategy, facility strategy and human relations strategy. In one category was the evaluation lower, in connection with the difference between the number of planned and real participants, which was between 24% and 10%.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Tímár László Memorial Case Study Competition</b> |
|------------------------|---------------------|-----------------------|---|
| <b>Recruitment</b>     | 1.71                | 1.96                  | 2.17  |

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According to the evaluation of the recruitment dimension we can state that the Tímár László Memorial Case Study Competition performed better than the total sample and also better than the other best practices. The mean of the case study competition is slightly higher than the best practice means and much greater than the total sample mean. The case study competition got the highest point in connection with the evaluation of motivators used during the recruitment, and got lowest point in connection with the channels used for recruiting participants, organizers and sponsors.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Tímár László Memorial Case Study Competition</b> |
|------------------------|---------------------|-----------------------|---|
| <b>Implementation</b>  | 1.75                | 2.33                  | 2.50  |

Based on the results of the implementation we can state that the Case Study Competition also performed well in this category. The dimension mean of Tímár László Memorial Case Study Competition in these category is slightly higher than the mean of best practices, and with 0.75 point higher than the total sample mean. According to the examination of results we can see that during the implementation of competition all planned tasks/achieving scopes are tracked, and the experiences are applied to the next implementation, and also the budget was kept and savings can be allocated to the implementation of the next competition/course. In these two category the competition got the highest evaluation. In connection with the deadlines and objectives, the evaluated values were lower but the specified objectives were satisfied and the deadlines were kept and/or the delays were handled.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Tímár László Memorial Case Study Competition</b> |
|------------------------|---------------------|-----------------------|---|
| <b>Dissemination</b>   | 1.98                | 2.07                  | 1.90  |

The evaluation of dissemination dimension shows that the case study competition is performed on average way. The difference between the total sample mean and the mean of case study competition is quite small (0.08), but the mean of best practices are slightly higher (0.17). The competition performed very well (3 point) in the following categories: the extension of press list, the target group of dissemination and the archived goals of dissemination. In the following categories the case study competition performed less well: the types of media used during the dissemination, the types and the regional coverage of publications.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Tímár László Memorial Case Study Competition</b> |
|------------------------|---------------------|-----------------------|---|
| <b>Feedback</b>        | 1.59                | 1.67                  | 1.83  |

According to the table we can state that the competition got a great evaluation in connection with feedback. The dimension mean of the case study competition is higher (with 0.24) than the total sample mean, and also higher (with 0.16) than the mean of best practices. The evaluation of the case study competition gained the maximum point in connection with the



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application of feedback. They used the results as a part of the (public) report, to increase quality, infrastructure and efficiency of the competition/course. They got lower value in the following categories: the possibilities of the respondents to provide feedback, the number of usable feedback, and the revived press clippings.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Tímár László Memorial Case Study Competition</b> |
|------------------------|---------------------|-----------------------|---|
| <b>Increase</b>        | 2.21                | 2.31                  | 2.00  |

As we can see in the table the evaluation of the increase of the competition is lower (with 0.31) than the mean of best practices, and also lower (with 0.21) than the total sample mean. The difference is based on the average evaluation of the following categories: the increase in number of applicants, and competitors. The increase was less than expected in the budget so the value was 1 point in this case, but the connection between students, organizers and students, organizers and sponsors, organizers and guests improved well.

#### 4. Premio Yo Creo

|   |   |
|---|---|
| <b>The provider organization's country:</b>                     | <b>Costa Rica</b>   |
| <b>Delivered service/product:</b>                               | money; know how; brochure; new personal contacts  |
| <b>Internationality of stakeholders:</b>                        | International   |
| <b>Industrial aspects and connections of social innovation:</b> | Accommodation and Food Service Activities; Arts, Entertainment and Recreation; Construction; Education; Human Health and Social Work Activities; Information and Communication; Professional, Scientific and Technical Activities |
| <b>Financing sources:</b>                                       | -   |

#### Evaluation of the dimensions:

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Premio Yo Creo</b> |
|------------------------|---------------------|-----------------------|-----------------------|
| <b>Organization</b>    | 1.98                | 2.25                  | 2.40                  |

During the organization of the “PremioYo Creo” competition they specified objectives, activities, calendar, responsibilities and cost for their marketing, financial, facility and human relations strategies. They also used a framework for all strategies (with exception of the human relations strategy). In this dimension they achieved 2.40 points which is slightly above the mean of the total sample and best practices. The difference between the number of planned and actual participants was between 25% and 50%.



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| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Premio Yo Creo</b> |
|------------------------|---------------------|-----------------------|-----------------------|
| <b>Recruitment</b>     | 1.71                | 1.96                  | 2.33                  |

The mean of the recruitment dimension of the “PremioYo Creo” competition is 2.33 which is above the total sample mean and best practices. The channels used to attract participants, organizers and sponsors were mainly based on personal contacts and invitations. The online tools were also important to attract participants. Tangibles and intangibles goods were used as motivators of the competition.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Premio Yo Creo</b> |
|------------------------|---------------------|-----------------------|-----------------------|
| <b>Implementation</b>  | 1.75                | 2.33                  | 2.25                  |

In this dimension they achieved 2.25 which is above the mean of the total sample and slightly below the mean of the best practices. The initial objectives were satisfied. The deadlines or delays were properly handled and also the budget was kept.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Premio Yo Creo</b> |
|------------------------|---------------------|-----------------------|-----------------------|
| <b>Dissemination</b>   | 1.98                | 2.07                  | 1.90                  |

The mean of the dissemination dimension of the “PremioYo Creo” competition is 1.90 which is slightly below the total sample mean and best practices. Two or three members of their staff worked on dissemination. They used a variety of online platforms such as webpage, Facebook, Youtube, Twitter, etc. The number of media channels used to disseminate their results was between 1 and 10.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Premio Yo Creo</b> |
|------------------------|---------------------|-----------------------|-----------------------|
| <b>Feedback</b>        | 1.59                | 1.67                  | 2.00                  |

In this dimension they achieved 2.00 which is above the total sample mean and best practices. They surveyed all participants and in total they got more than 100 usable feedbacks. They used the feedbacks in order to increase the quality and efficiency of the competition.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Premio Yo Creo</b> |
|------------------------|---------------------|-----------------------|-----------------------|
| <b>Increase</b>        | 2.21                | 2.31                  | 2.20                  |

The mean of this dimension is 2.20 which is slightly below the mean of the total sample and best practices. They consider that the total number of applicants and competitors was adequate. They believe that the competition improves the connections between organizers and students as well as organizers and guests.



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## 5. Denmark-India Innovation Challenge

|   |  |
|---|--|
| <b>The provider organization's country:</b>                     | -  |
| <b>Delivered service/product:</b>                               | new personal contacts; tradition creation/care   |
| <b>Internationality of stakeholders:</b>                        | International  |
| <b>Industrial aspects and connections of social innovation:</b> | Accommodation and Food Service Activities; Activities of Extraterritorial Organisations and Bodies; Agriculture, Forestry and Fishing; Arts, Entertainment and Recreation; Education; Human Health and Social Work Activities; Information and Communication; Other Service Activities |
| <b>Financing sources:</b>                                       | grant; sponsorship; partner offering   |

### Evaluation of the dimensions:

| Dimension means     | Total sample | Best Practices | Denmark-India Challenge | Innovation |
|---------------------|--------------|----------------|-------------------------|------------|
| <b>Organization</b> | 1.98         | 2.25           | 3.00                    |            |

The evaluation of Denmark-India Innovation Challenge is got the highest reachable point in organization dimension, much higher than the mean of total sample, and the mean of best practices. The challenge used a framework during the planning of marketing and public relations strategy, financial strategy, facility strategy and human relations strategy. They get a highest value in the category of difference between the number of planned and real participants.

| Dimension means    | Total sample | Best Practices | Denmark-India Challenge | Innovation |
|--------------------|--------------|----------------|-------------------------|------------|
| <b>Recruitment</b> | 1.71         | 1.96           | 1.67                    |            |

The mean of the recruitment dimension in the case of Denmark-India Innovation Challenge is quite lower (0.07) than the mean of the total sample, and also lower (0.29) than the mean of best practices. The evaluation shows that the challenge used quite less channels (as usual) for recruiting participants, organizers, and also they used less motivators during the recruitment of competitors. In one case the evaluation was greater, in the case of get more sponsors and supporters they used more channels (personal contacts/invitation; one sponsor/supporter recommends another; cold calls; advertisement) so the evaluation was greater.

| Dimension means       | Total sample | Best Practices | Denmark-India Challenge | Innovation |
|-----------------------|--------------|----------------|-------------------------|------------|
| <b>Implementation</b> | 1.75         | 2.33           | 2.00                    |            |



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The mean of the implementation in case of Denmark-India Innovation Challenge is on average level, higher (with 0.25) than the total sample mean, but lower (with 0.33) than the mean of best practices. According to the evaluation of categories we can state that the challenge performed the implementation phase on appropriate way, the specified objectives were satisfied, all planned tasks/achieving scopes were tracked, the deadlines and the budget were kept and/or the delays were handled, but the previous experiences were not applied from the previous challenge.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Denmark-India Challenge</b> | <b>Innovation</b> |
|------------------------|---------------------|-----------------------|--------------------------------|-------------------|
| <b>Dissemination</b>   | 1.98                | 2.07                  | 2.20                           |                   |

The dimension mean of the dissemination is in this case higher than both the total sample mean, and best practice mean. The dissemination gained the maximum point in two categories: the type of advertising spaces used through the dissemination, and the extension of press list. They used printed material; banner (add in any online media); television advertisement; social/online media sharing; direct mail (mail or email sent, based on existing address list), and over 50 media channels were used to disseminate results.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Denmark-India Challenge</b> | <b>Innovation</b> |
|------------------------|---------------------|-----------------------|--------------------------------|-------------------|
| <b>Feedback</b>        | 1.59                | 1.67                  | 1.33                           |                   |

As we can see in the table the mean of the feedback dimension is very low (1.33), lower (with 0.26) than the total sample mean and also lower than (with 0.34) the mean of best practices. During the feedback they get 1 point evaluation in the following cases: the possibilities to provide feedback, the asked target group, the reviewed pre clipping. They used online evaluation form; interview; informal comments to provide feedback from students/attendee; organizers; sponsors, and some press releases were followed. They got higher rate in case of the number of usable feedback (51-100), and the application of feedback (results were part of the (public) report; Increase efficiency of the competition/course).

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Denmark-India Challenge</b> | <b>Innovation</b> |
|------------------------|---------------------|-----------------------|--------------------------------|-------------------|
| <b>Increase</b>        | 2.21                | 2.31                  | 2.40                           |                   |

The evaluation of increase dimension shows that the challenge performed well, better (with 0.19) than the total sample and also slightly better (0.09) than the best practices. In every category the increase was adequate, but they got higher evaluation in case of the experienced improvement in the connections/relations. The social impact category in these case was evaluated with the highest value, during the challenge they focused on many social issues (people's way of life; people's culture; people's political systems; people's environment; people's health and wellbeing; people's personal and property rights).



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## 6. European Enterprise Promotion Awards

|   |  |
|---|--|
| <b>The provider organization's country:</b>                     | EU (Belgium)   |
| <b>Delivered service/product:</b>                               | money; know how; new personal contacts   |
| <b>Internationality of stakeholders:</b>                        | European   |
| <b>Industrial aspects and connections of social innovation:</b> | Financial and Insurance Activities; Information and Communication; Professional, Scientific and Technical Activities |
| <b>Financing sources:</b>                                       | own savings  |

### Evaluation of the dimensions:

| Dimension means     | Total sample | Best Practices | European Awards | Enterprise Promotion |
|---------------------|--------------|----------------|-----------------|----------------------|
| <b>Organization</b> | 1.98         | 2.25           | 1.60            |                      |

The dimension of organization of European Enterprise Promotion Awards (EEPA) is quite underperformed. The mean of the organization dimension in the case of EEPA is quiet lower (with 0.38) than the mean of the total sample, and significantly lower (with 0.65) than the mean of best practices. They got the highest point in the planning of marketing and public relations strategy, they used a framework during the planning. They get lower evaluation in the case of financial strategy, facility strategy and human relations strategy, they made a plan only with the activities and the costs, but the plan based not on a framework.

| Dimension means    | Total sample | Best Practices | European Awards | Enterprise Promotion |
|--------------------|--------------|----------------|-----------------|----------------------|
| <b>Recruitment</b> | 1.71         | 1.96           | 2.25            |                      |

During the evaluation of the recruitment the EEPA achieved higher mean than (with 0.54) the total sample and also higher (with 0.29) than the best practices. During the applicant selection they used invitation and also filtering. They gained an average level of mean in connection with the channels used for recruiting. They used personal contacts/invitation; online application, and experienced/former organizer team in order to recruit participants and organizers.

| Dimension means       | Total sample | Best Practices | European Awards | Enterprise Promotion |
|-----------------------|--------------|----------------|-----------------|----------------------|
| <b>Implementation</b> | 1.75         | 2.33           | 2.67            |                      |

The implementation dimension got a high mean in the case of EEPA. The value of the dimension mean in this case is slightly higher (with 0.34) than the mean of best practices and significantly higher (with 0.92) than the total sample mean. In two category the EEPA



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performed on the highest level, in the following categories. Firstly, during the implementation of the competition the specified objectives are fully satisfied, and other unspecified significant results or value additions are performed. Secondly, all planned tasks/achieving scopes are tracked, and the experiences are applied to the next implementation. In the other categories they performed well.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>European Awards</b> | <b>Enterprise</b> | <b>Promotion</b> |
|------------------------|---------------------|-----------------------|------------------------|-------------------|------------------|
| <b>Dissemination</b>   | 1.98                | 2.07                  | 2.30                   |                   |                  |

As we can see in the table the dissemination of the EEPA gained higher value than the total sample mean, and best practice mean. The evaluation of dimension shows that the competition got the highest value in the following cases: number of people worked on dissemination, number of media channels used to disseminate results, the number of press releases, the regional coverage of press list and publications. More than 3 members of the staff worked on dissemination, and over 50 media channels were used included international media channels too.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>European Awards</b> | <b>Enterprise</b> | <b>Promotion</b> |
|------------------------|---------------------|-----------------------|------------------------|-------------------|------------------|
| <b>Feedback</b>        | 1.59                | 1.67                  | 1.17                   |                   |                  |

The evaluation of the feedback in the case of EEPA gained a quite small mean. The dimension mean of the competition is lower than the Best Practice and the total sample mean. The examination of the categories indicate that they the feedback of the competition performed below the average. They gained the lowest evaluation in the following categories: the possibilities to provide feedback, the target group of feedback and the used satisfaction survey. In the other categories the competition performed above the average: they got back more than 50 feedback survey and all press releases were followed, evaluated.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>European Awards</b> | <b>Enterprise</b> | <b>Promotion</b> |
|------------------------|---------------------|-----------------------|------------------------|-------------------|------------------|
| <b>Increase</b>        | 2.21                | 2.31                  | 2.67                   |                   |                  |

In the dimension of increase the EEPA performed well, better than the total sample, and also better than the other best practices. The differences in means are 0.46 in the case of total sample, and in the case of best practices: 0.36. The evaluation shows that the increase in the number of applicants were adequate, improvement of the connection between students; organizers and students; organizers and sponsors; organizers and partners; organizers and guests were experienced and the competition focused on people's way of life; people's community; people's environment.



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## 7. ImpacTec

|   |  |
|---|--|
| <b>The provider organization's country:</b>                     | <b>Argentina</b>   |
| <b>Delivered service/product:</b>                               | money; know how; new personal contacts; new knowledge sharing system   |
| <b>Internationality of stakeholders:</b>                        | International  |
| <b>Industrial aspects and connections of social innovation:</b> | Accommodation and Food Service Activities; Activities of Extraterritorial Organisations and Bodies; Activities of Households as Employers; Administrative and Support Service Activities; Agriculture, Forestry and Fishing; Arts, Entertainment and Recreation; Construction; Education; Electricity, Gas, Steam and Air Conditioning Supply; Financial and Insurance Activities; Human Health and Social Work Activities; Information and Communication; Manufacturing; Mining and Quarrying; Other Service Activities; Professional, Scientific and Technical Activities; Public Administration and Defence, Compulsory Social Security; Real Estate Activities |
| <b>Financing sources:</b>                                       | sponsorship; partner offering; own savings   |

### Evaluation of the dimensions:

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>ImpacTec</b> |
|------------------------|---------------------|-----------------------|-----------------|
| <b>Organization</b>    | 1.98                | 2.25                  | 2.00            |

The evaluation of the organization dimension in the case of ImpacTec shows that the competition performed on an average level. The dimension mean of ImpacTec and total sample mean is almost equal, but the best practice mean is higher with 0.25. They used a framework during the planning of marketing and public relations strategy, financial strategy, facility strategy and they do not have a human resource strategy.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>ImpacTec</b> |
|------------------------|---------------------|-----------------------|-----------------|
| <b>Recruitment</b>     | 1.71                | 1.96                  | 1.80            |

The evaluation of recruitment dimension show similar results to the organizational dimension. The mean of the ImpacTec competition is slightly higher than the mean of the total sample, but did not achieve the mean of best practices. They get the highest evaluation in the case of “Communication forms used with applicants”, during which they applied continuous personalized news. In the other categories they performed on average way.



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| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>ImpacTec</b> |
|------------------------|---------------------|-----------------------|-----------------|
| <b>Implementation</b>  | 1.75                | 2.33                  | 2.25            |

The evaluation of the implementation shows greater picture, the dimension mean gain almost on the best practice mean. The difference between the total sample mean and the ImpacTec dimension mean is 0.5. During the implementation the specified objectives were satisfied, all planned tasks/achieving scopes were tracked, and the experiences were applied to the next implementation, the deadlines and the budget were kept.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>ImpacTec</b> |
|------------------------|---------------------|-----------------------|-----------------|
| <b>Dissemination</b>   | 1.98                | 2.07                  | 1.89            |

As we can see in the table the values of the dissemination dimension are quite close to each other and same picture emerge in the case of dissemination like in the cases of above categories. The dimension mean of ImpacTec is higher than the total sample mean, but lower than the best practice mean. The competition got the highest evaluation in the case of the target group of dissemination. The target groups were: who may participate in the upcoming competition/course; who currently participate; who organize or lecture in current competition/course; current business partners/sponsors; business players and decision makers of the political landscape.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>ImpacTec</b> |
|------------------------|---------------------|-----------------------|-----------------|
| <b>Feedback</b>        | 1.59                | 1.67                  | 2.17            |

The dimension of feedback performed well in the case of ImpacTec, they used a several possibilities in order to reach target groups. The dimension mean of ImpacTec is much higher than the total sample mean, and also higher than the best practice mean. The evaluation shows that they used several channels during the feedback, for example: online evaluation form; interview; informal comments, and satisfaction survey. During the feedback all press releases were followed and results were used in related competition/course, and all of the participants were surveyed and results were used in refining further feedbacks.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>ImpacTec</b> |
|------------------------|---------------------|-----------------------|-----------------|
| <b>Increase</b>        | 2.21                | 2.31                  | 2.25            |

As we can see in the table the dimension of increase performed well in the case of ImpacTec. The dimension mean is close to the total sample mean and to the best practice mean too. The increase in number of applicants were adequate, but the increase of competition/course budget was less than expected. They performed very well in the improvement of connections/relations. And also performed well in the case of the focus of competition, several social issues were in the focus of the competition: people's way of life; people's culture; people's community; people's political systems; people's environment; people's health and wellbeing; people's personal and property rights; people's fears and aspirations.



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## 8. Radicale Verniewers

|   |  |
|---|--|
| <b>The provider organization's country:</b>                     | <b>Belgium</b>   |
| <b>Delivered service/product:</b>                               | know how; book; new personal contacts  |
| <b>Internationality of stakeholders:</b>                        | Regional   |
| <b>Industrial aspects and connections of social innovation:</b> | Accommodation and Food Service Activities; Activities of Extraterritorial Organisations and Bodies; Activities of Households as Employers; Administrative and Support Service Activities; Agriculture, Forestry and Fishing; Arts, Entertainment and Recreation; Construction; Education; Electricity, Gas, Steam and Air Conditioning Supply; Financial and Insurance Activities; Human Health and Social Work Activities; Information and Communication; Manufacturing; Mining and Quarrying; Other Service Activities; Professional, Scientific and Technical Activities; Public Administration and Defence, Compulsory Social Security; Real Estate Activities |
| <b>Financing sources:</b>                                       | -  |

### Evaluation of the dimensions:

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Radicale Verniewers</b> |
|------------------------|---------------------|-----------------------|----------------------------|
| <b>Organization</b>    | 1.98                | 2.25                  | 2.40                       |

During the “Radicale Verniewers” competition they used a framework for the organization of the marketing, financial, facility and human relations strategies. The competition achieved 2.40 points for the quality of the organization which is above the mean of the total sample and best practices.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Radicale Verniewers</b> |
|------------------------|---------------------|-----------------------|----------------------------|
| <b>Recruitment</b>     | 1.71                | 1.96                  | 1.33                       |

The mean of the recruitment dimension of the Radicale Verniewers competition is 1.33 which is notoriously below the mean of the total sample and best practices. The type of channels used for recruiting participants, organizers and sponsors was mainly based on personal contact and invitations. There was not selection method for the recruitment process.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Radicale Verniewers</b> |
|------------------------|---------------------|-----------------------|----------------------------|
| <b>Implementation</b>  | 1.75                | 2.33                  | 2.00                       |



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In this dimension they achieved 2.00 which is above the mean of the total sample and below the mean of the best practices. The initial objectives were satisfied. The deadlines or delays were properly handled and also the budget was kept.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Radicale Verniewers</b> |
|------------------------|---------------------|-----------------------|----------------------------|
| <b>Dissemination</b>   | 1.98                | 2.07                  | 1.57                       |

The mean of the dissemination dimension of the “Radicale Verniewers” competition is 1.57 which is notoriously below the total sample mean and best practices. They used different type of spaces for advertising such as printed material, outdoor advertising (poster, bulletin board) and television advertising. They used some online platforms such as webpage, Facebook, Youtube, Twitter, etc. The number of media channels used to disseminate their results was between 1 and 10.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Radicale Verniewers</b> |
|------------------------|---------------------|-----------------------|----------------------------|
| <b>Feedback</b>        | 1.59                | 1.67                  | 2.00                       |

In this dimension the “Radicale Verniewers” competition achieved 2.00 which is above the total sample mean and best practices.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Radicale Verniewers</b> |
|------------------------|---------------------|-----------------------|----------------------------|
| <b>Increase</b>        | 2.21                | 2.31                  | 3.00                       |

The mean of this dimension is 3 which is above the mean of the total sample and best practices. They consider that the competition has impact in many areas such as people’s way of life, people’s community, people’s environment, people’s health and wellbeing.

### 9. Social Venture Plan Competition

|   |   |
|---|---|
| <b>The provider organization's country:</b>                     | USA   |
| <b>Delivered service/product:</b>                               | -   |
| <b>Internationality of stakeholders:</b>                        | Regional  |
| <b>Industrial aspects and connections of social innovation:</b> | Accommodation and Food Service Activities; Activities of Households as Employers; Agriculture, Forestry and Fishing; Arts, Entertainment and Recreation; Construction; Education; Electricity, Gas, Steam and Air Conditioning Supply; Financial and Insurance Activities; Human Health and Social Work Activities; Information and Communication; Manufacturing; Other Service Activities; Professional, Scientific and Technical Activities; Real Estate Activities |
| <b>Financing sources:</b>                                       | -   |



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### Evaluation of the dimensions:

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Social Venture Plan Competition</b> |
|------------------------|---------------------|-----------------------|--|
| <b>Organization</b>    | 1.98                | 2.25                  | 1.00                                   |

The mean of the quality of the Social Venture Plan competition was 1 which is well below the mean of the total sample and best practices. The strategies for the marketing, financial and facilities were mainly made based on the assignation of responsibilities, cost, activities and calendar. There was not human relations strategy.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Social Venture Plan Competition</b> |
|------------------------|---------------------|-----------------------|--|
| <b>Recruitment</b>     | 1.71                | 1.96                  | 2.33                                   |

The quality measure of the recruitment dimension is 2.33 which is above the mean of the total sample and best practices. They tried to use the same sponsors from the previous years. Additionally to the tangibles and intangibles goods they also used the altruism as a motivator.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Social Venture Plan Competition</b> |
|------------------------|---------------------|-----------------------|--|
| <b>Implementation</b>  | 1.75                | 2.33                  | 2.25                                   |

In this dimension they achieved 2.25 which is above the mean of the total sample and below the mean of the best practices. The initial objectives were satisfied. The deadlines or delays were properly handled and also the budget was kept. They also used their previous experiences for the implementation of the following competitions.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Social Venture Plan Competition</b> |
|------------------------|---------------------|-----------------------|--|
| <b>Dissemination</b>   | 1.98                | 2.07                  | 2.20                                   |

The mean of the dissemination dimension of the “Social Venture Plan” competition is 2.20 which is above the total sample mean and best practices. They used different type of spaces for advertising such as printed material, outdoor advertising (poster, bulletin board), banners, direct email, etc. They used some online platforms such as webpage, LinkedIn, Twitter, etc.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Social Venture Plan Competition</b> |
|------------------------|---------------------|-----------------------|--|
| <b>Feedback</b>        | 1.59                | 1.67                  | 2.00                                   |

In this dimension they achieved 2.00 which is above the total sample mean and best practices. In order to get feedback they used offline and online forms, interviews and informal comments. The respondents were participants, jury, public and sponsors. They got more than 100 usable feedbacks.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Social Venture Plan Competition</b> |
|------------------------|---------------------|-----------------------|--|
| <b>Increase</b>        | 2.21                | 2.31                  | 2.50                                   |



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The mean of this dimension is 2.50 which is slightly above the mean of the total sample and best practices. They considered that the total number of applicants and competitors was adequate. They noted that the competition improve the connections between organizers and students, organizers and sponsors, organizers and partners as well as organizers and guests.

## 10. Premio Protagonistas del Cambio UPC

|   |  |
|---|--|
| <b>The provider organization's country:</b>                     | <b>Peru</b>  |
| <b>Delivered service/product:</b>                               | money; know how; brochure; new personal contacts   |
| <b>Internationality of stakeholders:</b>                        | National   |
| <b>Industrial aspects and connections of social innovation:</b> | Arts, Entertainment and Recreation; Education; Financial and Insurance Activities; Human Health and Social Work Activities |
| <b>Financing sources:</b>                                       | -  |

### Evaluation of the dimensions:

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Premio Protagonistas del Cambio UPC</b> |
|------------------------|---------------------|-----------------------|--|
| <b>Organization</b>    | 1.98                | 2.25                  | 2.00                                       |

The mean of the organization dimension of the “Premio Protagonistas del Cambio UPC” competition is 2.00 which is slightly above the mean of the total sample and slightly below the mean of the best practices. During the organization of the competition used mainly the definition of responsibilities, activities and calendar. They attracted almost the same number of participants planned (the difference was less than 10%).

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Premio Protagonistas del Cambio UPC</b> |
|------------------------|---------------------|-----------------------|--|
| <b>Recruitment</b>     | 1.71                | 1.96                  | 2.00                                       |

In this dimension they achieved 2.00 which is above the mean of the total sample and best practices. They used a broad variety of channels for recruiting participants such as personal contacts, invitations, offline and online applications. Additionally, in order to attract more participants the coordinator visited different universities and institutions.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Premio Protagonistas del Cambio UPC</b> |
|------------------------|---------------------|-----------------------|--|
| <b>Implementation</b>  | 1.75                | 2.33                  | 2.50                                       |



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In this dimension they achieved as a measure of quality 2.50 which is above the mean of the total sample and best practices. The initial objectives were fully satisfied. The deadlines or delays were properly handled and also the budget was kept. They also used their previous experiences for the implementation of the following competitions.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Premio Protagonistas del Cambio UPC</b> |
|------------------------|---------------------|-----------------------|--|
| <b>Dissemination</b>   | 1.98                | 2.07                  | 2.00                                       |

The mean of the dissemination dimension of the “Premio Protagonistas del Cambio UPC” competition is 2.00 which is slightly above the total sample mean and slightly below the sample mean of the best practices. Two or three members of their staff worked on dissemination. They used different type of spaces for advertising such as printed material, outdoor advertising (poster, bulletin board), banners, radio advertisement, direct email, etc. They used some online platforms such as webpage, Facebook, Youtube, etc.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Premio Protagonistas del Cambio UPC</b> |
|------------------------|---------------------|-----------------------|--|
| <b>Feedback</b>        | 1.59                | 1.67                  | 1.33                                       |

In this dimension they achieved 1.33 which is slightly below the total sample mean and best practices. They got feedbacks mainly from informal comments. The number of usable feedbacks was between 0 and 50. The feedbacks were used in order to improve the quality of the competition.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>Premio Protagonistas del Cambio UPC</b> |
|------------------------|---------------------|-----------------------|--|
| <b>Increase</b>        | 2.21                | 2.31                  | 2.20                                       |

The mean of this dimension is 2.20 which is slightly below the mean of the total sample and best practices. They considered that the total number of applicants and competitors was adequate. The competition improved the connections between organizers and students, organizers and sponsors, organizers and partners as well as organizers and guests. However, they noted that the increase in budget was less than expected.

#### 11. KREATI Fallstudie Wettbewerb

|   |  |
|---|--|
| <b>The provider organization's country:</b> | <b>Germany</b>                         |
| <b>Delivered service/product:</b>           | money; know how; new personal contacts |
| <b>Internationality of stakeholders:</b>    | National                               |



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|  |  |
|--|--|
| <b>Industrial aspects and connections of innovation:</b> | Construction; Education; Electricity, Gas, Steam and Air Conditioning Supply; Financial and Insurance Activities; Manufacturing; Professional, Scientific and Technical Activities |
| <b>Financing sources:</b>                                | sponsorship; own savings   |

### Evaluation of the dimensions:

| Dimension means     | Total sample | Best Practices | KREATI Wettbewerb | Fallstudie |
|---------------------|--------------|----------------|-------------------|------------|
| <b>Organization</b> | 1.98         | 2.25           | 2.50              |            |

During the organization of the KREATI Fallstudie Wettbewerb competition they used a framework for their marketing and facility strategies. The mean of the organization dimension is 2.50 which is above the mean of the total sample and best practices. The number of participants was almost the same than expected (the difference was less than 10%).

| Dimension means    | Total sample | Best Practices | KREATI Fallstudie Wettbewerb |
|--------------------|--------------|----------------|------------------------------|
| <b>Recruitment</b> | 1.71         | 1.96           | 2.00                         |

The mean of the recruitment dimension of the KREATI Fallstudie Wettbewerb competition is 2.00 which is slightly above the mean of the total sample and best practices. In order to attract participants, organizers and sponsors they used mainly personal contacts, invitations and online and offline applications. They also phoned from their list of contacts in order to attract more participants and sponsors.

| Dimension means       | Total sample | Best Practices | KREATI Fallstudie Wettbewerb |
|-----------------------|--------------|----------------|------------------------------|
| <b>Implementation</b> | 1.75         | 2.33           | 2.25                         |

In this dimension they achieved 2.25 which is above the mean of the total sample and below the mean of the best practices. The initial objectives were fully satisfied. The deadlines or delays were properly handled and also the budget was kept.

| Dimension means      | Total sample | Best Practices | KREATI Fallstudie Wettbewerb |
|----------------------|--------------|----------------|------------------------------|
| <b>Dissemination</b> | 1.98         | 2.07           | 1.30                         |

The mean of the dissemination dimension of the “KREATI Fallstudie Wettbewerb” competition is 1.30 which is notoriously below the total sample mean and best practices. One person worked on dissemination. They used different type of spaces for advertising such as printed material, outdoor advertising (poster, bulletin board), direct email, etc. They also used some online platforms such as webpage and Facebook. The number of media channels used to disseminate results was over 50.



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| Dimension means | Total sample | Best Practices | KREATI Fallstudie Wettbewerb |
|-----------------|--------------|----------------|------------------------------|
| <b>Feedback</b> | 1.59         | 1.67           | 1.33                         |

In this dimension they achieved 1.33 which is slightly below the total sample mean and best practices. They surveyed all participants and the number of usable feedbacks was between 0 and 50. The feedbacks were used in order to increase the quality and efficiency of the competition.

| Dimension means | Total sample | Best Practices | KREATI Fallstudie Wettbewerb |
|-----------------|--------------|----------------|------------------------------|
| <b>Increase</b> | 2.21         | 2.31           | 2.25                         |

The mean of this dimension is 2.25 which is slightly above the mean of the total sample and slightly below the best practices. They considered that the total number of applicants and competitors was adequate. The competition improved the connections between organizers and students, organizers and sponsors as well as organizers and partners. The increase of budget was also adequate.

## 12. ACCIONJOVEN

|   |  |
|---|--|
| <b>The provider organization's country:</b>                     | <b>Chile</b>   |
| <b>Delivered service/product:</b>                               | money; know how ;brochure; new personal contacts; new knowledge sharing system |
| <b>Internationality of stakeholders:</b>                        | National   |
| <b>Industrial aspects and connections of social innovation:</b> | -  |
| <b>Financing sources:</b>                                       | -  |

### Evaluation of the dimensions:

| Dimension means     | Total sample | Best Practices | ACCIONJOVEN |
|---------------------|--------------|----------------|-------------|
| <b>Organization</b> | 1.98         | 2.25           | 1.20        |

The mean of the organization dimension of the “ACCION JOVEN” competition is 1.20 which is notoriously below the mean of the total sample and best practices. During the organization of the competition used mainly the assignation of responsibilities and framework. The difference between the number of planned and real participants was more than 50%.

| Dimension means    | Total sample | Best Practices | ACCIONJOVEN |
|--------------------|--------------|----------------|-------------|
| <b>Recruitment</b> | 1.71         | 1.96           | 1.75        |



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In the recruitment dimension the “ACCIONJOVEN” competition achieved 1.75 which is slightly above the mean of the total sample and slightly below the mean of the best practices. They used personal contacts, invitations and online applications to attract participants to their competition. Material and intangible goods were used as motivators during the recruitment process.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>ACCIONJOVEN</b> |
|------------------------|---------------------|-----------------------|--------------------|
| <b>Implementation</b>  | 1.75                | 2.33                  | 2.50               |

In this dimension they achieved 2.50 which is above the mean of the total sample and best practices. The initial objectives were fully satisfied. The deadlines or delays were properly handled and also the budget was kept. They also used their previous experiences for the implementation of the following competitions.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>ACCIONJOVEN</b> |
|------------------------|---------------------|-----------------------|--------------------|
| <b>Dissemination</b>   | 1.98                | 2.07                  | 1.89               |

The mean of the dissemination dimension of the “ACCIONJOVEN” competition is 1.89 which is slightly below the total sample mean and best practices. More than 3 members of the staff worked on dissemination. They used different type of spaces for advertising such as printed material, outdoor advertising (poster, bulletin board), banners, radio advertisement, direct email, etc. They also used some online platforms such as webpage, Facebook, Youtube, etc.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>ACCIONJOVEN</b> |
|------------------------|---------------------|-----------------------|--------------------|
| <b>Feedback</b>        | 1.59                | 1.67                  | 1.80               |

In this dimension they achieved 1.8 which is above the total sample mean and best practices. They surveyed all participants and in total they got between 0 and 50 usable feedbacks. The feedbacks were used in order to increase the quality and efficiency of the competition.

| <b>Dimension means</b> | <b>Total sample</b> | <b>Best Practices</b> | <b>ACCIONJOVEN</b> |
|------------------------|---------------------|-----------------------|--------------------|
| <b>Increase</b>        | 2.21                | 2.31                  | 2.25               |

The mean of this dimension is 2.25 which is slightly above the mean of the total sample and slightly below the best practices. They considered that the total number of applicants and competitors was adequate. The increase of budget was also adequate.



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## Evaluation of Case studies

**In the “Organization” dimension the Denmark-India Innovation Challenge and the Tímár László Memorial Case Study Competition got the highest evaluation:**

### Case study 1.

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| <b>Highest dimension means in the sample</b> | <b>Organization</b> |
|--|---------------------|
| <b>Denmark-India Innovation Challenge</b>    | <b>3</b>            |

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Characteristics:

- international competition
- the delivered products were new personal contacts; tradition creation/care
- the financial sources were grant; sponsorship; partner offering
- used framework during the planning of marketing and public relations strategy, financial strategy, facility strategy and human relations strategy
- difference between the number of planned and real participants was less than 10%
- possible industrial aspects and connections of social innovation were Accommodation and Food Service Activities; Activities of Extraterritorial Organisations and Bodies; Agriculture, Forestry and Fishing; Arts, Entertainment and Recreation; Education; Human Health and Social Work Activities; Information and Communication; Other Service Activities

### Case study 2.

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| <b>Highest dimension means in the sample</b>        | <b>Organization</b> |
|---|---------------------|
| <b>Tímár László Memorial Case Study Competition</b> | <b>2,8</b>          |

---

Characteristics:

- European competition
- the delivered products were know-how, new personal contacts; tradition creation/care
- the financial sources were foundation; private donation; sponsorship; own savings
- used framework during the planning of marketing and public relations strategy, financial strategy, facility strategy and human relations strategy
- difference between the number of planned and real participants was between 24% and 10%
- 2-3 months before the registration deadline was the first call towards the participants
- possible industrial aspects and connections of social innovation were Administrative and Support Service Activities, Education, Information and Communication, Professional, Scientific and Technical Activities



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**In the “Recruitment” and in the “Dissemination” dimensions the CFA Institute Research Challenge and the Premio Yo Creo got the highest evaluation:**

**Case study 3.**

| <b>Highest dimension means in the sample</b> | <b>Recruitment</b> | <b>Dissemination</b> | <b>Feedback</b> |
|--|--------------------|----------------------|-----------------|
| <b>CFA Institute Research Challenge</b>      | 2,4                | 2,5                  | 2,0             |

Characteristics:

- international competition
- the delivered products were know how; standard; new personal contacts
- the financial sources were foundation; grant; sponsorship; partner offering; own savings
- channels used during the recruitment: personal contacts/invitation; offline application; online application; experienced/former organizer team, one sponsor/supporter recommends another; cold calls; advertisement
- types of publications and advertisement spaces used during the dissemination: printed material; outdoor advertising (poster, bulletin board); banner (add in any online media); social/online media sharing; direct mail (mail or email sent, based on existing address list), International media, Poster; Rollup; Booklet, Webpage; Blog; Facebook page; Youtube, Vimeo or similar channel or upload; newsletter; Twitter
- The evaluated feedback was used to increase quality, infrastructure of the competition/course, increase efficiency of the competition/course.
- possible industrial aspects and connections of social innovation were Administrative and Support Service Activities; Financial and Insurance Activities

**Case study 4.**

| <b>Highest dimension means in the sample</b> | <b>Recruitment</b> | <b>Feedback</b> |
|--|--------------------|-----------------|
| <b>Premio Yo Creo</b>                        | 2,33               | 2,0             |

Characteristics:

- international competition
- the delivered products were money, know how, brochure, new personal contacts
- channels used during the recruitment: personal contacts/invitation, offline application, online application, other: Free training workshops for social entrepreneurs at national level.
- Respondents had the following possibilities to provide feedback: offline evaluation form, online evaluation form, informal comments
- The target group of feedbacks: students/attendee, jury, organizers
- the number of usable feedback reports: more than 100
- Results were part of the (public) report, or they were used to increase quality, infrastructure of the competition/course, increase efficiency of the competition/course.



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- possible industrial aspects and connections of social innovation were: Accommodation and Food Service Activities, Arts, Entertainment and Recreation, Construction, Education, Human Health and Social Work Activities, Information and Communication, Professional, Scientific and Technical Activities

**In the “Dissemination” dimensions the CFA Institute Research Challenge, the European Enterprise Promotion Awards and the European Social Innovation Competition got the highest evaluation:**

**Previously presented: CFA Institute Research Challenge**

| <b>Highest dimension means in the sample</b> | <b>Recruitment</b> | <b>Dissemination</b> | <b>Feedback</b> |
|--|--------------------|----------------------|-----------------|
| <b>CFA Institute Research Challenge</b>      | 2,4                | 2,5                  | 2,0             |

**Case study 5.**

| <b>Highest dimension means in the sample</b> | <b>Dissemination</b> |
|--|----------------------|
| <b>European Enterprise Promotion Awards</b>  | 2,3                  |

Characteristics:

- European competition
- types of publications and advertisement spaces used during the dissemination: printed material, banner (including online media), television advertisement, social/online media sharing, direct mail (mail or email sent, based on existing address list), Leaflet, flyer, Poster, Rollup, Booklet, Webpage, Blog, Facebook page, Youtube, Vimeo or similar channel or upload, LinkedIn page, newsletter
- the target group of the dissemination was those who may participate in the upcoming competition/course.
- The goal was to promote the competition/course., increase acceptance, getting students/attendants for the future. Let the wider public know what happened, what were the results.
- They outsourced the dissemination.
- The delivered products, services were: money, know how, new personal contacts. The initiative proposed by the applicants need to be already on the market and has to generate some positive impact.
- possible industrial aspects and connections of social innovation were: Financial and Insurance Activities, Information and Communication, Professional, Scientific and Technical Activities



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### Case study 6.

| Highest dimension means in the sample |        |            | Dissemination |
|---------------------------------------|--------|------------|---------------|
| European Competition                  | Social | Innovation | 2,3           |

Characteristics:

- European competition
- types of publications and advertisement spaces used during the dissemination: television advertisement, social/online media sharing, direct mail (mail or email sent, based on existing address list), Leaflet, flyer, Poster, Rollup, Booklet, Webpage, Blog, Facebook page, Youtube, Vimeo or similar channel or upload, LinkedIn page, newsletter, Twitter
- The target groups of the dissemination were: those who may participate in the upcoming competition/course, For those who currently participate, For those who organize or lecture in current competition/course, and Decision makers of the political landscape.
- It was an obligatory part of the competition/course. The goal was to promote the competition/course., increase acceptance, getting students/attendants for the future. Let the wider public know what happened, what were the results.
- The EC outsources the organization of the competition to a consortium of 5 contractors. Dissemination is part of the responsibilities that is outsourced, i.e. is handled by the contractors.
- The delivered products, services were: money, know how, new personal contacts, new knowledge sharing system. The product or service they are proposing will have to be a solution for creating new opportunities for work.
- possible industrial aspects and connections of social innovation were: Agriculture, Forestry and Fishing, Education, Financial and Insurance Activities, Human Health and Social Work Activities

In the “Implementation” dimension the Programa de Tecnoemprendimiento Social NESsT Innova and the European Enterprise Promotion Awards got the highest evaluation:

### Case study 7.

| Highest dimension means in the sample               |  | Implementation |
|---|--|----------------|
| Programa de Tecnoemprendimiento Social NESsT Innova |  | 2,75           |



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#### Characteristics:

- international competition
- the delivered products were money; know how; new personal contacts
- the financial source was own savings
- During the implementation the specified objectives were fully satisfied, and other unspecified significant results or value additions were performed, all planned tasks/achieving scopes were tracked, and the experiences were applied to the next implementation, and the deadlines were kept and/or the delays were handled. The budget was kept and savings can be allocated to the implementation of the next event/course/case study.
- possible industrial aspects and connections of social innovation were Agriculture, Forestry and Fishing, Human Health and Social Work Activities, Information and Communication, Manufacturing, Mining and Quarrying

#### Case study 8.

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| <b>Highest dimension means in the sample</b> | <b>Implementation</b> |
|--|-----------------------|
| <b>European Enterprise Promotion Awards</b>  | <i>2,67</i>           |

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#### Characteristics:

- European competition
- the delivered products were money; know how; new personal contacts
- the financial source was own savings
- During the implementation the specified objectives were fully satisfied, and other unspecified significant results or value additions were performed, all planned tasks/achieving scopes were tracked, and the experiences were applied to the next implementation, and the deadlines were kept and/or the delays were handled.
- possible industrial aspects and connections of social innovation were Financial and Insurance Activities; Information and Communication; Professional, Scientific and Technical Activities



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**In the “Feedback” dimension the European Enterprise Promotion Awards and the Social Venture Plan got the highest evaluation:**

**Case study 9.**

| <b>Highest dimension means in the sample</b> | <b>Feedback</b> |
|--|-----------------|
| <b>ImpacTec</b>                              | 2,17            |

Characteristics:

- International competition
- the delivered products were money; know how; new personal contacts; new knowledge sharing system
- the financial sources were sponsorship; partner offering; own savings
- Offered possibilities to provide feedback: online evaluation form; interview; informal comments
- The target group of feedback: students/attendee; jury; organizers; public; sponsors
- the number of usable feedback: 51-100
- Application forms of feedback: Increase quality, infrastructure of the competition; Increase efficiency of the competition
- All of the participants were surveyed and results were used in refining further feedbacks, all press releases were followed and results were used in related competition/course.
- possible industrial aspects and connections of social innovation were Accommodation and Food Service Activities; Activities of Extraterritorial Organisations and Bodies; Activities of Households as Employers; Administrative and Support Service Activities; Agriculture, Forestry and Fishing; Arts, Entertainment and Recreation; Construction; Education; Electricity, Gas, Steam and Air Conditioning Supply; Financial and Insurance Activities; Human Health and Social Work Activities; Information and Communication; Manufacturing; Mining and Quarrying; Other Service Activities; Professional, Scientific and Technical Activities; Public Administration and Defence, Compulsory Social Security; Real Estate Activities

**Previously presented: CFA Institute Research Challenge**

| <b>Highest dimension means in the sample</b> | <b>Recruitment</b> | <b>Dissemination</b> | <b>Feedback</b> |
|--|--------------------|----------------------|-----------------|
| <b>CFA Institute Research Challenge</b>      | 2,4                | 2,5                  | 2,0             |

**Previously presented: Premio Yo Creo**

| <b>Highest dimension means in the sample</b> | <b>Recruitment</b> | <b>Feedback</b> |
|--|--------------------|-----------------|
| <b>Premio Yo Creo</b>                        | 2,33               | 2,0             |



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### Case study 10.

| Highest dimension means in the sample | Feedback |
|---------------------------------------|----------|
| Social Venture Plan                   | 2,0      |

Characteristics:

- Regional competition
- Offered possibilities to provide feedback: offline evaluation form, online evaluation form; interview; informal comments
- The target group of feedback: students/attendee; jury; public; sponsors
- the number of usable feedback: more than 100
- Application forms of feedback: Increase quality, infrastructure of the competition; Increase efficiency of the competition
- Results were part of the (public) report, in order to increase quality, infrastructure of the competition/course and increase efficiency of the competition/course.
- Participant surveys, focus groups and one-on-one feedback have all been solicited over the years. Feedback is gathered and evaluated by the SVPC steering committee and recommended changes implemented in the coursework, scoring and event planning.
- possible industrial aspects and connections of social innovation were Accommodation and Food Service Activities, Activities of Households as Employers, Agriculture, Forestry and Fishing, Arts, Entertainment and Recreation, Construction, Education, Electricity, Gas, Steam and Air Conditioning Supply, Financial and Insurance Activities, Human Health and Social Work Activities, Information and Communication, Manufacturing, Other Service Activities, Professional, Scientific and Technical Activities, Real Estate Activities

In the “Increase” dimension the Accenture Innovation Awards and the Radicale Verniewers got the highest evaluation:

### Case study 11.

| Highest dimension means in the sample | Increase |
|---------------------------------------|----------|
| Accenture Innovation Awards           | 3        |

Characteristics:

- national competition
- the delivered products were money; know how; new personal contacts
- the increase in number of participant were acceptable.
- possible industrial aspects and connections of social innovation were Accommodation and Food Service Activities, Construction, Electricity, Gas, Steam and Air Conditioning Supply, Financial and Insurance Activities, Human Health and Social Work Activities



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### Case study 12.

