TRAINING MODULE

Training module was developed in the framework of the project
"Boosting key mindset elements for successful social business development"

2019

CONTENTS

Preface

Entrepreneurs in the business world act as engines of growth, harnessing innovation to fuel economic advancement. While social entrepreneurs are individuals who recognize a social problem and use entrepreneurial principles to organize, create, and manage a venture to make social change. However, without the skills and relevant competencies, it is difficult for those who want to become a social entrepreneur to achieve their goals solving social problem.

This training module is addressed mainly to adult trainers , social entrepreneurs and persons who want to become such. The training module by effective adult training techniques presents possibility to test ability to evaluate personal competencies needed to set objectives solving social problem.

Project partners - three organisations(LV,LT, SE) with transnational experience, working in the field of adult training by pooling resources are an important arena bringing exchanges in adult learning.

This joint training module for adults was conducted by three partners ((Social innovation center -LV, Skudutiskis academy (SkA)- LT, Nordic Association for Social Innovation (SE-NordicASI)-SE) in the frame of the NORDPUS program project Project "Boosting key mindset elements for successful social business development"

1. Training program description

1.1. Performance.

Title	Social entrepreneur's competencies and mindset
Training program demand	To ensuring successful assessment of social entrepreneur's competencies, adult trainers have to have appropriate skills to support assessment practices, outcomes and rating them in the right way if it is needed.
Training/ learning philosophy	Based on values: 1. Collaboration and collegiality; 2. Equality, competence and inclusion in learning activities; 3. Participant individuality, autonomy and emphasis on learning activities; 4. Participant is a reflective practitioner, 5. Emphasis of participants' skills, abilities and knowledge improvement and development.
Duration	12 hours
Goal	To provide adult trainers with additional knowledge and skills that would enable to assess social entrepreneurs 'competencies.

Target groups:	trainers who can assess someone's competencies or can help in assessment process; le who see social problems and using business skills want to solve that problems; l entrepreneurs who want from time to time to check their competencies.
Requirements for trainers	Higher Education; Knowledge corresponding to the relevant subject; Experience, knowledge and skills working in adult education; Appropriate personal skills, attitudes and values, based on respect for human dignity and self-determination, responsibility for their actions.
Resources, tools needed for the training process	Premises must match the number of listeners and have to have possibility to work in groups. Computer, slide show projector, writing board or stand with large sheets of paper, necessary stationery for each listener, opportunity to use the music, good internet access.
Training methods	PowerPoint presentations, tasks and work in groups, individual work, evaluation, different type of questionnaires.
Participants developed competences	Competencies assessment, self-evaluation - ability to evaluate competencies of person who wants to start social business or assessment social entrepreneur's own competencies.
Evaluation	The knowledge gained during the training will help learners evaluate competencies themselves. Adult trainers should be able assess how learners understand the subject, learner's activities in the whole learning process, participation in group discussions and in practical tasks.
Developers	Social innovation center –LV Nordic Association for Social Innovation (SE-NordicASI)-SE Skudutiskis academy SkA- LT

1.2. Thematic plan.

		Topics	Theory	Practice
1.		**Introduction to the training module**		**1**
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5.		**Summary of training module**		**1**
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		TOTAL	**12**	

1.3. Extended teaching plan.

Topic 1. Introduction to the training module.

Aims	To provide adult trainers with additional knowledge and skills that would enable to assess social entrepreneurs' competencies. This section provides general information about necessity of the training module and its components, goals, requirements, needs, competences and evaluation.
Methods	PowerPoint presentations, tasks and work in groups, individual work, evaluation, online questionnaires (slido.com)
Resources	Premises must match the number of listeners and have to have possibility to work in groups. Technical support: computer, slide

	show projector, writing board or stand with large sheets of paper, necessary stationery for each listener, opportunity to use the music, good internet access.
Training process	The training session is divided in two main parts. In the 1st part of the session the main goal is to create a positive learning environment, introduction with trainers and speakers, support staff, personalization – introduction through storytelling. Each participant will have around 1 minute to introduce with themselves to create more personal attitudes between participants and trainers. To ensure safe learning environment for every participant, participants will agree on main rules during the training process. During the next part of this session participants with training programme and methodologies will be introduced.

Topic 2. Conception of social entrepreneur activities and competencies.