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| <b>Highest dimension means in the sample</b> | <b>Increase</b> |
|--|-----------------|
| <b>Radicale Verniewers</b>                   | 3               |

---

Characteristics:

- European competition
- the delivered products were money; know how; new personal contacts
- the financial sources was own savings
- the increase in number of participant were adequate, but several relations/connections were improved between participants: students; organizers and students; organizers and sponsors; organizers and partners; organizers and guests
- In the focus of the competition/course were to change or improve the impact on the following social impact areas: people's way of life; people's community; people's environment
- the number of usable feedback: 51-100
- possible industrial aspects and connections of social innovation were Financial and Insurance Activities; Information and Communication; Professional, Scientific and Technical Activities



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## Evaluation of Courses

### Case study 1: Business Modelling and Development

| <b>ORGANIZATION</b>  |  |
|--|--|
| During the organization of the competition/course/case study the marketing and public relations strategy, financial strategy, facility strategy, human relations strategy contained: | Objectives, activities and calendar, responsibilities, costs.  |
| The difference between the number of planned and real participants?  | between 50% and 25%  |
| <b>RECRUITMENT</b>   |  |
| Channels used for recruiting participants:   | personal contacts/invitation, headhunters  |
| Channels used for recruiting organizers:   | experienced/former organizer team, offline application   |
| Channels used for recruiting sponsors/supporters:  | personal contacts/invitation, one sponsor/supporter recommends another, cold calls, advertisement  |
| Selection methods used in the recruitment process:   | Invitation and filtering   |
| Communication forms used with applicants:  | Continuous news  |
| Motivators used during recruitment:  | Honor, Intangible goods, Material goods  |
| <b>IMPLEMENTATION</b>  |  |
| The specified scopes are satisfied.  |  |
| All planned tasks/achieving scopes are tracked.  |  |
| The deadlines are kept and/or the delays were handled.   |  |
| <b>DISSEMINATION</b>   |  |
| The number of people how worked on the dissemination:  | One person worked on dissemination.  |
| Type of advertising spaces used thorough the dissemination:  | printed material, outdoor advertising (poster, bulletin board), banner (add in any online media), social/online media sharing  |
| The number of media channels used to disseminate results:  | over 50  |
| Nationality of media:  | International media  |
| Type of publications related to the event/course:  | Leaflet, flyer, Poster, Rollup, Booklet  |
| Type of online presence:   | Webpage, Blog, Facebook page, Youtube, Vimeo or similar channel or upload, LinkedIn page, newsletter, Courseware (for exapmple moodle)   |
| The target groups of the dissemination:  | Those who may participate in the upcoming competition/course, those who currently participate, those who organize or lecture in current competition/course, current business partners/sponsors, Decision makers of the political landscape |



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|  |  |
|--|--|
| The goals of the dissemination:  | It was an obligatory part of the competition/course. Let the wider public know what happened, what were the results. |
| <b>FEEDBACK</b>  |  |
| The possibilities to provide feedback:   | offline evaluation form, online evaluation form, interview, informal comments  |
| The respondents:   | students/attendee, organizers, public, sponsors  |
| Number of feedbacks:   | More than 100  |
| The form of the evaluation of feedbacks:   | Results were part of the (public) report. Increase quality, infrastructure of the competition/course.                |
| Press review:  | All press releases were followed.  |
| Satisfaction surveys with the participants:  | All of the participants were surveyed.   |
| <b>INCREASE</b>  |  |
| During or the result of the competition/course experienced improvement was in the connections between:           | organizers and students, organizers and sponsors, organizers and partners  |
| In the focus of the competition/course was to change or improve the impact on the following social impact areas: | people's culture, people's community, people's environment   |



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## Case study 2: ME310 Global Innovation Challenge

| ORGANIZATION   |  |
|--|--|
| During the organization of the competition/course/case study the marketing and public relations strategy, financial strategy, facility strategy, human relations strategy contained: | Objectives, activities and calendar, responsibilities, costs.  |
| The difference between the number of planned and real participants?  | less than 10%  |
| RECRUITMENT  |  |
| Channels used for recruiting participants:   | personal contacts/invitation, offline application, online application, headhunters   |
| Channels used for recruiting organizers:   | experienced/former organizer team, personal contacts/invitation, offline application, online application   |
| Channels used for recruiting sponsors/supporters:  | personal contacts/invitation, one sponsor/supporter recommends another, cold calls, advertisement  |
| Selection methods used in the recruitment process:   | Invitation and filtering   |
| Communication forms used with applicants:  | Continuous news  |
| Motivators used during recruitment:  | Honor, Intangible goods, Material goods  |
| IMPLEMENTATION   |  |
| The specified scopes are satisfied.  |  |
| All planned tasks/achieving scopes are tracked.  |  |
| The deadlines are kept and/or the delays were handled.   |  |
| The budget was kept and savings can be allocated to the implementation of the next competition/course.   |  |
| DISSEMINATION  |  |
| The number of people how worked on the dissemination:  | More than 3 members of the staff worked on dissemination.  |
| Type of advertising spaces used thorough the dissemination:  | printed material, outdoor advertising (poster, bulletin board), banner (add in any online media), television advertisement, social/online media sharing, radio advertisement, direct mail (mail or email sent, based on existing address list) |
| The number of media channels used to disseminate results:  | over 50  |
| Nationality of media:  | International media  |
| Type of publications related to the event/course:  | Leaflet, flyer, Poster, Rollup, Booklet  |
| Type of online presence:   | Webpage, Blog, Facebook page, Youtube, Vimeo or similar channel or upload, LinkedIn page, newsletter, Twitter, Courseware (for exapmple moodle)  |



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|  |   |
|--|---|
| The target groups of the dissemination:  | Those who may participate in the upcoming competition/course, those who currently participate, those who organize or lecture in current competitions/courses, current business partners/sponsors, Decision makers in the political landscape  |
| The goals of the dissemination:  | It was an obligatory part of the competition/course. Let the wider public know what happened, what were the results. Getting more supporters to provide the financial condition, increase the financial support.  |
| <b>FEEDBACK</b>  |   |
| The possibilities to provide feedback:   | offline evaluation form, online evaluation form, interview, informal comments and review: <a href="https://medium.com/@mkulse/educational-impact-me310-global-design-innovation-course-582cd10875e7">https://medium.com/@mkulse/educational-impact-me310-global-design-innovation-course-582cd10875e7</a> |
| The respondents:   | students/attendee, organizers, public, sponsors   |
| Number of feedbacks:   | More than 100   |
| The form of the evaluation of feedbacks:   | Results were part of the (public) report. Increase quality, infrastructure of the competition/course. Increase efficiency of the competition/course.  |
| Press review:  | All press releases were followed.   |
| Satisfaction surveys with the participants:  | All of the participants were surveyed.  |
| <b>INCREASE</b>  |   |
| During or the result of the competition/course experienced improvement was in the connections between:           | organizers and students, organizers and sponsors, organizers and partners   |
| In the focus of the competition/course was to change or improve the impact on the following social impact areas: | people's way of life, people's culture, people's community, people's political systems, people's environment, people's health and wellbeing, people's personal and property rights, people's fears and aspirations  |



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### Case study 3: Balloon Chile

| <b>ORGANIZATION</b>  |  |
|--|--|
| During the organization of the competition/course/case study the marketing and public relations strategy, financial strategy, facility strategy, human relations strategy contained:   | <p>The marketing and public relations strategy: activities and calendar</p> <p>The financial strategy: costs</p> <p>The facility strategy: objectives</p> <p>The human relations strategy: responsibilities, costs</p> |
| The difference between the number of planned and real participants?  | between 24% and 10%  |
| <b>RECRUITMENT</b>   |  |
| Channels used for recruiting participants:   | personal contacts/invitation   |
| Channels used for recruiting organizers:   | personal contacts/invitation   |
| Channels used for recruiting sponsors/supporters:  | personal contacts/invitation, one sponsor/supporter recommends another, cold calls   |
| Selection methods used in the recruitment process:   | Invitation and filtering   |
| Communication forms used with applicants:  | Continuous news  |
| Motivators used during recruitment:  | Honour, Intangible goods   |
| <p>The minimum requirements to apply are speaking Spanish and over 21 years old. They don't need to have prior knowledge in business, or to know the methodologies of innovation and entrepreneurship. They receive intensive program of innovation and entrepreneurship that is characterized as a course in the field.</p> <p>For applicants, it is not required to have a company or business. They will learn methodologies. Our program's mission is to create new and better business for local entrepreneurs through the co-creative work with fellow entrepreneur.</p> |  |
| <b>IMPLEMENTATION</b>  |  |
| The specified objectives are partly satisfied.   |  |
| All planned tasks/achieving scopes are tracked, and the experiences are applied to the next implementation.  |  |
| The deadlines are kept and/or the delays were handled.   |  |
| The budget was kept.   |  |
| Twice a year. This 2015 is special as we will make an exception: 3 programs. It is special because the format is not the typical balloon 5 weeks, it will be a program that will take place in conjunction with the school engineer UC, in which father-son with previous training make an intervention.   |  |
| Once applicants are accepted, they have two weeks to reserve your seat by paying 500 USD, after it paid two installments more than equal to the remaining amount. We do this in the reservation quota, because space is limited and we received over 150 applications per program.   |  |
| <b>DISSEMINATION</b>   |  |
| The number of people how worked on the dissemination:  | Two or three members of the staff worked on dissemination.   |



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|  |   |
|--|---|
| Type of advertising spaces used thorough the dissemination:  | outdoor advertising (poster, bulletin board), banner (add in any online media), social/online media sharing, direct mail (mail or email sent, based on existing address list) |
| The number of media channels used to disseminate results:  | over 50   |
| Type of publications related to the event/course:  | Leaflet, flyer, Poster  |
| Type of online presence:   | Webpage, Blog, Facebook page, newsletter, Twitter   |
| The target groups of the dissemination:  | For current business partners/sponsors.   |
| The goals of the dissemination:  | It was an obligatory part of the competition/course. Let the wider public know what happened, what were the results.  |
| <b>FEEDBACK</b>  |   |
| The possibilities to provide feedback:   | online evaluation form,   |
| The respondents:   | students/attendee, jury, sponsors   |
| Number of feedbacks:   | 0-50  |
| The form of the evaluation of feedbacks:   | Increase quality, infrastructure of the competition/course. Increase efficiency of the competition/course.  |
| Press review:  | All press releases were followed.   |
| Satisfaction surveys with the participants:  | All of the participants were surveyed and results were used in refining further feedbacks.  |
| <p>„After each program we evaluate surveys: classes, equipment, scheduling, logistics, activities, classes, etc make a "down" about everything lived and so we try to see the positive and the negative of the balloon, for so increasingly go improving it and make it better. we also do innovations for all programs so that the program can benefit more people and fellows for an even more transformative experience.”</p> |   |
| <b>INCREASE</b>  |   |
| During or the result of the competition/course experienced improvement was in the connections between:   | organizers and students, organizers and sponsors, organizers and partners   |
| In the focus of the competition/course was to change or improve the impact on the following social impact areas:   | people's community, people's political systems, people's environment, people's fears and aspirations  |
| <p>Local entrepreneurs should attend 9 classes. After that, the fellows chose the best project (business idea) to be presented at the final ceremony.</p> <p>Entrepreneurs achieve contacts better defining their value proposition, greater knowledge of their business and customers, networking, and validates its business. They aware what they do is valuable for society and that can become your source of income.</p>   |   |



### Summary

As we can see in the table (the distribution of delivered product of best competitions according to the internationality of stakeholders) in the case of international and European competitions the new personal contacts, the know-how and the money were the mostly delivered product at the end of the competition. In the case of the national competitions beside the above mentioned product they also delivered a brochure. Also we can mention that in the case of regional competitions the number or the occurrence of delivered product less than in the other cases.

| Internationality of stakeholders | Delivered product     |          |       |                              |          |                         |          |      |
|----------------------------------|-----------------------|----------|-------|------------------------------|----------|-------------------------|----------|------|
|                                  | new personal contacts | know how | money | new knowledge sharing system | brochure | tradition creation/care | standard | book |
| International                    | 4                     | 3        | 2     | 1                            | 1        | 1                       | 1        | 0    |
| National                         | 3                     | 3        | 3     | 1                            | 2        | 0                       | 0        | 0    |
| European                         | 3                     | 3        | 2     | 1                            | 0        | 1                       | 0        | 0    |
| Regional                         | 1                     | 1        | 0     | 0                            | 0        | 0                       | 0        | 1    |

Also based on the examination of the distribution of financial sources in the case of best competitions (according to the internationality of stakeholders) we can see in the table that the international competition used better sponsorship and partner offering. While the European competitions better used own saving as a financial sources. The smallest competitions preferred less the “outside” help.

| Internationality of stakeholders | Financial sources |             |                  |       |            |                  |
|----------------------------------|-------------------|-------------|------------------|-------|------------|------------------|
|                                  | own savings       | sponsorship | partner offering | grant | foundation | private donation |
| International                    | 2                 | 3           | 3                | 2     | 1          | 0                |
| National                         | 1                 | 1           | 0                | 0     | 0          | 0                |
| European                         | 3                 | 1           | 0                | 0     | 1          | 1                |

Evaluation according to the dimensions and the internationality of stakeholders:

| Dimension means            |       | Organi-<br>zation | Recruit-<br>ment | Implementa-<br>tion | Dissemi-<br>nation | Feedback | Increase |
|----------------------------|-------|-------------------|------------------|---------------------|--------------------|----------|----------|
| <b>International</b>       | Total | 2.00              | 1.89             | 2.25                | 2.04               | 2.00     | 2.25     |
|                            | BP    | 2.60              | 1.97             | 2.17                | 2.15               | 1.82     | 2.42     |
| <b>European</b>            | Total | 2.21              | 1.75             | 2.28                | 2.06               | 1.48     | 2.15     |
|                            | BP    | 2.20              | 2.25             | 2.54                | 2.27               | 1.61     | 2.13     |
| <b>National</b>            | Total | 1.90              | 1.76             | 2.17                | 1.74               | 1.45     | 2.24     |
|                            | BP    | 1.73              | 1.94             | 2.42                | 1.80               | 1.44     | 2.33     |
| <b>Regional/<br/>Local</b> | Total | 0.90              | 1.25             | 2.00                | 2.00               | 1.50     | 1.90     |
|                            | BP    | 1.90              | 1.50             | 2.25                | 1.25               | 2.00     | 2.00     |



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As we can see in the table the international competitions got the highest evaluation (red colour) in the case of “Organization” and “Increase” dimension. Also interesting that the European competition got the highest evaluation in the case of “Recruitment”, “Implementation” and “Dissemination”. We have to highlight that in the case of the regional/local competitions the “Feedback” dimension got the highest evaluation. Also we can see in the table that the national competitions did not reach in a single category the highest evaluation.

## Qualitative research results

### *Organisation*

In almost all of the cases the first call for participants was launched 1 to 3 months before the entry deadline. In few cases the first call was launched 5 to 6 months in advance. None of the cases seem to lack official contest rules. Most of the official contest rules have been made available online.

Main dimensions of the official contest rules:

- Requirements/conditions for participants to be able to participate (eligibility)
- Evaluation criteria (applied by the jury)
- Description of the organization
- Objectives
- (Stages of the) selection procedure
- Description of the awards
- Description of the award ceremony
- Eligible countries/entities
- Profile of the jury
- Timeframe of the organization
- Information on how to submit their service/product
- Information on ownership/use of the entries/personal data
- Information on the applicable jurisdiction

Almost half of the competitions did not identify specific conditions of participants.

For some competitions, the following conditions had to be met when wanting to participate:

- Age requirements
- Language/nationality requirements
- Professional background (for professionals)
- Educational background (for students)



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In most of the cases participants were allowed to participate in teams. (7 out of 10) In some cases it is possible to participate as a team but a team leader should be appointed. This person submits the idea and/or wins the award.

If it is allowed to participate as teams, the size ranges from 2 persons to unlimited, where 4 to 6 students seems to be the preferred option.

In most of the cases participants were asked to submit their entry at the initial stage. This initial stage is then often followed by the jury selection, but in some cases, the best ideas were asked to be transformed into a business plan or participants were to follow workshops and/or a mentoring program.

### *Implementation*

Almost all competitions are organized on a yearly basis (once per year).

It seems like competitions concerning social entrepreneurship are a recent trend since almost 80% of the cases in this research had their first edition no more than 10 years ago.

In most of the cases, registration and submitting an entry occurred at the same time and there were no additional benefits for participants registering first.

However, there were some exceptions:

- In one case, applicants first had to be accepted and were then given 2 weeks to pay for participating in the competition. This was done because there was a lot of interest in the competition and there were only 150 places available.
- In another case, participants first had to declare interest in participating and submit their entry in a later stage. This option gives the organizer a first idea of how many entries to expect.
- A third exception implied that applicants first had to submit their idea and were then granted 2 weeks to optimize/finalize their registration. This option also allows the organizer to get a first idea of how many entries to expect.

All the investigated competitions asked their participants to submit their contribution online. In most of the cases a specific form was developed where participants had to submit their contribution. In some other cases, applicants had to submit their contribution via e-mail.

In one single case, participants had to submit both an electronic version of the contribution and a hard copy (signed) by regular mail.

Foreseen time between submitting contributions and the final event - there seems to be a wide range of time ranges between both events since it ranges from 1,5 or 16 hours to 8 months. However, if we group the different time ranges, the category 0 to 2 months seems to be the most popular option.

Program of the event – most of the award ceremonies were traditional and formal ceremonies. In some cases, the ceremony was incorporated in an existing event. The following program items were mentioned:

- Presentation of a winner of the previous years
- Quantitative results of the program



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- Prize delivery
- Speeches by authorities (opening by director/head of the jury + keynote speeches)
- Presentation of the selected participants (video)
- Networking possibilities
- Jury assembly
- Round table discussions
- Innovation market
- Closing reception
- Participants present their idea in front of a jury/possible investors (in some cases they get 1 minute per participant, the jury gives feedback + questions) If this was included, there was a deliberation moment by the jury.

Who was invited to the event and how – the following responses were recorded: possible investors, families/friends from the finalists, third sector related parties, government officials/policy makers, former fellows, semi-finalists, university officials, CEO's of different companies, notables in the world of entrepreneurship, general public, other students, media. Some of the events were open to everyone, in some others, people had to first register; in one case only the finalists and the jury participated.

### *Dissemination*

The majority of cases organized the dissemination themselves. Other cases have outsourced their dissemination activities. These other cases mainly consist of European bodies organising a competition on (social) entrepreneurship.

### *Feedback*

The tool mostly used was questionnaires, even though focus groups and one-on-one feedback were also mentioned by organisers.

Changes applied by organisers, based on the feedback mainly comprise organizational modifications, changes to the communication strategy and modifications concerning the content of the competition (quality of the training, selection criteria).

### *Conclusions*

Unforeseen factors to take into consideration are:

- Organisational factors: no-shows/drop-outs of (semi) finalists or during the training phase, technical issues with the entry platform, language barriers
- Financial factors: sudden expenses
- Content related factors: poor quality of the applications

Good advice to take into account when organising the I-SICS competition:

- Ensure continuous communication with participants.



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- Provide in clear contest rules.
- Ensure there is enough time for participants to prepare their proposals.
- Sign sponsor contracts before announcing the contest towards possible applicants.
- Communicate on the awards when launching the competition.
- Look for mentors who can offer quality guidance.

Elements to consider when organising the I-SICS competition (if possible):

- National strategies for the selection criteria and establishing a jury of experts
- The idea of pitching in front of a jury
- Give the awards (and the competition in general) specific and attractive names
- Have participants submit a general idea first, then select those entries which have to be turned into a business concept.



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## **About the International Social Innovation Competition (I-SICS) for Students and Adult Learners**

### **WHY?**

Project I-SICS aimed at raising the awareness of university students to the most important problems of their regions, and at urging them to think in a socially responsible way, so that they become active and committed actors of their homelands.

We achieved the goals of the project through the organisation and implementation of an International Social Innovation Competition. Our partners organized regional competitions as pre-selection rounds in their respective countries and the winners of these contests met in an international entrepreneurship competition.

### **WHAT WAS THE TASK?**

Deliver up-to-date and useful ideas (products, services or models) which satisfy needs of the society and establish new social cooperation.

### **WHO COULD APPLY?**

University/college students or adult learners above 18, individually or in team (maximum number of 3).

The aim of the competition was to draw attention to the most important social problems, gather ideas relating to social innovation which can be solutions of the problems. We expected ideas and solutions which can be useful for the society anywhere in the world.

More information about the competition:

- Webpage of the competition: <http://isics.gtk.uni-pannon.hu/competition/>
- Webpage of the project: <http://isics.gtk.uni-pannon.hu/>
- Facebook page: <https://www.facebook.com/isicsproject/>
- LinkedIn page: <https://www.linkedin.com/groups/8545572>



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## #0 Getting Prepared



Start with the end! – Planning is essential if you don't want to fail and end up costing more money than you have. A well-defined process can help guarantee the success of the organization of the competition.

Determine the goal of your competition! – Outline your goals and also identify your key performance indicators which will indicate your success!







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## HOW?

During recruitment online and also offline methods should be used. For example, you can use the Facebook page of the competition, also leaflets, but the personal persuasion is the most important. Therefore recruitment communication messages should be clear and precise as to raise awareness for social innovation and the competition.



## #2 HOW TO SELECT TRAINERS, MENTORS

Requirements (qualifications, experience, other) suggested to be considered in the selection of:

| <b>Trainers</b>   | <b>Mentors</b>  |
|---|---|
| Volunteer application and professionalism<br>Experience on social business, or social innovation<br>Commitment, endurance | Volunteer application and professionalism<br>Experience on social business, or social innovation<br>Commitment, endurance |



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Selection of trainers should be based on their work and teaching/training experience, their knowledge of project management, social entrepreneurship, corporate social responsibility and social innovation and their work ethics.

The trainer and the mentor could be the same person. It is recommended to select 2 to 3 trainers. This way references could be better made to the theoretical issues when providing the mentoring. In case of involving mentors other than trainers, they should be provided with training materials for reference.

**Read more about our Mentors:**

<http://isics.gtk.uni-pannon.hu/competition/mentors/>

### #3 HOW TO ORGANIZE SOCIAL INNOVATION TRAINING. WHAT SHOULD YOU USE ON THE TRAINING?

**The proposed training materials/course-book:<sup>9</sup>**



We recommend using the Social Entrepreneurship Education Program (SEE Learning Program) when preparing and implementing the training on social entrepreneurship because:

- It is a modular program and therefore allows you as a trainer to select the modules which you feel are necessary within the scope of your training.
- It was developed by a range of social entrepreneurs, training providers, NGO's, universities and start-up centres/incubators from all over Europe and is therefore accurate and reality-based.

#### <sup>9</sup> Copyright

*SEE Learning Program is licensed under a creative commons attribution-non-commercial-share alike 2.0 license. This means you can copy and redistribute the materials in any medium or format and remix, transform, and build upon the materials. You must however give appropriate credit and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. You may not use the material for commercial purposes. If you remix, transform, or build upon the material, you must distribute your contributions under the same licence as the original.*



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The SEE Learning Program starts from the understanding of the potential high impact that social entrepreneurship can have in the context of the current hard times that all Europe is experiencing. Social entrepreneurship means at the same time tackling social issues such as poverty, unemployment, ageing, education, health, etc., with organizations that strive to maximize their social impact rather than their revenues. This kind of organizations has the potential to be a significant part of the answer to the current economic crisis.

The main goal of the SEE Learning Program is to establish an education program and high quality education materials for prospective and already active social entrepreneurs. To achieve this, a bottom-up approach is taken, moving from the analysis of social enterprises, interviews to entrepreneurs, and currently existing programs. At the end of the training, students should be able to develop their own social business plan.

**The SEE Learning Program resources for learners and trainers  
are freely available on <http://learn.socialbiz.eu>.**

The platform contain all handbooks in multiple languages, and a wide range of classroom and learning resources. There is a learners' and facilitators' handbook for all 8 modules in 5 different languages (English, Dutch, Spanish, Italian, and Macedonian).

The different modules are:

1. Preparing to change the world
2. Building a better world
3. Creating social change
4. Connecting with stakeholders
5. Accounting for quality and impact
6. Improving people and leading
7. Being financially sustainable
8. Planning social innovation

The Social Entrepreneurship Education Program is the result of a European project co-financed by the Education, Audiovisual and Culture Executive Agency (EACEA) of the European Commission.



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## About the organization of training:

Read more about the selection of trainers here: [#2 HOW TO SELECT TRAINERS, MENTORS](#)



### *Timing*

Start preparing for the training 2 to 3 months in advance. It is recommended to start the training together with the academic semester. Training shouldn't last more than 2 months and should not be scheduled before an examination period.

A total of approximately 20 training hours or approximately 3 hours per module of SEE Learning Program is recommended. This can include, for example, on-site visits such as to a social enterprise and/or guest lecturers and/or online tasks.

### *Training methods*

The trainer should customize the modules to the characteristics of the students. The training based on Social Enterprising Europe should be adjusted to the requirements of the competition (See examples of training material in 1. Attachment). Sections for example on the goals of the competition, presentation skills and setting up a CV might be added. Even though face-to-face sessions are recommended, it is suggested to organise at least one face-to-face session at the start of the training and one face-to-face session at the end of the training in case it is decided to organise the course fully online.

### *Before the training begins*

An introductory session before the actual training is suggested to be organised to inform participants on the goals and rules of the competition, the content of the training, to define social entrepreneurship and to answer their initial questions. This will prevent them from dropping out during the training. This session should be organised in the semester preceding the semester of the competition.



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It is important to send out information on the technical requirements to the participants before the start of the training/competition (laptops or smartphones to have with them), and trainers should clearly communicate the overall goals of the training to the students in advance.

Trainers should, if possible, test the (English) language skills of students, in case an international competition is part of the overall trajectory.

Also it is essential to provide an online environment where participants can communicate with each other and the training and where documents are provided for consulting when developing project ideas.

#### *During the training*

Participants should be provided with sample social business plans and other successful project ideas for them to get inspired. Spend some time in the first training session to explain the final goal of the training and to set some clear deadlines. The I-SICS Kit presents the winning idea of the International Competition in 2016 held in Veszprém, Hungary: the Melting Pot. (Please refer to **5**. Attachment).

An actual social entrepreneur can be invited to present his/her business and to explain how his/her idea has grown. Avoid providing only theory during the training, always justify it with a lot of practical examples. Do not insist on presenting the entire Social Enterprising Europe training material, adjust it to the needs of participants.

#### *Requirements for the training facilities*

It is important that the venue provide stable internet connection, a room for group work (in case the training is to be done in an auditorium), IT equipment such as a beamer/computer.

*At the end of the training participants should receive a certificate. See example in **2**. Attachment.*

## **#4 HOW TO GUIDE STUDENTS AND ADULT LEARNERS DURING MENTORING**

#### *Timing and organisation of mentoring*

Organisers should decide themselves whether they first implement the training and then the mentoring sessions or implement the training in concurrently with mentoring sessions. A maximum of 3 project ideas per mentor and 4 to 5 hours per project idea is recommended to provide high quality mentoring. Mentors should be flexible in terms of timing and adapt their sessions to the needs of the target group.



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The process of mentoring can be a combination of group and individual mentoring and of personal meetings, email correspondence, Skype talks and workshops, depending on the profile of the participants.



Mentoring is recommended to continue after the regional competition (referred also as pre-selection rounds) until the submission of documents for the international round to help competitors include the regional jury's recommendations. A total of 10 hours extra mentoring by the same mentors or by for example a local incubator can be awarded after the regional competition.

### **The effective mentor...**

- ...listens and actively questions**
- ...respects confidentiality and is trustworthy**
- ...provides positive and constructive feedback on research being carried out in the project**
- ...challenges and discusses effective communication**
- ...offers support and encouragement**
- ...helps the student meet their objectives of the project**
- ...helps the student ask the right questions, to think systematically**
- ...remains neutral and not judgmental, openness to cultural differences**
- ...provides subtle guidance but ensures student makes the decisions**
- ...is acknowledged and competent.**



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## #5 WHAT SHOULD STUDENTS AND ADULT LEARNERS SUBMIT FOR THE COMPETITION?

In this section of the I-SICS Kit the materials to be submitted for the competition are outlined. Please note that in the Kit no distinction is made between regional/national and international competitions, therefore the use of the same materials apply to both types of competition.

### *Materials to be submitted*

For the competition, participants should submit:

- an executive summary (maximum 3 pages)
- a business model canvas
- a presentation of their business idea

A template for each material (except presentation) suggested for use is attached to the I-SICS Kit (see in 3. Attachment). All templates include instructions marked by dark grey colour.

The guidelines with the title: Using the Business Model Canvas for social enterprise design is provided as a separate document<sup>10</sup>. In order to encourage participants (competitors) to apply 'less-traditional elements' in their business presentations to support their speech by innovative tools (e.g. embedded video spots, on-the-spot shows, etc.) no presentation template is included in the I-SICS Kit.

### *Additional materials to be considered for elaboration*

Additional documents such as a business plan, a CV (see in 4. Attachment) serve as supporting documents for participants to get a better grasp of their business during the training.

## #6 HOW DOES THE JURY WORK?

The composition of the jury should be announced well before the event. It is recommended to involve an odd number of jury members in case they are not able to reach consensus and need to vote.

An international jury should be selected in case there is an international aspect to the competition. The jury should represent the academic sector, NGO's, (social) business sector and local and/or regional authorities. Also sponsors can be asked as jury member. Trainers or

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<sup>10</sup> More information about the Business Model Canvas: Ingrid Burkett: Using the Business Model Canvas for social enterprise design, Knode, <http://earningcapacity.ca/files/business-model-canvas-SE.pdf>



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mentors are suggested not to be selected to be jury members. Jury members shall be open, helpful and fair and ask relevant questions.

It is up to the organiser whether or not to provide for a program for participants during the decision-making process of the jury members (f.e. by inviting a guest speaker, organise a trip etc.).

Sufficient time should be provided for an orientation speech by the organiser to the jury members to go through, amongst other, the evaluation criteria, the rules, decision-making process and timing of the competition. Jury members should receive the projects approximately 2 weeks in advance in order to get acquainted with them.

Jury members are expected to provide oral feedback after each presentation. Sufficient time (1,5 hour) should be provided for jury members to decide.





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## #7 HOW TO IMPLEMENT WORKSHOPS, A COMPETITION AND AN AWARD CEREMONY SUCCESSFULLY

### Workshop, competition and award ceremony organization manual

#### *Recommendation to organization of SUMMER CAMP*

- When selecting the venue of the summer camp technical facilities such as the internet connections should be taken into account.
- Workshops during the summer camp should be between 2 to 4 academic hours. Catering should be provided during the workshops.
- An evening program for competitors and sufficient free time should be provided to facilitate networking. It is recommended to look for sponsors to finance these activities.
- It is recommended to invite guest lecturers to present their experience and give real life advice to the competitors.



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Suggested agenda for the Summer Camp:

| 1 <sup>st</sup> day          | 2 <sup>nd</sup> day                     | 3 <sup>rd</sup> day                     | 4 <sup>th</sup> day                     | 5 <sup>th</sup> day                  | 6 <sup>th</sup> day                       | 7 <sup>th</sup> day           |
|------------------------------|---|---|---|--------------------------------------|---|-------------------------------|
| Arrival                      | <b>7:30-9:30</b><br>Breakfast           | <b>7:30-9:30</b><br>Breakfast           | <b>7:30-9:30</b><br>Breakfast           | <b>7:30-9:30</b><br>Breakfast        | <b>7:30-9:30</b><br>Breakfast             | <b>7:30-9:30</b><br>Breakfast |
|                              | <b>9:30-13:00</b><br>Workshop           | <b>9:30-13:00</b><br>Workshop           | <b>10:00-13:00</b><br>Competition       | <b>10:00-13:00</b><br>Competition    | <b>9:30-13:00</b><br>Workshop             | <b>9:00-10:00</b><br>Checkout |
|                              | <b>13:00-14:00</b><br>Lunch             | <b>13:00-14:00</b><br>Lunch             | <b>13:00-14:00</b><br>Lunch             | <b>13:00-14:00</b><br>Lunch          | <b>13:00-14:00</b><br>Lunch               |                               |
|                              | <b>14:30-18:00</b><br>Workshop          | <b>14:30-18:00</b><br>Workshop          | <b>14:00-16:00</b><br>Competition       | <b>14:00-16:00</b><br>Competition    | <b>14:30-18:00</b><br>Facultative program |                               |
|                              | <b>18:00-19:00</b><br>Free time program | <b>18:00-19:00</b><br>Free time program | <b>16:30-18:00</b><br>Free time program | <b>16:30-18:00</b><br>Award ceremony | <b>18:00-19:00</b><br>Free time program   |                               |
| <b>18:00-20:00</b><br>Dinner | <b>19:00-20:00</b><br>Dinner            | <b>19:00-20:00</b><br>Dinner            | <b>19:00-20:00</b><br>Dinner            | <b>19:00-20:00</b><br>Dinner         |   |                               |
|                              | <b>20:00-</b><br>Free time program      | <b>20:00-</b><br>Free time program      | <b>20:00-</b><br>Free time program      | <b>20:00-</b><br>Free time program   | <b>19:00-22:00</b><br>Free time program   |                               |





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## **The main tasks for the organizing team members:**

### *Kick-off meeting for the organizing team*

- should be held 4-5 months before the competition and award ceremony
- team consists 3-6 members, with well-defined responsibilities: 1 head of organization committee, 1 responsible for accommodation, 1 responsible for catering, 1 responsible for finances, 1 responsible for PR and marketing issues, 1 responsible for needed technical issues. All of the responsible members have full rights and obligations on tasks of their own topics. The head of the committee is also responsible for handling of cases/projects in the competition as a professional supervisor.
- an agenda should be formulated for the meeting
- during the meeting notes should be taken according to the topics of the meeting (in online form for example as a Google Document, shared among the members)
- Notes should be later reviewed according to their fulfillment.
- The date of the event should be fixed, possible venues should be considered, brainstorming should be held on related topics.

#### Results:

- Setting the basic concept for the competition/event
- List of potential venues
- List of potential sponsors
- Formulation organization committee

### *2nd meeting of the organization committee (meetings should be held in every 3-4 weeks till the event)*

- venue should be decided and reserved
- prepare the draft version of the timing of the event
- brainstorming on competition rules, draft of competition rules
- schedule for advertising of the event (timetable, channels)
- recruitment of jury members (for read more about selecting jury members please refer to [#5 HOW DOES THE JURY WORKS?](#))
- website design, communication channels design

#### Results:

- Venue and basic rules

### *3rd meeting of the organization committee*

- start the publication of the event
- prepare the final version of competition rules
- recruitment for competitors (open registration, invitations)
- prepare the sponsorship agreements
- actual decisions on open topics
- website goes alive (at least 3 months before event)

#### Results:

- competition rules
- website
- registration form



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*4th meeting of the organization committee – 1 week before the event*

- last check for open questions
- Instructions for helpers at the event (tasks, responsibilities, etc.)
- considerations about the evaluation of the event should be prepared

Results:

- final agenda for the event with task and responsibilities
- evaluation forms for competitors, jury members

*5th / evaluation meeting of organization committee*

- the meeting should be held approx. 3 weeks after the event
- participants at the meeting are the organization committee, the assistants at the event, and the representatives of stakeholders
- evaluation of the results of competition
- evaluation of the organizational topics of competition
- evaluation of the result of evaluation questionnaires
- evaluation of the financial results of event



*Gant-diagram for organization:*

| Task   | Month |    |    |    |    |
|--|-------|----|----|----|----|
|  | 1.    | 2. | 3. | 4. | 5. |
| Kick-off meeting for the organizing team                       | █     | █  |    |    |    |
| 2 <sup>nd</sup> meeting of the organization committee          |       | █  | █  |    |    |
| 3 <sup>rd</sup> meeting of the organization committee          |       |    | █  | █  |    |
| Website kick off, registration start                           |       |    | █  |    |    |
| Registration   |       |    | █  | █  |    |
| 4 <sup>th</sup> meeting of the organization committee          |       |    |    | █  | █  |
| Competition  |       |    |    | █  |    |
| 5 <sup>th</sup> / evaluation meeting of organization committee |       |    |    |    | █  |



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### *Timing of International Competition*

Assuming the high number of candidates, the following is a suggested agenda for two-day event:

Place: Conference center

1<sup>st</sup> day – Date

- 9:00 – registration of jury members
- 9:00 – registration of competitors
- 9:30 – Group photo
- 9:45 – Opening ceremony and draw for presentations order
- 10:00 – Presentations (15 minutes presentation + 10 min Q+A session)
  - 10-minute breaks after every 3rd presentation
- 12:30-13:30 Lunch
- 13:30 – Presentations (15 minutes presentation + 10 min Q+A session)
  - 10-minute breaks after every 3rd presentation
- Closing of 1<sup>st</sup> day

2<sup>nd</sup> day – Date

- 9:45 – Opening ceremony for 2<sup>nd</sup> day
- 10:00 – Presentations (15 minutes presentation + 10 min Q+A session)
  - 10-minute breaks after every 3rd presentation
- 12:30-13:30 Lunch
- 13:30 – Presentations (15 minutes presentation + 10 min Q+A session)
  - 10-minute breaks after every 3rd presentation
- 15:30 – Break
- 16:00- Award ceremony with cultural program





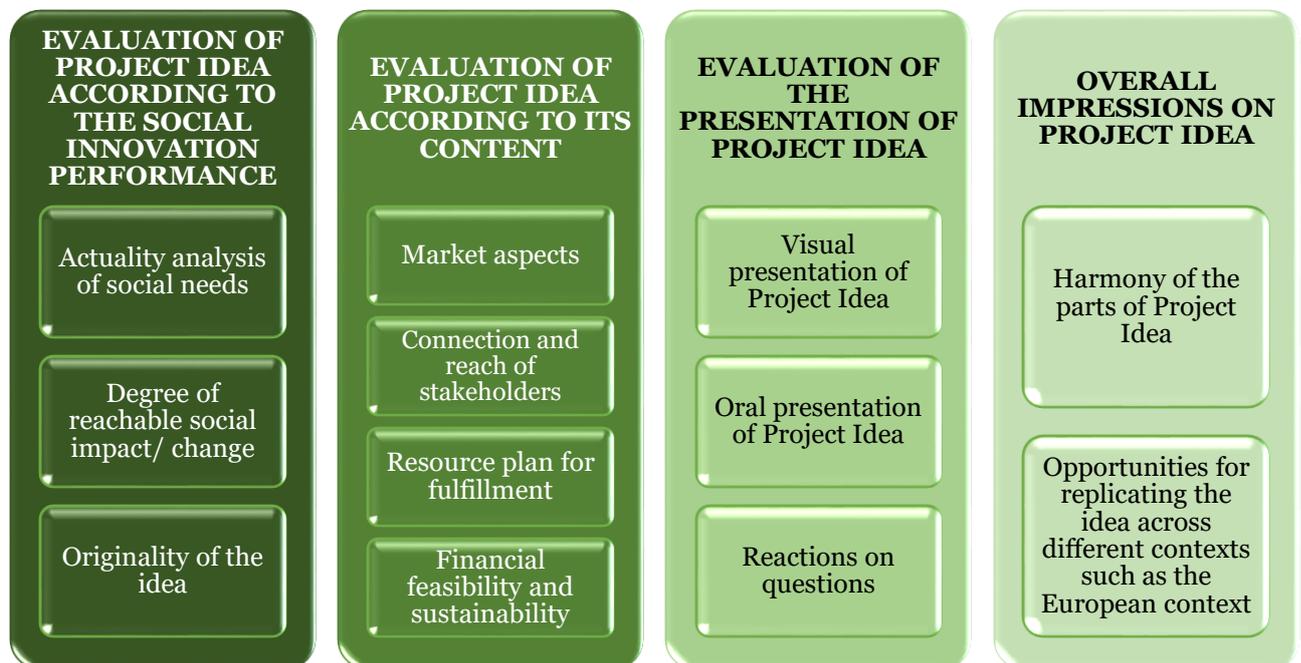
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## #8 HOW TO ASSESS AND EVALUATE IDEAS

Pre-requisites of competition, templates, evaluation criteria, etc. are to be shared well in advance.

*The main 4 aspects of the evaluation:*





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### **The interpretation of the evaluation criterias:**

- **EVALUATION OF THE PROJECT IDEA ACCORDING TO THE SOCIAL INNOVATION PERFORMANCE:** The evaluation and analysis of the truly exist of the social need from the view of the economy, society, and how the idea change the people's way of life; people's culture; people's community; people's political systems; people's environment; people's health and wellbeing; people's personal and property rights; people's fears and aspirations.
  
- **EVALUATION OF THE PROJECT IDEA ACCORDING TO ITS CONTENT:**
  - Market aspects (e.g.: examination of social needs, SWOT, PEST(EL), etc.)
  - Connection and reach of stakeholders (e.g.: identification of stakeholders, evaluation of stakeholders, marketing plan, etc.)
  - Resource plan for fulfilment (e.g.: organizational structure, staff number prediction, tasks and abilities of members, etc.)
  - Financial feasibility and sustainability (e.g.: starting capital, cash-flow, return, etc.)
  
- **EVALUATION OF THE PRESENTATION OF THE PROJECT IDEA:**
  - Visual presentation of Project Idea: evaluation of the structure and logic, prospect of slides etc.
  - Oral presentation of Project Idea: evaluation of the speech, the harmony between speakers, used language, body language etc.
  - Reactions on questions: the quality of answers and the distribution of answers between presenters.
  
- **OVERALL IMPRESSIONS OF THE PROJECT IDEA:** How the different aspects, parts of the project are harmonizing together and the opportunities for replicating the idea across different contexts such as the European context



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**We used 1-5 scale during the evaluation:**

**1. Evaluation of Project Idea according to the social innovation performance**



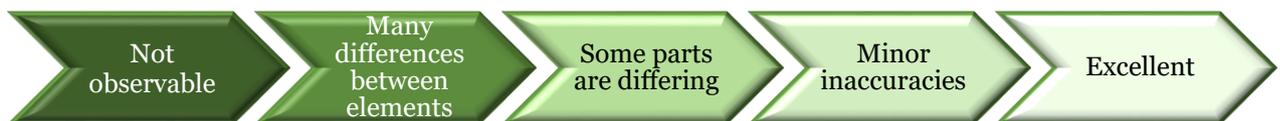
**2. Evaluation of Project Idea according to its content**



**3. Evaluation of the presentation of Project Idea**



**4. Overall impressions on Project Idea**





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## #9 HOW TO SELECT THE IDEA TO AWARD

The jury decides between ideas based on the previously demonstrated evaluation criteria but if the situation of “dead heat” arises, the jury need to negotiate about the winner. In order to have a fair negotiation it is important for jury members to take notes continuously during the presentations.

Organisers decide themselves which special categories they award, next to of course the general, best project idea. Some suggestions:

- The best project awarded by the audience
- Most creative presentation
- Most environmental idea
- Most socially innovative idea
- Most relevant idea for Europe today



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## **The winners and awards on International Social Innovation Competition in 2016:**

The winner of the first prize is the project titled “Melting Pot” by Belgian Anna Nauwelaerts, Cato Van Roeyen, Emma Lansens, Hanne Styfhals, Leen Willems. “Melting Pot” is a catering enterprise that provides opportunity to bridge the gap between asylum seekers and the recipient society and increasing solidarity and acceptance by presenting the asylum seekers’ national cuisine and tradition. See in the winner idea in **5. Attachment**.

The most creative presentation went to “Sponsor a wall” by Lucas Amat Junquera, Isaac Soler Ramos from Spain that is dedicated to support the fight against social problems with the help of graffiti in the cities.

The most social innovative idea was won by the Belgian Noura El-Jafoufi project titled, “The School Assembly”. The focus was put on launching a school forum that gives the different social groups a chance to meet and have conversations.

The most relevant idea for Europe today prize was deserved by the project titled “Career Compass” that was elaborated by Helga Szabó, Veronika Leitner, students from the University of Pannonia and it gives efficient support in the choice of career.

“StrateDo” proved to be the project with most global potential made by the Spanish Manuel Gros, Denise Camou, Justin Graside that is a free online software for small enterprises to make their online marketing strategy.

“ECO (RE)ACTION” deserved the prize of the most environmental project by Maria Lepur, Igor Štrangarević from Croatia that focuses on the environmentally aware education and recycling as well.



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## Feedback from our participants

Here you can read our experiences and recommendations in connection with the International Social Innovation Competition for Student and Adult Learners organized in 2016. Also you can read the whole feedback report (7. Attachment) and the used feedback templates (6. Attachment).

### Implementation of the training and mentoring



#### Recommendations:

- Start preparations at least 6 months before the start of the training
- Preparations should include the set up the communication strategy and custom-tailoring of the training content and training materials
- Contact communication offices of universities also, not only university lecturers
- In case social innovation is not very well known in the country, implement awareness raising events
- Establish strong cooperation and trust with trainers, mentors and participants
- Start recruiting early enough
- Clearly communicate the overall goals of the program
- Set clear messages of benefits for students from participation
- Test (somehow) the students' command of English
- Hold recruiting presentations at universities together with mentors and trainers
- Share competition rules and timing with participants as early as possible
- Set the submission of an initial project proposal for the competition as an integral part of the training. This will ensure greater participation in the competition while facilitating the practical application of the knowledge acquired in the training to an actual business idea.
- Adjust training and competition timing to the annual calendar and obligations of students (avoid close dates to exam period)
- Provide an online environment where participants can be contacted and provided with documents to be offered for consulting when developing project ideas
- Check the suitability of the offered venue (auditorium vs small group work)
- Spend some time in the first training session to explain the final goal of the training and to set some clear deadlines
- Invite an actual social entrepreneur to present his/her business and how his/her idea has grown

#### Not To Do” recommendations:

- Do not use the method of contacting universities through professors as a single approach (they are not the most communicative people and it requires some serious following-up to reach them)
- Do not spend so many hours in class (less academic hours for training more hours for mentoring and developing project ideas)
- Do not insist on presenting the entire training material, adjust it to the needs of participants
- Avoid providing only theory during the training, always justify it with a lot of practical examples



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## **Implementation of regional competitions and award ceremonies**



### Recommendations:

- Organise and implement the competition on a date not confronting exams.
- Have direct contacts with competitors instead of communicating with them through mentors.
- Check the receipt of information in every single case with every single competitor. have living contacts with them!
- Make sure of good command of English of the competitors.
- Inform students about the outcome of their social business idea by a “personal way” to respect the efforts they had put into their ideas. Avoid email-notification.
- Try to link the award ceremony to an existing event related to the topic of (social) entrepreneurship.
- Devote a lot of time to attract sponsorship for the event.
- Always consider the best mix of jury member profiles, adjust the number of the jury members to the need identified for the particular competition
- Consider better/deeper involvement of the media in the process
- Invest in awareness raising and creating/enhancing commitment to social innovation support – if it is not a known/recognised issue.
- Consider finishing the event with joint dinner
- Reduce paperwork of students (by one partner only)

## **Implementation of the international workshops and competition**



### Recommendations:

- Good wifi during workshops and to upload presentations
- Providing the detailed program beforehand
- Suitable length of workshops and the number of workshops
- More extra time to work on the presentations
- More (informal) evening activities to get to know each other better
- Implementing workshops with more free time between them (e.g. have opportunity to ‘improvise’ and socialise in a not-organised way, etc.).
- To provide the audience with an overview of all projects with space for personal scores per project and a picture of the competitors per project.
- Introduce the ‘award from the audience’, or the prize of ‘the best project according to competitors’.
- Add some guest lecturer session giving advices and presenting their experience during the decision-making period of the jury
- Giving the event higher publicity
- The jury should better represent business, social, civil, academic segments as well as its ‘more international’ character.
- Introducing the requirement that only non-operating (yet-non-implemented) projects can compete.





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## Amendment proposals by new users

Notes: Proposer's name and contact information are required.

|   |  |
|---|--|
| <b>Name:</b>  |  |
| <b>Organization:</b>  |  |
| <b>Phone number:</b>  |  |
| <b>Email address:</b>   |  |
| <b>Country:</b>   |  |
| <b>Date:</b>  |  |
| <b>Suggested Text of Proposed Amendment</b>                                 |  |
|   |  |
| <b>Rationale and how the proposed amendments solve the existing problem</b> |  |
|   |  |



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### 1. Építs egy jobb világot!



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### 2. Hogyan hozz létre társadalmi változást?



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### 3. Hogyan lépj kapcsolatba az érintettekkel?



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### 3. Hogyan lépj kapcsolatba az érintettekkel?



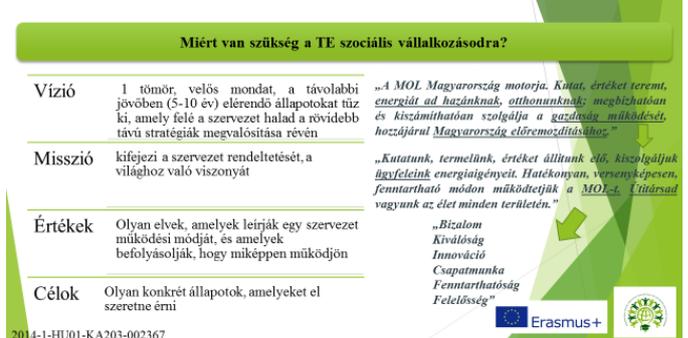
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### 2. Hogyan hozz létre társadalmi változást?



2014-1-HU01-KA203-002367

### 2. Hogyan hozz létre társadalmi változást?



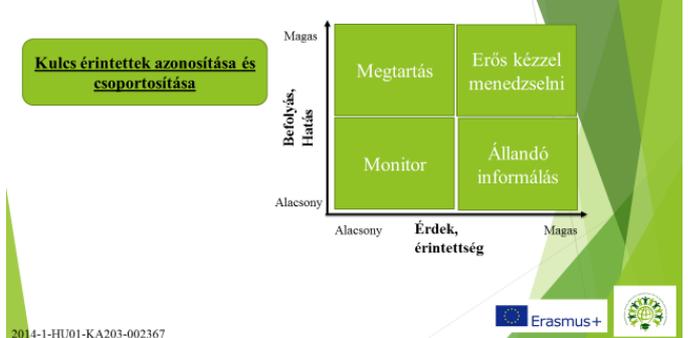
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### 3. Hogyan lépj kapcsolatba az érintettekkel?



2014-1-HU01-KA203-002367

### 3. Hogyan lépj kapcsolatba az érintettekkel?



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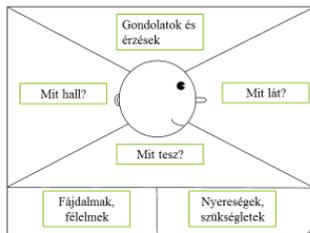
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### 3. Hogyan lépj kapcsolatba az érintettekkel?

Milyen kommunikációs, pr stratégiára van szükségem?



#### Empátia térkép



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### 4. Miképpen értékeld a társadalmi hatást?

#### A társadalmi hatás mérése

- Egy szociális vállalkozás milyen társadalmi eredményeket és hatást generál speciális tevékenységei révén
- Társadalmi és üzleti eredmények ketté választása
- Nehéz, mert nehezen bizonyítható, hogy közvetlen összefüggés van a tevékenység és az eredmény között



#### Social Return on Investment (SROI) - Befektetések társadalmi megtérülése, Beruházások társadalmi hozadéka

- Mennyivel járulnak hozzá az egyes szolgáltatások, intézmények, tevékenységek a társadalmi értéketermeléshez, a helyi közösség fejlesztéséhez?
- Minden egyes bérben kifizetett egység, ráfordítás hány egység értéket hoz létre a közösség egésze számára?
- Egy intézmény, szolgáltatás bezárása, vagy elindítása milyen nem szándékolt pozitív vagy negatív hatással jár együtt például a helyi gazdaság, társadalom, környezet szférájában?
- Egy adott fejlesztési projektnek a szokásos mutatókon túlmenően mi lehet a teljes hatáskövetkezmény-együttese?

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### 4. Miképpen értékeld a társadalmi hatást?

#### A társadalmi hatás mérése

#### Social Return on Investment (SROI) - Befektetések társadalmi megtérülése, Beruházások társadalmi hozadéka

#### 1. Érintettek azonosítása

Hatások feltárása

#### 2. Outputok azonosítása:



#### 3. A hatás bizonyítása

Erőforrásokat miképpen használjuk fel a konkrét cselekvések végrehajtására és hogyan eredményez ez az érintetteink számára valamilyen **hatást**.

#### és értékek megadása

#### 4. A hatás megalapozása

#### 5. SROI kiszámítása

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### 4. Miképpen értékeld a társadalmi hatást?

#### A társadalmi hatás mérése

#### Social Return on Investment (SROI) - Befektetések társadalmi megtérülése, Beruházások társadalmi hozadéka

| Stakeholder/Érintett               | Kimenet                          | Indikátor  | Lehetséges pénzügyi helyettesítő/társadalmi hatás     |
|------------------------------------|----------------------------------|--|---|
| Mentális problémával küzdő személy | Javuló mentális állapot/egészség | Mentális problémára szakosodott szolgáltatások arányának változása | Tanácsadó/szolgáltató szervezetek tanácsadói költsége |



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### 3. Hogyan lépj kapcsolatba az érintettekkel?

Milyen kommunikációs, pr stratégiára van szükségem?

- célközönség meghatározása → KINEK?
- kommunikáció céljának meghatározása → MIÉRT? (TÁJÉKOZTATÁS, MEGGYŐZÉS, EMLÉKEZTETÉS)
- üzenet megtervezése → MIT? (TARTALMA, ÜZENET SZERKEZETE, SZIMBÓLUMOK, FORRÁSA)
- kommunikációs csatorna kiválasztása → HOGYAN? (SZEMÉLYES, NEM SZEMÉLYES)
- költségvetés meghatározása → MIBŐL? (LEHETŐSÉG, FORGALOMARÁNYOS, VERSENYPARITÁS, CÉL-FA)
- eszköz kombináció és intenzitás → MENNYIT?

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### 4. Miképpen értékeld a társadalmi hatást?

#### A társadalmi hatás mérése

#### Social Return on Investment (SROI) - Befektetések társadalmi megtérülése, Beruházások társadalmi hozadéka

#### 1. Érintettek azonosítása → Kiket kell bevonni?

#### 2. Outputok azonosítása:

| Bevonott érintettek                              | Ok az elemzésbe való bevonásba  |
|--|---|
| Idősebb és hátrányos helyzetű lakók              | Legnagyobb hasznot számukra generáljuk  |
| Önkormányzat                                     | Pénzügyi stabilitást ad   |
| Önkéntesek                                       | Elegendhetlenek a feladatok végrehajtásában   |
| Kizárt érintettek                                | Ok az elemzésből való kizárára  |
| Az idősebb és hátrányos helyzetű lakók családjai | Kevés adat áll rendelkezésre, és alacsony a hozzájárulás a tevékenység tekintetében |

#### 3. A hatás bizonyítása

#### és értékek megadása

#### 4. A hatás megalapozása

#### 5. SROI kiszámítása

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### 4. Miképpen értékeld a társadalmi hatást?

#### A társadalmi hatás mérése

#### Social Return on Investment (SROI) - Befektetések társadalmi megtérülése, Beruházások társadalmi hozadéka

#### 1. Érintettek azonosítása

#### 2. Outputok azonosítása

| Érintett                    | Kimenet                                | Indikátor   | Adatgyűjtés  |
|-----------------------------|--|---|--|
| Munkanélküli                | Foglalkoztatás fenntartása             | 12 hónap után is dolgozik                         | KSH, NFSZ Kérdőíves megkérdezés                                      |
| Mentális problémával küzdők | Társadalmi kirekesztettség csökkentése | Barátokkal való társadalmi érintkezés gyakorisága | A kliens és a munkás közötti kapcsolat folyamatos monitoringja során |

#### 3. A hatás bizonyítása

#### és értékek megadása:

#### 4. A hatás megalapozása

#### 5. SROI kiszámítása

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### 4. Miképpen értékeld a társadalmi hatást?

#### A társadalmi hatás mérése

#### Social Return on Investment (SROI) - Befektetések társadalmi megtérülése, Beruházások társadalmi hozadéka

#### 1. Érintettek azonosítása

#### 2. Outputok azonosítása

#### 3. A hatás bizonyítása

#### és értékek megadása

#### 4. A hatás megalapozása

#### 5. SROI kiszámítása

SROI arány = Teljes jelenérték / Teljes kimeneti érték

A teljes beruházásra vetített teljes jelenérték.

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## Cél: „Falatozó klub” létrehozása 30 helyi időse számára, és további egészségügyi és szociális ellátás biztosítása az ételzállítás által

### 1. Érintettek azonosítása Fő kérdések: Kire vagyunk hatással? Ki van ránk hatással?

| Bevont érintettek                   | Ok az elemzésbe való bevonásba              |
|-------------------------------------|---|
| Idősebb és hátrányos helyzetű lakók | Legnagyobb hasznot számukra generáljuk      |
| Önkormányzat                        | Pénzügyi stabilitást ad                     |
| Önkéntesek                          | Elegendhetlenek a feladatok végrehajtásában |

| Kizárt érintettek                                | Ok az elemzésből való kizárára  |
|--|---|
| Az idősebb és hátrányos helyzetű lakók családjai | Kevés adat áll rendelkezésre, és alacsony a hozzájárulás a tevékenység tekintetében |

### Mi fog változni számukra?

Idős vagy hátrányos helyzetben lévő lakosok → kevesebb egészségügyi szolgáltatást fognak használni



## Cél: „Falatozó klub” létrehozása 30 helyi időse számára, és további egészségügyi és szociális ellátás biztosítása az ételzállítás által

### 2. Outputok azonosítása: Input → Output → Kimenetek azonosítása

#### 2/c. Kimenetek bemutatása: Hogyan tudod leírni a változást?

- idős vagy hátrányos helyzetben lévő lakosok
- A foglalkozások fittbé teszik az idősebbeket, kevesebbet fognak elesni és ezáltal kevesebbet kerülnek kórházba
  - Az ápolók által vezetett csoportok segítik a lakókat abban, hogy jobban kezeljék az egészségüket és a tüneteket, ezáltal egészségesebbek lesznek
  - A csoportfoglalkozások által új barátokra tesznek szert és több időt töltenek másokkal is
  - A lakók egészséges ételhez jutnak heti 3-5 alkalommal, ezáltal egészségesebbek lesznek



## Cél: „Falatozó klub” létrehozása 30 helyi időse számára, és további egészségügyi és szociális ellátás biztosítása az ételzállítás által

### 4. A hatás megalapozása

| Mekkora változás történne a tevékenység nélkül? | Ki és mennyiben járul még hozzá a változáshoz? | Mennyit esökken a kimenet az elkövetkezendő években? |
|---|--|--|
| 0%  | 5%   | 50%  |

| Érték                                     | Hatás  |
|---|--|
| Mennyi az értéke a változásnak?<br>37 600 | Érték*Mennyiség*(1-hozzájárulás)<br>=37600*7= 263200*0,95= 250 040 |
| 2 000 000                                 | 13 300 000   |
| 2 890 000                                 | 19 218 500   |



### 5. Hogyan vond be és vezesd az embereket?



- Tisztázandó kérdések az üzleti tervben:
- Milyen szervezeti struktúra szükséges?
  - Mit kell tennem ahhoz, hogy ezt a struktúrát felépítem?
  - Milyen jogi forma szükséges a struktúra és a szervezet működtetéséhez?
  - Képes vagyok a jogi forma kialakítására/fenntartására?



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## Cél: „Falatozó klub” létrehozása 30 helyi időse számára, és további egészségügyi és szociális ellátás biztosítása az ételzállítás által

### 2. Outputok azonosítása: Input → Output → Kimenetek azonosítása

#### 2/a. Inputok: Mit ruháznak be ezek az érintettek? Mennyi ennek az értéke?

idős vagy hátrányos helyzetben lévő lakosok → Időt → OFT

#### 2/b. Outputok → Tevékenységek összefoglalása, számokkal alátámasztva

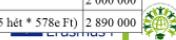
- Falatozó klub:
- csoport feladatok (táblajátékok, gyakorlatok terapeutával, információs és önismereti szekciók)
  - 30 ember elszállítása
  - 7500 meleg ebéd időszakosan



## Cél: „Falatozó klub” létrehozása 30 helyi időse számára, és további egészségügyi és szociális ellátás biztosítása az ételzállítás által

### 3. A hatás bizonyítása és értékek megadása

| Hogyan tudod leírni a változást?   | 1. A foglalkozások fittbé teszik az idősebbeket, kevesebbet fognak elesni és ezáltal kevesebbet kerülnek kórházba  |                                |        |                                |           |  |           |
|--|--|--------------------------------|--------|--------------------------------|-----------|--|-----------|
| Hogy fogod ezt mérni?  | Kevesebb elesés, kevesebb kórházi bejelentkezés és kórházi tartózkodás   |                                |        |                                |           |  |           |
| Honnan szerzel információt?  | Egyszeri kutatás   |                                |        |                                |           |  |           |
| Mennyi változás történt?   | 7  |                                |        |                                |           |  |           |
| Mennyi ideig tartott a változás?   | 1 év   |                                |        |                                |           |  |           |
| Milyen értéket használ az változás felmérése? És Mennyi az értéke a változásnak? | <table border="1"> <tr> <td>baleset és sürgősségi jelenlét</td> <td>37 600</td> </tr> <tr> <td>fékvöbeteg geriátria vizsgálat</td> <td>2 000 000</td> </tr> <tr> <td>folyamatos geriátria vizsgálat (átlagosan 5 hét * 578e Ft)</td> <td>2 890 000</td> </tr> </table> | baleset és sürgősségi jelenlét | 37 600 | fékvöbeteg geriátria vizsgálat | 2 000 000 | folyamatos geriátria vizsgálat (átlagosan 5 hét * 578e Ft) | 2 890 000 |
| baleset és sürgősségi jelenlét   | 37 600   |                                |        |                                |           |  |           |
| fékvöbeteg geriátria vizsgálat   | 2 000 000  |                                |        |                                |           |  |           |
| folyamatos geriátria vizsgálat (átlagosan 5 hét * 578e Ft)                       | 2 890 000  |                                |        |                                |           |  |           |



## Cél: „Falatozó klub” létrehozása 30 helyi időse számára, és további egészségügyi és szociális ellátás biztosítása az ételzállítás által

### 5. SROI kiszámítása

| Értékek, amire szükségünk lesz: | Leszámolási kamatláb = 3,50% |
|---------------------------------|------------------------------|
| Kezdeti beruházás =             | 1000000                      |
| Értékesítés                     |                              |
| Változás időszaka               |                              |

| Hatás  | Társadalmi megtérülés számítása                           |
|--|---|
| Érték*Mennyiség*(1-holtteher)*(1-hozzájárulás) | 1 év 2 év 3 év 4 év 5 év                                  |
| 250 040  | 615 600 =615600*0,9= 554040 498636 448772 403895          |
| 13 300 000                                     | -522 500 -496375 -471556 0 0                              |
| 19 218 500                                     | 93 100 57 665 27 080 448 772 403 895                      |
|  | =93100/1,035= 57665/1,035^2= 24424,61 391078,87 340068,75 |
|  | 89 952 53830,89   |

| Teljes jelenérték (összesen jelenértékek)        | 899 355              |
|--|----------------------|
| Nettó jelenérték (Teljes jelenérték - Beruházás) | -100 645             |
| SROI (Teljes jelenérték/Kezdeti beruházás)       | 0,90 /IFT megtérülés |



### 5. Hogyan vond be és vezesd az embereket?

- Tisztázandó kérdések az üzleti tervben:
- Milyen szervezeti struktúra szükséges?
  - Mit kell tennem ahhoz, hogy ezt a struktúrát felépítem?
  - Milyen jogi forma szükséges a struktúra és a szervezet működtetéséhez?
  - Képes vagyok a jogi forma kialakítására/fenntartására?

- A szervezeti terv az üzleti tervben:
- Szervezeti forma, hierarchia
  - A vállalat humán erőforrásai, ezek összetétele, feladatai, döntési jogköre, felelőssége
  - Vezetői, menedzseri státuszú betöltő dolgozók képességei és tevékenységük
  - Ösztönzés, javadalmazás, HR feladatok



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## 6. Hogyan érd el a pénzügyi fenntarthatóságot?

A jövőbeli cég beindításához szükséges induló tőke nagyságának a meghatározása → hiányzó rész hitelkonstrukcióval/támogatással történő fedezése, és bizonyítása  
A likviditási problémák elkerülésére a tartalékok felszámítása  
Racionalizálási folyamat a túlzott becslés elkerülésére

Tartalma:

**Eredményterv – előzetes jövedelemterv**

**Tervezett árbevétel**

**Költségek alakulása**

**Pénzforgalmi terv – pénzeszközök alakulásának bemutatása**

**Fedezeti pont elemzése** (azt mutatja meg, hogy mekkora forgalom esetén fordul át nyereségesbe a vállalkozásunk)

**Mérlegterv – eszközök és források alakulása**

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## 7. Tervezd meg a saját vállalkozásodat!

Kitartást a munkához!

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## CVO Antwerpen (Belgium)



## I-SICS?



European project under Erasmus+

3 years

Partners from Hungary, Croatia, Spain, Slovenia

International Social Innovation Competition for students and adult learners

## Phases & timing

1) Phase 1 – Local competition: March – May 2016

=> Dutch students and adult learners (adult education) compete against each other.

1) Phase 2 – European competition: August 2016

=> Local winners from the 5 participating countries compete against each other.

## Phase 1: assignment

Core: develop a social business plan

Think about the social needs in your environment (or look them up).

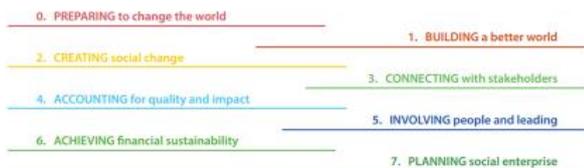
Secondly, think about how you as a future social entrepreneur can tackle these needs.

Individually or in team (max. 5 persons)

In English

## Phase 1: background information

Face-to-face, guest speakers: Bart Beullens & Glenn Vermeiren (22/04 & 29/04)



! link to the online materials: <http://gvermeiren.eu/isics/>

## Phase 1: getting to work

Submitting your social business idea

What to submit? <http://tinyurl.com/socialbusinessidea>

Deadline? 29 April 2016

## Phase 1: getting to work

Submit your social business plan

What to submit? Your social business plan (Word) + 2 pitches

Pitch 1: pitch your social business plan for the direct target group of your business

Pitch 2: pitch your social business plan for one of your main stakeholders

To-the-point

Format: up to you (movie, written pitch, PPT ...)

Be sure to tackle the 7 modules in your social business plan.

Deadline? 16 May 2016

Mail this to [koen.depryck@vjub.ac.be](mailto:koen.depryck@vjub.ac.be) en [hannelore.audenaert@cvoantwerpen.be](mailto:hannelore.audenaert@cvoantwerpen.be) (use WeTransfer for movies)

## Phase 1: jury

Composition: Prof. Dr. Koen DePryck & 2 social entrepreneurs

Comes together in the week of 16 May 2016

Results published in the week of 23 May 2016

Award:

Winner: 750 euro

First three: participation to the European competition (!: 1 person per team)



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## Phase 2: European competition

Lake Balaton in Hungary



## Phase 2: European competition

Date: 21 - 27 August 2016 (5 days + 2 travel days)

Workshops, finetuning social business plan, coaching, culture, pitching in front of European jury and award ceremony)

Finances: only personal expenses

Read more and find more training materials:  
<http://gvermeiren.eu/isics/>



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2014-1-HU01-KA203-002367

## Universitat Rovira i Virgili, URV (Tarragona, Catalonia, Spain)

Erasmus+

**I-SICS PROJECT**

International Social Innovation Competition for Students and Adult Learners

Social Enterprising Europe (SEE)

Research Group Factor Humano, Organización y Mercados,  
Faculty of Business and Economics, Rovira i Virgili University, Tarragona, Spain

0 1 2 3 4 5 6 7

**Introducción**

El proyecto SEE promueve el aprendizaje sostenible para la iniciativa empresarial que se centra en la justicia social, la equidad y la obligación hacia los más excluidos de la sociedad. Este proyecto pone énfasis en las cuestiones sociales.

La empresa social se extiende a dos mundos: el de los negocios y el del beneficio social / comunitario. De este modo, la actividad económica se emprende para conseguir beneficio para las personas, el planeta y la sociedad y no en beneficio de uno individuos y a expensas de otros (o a expensas del planeta!).

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**INDEX**

- 0. Preparándose para cambiar el mundo
  - 0.1 La motivación y la autoconfianza para el emprendimiento social
  - 0.2 Las competencias deseables para el emprendimiento social
- 1. Construyendo un mundo mejor
  - 1.1 La empresa social
  - 1.2 Modelos Canvas
- 2. Creando cambio social
  - 2.1 La problemática y las necesidades sociales
  - 2.2 Cambio social y la creación de valor social
  - 2.3 Diseñar ideas en torno a la innovación social
- 3. Conectando con grupos de interés
  - 3.1 Identificación y análisis de las partes interesadas (redes locales e internacionales)
  - 3.2 Comunicación: creación de relaciones con los grupos de interés.
- 4. Rindiendo cuentas de calidad e impacto
  - 4.1 Evaluación y medición del impacto social
  - 4.2 Contabilidad y Auditoría Social, el retorno social de la inversión
- 5. Involucrando a las personas y liderando
  - 5.1 La importancia del liderazgo y modelos de gobernanza para las empresas sociales
  - 5.2 Estructuras legales específicas por países
- 6. Consiguiendo sostenibilidad financiera
  - 6.1 Sistema de contabilidad financiera para la empresa social
  - 6.2 Escenarios de fracaso de las empresas sociales
- 7. Planificando la empresa social
  - 7.1 Requisitos esenciales de la planificación de la empresa social
  - 7.2 Desarrollo del plan de empresa social

0 1 2 3 4 5 6 7

**Empresa tradicional versus social**

| Aspectos empresariales  | Concepto de la empresa tradicional                       | Programa de aprendizaje SEE  |
|---|--|--|
| Misión, finalidad de la empresa                                 | Maximizar lucro  | Maximizar el beneficio social y comunitario  |
| El personal, la gobernanza, las decisiones de gestión de dinero | Decisión por propiedad, jerarquía y cadena de mando      | Motivación Social, liderazgo participativo, democracia, voluntariado, empleo inclusivo.              |
| Productos y servicios   | De cualquier tipo  | De contribución positiva a la sociedad, Reflexión ética sobre la sostenibilidad y el "buen trabajo". |
| Estudios de mercado   | De la demanda de los clientes                            | De las necesidades sociales, consciente de las sensibilidades y necesidades de los clientes          |
| Marketing   | Prioridad a la publicidad y superación de la competencia | Comunicación social, beneficios para la sociedad, transparencia, precios justos y cooperación        |
| Financiación  | Préstamos e inversores                                   | Valoración del tiempo aportado, inversores sociales.   |
| Estructuras legales   | Sociedades mercantiles                                   | Asociaciones, Cooperativas, Fundaciones, Empresas sin fines de lucro                                 |
| Impacto   | Pérdidas y ganancias                                     | Balance Económico Balance entre impacto social y sostenibilidad financiera                           |

4



0 1 2 3 4 5 6 7

**MÓDULO 0**

**Preparándose para cambiar el mundo**

6

0 1 2 3 4 5 6 7

0. Preparándose para cambiar el mundo:

- 0.1 La motivación y la autoconfianza para el emprendimiento social
- 0.2 Las competencias deseables para el emprendimiento social

**La motivación**

1. La complejidad de la empresa social? Experiencias individuales y grupales sobre la complejidad de la creación?
2. Cual es la motivación personal? Que experiencias le han llevado a querer crear una empresa social?
3. ¿Qué competencias son obligatorias para la creación y gestión de una empresa social?

Estudio de caso **Re-unió** (Escocia): Empresa social que ha afrontado un problema social complejo.

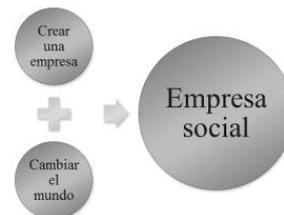
7

0 1 2 3 4 5 6 7

0. Preparándose para cambiar el mundo:

- 0.1 La motivación y la autoconfianza para el emprendimiento social
- 0.2 Las competencias deseables para el emprendimiento social

**La motivación**



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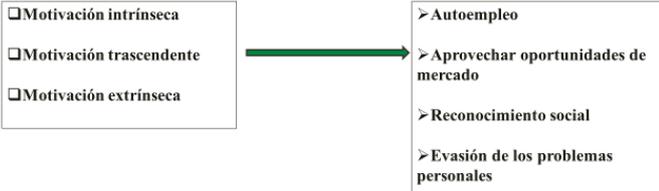


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0. Preparándose para cambiar el mundo:  
0.1 La motivación y la autoconfianza para el emprendimiento social  
0.2 Las competencias deseables para el emprendimiento social

### La motivación



Fuentes de motivación: [artículo](#)

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### Competencias y habilidades

- Liderazgo
- Optimismo
- Determinación (perseverancia y trabajo intenso)
- Resiliencia (capacidad de superar las dificultades y la frustración)
- Creatividad e innovación
- Empatía
- Inteligencia emocional

[Web](#)

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### Estudio de casos

Estudio de caso [Dinamia](#):

Identificad las motivaciones intrínsecas de las personas socias y sus competencias.

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### Gestión de conflictos

- Win/win approach
- Creative response
- Empathy
- Assertiveness
- Co-operative power
- Managing emotions
- Willingness to resolve
- Mapping the conflict
- Designing options

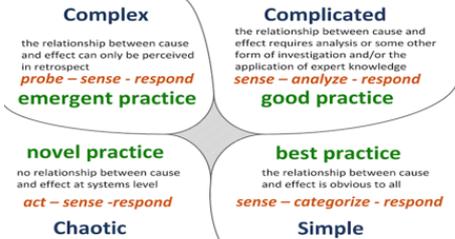
[Summary](#)

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### Modelo Cynefin



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### Modelo Grow – coaching tool



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0. Preparándose para cambiar el mundo:  
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### Gestión de riesgo

<http://es.slideshare.net/enterprisingnonprofits/social-enterprise-learning-toolkit-risk-analysis-module>

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### Gestión de riesgo

#### What is Risk Management?

*Risk Management is a process that enables a social enterprise to cope with uncertainty by taking **proactive** steps to protect its assets & resources.*

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### Gestión de riesgo

#### 5 Types of Risk

- People
- Property
- Liability
- Income
- Compliance

- Accidentes de trabajo, renunciaciones
- Robo o pérdidas del inventario, cash o propiedad intelectual
- Responsabilidad civil (daños causados a clientes, al público en general, propiedad ajena, etc.)
- Pérdidas de fondos, de ingresos, cambio en la situación del mercado)
- Incumplimiento de derechos humanos, condiciones de trabajo o otros incumplimientos legales

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### Gestión de riesgo

#### 5 Types of Risk Summary

| People                        | Property   | Liability                         | Income                          | Compliance  |
|-------------------------------|--|-----------------------------------|---------------------------------|---|
| Workplace injuries            | Partial or total loss of premises                | Injury to clients, general public | Loss of grant funding           | Liens & repudiations - knowing what applies to your social enterprise |
| Death, disability, retirement | Theft of equipment, inventory, cash, information | Product liability                 | Revenue shortfalls              | Legal responsibilities of employees                                   |
| Resignation                   | Intellectual property compromised                | Damage to property of others      | Fire, floods, natural disasters | Workplace health & safety   |
| Disengagement                 | Brand & reputation damaged                       | Breach of contract                | Change in market conditions     | Human Rights  |
|                               |  | Professional liability            |                                 | Privacy   |

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### Gestión de riesgo

#### Assessing Risk

**Activity 2**

Consider the risks that face your own social enterprise, or one with which you are familiar:

- Identify 3 risks that the organization faces
- Use the simple matrix on the next slide to give them scores and determine the levels of risk

#### Risk Assessment Matrix

**Activity 2**

| Impact                                 | Probability          |          |                    |
|--|----------------------|----------|--------------------|
|  | 1 Extremely unlikely | 2 Likely | 3 Extremely likely |
| 1 Not critical                         | 1                    | 2        | 3                  |
| 1 Significant                          | 2                    | 4        | 6                  |
| 1 Fundamental to continuing operations | 3                    | 6        | 9                  |

Impact x Probability = Risk score

Priority: Low (Green), Medium (Yellow), High (Red)

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### Gestión de riesgo

#### Managing Risk – 5 Strategies

|                      |   |
|----------------------|---|
| Accept               | The risk may be acceptable without any further action being taken. The ability to do anything about some risks may be limited, or the cost of taking any action may be disproportionate to the potential benefits gained. |
| Treat                | Most risks will be addressed in this way. Actions are taken to mitigate the impact and/or probability of the risk to an acceptable level.   |
| Transfer             | For some risks the best response may be to transfer them for example, by taking out insurance. Some risks are not (fully) transferable – e.g. reputational risk.  |
| Avoid                | Some risks will only be treatable eliminating the source of the risk.   |
| Take the Opportunity | This is not an alternative to those above but an option which should be considered whenever accepting, transferring or treating a risk. Do circumstances arise which offer positive outcomes?                             |

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1. Construyendo un mundo mejor  
1.1 La empresa social  
1.2 El modelo Canvas

## MÓDULO 1

## La empresa social

- ¿Que es una **empresa social**?
- ¿Cuales son los valores y en que se basa la ética de las empresas sociales?
- ¿Quienes son los participantes en la solución de problemas sociales?
- ¿Cual es el ecosistema en torno a una empresa social?

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1. Construyendo un mundo mejor  
1.1 La empresa social  
1.2 El modelo Canvas

### La empresa social

Una empresa social utiliza su actividad económica para lograr un fin social, teniendo como principal objetivo resolver un problema social, y al mismo tiempo, asignar beneficios (en su totalidad o en gran parte) para lograr su objetivo social y no distribuir ganancias a los propietarios de la empresa.

Valores y ética de las empresas sociales

Ecosistema (autoridades locales, otras empresas sociales, nivel local e internacional)

1. Construyendo un mundo mejor  
1.1 La empresa social  
1.2 El modelo Canvas

### Valores y éticas de la empresa social [video](#)

#### Valores fundamentales:

- Objetivo para beneficiar a la humanidad y el planeta
- Cooperación
- Democracia en la estructura empresarial
- Centrado en atender las necesidades de las personas
- Sostenibilidad

#### Valores operacionales:

- Profesionalismo
- Calidad
- Transparencia
- Compromiso
- Comercio justo
- Confianza

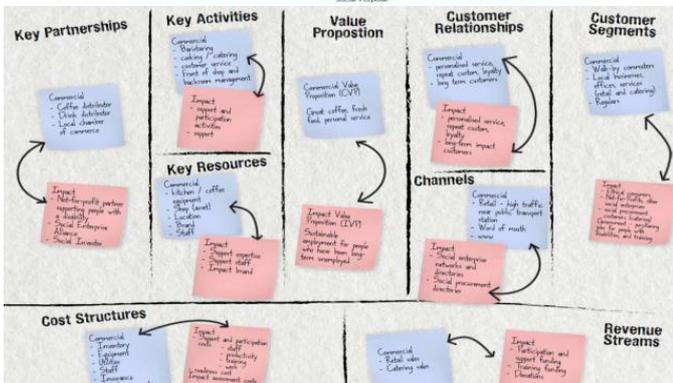
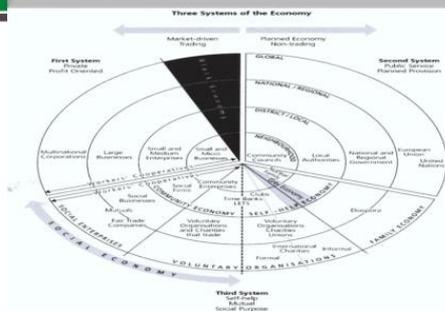
#### Valores políticos:

- Favoreciendo los individuos más vulnerables de la Sociedad
- Distribución equitativa de los recursos
- Justicia social e igualdad

empresa social ([video](#))

Ejemplo de empresas que parecen sociales pero no lo son?

1. Construyendo un mundo mejor  
1.1 La empresa social  
1.2 El modelo Canvas



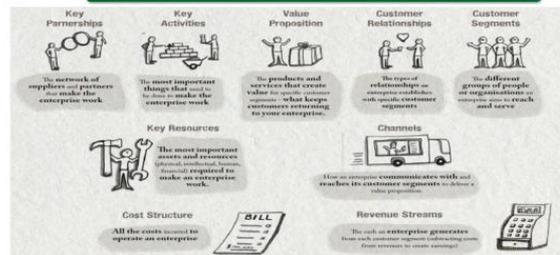
### Módulo 0 y 1

### Homework

1. Describid vuestro perfil como emprendedores sociales, enfatizando hechos personales relevantes, las competencias principales y la motivación. Podéis elaborar un plan personal y colectivo para mejorar y adquirir las competencias y habilidades que podrián estar más débiles.
2. Describid por qué pensáis que vuestra idea de empresa puede ser considerada como una empresa social.
3. Escribid la "misión" de vuestra empresa social y pensad en cómo resuelve en la práctica los problemas sociales, ambientales, económicos y culturales identificadas.
4. Reflexionad sobre el impacto de la creación de una empresa social en sus carreras profesionales y situación personal - consecuencias positivas y negativas.
5. Identificad las dificultades más importantes que pensáis que tendréis que superar: personales, legales, técnicas, financieras, organizativas, incluso resistencias políticas o culturales. Pueden utilizar las ideas de análisis de "gestión del riesgo" sugeridas en el módulo 0.
6. Cread un mapa mediante el "diagrama circular" de las empresas sociales y tratad de ubicar vuestra empresa actual o futura. Identificar posibles retos y colaboraciones comunes.

1. Construyendo un mundo mejor  
1.1 La empresa social  
1.2 El modelo Canvas

### El modelo CANVAS



1. Construyendo un mundo mejor  
1.1 La empresa social  
1.2 El modelo Canvas

### El modelo Canvas

[Guia](#) para la planificación de la empresa social

[Modelo Canvas](#)

<http://www.socialbusinessmodelcanvas.com/>

Módulo 0 y 1

### MÓDULO 4



Erasmus+



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4. Rindiendo cuentas de calidad e impacto:  
4.1 Evaluación y medición del impacto social  
4.2 Contabilidad y Auditoría Social, el retorno social de la inversión

### Qué es el impacto social

Un cambio que resulta de la actividad de una empresa

El efecto de la actividad de una empresa sobre la comunidad y el bienestar de los individuos.

El impacto describe una acción a largo plazo que puede afectar a un grupo amplio de personas u organizaciones, motivo por el cual, un **impacto sostenible** implica evaluar el tiempo, las habilidades y los recursos necesarios.

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4. Rindiendo cuentas de calidad e impacto:  
4.1 Evaluación y medición del impacto social  
4.2 Contabilidad y Auditoría Social, el retorno social de la inversión

### Evaluación y medición del impacto social

Los aspectos clave que cubre seis factores comunes a todas las empresas sociales:

1. la forma en que tratan a sus recursos humanos (personal y voluntarios)
2. ¿qué hacen con los excedentes o beneficios de sus actividades?
3. ¿cómo se organizan y son dirigidos?
4. ¿cuál es su sostenibilidad financiera (cuentas financieras)?
5. ¿cómo es la sostenibilidad del medio ambiente (credenciales verdes)?
6. ¿cuál es su impacto económico local?.

explorar [la lista](#) de verificación de los aspectos clave.

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4. Rindiendo cuentas de calidad e impacto:  
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4. Rindiendo cuentas de calidad e impacto:  
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### Evaluación y medición del impacto social



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4. Rindiendo cuentas de calidad e impacto:  
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### La importancia de medir el impacto social

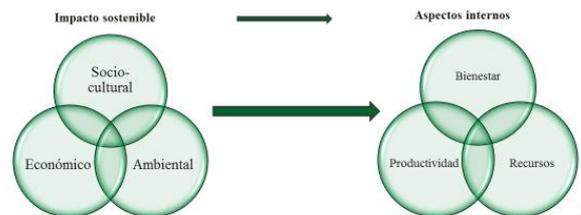
**Internal...**  
Strategic planning  
Decision-making  
Learning/development  
On-going improvement  
Annual reports, etc

**External...**  
Funders/investors  
Accreditation/regulators  
Tendering/contracts

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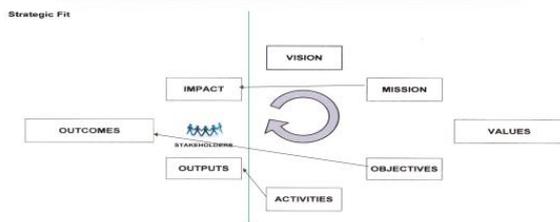
### La importancia del impacto social i la sostenibilidad



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4. Rindiendo cuentas de calidad e impacto:  
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### La relación entre la estrategia empresarial e impacto social



4. Rindiendo cuentas de calidad e impacto:  
4.1 Evaluación y medición del impacto social  
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### La relación entre la estrategia empresarial e impacto social

**“Output”** - es un resultado concreto de un proyecto o programa que fácilmente se puede medir, por lo general por los números. Los outputs deben ser: específicos, medibles, alcanzables, realistas y con plazos determinados.

**“Outcome”** - es la diferencia que un proyecto o programa puede hacer como consecuencia de sus actividades. Las consecuencias se refieren a la diferencia que su organización ha hecho a la gente (sociales), el planeta (medio ambiente) y de la sociedad o que prevalece la cultura en que vivimos. También incluye la diferencia que aporta una empresa social a la economía local.

**El impacto** es el cambio más amplio, a largo plazo que un proyecto o programa puede tener en las personas y en la sociedad en general - y que no habría ocurrido de cualquier modo.

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4. Rindiendo cuentas de calidad e impacto:  
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**Social Accounting and Audit (SAA)**

**Auditoría social** - un marco lógico y flexible que permite a la organización utilizar los sistemas de información y la documentación existente, para desarrollar un proceso que le permita:

- ¡Experimentar! - Información sobre el desempeño social, ambiental y económico y el impacto de su organización.
- ¡Mejorar! - Proporcionar la información esencial para la planificación de acciones futuras y mejorar el rendimiento.
- ¡Informar! - Rendir cuentas a todos con los que se trabaja y para quien se trabaja ...

<http://www.socialauditnetwork.org.uk/getting-started/what-is-social-accounting-and-audit/>

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4. Rindiendo cuentas de calidad e impacto:  
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**Auditoría social**

- Objetivo Social - Contabilidad Social - Auditoría Social - Informe Social
- Social = social + ambiental + económico
- Resultados financieros = sostenibilidad organizacional
- Contabilidad Social (contable social) - Auditoría Social (auditor social)
- Experimentando y mejorando - y rindiendo de cuentas ...
- Rendimiento (qué y cómo hicimos) + Impacto (lo que ocurrió como resultado)

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4. Rindiendo cuentas de calidad e impacto:  
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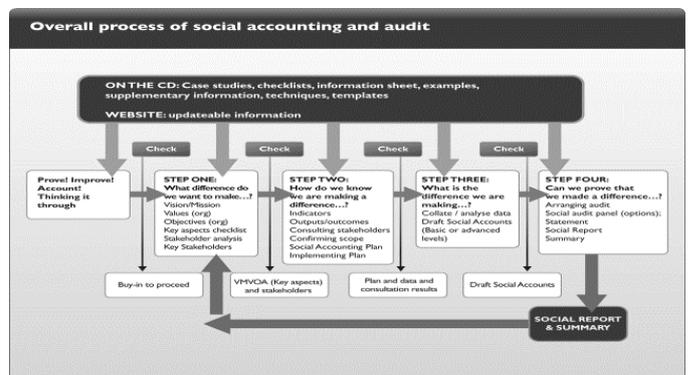
**Los principios de la auditoría social**

- Establecer objetivo
- Definir el objetivo
- Involucrar a las partes interesadas
- Determinar el valor material
- Hacer comparaciones
- Ser transparente
- Verificar cuentas
- Insertar el proceso

Paul Farrell from West Whitlawburn Housing Co-operative talking about how social accounting and audit helped them.

[Video](#)

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| Step One: What difference do we want to make...   | Step Two: How do we know we are making a difference...  | Step Three: What is the difference we are making...   | Step Four: Can we prove that we made a difference...  |
|---|---|---|---|
| <b>Objectives (social, environmental and local economic)</b><br>For example: 1. To create jobs for locally unemployed people<br>2. To be a good employer<br>3. To provide services for the community<br>4. To... etc.<br>Values (ethical underpin everything you do)<br>Stakeholders (For example: customers/clients, local community, directors, staff, volunteers, partners, funders, suppliers etc.) | <b>Social Bookkeeping Records/Indicators</b><br><b>Outputs</b><br>For example: The number of people employed, employment/turnover, etc. The number of business advice clients, etc.<br><b>Changes:</b> Options, views from the staff, volunteers or interviewees, etc.<br>For example: Changes: Options, views from the staff, volunteers or interviewees, etc.<br>For example: Changes: Options, views from a survey, or feedback sheets, etc.<br>Etc.<br>Etc. | <b>Collect and collate information</b><br>Collect and collate information throughout the year and analyse it. Gather all the information together and review it on a set date.<br><b>Draft Social Accounts</b><br>of the social bookkeeping records and the results from consultation with stakeholders are gathered into Draft Social Accounts. These Social Accounts explain the performance and impact of the organisation.<br>The organisation makes alterations and presents the revised social accounts or Social Report.<br>The Social Auditor will approve the Social Report and issue a Social Audit Statement on behalf of the Social Audit Panel.<br>The Social Report may be condensed into a summary version and distributed wide. | <b>Audit Social Accounts or Social Report</b><br>The Social Audit Panel is chaired by an approved Social Auditor who checks the Draft Social Accounts. They verify the data, findings from the consultation, the economic and environmental impact.<br>The Social Audit Panel is impartial and checks that the draft Social Accounts are based on data which has been completely gathered and analysed, interpreted and is a fair reflection of what the organisation has done in the social accounting period.<br>The Social Auditor will approve the Social Report and issue a Social Audit Statement on behalf of the Social Audit Panel.<br>The Social Report may be condensed into a summary version and distributed wide. |

4. Rindiendo cuentas de calidad e impacto:  
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**Auditoría social**

- Considera todos los accionistas principales
- Informa sobre todos los ámbitos de su trabajo y el impacto: social, ambiental y económico
- Las cuentas sociales utilizan tanto **datos cuantitativos y cualitativos**
- Hay un proceso de verificación riguroso a través del Panel de Auditoría Social
- Las cuentas sociales se auditan periódicamente
- Los resultados se publican y difunden ampliamente

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4. Rindiendo cuentas de calidad e impacto:  
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**El retorno social de la inversión SROI**

**SROI** - una aproximación a la comprensión y la gestión de los valores y los resultados sociales, ambientales y económicos creados por una actividad o una organización. Se basa en un conjunto de principios que se aplican dentro de un marco.

SROI busca incluir los valores de las personas que a menudo son excluidos de los mercados en los mismos términos que se utiliza en los mercados, que es el dinero, con el fin de dar a la gente una voz en las decisiones de asignación de recursos. SROI es un marco para estructurar el pensamiento y la comprensión. Es una historia, no un número. La historia debe mostrar cómo se entiende el valor creado, administrar y puede demostrarlo.

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### El retorno social de la inversión

SROI = el **RATIO** del retorno de la inversión social + un informe con el **CAMBIO** creado por su actividad

Valor social es difícil de medir y los resultados pueden ser fácilmente manipulados por las organizaciones que prefieren obtener o retener beneficios

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4. Rindiendo cuentas de calidad e impacto:  
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### Principios del SROI



Entender que es lo que cambiamos



Evitar de ser sobre-exigente



Valora los elementos importantes (utilizando medidas financieras para transmitir el valor a los accionistas)



Ser transparente



Incluir los elementos que se pueden medir



Verificar los resultados

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4. Rindiendo cuentas de calidad e impacto:  
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### ¿Qué es el "valor social" y por qué usar "proxies" financieros?

'Valor social' representa los cambios que sabemos que son importantes para la sociedad, pero que no los tenemos en cuenta al tomar decisiones.

- Sabemos como contar los elementos, pero hay que aprender a comprender los elementos que contamos
- Tendemos a ignorar cambio negativo cuando tomamos decisiones, lo que puede conducir a decisiones equivocadas
- Nos basamos en medidas de fácil aplicación cuando se toman decisiones
- Por este motivo, hemos excluido los resultados que son importantes para ciertos grupos de interés, porque no podemos tenerlas en cuenta

Por lo tanto, la valoración es una manera de incluir los resultados importantes que no tienen un valor de "mercado" y garantizar que la toma de decisiones incluye el valor de estos resultados

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4. Rindiendo cuentas de calidad e impacto:  
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### Los beneficios del SROI

➤ **Comunicar el valor social** generado por una organización, proyecto o actividad a los financiadores, directivos y las partes interesadas

➤ **Maximizar la creación de valor social** mediante el desarrollo de actividades basadas en una comprensión del cambio; mejorar la asignación de recursos y la planificación; mejorar y racionalizar la supervisión y evaluación

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4. Rindiendo cuentas de calidad e impacto:  
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### El proceso del SROI

- Establecer el objetivo e identificar las principales partes interesadas
- Clasificar los "inputs", "actividades", "outputs", y "outcomes" (con la participación de los interesados para crear un mapa de impacto)
- Evidenciar los resultados (outcomes) y darles un valor de impacto
- Calcular el Ratio SROI ([herramienta](#))
- Informar, utilizar e incorporar la información en la gestión de la empresa

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4. Rindiendo cuentas de calidad e impacto:  
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### Mapa del impacto

Las partes interesadas, cambios, "inputs", "outputs", "outcome", impacto no justificado o no ajustado, umbral (deadweight), la atribución, disminución del impacto.

Para calcular el ratio hay que considerar:

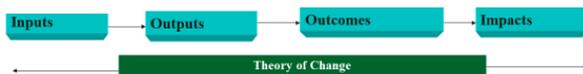
- Umbral
- Atribución
- Disminución

[Ejemplo:](#) Hertfordshire Community [Meal](#)

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4. Rindiendo cuentas de calidad e impacto:  
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### El mapa del impacto



El mapa del impacto explica la historia de los cambios experimentados por un grupo de interés, como resultado de una actividad, y pone un valor a aquel cambio.

"Inputs" - recursos invertidos en la actividad

"Outputs" - los resultados directos y tangibles de la actividad, es decir, personas capacitadas, los árboles plantados, los productos vendidos

"Outcomes" - cambios en las personas o servicios resultantes de la actividad, es decir, un nuevo trabajo, el aumento de los ingresos, la mejora de la estabilidad en la vida

Impacto = "outcomes" - (umbral, atribución, disminución)

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4. Rindiendo cuentas de calidad e impacto:  
4.1 Evaluación y medición del impacto social  
4.2 Contabilidad y Auditoría Social, el retorno social de la inversión

### Ejemplo: el proceso del SROI

| Stakeholder                       | Outcome                | Indicator                                   | Possible Financial Proxy                                     |
|-----------------------------------|------------------------|---|--|
| Person with mental health problem | Improved mental health | Change in the use of mental health services | Cost of commercial counselling services as a proxy for value |

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4. Rindiendo cuentas de calidad e impacto:  
4.1 Evaluación y medición del impacto social  
4.2 Contabilidad y Auditoría Social, el retorno social de la inversión

### Tipos de SROI

- **Evolutivo** – se realiza a posteriori en la evidencia de los resultados reales que se han llevado al cabo durante un periodo de evaluación
- **Predictivo** – predice el nivel de valor social creado si las actividades llevadas al cabo cumplen con sus objetivos

4. Rindiendo cuentas de calidad e impacto:  
4.1 Evaluación y medición del impacto social  
4.2 Contabilidad y Auditoría Social, el retorno social de la inversión

SROI Network - [www.thesroinetwork.org](http://www.thesroinetwork.org) – a membership body offering methodology development, training, assurance and regional networks  
Guide to SROI downloadable from website

Online database of indicators and financial proxies at [www.wikiwois.org](http://www.wikiwois.org). Being a wiki database, it is open access for people to put in their own indicators and proxies, which will then be moderated for robustness and quality

6. Logrando la sostenibilidad financiera:  
6.1. Sostenibilidad financiera de la empresa social  
6.2. Gestión financiera de la empresa social

### MÓDULO 6

6. Logrando la sostenibilidad financiera:  
6.1. Sostenibilidad financiera de la empresa social  
6.2. Gestión financiera de la empresa social

### Estudio de caso: Transformando

- ¿Hay un mercado, es decir alguien necesita su producto / servicio?
- ¿Recibe ingresos de su actividad?
- ¿Hay una creciente demanda del producto / servicio?
- ¿Cuales son las posibles barreras de entrada en dicho mercado?
- ¿Cuales son los riesgos asociados a este mercado?

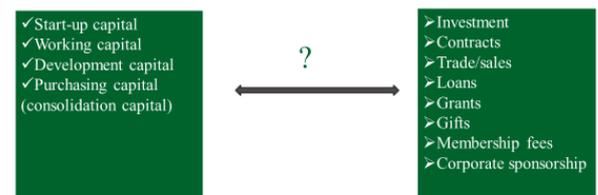
6. Logrando la sostenibilidad financiera:  
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### Los cuatro pilares de sostenibilidad financiera

| Why?   | When?  | What?  | How?   |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>Start-up capital</li> <li>Working capital</li> <li>Development capital</li> <li>Purchasing capital</li> </ul> | <ul style="list-style-type: none"> <li>How much to ask from different founders</li> <li>Plan the short and the long term to ensure sustainability</li> </ul> | <ul style="list-style-type: none"> <li>Investment</li> <li>Contracts</li> <li>Trade/sales</li> <li>Loans</li> <li>Grants</li> <li>Gifts</li> <li>Membership fees</li> <li>Corporate sponsorship</li> </ul> | <ul style="list-style-type: none"> <li>Ensure you have the right legal structure</li> <li>Map potential funders, clients, investors</li> <li>Develop a funding strategy</li> <li>Develop financial forecast and business plan</li> </ul> |

6. Logrando la sostenibilidad financiera:  
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### Tipos de gastos y financiación



6. Logrando la sostenibilidad financiera:  
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6.2. Gestión financiera de la empresa social

### Los diferentes tipos de gastos

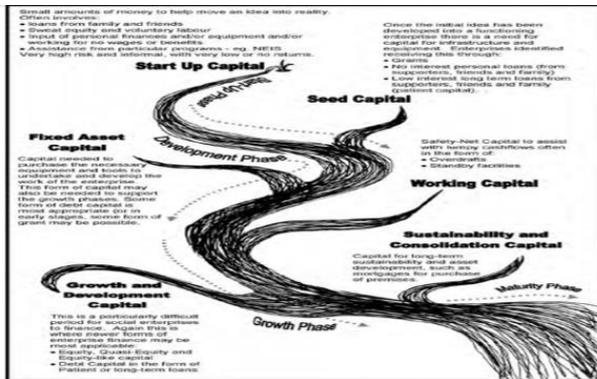
| Start up/ Development Capital        | Working capital                                 | Capital purchase    |
|--------------------------------------|---|---------------------|
| Rent deposit                         | Salaries & employee costs (PAYE, training, etc) | Web site            |
| Rent advance                         | Rent & rates                                    | Buildings/ property |
| Initial recruitment costs            | Utilities                                       | IT equipment        |
| Equipment purchase                   | Phone & internet charges                        | Machinery           |
| Property purchase                    | Insurance                                       | Motor vehicles      |
| Web site                             | Marketing                                       | Fixtures & fittings |
| Furniture                            | Print, postage, stationery                      |                     |
| Fixtures & fittings                  | Stock purchases                                 |                     |
| Legal costs associated with start-up | Repairs   |                     |

6. Logrando la sostenibilidad financiera:  
6.1. Sostenibilidad financiera de la empresa social  
6.2. Gestión financiera de la empresa social

| Start-up phase   | Development phase  | Growth phase  | Maturity phase  |
|--|--|---|---|
| <b>Start-up capital and working capital</b><br>-Loans from family and friends<br>-Voluntary labor<br>-Grants<br>-No interest (o low) personal loans from supporters<br>- Personal finances | <b>Working capital and fixed asset capital</b><br>-Loans from family and friends<br>-Voluntary labor<br>-Grants o gifts<br>-No interest (o low) personal loans from supporters<br>-Corporate sponsorship | <b>Development capital and working capital</b><br>-Contracts<br>-Voluntary labor<br>-Grants or gifts<br>-Long term loans<br>-Corporate sponsorship<br>- Trade / sales | <b>Consolidation capital and working capital</b><br>-Contracts<br>-Voluntary labor<br>-Grants or gifts<br>-Long term loans<br>-Corporate sponsorship<br>- Trade / sales<br>-Mortgages |



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6. Logrando la sostenibilidad financiera:  
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**Búsqueda de fondos**

Ajuts per les millores idees emprendedores  
[http://www.urv.net/ogovern/consellsocial/Ajuts%20empredadors/Cajut\\_emprenduria2015-16.htm](http://www.urv.net/ogovern/consellsocial/Ajuts%20empredadors/Cajut_emprenduria2015-16.htm)  
 Global Social Venture Competition <http://gsvc.org/compete/how-to-enter/eligibility/>  
 European tenders: [www.ted.europa.eu](http://www.ted.europa.eu)  
 Tender alert: <https://www.trackerintelligence.com/tracker/tender-alerts/>  
 Servicios financieros COOP57: <https://coop57.coop/es>  
 Plataformas Crowdfunding España: <http://www.crowdacy.com/crowdfunding-espana/>  
 Ejemplo plataforma: <http://crowdants.com/>  
 Ejemplo proyecto URV: <http://crowdants.com/project/im-plantamos-valores-en-la-universidad/index?id=70973>

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6. Logrando la sostenibilidad financiera:  
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**Restricciones legales de financiación**



**Recordad que no todas las estructuras legales pueden acceder a todas las opciones de financiación existentes.**

Ejemplo:  
 Subvenciones – Organización sin ánimo de lucro  
 Donaciones – Caritas  
 Inversores (acciones) – sociedad anónima

6. Logrando la sostenibilidad financiera:  
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**Información necesaria para conseguir financiación**

- ¿Hay un mercado, es decir alguien necesita su producto / servicio?
- ¿Recibirá ingresos de esta actividad?
- ¿Hay, o habrá, una creciente demanda del producto / servicio?
- Haber analizado los competidores existentes y potenciales para sus productos / servicios y demostrar que su oferta es igualmente o mejor que la de la competencia
- Haber entendido el atractivo del mercado
- Conocer las posibles barreras de entrada en dicho mercado
- Comprender los riesgos asociados a este mercado

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6. Logrando la sostenibilidad financiera:  
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**CAMPARI checklist**

- C** • ¿Cuál es el negocio? ¿Quiénes son los responsables? ¿Cuál es el modelo de gestión?
- A** • ¿Es la empresa legal y técnicamente permitido contratar préstamos? ¿La empresa tiene un historial de amortización de préstamos. ¿Pueden demostrar una buena comprensión de la gestión financiera?
- M** • ¿Tiene la organización suficiente capital? Tiene los medios para pagar el préstamo - es la generación de ingresos suficientes para pagar los préstamos?
- P** • ¿Cuál es el propósito del préstamo? ¿Cuál es el destino de los fondos?
- A** • ¿Es el dinero que pidió prestado suficiente para el proyecto propuesto? ¿Está la organización pidiendo más, o menos de lo que se requiere para realizar el proyecto?
- R** • ¿Cuánto dura el periodo de amortización del préstamo?
- I** • ¿Puede el prestatario avalar o asegurar el reembolso? ¿Pueden los directores dar garantías?

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**Aspectos importantes sobre financiación:**



|                        | Garantía | Recuperar inversión | Retorno Financiero | Retorno Social | "Exit" |
|------------------------|----------|---------------------|--------------------|----------------|--------|
| Prestamista Financiero | x        | x                   | x                  |                |        |
| Prestamista social     | x        | x                   | x                  | x              |        |
| Inversor comercial     |          |                     | x                  |                | x      |
| Inversor social        |          |                     | x                  | x              | x      |
| Subvenciones           |          |                     |                    | x              | x      |

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6. Logrando la sostenibilidad financiera:  
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**Aspectos importantes a considerar:**



- Es imprescindible planificar los recursos necesarios (tiempo, habilidades) para a cada tipo de financiación.
- Cada tipo de financiación requiere diferentes habilidades. La solicitud de subvenciones es muy diferente de la negociación de los préstamos.
- Existen numerosas fuentes de apoyo que puede acceder para cada tipo de financiación que está buscando.
- Asegúrese de mantener la concentración en su negocio, incluso durante la recaudación de fondos. Muchos empresarios pueden involucrarse tanto por la búsqueda de financiación externa que esto puede tener un impacto negativo en la gestión de su empresa y la capacidad de generar fondos provenientes de las ventas o contratos.

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**Gestión financiera**

La **planificación financiera** normalmente permite explicar lo que se pretende obtener en un periodo determinado, y se incluye en el plan de negocios. La planificación financiera debería incluir:

- Los presupuestos representan una poderosa herramienta de gestión y control - que le permiten comprobar si se encuentra en línea con lo que usted predijo. Ayudan a medir y comparar su rendimiento. También pueden ayudar a anticipar cuándo necesitará recursos adicionales.
- Previsión de pérdidas y ganancias
- Las cuentas financieras o estados financieros - que comunican los resultados históricos (balance, flujo de caja, informe de pérdidas y ganancias)
- La previsión de costes
- La previsión de flujo de caja
- La gestión de riesgos

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6. Logrando la sostenibilidad financiera:  
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**Los tres principales estados financieros**

**Informe de pérdidas y ganancias**

- Muestra los resultados en un período determinado, normalmente un año
- Compara los ingresos contra los gastos necesarios para crear esos ingresos durante ese período
- El ingreso correspondiente a subvención se registra normalmente contra el gasto asociado a dicha subvención
- Los ingresos y gastos se registran cuando los artículos se facturan, no cuando se pagan
- Incluye partidas no monetarias, tales como la depreciación
- El excedente o el déficit se trasladan al siguiente ejercicio a través del balance

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**Los tres principales estados financieros**

**Flujo de caja:**

- Muestra el flujo del efectivo a través de la organización en un período determinado, normalmente coincidiendo con el informe de pérdidas y ganancias
- Registros de efectivo entrante y saliente en el momento de su pago
- Muestra los deudores y los acreedores en una fecha determinada

**La mayoría de las empresas fracasan debido a un mal control del efectivo**

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6. Logrando la sostenibilidad financiera:  
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**Los tres principales estados financieros**

**Balance**

- Un resumen de los activos de una organización, y cómo se han financiado esos activos, en una fecha determinada
- El balance nos permite decidir si la empresa es solvente o no
- El balance de los activos netos de la financiación de la organización
- Incluye pasivos es decir, importes debidos (préstamos)
- Los activos pueden ser tangibles - efectivo, equipo, acción, edificios - o intangible - Fondo de comercio, la reputación

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**Presupuestos financieros**

Si se trata de una empresa nueva, evidentemente nos basamos en los documentos presupuestarios, como: previsión de ingresos, gastos, riesgo, flujo de caja.

Considerad que los expertos no esperan ver un beneficio en la previsión de su primer año de actividad, lo normal es planificar pérdidas, seguido del umbral de rentabilidad, y posteriormente beneficios.

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6. Logrando la sostenibilidad financiera:  
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**Los costes de la empresa social**



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**Riesgos financieros**

**Riesgos financieros:**

- Rentabilidad escasa
- Carencia de efectivo
- Presupuesto previo inexacto
- Pérdida de ingresos
- El aumento de los gastos

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6. Logrando la sostenibilidad financiera:  
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**Caso de estudio: Villa Clementina**

[http://learn.socialbiz.eu/blog/villa-clementina/#\\_Vq\\_J920jLwI](http://learn.socialbiz.eu/blog/villa-clementina/#_Vq_J920jLwI)

Erasmus+ I-SICS PROJECT

International Social Innovation Competition for Students and Adult Learners

Social Enterprising Europe

Research Group Factor Humano, Organización y Mercados, Faculty of Business and Economics, Rovira i Virgili University, Tarragona, Spain

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Módulo 2: Creando Cambio Social y Valor comercial



- ❖ Identificar la **necesidad social** y encontrar formas en que puede satisfacerse esta necesidad.
- ❖ La idea tiene que abordar no sólo la necesidad social, sino también asegurarse de que la empresa social es **comercialmente sostenible** y con un mercado lo suficientemente grande.
- ❖ Algunos o todos los servicios o productos que tu empresa social creará serán vendidos en el mercado y, por lo tanto, debe hacer la **investigación adecuada del mercado**.
- ❖ Comprobar si la idea conecta con la necesidad social identificada.

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Módulo 2: Creando Cambio Social y Valor comercial



**DISEÑANDO IDEAS...** Hay miles de organizaciones, incluyendo en algunos casos, el propio Estado, que están tratando de resolver los problemas sociales. Tienes que preguntarte si tu idea es realmente **original** y **eficaz**. Te recomendamos que **investigues a fondo lo que se está haciendo los demás** en torno a la misma cuestión y utilizar herramientas creativas para pensar en ideas en torno a la innovación social.



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Módulo 2: Creando Cambio Social y Valor comercial



HERRAMIENTAS:

Un **plan de empresa social** no es lo mismo que un plan de negocios. Sin embargo, en ambos modelos tienes que explicar tus metas y cómo vas a lograrlas. Las diferencias son que, **en el plan de empresa social se tiene que explicar el valor social que se agrega para solucionar el problema** y cómo se va a comunicar este valor a los interesados. Ser capaz de explicar cómo los servicios y productos responden a las necesidades del mercado, los cambios en la sociedad, el plan de marketing y los ingresos y gastos.

**El destino de los beneficios también tiene que quedar muy claro.** El modelo de negocio debe ser un breve resumen del plan general de la empresa social. Tu objetivo es hacer una presentación muy visual de tu idea con los puntos clave. Te recomendamos fijarte en el **modelo de negocio Canvas**.



<http://www.socialbusinessmodelcanvas.com/>

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Módulo 2: Creando Cambio Social y Valor comercial



- ❖ En el análisis de la realidad de la necesidad social se tiene que ser muy **sistemático** y **objetivo** y utilizar herramientas de probada eficacia.
- ❖ Será necesario ser **selectivo** en el estudio de la información disponible.
- ❖ También, **consultar a expertos/as**, preguntar a los que tus ideas tienen la intención de beneficiar, y leer los mejores de los estudios realizados hasta la fecha. Hay una gran cantidad de información pero no se puede leer todo, se tiene que ser eficiente y selectivo!

Selecciona y filtra la información



5

Módulo 2: Creando Cambio Social y Valor comercial



Analizar las necesidades sociales que han llevado a la creación de las empresas sociales; identificar la necesidad a la que se dirigen: ¿son esas necesidades suficientemente explícitas?

Analizar los servicios y productos que estas empresas sociales ofrecen: ¿Son adecuadas a las necesidades sociales y del mercado?

Identificar y analizar el **"consumidor social"**; ¿Cuáles son las principales **diferencias con los consumidores tradicionales**?

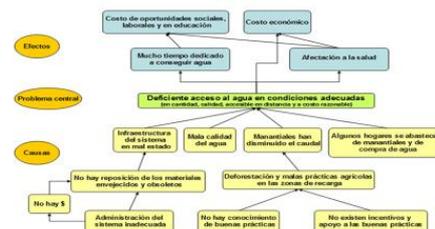


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Módulo 2: Creando Cambio Social y Valor comercial



❖ Diseñar un método para investigar **cómo tus servicios y productos cumplirán las necesidades de los clientes** y las personas que se benefician de la empresa social **y cómo se puede generar el cambio social**. Esta herramienta de **"árbol de problemas"**, puede ayudarte a identificar cómo tus actividades conducen a cambios en el problema social



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Módulo 2: Creando Cambio Social y Valor comercial



- Enumerar las necesidades que puede tener una sociedad. A continuación, pedir a los/as participantes sugerencias sobre cómo estas necesidades pueden ser abordadas a través de las empresas sociales de manera sostenible
- Pedir a los/as participantes que analicen lo que otras instituciones o empresas sociales están haciendo acerca de las necesidades sociales identificadas. Intente dibujar en un "mapa": sectores, tipo de entidades, lugares ....

- Analizar la situación actual del mercado sobre los clientes a los que quieren llegar: ¿qué otras empresas (sociales o no sociales) están proporcionando los mismos productos o servicios o aquellos que sean similares o sustitutos?

RE-UNION CASE STUDY

<http://learn.socialbiz.eu/blog/re-union/#.VsM4efnhDIU>  
<http://www.re-union.org.uk/>



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Módulo 3: Conectando con diferentes agentes/ stakeholders



- ❖ ¡Una empresa social no es una isla! Incluso más que una empresa tradicional, está vinculada a una amplia red de relaciones con sus grupos de interés.

- ❖ Definimos a las partes interesadas como una persona, grupo u organización que son (intencionalmente o no) afectados o que pueden verse afectados por las actividades de la empresa social - por ejemplo: personal, dirección, socios, clientes, financiadores, participantes, proveedores, etc.

- ❖ Los stakeholders también son las personas y organizaciones que usted es responsable y a quienes desea mostrar sus logros.

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**Módulo 3: Conectando con diferentes agentes/stakeholders**



¿Eres consciente de la importancia de la creación de relaciones estables con las partes interesadas?  
 ¿Conoces sus necesidades y expectativas?  
 ¿Cómo podemos llegar a ellos y crear redes estables?

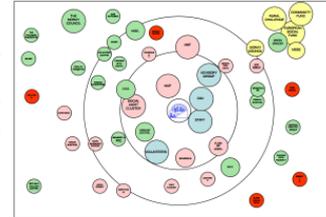


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**Módulo 3: Conectando con diferentes agentes/stakeholders**



Se suelen usar diagramas para mostrar las partes interesadas y que sea una presentación interactiva con el personal y los directores.



Utilice círculos para identificar las partes interesadas, usar diferentes colores para diferenciar entre grupos de interés; el tamaño de su círculo para demostrar su importancia para su organización; y la distancia del centro para mostrar su influencia sobre la empresa.

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**Módulo 3: Conectando con diferentes agentes/stakeholders**



'Power and Interest Grid': clasificar las partes interesadas puede ser muy útil para entender su relación con ellos.



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**Módulo 3: Conectando con diferentes agentes/stakeholders**



Una empresa social está conectada a su entorno y tiene que aprovechar todas las alianzas posibles que puedan apoyar sus actividades.

- Lista de todos las posibles partes interesadas (personal, dirección, socios/as, clientes, proveedores, financiadores, aprendices, otras entidades que se ocupan del mismo tema y con las que se podrían crear economías de escala, administraciones interesadas en el tema abordado por tu empresa social, autoridades públicas que se ocupan de esa problemática social, redes locales e internacionales, beneficiarios/as, medios de comunicación, comunidades ...).

- Intenta definir las posibles necesidades y expectativas de cada uno. Para hacer esto, debes tratar de ponerte en la piel de cada actor, imaginando lo que puede esperarse de la empresa social.

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**Módulo 5: Involucrando a las personas y liderando**



En esencia, una empresa social es una iniciativa de colaboración para hacer del mundo un lugar mejor. El **activo clave** en tal tipo de empresa - y aún más cuando se trata de innovación - es la **gente**.

Un equipo de personas competentes y comprometidas resistirá mejor a las amenazas y a los errores, y mantendrá la dirección correcta y auténtica hacia el futuro.

La **estructura interna de una empresa social** es tan importante al menos como su proceso productivo y de comercialización.

Hay dos aspectos que son más relevantes en las empresas sociales que en otras organizaciones. En primer lugar, la forma clara y contundente de aplicar los valores fundamentales, generalmente por los fundadores/as, no garantiza automáticamente que esos valores son **experimentados y compartidos por todos los demás empleados**. En segundo lugar, que para mantener sus estándares éticos, las empresas sociales tienen que "**predicar con el ejemplo**" y encarnar en su estructura sus valores fundamentales, relacionados, por ejemplo, con la participación, la sostenibilidad del medio ambiente, etc.



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**Módulo 5: Involucrando a las personas y liderando**



La empresa deberá centrarse en tres cuestiones estrechamente interrelacionadas:

1. ¿Cómo interpretas el liderazgo como empresario/a?
2. La estructura de gobierno de la empresa, es decir, la forma de tomar las decisiones.
3. La forma jurídica que tiene la empresa, que proporcionará herramientas y limitaciones tanto para el liderazgo como para la gobernanza

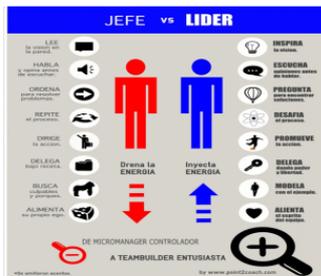


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**Módulo 5: Involucrando a las personas y liderando**



"Los mejores líderes no saben sólo un estilo de liderazgo – son expertos en varios, y tienen la flexibilidad para cambiar entre estilos como las circunstancias lo exijan." – Daniel Goleman.



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**Módulo 5: Involucrando a las personas y liderando**



LIDERAZGO Y LA PARTICIPACIÓN (Lloria, 2015 basado en Goleman 2002)

1. **Liderazgo coercitivo** es el menos eficaz en la mayoría de las situaciones. Extrema decisiones de arriba hacia abajo. La decisión del líder mata a nuevas ideas. La gente se siente falta de respeto. El estilo coercitivo sólo debe utilizarse con extrema precaución y en las pocas situaciones en las que es absolutamente imprescindible, por ejemplo, durante un cambio de tendencia o cuando una adquisición hostil se acerca.

2. El **líder autoritario** motiva a la gente por lo que es claro para ellos cómo su trabajo encaja en una visión más amplia de la organización. Las normas para el éxito son claras para todos. El estilo autoritario tiende a funcionar bien en muchas situaciones de negocios, pero falla, cuando el equipo está formado por expertos o compañeros que tienen más experiencia que el líder.

3. El **líder afiliativo** se esfuerza por mantener a los empleados felices, para crear armonía y para aumentar la lealtad mediante la construcción de vínculos emocionales fuertes. Líderes de afiliación a la gente la libertad para hacer su trabajo de la manera que piensan que es más eficaz. El estilo afiliativo es especialmente adecuado cuando se trata de aumentar la moral, mejorar la comunicación, o reparar la confianza rota. Uno de los problemas con el estilo afiliativo es que debido a su enfoque exclusivo en la alabanza, los empleados pueden percibir que la mediocridad se tolera. Y debido a que los líderes de afiliación rara vez ofrecen consejos constructivos sobre cómo mejorar, los empleados deben encontrar la manera de hacerlo por su cuenta.

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Módulo 5: Involucrando a las personas y liderando



LIDERAZGO Y LA PARTICIPACIÓN (Lloria, 2015 basado en Goleman 2002)

4. Los **líderes demócratas** aumentan la flexibilidad y la responsabilidad. Al escuchar las preocupaciones de los empleados, los líderes democráticos aprenden qué hacer para mantener la moral alta. La gente tiende a ser muy realista sobre lo que puede y no se puede lograr. Pero el estilo democrático puede dar lugar a reuniones interminables y el aplazamiento de las decisiones cruciales con la esperanza de que la discusión y el debate produzcan un gran resultado. El estilo democrático no tiene sentido cuando los empleados no son competentes. Este enfoque también no tiene sentido durante una crisis.

5. Los **líderes por imitación**, estos establecen estándares muy altos de rendimiento, son obsesivos con hacer las cosas mejor y más rápido, y exigen lo mismo de todos a su alrededor. Marcan las pautas hacia una excelencia que puede abrumar a los empleados y su moral. Cuando se van, la gente se siente sin rumbo ya que está tan acostumbrado al "experto" y sus reglas.

6. **Líderes de entrenamiento** ayudan a los empleados a identificar sus fortalezas y debilidades únicas y consideran sus aspiraciones personales y profesionales. Animar a los empleados para establecer metas de desarrollo a largo plazo y ayudarles a conceptualizar un plan para alcanzarlos. Líderes de Entrenamiento sobresalen en delegar, dar a los empleados tareas desafiantes. El estilo de entrenamiento funciona especialmente bien cuando los empleados ya están conscientes de sus debilidades y les gustaría mejorar su rendimiento. Por el contrario, el estilo de entrenamiento tiene poco sentido cuando los empleados son resistentes a aprender o cambiar sus maneras

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Módulo 5: Involucrando a las personas y liderando



DISEÑO ORGANIZACIONAL Y FORMAS LEGALES

Cuestiones a analizar para elegir la forma jurídica de la empresa:

- Tipo de actividad a ejercer.** Tanto la actividad a ejercer como el sector pueden obligar a adoptar determinadas formas jurídicas: banca, seguros, agencias de viaje y otros exigen por ley constituir una sociedad mercantil.
- Número de personas que participen en el proyecto empresarial.** Dependerá si se trata de empresas individuales o sociedades, e incluso existen determinadas formas jurídicas que exigen un número mínimo de socios (sociedades laborales y cooperativas).
- Responsabilidad de los/as promotores/as.** Para la elección de la forma jurídica se deberá elegir entre restringir la responsabilidad al capital aportado a la sociedad o afrontar el riesgo de responsabilizar tanto el patrimonio personal como el social.

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Módulo 5: Involucrando a las personas y liderando



DISEÑO ORGANIZACIONAL Y FORMAS LEGALES

Cuestiones a analizar para elegir la forma jurídica de la empresa:

- Relaciones que mantienen los/as socios/as entre sí.** Cabe la posibilidad de restringir la entrada de nuevos/as socios/as o de valorar simplemente la aportación económica.
- Necesidades económicas del proyecto.** Influyen en la medida que es necesario un capital social mínimo para determinados tipos de sociedad.
- Aspectos fiscales de la empresa.** Se deberá analizar el tipo de imposición fiscal al que están sometidas las actividades que realiza dicha empresa y como repercuten finalmente en el impuesto de la renta de las personas físicas los beneficios obtenidos.

[http://www.redipe.es/index.php?option=com\\_content&view=article&id=11186&Itemid=139](http://www.redipe.es/index.php?option=com_content&view=article&id=11186&Itemid=139)

No hay una única forma legal de negocio compartida por todas las empresas sociales: muchas están registradas como empresas privadas, otras están en forma de cooperativas, asociaciones, organizaciones de voluntarios, instituciones benéficas, y algunas empresas sociales no tienen entidad legal

<http://www.ssiha.org/CEDESE:ip/Economía+Empresas+Social+Que+son+Emp+Sociales.html>

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Módulo 5: Involucrando a las personas y liderando



DISEÑO ORGANIZACIONAL Y FORMAS LEGALES

Liderazgo y participación no son suficientes. Cuando la gente se pone a trabajar junta, **necesita una organización** para reducir la complejidad y hacer que la empresa conjunta sea eficaz. ¿Qué diseño organizacional respeta y encarna los valores fundamentales de tu empresa social?

Por supuesto, no hay una única respuesta correcta - esto es más bien una cuestión abierta que siempre debe mantenerse en primer plano, mientras que la empresa crece, cambia y se adapta a su entorno.

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Módulo 5: Involucrando a las personas y liderando



DISEÑO ORGANIZACIONAL Y FORMAS LEGALES

Tipos de organización:

COOPERATIVAS

Una cooperativa es una asociación autónoma de personas unidas voluntariamente para formar una organización democrática cuya administración y gestión debe llevarse a cabo de la forma que acuerden los socios, generalmente en el contexto de la economía de mercado la economía mixta, aunque las cooperativas se han dado también como parte complementaria de la economía planificada.

Su intención es hacer frente a las necesidades y aspiraciones económicas, sociales y culturales comunes a todos los socios mediante una empresa.

La diversidad de necesidades y aspiraciones (trabajo, consumo, comercialización conjunta, enseñanza, crédito, etc.) de los socios, que conforman el objeto social o actividad corporativizada de estas empresas, define una tipología muy variada de cooperativas.

<https://www.youtube.com/watch?v=m5wP2UkqnA>

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Módulo 5: Involucrando a las personas y liderando



DISEÑO ORGANIZACIONAL Y FORMAS LEGALES

Tipos de organizaciones:

- ✓ Cooperativas de trabajo asociado /cooperativas sociales
- ✓ Cooperativas de consumidores
- ✓ Cooperativa Agraria
- ✓ Cooperativa de servicios
- ✓ Cooperativa de turismo
- ✓ Cooperativa escolar

Las **cooperativas de trabajo** agrupan con la cualidad de socios y socias a personas físicas que, mediante su trabajo en común, realizan cualquier actividad económica de producción de bienes o servicios para terceros. La relación de las personas socias trabajadoras con la cooperativa es de carácter societario. Dentro de éstas, se rigen por un régimen especial los siguientes tipos de cooperativas:

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Módulo 5: Involucrando a las personas y liderando



DISEÑO ORGANIZACIONAL Y FORMAS LEGALES

**Cooperativas de impulso empresarial:** las que tienen como objeto social prioritario canalizar, en el ámbito de su organización, la iniciativa emprendedora de sus socios y socias, mediante la orientación profesional, la provisión de habilidades empresariales precisas para el desarrollo de cada una de sus actividades, la tutorización de dichas actividades en los primeros años de su ejercicio o la prestación de determinados servicios comunes a las personas socias que les proporcione un ámbito donde desempeñar regularmente su actividad profesional.

**Cooperativas de interés social:** aquellas que tienen como finalidad la promoción y plena integración sociolaboral de determinados sectores de la ciudadanía. La actividad de estas sociedades estará constituida por la prestación de servicios relacionados con la promoción de la autonomía personal y la atención a las personas en situación de dependencia, con la protección de la infancia y la juventud, con la asistencia a personas mayores, inmigrantes, con discapacidad, refugiadas, asiladas, ex reclusas, con problemas de adicción, víctimas de violencia de género o de terrorismo, pertenecientes a minorías étnicas y cualquier otro colectivo con dificultades de integración social o desarraigo.

**Cooperativas de transporte:** aquellas que agrupan como socios y socias a profesionales del transporte que, mediante su trabajo en común, ejercen la actividad de transporte de mercancías o de personas, o cualquier otra para la que se encuentren expresamente facultadas por la ley, con vehículos adquiridos por la sociedad cooperativa o aportados por las personas socias

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Módulo 5: Involucrando a las personas y liderando



COOPERATIVISMO

[http://www.altekio.es/index.php?option=com\\_content&view=article&id=4&Itemid=24](http://www.altekio.es/index.php?option=com_content&view=article&id=4&Itemid=24)

**Altekio, Iniciativas hacia la Sostenibilidad** es una **empresa social**, que ofrece actividades formativas, proyectos de investigación e intervención, diseño de proyectos, asesoramiento a entidades públicas y privadas, y facilitación de procesos a organizaciones con el horizonte de la sostenibilidad en todas sus vertientes: **medio ambiente, desarrollo comunitario y economía social.**

**"decidimos constituirnos como cooperativa sin ánimo de lucro con un doble objetivo. A nivel interno, el de crear empleo colectivo, estable y digno y, a nivel externo, de priorizar la maximización de los beneficios sociales y ecológicos frente a los beneficios económicos con nuestra actividad".**

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**DISEÑO ORGANIZACIONAL Y FORMAS LEGALES**

Muchas empresas sociales se convierten en "holdings" que integran bajo un mismo paraguas dos o tres organizaciones diferentes y de distinto tipo -con y sin fines de lucro-.

Entre otros ejemplos de grupos podemos mencionar a Ciudad Saludable [www.ciudad saludable.org](http://www.ciudad saludable.org) (Perú Waste Innovation, empresa comercial / Ciudad Saludable, ONG / Fundación Healthy Cities International); el Holding Social Agencia Mandalla [www.agenciemandalla.org.br](http://www.agenciemandalla.org.br) (3 ONGs: Agencia Mandalla, Alquimia y Unicenter Mandalla / 1 empresa Mandalla Social Trade); Interrupción [www.interruccion.net](http://www.interruccion.net) (2 empresas: Interrupción S.A exportadora e Interrupción Fair Trade LLC, distribuidora / Interrupción Asociación Civil); o La Usina [www.lausina.org](http://www.lausina.org) (2 asociaciones civiles: La Usina y RedACTIVOS / 1 empresa: AmaGi).

Este sistema de "holdings" tiene no pocas implicancias, tanto desde un costado gerencial -cuál es el rol de "control social" de la misión y los valores que tiene la organización original, cómo generar una dinámica sana y potenciadora entre las diferentes instituciones, cómo es el gobierno del holding, cómo minimizar tensiones entre los equipos- pero también desde un lado comunicacional. Albina Ruiz [www.ciudad saludable.org](http://www.ciudad saludable.org) sostiene que para ellos es un desafío muy grande comunicar a públicos externos que "somos una empresa pero no tenemos fines de lucro". (Source: Ashoka, 2015)

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❖ Un Plan de Empresa Social permite demostrar lo que se propone hacer, cómo lo hará, a quién beneficiará, y cómo va a informar sobre su rendimiento y su impacto.

**Setting the scene:**

**a. Posicionar a la empresa dentro del sistema económico:** Dónde estamos como empresa?

| System                               | Key concepts  | Values and priorities  |
|--------------------------------------|---|--|
| <b>First System</b> (private sector) | competition; owners gain; ultimately unsustainable; wealth hierarchy; structure dictated by the 'market'  | based on maximising profit using resources (labour, environment) |
| <b>Second System</b> (public sector) | centralised; autocratic; managed economy; highly structured and departmentalised  | public service; redistribution of wealth; fairness               |
| <b>Third System</b> (third sector)   | social aims; community action; self-start and self-help; disorganised; fragmented; sometimes discredited and undermined by the other systems; loosely defined | social justice; care for the most vulnerable; equality; fairness |

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**I-SICS PROJECT**

**International Social Innovation Competition for Students and Adult Learners**

**Social Enterprising Europe**

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**Módulo 7: Guía para la planificación de la empresa social**



**b. Los argumentos para una empresa social**

Las empresas sociales son impulsadas por el deseo de crear valor adicional para la sociedad - esto es su actividad principal. El objetivo principal no es maximizar el beneficio económico sino maximizar el "beneficio social".

El valor de la empresa social es que utilizan la actividad económica para ...

...el funcionamiento de una empresa que trata de mejorar la vida de los individuos y grupos,

... que no es perjudicial para nuestra ecología y el medio ambiente,

... que tiene un impacto en la sociedad en general de acuerdo con los valores sociales que la sustentan.

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**c. Definiendo la empresa social**

No existe una definición universalmente aceptada y ni una estructura legal que explique claramente lo que es y lo que no es una empresa social.

- ✓ Crear VALOR y BENEFICIOS en las 5 P (Producto, People:gente, Place: lugar, Planeta, Profit: beneficios)
- ✓ Valores fundamentales: democracia, centrada en la gente, sostenibilidad, inclusión, cooperación, justicia, cuidado.
- ✓ Valores en las políticas: favorecer a los más vulnerables, distribución de la riqueza, equidad social.
- ✓ Impactos: ecológico, social, cultural, económico.



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**c. Definiendo la empresa social**

**Impactos ambientales o ecológicos:** Una empresa social tiene que asegurarse de que su impacto no tiene un efecto adverso o negativo en el medio ambiente.

**Impactos sociales:** Una empresa social tiene que asegurarse de que impacta sobre las personas y sus medios de vida de una manera positiva para garantizar la prosperidad y el bienestar. Definimos la prosperidad como algo más que el dinero y la riqueza por sí misma. Impacto social también trata sobre la forma de trabajar y relacionarse que tienen (confianza, reciprocidad y redes como capital social).

**Impactos culturales:** La cultura es la forma en que hacemos las cosas, nuestras expectativas de cómo deben ser las cosas. Todas las empresas sociales operan en un contexto social. Una empresa social puede evaluar su impacto en la sociedad en general en el que opera - su contribución a una cultura que promueve el bien común.

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**Planificando la empresa social**

**1- BACKGROUND de la EMPRESA**

- Historia de la empresa social. Línea de tiempo
- Lista de aspectos claves (a nivel interno de la empresa):

- ✓ Recursos humanos
- ✓ Buena gobernanza
- ✓ Uso de activos: que las ganancias no sean utilizadas para un fin individual
- ✓ Sostenibilidad financiera
- ✓ Sostenibilidad ambiental
- ✓ Impacto económico

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**2- ANÁLISIS DAFO**

Haciendo un análisis FODA en una etapa temprana es parte de la evaluación de lo que está bien y hacia donde vas y lo que es posible que tengas que tomar en cuenta a lo largo del recorrido.

**3- CUÁL ES LA NECESIDAD SOCIAL QUE VAS A SATISFACER?**

-Análisis geográfico del área donde se va a actuar, situación política y económica, características legales y políticas del sector.

-Identificar otras organizaciones y empresas que satisfagan la misma necesidad o similar y a quiénes podrías incorporar en tu empresa.

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4- QUÉ QUIERES HACER?

-Desarrollar una estrategia

Cómo satisfacer esa necesidad detectada: hacer una lista – viabilidad- innovación  
Determinar la visión, misión, valores, objetivos

La **visión** es una declaración breve que explica cómo le gustaría que la empresa sea en el futuro.

La **misión** es lo que se pretende lograr en general. Por lo general, es una declaración, que describe brevemente la naturaleza de la organización, estableciendo claramente por qué existe y lo que hace.

Los **valores** son los principios que sustentan la forma en que una organización opera y que influyen en la forma en que se comporta.

Los **objetivos** son las áreas de trabajo que desea cubrir con el fin de lograr su propósito o misión general.

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4- QUÉ QUIERES HACER?

-Desarrollar una estrategia

Box 3: Tips on sorting out your vision, mission, values, objectives and activities...

- Keep your language very simple so that everyone can understand
- Avoid jargon
- Keep the vision, mission, objectives and activities to a maximum of two sides of A4
- Ensure, as much as possible, that there are links from your activities to your objectives back to your mission or purpose
- When thinking about your objectives be conscious that they often are directly related to your outcomes (see below)
- Identify a single objective for each definable area of work or group of activities, if that means you only have one objective - that is fine...
- Even though you may already have objectives, they should be reviewed regularly to ensure that they remain relevant
- In agreeing your objectives you may discover some that were not immediately obvious
- To help distinguish between objectives and activities, ask 'Why do we do that' and 'What is the purpose of doing that' to get to the objective which lies behind.

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4- QUÉ QUIERES HACER?

-Desarrollar una estrategia

Determinar los outputs esperados (en números), resultados (la diferencia con la situación inicial) e impactos (a largo plazo, en la sociedad)

Los impactos muestran cómo se está logrando la misión; los resultados confirman que los objetivos están contribuyendo al impacto (o no); y los outputs confirman cómo las actividades de una organización están permitiendo lograr sus objetivos. En efecto, los resultados demuestran que las actividades se llevan a cabo que logren los objetivos.

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5- CUÁLES SON LOS PRODUCTOS/SERVICIOS ESPERADOS Y QUIÉNES ESTÁN INVOLUCRADOS?

-Resumen de productos y servicios

-Analizar los stakeholders (identificarlos y clasificarlos según influencia. Mapa de stakeholders)

6-CÓMO HARÁS LO QUE QUIERES HACER?

-Describir la empresa social (estructura, responsabilidades, roles)

-Determinar quién hace determinadas tareas y las habilidades necesarias para cada tarea

-Horas que se espera trabajar, roles, salarios posibles. Calcular costes

-Si va a estar asociado con otra organización, qué roles tendrá cada una

-Considerar el área geográfica de influencia de la empresa

-Status legal. Investigar requerimientos en el lugar específico

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6-CÓMO HARÁS LO QUE QUIERES HACER?

-Análisis del mercado

Quién va a comprar tu producto o servicio y por qué. Están dispuestos a pagar?

Describir a los clientes reales y potenciales

-Analizar a la competencia (real y potencial)

Quiénes son, qué ofrecen, que cuota de mercado tienen, que debilidades tienen, cómo funcionan

Detectar casos de éxito y fracaso

En qué te diferenciarás de la competencia?

-Desarrollar estrategias de marketing

Calcular costos, cómo productos o servicios serán distribuidos y promocionados. Cómo asegurar sostenibilidad

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6-CÓMO HARÁS LO QUE QUIERES HACER?

-Fijación de Precios

Calcular los costes: tiempo de gestión, distribución, equipos, recursos, etc. Calcular cuánto tiempo tendrás que trabajar y cuánto debes producir y vender para cubrir costes. Punto de equilibrio y beneficios.

-Proveedores, recursos y equipamiento

Quiénes serán los principales proveedores, cadena de proveedores

Detalle de recursos y equipos necesarios, costes (vehículos, muebles, tecnología)

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7-CUÁL ES LA FINANCIACIÓN NECESARIA Y CÓMO SERÁ MONITORIZADA?

Piense acerca de los productos o servicios que ha vendido en el pasado (o hasta la fecha); cuántos o cuánto; su precio; los resultados de operaciones total hasta la fecha; y detalles sobre sus clientes.

Análisis del riesgo. Si no vendo lo planeado, cómo afecta a la sostenibilidad de la empresa?

8-CÓMO VA A MONITOREAR EL VALOR SOCIAL CREADO?

-Seguimiento del impacto. Sistema de seguimiento 'Indicadores claves de rendimiento', grabaciones, otras herramientas

-Green office checklist

-Impacto en la economía local

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9- PLANES Y OBJETIVOS

-Plan de trabajo para el primer año y siguientes. Cargas de trabajo y establecimiento de prioridades

Indicaciones sobre qué se ha conseguido y qué no respecto a los objetivos. Flexibles?

10. PENSAMIENTO A LARGO PLAZO

-Adaptarse a las situaciones y cambios. Prevención y control

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## I-SICS PROJECT

### International Social Innovation Competition for Students and Adult Learners

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MODELO CANVAS:  
RESUMEN



¿Qué es un modelo de negocio?

-La lógica de cómo una organización crea, entrega y capta valor  
-Intercambio de valor. Creo algo dentro de mi negocio que es de valor para otros, y a cambio me dan algo que yo valoro (generalmente dinero).

El propósito de un MODELO DE NEGOCIO es ayudar a las partes interesadas a comprender cómo un negocio está configurado. Crear y dar valor.

En el caso de una empresa social, cómo la empresa va a generar tanto recursos financieros como valor social

El contenido del modelo de negocio se centra en cómo una organización hace negocios, la forma en que esos negocios generan ingresos, qué valor está ofreciendo ese negocio, a quiénes y por qué esos clientes continuarán viniendo de nuevo a nosotros.

Un modelo de negocio nos ayuda a entender cómo y por qué nuestro negocio funciona, y nos ayuda a diseñar e innovar nuestra empresa.

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MODELO CANVAS:  
RESUMEN



Un PLAN DE NEGOCIO es mucho más detallado, largo, donde se establecen los objetivos de la empresa, la forma en que se conseguirá cumplirlos. En un plan de negocio se debe evidenciar la misión, visión, objetivos, suposiciones y proyecciones financieras, y nuestras estrategias de marketing.

Deben combinarse ambos!!

En una empresa social: personas apasionadas por marcar la diferencia

Comprender el modelo de negocio de una empresa social puede tener beneficios:

1. Puede ayudarnos a comprender, diseñar, articular y discutir nuestro concepto de negocio;
2. Puede ayudar a poner a prueba y desarrollar prototipos para que podamos ver si en lo que creemos apasionadamente acerca de nuestro impacto social y nuestro negocio sirven en la realidad

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MODELO CANVAS:  
RESUMEN



<https://www.youtube.com/watch?v=1LEsGYKBT8>

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MODELO CANVAS:  
RESUMEN



¿Qué es una empresa social?

- Tener una misión económica, social, cultural o ambiental donde la comunidad se beneficie
- Comercializa para cumplir su misión
- Reinvierte la mayor parte de sus beneficios para cumplir su misión
- Empresas embebidas, integradas o externas

Cómo logran todo esto?

- Apoyar, capacitar, emplear a gente excluida o con ciertas desventajas sociales  
<http://redtailcompanies.com/>

- Proveer servicios o productos que satisfagan una necesidad social o que tengan un impacto social  
<http://www.observatorioeconomiasocial.es/actualidad-observatorio.php?id=1833>

- Generan ingresos con un propósito social. Por ejemplo tiendas que venden cosas que otros han donado y que luego también se destina una parte a caridad

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MODELO CANVAS:  
RESUMEN



Ejemplo de empresa social con un modelo de negocio efectivo

Teixidors: emplea personas con discapacidad intelectual

<http://momentum-project.org/emprendimientos/teixidors/>

Betterworldbooks: venden libros usados que otros donan y con los ingresos que generan los destinan a programas de educación y donan libros

<http://www.betterworldbooks.com/>



**BetterWorldBooks™**  
WWW.BETTERWORLDBOOKS.CO.UK

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MODELO CANVAS:  
RESUMEN



El MODELO CANVAS DE NEGOCIO (BMC) fue desarrollado por Alex Osterwalder y Yves Pigneur, y creado con una serie de 470 profesionales de alrededor del mundo. Ofrece un simple lienzo, de una sola página en la que se puede diseñar, innovar y dialogar sobre nuestros modelos de negocio.

La gestión de una empresa social incluye el equilibrio de una misión social (o relacionada al medio ambiente, la cultura o lo económico) con una intención de negociar y gestionar un negocio.

Se deben tener las habilidades necesarias para generar un impacto social y gestionar los costos involucrados y considerarlos en el diseño de un modelo de negocio viable y sostenible.

Así que, por ejemplo, si va a emplear a personas que han experimentado previamente desempleo de larga duración, entonces usted necesita para ser plenamente conscientes de las implicaciones en el modelo de negocio de apoyar y formar a personas que no han trabajado últimamente. Es posible que haya repercusiones en los costos, además de retos en relación con el trabajo, relaciones con los clientes y los recursos clave.

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MODELO CANVAS:  
RESUMEN



Para las empresas sociales, el Modelo Canvas permite visualizar no sólo el negocio, sino el impacto social que están tratando de lograr. Y lo más importante, a ver claramente cómo los dos interactúan - la forma en que son simbióticas, la forma en que compiten, qué oportunidades existen para poder alinearlos y detectar las tensiones que pueden existir entre ellos.

Viabilidad y sostenibilidad. Comercio e Impacto

En las empresas sociales, el objetivo es conectar el 'lograr un impacto social' dentro de un 'modelo de negocio viable'.

La manera de representar esto en el modelo Canvas es diferenciando esos dos lados de la empresa social: el impacto, y el comercio.  
Al separar y visualizar ambos lados podemos empezar a ver cómo interactúan. Debe existir una relación coherente y sensata entre el comercio y el impacto. Debo poder contar una 'historia' sobre cómo se relacionan.



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**MODELO CANVAS: RESUMEN**

'Mapear' tanto el impacto y el comercio en una hoja nos ayuda a comprender e innovar en torno no sólo a cada elemento por sí solo, sino en cómo interactúan y se apoyan mutuamente. Esta es una parte esencial del diseño de la empresa social

**MODELO CANVAS: RESUMEN**

¿Cómo la parte comercial y la social pueden estar relacionadas?

- Definir su misión social y para el negocio de la empresa.
- Estamos buscando un modelo de negocio que puede generar los ingresos suficientes para asegurar la viabilidad de una empresa
- Para ALGUNAS empresas sociales, la misión social es de suma importancia, y la parte comercial una actividad secundaria. Para estos emprendimientos, los flujos de ingresos no sólo deben provenir del comercio.

Son conscientes plenamente que el coste de las operaciones de la empresa SUPERA los ingresos del comercio, pero el impacto social es muy grande que pueden llegar a encontrar recursos para subsidiar los costos. Pero no puede ser una excusa para una mala gestión de la parte comercial!!

**MODELO CANVAS: RESUMEN**

El BMC puede ayudarle a explorar el potencial de impacto social de una empresa social. Puede ayudar a generar honestas y abiertas conversaciones acerca de los vínculos entre la viabilidad y el impacto financiero. Puede que nos ayude a tomar algunas decisiones en cuanto a diseño o cómo reforzar el impacto social

**¿Cuándo es el momento de repensar y rediseñar?**  
El BMC nos puede ayudar a visualizar y entender cuando es el momento de evaluar si alguna vez habrá un real impacto social y que oportunidades financieras podremos tener, y así tomar la decisión de rediseñar o alejarse en otros sentidos.

**MODELO CANVAS: RESUMEN**

**MODELO CANVAS: RESUMEN**

**PROPOSICIÓN DE VALOR**

¿Qué valor estamos creando?  
¿Qué problema o necesidad resuelves?? En comparación a la competencia...

El cliente será el objetivo de crear valor (valor comercial) pero también el "valor social"

Valor social se define como los resultados y beneficios sociales que se generan a través de la empresa. Articular ambas propuestas de valor:

- ❖ la propuesta de valor de impacto (el valor social que usted está tratando de entregar, y lo que lo hace atractivo para los clientes). IVP (proposición de valor del impacto)
- ❖ la propuesta de valor comercial (los bienes y servicios que se está produciendo y vendiendo y lo que hace que estos atractivos para los clientes). CVP (proposición comercial de valor)

<https://www.youtube.com/watch?v=E33nbAJUZew>

**MODELO CANVAS: RESUMEN**

**PROPOSICIÓN DE VALOR**

Questions to ask about the value proposition of a social enterprise

- What value do you provide your customers? Why would they keep coming back?
- What is the relationship between your commercial value proposition and your impact value proposition? Who understands it?
- How visible or prominent is your impact value proposition? Why not and would pay for your impact value proposition?
- How do you account for / measure your value proposition (both commercial and impact)?

**MODELO CANVAS: RESUMEN**

**PROPOSICIÓN DE VALOR**

También es importante para las empresas sociales averiguar cómo presentar sus propuestas de valor a los clientes.

-Para algunos puede ser el caso de que la **única parte visible de la empresa** es el "valor de negocio"- la propuesta de valor de impacto es inherente dentro de la empresa, pero no es lo que es visible para los clientes y no es la razón por qué los clientes se comprometen con la empresa.

-Para otros, el valor de impacto puede ser **muy visible** y puede ser importante presentarlo de una manera que atraiga a los clientes.

La forma en que una empresa social comunica su **propuesta de valor** es una decisión de diseño importante, y requiere un profundo conocimiento de los clientes y de la naturaleza del impacto en sí.

A veces los clientes quieren más detalles sobre el impacto que están "comprando". Esto puede significar que usted tiene que pensar a través de qué forma presentar el impacto a los clientes - ¿cómo va a compartir los datos sobre el impacto con **clientes reales o potenciales**?

Muchas empresas sociales en Australia están presentando información en forma de medidas de 'retorno social de la inversión' (SROI)

**Por ejemplo, compartir historias que ilustran su impacto como estrategia de marketing?**

**MODELO CANVAS: RESUMEN**

**SEGMENTOS DE MERCADO**

ANALIZAR A QUIÉN LE VOY A VENDER. DETALLADAMENTE

Dos categorías de clientes que deseen comprar sus productos y servicios: los **clientes comerciales** y los **"clientes"** que están queriendo contribuir con el **impacto social** que se genera y / o potencial beneficio de este impacto .

Distinguir los clientes de negocios y de impacto por varias razones fundamentales.

1. Algunas empresas sociales no ven que su "impacto" pueda tener "clientes". Por ejemplo, algunas empresas sociales pueden ver los financiadores como "socios" en lugar de clientes (y eso está bien!). Pero también existen personas dispuestas a pagar por ese impacto. Si usted está teniendo un impacto significativo, por ejemplo, en las tasas de criminalidad en un área local, hay potenciales "clientes" que pueden beneficiarse de esto (por ejemplo, las compañías de seguros), y que de hecho puede ver una lógica en el pago de este servicio de alguna manera?
2. A veces las empresas sociales pueden hacer suposiciones acerca de lo importante que es su "impacto social" a los ojos de sus clientes. Explorar hasta qué punto nuestros clientes valoran nuestro impacto y nuestros productos / servicios.
3. La comprensión de los diferentes segmentos de clientes y el valor de los productos / servicios y / o impacto pueden ayudar a la innovación de diseño de negocios.



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**MODELO CANVAS: RESUMEN**



**SEGMENTOS DE MERCADO**

Los impactos sociales no son necesariamente sin costes adicionales, y a veces nuestros clientes no entienden lo que están comprando (producto / servicio, el impacto). Por supuesto, en algunos casos no es necesario hacer comprender a los clientes o que conozcan el impacto (sobre todo si el producto / servicio habla por sí mismo). Pero en otras empresas sociales puede ser importante "vender" el impacto y con ello **garantizar que los costos de impacto puede estar cubiertos** por ingresos más allá de los ingresos procedentes del comercio.

Para algunas empresas sociales es importante que los "clientes", "beneficiarios" o "constituyentes" sean co-creadores de soluciones. En algunos casos, sobre todo cuando los "constituyentes" ofrecen apoyo individualizado con paquetes de financiación, actúan como verdaderos clientes claves de la empresa.



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**MODELO CANVAS: RESUMEN**



**SEGMENTOS DE MERCADO**

En ambos segmentos de clientes (comerciales y de impacto) tenemos que mirar la manera de que esos clientes vuelvan. Si necesitamos clientes que apoyen el impacto social de un modo continuo, debemos promover que lo hagan no sólo una vez al año. Nuestra propuesta de valor enfocada en lograr clientes leales y comprometidos.

- Para quiénes estamos creando valor y qué tipo de valor estamos creando?
- ¿Quiénes son nuestros clientes comerciales y por qué Y cuánto están dispuestos a pagar por esto?
- ¿Qué tan importante es el vínculo entre nuestros productos /servicios y nuestro impacto a nuestros clientes?
- ¿Son sus clientes co-creadores?
- ¿Son nuestros patrocinadores clientes o socios, o ambos?
- ¿Qué tipo de propuesta de valor va a mantener a los clientes a largo plazo?



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**MODELO CANVAS: RESUMEN**



**RELACIÓN CON LOS CLIENTES**

- ¿Qué tipo de relaciones quieren nuestros clientes? ¿Están o podrían estar interesados en nuestro impacto social?
- ¿Qué podría suceder si los clientes se enamoran de nuestro impacto?
- ¿Qué otras funciones estarían dispuestos a jugar?
- ¿Qué necesitamos hacer para asegurarnos clientes a largo plazo?
- ¿Qué esperan cuando de nosotros cuando 'compran' el impacto?
- ¿Cómo podemos garantizar que se enamoran de nuestros productos?



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**MODELO CANVAS: RESUMEN**



**MODELOS DE INGRESOS-flujo de ingresos**

-Podemos descomprimir los ingresos que se generan a través de la parte comercial de la empresa y de los ingresos generados por el impacto? Esto significa efectivamente saber de donde provienen los ingresos - Tenemos examinamos potenciales fuentes de ingresos de nuestro negocio, lo que nos puede ayudar a predecir el potencial de ganancias para cubrir los costos de impacto - ¿Qué fuentes de ingresos podrían ser generada en relación con el impacto y cómo estamos valorando esto?

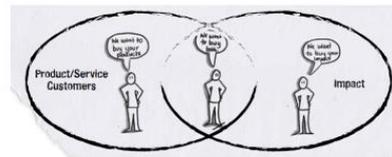


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**MODELO CANVAS: RESUMEN**



**SEGMENTOS DE MERCADO**



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**MODELO CANVAS: RESUMEN**



**CANALES DE DISTRIBUCIÓN**

Cómo llegar y comunicarse con los clientes y ayudarlos a evaluar una propuesta de valor

Algunos clientes también pueden necesitar entender nuestra propuesta de valor del impacto social.

Osterwalder y Pigneur (2009) detallan cinco fases que son importantes en el diseño y el cuidado de canales efectivos de distribución:

- ✓ Conciencia: ¿Cómo podemos aumentar la conciencia sobre nuestra empresa?
- ✓ Evaluación: ¿Cómo podemos ayudar a los cliente a evaluar el valor que ofrecemos?
- ✓ Compra: ¿Cómo podemos permitir a los clientes comprar los productos específicos o servicios?
- ✓ Distribución: ¿Cómo podemos hacer llegar la propuesta al cliente?
- ✓ Luego de la compra: ¿Qué atención brindamos luego de la compra?

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**MODELO CANVAS: RESUMEN**



**MODELOS DE INGRESOS-flujo de ingresos**

Diferentes fuentes de ingresos pueden tener diferentes funciones en una empresa social.

El truco es encontrar el mejor ajuste entre forma y función de los ingresos en el modelo, y esto a su vez varía de acuerdo con el impacto, la industria, y el propio modelo de negocio.

El uso de subvención o ayuda filantrópica para cubrir todo puede ser ineficaz y tampoco es muy útil en el largo plazo.



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**MODELO CANVAS: RESUMEN**



**RECURSOS CLAVES**

Los recursos clave son los activos, tangibles e intangibles, que hacen que su modelo de negocio. Recursos que ayudan a conseguir el modelo comercial y los recursos que impulsan los impactos.

Elementos financieros, físicos, humanos, etc.

|                               | Commercial   | + | Impact  |
|-------------------------------|--|---|---|
| <b>Physical Resources</b>     | Facilities, infrastructure, buildings, vehicles, systems, distribution networks        | + | Special equipment and infrastructure, systems, accessible buildings                                   |
| <b>Intellectual Resources</b> | Brands, knowledge, contact management systems, partners, business knowledge and skills | + | Impact knowledge and skills, pro-bono support partners  |
| <b>Human Resources</b>        | People, staff, partners  | + | Champions, support staff, brokers, powerful allies, support networks                                  |
| <b>Financial Resources</b>    | Cash, lines of credit, access to finance   | + | Access to funds to cover impact costs   |
| <b>Impact Resources</b>       |  |   | Methods and networks to assess and evaluate impact, all other assets needed to ensure impact delivery |

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MODELO CANVAS: RESUMEN



RECURSOS CLAVES

- ¿Qué recursos físicos, intelectuales, humanos, y financieros se necesitan para sus operaciones comerciales?
- ¿Qué recursos físicos, intelectuales, humanos, y financieros se necesitan para sus operaciones de impacto?
- ¿Cómo la carencia de recursos comerciales puede influenciar en el logro del impacto? ¿Y viceversa?
- ¿Todos los recursos necesitan estar localizados dentro de la empresa social, o puede alguno de ellos encontrarse externamente por ejemplo a través de asociaciones?



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MODELO CANVAS: RESUMEN



ACTIVIDADES CLAVE

- ¿Cuáles son las principales actividades que llevamos a cabo para entregar nuestras propuestas de valor comercial a los clientes?
- ¿Cuáles son las actividades principales que se necesitan para entregar nuestra propuesta de valor de impacto?
- ¿Que actividades se superponen?
- ¿Cuáles son las actividades complementarias?



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MODELO CANVAS: RESUMEN



SOCIOS CLAVES

- ¿Qué alianzas son fundamentales para ayudarnos a lograr nuestros objetivos comerciales?
- ¿Qué asociaciones pueden ayudarnos a entregar, fortalecer los objetivos de impacto?
- ¿Qué motivaciones sustentan nuestros socios?
- ¿Cómo podemos estructurar a nuestro socios?
- ¿Cómo demostramos el valor de nuestra asociaciones entre si y en el exterior?

Los socios claves hacen referencia a la red de proveedores, aliados, partidarios, co-creadores que son necesarios para asegurar que una empresa social puede cumplir tanto el impacto social como los objetivos comerciales. Los socios pueden apoyar y mejorar tanto los objetivos comerciales y el impacto de una empresa social.

La empresa puede tener una red de socios que ofrecen valor agregado al impacto - que puede apoyar la participación de los empleados que han estado en paro, o que podría ayudar a través de franquicias sociales.

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MODELO CANVAS: RESUMEN



ESTRUCTURAS DE COSTES

¿Cuál es el impacto que está buscando para alcanzar en la empresa social, (Y lo que es la diferencia entre su impacto ideal y real!)

¿Qué actividades tiene que realizar para lograr este impacto?

¿Qué gastos incurrir en estas actividades?

¿Qué recursos son necesarios para alcanzar este impacto?

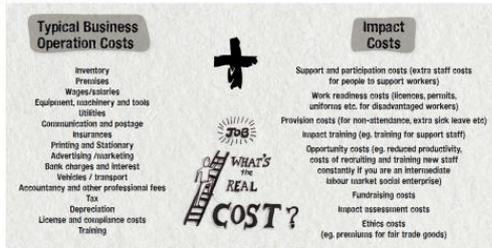


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MODELO CANVAS: RESUMEN

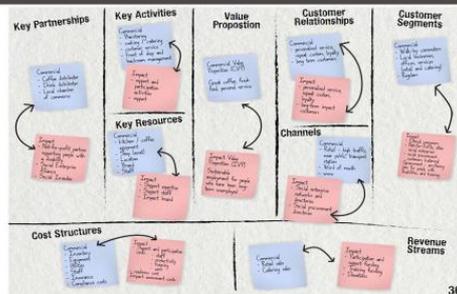


ESTRUCTURAS DE COSTES



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MODELO CANVAS: RESUMEN



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INNOVACIÓN SOCIAL

Según la definición de la Unión Europea, «la **innovación social** consiste en encontrar nuevas formas de satisfacer las necesidades sociales, las cuales no se encuentran adecuadamente cubiertas por el mercado o el sector público, o bien también de producir los cambios de comportamiento necesarios para **resolver los grandes retos de la sociedad**».

Estas nuevas formas de satisfacer las necesidades no solo dan respuesta a **necesidades sociales de carácter urgente o básico**, como salud, educación o alimentación, sino que también están dando respuestas a necesidades de **socialización, de conocimiento, de comparación entre empresas y negocios**.

Son las personas las que se están organizando para **compartir, cocrear, repensar, redefinir y reconstruir lo que quieren que sea su mundo**, y de eso trata la innovación social.



INNOVACIÓN SOCIAL

Innovaciones sociales vinculadas a los recursos

Aquellas vinculadas al **consumo colaborativo de los recursos de que disponen los ciudadanos** residentes en un destino (compartir lo que las personas poseen para acceder a recursos de los que no se dispone).

El turismo basado en consumo colaborativo o **peer to peer** (p2p, puerta a puerta, entre usuarios) es una de las grandes tendencias globales que está transformando el modo de viajar y consumir.

El origen del auge del consumo colaborativo está basado en un cambio en la demanda, una visión derivada de la **crisis económica**, que ha provocado una falta de recursos a los que antes se tenía acceso, y de las ganas de los usuarios de vivir experiencias singulares con los residentes y otros viajeros que visitan los destinos.



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## INNOVACIÓN SOCIAL

### Innovaciones sociales vinculadas a los recursos

#### Transporte

La gente está dispuesta a pagar por uso y no por tener un recurso de transporte en propiedad en el destino (ya sea bicicleta, barco, coche,...).

El espíritu del consumo colaborativo de transporte parte de la promoción de una **movilidad sostenible** mediante un uso racional del coche, generar un ahorro al propietario y a los pasajeros, reducir la congestión de tráfico en las grandes ciudades y las emisiones de CO2 al disminuir el número de coches operativos y favorecer las relaciones sociales entre personas que realizan los mismos recorridos.

Ej: el alquiler de un servicio de transporte (compartir el transporte de un sitio a otro, como en **BlaBlaCar**), el alquiler de un vehículo con chófer (sería el caso de **Uber**), o el alquiler de un recurso de transporte (bicicleta, en **Spinlister**, o coche, en **Socialcar**, o barco, en **Nautal**), por una comisión de un porcentaje sobre el precio del alquiler.

## INNOVACIÓN SOCIAL

### Innovaciones sociales vinculadas a la financiación

El crowdfunding es un mecanismo de innovación social basado en la **financiación de proyectos a partir de microdonaciones**. En los últimos años han proliferado las aplicaciones y plataformas orientadas a financiar proyectos de todo tipo.

En general, el interés de las personas en financiar un proyecto tiene que ver con la oportunidad de desarrollo que representa para la zona, la emoción que genera el proyecto, la identificación con el sentido último del proyecto, etc.

En turismo existen diferentes plataformas de crowdfunding específico para proyectos turísticos, como **Travelstarter**, con un componente de negocio, o **Garupa**, más orientado al turismo sostenible.

<http://consumocolaborativo.cc/garupa-primeiro-crowdfunding-de-turismo-sustentavel-do-brasil/>



## INNOVACIÓN SOCIAL

### Elementos de las iniciativas de innovación social

#### 1- El crowd (la multitud), la comunidad, las personas

La innovación social está tomando cuerpo y convirtiéndose en una realidad a través de lo que se denomina **crowdsourcing**, las multitudes que comparten los recursos de que disponen y los ponen al servicio de los proyectos en los que creen.

En 2010, David Howe definió el concepto **crowdsourcing** (algo así como el "nutrirse de la multitud") como una forma que tienen ahora las multitudes de unirse alrededor de un interés común, sin tener que estar cerca geográficamente.

#### 2- La tecnología

Facilitan la comercialización online entre particulares. Internet permite conectar a usuarios de diferentes sitios del mundo con intereses similares o complementarios, y permite valorar la calidad de las propuestas y compartir estas valoraciones de forma barata, rápida y eficaz. La **movilidad** (el uso de tecnología móvil) se está convirtiendo en un factor fundamental en la difusión y contribución de los usuarios a las plataformas que constituyen innovaciones sociales.

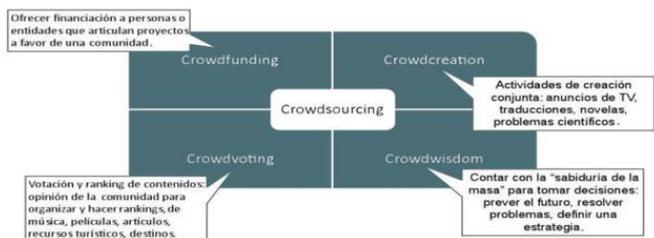
## INNOVACIÓN SOCIAL

### Innovaciones sociales vinculadas a los recursos

#### Transporte



## INNOVACIÓN SOCIAL



## INNOVACIÓN SOCIAL

### Elementos de las iniciativas de innovación social

#### 3- El objeto, el sentido

La razón por la que los miembros de una comunidad se unen para enfrentar un desafío común, el sentido.

- **Aprender** unos de otros, compartir conocimiento, mejorar la industria turística a partir de compartir lo que saben y lo que van aprendiendo.
- **Compartir** recursos que ahora tienen inmovilizados, y disfrutar de recursos a los que de otro modo no pueden acceder (por precio o por exclusividad) en un destino.
- **Valorar** experiencias que han tenido en un destino o en el uso de un recurso turístico e identificar las entidades que ofrecen un mejor producto a un precio razonable.

La comunidad no se puede articular si no hay un sentido, un objeto, compartidos; sin objeto no hay personas, y sin personas, la tecnología (aunque esté en el mercado) no sirve ni genera dinero.



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## BIC Group s.r.o. (Slovakia)

**PODPORA SOCIÁLNEHO PODNIKANIA**

SEMINÁRE PROJEKTU I-SICS  
MICHALOVCE, 18.04.2016

**... PREPARING to change the world**

- Dôležitým aspektom sociálneho podnikania je teda samotná sociálnosť, ktorá spočíva v:
  - Obsahu činnosti sociálneho podnikníka (aké výrobky a služby podnik poskytuje, aké potreby uspokojuje)
  - Zapojení cieľovej skupiny (teda v tom, kto je do tvorby hodnôt sociálneho podnikníka zapojený)
  - Spôsobe organizácie činnosti sociálneho podnikníka
  - Použití príjmov z podnikateľskej činnosti
- Príklad SP zo Škótska: [http://learn.socialbiz.eu/blog/re-union/8\\_VeP5w15LS371](http://learn.socialbiz.eu/blog/re-union/8_VeP5w15LS371)

**... CREATING social change**

- V spolupráci s neziskovou organizáciou European Union Knowledge Economy Pass n.o. sme pre vás pripravili:
  - webstránku venujúcu sa podpore sociálneho podnikania
    - [www.podnikame-socialne.sk](http://www.podnikame-socialne.sk)
  - Súťaž pre Vaše nápady/projekty so zameraním na oblasť sociálneho podnikania
    - <http://apo.gi/temu/erbenmk3Z>

**PODPORA SOCIÁLNEHO PODNIKANIA**

SEMINÁRE PROJEKTU I-SICS  
KOŠICE, 26.04.2016

**... PREPARING to change the world**

- Čo možno rozumieť pod pojmom „Sociálne podnikanie“?
- Sociálne podnikanie (SP) predstavuje v zahraničí nástroj rozvoja lokálnej zamestnanosti a komunitného rozvoja
- Ide o znovuzrodenú oblasť ekonomických aktivít – vracanie sa k tradíciám novými/innovatívnymi cestami
- SP v sebe integruje ekonomické a sociálne ciele – kombinácia sociálnych cieľov a podnikateľského ducha
- Sociálny podnik používa svoju ekonomickú aktivitu na dosiahnutie svojho sociálneho cieľa

**... BUILDING a better world**

- Prečo sú podľa vás sociálne podniky potrebné? Aký je ich vplyv na ľudí? Na ekonomiku?
- Poznáte nejaké sociálne podniky? Prečo ich považujete za sociálne?

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Skype: stefan.hicak

**... CREATING social change**

- Čo je to „social change“?

| Čo je sociálny podnik?  | Čo nie je sociálny podnik?  |
|---|---|
| Chce nájsť veľa ľudí a lepšie, t.j. pravejšie možnosti výchádza z jeho ľudskéhoho stavu: základného a morálneho | Sociálnym podnikom nie je automaticky každý zamestnávateľ, ktorý sa takto označí  |
| Via podnikateľ a robí aj ekonomickú realitu, podnikanie je základom väčšiny jeho finančných zdrojov             | Nie je to každý spoločensky zodpovedný podnik, pretože ten býva založený za účelom zisku  |
| Vašim z prírodného zisku reinvestujete alebo ich použijete na rozvoj svojich sociálnych cieľov                  | Nie je to nezávislá nezisková organizácia, ktorá si privytáča predajom výrobkov alebo služieb, ale podnikateľské aktivity NHO môžu byť základom sociálneho podnikania |
| Riadiť sa zberajú a individuálne potreby svojich zamestnancov   | Nie je to sociálne-terapeutické pracovisko  |
| Je nezávislý, spolupracuje s miestnou komunitou a zainteresovanými skupinami/stakeholdermi                      | Nie je to nadnárodná spoločnosť ani jej časť, prírodné podnik na tejto spoločnosti závisí   |



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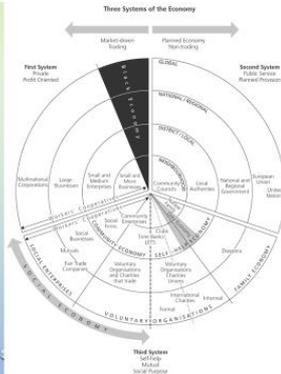
## ... CREATING social change

Příklad SP ze Španělska:

<http://www.socializa.eu/blog/dinamia/#.Vx4sCY3LS70>

Nobelová cena:

[https://www.youtube.com/watch?v=B5H1\\_WxwQ](https://www.youtube.com/watch?v=B5H1_WxwQ)



## ... CONNECTING with stakeholders

- Prečo stakeholderi? Kto sú a sú pre Vás dôležití?
- Ako Vám môžu pomôcť?
- V spolupráci s neziskovou organizáciou European Union Knowledge Economy Pass n.o. ([www.europass.com](http://www.europass.com)) sme pre vás pripravili:
  - webstránku venujúcu sa podpore sociálneho podnikania
    - [www.europass-sociala.sk](http://www.europass-sociala.sk)
  - Súťaž pre Vaše nápady/projekty so zameraním na oblasť sociálneho podnikania
    - <http://www.europa.eu/terms-sociala37>

## ... ACCOUNTING for quality and impact

- Základnou charakteristikou/úlohou sociálneho podniku je vytvoriť pozitívny sociálny efekt pre ľudí, prostredie, miestnu ekonomiku a celkovo pre spoločnosť
- Ako tieto efekty merať?
  - Systém kvality, sociálny audit
  - Social ROI – ide o proces pochopenia a riadenia hodnoty sociálnych, environmentálnych a ekonomických výstupov vytvorených aktivitou alebo organizáciou

## ... INVOLVING people and leading

- Sociálny podnik je spolupracujúci celok s cieľom, aby sa svet stal lepším miestom pre život
- Kto je hlavným aktívom?
- Štruktúra sociálneho podniku
  - [http://www.socializa.eu/wp-content/uploads/2013/08/ee\\_infosheet\\_01\\_ch\\_sned.pdf](http://www.socializa.eu/wp-content/uploads/2013/08/ee_infosheet_01_ch_sned.pdf)

## KONTAKT

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Skype: stefan.hicak



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## Regional Development Agency of Slavonia and Baranja (Croatia)



# DOBRA PRAKSA DRUŠTVENOG PODUZETNIŠTVA

Sonja Vuković

EFOS | 2. svibnja 2016.

## DOBRA PRAKSA U HRVATSKOJ

- Dohodovna djelatnost udruga
- Socijalne zadruge
- Zadruge koje su usvojile kriterije društvenog poduzetništva
- Društvena poduzeća (d.o.o. u vlasništvu udruge, neprofitne ustanove ili grupe građana)



## Društvena poduzeća



## ZADRUGE U HRVATSKOJ

- 31. 12. 2014. zadrudni sustav je činilo 1.247 zadruga s 20.192 članova i 2.716 zaposlenih
- Razni oblici: socijalne, braniteljske socijalno-radne, poljoprivredne, potrošačke, proizvodne, stambene, energetske
- Hrvatski centar za zadrudno poduzetništvo ([www.zadruga.hr](http://www.zadruga.hr))



## DOBRA PRAKSA (1)

Modra nit d.o.o. , Osijek -DP u vlasništvu udruge Slap, marketinška agencija specijalizirana za društveni marketing i vidljivost EU projekata; zapošljava 3 mladih ljudi; osigurava održivost udruge; dobit dijelom udruzi, dio za razvoj te donacije DP; [www.modranit.hr](http://www.modranit.hr)



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## DOBRA PRAKSA (2)

- **RODIN LET d.o.o.**, Zagreb - dobitnik nagrade za socijalnog poduzetnika za 2012. godinu, nastao u okviru udruge Roda; proizvodi i putem webshopa plasira platnene pelene; razvija vlastitu robnu marku Rodina pusa i pritom ostvaruje ekološku i socijalnu korist. [www.roda.hr](http://www.roda.hr)

Slap

Vrhunski proizvodi, razvijeno domaće i međunarodno tržište, on-line prodaja, visoki etički standardi, poslovanje s misijom



Slap

## DOBRA PRAKSA (3)

- **ZLATNA GREDA d.o.o.**, Osijek - prva ekoturistička agencija u Hrvatskoj koja organizira izlete i školu u prirodi na području parka prirode Kopački rit, u vlasništvu udruge Zeleni Osijek. [www.zlatna-greda.org](http://www.zlatna-greda.org)

Slap



## DOBRA PRAKSA (4)

- **HEDONA** - tvornica čokolade i pralina u vlasništvu Udruge invalida Križevci, koja osigurava posao i ugodno radno okruženje za 6 osoba s invaliditetom. [www.hedona.hr](http://www.hedona.hr)

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## DOBRA PRAKSA (5)

- **HUMANA NOVA** - socijalna zadruga koja zapošljava 13 osoba iz marginaliziranih skupina; stvaraju inovativne proizvode od recikliranih i ekoloških materijala; članica ACT grupe ([www.humananova.org](http://www.humananova.org))

Slap

## DOBRA PRAKSA (6)

- **MiaArt** - socijalna zadruga u vlasništvu udruge osoba s invaliditetom ZVONO iz Belišća; odjeća i suveniri; organski vrt; Citadela - centar za zapošljavanje osoba s invaliditetom (turističke usluge, kamp) ([www.humananova.org](http://www.humananova.org))

Slap



## DOBRA PRAKSA (7)

- **ITAS d.o.o.** -ppoduzeće u vlasništvu zaposlenika; smijenili stečajnog upravitelja i uz novu upravu osnovali novo poduzeće; zatekli 4,5 mil Eur potraživanja/obveza pokrivanja u 3 godine; dionice ostaju u vlasništvu radnika koji rade; zaposlili preko 80% mladih inženjera; 80% CNC strojeva izvoze; dio prihoda LZ . [www.itas.hr](http://www.itas.hr)

Slap



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## o poučavanju

(Kahlil Gibran "Prorok")

"Nitko vam ne može otkriti ništa osim onoga što je već ležalo, poluuspulo, u počecima vašega znanja..."

Zvezdar vam može govoriti o svojem poimanju svemira, ali vam on ne može dati svojega poimanja.

Glazbenik vam može govoriti o ritmu koji je u cjelome svemiru, ali vam ne može dati uho koje hvata ritam, ni glas koji ga odražava.

A onaj koji je upućen u znanost o brojevima može govoriti o područjima težine i mjere, ali vas ne može odvesti onamo.

Jer viđenje jednog čovjeka ne uznajmljuje svoja krila drugome čovjeku.

I kao što svaki od vas sam stoji u Božjem znanju, tako mora svaki od vas biti sam u poznavanju Boga i u svojem poimanju zemlje."

Slap

## DOBRA PRAKSA (8)

- **MONPERIN d.o.o.** - društvo za turizam, ugostiteljstvo, poljoprivredu i poslovanje nekretninama u suvlasništvu; socijalno poduzeće osnovano 2005. godine s jedinstvenim modelom upravljanja s više od 900 suvlasnika Baljana i prijatelja Bala; nezaposlenost 0%.

[www.monperin.hr](http://www.monperin.hr)

Slap



### KONTAKT

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Mob: 091 5102172  
sonja.slap@gmail.com  
www.slap.hr  
www.pomakonline.com

zašto biti kap, kad mogu biti slap...



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Sonja Vuković

## Uvod u DRUŠTVENO PODUZETNIŠTVO

EFOS | Osijek | 2. svibnja 2016.

### SLAP ID

- Godina osnivanja: 2000.
- Članovi: 24 fizičke osobe
  - Zaposlenici: 6+3 (Modra nit d.o.o)
  - Volonteri: 14
  - Konzultanti: 12
  - Uredi: Osijek (središnji)  
Zagreb (lokalni)
  - Training centar: Erdut  
(Centar za održivi ruralni razvoj)



### Main Results

- > 50 implemented *projects*
- Provided > 400 *workshops*; >2000 *consulting* hours;
- Organized 18 international *conferences*
- *Beneficiaries*: >100 organic producers; >70 social enterprises; >70 NGOs; 20 crafts; 29 tourist animators; 20 tourist service providers; 19 cooperative managers; 22 mentors in SE; 16 project managers; > 50 youth community leaders
- Conducted 7 studies; Created 6 handbooks
- Founded several *networks*: SEFOR, CEDRA HR, HMRR, Regional NGO Forum
- *Advocacy*: National Strategy for Social Enterprise Development



### Teme za razgovor

- Upoznavanje i uvod u SP
- Koncept eko-socijalne ekonomije
- Definiranje pojmova
- Kriteriji
- EU kontekst
- Dobra praksa u EU
- Hrvatska zbilja



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## Upoznavanje

- Ja sam . . .
- Dolazim iz . . .
- U životu mi je važno . . .
- Ne podnosim . . .
- Sretna/an sam kad . . .
- Moje idealno radno mjesto . . .

Slap

## Okvir za nastanak DP

- u globalnim okvirima tržište nije dostatan regulator proizvodnje;
- dosadašnji način distribucije roba i usluga nije ni učinkovit, a još manje pravedan;
- stalno jačanje društvene svijesti i nekih kolektivnih vrijednosti traži korjenite društvene promjene;
- sve manji broj ljudi donosi odluke koje se odražavaju na živote sve većeg broja ljudi što diljem svijeta uzrokuje rastući otpor prema globalizaciji;
- potrebne su kompleksne promjene i potpuno nova strategija razvoja kako bi se učinci globalizacije što više usmjerili u pozitivnom smjeru za što veći broj ljudi.

Slap

## Uzroci krize?



Slap



## Uzroci krize?

- ✓ Ekonomske
- ✓ Socijalne
- ✓ Vrijednosne
- ✓ Okolišne
- ✓ Političke

Slap

## Uzrok1:Sukob rada i kapitala

- ✓ Greška u sustavu (kriva polazna osnova)
- ✓ Rad isključivo kao trošak, iako značajno doprinosi stvaranju dobiti
- ✓ Radnici uz povećane napore (duže radno vrijeme, inovativnost, cjeloživotno učenje) postaju sve siromašniji (manja kupovna moć)
- ✓ Dobit odlazi isključivo vlasnicima kapitala (mali % kroz DOP vraća se zajednici)

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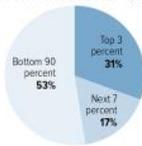
## Uzrok 2: Sustav odlučivanja

- ✓ Sve manji broj ljudi (ima moć) donosi odluke o tokovima kapitala, utječe na stvaranje zakonodavnog okvira i utječe na javno mnijenje (sustav vrijednosti)
- ✓ Osobni interesi ispred interesa grupe, zajednice, čovječanstva

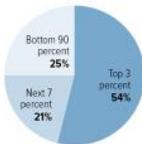
Slap

### Wealth Is Even More Concentrated Than Income

Distribution of before-tax income, 2013



Distribution of wealth, 2013



Note: Percentages may not add to 100 percent due to rounding.  
Source: Survey of Consumer Finances 2014

CENTER ON BUDGET AND POLICY PRIORITIES | CBPP.ORG

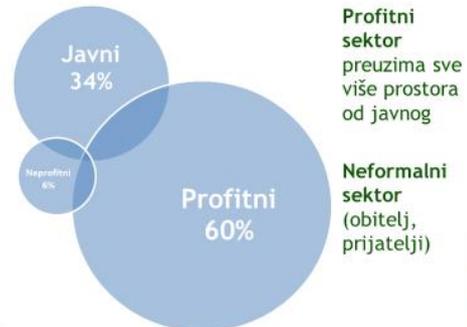
Slap

## Uzrok 3: Kriza vrijednosti

- Pošten i predani rad prestaje biti vrijednost
- Niska razina socijalne kohezije (ključna za prevladavanje kriznih situacija; ref. F. Fukuyama "Povjerenje")

Slap

## Novi globalni sustav društva



Profitni sektor preuzima sve više prostora od javnog

Neformalni sektor (obitelj, prijatelji)

Slap

**"Nemoj silom, uzmi veći čekić."**

Artur Bloch  
"Murphyjev zakon i ostali razlozi zašto stvari idu naopako"



## Odgovor

- Novi pristup
- Integrirani održivi razvoj
- Eko-socijalna ekonomija
- Partnerstvo na svim razinama
- Inovacije (društvene i ekonomske)

Slap



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## Održivo društvo

KONCEPT People - Planet - Profit

- Održivost - *financijska, ekonomska, održivost nataliteta, okoliša, socijalnog kapitala*
- Socijalni kapital - *poštivanje normi, povjerenje u druge ljude, povjerenje u institucije države i društva, udruživanje, volontiranje i filantropija*
- Održivi razvoj - *podijeljena odgovornost javnog, poslovnog i civilnog sektora društva*

*Svaki održivi razvoj mora, prije svega biti zasnovan na ekonomskog razvoju, koji vodi brigu o socijalnoj i ekološkoj komponenti*

Slap

## Socijalna ekonomija

- Organizacije socijalne ekonomije doprinose stvaranju gospodarstva više razine uključenosti ključnih dionika društva (*inclusive economy*)
- Unapređuje život marginaliziranih skupina
- Izravno utječe na razvitak lokalne zajednice
- Popunjavaju prazninu nastalu djelovanjem javnog i poslovnog sektora (države i tržišta)
- Popravlja nedostatke tržišnog djelovanja i javnih politika

Slap

## Bitne odrednice

### Suradnja

kolektivne aktivnosti usmjerene na proizvodnju dobara i usluga, koje se razvijaju međusobnom suradnjom svih su-dionika u procesu stvaranja dohotka

### Redistribucija moći

niz struktura i pravila su-dioničkog odlučivanja, prema kojima se moć ne raspoređuje ovisno visini uloženog kapitala

### Ravnopravnost ciljeva

Socijalni (udružiti se radi ostvarenja socijalnih ciljeva)

Ekonomski (poduzeti i ostvariti ekonomske učinke)

Ekološki (očuvati prirodnu ravnotežu)

Politički (stvoriti uvjete te ostvariti nešto novo i „drukčije“)

Slap

*“Suradnja je čin zajedničkog stvaranja ili zajedničkoga otkrivanja. U samome srcu suradnje jest potreba za stvaranjem nečega, otkrivanjem nečega, rješavanjem nekoga problema, ili, pak, potreba da se nešto napravi.”*

Slap

## Socijalna ekonomija (2)

- područje djelovanja različitih su-dionika društva (javni, poslovni i civilni sektor) usmjereno na **unapređenje ekonomske i socijalne dobrobiti** ljudi u depriviranim lokalnim zajednicama.
- obuhvaća široku lepezu ekonomskih aktivnosti koje se odvijaju u prostoru **između tržišta, države i netržišnog sektora** (tradicionalne aktivnosti obiteljskog i susjedskog pomaganja) s ciljem ostvarenja određenih socijalnih i ekonomskih pogodnosti za građane.
- **Dohodovne aktivnosti socijalne ekonomije utemeljene su na solidarnosti i razvojnoj održivosti, a ne na profitu** (koji dominira tržištem), ili pak na redistribuciji (kojom se služi država).

Slap

## Zbrka u pojmovima

- Socijalno poduzetništvo
- Neprofitno poduzetništvo
- Društveno poduzetništvo
- Socijalna ekonomija
- Eko-socijalna ekonomija
- Socijalno zapošljavanje
- Ekonomija zasnovana na vrijednostima
- Društveno odgovorno poslovanje



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## Eko-društveno poduzetništvo

- Cilja na sve oblike djelovanja koje je motivirano stvaranjem doprinosa čovjeku, društvu i prirodi koristeći načela i alate poduzetništva.
- Nije nužno sektorski niti formalno određeno.
- Okosnica djelovanja su temeljne ljudske vrijednosti kao što su istina, povjerenje, integritet, nenasilje, poštivanje i uvažavanje različitosti, solidarnost, supsidijarnost, itd.

Slap

## Socijalno ili društveno poduzetništvo?

- Spajanje suprotnosti ili povrat skladu
- Poduzetništvo = stvaranje nove vrijednosti kroz inovacije (*Schumpeter*)
- Poslovanje vođeno misijom
- Princip TROSTRUKOG DOBITKA (Triple Bottom Line)

= istovremeno postizanje ekonomskih, društvenih i ekoloških ciljeva

Slap

## Što je društveno poduzetništvo?

- Vrijednosti (etičnost u poslovanju)
- Ravnopravno zadovoljavanje društvenih, ekonomskih i ekoloških ciljeva
- Ravnopravno zadovoljeni interesi ključnih dionika (osnivači/radnici/kupci/dobavljači)
- Poduzetništvo (stvara poziciju i ostvaruje dobit na tržištu)

Slap

## Poduzetnik

- Osoba koja spremno preuzima rizik i ostvaruje profit kao nagradu za rizik i neizvjesnost (F.H.Knight)
- Inovator, osoba koja u poslovni svijet uvodi novine: novi proizvod, novu uslugu, novu tehnologiju, novi način proizvodnje/rada, novi način prodaje, novo tržište, nove sirovine (J.A. Schumpeter)
- Suvremeni poduzetnik uživa u radosti stvaranja novoga

Slap

| SLIČNOSTI I RAZLIKE | Poslovno poduzetništvo                          | Društveno poduzetništvo  |
|---------------------|---|--|
| CILJEVI             | <b>Ekonomski</b><br>Stjecanje dohotka<br>PROFIT | Stjecanje dohotka<br>Održivost   |
|                     | <b>Socijalni</b><br>DOP<br>IMAGE = PROFIT       | Zapošljavanje i<br>zbrinjavanje socijalno<br>isključenih               |
| RASPODJELA DOBITI   | 96,5 - 100% vlasnicima<br>0 – 3,5% zajednici    | 100% zajednici / dionicima<br>(reinvestiranje i novo<br>zapošljavanje) |

## Završite rečenicu

Društveni poduzetnik je

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## Neke definicije i mogući pogledi

### Social Enterprise UK

A social enterprise is a business that trades for a social and/or environmental **purpose**. It will have a clear sense of its 'social mission': which means it will know what difference it is trying to make, who it aims to help, and how it plans to do it. It will bring in most or all of its income through selling goods or services. And it will also have clear rules about what it does with its profits, **reinvesting** these to further the 'social mission'

Slap

### Društvena poduzeća najčešće se definiraju

kao poduzeća koja posluju na tržištu zbog socijalnih/društvenih i ekoloških razloga. Iako prvenstveno teže ostvarivanju socijalnih/društvenih i ekoloških ciljeva, društvena poduzeća trebaju se ponašati kao poduzeća iz privatnog sektora te trebaju ostvarivati financijske i komercijalne ciljeve.

Spear R., Corforth C., Aiken M. (2009), The Governance Challenges of Social Enterprises: Evidence from a UK empirical study. *Annals of Public and Cooperative Economics*, Vol 80, No 2., Oxford UK, Blackwell Publishing



### NESST

Misija: Rast društvenih poduzeća za rješavanje kritičnih društvenih problema

Definicija: Društveno poduzeće je **poslovna** djelatnost kreirana kako bi potpomogla **društvenoj svrsi** na financijski **održiv** način.

[www.nesst.org](http://www.nesst.org)

### OECD

“Društveno poduzetništvo je inovativan poslovni model koji spaja ekonomske i društvene ciljeve i značajno doprinosi integraciji tržišta rada, društvenoj inkluziji i ekonomskom razvoju.”

Slap

### Službena hrvatska definicija

“Društveno poduzetništvo je poslovanje temeljeno na načelima društvene, okolišne i ekonomske održivosti, kod kojeg je stvorena dobit/višk prihoda u cijelosti ili većim dijelom ulaže za dobrobit zajednice”.

Slap

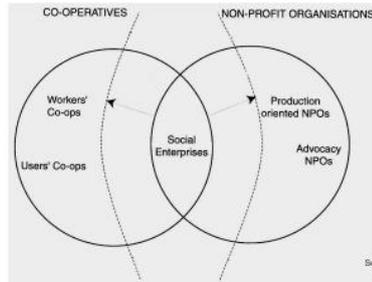


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## Socijalno poduzetništvo u samom središtu trećeg sektora ili na margini?



### Mogući kriteriji:

- Autonomija
- Kontinuitet u poslovanju
- Djelovanje na tržištu/poduzetništvo
- Demokratičnost u upravljanju
- Ograničena raspodjela dobiti
- Razni izvori financiranja (donacije/subvencije/tržište)
- Podrška zajednici
- Mjerenje društvenog učinka/društvena revizija

Slap

### Naši kriteriji (3-4)

- DP stvara novu vrijednost i osigurava financijsku održivost na način da u trogodišnjem razdoblju poslovanja najmanje 25% godišnjeg prihoda planira ostvariti ili ostvaruje obavljanjem svoje poduzetničke djelatnosti.
- DP najmanje 75% godišnje dobiti, odnosno višak prihoda ostvaren obavljanjem svoje djelatnosti ulaže u ostvarivanje i razvoj ciljeva poslovanja, odnosno djelovanja.

Slap

Slap

## Mogući kriteriji?

Nabrojite moguće kriterije prema kojima bi se moglo odrediti tko je DP

### Naši kriteriji:

- DP ostvaruje ravnotežu društvenih, okolišnih i ekonomskih ciljeva poslovanja.
- DP obavlja djelatnost proizvodnje i prometa roba, pružanja usluga ili obavlja umjetničku djelatnost kojom se ostvaruje prihod na tržištu, te koja ima povoljan utjecaj na okoliš, doprinosi unapređenju razvoja lokalne zajednice i društva u cjelini.

Slap

### Naši kriteriji (5-6)

- DP odlikuje dobrovoljno i otvoreno članstvo te autonomija poslovanja, odnosno djelovanja.
- Republika Hrvatska, jedinica lokalne i područne (regionalne) samouprave ili tijelo javne vlasti ne može biti isključivi osnivač društvenog poduzetnika.

Slap



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## Naši kriteriji (7-8)

- DP odlikuju demokratski način odlučivanja (uključenost dionika u transparentno i odgovorno upravljanje), odnosno odlučivanje nije isključivo vezano za vlasničke udjele ili članske uloge već obuhvaća ključne dionike: radnike, članove, korisnike ili potrošače te suradničke organizacije.
- DP prati i vrednuje svoje društvene, ekonomske i okolišne učinke i utjecaj te rezultate vrednovanja koristi u planiranju svog daljnjeg poslovanja i vodi računa o njihovu poboljšanju.

Slap

Slap

## EUROPSKI KONTEKST

Agenda Europa 2020  
Social Business Initiative  
Single Market Act  
Deklaracija iz Strasbourga

## Europa 2020

EK predlaže 5 mjerljivih ciljeva:

- ✓ Zapošljavanje
- ✓ Istraživanje i inovacije
- ✓ Klimatske promjene i energija
- ✓ Obrazovanje
- ✓ Dokidanje siromaštva

Slap

## Naši kriteriji (9)

- Društveni poduzetnik u slučaju kada prestaje obavljati djelatnost, svojim općim aktima ima definiranu obvezu svoju preostalu imovinu, nakon pokrivanja obveza prema vjerovnicima i pokrivanja gubitka iz prethodnog razdoblja, prenijeti u vlasništvo drugog društvenog poduzetnika s istim ili sličnim ciljevima poslovanja, ili u vlasništvo jedinice lokalne i područne (regionalne) samouprave koja će je upotrijebiti za razvoj društvenog poduzetništva.

Slap

## EU potiče društvenu ekonomiju

- EU potiče interakciju javnog /privatnog, profitnog /neprofitnog sektora
- > 2 milijuna DP ili 10% ukupnog broja poduzeća u EU
- 14,5 milijuna radnih mjesta (6,5% svih zaposlenih).
- 160 milijuna članova (npr. kooperanata socijalnih zadruga i sl.)

Slap

## Social Business Initiative

### PRIORITETNE MJERE/PODRUČJA:

1. Društvenim poduzetnicima osigurati pristup financijskim instrumentima (4)
2. Osigurati veću vidljivost društvenih poduzetnika (4)
3. Unaprijediti institucionalni okvir za daljnji razvoj društvenog poduzetništva (3)

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## EESC - Oct 2012

Particularly in the current period of economic and social crises, social enterprises are able to bring **innovative solutions for social cohesion and inclusion, job creation, growth and the promotion of active citizenship**. It is precisely the positive impact of social enterprises on society, the environment and communities which can contribute to implementing the Europe 2020 Strategy and the aim of the Single Market Act for a 'highly competitive social market economy'.

Slap

## Deklaracija iz Strasbourga

- o potreba proširenja aktivnosti *Inicijative za društveno poslovanje*;
- o razvoj partnerstva među državama članicama, regionalnim i lokalnim partnerima, organizacijama civilnoga društva i ključnim dionicima za stvaranje održivog sustava podrške društvenog poduzetništva;
- o razvoj finansijskih instrumenata od strane javnih i privatnih dionika koji će podržavati poslovanje društvenih poduzeća;
- o poticanje istraživanja i prikupljanje podataka za bolje razumijevanje i veću vidljivost društvenog poduzetništva.

Slap

## Dobra praksa

- Različiti modeli
- Dohodovna djelatnost neprofitnih organizacija
- Socijalne zadruge
- Društvena poduzeća
- Nastaje spontano bez sustavne podrške
- Izrasta iz potrebe, vođena entuzijazmom

Slap

## Deklaracija iz Strasbourga

- Konferencija 15/17. siječnja 2014. Social Enterprise: Have Your Say!
- Participativni pristup / 2000 ljudi
- Naglašava ulogu i značaj DP a razvoj europske ekonomije i društva
- [www.pomakonline.com](http://www.pomakonline.com)

Slap

## Naučena lekcija?

Ekonomija treba služiti čovjeku, a ne obratno. Na našu pogibelj, mi zaboravljamo da je tržište dobar sluga, loš gospodar i još lošija religija.

*Amory Lovins, Rocky Mountain Institute CEO*



- ✓ industrijska zadruga zasnovana na načelima soc.nauka katoličke crkve i britanskih kršćanskih socijalista
- ✓ Jose Maria Arizmendiaretta osnivač
- ✓ Objedinjuj 103 zadruge/dp i preko 74.000 zaposlenika
- ✓ 10. po snazi španjolska tvrtka
- ✓ demokratičnost u upravljanju
- ✓ sva dobit ide zaposlenicima (rezerva + solidarnost)
- ✓ 10% dobiti vraća za projekte u zajednici
- ✓ banka / vlastiti sustav mirovinskog i zdravstvenog osiguranja / sveučilište
- ✓ Caja Laboral

Više na: [www.mondragon-corporation.com](http://www.mondragon-corporation.com)

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## Mondragon - nova filozofija

- Vrijednosti: dostojanstvo, solidarnost, rad, obrazovanje
- 1941. - Escuela Profesional
- "Nemoguće je promijeniti firme. Treba stvarati nove ljude i nov način poslovanja"
- 1955. 5 inženjera osniva prvu firmu ULGOR (2013. - bankrot i transfer radnika)
- Samo radnici mogu biti članovi i vlasnici - ulog 15.000 Eur (do 24 mjeseca) - 2 godine testiranja; 3 godine za ulog kad izlaze
- Omjer plaća 1:3/ 1:5 / 1:8 (mjesečna akontacija i godišnji obračun)

Slap



## John Lewis Partnership

- Najveća britanska radnička zadruga



- Vodeći i ugledni britanski lanac ekskluzivnih robnih kuća
- 50% dobiti dijele zaposlenicima
- 50% dobiti daju u zajednicu
- Zapošljava preko 70.000 radnika

Slap



- ✓ Radnička zadruga u vlasništvu zaposlenika
- ✓ Rotacija na radnim mjestima
- ✓ Jednake plaće

Više na: [http://en.wikipedia.org/wiki/Suma\\_\(co-operative\)](http://en.wikipedia.org/wiki/Suma_(co-operative))  
[www.suma.com](http://www.suma.com)

## Kozmetika Dr.Hautschka



- ✓ vodeće ime organske kozmetike
- ✓ potpuno u vlasništvu zaposlenika
- ✓ 100% dobiti ostaje u zajednici
- ✓ zasnovana na principima održivog razvoja (podržava bio-dinamičku proizvodnju diljem svijeta; ne testira na životinjama)

Slap

## Teme za razgovor

- Što ih pokreće?
- Koji su glavni motivatori za bavljenje društvenim poduzetništvom?

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## KONTAKT

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Fax: 031 213 557  
Mob: 091 5102172  
sonja.slap@gmail.com  
www.slap.hr  
www.pomakonline.com

*zašto biti kap, kad mogu biti slap...*



Poduzetništvo – izazovi i prilike



## Što je projekt?

- Niz aktivnosti koje imaju za cilj ostvarenje jasno određenih rezultata u zadanom roku i s određenim proračunom
- Tranzicija iz postojećeg u željeno stanje

## O čemu će biti riječi?

- Što je to projekt?
- Ciljevi RH i EU
- Kohezijska politika
- Što svaki projekt mora imati
- Financiranje
- PCM projektna logika

## Ključne karakteristike projekta:

- Definiran početak i kraj
- Jedinstven rezultat
- Definiran obuhvat i potrebni resursi



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## Projekt...

- ...nije rutinski posao, održavanje ili redovni posao organizacije
- kupnja stroja nije projekt
- ideja nije projekt

## Projekti iz perspektive EU

*„Projekt je instrument koji služi postizanju višeg cilja (programa) kao pomoć pri provedbi viših politika.”*

EU projekti u pravilu usmjereni prema određenom višem cilju i široj skupini korisnika, a rjeđe na pojedinačne organizacije i osobe.

## 5 glavnih ciljeva EU strategije 2020

- Zapošljavanje
- Istraživanje i razvoj
- Klimatske promjene/energija
- Obrazovanje
- Siromaštvo i socijalna isključenost

## Uvod u EU projekte

- Zašto EU projekti?
- Kako su nastali?

## Ciljevi RH i EU

## Europa 2014 - 2020

- U travnju 2012. godine započeo je postupak programiranja za financijsko razdoblje EU 2014 – 2020 kojim se definira kako će RH koristiti europske strukturne i investicijske fondove
- Programiranje je osnova za povlačenje sredstava iz fondova EU, a njime se definiraju:
  - Nacionalni razvojni ciljevi
  - Prioritetna područja ulaganja
  - Strateški dokumenti
  - Koncentracija sredstava iz EU fondova
- Programski se dokumenti u RH izrađuju po principu partnerstva te su u proces uključene sve relevantne institucije i dionici kako bi se obuhvatile i identificirale potrebe i razvojni prioriteti RH



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## Prioriteti RH za razdoblje 2014 - 2020

- Jačanje inovacijskog profila RH putem pametne specijalizacije
- Podrška modernizaciji i konkurentnosti poduzeća
- Proširenje i poboljšanje prometne i ICT infrastrukture
- Ulaganja u socijalni sektor i smanjenje stope nezaposlenosti, a osobito među socijalno osjetljivim grupama
- Zaštita okoliša, očuvanje prirodnih resursa i baštine te prilagodba klimatskim promjenama
- Reforma javne uprave

## Prijava projekta

## Projektna logika

- Aktivnost:
  - Kupnja strojeva
- Rezultat:
  - Stvoreni preduvjeti za uštedu energije u proizvodnji
- Pokazatelj uspjeha:
  - 2 kupljena stroja
- Izvor provjere:
  - Otpremnica, faktura, foto dokumentacija

## Što nas čeka u budućnosti?

1. Europski fond za regionalni razvoj (engl. kratica ERDF)
2. Europski socijalni fond (engl. kratica ESF)
3. Kohezijski fond (engl. kratica CF)
4. Europski poljoprivredni fond za ruralni razvoj (engl. kratica EARDF)
5. Europski pomorski i ribarski fond (engl. kratica EMFF)

## Natječajna dokumentacija

- Smjernice za prijavitelje (Guidelines for Applicants)
- Logička matrica
- Aplikacijski obrazac (Application Form)
  - Projektni sažetak (Concept Note)
  - Puni aplikacijski obrazac (Full Application Form)
- Proračun

## Od objave natječaja do provedbe projekta...

- Prijava projekta je dugotrajna
- Postoji nekoliko faza evaluacije
- Ne dostavlja se sva dokumentacija odmah (u većini slučajeva)
- Ne smije se početi s provedbom projekta prije potpisa ugovora
- Potrebno je bit u kontaktu s partnerima i izvještavati ih o tijeku evaluacije



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## Što svaki projekt mora imati?

### Što svaki projekt mora imati II

- Partnerstvo, ukoliko je traženo u natječaju, svakom slučaju podršku drugih organizacija koje su ključni dionici u području rada projekta
- Objašnjenu metodologiju i logiku odnosno konzistentnost i opravdanost aktivnosti, rezultata i ciljeva
- Dodanu vrijednost

## Financiranje

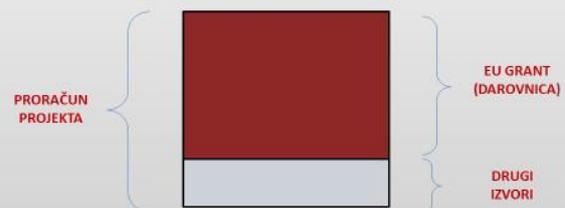
### Što svaki projekt mora imati I

- Relevantnost predloženih projektnih aktivnosti u odnosu na ciljeve natječaja ili programa na koji se projektni prijedlog javlja
- Kvalitetna rješenja kako će riješiti neki specifični problem svoje ciljne skupine odnosno konteksta područja na kojemu su problem identificirani
- Ispunjene ključne preduvjete i pokazanu zrelost za početak provedbe

### Što svaki projekt mora imati III

- Identificirane i analizirane rizike te mjere prevencije i korekcije
- Održivost rezultata projekta i trajni pozitivni učinak na rješenja problema svojih ciljnih skupina i područja
- Razrađeni proračun (opravdanost troškova) koji nudi vrijednost za novac koji projekt traži
- Prijavitelj mora imati financijski, upravljački i tehnički kapacitet

### Financiranje – skica strukture proračuna projekta



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## Financiranje

- EU rijetko u projektima financira 100% sredstava (ESF projekti)
- Sredstva moraju biti utrošena namjenski
- Svaki euro cent se mora opravdati
- U većini projekata morate sami financirati veći dio projekta
- Izveštavanje nakon završetka projekta nije financirano

## Shematski prikaz projekta

Kako ćemo to ostvariti?



## Pristup logičke matrice - PLM

- Analiza dionika
- Analiza problema
- Analiza ciljeva
- Odabir strategije

## Upravljanje projektnim ciklusom

## Zadatak

- Podijelite se u timove
- Razmislite o nekom **problemu** koji bi željeli riješiti u našem okruženju
- Primjer:
  - a) grad Osijek – grad iz kojeg mladi odlaze
  - b) nezaposlenost mladih...
  - c) ...

## Identifikacija dionika

Dionici su pojedinci, organizacije, institucije ili skupine ljudi:

- Koji mogu imati značajan interes za uspjeh ili neuspjeh projekta
- Ne koje projekt može utjecati svojim rezultatima, bilo pozitivno ili negativno
- Koji mogu utjecati na provedbu projekta, pozitivno ili negativno



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## Tko su dionici?

- Svi oni koji utječu na projekt ili na koje projekt utječe
- Svi koji doprinose projektu ili imaju koristi od projekta



## Tko sve može biti dionik?

### Ciljna grupa (Target group)

- Grupa na koju će projekt imati direktan pozitivan učinak ostvarenjem svrhe projekta (specifičnog cilja)

### Krajnji korisnici (Final beneficiaries)

- Oni koji će dugoročno imati koristi od projekta na nivou zajednice, društva ili sektora

Suprijavitelji, suradnici, pridruženi partneri...

## Analiza dionika – što nam je bitno?

- Osobine
  - Interes
  - Doprinosi
  - Koristi
  - Iskustvo
  - Kompetencije
  - ...
- Koje se aktivnosti moraju poduzeti kako bi “privoljeli” nesklone dionike?

## Analiza dionika

Važnost dionika za projekt

|                            | 5 | 4 | 3 | 2 | 1 |
|----------------------------|---|---|---|---|---|
| Utjecaj dionika na projekt |   |   |   |   |   |
| 5                          |   |   |   |   |   |
| 4                          |   |   |   |   |   |
| 3                          |   |   |   |   |   |
| 2                          |   |   |   |   |   |
| 1                          |   |   |   |   |   |

## Analiza dionika

| Dionici - opis  | Očekivanja / interesi za sudjelovanje u projektu   | Nedostatci i potencijali  | Moguće mjere za rješavanje interesa dionika   |
|---|--|---|---|
| Nezaposleni mladi u OBŽ                                       | <ul style="list-style-type: none"> <li>- Povećanje zapošljivosti</li> <li>- Stjecanje radnog iskustva</li> </ul> | <ul style="list-style-type: none"> <li>- Neadekvatna razina znanja</li> <li>- Neusklađenost razine znanja mladih s potrebama tržišta</li> </ul> | <ul style="list-style-type: none"> <li>- Specijalizirani edukativni program</li> <li>- Razvoj vještina za traženje posla</li> </ul> |
| Pitanja koja možemo postaviti prilikom izrade analize dionika | Što treba dionicima?   | Što im nedostaje da “to” ostvare?   | Kako ćemo doprinijeti “tome” projektom?   |

## Analiza problema

### Zašto je ona bitna?

- Omogućuje bolje razumijevanje problema i njihovu povezanost
- Uspostavlja uzročno posljedične veze među problemima
- Izgrađuje konsenzus među dionicima oko rješavanja zajedničkih problema
- Identificira stvarne probleme i prepreke s kojima se suočavaju ciljne skupine
- Dobro postavljena analiza problema predstavlja jasan temelj za određivanje relevantnih i usmjerenih ciljeva projekta



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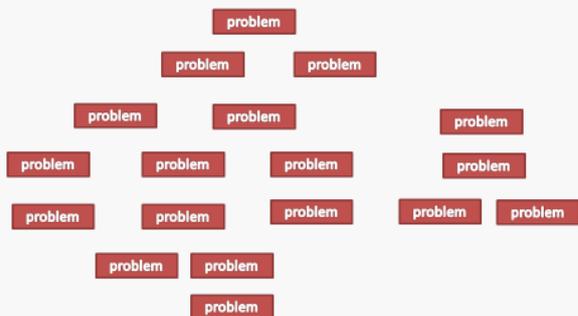
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## Analiza (stablo) problema

- Identifikacija "glavnog" problema
- Identifikacija ostalih problema i ograničenosti
- Uspostaviti uzročno posljedične odnose
- Provjera logike
- Nacrt problemskog stabla



## Analiza (stablo) problema



## Analiza ciljeva

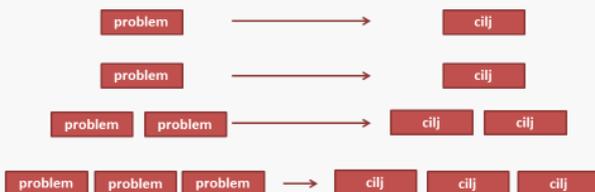


## Ciljevi

SMART ciljevi:

- S – short (kratki i jasni)
- M – measurable (mjerljivi)
- A – achievable (ostvarivi)
- R – realistic (realni)
- T – time oriented (vremenski određeni)

## Analiza (stablo) ciljeva



## Analiza (stablo) ciljeva

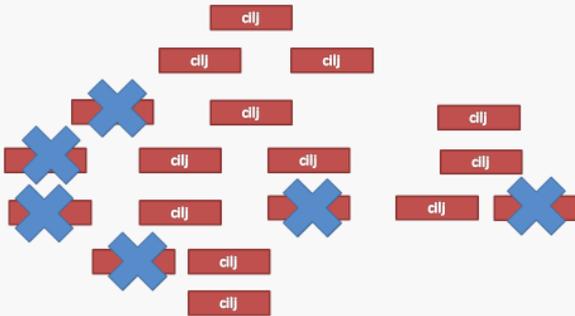




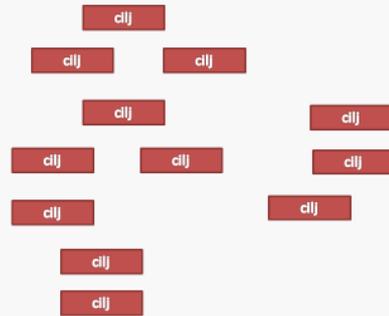
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## Odabir strategije

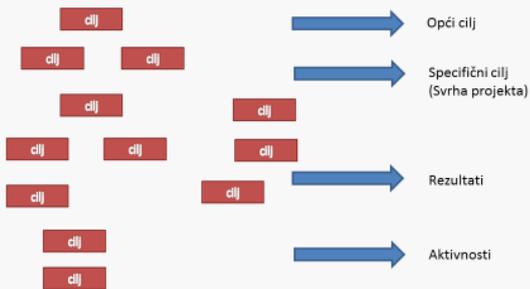
- jedan projekt ne rješava sve probleme/ciljeve



## Konačna slika projekta



## Konačna slika projekta



## Projektna logika

**Opći cilj projekta** – Ne rješavamo ga projektom, samo pridonosimo njegovom rješavanju

**Specifični cilj projekta** – Svrha našeg projekta, njime se bavimo i njega trebamo ostvariti. Sve aktivnosti i rezultati vode ostvarenju ovog cilja.

**Rezultati** – Opipljivi ishod projekta, proizvodi i usluge ostvareni projektom, proizlaze iz ostvarenih aktivnosti

**Aktivnosti** – Zadaci koje treba poduzeti kako bi se ostvarili rezultati projekta

## Primjeri

## Primjer - Maribor



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## Primjer – Tradicija za budućnost



## Primjer – Tradicija za budućnost



## A.C.T.I.V.E.



## Pitanja i odgovori



Hvala na pažnji!

Centar za poduzetništvo Osijek  
0800 345 345  
[info@czposijek.hr](mailto:info@czposijek.hr)

## 2. Attachment: Certificate for the participation on I-SICS training



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# CERTIFICATE

This is to certify that

**XYZ**

has been participated on and accomplished the „Be a social Entrepreneur”  
training.

<City>, <Date>

.....

Dean



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### 3. Attachment: Templates to submit

## Project Idea Template

---

# SOCIAL INNOVATION PROJECT IDEA

## 1. General Information

Title of the proposed project: .....

Proposed acronym for the project: .....

## 2. Social Need Addressed by the Proposed Project

*Please provide a short description of the social need that is addressed by your project, describe the relevance of the idea to the addressed need (max. 1000 characters)*

## 3. Description of the Proposed Project

*Please list and describe the proposed activities of your project, provide information on the links to the addressed social need (max. 1000 characters)*





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#### **4. Social Impact and Objectives of the Proposed Project**

*Please describe the foreseen and expected social impacts of your project and provide information on the objectives you intend to reach (max. 1000 characters)*

#### **5. Target Groups of the Proposed Project**

*Please list the target groups of your project (max. 1000 characters)*

#### **6. Contact Details**

*Name(s) of the person(s) submitting the project idea:*

.....

*Email:*

.....

*Mobile:*

.....

Thank you for your cooperation.

The <...Organising...> Team



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## **Detailed Project Idea Template**

# **SOCIAL INNOVATION COMPETITION**

*Project title:*

*Name of the team (Participants):*



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## 1. Social Need

Please provide a short description of the social need that is addressed by your project, describe the relevance of the idea to the addressed need. (max. 1500 characters)

## 2. SWOT analysis

Please provide a SWOT Analysis. (max. 1 page, in table)

| Strengths     | Weaknesses |
|---------------|------------|
| - ...         | - ...      |
| - ...         | - ...      |
| - ...         | - ...      |
| - ...         | - ...      |
| Opportunities | Threats    |
| - ...         | - ...      |
| - ...         | - ...      |
| - ...         | - ...      |
| - ...         | - ...      |

## 3. Description of the Proposed Project

Please list and describe the proposed activities of your project, provide information on the links to the addressed social need. Please describe the innovative aspect of the project. (max. 2500 characters)

## 4. Vision, mission, objectives

Please describe the most relevant objectives to be reached by your project. (max. 1500 characters)

## 5. Stakeholders

Please introduce the target groups and other relevant stakeholders. (max. 1500 characters)



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## **6. Social Impact**

*Please describe the foreseen and expected social impacts of your project and provide information on the objectives you intend to reach. (max. 1500 characters)*

## **7. Structure**

*Please describe the organisational structure of the project, the main positions and the related tasks. (max. 1500 characters)*

## **8. Tools**

*Please describe the tools needed for the implementation of the proposed activities. (max. 1500 characters)*



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## 9. Financial plan

Please create a five-year financial plan for the project. Under the table please explain the items.

| <b>Revenues</b>                   | <b>Actual year</b> | <b>20...</b> | <b>20...</b> | <b>20...</b> | <b>20...</b> |
|-----------------------------------|--------------------|--------------|--------------|--------------|--------------|
| Cash at the beginning of the year |                    |              |              |              |              |
| Loan                              |                    |              |              |              |              |
| Own capital or member loan        |                    |              |              |              |              |
| Sales Revenues                    |                    |              |              |              |              |
| Other income                      |                    |              |              |              |              |
| Grants                            |                    |              |              |              |              |
| Other loan                        |                    |              |              |              |              |
| Recoverable VAT                   |                    |              |              |              |              |
|                                   |                    |              |              |              |              |
| <b>Total Income</b>               | <b>0</b>           | <b>0</b>     | <b>0</b>     | <b>0</b>     | <b>0</b>     |
| <b>Expenses</b>                   | <b>Actual year</b> | <b>20...</b> | <b>20...</b> | <b>20...</b> | <b>20...</b> |
| Equipment                         |                    |              |              |              |              |
| Cost of goods and materials       |                    |              |              |              |              |
| Other material expenses           |                    |              |              |              |              |
| Personel costs                    |                    |              |              |              |              |
| Overheads (operating costs)       |                    |              |              |              |              |
| Bank and loan charges             |                    |              |              |              |              |
| Other cost                        |                    |              |              |              |              |
| Taxes                             |                    |              |              |              |              |
|                                   |                    |              |              |              |              |
| <b>Total expenses</b>             |                    |              |              |              |              |
| <b>Sufficit/Defficit</b>          |                    |              |              |              |              |
| <b>Principal payment</b>          |                    |              |              |              |              |
| <b>Balance</b>                    |                    |              |              |              |              |



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*Explanation of Revenues and Expenses*

|  |
|--|
|  |
|--|

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## Business model canvas template:

# The Business Model Canvas

Please refer to the document titled: "Using the Business Model Canvas for social enterprise design"

## ...<Project Title>...

Name of the Project Team: ...<Name>...

(Please, bear in mind that the key to using the BMC in social enterprise is to separate commercial and impact models, but then to integrate them inside the business model)

|   |  |   |   |  |
|---|--|---|---|--|
| <b>Key Partners</b><br><i>The network of suppliers and partners that make the enterprise work</i><br><ul style="list-style-type: none"> <li>● (Impact)</li> <li>● (Commercial)</li> </ul> | <b>Key Activities</b><br><i>The most important things that need to be done to make the enterprise work</i><br><ul style="list-style-type: none"> <li>● (Impact)</li> <li>● (Commercial)</li> </ul>   | <b>Value Proposition</b><br><i>The products and services that create value for specific customer segments - what keeps customers returning to your enterprise</i><br><ul style="list-style-type: none"> <li>● (Impact)</li> <li>● (Commercial)</li> </ul> | <b>Customer Relationships</b><br><i>The types of relationships an enterprise establishes with specific customer segments</i><br><ul style="list-style-type: none"> <li>● (Impact)</li> <li>● (Commercial)</li> </ul>                      | <b>Customer Segments</b><br><i>The different groups of people or organisations an enterprise aims to reach and serve</i><br><ul style="list-style-type: none"> <li>● (Impact)</li> <li>● (Commercial)</li> </ul> |
|   | <b>Key Resources</b><br><i>The most important assets and resources (physical, intellectual, human, financial) required to make an enterprise work.</i><br><ul style="list-style-type: none"> <li>● (Impact)</li> <li>● (Commercial)</li> </ul> |   | <b>Channels</b><br><i>How an enterprise communicates with and reaches its customer segments to deliver a value proposition.</i><br><ul style="list-style-type: none"> <li>● (Impact)</li> <li>● (Commercial)</li> </ul>                   |  |
| <b>Cost Structure</b><br><i>All the costs incurred to operate an enterprise</i><br><ul style="list-style-type: none"> <li>● (Impact)</li> <li>● (Commercial)</li> </ul>                   |  |   | <b>Revenue Streams</b><br><i>The cash an enterprise generates from each customer segment (subtracting costs from revenues to create earnings)</i><br><ul style="list-style-type: none"> <li>● (Impact)</li> <li>● (Commercial)</li> </ul> |  |

Source: [www.businessmodelgeneration.com](http://www.businessmodelgeneration.com)



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**Executive summary template:**

**INTERNATIONAL**

**SOCIAL INNOVATION COMPETITION**

**Project title or** .....  
.....  
**name of the social enterprise:** .....  
.....

**Keywords (max. 5) describing your social business idea:**  
.....  
.....

**Name of the team representative:**  
.....

**Team members:**  
.....  
.....  
.....

**Represented country:**  
.....  
.....



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## EXECUTIVE SUMMARY OF PROJECT

.....<PLEASE INSERT THE PROJECT TITLE AND DELETE FULL STOPS>.....

The objective of this notice is to provide some guidance for developing the Executive Summary of your social innovation project / social enterprise.

### *Proposed considerations for the Executive Summary:*

Please provide information on – at least – the following aspects of your project:

- Summary of the motivation of your team to develop this particular project idea
- Describe the social need you address with the project – please mention the international dimension, if any
- How does your project answer the social need? (Social impact, value propositions, activities)
- What resources do you need to meet the social need? (human, tangible)
- Who and how will benefit from the project? (stakeholders, customers)
- How do you plan to address your stakeholders/customers?
- Explain how you guarantee the financial sustainability of your social enterprise?
- How feasible is it to start your social enterprise in reality? Which thresholds do you see?
- Explain why your social enterprise is innovative
- How do you plan to implement your plan? What are the proposed implementation stages of your project?

### *Other issues to consider:*

- Please do not exceed 3 (three) pages for the Executive Summary
- Please do not remove the logos
- Please note that ...
  - this document will serve as the primary record for evaluation by the jury, please be as concrete as possible, use proper words, simple structures, pay attention to the format and language of the summary
  - the order of the above listed aspects may vary and/or be completed with other aspects
  - you can provide charts, photos as annex, but please avoid inserting them in the text

**When you finished your executive summary, please delete all the guidelines (within this table).**

Thank you for your cooperation. Good luck with your idea!

The I-SICS Partners



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#### 4. Attachment:

### EUROPASS CV



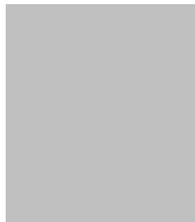
Curriculum Vitae

Replace with First name(s) Surname(s)

#### PERSONAL INFORMATION

Replace with First name(s) Surname(s)

[All CV headings are optional. Remove any empty headings.]



Replace with house number, street name, city, postcode, country

Replace with telephone number Replace with mobile number

State e-mail address

State personal website(s)

Replace with type of IM service Replace with messaging account(s)

Sex Enter sex | Date of birth dd/mm/yyyy | Nationality Enter nationality/-ies

JOB APPLIED FOR  
POSITION  
PREFERRED JOB  
STUDIES APPLIED FOR  
PERSONAL STATEMENT

Replace with job applied for / position / preferred job / studies applied for / personal statement (delete non relevant headings in left column)

#### WORK EXPERIENCE

[Add separate entries for each experience. Start from the most recent.]

Replace with dates (from - to)

Replace with occupation or position held

Replace with employer's name and locality (if relevant, full address and website)

▪ Replace with main activities and responsibilities

Business or sector Replace with type of business or sector

#### EDUCATION AND TRAINING

[Add separate entries for each course. Start from the most recent.]

Replace with dates (from - to)

Replace with qualification awarded

Replace with EQF (or other) level if relevant

▪ Replace with education or training organisation's name and locality (if relevant, country)

▪ Replace with a list of principal subjects covered or skills acquired

#### PERSONAL SKILLS

[Remove any headings left empty.]

Mother tongue(s)

Replace with mother tongue(s)

Other language(s)

| UNDERSTANDING  |             | SPEAKING           |                   | WRITING     |
|--|-------------|--------------------|-------------------|-------------|
| Listening  | Reading     | Spoken interaction | Spoken production |             |
| Replace with language  | Enter level | Enter level        | Enter level       | Enter level |
| Replace with name of language certificate. Enter level if known. |             |                    |                   |             |
| Replace with language  | Enter level | Enter level        | Enter level       | Enter level |
| Replace with name of language certificate. Enter level if known. |             |                    |                   |             |

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2 Proficient user  
[Common European Framework of Reference for Languages](#)



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**Communication skills** Replace with your communication skills. Specify in what context they were acquired. Example:

**Organisational / managerial skills**

Replace with your organisational / managerial skills. Specify in what context they were acquired. Example:

- good communication skills gained through my experience as sales manager
- leadership (currently responsible for a team of 10 people)

**Job-related skills**

Replace with any job-related skills not listed elsewhere. Specify in what context they were acquired. Example:

- good command of quality control processes (currently responsible for quality audit)

**Digital competence**

| SELF-ASSESSMENT        |               |                  |             |                 |
|------------------------|---------------|------------------|-------------|-----------------|
| Information processing | Communication | Content creation | Safety      | Problem solving |
| Enter level            | Enter level   | Enter level      | Enter level | Enter level     |

Levels: Basic user - Independent user - Proficient user  
[Digital competences - Self-assessment grid](#)

Replace with name of ICT-certificate(s)

Replace with your other computer skills. Specify in what context they were acquired. Example:

- good command of office suite (word processor, spread sheet, presentation software)
- good command of photo editing software gained as an amateur photographer

**Other skills**

Replace with other relevant skills not already mentioned. Specify in what context they were acquired. Example: carpentry

**Driving licence**

Replace with driving licence category/-ies. Example: B

**ADDITIONAL INFORMATION**

- Publications
- Presentations
- Projects
- Conferences
- Seminars
- Honours and awards
- Memberships
- References
- Citations
- Courses
- Certifications

Replace with relevant publications, presentations, projects, conferences, seminars, honours and awards, memberships, references. Remove headings not relevant in the left column.

Example of publication:

- How to write a successful CV, New Associated Publishers, London, 2002.

Example of project:

- Devon new public library. Principal architect in charge of design, production, bidding and construction supervision (2008-2012).

**ANNEXES**

Replace with list of documents annexed to your CV. Examples:

- copies of degrees and qualifications;
- testimonial of employment or work placement;
- publications or research.



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## **Instructions for filling the Europass CV**

### **Before you start: Five basic principles for a good CV**

#### **1. Concentrate on the essentials**

- Employers generally spend less than one minute reading a CV before deciding to reject it, or to shortlist it for detailed consideration. If you fail to make the right impact, you missed your chance.
- If applying for an advertised vacancy, always ensure that you comply with any application process entirely. The vacancy notice might specify: how to apply (CV, application form, online application), the length and/or format of the CV, whether a covering letter is required, etc.
- Be brief: two A4 pages are usually more than enough, irrespective of your education or experience. Do not exceed three pages. If you hold a degree, include your secondary school qualifications only if relevant to the job in question.
- Is your work experience limited? Describe your education and training first; highlight volunteering activities and placements or traineeships.

#### **2. Be clear and concise**

- Use short sentences. Avoid clichés. Concentrate on the relevant aspects of your training and work experience.
- Give specific examples. Quantify your achievements.
- Update your CV as your experience develops. Don't hesitate to remove old information if it does not add value for the position.

#### **3. Always adapt your CV to suit the post you are applying for**

- Highlight your strengths according to the needs of the employer and focus on the skills that match the job.
- Do not include work experience or training which is not relevant to the application.
- Explain any breaks in your studies or career giving examples of any transferable skills you might have learned during your break.
- Before sending your CV to an employer, check again that it corresponds to the required profile.
- Do not artificially inflate your CV; if you do, you are likely to be found out at the interview.

#### **4. Pay attention to the presentation of your CV**

- Present your skills and competences clearly and logically, so that your advantages stand out.
- Put the most relevant information first.
- Pay attention to spelling and punctuation.
- Print your CV on white paper (unless you are asked to send it electronically).
- Retain the suggested font and layout.

#### **5. Check your CV once you have filled it in**

- Correct any spelling mistakes, and ensure the layout is clear and logical.
- Have someone else re-read your CV so that you are sure the content is clear and easy to understand.
- Do not forget to write a cover letter.





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## 5. Attachment: The Winner Idea on I-SICS in 2016

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### Introduction Melting Pot

#### What is a Melting Pot?

Melting Pot means a mix of cultures in our society. We would like to represent a mix of cultures in dishes. We believe that food connects people and provides solidarity and love. We'll give asylum seekers, our social target group, a daily activity by creating a catering company where they are given the opportunity to prepare their home countries dishes. Individuals and companies, our commercial customers, can taste food from a variety of countries.

#### Who are we?

We are five friends, just graduated from the university of Brussels, as masters in cultural educational sciences. We all are socially committed and therefore we are very motivated to work together on this project. We believe that all small projects can contribute to a bigger and more sustainable change.



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## Executive summary of Melting Pot

# INTERNATIONAL SOCIAL INNOVATION COMPETITION

**Project title or  
name of the social enterprise:**

Melting Pot

**Keywords (max. 5) describing your social business idea:**

non-profit, catering company, asylum  
seekers, empowerment,  
intercultural exchange

**Name of the team representative:**

Anna Nauwelaerts

**Team members:**

Cato Van Roeyen  
Emma Lansens  
Hanne Styfhals  
Leen Willems

**Represented country:**

Belgium



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## EXECUTIVE SUMMARY OF PROJECT MELTING POT

### Motivation to develop Melting Pot

The name of our project, Melting Pot, stands for our goal to support respect and open interaction between the different people, cultures and ethnicities. Through bridging - connecting people from socially heterogeneous groups - this project aims to strengthen social cohesion. With kitchen utilities as our tools, we share our love for international cooking with each other and with the community.

### Social need of Melting Pot

Asylum seekers in Belgium aren't allowed to work in the first four months after they submitted their application. So, in these months, their talents remain unused. Through voluntary work which is - in contrast to paid work - allowed, Melting Pot provides a meaningful daytime activity whereby asylum seekers prepare dishes from their home country, improve their cooking skills and learn from other cultures and traditions. By being responsible for preparing the meals which includes buying their ingredients, asylum seekers get to know the neighbourhood and the local language in an informal way. A surplus value of Melting Pot is our peerlearning-approach. Peerlearning between asylum seekers contributes to a positive self-esteem and self-empowerment.

### Who and how will benefit from Melting Pot

Melting Pot targets two different groups. (1) On the one hand a social target group: the asylum seekers. (2) On the other hand an economic target group: individuals and organisations who order meals from our catering company. For the latter, we will focus mainly on socially responsible enterprises.

(1) Melting Pot offers a wide range of advantages for asylum seekers. They will improve their knowledge about the languages and culture(s) in Belgium. They will form a positive self-esteem, will be given responsibilities and will learn to work in and as a team while getting familiar with the labour market. It will be a meaningful life experience.

(2) The individuals and organisations get the opportunity to taste international food and be introduced to the diversity of our society. Furthermore, they can contribute to a local and social project.



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## How we plan to address our stakeholders and customers

### Stakeholders: asylum seekers

Melting Pot organises every month a food market in the asylum center, allowing the asylum seekers to get to know our project in an informal way. The food markets create an environment where people can cook together and where local and personal food traditions can be shared and where face-to-face contact is a key factor. As a result, new ideas and new recipes can be formed, which Melting Pot will later offer to the customers. Besides the food markets, flyers will be hung in the asylum center.

### Customers: individuals and companies

As a start-up, we will promote Melting Pot by distributing flyers and posters on relevant locations, such as corporate events, food festivals, local shops and public places. Information can also be found on the website and social media, on which meal orders can be placed as well. Besides orders from individuals, Melting Pot caters all sorts of events, such as corporate events, neighbourhood parties, receptions, barbecues, weddings, festivals etc.

## Resources Melting Pot needs to meet the social need

### Human

Melting Pot has a number of partners in mind. The cooperation can lead to win-win situations for both parties. Melting Pot aims fruitful and targeted partnerships. Possible partners are „Rode Kruis” (an organisation that shelters asylum seekers), „Velt” (ecological food company), „groep Intro” (an organisation that devotes itself to developing the talents of socially deprived groups) and „’t Werkhuys” (rental of areas, rooms and a kitchen for social and creative projects).

### Tangible

The profit will be reinvested into Melting Pot. New materials, a van for the delivery of the meals, more specific ingredients, expanded kitchen equipment will be purchased with the profit. Also Melting Pot wants to pay the professional staff.

## Guarantee of financial sustainability

Because of financial reasons, Melting Pot will prepare orders only once a week in the first six months of the project. We see it as a test phase in which we want to find out if there is enough interest in the project. Later, we will extend the working days. An important source of revenues is provided through funding. We have three potential partners in mind:

### Socrowd

Socrowd is a crowdfunding platform for social business initiatives. If the business plan of Melting Pot is approved by Socrowd, investors can donate money. The amount invested in our project will be tripled by Socrowd and the total sum will be lent to us. That way, Melting Pot is supported by an interest-free loan from Socrowd. If Melting Pot is profitable, both the private investors as well as Socrowd will be restituted.



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## **Cera**

We submit an application for financial backing by Cera. Melting Pot association meets the conditions proposed by Cera for community projects. More specific, this project includes involvement of volunteers and awareness for sustainability development. If our project is approved by Cera, we will receive financial backing amounting up to € 2000.

## **The city of Antwerp**

We submit an application to the city of Antwerp for funding with regard to staff and operational resources. Melting Pot meets the requirements for projects, namely, an improvement of the quality of life in the city such as environmental care, welfare and participation of the citizens to society. For this application, we can receive financial backing amounting up to € 10 000.

## **Feasibility of Melting Pot**

### **Strengths**

Benefits for asylum seekers: (1) use of talents, (2) improvement of self-esteem, (3) daytime activity, (4) introduction to language and culture, (5) lifelong learning, (6) introduction to labour market.

Benefits for customers: (1) intercultural exchange, (2) supporting a new and innovative project, (3) taste dishes from different countries.

### **Weaknesses**

(1) Limited experience with business and (2) with the social target group.

### **Opportunities**

(1) Answer to the current asylum crisis, (2) voluntary work for asylum seekers in the months after the submission of their application, (3) Antwerp is a melting pot with a large potential of multicultural interest.

### **Threats**

(1) Asylum seekers can be a difficult and critical group because of possible fear, anger, stress and other feelings concerning the acculturation process. (2) The commitment of the asylum seekers can be influenced by the lack of legal, paid employment opportunities. (3) Melting Pot may experience pressure from other (international) restaurants and catering companies. (4) A sufficient amount of interest from potential consumers is necessary

## **Melting Pot, an innovative social enterprise**

Given the rising amount of asylum applicants in Belgium and in Europe, services and assistance are restricted to the primary necessities of life such as “bed, bath and bread”. The labour market is not adjusted to the large influx of asylum seekers. More specific, asylum seekers are not allowed to work in the first four months of their arrival in Belgium. This situation demands innovative solutions like Melting Pot.

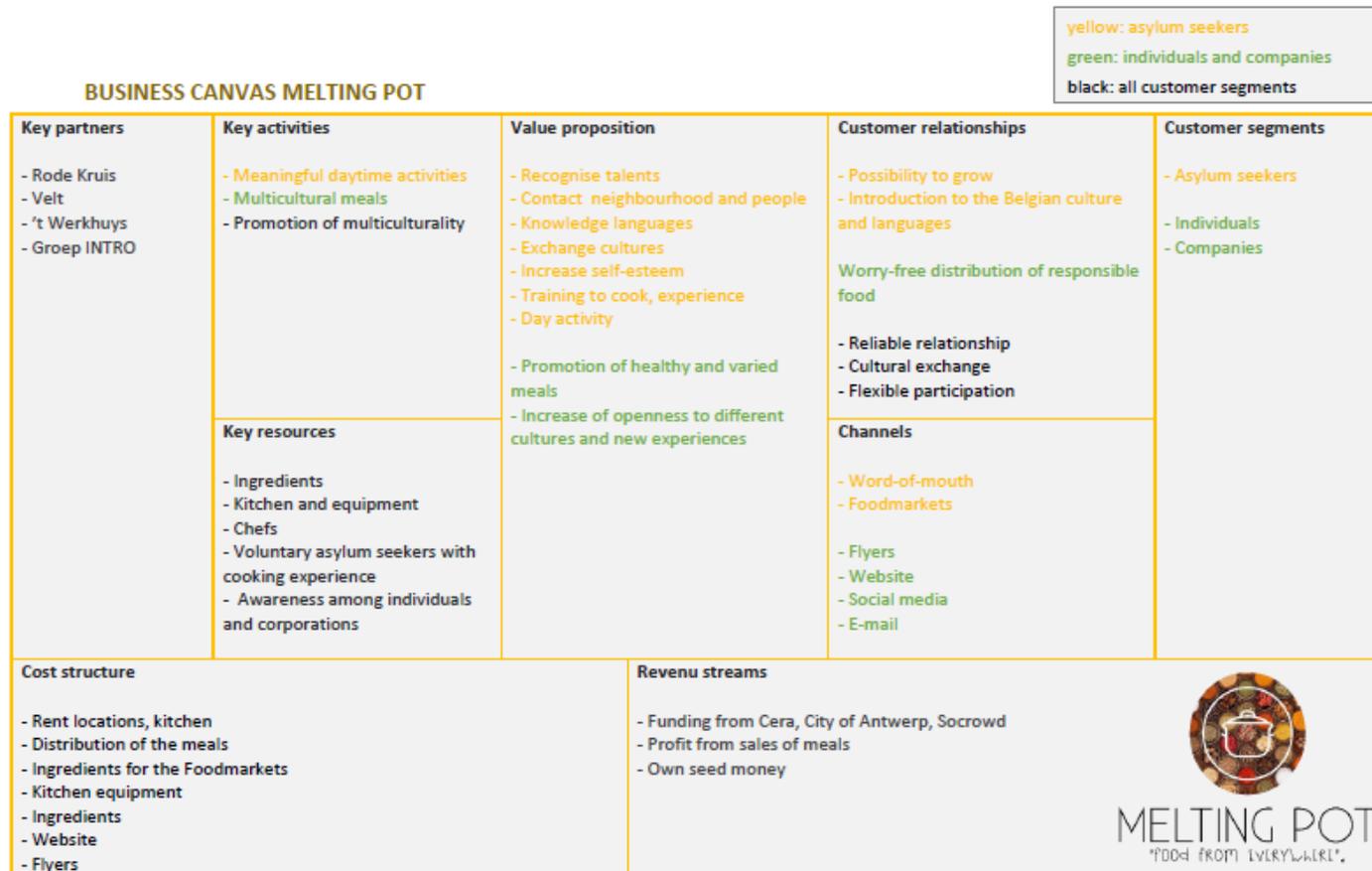


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## Business Model Canvas of Melting Pot





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## **Business Plan of Melting Pot (in Dutch)**

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Cateringbedrijf met gerechten uit de hele wereld, klaargemaakt door bewoners van een asielcentrum



# MELTING POT

"FOOD FROM EVERYWHERE".

---

Anna Nauwelaerts, Cato Van Roeyen, Emma Lansens, Hanne Styfhals en Leen Willems



Wereldstraat 10 – 2050 Antwerpen



[www.meltingpot.be](http://www.meltingpot.be)



[info@meltingpot.be](mailto:info@meltingpot.be)



0475 18 16 04



[www.facebook.com/meltingpot](https://www.facebook.com/meltingpot)

# BUSINESS MODEL

**Legende**  
 geel: asielzoekers  
 bruin: bedrijven en particulieren  
 zwart: voor alle customer segments

|   |   |  |   |   |
|---|---|--|---|---|
| <b>Key partners</b><br>- Rode Kruis<br>Opvangcentrum Linkeroever<br>- Velt<br>- 't Werkhuys<br>- Groep INTRO vzw<br>- VTM                                       | <b>Key activities</b><br>- Multiculturele maaltijden<br>- Multiculturaliteit promoten<br>- Zinnvolle dagbesteding   | <b>Value proposition</b><br>- Talenten erkennen<br>- Contact lokale bevolking<br>- Kennis Nederlands<br>- Uitwisseling culturen<br>- Eigenwaarde verhogen<br>- Opleiding tot kok<br>- Ervaring en dagactiviteit<br>- Gezonde, gevarieerde voeding promoten<br>- Multiculturaliteit en openheid t.o.v. nieuwe ervaringen verhogen | <b>Customer relationships</b><br>- Vertrouwensband<br>- Culturele uitwisseling<br>- Flexibele deelname<br>- Mogelijkheid om door te groeien<br>- Kennismaking met de Vlaamse cultuur<br>- Zorgeloze bedeling van verantwoorde voeding | <b>Customer segments</b><br>- Bewoners van het asielcentrum Linkeroever (Antwerpen)<br>- Particulieren<br>- Bedrijven |
|   | <b>Key resources</b><br>- Ingrediënten<br>- Keuken en materiaal<br>- Koks<br>- Vrijwillige asielzoekers met kookervaring<br>- Bekendheid bij particulieren en bedrijven |  | <b>Channels</b><br>- Mond-aan-mond reclame<br>- Foodmarkets<br>- Flyer<br>- Website<br>- Facebookpagina<br>- E-mail   |   |
| <b>Cost structure</b><br>- Huur locatie<br>- Verdeling maaltijden<br>- Voedsel voor Foodmarkets<br>- Keukenmateriaal<br>- Ingrediënten<br>- Website<br>- Flyers |   | <b>Revenu streams</b><br>- Sponsoring door VTM<br>- Subsidies van Cera, Stad Antwerpen, Socrowd<br>- Eigen startkapitaal<br>- Inkomsten van verkoop maaltijden   |   |   |



**MELTING POT**  
 "FOOD FROM EVERYWHERE"

## Melting Pot vzw

Wereldstraat 10  
2050 Antwerpen

0475 18 16 04

info@meltingpot.be  
www.meltingpot.be



MELTING POT  
"FOOD FROM EVERYWHERE".

# PROJECT SAMENVATTING

## Melting Pot, een mix van culturen

In onze huidige multiculturele samenleving komen steeds meer en steeds vaker mensen met verschillende etnische achtergronden in contact met elkaar. Een echte 'melting pot'. Om samen te leven met elkaar is wederzijds respect en toenadering nodig. Waar mensen moeite ondervinden om naast en tussen elkaar te leven, moet er ingezet worden op een versterking van de sociale cohesie. Melting Pot vzw wil bijdragen aan een samenleving waarin respect voor en interactie tussen verschillende culturen mogelijk is. Terug naar een universele basisbehoefte waar tradities en menselijk contact centraal staan: voeding.

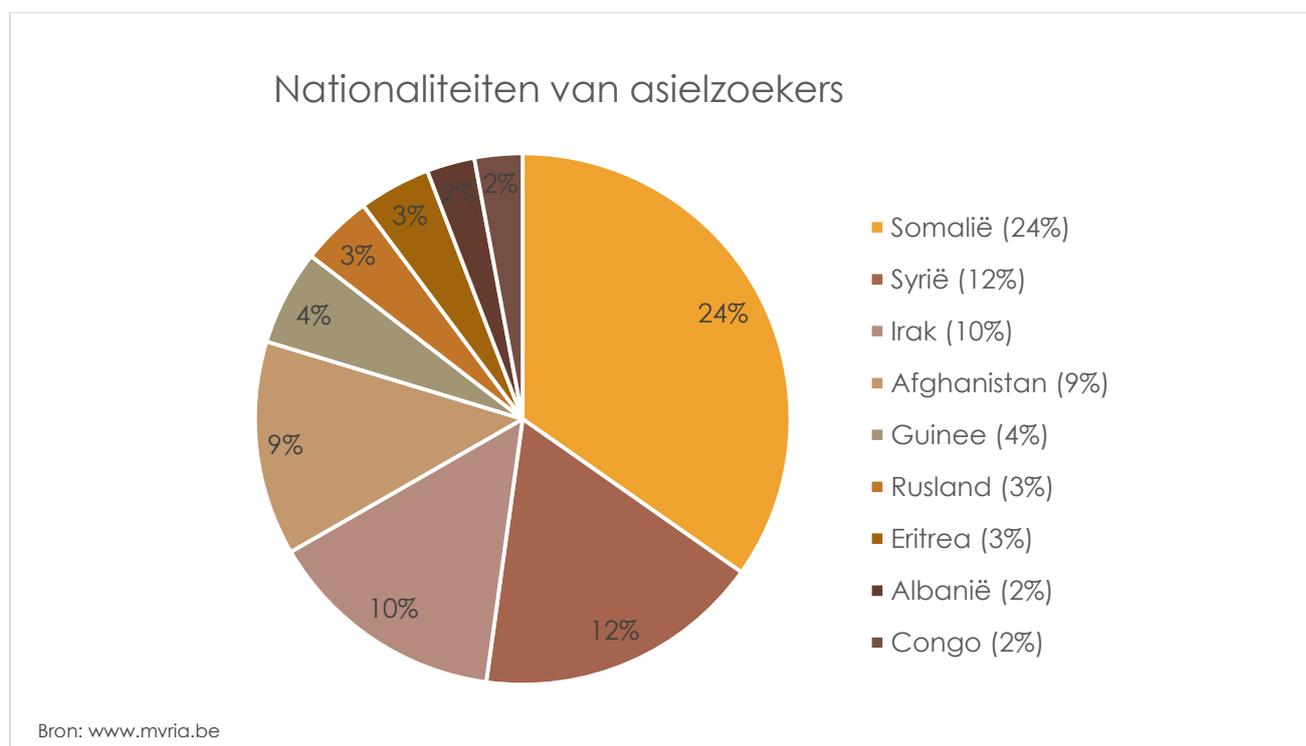
Melting Pot vzw is een multicultureel cateringbedrijf dat ervan overtuigd is dat solidariteit en liefde door de maag gaan. Melting Pot vzw richt zich zowel op particulieren die maaltijden uit verschillende landen van de wereld willen proeven als op bedrijven die, naast het aanbieden van gezonde en gevarieerde voeding, ook belang hechten aan de extra sociale dimensie die Melting Pot vzw voorziet.

## Koks uit verschillende landen

Melting Pot vzw werkt samen met asielzoekers (die in Rode Kruis Opvangcentrum Linkeroever verblijven) die hun handen uit de mouwen willen steken in onze dynamische keuken. Zij worden begeleid door zowel vrijwilligers als een professionele kok met een hart voor lekker en gevarieerd eten.

Asielzoekers mogen pas werken als ze vier maanden na het indienen van hun aanvraag nog geen beslissing hebben gekregen. In tussentijd worden hun talenten vaak onbenut. Daarom wil Melting Pot vzw asielzoekers een zinvolle dagactiviteit bieden waarbij ze gerechten uit hun thuisland kunnen klaarmaken, hun kookkunsten kunnen verbeteren en kunnen leren van andere culturen en tradities. Culturele uitwisseling dragen we hoog in het vaandel. De asielzoekers hebben de verantwoordelijkheid om zelf hun nodige ingrediënten te kopen, eventueel met begeleiding van onze vrijwilligers. Op die manier komen ze in contact met de lokale bevolking en krijgen ze de mogelijkheid om de Nederlandse taal te leren. De asielzoekers kiezen zelf of ze willen deelnemen aan het project en doen dit op vrijwillige basis. Een bijkomende weerwaarde schuilt in peerlearning. Peerlearning, of leren tussen asielzoekers, creëert zelfwaarde, wat aanleunt bij self-empowerment.

Onderstaande grafiek geeft de tien meest voorkomende nationaliteiten weer van asielzoekers. De gegevens dateren van mei 2015.



### **Praktisch: Een multicultureel gerecht bestellen bij Melting Pot vzw**

- \* Het bestellen van de maaltijden gebeurt telefonisch, via mail of via onze website.
- \* Voor grote bestellingen (meer dan zes personen), vragen we om ten minste een dag op voorhand te reserveren.
- \* De maaltijden kunnen geleverd worden op het gewenste adres. Bij afhaling wordt er een korting gerekend van -15%.
- \* Op aanvraag kan een factuur gemaakt worden.
- \* Bestellingen worden bij bezorging contant betaald. Bij grote bestellingen kan men vooraf het bedrag overschrijven. Bij afhaling kan er zowel contact als met bankcontact betaald worden.

# BUSINESS MODEL UITGEWERKT



## 1. Key Activities

Om de gestelde doelen te verwezenlijken, houdt Melting Pot vzw drie key activities voor ogen. Een eerste key-activity is het aanstellen van asielzoekers als keukenpersoneel. We willen hen een nuttige dagelijkse invulling bieden en geven de kans aan talentontwikkeling. Een tweede key activity betreft de bereiding van maaltijden: hiervoor worden de ingrediënten zoveel mogelijk aangekocht bij plaatselijke handelaars. Op die manier willen we optimaal hun talenten benutten en hen een betekenisvolle daglicht stellen en deze maaltijden aanbieden aan ieder die wilt. Door deze maaltijden aan eerlijke prijzen te verkopen, beogen we een winst die we terug investeren in het bedrijf.



## 2. Value proposition

Melting Pot vzw is een social profit project en heeft dus zowel sociale als economische doelen voor ogen.

### 2.1. Social values

Melting Pot vzw erkent de talenten van asielzoekers. Door ze de mogelijkheid te geven om gerechten uit hun thuisland op grote schaal klaar te maken, hebben ze niet alleen een zinvolle tijdsbesteding, ze komen ook in contact met de lokale omgeving doordat ze zelf de benodigde ingrediënten kopen. Ze ontwikkelen hierdoor kennis van de Nederlandse taal op een informele manier. Ook krijgen ze de mogelijkheid om, onder supervisie van een professionele kok, hun kookkunsten te verbeteren. Daarnaast is er uitwisseling tussen verschillende culturen en leren de asielzoekers tradities en gerechten van andere landen kennen. Deze aspecten dragen bij tot het erkennen van hun talenten en de groei van de eigenwaarde en het zelfvertrouwen van de asielzoekers.

### 2.2. Economic values

Om de werking van Melting Pot vzw te garanderen, beogen we een zo groot mogelijk klantenbestand uit te bouwen, met zowel particulieren als bedrijven. De winst van de maaltijden wordt geïnvesteerd in het project. Zo worden er nieuwe materialen aangekocht, een bestelwagen om de maaltijden rond te brengen, basisingrediënten voorzien en de keuken uitgebreid. Op termijn wil Melting Pot vzw ook de catering van grotere events, zoals trouwfeesten en lokale festivalletjes mogelijk maken en een opleiding ontwikkelen voor asielzoekers die na de procedure nog verder willen gaan met het project.



### 3. Customer Segments

Melting Pot vzw richt zich op twee doelgroepen: een sociale doelgroep, de bewoners van het asielcentrum Linkeroever, en een economische doelgroep, particulieren en bedrijven die de maaltijden van onze vzw bestellen.



#### 3.1. Social Relationships

Om de asielzoekers te bereiken plant Melting Pot vzw om maandelijks in het asielcentrum Linkeroever langs te gaan en een Foodmarket te organiseren.

##### 3.1.1. Foodmarkets

De Foodmarkets zijn een initiatief om de asielzoekers kennis te laten maken met onze organisatie. Ze leren er onze en elkaars voedingsgewoontes kennen door in interactie te treden en samen te koken.

Als organisatie bieden we ondersteuning in de vorm van kookmateriaal, voeding en workshops. We leren hen kooktechnieken aan en vormen samen een kook-team. Nadien genieten we samen van de zelfgekookte maaltijd omdat we geloven dat 'een vuile tafel goed boert'. We bedoelen daarmee dat de mogelijkheid ontstaat om onderling contact te leggen en zo een netwerk voor zichzelf uit te bouwen. Tijdens het eten praten we met de asielzoekers en bieden we hen de kans om zich in te schrijven om bij Melting Pot vzw meer te komen koken indien zij daar interesse voor hebben.

De asielzoekers kunnen zelf kiezen welke dagen ze koken bij Melting Pot vzw. Ze duiden dit aan op een meegebrachte kalender en laten hun contactgegevens achter. We laten een kopie van de kalender laten achter in het centrum zodat ook zij onthouden wanneer ze een engagement nemen. Op die manier kunnen ook de werknemers van het asielcentrum dit mee opvolgen en zijn zij ook betrokken bij het project. De week voordat zij ingepland staan, contacteren wij de asielzoekers om hen hieraan te herinneren.

De eerste maand maken we samen een typisch Belgisch gerecht. We vragen de deelnemers tijdens deze eerste editie van de Foodmarket naar eigen recepten en ideeën die we kunnen klaarmaken op een volgende Foodmarket. Zo krijgen de asielzoekers ook inspraak in de organisatie van de Foodmarkets en stellen hun gerechten centraal. We hopen om zo in te spelen op hun interesses en hen te motiveren om deel te nemen aan het project. Door inspraak te bieden vanaf het begin groeit mogelijks de motivatie om later in het cateringbedrijf vrijwilligerswerk te doen.

We kozen voor een Foodmarket als activiteit omwille van het sociale aspect ervan. De doelgroep kent een grote diversiteit waardoor er een taalbarrière kan ontstaan bij het gebruik van veel schriftelijk materiaal. Door het face-to-face contact is ook non-verbale communicatie mogelijk en kan er ad hoc ingespeeld worden op mogelijke vragen van de doelgroep. Iets wat niet mogelijk is met andere manieren van communicatie.

### 3.1.2. Reaching the target group: an impression

We treffen regelingen met het asielcentrum Linkeroever voor data en locatie om de Foodmarkets te organiseren. Komende data zijn 1 juni 2016, 6 juli 2016 en 3 augustus 2016.

Een viertal standjes worden opgesteld in een lokaal van het asielcentrum (indien het mooi weer is kan dit buiten). Eén stand wordt gebruikt voor het bereiden van warme gerechten. De andere standjes geven de mogelijkheid tot het klaarmaken en bereiden van de andere gerechten. Iedere maand focussen we op het maken van één hoofdgerecht. Daarnaast worden bijgerechten, soepen en nagerechten klaargemaakt.

Elke maand zijn er twee begeleiders aanwezig om de deelnemers te motiveren en te assisteren.

Hieronder is de link naar het filmpje voor de foodmarkets. Het geeft weer hoe we de foodmarkets concreet zien:

**You Tube** <https://www.youtube.com/watch?v=InL4CIBt8Po&feature=youtu.be>



Op de volgende pagina bevindt zich de poster om de foodmarkets te promoten.



# MELTING POT

"FOOD FROM EVERYWHERE".

**DO YOU LIKE TO COOK ?**

**HOU JE VAN KOKEN?**

**DO YOU WANT TO COOK FOR OTHER PEOPLE?**

**WIL JE KOKEN VOOR ANDERE MENSEN?**

**Every first Wednesday of the month**

**Elke eerste woensdag van de maand**

**i** → **reception**





## 3.2. Economic Relationships

Cateringbedrijf Melting Pot ontvangt bestellingen van particulieren en bedrijven. We focussen ons in eerste instantie op maatschappelijk verantwoorde ondernemingen. Zij zijn immers naast economische en milieuoverwegingen ook bezig met het sociale aspect in hun bedrijfsvoering. Ze willen inzetten op menselijk sociaal kapitaal. Iets wat Melting Pot vzw ook tracht te realiseren. De kans is daarnaast ook reëel dat dergelijke bedrijven sneller geïnteresseerd zijn om met ons samen te werken.

Als startende onderneming willen we ons bekend maken door flyers en posters te verspreiden op relevante locaties. Hiervoor denken we aan bedrijfsevenementen, food-festivals en brievenbussen in de buurt.

Via onze website en facebookpagina kunnen geïnteresseerden het aanbod van Melting Pot vzw terugvinden en een bestelling plaatsen. Bedrijfsevenementen, buurtfeesten, recepties, barbecues, e.d. kunnen op onze diensten rekenen. Wanneer het cateringbedrijf goed draait, kunnen we dit uitbreiden naar meer grootschalige evenementen zoals festivals en trouwfeesten.

Op de volgende pagina bevindt zich de affiche die ook in flyervorm zich gedrukt worden voor de promotie van de maaltijden van Melting Pot vzw.



# MELTING POT

"FOOD FROM EVERYWHERE".

## Wat

Melting Pot vzw voorziet de ideale catering voor uw evenement!

We zijn een sociale organisatie die gerechten aanbiedt gemaakt met en door asielzoekers. We geven hen de kans om zich uit te leven in de keuken, zij geven u gerechten uit hun land. Zin om onze gerechten eens te proberen?

## Hoe

U kan ons rijkelijk aanbod vinden op onze website

## Contact

Wereldstraat 10 – 2050 Antwerpen

[www.meltingpot.be](http://www.meltingpot.be)

[info@meltingpot.be](mailto:info@meltingpot.be)

0475 18 16 04

[www.facebook.com/meltingpot](http://www.facebook.com/meltingpot)



## 4. Key Partners

Melting Pot vzw wil samenwerken met een aantal partners. Deze samenwerking kan leiden tot win-winsituaties voor beide partijen. We streven dus naar vruchtbare en doelgerichte partnerships. Hieronder zijn de partners opgesomd en de reden waarom Melting Pot vzw in een vruchtbare samenwerking gelooft. Verder in dit document bevinden zich de brieven die verstuurd werden naar de partners met de bijhorende bovengenoemde 'projectsamenvatting als bijlage.

Melting Pot vzw koos voor volgende partners:



### 4.1. Rode Kruis Opvangcentrum Linkeroever

Melting Pot vzw wil samenwerken met het Rode Kruis Opvangcentrum Linkeroever. We zien hun expertise als troef om asielzoekers te bereiken en te motiveren voor het project. In dit centrum wonen ongeveer 227 asielzoekers, zowel families als alleenstaanden kunnen hier terecht. Naast dagelijkse bezigheden biedt het opvangcentrum namelijk een waaier van nevenactiviteiten aan. Hier kan Melting Pot vzw perfect bij aansluiten.

### 4.2. Velt

Melting Pot vzw ziet een raakvlak met Velt omdat deze organisatie zich elke dag samen met duizend vrijwilligers actief inzet voor een ecologische leefomgeving binnen het brede kader van duurzame ontwikkeling. Melting Pot vzw ziet sponsoring door Velt mogelijk via korting op aankopen van groenten en fruit. Melting Pot vzw biedt de leden van Velt korting op de maaltijden. Uiteraard wordt Velt met naam en logo vermeld op onze website.

### 4.3. 't Werkhuys

Melting Pot vzw ziet een raakvlak met 't Werkhuys omdat deze organisatie ruimte biedt aan groepen en individuen om te creëren, repeteren, na te denken of gewoon samen te komen. De diverse ruimtes worden aan democratische prijzen verhuurd zodat iedereen in 't Werkhuys terecht kan. Daarnaast beschikt 't Werkhuys over een ontmoetingsruimte ('t Kaffee) waar buurtbewoners, residenten, partners of toevallige voorbijgangers elkaar ontmoeten. Melting Pot vzw ziet sponsoring door 't Werkhuys mogelijk via gebruik van de keuken. In ruil biedt Melting Pot vzw elke weekdag maaltijden aan in 't Kaffee voor vijf euro, als extra troef voor 't Werkhuys. Uiteraard wordt 't Werkhuys met naam en logo vermeld op onze website.

#### 4.4. Groep INTRO vzw

Groep INTRO vzw heeft een uitgebreide expertise met betrekking tot asielzoekers. Groep INTRO vzw is daarom een gedroomde partner om ons project vorm te geven. Ten eerste kunnen zij ons helpen met de administratieve regeling om de asielzoekers als vrijwilligers in te schakelen in Melting Pot vzw. Daarnaast kunnen zij ondersteuning bieden om hun bewoners warm te maken voor dit project. Groep INTRO zelf heeft verschillende horecaprojecten die gericht zijn op talentontwikkeling. Ons project sluit hier naadloos bij aan waardoor we Groep INTRO als ideale partner zien voor de opstart van dit unieke cateringbedrijf.

Melting Pot vzw ziet een raakvlak met Groep INTRO vzw omdat deze organisatie iedereen de kans geeft om talenten te ontwikkelen. Bovendien beheert Groep INTRO vzw verschillende sociale restaurants en ondersteunt ze mensen in hun zoektocht naar werk. Graag wil Melting Pot vzw de expertise met deze doelgroep van Groep Intro vzw en hun administratieve ondersteuning voor de inschakeling van vrijwilligers benutten. Melting Pot vzw wil hiervoor een laagdrempelige horeca-ervaring voor personen in een asielcentrum bieden, een professionele werkplek om talenten te benutten en doorgroeimogelijkheden te bieden aan asielzoekers. Uiteraard wordt Groep INTRO vzw met naam en logo vermeld op onze website.

#### 4.5. VTM

Melting Pot vzw ziet een raakvlak met VTM omdat ze zich profileert als familiezender van Vlaanderen en een grootschalig bereik heeft binnen Vlaanderen. Melting Pot vzw ziet een sponsoring door VTM mogelijk op vlak van keukentoebehoren. VTM is sinds enkele jaren zender van de wedstrijd *Mijn Pop-uprestaurant*. Aangezien het keukenmateriaal van de afvallers niet meer gebruikt wordt, zien wij hiervoor een herbestemming bij Melting Pot vzw. Melting Pot vzw opent de deuren voor VTM opdat een eventuele reportage, zoals Telefacts, kan gedraaid worden. Uiteraard wordt VTM met naam en logo vermeld op onze website.



### 5. Key Resources



#### 5.1. Cost Structure

Onderstaande tabel toont de geldelijke behoeften en middelen om Melting Pot vzw op te starten. Eens de organisatie gestart is, zijn er enkele bijkomende kosten zoals het loon van de professionele kok en een vrijwilligersvergoeding voor de asielzoekers die werken bij Melting Pot vzw. Uiteraard krijgt de vzw ook inkomsten door de verkoop en bedeling van de maaltijden.

| GELDELIJKE BEHOEFTE                                   | KOST            |
|---|-----------------|
| Huur locatie  | € 2000          |
| Vervoer (auto aankopen + benzine)                     | € 6000          |
| Voedsel voor de foodmarkets + foodworkshops           | € 1000          |
| Keukenmateriaal + verplaatsbare kookvuren             | € 1000          |
| Startbedrag voor de eerste maaltijden cateringbedrijf | € 2000          |
| Website opstarten + reclame voor cliënten maken       | € 1000          |
| <b>Totaal</b>   | <b>€ 13.000</b> |

| MIDDELEN                              | INKOMST         |
|---------------------------------------|-----------------|
| Interne middelen: eigen startkapitaal | € 2500          |
| Sociale crowdfunding                  | € 8000          |
| Projectsteun Cera                     | € 2000          |
| Projectsubsidies Stad Antwerpen       | € 3000          |
| <b>Totaal</b>                         | <b>€ 15.500</b> |



## 5.2. Revenu Streams

### 5.2.1. Sociale crowdfunding

We sturen ons project Melting Pot vzw in bij Socrowd. Als dit goedgekeurd wordt door de organisatie, wordt ons project opgenomen in hun bestand. Op die manier kunnen investeerders geld doneren aan ons initiatief. Zij hebben de garantie dat hun investering volledig terugbetaald wordt. Het bedrag dat geïnvesteerd wordt in ons project, wordt door Socrowd verdriedubbeld en aan ons uitgeleend. Zo gaan we een renteloze lening aan bij Socrowd. Indien ons project rendabel is, heeft elke partij de garantie dat ze hun geld terugkrijgen. Het ingediende project bevindt zich op de volgende pagina.

### 5.2.2. Projectsteun Cera

We dienen bij Cera een aanvraag in voor financiële ruggensteun. Melting Pot vzw voldoet aan de voorwaarden die Cera stelt voor maatschappelijke projecten. Zo voldoen we aan het genereren van duurzame ontwikkeling en het betrekken van vrijwilligers. We krijgen van Cera een projectsubsidie van tweeduizend euro.

### 5.2.3. Projectsubsidies Stad Antwerpen

Bij Stad Antwerpen dienen we een aanvraag in voor subsidies voor personeels- en werkingsmiddelen. Melting Pot vzw voldoet aan de eisen voor projectsubsidies, nl. een verbetering van de leefbaarheid van de stad, de woonomgeving en het samenleven én een stimulans voor een actieve deelname van Antwerpenaars aan de samenleving. Voor deze aanvraag kunnen we een subsidie krijgen van maximaal tienduizend euro.

## Een project indienen bij Socrowd

Als je jouw gegevens achterlaat, nemen we zo snel mogelijk contact met je op.

\*Vereist

**Naam contactpersoon \***

Leen Willems

**Naam organisatie \***

Melting Pot vzw

### Korte omschrijving van project

Melting Pot vzw is een multicultureel cateringbedrijf dat ervan overtuigd is dat solidariteit en liefde door de maag gaan. Melting Pot vzw richt zich zowel op particulieren die maaltijden uit verschillende landen van de wereld willen proeven als op bedrijven die, naast het aanbieden van gezonde en gevarieerde voeding, ook belang hechten aan de extra sociale dimensie die Melting Pot vzw voorziet.

Melting Pot vzw werkt samen met asielzoekers uit het centrum Linkeroever te Antwerpen die hun handen uit de mouwen komen steken in onze dynamische keuken. Zij worden begeleid door zowel vrijwilligers als een professionele kok met een hart voor lekker en gevarieerd eten.

Asielzoekers mogen pas werken als ze vier maanden na het indienen van hun aanvraag nog geen beslissing hebben gekregen. In tussentijd worden hun talenten vaak onbenut. Daarom wil Melting Pot vzw asielzoekers een zinvolle dagactiviteit bieden waarbij ze gerechten uit hun thuisland kunnen klaarmaken, hun kookkunsten kunnen verbeteren, kunnen leren van andere culturen en tradities. Culturele uitwisseling dragen we hoog in ons vaandel. De asielzoekers hebben de verantwoordelijkheid om zelf hun nodige ingrediënten te kopen, eventueel met begeleiding van onze vrijwilligers. Op die manier komen ze in contact met de lokale bevolking en krijgen ze de mogelijkheid om de Nederlandse taal te leren. De asielzoekers kiezen zelf of ze willen deelnemen aan het project en doen dit op vrijwillige basis.

Door een samenwerking met Socrowd hopen we het nodige startkapitaal in te zamelen om ons initiatief te verwezenlijken.

**Website**

www.meltingpot.be

**E-mail \***

info@meltingpot.be

**Telefoonnummer**

0475 18 16 04

Verzenden



MELTING POT  
"FOOD FROM EVERYWHERE".



2014-1-HU01-KA203-002367

## 6. Attachment: Feedback templates

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# FEEDBACK QUESTIONNAIRE

## I-SICS TRAINING

**Dear I-SICS Trainer,**

Project International Social Innovation Competition for Students and Adult Learners (I-SICS) was designed to find answers to the most important social challenges of our world, by making the future's entrepreneurs and leaders aware of these, and by enabling them today to make a change for a more equal future. Our aim with the project is to create ground for students and adult learners to make use of their creativity to produce benefits for the whole society, improve their entrepreneurial skills, have the opportunity to cooperate internationally and can get acquainted with the concept and culture of social entrepreneurship and social innovation.

In order to best support the sustainability of project I-SICS, we would like to summarise the challenges of the training and competition to integrate the comments, opinion and recommendations of stakeholders on the organisation and implementation of the International Social Innovation Competition.

Please answer all the questions to provide your view of the training. We appreciate your time spending on filling in this questionnaire.

Thank you for your cooperation.

...<Name of organisation implementing the training>...



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## 1. General Information

Name of Organiser:

.....

Your relevant experience:

.....

.....

*Would you be open to share your views, detailed opinion in the course of a skype talk?*

*If yes, please provide your skype ID: .....*

## 2. Training materials, Preparation

*What were the sources you used to prepare for the training? What kind of materials did you use beyond the SEE project (Social Enterprising Europe - 527921-LLP-1-2012-1-BE-GRUNDTVIG-GMP)? (Please provide references)*

*What kind of training materials did you prepare for the training? (Multiple answers possible)*

- |  |                                       |                                   |  |  |
|--|---------------------------------------|-----------------------------------|--|--|
| <input type="checkbox"/> slides / presentation | <input type="checkbox"/> handouts     | <input type="checkbox"/> textbook | <input type="checkbox"/> video                                     | <input type="checkbox"/> online material |
| <input type="checkbox"/> review questions      | <input type="checkbox"/> case studies | <input type="checkbox"/> test(s)  | <input type="checkbox"/> other (please specify):<br>.....<br>..... |  |

*What do you think after the training: did the training material you prepared cover all aspects necessary as basis for the competition?*

- Yes                       No

*In your opinion, which part of the training shall be well/deeply explained?*

---



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*In your opinion, which part of the training requires less time to be explained?*

*How would you improve the training materials?*

*How much time did you spend on preparations?*

### **3. Training**

*How was the timing of the training? (Number of training days, length of training period – i.e. two consecutive days, or x academic hours y times a week for z months, etc.) Please specify:*

*How did you keep the participants' interest during the training?*

*What kind of immediate feedbacks did the participants give? Please provide a short list (excluding those in the questionnaire).*



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*In your opinion what was of the greatest success in the training? Which parts went well?*

*In your opinion what shall be improved in the training?*

*What did you like about this training?*

#### **4. Summary**

*We appreciate your further comments about the training.*



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## FEEDBACK QUESTIONNAIRE

### I-SICS MENTORING

**Dear I-SICS Mentor,**

Project International Social Innovation Competition for Students and Adult Learners (I-SICS) was designed to find answers to the most important social challenges of our world, by making the future's entrepreneurs and leaders aware of these, and by enabling them today to make a change for a more equal future. Our aim with the project is to create ground for students and adult learners to make use of their creativity to produce benefits for the whole society, improve their entrepreneurial skills, have the opportunity to cooperate internationally and can get acquainted with the concept and culture of social entrepreneurship and social innovation.

In order to best support the sustainability of project I-SICS, we would like to summarise the challenges of the training and competition to integrate the comments, opinion and recommendations of stakeholders on the organisation and implementation of the International Social Innovation Competition.

Please answer all the questions to provide your view of mentoring. We appreciate your time spending on filling in this questionnaire.

Thank you for your cooperation.

...<Name of organisation implementing the training>...



2014-1-HU01-KA203-002367

## 1. General Information

Name of Organiser:

.....

Your relevant experience:

.....

.....

*Would you be open to share your views, detailed opinion in the course of a skype talk?*

*If yes, please provide your skype ID: .....*

## 2. Training materials, Preparation

*What were the sources you used to prepare for mentoring? What kind of materials did you use beyond the SEE project (Social Enterprising Europe - 527921-LLP-1-2012-1-BE-GRUNDTVIG-GMP)? (Please provide references)*

*What kind of materials did you prepare for mentoring? (Multiple answers possible)*

- |  |                                       |                                   |  |  |
|--|---------------------------------------|-----------------------------------|--|--|
| <input type="checkbox"/> slides / presentation | <input type="checkbox"/> handouts     | <input type="checkbox"/> textbook | <input type="checkbox"/> video                                     | <input type="checkbox"/> online material       |
| <input type="checkbox"/> review questions      | <input type="checkbox"/> case studies | <input type="checkbox"/> test(s)  | <input type="checkbox"/> other (please specify):<br>.....<br>..... | <input type="checkbox"/> No separate materials |

*What do you think after mentoring: did the training materials cover all aspects necessary as basis for the competition?*

- Yes                       No



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*In your opinion, which part of the training shall be well/deeply explained before the mentoring starts?*

*How would you improve the training materials?*

*How much time did you spend on preparations?*

### 3. Mentoring

*How was the timing of mentoring? (Number of mentoring events, length of mentoring period – i.e. two consecutive days, or x academic hours y times a week for z months, etc.) Please specify:*

*Were you involved in the training activities?*

Not at all

My students were involved

I was involved in training material development

I supervised the training materials

I was the trainer

Other (please specify):

.....

*Please provide a short description on the applied method in the course of mentoring (i.e. personal meetings, skype conversations, etc.), frequency (i.e. daily, once a week, etc.), etc.*





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*How did you keep the participants' interest during mentoring?*

*What kind of immediate feedbacks did the participants give? Please provide a short list (excluding those in the questionnaire).*

*In your opinion: what was of the greatest success in mentoring? Which parts went well?*

*What is your opinion: what shall be improved and how? What would you do in another way?*

#### **4. Summary**

*We appreciate your further comments about the training and mentoring.*



2014-1-HU01-KA203-002367

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## FEEDBACK QUESTIONNAIRE

### I-SICS TRAINING AND MENTORING

**Dear I-SICS Competitor,**

Project International Social Innovation Competition for Students and Adult Learners (I-SICS) was designed to find answers to the most important social challenges of our world, by making the future's entrepreneurs and leaders aware of these, and by enabling them today to make a change for a more equal future. Our aim with the project is to create ground for students and adult learners to make use of their creativity to produce benefits for the whole society, improve their entrepreneurial skills, have the opportunity to cooperate internationally and can get acquainted with the concept and culture of social entrepreneurship and social innovation.

In order to best support the sustainability of project I-SICS, we would like to summarise the challenges of the training and competition to integrate the comments, opinion and recommendations of stakeholders on the organisation and implementation of the International Social Innovation Competition.

Please answer all the questions by ticking the box to the left of the category which best reflects your view of the training. There is some space left for you to provide feedback in your own words also.

We appreciate your time spending on filling in this questionnaire.

Thank you for your cooperation.

...<Name of organisation implementing the training>...

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## 1. General Information

Name of Organiser of training + mentoring:

.....

Name of Organisation in which you study:

.....

.....

*Would you be open to share your views, detailed opinion in the course of a skype talk?*

*If yes, please provide your skype ID: .....*

## 2. Information about the I-SICS training and competition

*From which source did you get information on the I-SICS training and competition? (Multiple answers possible)*

|                          |   |                          |                                      |                          |                        |                          |                         |                          |                |
|--------------------------|---|--------------------------|--------------------------------------|--------------------------|------------------------|--------------------------|-------------------------|--------------------------|----------------|
| <input type="checkbox"/> | from my lecturer                            | <input type="checkbox"/> | I-SICS poster                        | <input type="checkbox"/> | I-SICS newsletter      | <input type="checkbox"/> | my university's webpage | <input type="checkbox"/> | I-SICS webpage |
| <input type="checkbox"/> | advertisement / news in a printed newspaper | <input type="checkbox"/> | advertisement / news in online media | <input type="checkbox"/> | other                  |                          |                         |                          |                |
|                          |   |                          |                                      | <input type="checkbox"/> | (please specify: ..... |                          |                         |                          |                |
|                          |   |                          |                                      | <input type="checkbox"/> | .....)                 |                          |                         |                          |                |

## 3. Training materials

*How do you rate the overall lucidity of the training material?*

|   |                                      |  |  |   |
|---|--------------------------------------|--|--|---|
| <input type="checkbox"/> Very difficult | <input type="checkbox"/> Challenging | <input type="checkbox"/> Understood more or less | <input type="checkbox"/> Definitely good | <input type="checkbox"/> Easy to understand |
|---|--------------------------------------|--|--|---|

*Which topics were less interesting to you?*



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*Which topics were the most interesting?*

#### 4. Training – professional aspects

*How would you rate the overall quality of the training?*

Waste of time     Poor     Adequate     Good     Excellent

*How did you find the contents of the training?*

Waste of time     Good way of repeating what I knew before     Good     Gained new knowledge     Excellent

*In your opinion, which part of the training shall be better explained?*

*In your opinion, which part of the training is too long-winded?*

*How would you rate the presentation and explanation by the trainer(s)?*

Waste of time     Poor     Satisfactory     Good     Excellent

*How would you rate the management of interactions by the trainer(s)?*

Unacceptable     Poor     Adequate     Good     Excellent     Not applicable in this case

*How would you rate the presentation style, methods and techniques of the trainer(s)?*

Unacceptable     Poor     Satisfactory     Good     Excellent

*Did the trainer(s) manage to keep you (and other participants) interested in the training?*

Not at all     Yes, sometimes     More or less     Yes     Definitely yes



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*What did you like about this training?*

*How could the training best be improved?*

## 5. Mentoring – professional aspects

*How would you rate the overall quality of the mentoring you received?*

Waste of time     Poor     Adequate     Good     Excellent

*How did you find the topics of mentoring? Were they custom-tailored to your project?*

Waste of time     Good way of repeating what I knew before     Good     Gained new knowledge     Excellent

*In your opinion, which part of mentoring shall have a better/deeper focus?*

*How would you rate the work of your mentor?*

Unacceptable     Poor     Satisfactory     Good     Excellent

*Did your mentor effectively manage the time “to get you ready” for the time of the competition?*

Yes     No

*What did you like in mentoring?*

*How could mentoring best be improved?*



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## 6. Training and Mentoring – technical aspects

*Was the venue suitable for the training (i.e. size, lighting, easily accessible, etc.)?*

Yes  No

*How would you rate the quality of handouts, presentations and class materials?*

Unacceptable  Poor  Adequate  Good  Excellent  Not applicable in this case

*Have you received information/feedback within a reasonable time (i.e. 1-2 days)?*

Yes  No

*How would you rate the quality of materials/information your mentor provided?*

Unacceptable  Poor  Adequate  Good  Excellent  Not applicable in this case

## 7. Summary

*How would you rate the overall event?*

Waste of time  Poor  Adequate  Good  Excellent

*We appreciate your further comments about training and mentoring.*



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## FEEDBACK QUESTIONNAIRE

### I-SICS INTERNATIONAL SUMMER CAMP AND AWARD CEREMONY

**Dear I-SICS Competitor,**

Congratulations on your winning social innovation project idea!

Thank you for your feedbacks provided so far on the training and mentoring you received, and also on the I-SICS Regional Competition in your country.

We have arrived at another milestone of the competition: you have shared your project idea with an independent international jury and had some immediate feedbacks. Congratulations on your courage! We hope you enjoyed the I-SICS International Summer Camp and Competition.

In order to best support the sustainability of project I-SICS, we would like to summarise the challenges of the summer camp and international competition to integrate the comments, opinion and recommendations of stakeholders on the organisation and implementation of the Events.

Please answer all the questions by ticking the box to the left of the category which best reflects your view of the mentoring activities. There is some space left for you to provide feedback in your own words also.

We appreciate your time spending on filling in this questionnaire.

Thank you for your cooperation.

...<Name of organisation implementing the training>...



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## General Information

Country/Region you represent: .....

Name of the Organisation in which you study: .....

Would you be open to share your views, detailed opinion in the course of a skype talk?

If yes, please provide your skype ID: .....

## Preparation

How much time did you spend on preparation for the International Competition?

Please disregard the time you spent on preparation to the regional competition (e.g. academic hours of the training and your time with the mentor before the regional competition round). Please select the nearest.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> less than 16 hours (2 days)    | <input type="checkbox"/> less than 40 hours (5 days)   | <input type="checkbox"/> about 40-50 hours (appr. a week) |
| <input type="checkbox"/> between 50-100 hours (2 weeks) | <input type="checkbox"/> less than a month (160 hours) | <input type="checkbox"/> more than a month                |

You were requested to submit the executive summary and the business model canvas of your idea. Did you get help, advice or guidance from your mentor in preparing/compiling the documents?

- No, my team developed the documents without asking for / getting help.
- Yes, our mentor helping me during the regional round provided help as follows:
- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | we discussed the structure of the executive summary with our mentor     |
| <input type="checkbox"/> | we discussed the language of the executive summary with our mentor      |
| <input type="checkbox"/> | we discussed the final version of the executive summary with our mentor |
| <input type="checkbox"/> | our mentor helped us understand the canvas issues                       |
| <input type="checkbox"/> | we discussed the structure of the canvas with our mentor                |
| <input type="checkbox"/> | we discussed the language of the canvas with our mentor                 |
| <input type="checkbox"/> | our mentor helped us translate the document(s) into English             |
| <input type="checkbox"/> | our mentor did the proof-reading of the documents                       |

How did you present your social innovation project idea at the International Competition?

(Multiple answers possible)

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Presentation (ppt) | <input type="checkbox"/> Printed (promotional) materials (please specify): ..... | <input type="checkbox"/> Video                         |
| <input type="checkbox"/> Play               | <input type="checkbox"/> Speech  | <input type="checkbox"/> Other (please specify): ..... |



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## Summer Camp

*Did the I-SICS Summer Camp meet your expectations? (Please disregard the days of the competition)*

|  |  |  |   |  |   |
|--|--|--|---|--|---|
|  | My professional expectations were fully met and the facilities (accommodation, catering, technical equipment) were of excellent quality  |  | My professional expectations were met but the facilities (accommodation, catering, technical equipment) were of less quality          |  | My professional expectations were only partly met but the facilities (accommodation, catering, technical equipment) were of excellent quality |
|  | My professional expectations were only partly met and the facilities (accommodation, catering, technical equipment) were of less quality |  | My professional expectations were not met but the facilities (accommodation, catering, technical equipment) were of excellent quality |  | My professional expectations were not met and the facilities (accommodation, catering, technical equipment) were unacceptable                 |

*Which programme element did you like the most during the Summer Camp?*

*Please rank the programmes in order where "1" is the best and "10" is the least preferred element. (Please use figures 1-10 only once)*

|  |  |
|--|--|
|  | ...<Please write here the titles of the programme elements>... |
|  | ...<Please write here the titles of the programme elements>... |
|  | ...<Please write here the titles of the programme elements>... |
|  | ...<Please write here the titles of the programme elements>... |
|  | ...<Please write here the titles of the programme elements>... |
|  | ...<Please write here the titles of the programme elements>... |
|  | ...<Please write here the titles of the programme elements>... |
|  | ...<Please write here the titles of the programme elements>... |
|  | ...<Please write here the titles of the programme elements>... |
|  | ...<Please write here the titles of the programme elements>... |

*Which workshop was the most useful?*

|  |   |
|--|---|
|  | ...<Please write here the titles of the workshops>... |
|  | ...<Please write here the titles of the workshops>... |
|  | ...<Please write here the titles of the workshops>... |
|  | ...<Please write here the titles of the workshops>... |
|  | ...<Please write here the titles of the workshops>... |
|  | ...<Please write here the titles of the workshops>... |
|  | ...<Please write here the titles of the workshops>... |
|  | ...<Please write here the titles of the workshops>... |
|  | ...<Please write here the titles of the workshops>... |
|  | ...<Please write here the titles of the workshops>... |



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## Competition and Award Ceremony

Did the International Competition meet your expectations?

I enjoyed it much as it was – both the professional and the technical implementation

No, it was a complete waste of time

If your answer is between the two “extremes”, please select from the list below. (Multiple answers possible)

I liked the venue and facilities (e.g. equipment, catering, transport)

I liked the professional implementation, especially the atmosphere

I liked the professional implementation, especially the reactions from the jury after presentations

It was very useful to listen to other competitors’ presentations

I did not like that competitors had the opportunity to listen to other presentations

I did not like the venue (equipment were not operating thoroughly)

I did not like the venue (we had to travel a lot)

I did not like the professional implementation because there were a lot of spare time which could have been used up better

I did not like the professional implementation, the atmosphere was terrible

I did not like the professional implementation, the reactions from the jury after presentations were not useful

Other, please specify: .....

How would you rate the management of interactions by the moderator(s)?

Unacceptable

Poor

Good

Excellent

What is your opinion on the composition of the jury?

(Please select the appropriate answer)

| Agree                    | Disagree                 | Statement   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The composition of the jury well reflected the “industry” and the project |
| <input type="checkbox"/> | <input type="checkbox"/> | Participating regions/countries were well-balanced in the jury            |
| <input type="checkbox"/> | <input type="checkbox"/> | The jury’s reactions to presentations were useful                         |
| <input type="checkbox"/> | <input type="checkbox"/> | The jury’s attitude to students’ presentations was motivating             |
| <input type="checkbox"/> | <input type="checkbox"/> | The jury’s attitude to students’ presentations was positive               |
| <input type="checkbox"/> | <input type="checkbox"/> | The jury’s decisions were acceptable                                      |



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## Summary

*How would you rate the overall event?*

Waste of time

Poor

Good

Excellent

*We appreciate your further comments about the I-SICS International Summer Camp and Competition.*

*Some aspects we would like to have your comments on:*

- *Do you find the opportunity of getting acquainted with the competitors prior to the competition useful?*
- *In your opinion why is the form of summer camp suitable for the workshops before the competition?*
- *What did you like the most in the summer camp?*
- *In your opinion, how could the summer camp best be improved?*
- *What did you like the most in the international competition?*
- *In your opinion, how could the international competition best be improved?*
- *How could the mentors better support students?*
- *What amendments would you propose regarding the jury?*





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## 7. Attachment: Feedback report

### Introduction

The aim of this report is to summarise the challenges of the Regional and International Competitions and integrate the comments, opinion and recommendations of stakeholders, involved parties on the organisation and implementation of the events and thus suggesting the fine-tuning and amendments of the competition concept.

Please note that the report includes the synthesis of the answers given by various stakeholders in altogether 328 questionnaires. Although it was assumed in the project proposal to include the feedback questionnaires as annexes to this report, we re-considered the original undertaking and no attachments are provided.

### Implementation of the training and mentoring

The section summarises and describes the methods of implementing the training and mentoring by the partners.

#### Overall summary of training and mentoring implementation

- ✓ Most partners started preparations 2-3 months before the training sessions started.
- ✓ Recruitment of participants was mainly through contacts with university lecturers, I-SICS posters and personal contacts with students (e.g. presentation of the project goals and benefits to students).
- ✓ The time devoted to recruitment was between 1-4 months (1 month was in Belgium where social enterprising has a long track of history, and longer periods in the other countries)
- ✓ It is the common opinion of the partners that recruitment needs (i) more time and (ii) providing clear messages to participants on the competition goals and the benefits for participants.
- ✓ Timing of the training and the competitions shall be adjusted to the academic year obligations of students (avoid training sessions or deadlines set close to the exam period).
- ✓ Generally, 2-3 trainers were selected for introducing students to the theory. Selection of trainers were based on their work/training experience, knowledge of the social business and work ethics.
- ✓ Generally, 2-4 mentors were assigned by partners, mostly the same persons as the trainers. This way references could be better made to the theoretical issues when providing the mentoring. In case of involving mentors other than trainers, they were provided with the training materials for reference.
- ✓ The length of the training sessions was around (altogether) 15-22 academic hours, which proved to be sufficient for the theory.
- ✓ Trainings were traditional face-to-face events with online support (training materials and additional proposed reading uploaded to cloud facilities).



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- ✓ Trainings were implemented at universities. In case of non-HEI partners, agreements with local universities of providing venue were reached.
- ✓ It is important to check the facilities of the trainings before the implementation: size shall be adjusted to the training needs (e.g. auditorium vs small group work).
- ✓ Students shall be informed on the accessories they need to have with them (e.g. smart phones/tablets/laptops).
- ✓ Mentoring was provided mainly through face-to-face meetings (except in Belgium where only online mentoring was implemented), and regular contacts via phone, skype or email.
- ✓ Generally, the time devoted to mentoring was more than foreseen – due to the variety and diversity of students’ project ideas.
- ✓ It is the common opinion of the partners that theory should be given less time and mentoring shall be devoted more time than proposed in the project proposal.
- ✓ “To Do” recommendations of partners:
  - Start preparations at least 6 months before the start of the training
  - Preparations should include the set up the communication strategy and custom-tailoring of the training content and training materials
  - Contact communication offices of universities also, not only university lecturers
  - In case social innovation is not very well known in the country, implement awareness raising events
  - Establish strong cooperation and trust with trainers, mentors and participants
  - Start recruiting early enough
  - Clearly communicate the overall goals of the program
  - Set clear messages of benefits for students from participation
  - Test (somehow) the students’ command of English
  - Hold recruiting presentations at universities together with mentors and trainers
  - Share competition rules and timing with participants as early as possible
  - Set the submission of an initial project proposal for the competition as an integral part of the training. This will ensure greater participation in the competition while facilitating the practical application of the knowledge acquired in the training to an actual business idea.
  - Adjust training and competition timing to the annual calendar and obligations of students (avoid close dates to exam period)
  - Provide an online environment where participants can be contacted and provided with documents to be offered for consulting when developing project ideas
  - Check the suitability of the offered venue (auditorium vs small group work)
  - Spend some time in the first training session to explain the final goal of the training and to set some clear deadlines
  - Invite an actual social entrepreneur to present his/her business and how his/her idea has grown
  - Reduce the number of hours in class, include visits to operating social enterprises



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- ✓ “Not To Do” recommendations of partners:
  - Do not use the method of contacting universities through professors as a single approach (they are not the most communicative people and it requires some serious following-up to reach them)
  - Do not spend so many hours in class (less academic hours for training more hours for mentoring and developing project ideas)
  - Do not insist on presenting the entire training material, adjust it to the needs of participants
  - Avoid providing only theory during the training, always justify it with a lot of practical examples

### Implementation of regional competitions and award ceremonies

The section summarises and describes the methods of implementing the regional competitions and award ceremonies by the partners.

#### Overall summary of the implementation of regional competitions and award ceremonies

- ✓ The majority of partners organised the regional competition and award ceremony as a single event, which proved to be the best option.
- ✓ There were two partners who organised online competition. In their opinion the award ceremony should be a face-to-face event.
- ✓ The organisation of the regional competitions – regardless their implementation form – in most cases started parallel with the training organisation.
- ✓ The implementation date of the competition and in case of some partners depended on the dates of the respective exams period (e.g. in Croatia it was after the exam period, in Hungary it was at the beginning of the exam period, but in Belgium the online form was selected in order to reduce the stress of the students). It is a common opinion within the partnership that the competition and award ceremony should respect the dates of the exams period (it shall be organised well before the exams start).
- ✓ Generally, the jury consisted of three members, all with notable knowledge and/or experience with social innovation, social businesses – set as the major requirement to them. About half of the partners involved their own representatives also in the jury.
- ✓ Jury members were provided with evaluation aspects and tables, were informed about the aims and objectives of the competition and the project, as well as with the training materials (at least the link was provided).
- ✓ Mainly traditional (face-to-face) events were preferred as the type of the regional competition/award ceremony. In case of online events the evaluation was provided to the partner and it was the partner who notified the competitors about the jury’ decisions and comments to the developed and submitted project ideas.
- ✓ Traditional type regional competitions “employed” a moderator, a person who was either (i) well-known by all participants (e.g. organiser of the event or contact person for the participants), or (ii) famous (well-known) within the region but outside of the partnership.





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- ✓ Partners strove implementing their award ceremonies in “acknowledged” venues (e.g. ceremonial halls) in order to show off their pride.
- ✓ All partners noted the positive and motivated attitude of students to the competition. All of them invested enormous work and efforts in developing their project ideas into business plans.
- ✓ Recommendations of partners:
  - Organise and implement the competition on a date not confronting exams.
  - Have direct contacts with competitors instead of communicating with them through mentors.
  - Check the receipt of information in every single case with every single competitor. have living contacts with them!
  - Make sure of good command of English of the competitors.
  - Inform students about the outcome of their social business idea by a “personal way” to respect the efforts they had put into their ideas. Avoid email-notification.
  - Try to link the award ceremony to an existing event related to the topic of (social) entrepreneurship.
  - Devote a lot of time to attract sponsorship for the event.
  - Always consider the best mix of jury member profiles, adjust the number of the jury members to the need identified for the particular competition
  - Consider better/deeper involvement of the media in the process
  - Invest in awareness raising and creating/enhancing commitment to social innovation support – if it is not a known/recognised issue.
  - Consider finishing the event with joint dinner
  - Reduce paperwork of students (*by one partner only*)
- ✓ Partners’ suggestions for the International Competition and Award Ceremony
  - Establish strong interest and trust with competitors to receive help in finishing their idea
  - Less paperwork for competitors
  - Start organisation in time
  - Keep frequent contacts and regularly provide information to competitors, mentors, jury members, partners
  - Create a good mix of jury member profiles
  - Communicate clearly what is expected from jury members
  - Consider giving an incentive to jury members (CVO gave 400 € per jury member in the regional round)
  - Provide a structured online environment for the jury members
  - Link the award ceremony to an existing event related to the topic of (social) entrepreneurship



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## Implementation of the international workshops and competition

The section summarises and describes comments of partners on the implementation of the international workshop (summer camp) and the International competition and award ceremony.

### Overall summary of the implementation of regional competitions and award ceremonies

#### SUMMER CAMP

- ✓ All partners agree that the opportunity of getting to know the competitors before the competition is useful.
- ✓ The professional expectations of all partners to the summer camp were met but partners' opinions split if the facilities (accommodation, catering, technical equipment) were of good or if less quality. The most annoying issue was the bad wifi.
- ✓ Among the workshops implemented within the summer camp, the followings were listed among the three best – as per partners' opinions (most often mentioned in higher rank):
  - Workshop: team building, presentation techniques (Monday morning)
  - Feedback on presentations – voluntary consulting by mentors (Monday evening)
  - Challenges of multicultural collaborations (Monday afternoon)
  - Fund raising workshop (Tuesday morning); Workshop at the Herend Porcelain Manufactory and visit at the Porcelanium Visitor Centre (Tuesday afternoon); Sightseeing in Veszprém (Wednesday evening); Wine Festival and sightseeing in Balatonfüred (Thursday evening)
- ✓ The most-liked issues of the summer camp were:
  - The location
  - The atmosphere created
  - The diversity of thoughts and approaches to serious issues
  - The possibility of meeting new people
  - The topics of the workshops (interesting)
  - Extra day after the competition (more relaxed)
  - General organisation such as the availability of a bus, tickets pre-purchased etc.
  - Marketing: banners, name tags, pens, bags, t-shirts
- ✓ Partners recommend the following improvement ideas for the summer camp:
  - Better wifi during workshops and to upload presentations
  - Providing the detailed program beforehand
  - More guest speakers explaining their social entrepreneurships
  - Reduce the length of workshops
  - Reduce the number of workshops
  - More extra time to work on the presentations
  - More (informal) evening activities to get to know each other better
  - Implementing workshops with more free time between them (e.g. have opportunity to 'improvise' and socialise in a not-organised way, etc.).
- ✓ All partners agree that the form of summer camp to implement the workshops is suitable.



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### INTERNATIONAL COMPETITION

- ✓ All partners enjoyed the international competitions as it was – both the professional and the technical implementation, especially the atmosphere and the possibility of listening to presentations were highly appreciated. However, the quantity of the spare time which could have been used up better, and the reactions of the jury were mentioned as negative issues.
- ✓ Partners most-liked issues within the competition were:
  - the atmosphere
  - the overall approach of the event
  - the location
  - the attitude of students to serious problems and challenges.
- ✓ Partners suggest the following improvements of the international competition and award ceremony to be considered:
  - To provide the audience with an overview of all projects with space for personal scores per project and a picture of the competitors per project.
  - Introduce the ‘award from the audience’, or the prize of ‘the best project according to competitors’.
  - Add some guest lecturer session giving advices and presenting their experience during the decision-making period of the jury
  - Giving the event higher publicity
  - The jury should better represent business, social, civil, academic segments as well as its ‘more international’ character.
  - Introducing the requirement that only non-operating (yet-non-implemented) projects can compete.
- ✓ Regarding the jury, all partners agree that the jury’s attitude to students’ presentations was positive and their reactions to presentations were useful. Most partners believe that the jury’s decisions were acceptable. The opinion of partners differs regarding the composition of the jury (if participating regions/countries were well-balanced) and regarding the motivating character of the jury’s attitude.
- ✓ Partners’ suggestions on the jury are as follows:
  - The jury should be completed by 1 or 2 actual social entrepreneurs
  - The jury should be more international by all partners’ delegates
  - The jury should represent business, social, civil, academic segments in a more balanced way.
- ✓ All partners were very satisfied with the events.



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### Summary on the feedbacks – technical part

In the course of the project implementation period between 1<sup>st</sup> September 2015 and 28<sup>th</sup> February 2017 there were fifteen different types of feedback questionnaires created in order to collect comments, suggestions and critics of stakeholders of project I-SICS. The basic objective was to have as many feedbacks from as many relevant sources (stakeholders) as possible in order to ensure the soundness and reliability of the final documents of the I-SICS Kit (the deliverable of Output 3).

Therefore, questionnaires were created for each major part of the project for each stakeholder group. The questionnaires elaborated for the above aim are summarised in the following table.

|  | Partners | Students | Trainers | Mentors | Jury |
|--|----------|----------|----------|---------|------|
| Training                               | X        | X        | X        |         |      |
| Mentoring                              | X        | X        |          | X       |      |
| Regional Award                         | X        | X        |          |         | X    |
| International Workshop and Competition | X        | X        |          |         | X    |
| Output 1                               | X        |          |          |         |      |
| Output 2                               | X        |          |          |         |      |
| Partner meetings                       | X        |          |          |         |      |

The overall number of filled-in questionnaires is 330. The division of the questionnaires per stakeholder relating to the assessed activities is as follows:

|  | Partners  | Students   | Trainers | Mentors  | Jury      | TOTAL      |
|--|-----------|------------|----------|----------|-----------|------------|
| Training                               | 6         | 146        | 3        | 0        | 0         | <b>155</b> |
| Mentoring                              |           | 64         | 0        | 5        | 0         | <b>69</b>  |
| Regional Award                         | 5         | 35         | 0        | 0        | 8         | <b>48</b>  |
| International Workshop and Competition | 5         | 20         | 0        | 0        | 6         | <b>31</b>  |
| Output 1                               | 5         | 0          | 0        | 0        | 0         | <b>5</b>   |
| Output 2                               | 5         | 0          | 0        | 0        | 0         | <b>5</b>   |
| Partner meetings                       | 17        | 0          | 0        | 0        | 0         | <b>17</b>  |
| <b>TOTAL</b>                           | <b>43</b> | <b>265</b> | <b>3</b> | <b>5</b> | <b>14</b> | <b>330</b> |



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*Note: Before the date of the current report, there were 4 partner meetings implemented (the kick-off meeting was not assessed). The activities of Output 3 have just started and will end in August 2017, therefore no assessment is included.*

All I-SICS project partners contributed to the feedback report by (i) filling out the relevant feedback sheets and (ii) collecting the feedback sheets of their stakeholders. The contributions of partners are summarised in the following table:

|  | UP       | CVO      | URV      | ECN      | BIC      | RRA      | TOTAL     |
|--|----------|----------|----------|----------|----------|----------|-----------|
| Training                               | 1        | 1        | 1        | 1        | 1        | 1        | 6         |
| Mentoring                              |          |          |          |          |          |          |           |
| Regional Award                         | 0        | 1        | 1        | 1        | 1        | 1        | 5         |
| International Workshop and Competition | 0        | 1        | 1        | 1        | 1        | 1        | 5         |
| Output 1                               | 0        | 1        | 1        | 1        | 1        | 1        | 5         |
| Output 2                               | 0        | 1        | 1        | 1        | 1        | 1        | 5         |
| Partner meetings                       | 1        | 3        | 3        | 4        | 3        | 3        | 17        |
| <b>TOTAL</b>                           | <b>2</b> | <b>8</b> | <b>8</b> | <b>9</b> | <b>8</b> | <b>8</b> | <b>43</b> |

The feedback questionnaires can be divided into two categories: some of them relate to the International Competition and its preceding activities and some have less publicity since they are in connection with the operation of the partnership, internal evaluation of the partner collaboration and the results from them. In the report, we analyse the “public” information only, internal processes (feedbacks on delivering the outputs and on transnational meetings) are not considered here.



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### Summary on the feedbacks – contents

The most important statement related to the project is that the objectives and aims set in the project proposal are realistic, students regardless their home countries are interested in social issues and have valuable ideas concerning social innovation and social enterprises.

The major findings and recommendations regarding the activities of the International Social Innovation Competition for Students and Adult Learners are summarised below:

|                                    |  |
|------------------------------------|--|
| <b>Activity Code</b>               | O2-A2  |
| <b>Title</b>                       | Training for students and learners – <b>TRAINING</b> |
| <b>Statements, Recommendations</b> |  |

Statements and recommendations are based on altogether 155 feedback questionnaires filled in by students, trainers and partners.

- ✓ The training – in general – shall include less theory and more practical examples in the training materials
- ✓ Trainings are recommended to be held during/within the academic semester not at or right before the beginning of the exam period
- ✓ Visits to social enterprises would add to the value of the training (direct on-site experience besides the online researches)
- ✓ Attracting more participants and thus the recruitment of students would be easier if the training starts and is implemented together with the “normal” academic semester
- ✓ Involving a lecturer at universities who is enthusiastic about the social innovation/enterprise issues is a key. Maybe including some fetching examples in the curriculum would attract students’ attention to the training and competition
- ✓ The focus of the training shall be custom tailored to the needs of the students: in case they are familiar with a module it can be speeded up while topics with less experience have to be explained in more details
- ✓ The training module explaining how to assess the social impact should be given more attention as this part is directly related to the social enterprises. The link between social and commercial activity within the social enterprise should be given more focus
- ✓ The training is a good opportunity of learning and participating in the national competition at the same time – this makes the training even more attractive
- ✓ The training shall be adjusted to the requirements of the competition: e.g. if the business model canvas is a document to be submitted, the training should include a step-by-step introduction and explanation of the topic
- ✓ Teamwork during the training was highly appreciated by the students.



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- ✓ Having the initial own project idea before the training starts is suggested in order to be able to better adjust the practical examples to them
- ✓ Providing information on the technical equipment requested from the students in advance (laptops or smartphones to have with them)
- ✓ As per the mentors' opinion the training could be improved by providing the students with a sample business plan and more successful project ideas (as best practices)

|                                    |   |
|------------------------------------|---|
| <b>Activity Code</b>               | O2-A2   |
| <b>Title</b>                       | Training for students and learners – <b>MENTORING</b> |
| <b>Statements, Recommendations</b> |   |

Statements and recommendations are based on altogether 69 feedback questionnaires filled in by students and mentors. (Please note that partners also provided their comments on mentoring on their training-related feedback questionnaires).

- ✓ Mentors had personalised contacts with the students which was very much appreciated
- ✓ More time devoted for mentoring would increase the quality of the social innovation project ideas (it can be increased by reducing the academic training hours)
- ✓ It might be an option to have mentoring hours after each training module to 'translate the theory to the particular project idea'
- ✓ There shall be enough mentors to help/support all students in a similar way
- ✓ The basic characteristics of the selected mentors (regardless country/region/partner) were: very helpful, available and flexible, motivating, provide more and better focused examples, expert on the field
- ✓ Students would appreciate if mentoring helped them create a feasible project that can be implemented in real life, and not "just" a good idea to be presented in the competition
- ✓ Mentoring would be easier if the requirement of "creating" a social enterprise for the social idea was shared before the mentoring session and this way the "entrepreneurial side" could have been explored in more details for the regional competitions
- ✓ Mentoring was implemented by a mixture of personal meetings, email correspondence, skype talks. The period reserved for mentoring was short, therefore the frequency of contacts was higher than expected



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|                                    |  |
|------------------------------------|--|
| <b>Activity Code</b>               | O2-A3  |
| <b>Title</b>                       | Pre-selection round of the International Competition – <b>REGIONAL COMPETITION</b> |
| <b>Statements, Recommendations</b> |  |

Statements and recommendations are based on altogether 48 feedback questionnaires filled in by students, jury members and partners.

- ✓ The Regional Competition and the Regional Award Ceremony was implemented as one single event in case of most of the partners
- ✓ Partners preferred the organisation and implementation of “traditional” regional competitions.
- ✓ The greatest challenge in organising the regional competitions was to find a date when all jury members are available and the exam period of students has not started
- ✓ The majority of the competitors found the time for presenting (10-15 minutes) short, it is recommended to have more time for the presentations
- ✓ There should be (more) breaks in the competition (e.g. break after every second or third presentation), although it would mean longer competition
- ✓ The requirements of the documents to be submitted for/before the competition shall be shared in time with the competitors. Templates, evaluation criteria shall be distributed well in advance. Information shall be provided in time and organisers have to make sure that information reached its targets
- ✓ The quantity of materials as well as the contents that are requested to be submitted is recommended to be revised since it poses a lot of paperwork to the competitors
- ✓ Jury shall represent more segments of the society: preferably not only the social and business side but also the academic and civil world
- ✓ Most of the juries operating in the regional competitions had 3 members – it is proposed for consideration to involve more people to the jury
- ✓ Jury members shall be open, helpful, fair, asking relevant questions. Competitors would like to have feedbacks on their project idea (not only the presentation style) from each jury member
- ✓ The jury members would need more time for making the decision (more than 1 hour)
- ✓ It is important to provide the jury with important information on the project, the major characteristics of the competitors, some information on the background of the ideas, etc.
- ✓ Competitors liked the opportunity of presenting their project ideas and listening to other competitors’ project ideas, and the atmosphere of the competition
- ✓ One of the key success factors of the regional competition is to have a suggestive, motivating moderator of the event





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- ✓ In case the regional competition is the pre-selection phase of an international contest which is in English, the command of the foreign language of participants shall be tested in order to ensure that the winners speak the language
- ✓ In order to ensure publicity to the event it is recommended to involve the media in broadcasting the award ceremony, at least press release should be provided to the press
- ✓ Since the regional competition is a lasting event, catering (soft drinks, coffee, biscuits, maybe some fruit) is recommended to be offered
- ✓ Time management by the moderator of the event is crucial: agreed length of presentations shall be kept
- ✓ The prizes offered for the competitors differed: cash prize, gifts, financing the participation of the team in the international competition.

|                                    |   |
|------------------------------------|---|
| <b>Activity Code</b>               | O2-A4   |
| <b>Title</b>                       | International workshop for students and adult learners – <b>SUMMER CAMP</b> |
| <b>Statements, Recommendations</b> |   |

Statements and recommendations are based on altogether 25 feedback questionnaires filled in by students and mentors of partners.

- ✓ The implementation of the international workshop before the competition is an absolutely good opportunity to get the competitors to know each other, have contacts; ice-breaking event
- ✓ Both technical and content related information shall be provided in time to the participants. Information with detailed descriptions (access, timetables, fares, etc.) would ease the travel of participants in a foreign country
- ✓ The written materials to be submitted prior to the international competition (during the summer camp) and those prepared for the regional competition shall comply thus avoiding putting extra work on the competitors (e.g. if a business model canvas is requested for the international competition, the business model canvas should be requested for the regional competition as well). In this case only updating, some upgrading will be necessary to be done after the regional competition – based on the feedbacks and advices given by the regional jury members.
- ✓ Mentoring is recommended to continue after the regional competition until the submission of documents for the international round to help competitors include the regional jury's recommendations
- ✓ It would be useful to encourage competitors to apply more less-traditional elements in their presentations, support their speech by innovative tools



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- ✓ When selecting the venue of the summer camp (international workshops) technical facilities, especially internet connection, stable wi-fi shall be considered (electronic submission of documents, contacts with families, etc.)
- ✓ When putting together the agenda for the summer camp, the following aspects shall be considered with a bigger weight
  - length of the in-house workshops (less than 3 hours)
  - frequency and length of breaks during workshops
  - catering, especially refreshments (water in the classroom)
  - evening programmes in the camp
  - more time between workshops to provide opportunity to socialise and networking
- ✓ The most liked professional workshops according to the competitors' opinions (in order) were (1) Team building and presentation technique tips, (2) Visit to a social enterprise (Herend Porcelain Manufactory), (3) Challenges of multicultural collaborations
- ✓ The most useful (professional) workshops according to the competitors' opinions (by order) were (1) Team building and presentation technique tips, (2) Visit to a social enterprise (Herend Porcelain Manufactory), (3-4) Challenges of multicultural collaborations and Feedback on presentations – voluntary consulting by mentors
- ✓ As per partners' opinions a way to get the summer camp improved is to add some guest lecturer sessions presenting their experience and giving real life advices
- ✓ Leisure programmes of the summer camp offered as workshops (i.e. visit to the leisure park) were sponsored. Such programmes were appreciated by the students (and other participants)



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|                                    |  |
|------------------------------------|--|
| <b>Activity Code</b>               | O2-A5  |
| <b>Title</b>                       | <b>International Social Innovation Competition</b> |
| <b>Statements, Recommendations</b> |  |

Statements and recommendations are based on altogether 31 feedback questionnaires filled in by students, jury members and mentors of partners.

- ✓ The international competition was the peak event of the output both in organisational and implementation aspects
- ✓ The venue (conference hall of the University of Pannonia) was perfect for the competition and the award ceremony, technical support – including catering – was excellent
- ✓ The event was very well documented and publicised: photos, short videos, interviews were made and uploaded to the competition website and social media accounts immediately
- ✓ The atmosphere of the international competition was motivating for the competitors, they enjoyed listening to other competitors' presentations
- ✓ The written documents (the 3 page long executive summary and the business model canvas) to be submitted before the summer camp provided enough information to the jury to assess the project idea and compose their questions.
- ✓ In order to give the jury enough time to get prepared for the competition the deadlines set for the submission of the written project documents (executive summary and business model canvas) shall be kept. This supposes that the dates and deadlines of the international competition are set well before in order to provide opportunity to adjust the dates and deadlines of the regional competitions (pre-selection rounds) to the main event (international competition). Having deadlines set in time and keeping them ensures equal opportunities to all participants (no exceptions)
- ✓ The jury shall be more international - the optimal composition supposes one member from each participating country. The jury should represent business, social, civil, academic segments in a balanced way
- ✓ Announcing the composition of the jury (names of jury members) well before the event is to be considered
- ✓ It might be useful for the jury members to have a quick orientation (e.g. 15 minutes) on actual tasks at the beginning of the event
- ✓ The evaluation criteria set for both the written documents and the presentations shall be more clear to the jury members (more clear explanations shall be given on the aspects of assessment and evaluation)
- ✓ The assessment and evaluation aspects of the written documents by their social impact, feasibility/reality check, innovation and financial sustainability are agreed by jury members to



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be set. The quality of the business plan (is it complete, covering every aspect of a business) is less important as per the jury members

- ✓ There are further evaluation criteria proposed by jury members to be considered for the assessment of the written materials: (i) the originality of the idea, (ii) replicability, and (iii) the analysis of the problem addressed
- ✓ In addition to the above, including the requirement that only non-operating (yet-non-implemented) projects can compete is for consideration
- ✓ The majority of the evaluation criteria previously set for the oral presentations (clarity, professionalism, answers given to questions, creativity) as per the jury's opinion is correct. The criteria of "time management" was found less important by the jury members in the evaluation
- ✓ New aspects proposed by the jury members to be included in the evaluation criteria are (i) implementation stages/strategy and (ii) most innovative presentation
- ✓ The performance of the jury is crucial in the success of the competition: their decisions shall be unquestionable and comments motivating and useful, their commitment to social innovation and the competition is to be "proven" by asking relevant questions and/or proposing amendments tailored to the particular project/presentation
- ✓ The award categories were basically fine with the stakeholders. There are two more categories suggested for consideration: (i) the best project according to competitors, and (ii) the most innovative presentation
- ✓ The award for the winner was cash (1.200 euro) with the aim of motivating, encouraging and financially supporting the creation of the proposed social enterprise for the implementation of the winning social innovation idea.
- ✓ The special prizes were awarded by innovative household objects (smart watches, scales, etc.) offered by one of the jury members as sponsoring the event.



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### Proposed amendments affecting the concept

In this chapter, we summarize the proposed amendments by the feedback questionnaires that affect the Competition Concept of project I-SICS. In the comments section, the result of discussions on the amendment is included – based on the negotiations conducted in the course of a transnational meeting of the I-SICS partners.

| #               | Proposed amendment   | Comment   |
|-----------------|--|---|
| <b>TRAINING</b> |  |   |
| 1               | Less academic hours for training (the proposal suggested 50 academic hours divided into several sessions and lectures)   | Proposal <u>accepted</u> , details discussed<br>Please refer to partners' suggestions. Allocated non-used training hours to mentoring hours – consider together with proposed amendment #8, #9 and #10.                 |
| 2               | Training modules custom tailored to the characteristics of the students  | Proposal <u>accepted</u> .<br>Included in the training implementation guidelines within the I-SICS Kit.   |
| 3               | Training to be adjusted to the requirements of the competition (training to include information on the materials to be submitted <e.g. business model canvas>) | Proposal <u>accepted</u> .<br>Included in the training implementation guidelines within the I-SICS Kit.   |
| 4               | Extending training with on-site visits and/or guest lecturers from social businesses   | Proposal <u>accepted</u> .<br>Included as <b>OPTIONAL</b> in the training implementation guidelines within the I-SICS Kit. Proposed number of visits, proper 'place' within the training also considered.               |
| 5               | Having the initial own project idea before the training  | Proposal <u>neglected after being discussed</u> .<br>Although the proposed amendment would ease the tasks of the trainers (adjusting training to the ideas) but ideas might come up during/after the training sessions. |



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| #                                | Proposed amendment  | Comment   |
|----------------------------------|---|---|
| 6                                | Providing information on the technical equipment requested from the students in advance (laptops or smartphones to have with them)  | Proposal <u>accepted</u> .<br>Included in the training implementation guidelines within the I-SICS Kit  |
| 7                                | Providing the students with a sample business plan and more successful project ideas (as best practices)  | Proposal <u>accepted</u> .<br>Included in the training implementation guidelines and best practices within the I-SICS Kit   |
| <b>MENTORING</b>                 |   |   |
| 8                                | Have mentoring hours after each training module to 'translate the theory to the particular project idea'  | Proposal <u>accepted</u> .<br>Included as <b>OPTIONAL</b> in the implementation guidelines within the I-SICS Kit. Consider together with proposed amendment #1, #9 and #10. |
| 9                                | More hours for mentoring (the proposal suggested 4 workshops for mentoring)   | Proposal <u>accepted</u> .<br>Included as <b>OPTIONAL</b> in the implementation guidelines within the I-SICS Kit. Consider together with proposed amendment #1, #8 and #10. |
| 10                               | Mentoring to be implemented as a mixture of personal meetings, email correspondence, skype talks instead of workshops   | Proposal <u>accepted</u> .<br>Included in the implementation guidelines within the I-SICS Kit. Consider together with proposed amendment #1 and #9.                         |
| 11                               | Mentoring – more mentors (reasonable number of projects per mentor)   | Proposal <u>discussed</u> .<br>Generally, it is the decision of the institution. Recommendations on the max./desired number of projects/mentors were made.                  |
| 12                               | Mentoring is recommended to continue after the regional competition until the submission of documents for the international round to help competitors include the regional jury's recommendations | Proposal <u>accepted</u> .<br>Included as the decision of the institution. Other recommendations were included.   |
| <b>MATERIALS TO BE SUBMITTED</b> |   |   |
| 13                               | Revision of the quantity and contents of materials to be submitted to reduce the paperwork of competitors   | Proposal <u>discussed</u> .<br>Included in the competition rules within the I-SICS Kit. Consider together with proposed amendment #14, #15, #16.                            |



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| #   | Proposed amendment  | Comment   |
|---|---|---|
| 14  | It would be useful to encourage competitors to apply more less-traditional elements in their presentations, support their speech by innovative tools  | Proposal <u>accepted</u> .<br>Included in the assessment and evaluation criteria within the I-SICS Kit.<br>Consider together with proposed amendment #13, #15, #16, #17, #18.   |
| <b>ASSESSMENT AND EVALUATION CRITERIA</b> |   |   |
| 15  | Pre-requisites of competition, templates, evaluation criteria, etc. to be shared well in advance  | Proposal <u>accepted</u> .<br>Recommendations on the timing proposed for disseminating/sharing the pre-requisites included.   |
| 16  | To provide the assessment and evaluation criteria in advance with detailed descriptions for orientation   | Proposal <u>accepted</u> .<br>Included in the assessment and evaluation criteria within the I-SICS Kit.<br>Consider together with proposed amendment #15, #17, #18.   |
| 17  | The evaluation criteria set for both the written documents and the presentations shall be more clear (more clear explanations shall be given on the aspects of assessment and evaluation)   | Proposal <u>accepted</u> .<br>Included in the assessment and evaluation criteria section within the I-SICS Kit.   |
| 18  | There are further evaluation criteria proposed (by jury members) for the assessment of the written materials: (i) the originality of the idea, (ii) replicability, and (iii) the analysis of the problem addressed, (iv) only non-operating (yet-non-implemented) projects can compete, (v) implementation stages/strategy and (vi) most innovative presentation. | Proposal <u>discussed</u> .<br>The following criteria were added: (i) originality of the idea, (ii) opportunities for replicating the idea across different contexts such as the European context, (iii) the analysis of the social need addressed, (iv) most innovative presentation. The aspects are included in the assessment and evaluation criteria within the I-SICS Kit. Consider together with proposed amendment #15, #16, #17. |
| 19  | In case the regional competition is the pre-selection phase of an international contest which is in English, the command of the foreign language of participants shall be tested in order to ensure that the winners speak the language   | Proposal <u>accepted</u> .<br>Included in the assessment and evaluation criteria within the I-SICS Kit as a pre-requisite.  |



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| JURY |  |  |
|------|--|--|
| 20   | Changes in the jury composition (covering more segments of the quadruple helix, and more international in the international competition)   | Proposal <u>accepted</u> .<br>An international jury should be selected in case of an international competition. The jury should represent the (i) academic sector, (ii) ngo's, (iii) (social) business sector and (iv) local and/or regional authorities. Agreements included in the jury section of the I-SICS Kit. |
| 21   | Announcing the composition of the jury (names of jury members) well before the event is to be considered   | Proposal <u>accepted</u> .<br>Included in the jury section within the I-SICS Kit.  |
| 22   | Most of the juries operating in the regional competitions had 3 members – it is proposed for consideration to involve more people to the jury  | Proposal <u>discussed</u> .<br>The number of jury members is the decision of organisers. Involving an odd number of members is suggested if the need for voting emerges. Included in the jury section within the I-SICS Kit.   |
| 23   | Jury members shall be open, helpful, fair, asking relevant questions. Competitors would like to have feedbacks on their project idea (not only the presentation style) from each jury member | Proposal <u>accepted</u> .<br>Included in the jury section of the I-SICS Kit with recommendations on the preferred characteristics of jury members.  |
| 24   | The jury members would need more time for making the decision (more than 1 hour)   | Proposal <u>accepted</u> .<br>Included in the jury section of the I-SICS Kit.  |
| 25   | It is important to provide the jury with important information on the project, the major characteristics of the competitors, some information on the background of the ideas, etc.           | Proposals <u>neglected after discussion</u> .<br>Jury members should be provided with the projects appr. 2 weeks before the competition to get acquainted with them.   |
| 26   | It might be useful for the jury members to have a quick orientation (e.g. 15 minutes) on actual tasks at the beginning of the event  | Proposal <u>accepted</u> .<br>Organisers shall ensure time for an orientation speech to go through (i) the evaluation criteria, (ii) the rules, (iii) decision-making process and (iv) timing of the competition. Included in the I-SICS Kit.  |



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| <b>COMPETITION</b>                           |  |   |
|--|--|---|
| 27   | Competitors liked the opportunity of presenting their project ideas and listening to other competitors' project ideas, and the atmosphere of the competition   | Proposal <u>accepted</u> .<br>Included in the proposed script for competitions within the I-SICS Kit.   |
| 28   | Allow more time for presenting (more than 10-15 minutes) in the competitions   | Proposal <u>neglected after discussion</u> .<br>Competitors should be able to present their ideas in 15 minutes. The jury shall have another 10 minutes to ask questions. Included in the competition rules within the I-SICS Kit.  |
| 29   | (More) breaks in the competition (e.g. break after every 2 <sup>nd</sup> or 3 <sup>rd</sup> presentation)  | Proposal <u>accepted</u> .<br>Included in the proposed script for competitions of the I-SICS Kit.   |
| 30   | Since the regional competition is a lasting event, catering (soft drinks, coffee, biscuits, maybe some fruit) might be offered   | Proposal <u>accepted</u> .<br>Included as recommendation in the I-SICS Kit.   |
| <b>SUMMER CAMP (INTERNATIONAL WORKSHOPS)</b> |  |   |
| 31   | When selecting the venue of the summer camp (international workshops) technical facilities, especially internet connection, stable wi-fi shall be considered   | Proposal <u>accepted</u> .<br>Requirements regarding technical facilities to be agreed and described in technical requirements of events section within the I-SICS Kit.   |
| 32   | The agenda for the summer camp shall include the following aspects with a bigger weight (i) length of the in-house workshops (less than 3 hours), (ii) frequency and length of breaks during workshops, (iii) catering, especially refreshments (water in the classroom), (iv) evening programmes in the camp, (v) more time between workshops to provide opportunity to socialise and networking. | Proposal <u>discussed</u> .<br>Partners recommend that (i) workshops should be between 2 to 4 academic hours, (ii) catering should be provided during workshops, (iii) evening program for competitors and sufficient free time should be provided to facilitate networking. Agreements included in the proposed competition implementation guidelines within the I-SICS Kit. |
| 33   | Add some guest lecturer sessions presenting their experience and giving real life advices  | Proposal <u>accepted</u> .<br>It is recommended to invite guest lecturers to present their experience and give real life advice to the competitors. Agreement included in the proposed script for competitions within the I-SICS Kit.   |



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|    |   |  |
|----|---|--|
| 34 | Leisure programmes of the summer camp offered as workshops (i.e. visit to the leisure park) were sponsored. Such programmes were appreciated by the students (and other participants)             | Proposal <u>discussed</u> .<br>As leisure programmes require more funds, it is recommended to look for sponsors to finance these activities.                               |
| 35 | There are more award categories suggested for consideration: (i) the best project according to competitors, (ii) the most innovative presentation, (iii) the best project awarded by the audience | Proposal <u>discussed</u> .<br>Organisers decide which special categories they award, besides the best project idea. Partners' suggestions are included in the I-SICS Kit. |



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### Suggestions to be implemented during the I-SICS Kit preparation

The final output of project I-SICS is the International Social Innovation Competition Kit. The Kit itself is foreseen to be a nicely packaged DVD or pendrive or other data storage device including all information necessary for starting such an initiation.

The main parts of the I-SICS Kit are proposed to be as follows:

| Title / Section                           | Content   |
|---|---|
| Coversheet                                | Title and acronym of the project<br>Letter from the Partnership<br>(A kind of welcome letter signed by the representative of the Applicant organisation)  |
| The project                               | Short description of the project<br>(The Erasmus+ Programme, project objectives, short introduction of partners)  |
| Guidelines                                | Information on “how to read the I-SICS Kit”<br>(Composition of the Kit, modules included, practical advice on the implementation)   |
| Background information to the competition | Study on good practices (intellectual output 1 of the project)<br>Identified case studies   |
| Selection manual                          | Standards/Requirements (qualifications, experience, other) suggested regarding the selection of <ul style="list-style-type: none"> <li>✓ Trainers</li> <li>✓ Mentors</li> <li>✓ Jury members (both regional and international)</li> </ul>   |
| Training implementation guidelines        | Information on the proposed <ul style="list-style-type: none"> <li>✓ timing of training, including links to preceding and following activities</li> <li>✓ number of academic hours devoted to training</li> <li>✓ organisation methods of the training</li> <li>✓ requirements for the training facilities</li> </ul>                           |
| Training materials                        | Links to and short description of the SEE project with special regards to the training modules<br>Training materials in Hungarian, Flemish (?), Catalan/Spanish, Slovakian, Croatian  |
| Mentoring guidelines                      | Information on the proposed <ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> timing of mentoring, including links to preceding and following activities</li> <li>✓ <input type="checkbox"/> number of academic hours devoted to mentoring</li> <li>✓ <input type="checkbox"/> organisation methods of the mentoring</li> </ul> |
| Competition templates                     | Documents and other materials to be submitted as a pre-requisite to competitions  |



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| Title / Section  | Content  |
|--|--|
|  | <ul style="list-style-type: none"> <li>✓ templates (initial project idea, business plan, business model canvas, presentation – to be decided in the course of O3 implementation)</li> <li>✓ guidelines for filling in the templates</li> </ul>   |
| Assessment and evaluation criteria                           | <p>Aspects by which social innovation / business ideas shall be appraised, providing detailed descriptions to the aspects.<br/>Criteria shall be set for both written and oral assessment and evaluation</p>   |
| Selection and award criteria                                 | <p>Aspects by which the winning idea shall be selected<br/>Description of and requirements towards award categories</p>  |
| Workshop, competition and award ceremony organisation manual | <p>Document including suggestions for the organisation and implementation of successful workshops, competitions and award ceremonies, including</p> <ul style="list-style-type: none"> <li>✓ technical requirements towards potential venues of the events, including their selection criteria (e.g. accessibility)</li> <li>✓ action plan (who does what with which proposed tools) with clearly set deadlines (when)</li> <li>✓ competition rules (setting the order of presentations, timing of presentations, attendance by others, etc.)</li> <li>✓ related checklists</li> </ul> |
| Feedback templates to participants                           | <p>A set of documents to express the views, opinions and comments of the stakeholders on the implementation of I-SICS events</p>   |
| Amendment proposals of new users                             | <p>Document for new users of the I-SICS Kit for providing their amendment proposals to support and contribute to the sustainability of the I-SICS concept and kit.</p>   |



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