Aim	To define social entrepreneurship / social business, to stress the difference between regular business and social business, competence definition, Key competencies according EU. To define impact in general , social impact and ability to assess social impact
Methods	PowerPoint presentation, tasks and work in groups, interactive tool slaido.com
Resources	No specific resources needed
Training process	Theoretical part will introduce with definition of social entrepreneurship / social business; discover the differences between business and social business; introduce with competence definition and interface with key competencies; present, what define needs of social entrepreneur, what is the driver and how to measure it: social impact and its measurement; define impact in general, social impact and ability to assess social impact. In practical part Analysis of prepared case studies will be done in groups' work – what kind of social impact give the social business presented in tasks and what possible assessment indicators could be.

Topic 3. Assessment / self-evaluation of social entrepreneur's competencies.

Aim	To learn entrepreneurs how to find out their strengths and weaknesses and how work with them and find a strategy for how to approach their market
Methods	Theory with examples from other companies, discussions and group tasks with theoretical shower in between.
Resources	2 Persons, computer, projector, whiteboard and flip charts
Training process	This training is done with theory about SWOT and practical work with participants own ideas or companies. S = Strengths W= Weakness

	O= Opportunities
	T = Threats
	After explaining the four parts in a SWOT analyze we work in small groups where the participants can work with their own idea and benchmark in a small group.
	Next step is about dividing it to internal and external parts and after that group work where they will put their own idea or company in a bigger picture to help them see if they are on white or red ocean with their company.
	Theory shower with strategies for different markets. Group work in new constellation where they will do complete SWOT and then do a presentation for the whole group to get feedback, questions and a possibility to benchmark with the whole group.
	After feedback everyone gets time to work with their SWOT and adjust it if necessary.
	When everyone has done their it's time to do a risk analysis for their idea or company.
	We will start this with explaining a riscanalyze and also give an example in front of the group, after that we divide them to smaller groups so they can do their own risk analyze.
	The last part in this is creating an action plan, after theory about action plan everyone is doing their and in smaller groups they can get feedback on their SWOT.
	We end this part with a summary of SWOT and time for reflection.

Topic 4. Self-evaluation of personal competences and development of personal improvement plan.

Aims	Improvement of skills for identifying and assessing competencies in a particular situation. Get to know and understand the self-assessment model of competencies.
Methods	Lecture using slideshows, situation simulations, training game-thoughts of rain, discussion, exercises and group tasks showing the necessary competencies of a social entrepreneur and their level, facilitation.
Recourses	Computer, slide show projector. Large sheets of paper, colored paper
Training process	The training is organized by selecting active learning , based on the participants' experience, insights, and real life examples. The learning environment is designed to provide participants with the knowledge and understanding of assessment processes through active participation, planning and implementation of own ideas. The perception of assessment processes is acquired by examining and evaluating real examples of social business. The theoretical part "Competence assessment / self-assessment" will be presented. An evaluation / self-assessment model based on the famous American psychologist and teacher B.S. Bloom's

	taxonomy. The information will be provided on what competencies, specific abilities and personal features have to have andragogues to help assess the respective competencies of a social entrepreneur.
	Work in groups of 4-5 persons.
	Each group chooses a specific social business model - existing or projected and identifies what social impact expected and what special social entrepreneur competencies are needed to develop the social impact of the chosen business activity. The group results are discussed during the joint session. Individual task. Each participant evaluates own competencies identified during group work based on the Bloom's taxonomy model. Reflection in pairs. Individual task. Creating an individual competencies development plan. During this task, the lecturer is actively involved in the facilitator's functions. Reflection in pairs. Summary of training. Reflection: benefit of evaluation of own competencies. purpose of individual competencies development plan.

Topic 5. Summary of training module.

Aims	Summarize and consolidate the material provided during the training.Find out how listeners understood the topics. Make it possible for listeners to evaluate the results of the training.
Methods	Conversation, discussion, filling in evaluation questionnaires, training games.
Resources	Colored papers, candy in colored paper.
Training process	Reflection is the key to successful learning, developing competencies for trainers and for learners. After the training, there is always the question of how the learners understood the material and whether it will benefit them in their future work and personal development. Reflection can be done by submitting a questionnaire or using a training game. For example you can offer multicolored sweets by summarizing the material or work done in groups. • Each color has its own meaning: - Red - against? - Yellow - doubting? - Orange - upset? - Green - agree with? - Blue -surprised you? - Brown - happy?

	The trainer summarizes the topics touched upon during the sessions, finishes thanking the participants and invites the participants to continue using the material. Answers to questions asked. In non-formal education upon completion of training a certificate is issued which confirmed duration of training and what subject was learned. This is a significant addition to the portfolio of one's competencies. In most cases , as a last task, participants will be asked to complete an evaluation questionnaire about training program in general. Farewell.

2. Training toolkit.

2.1. Glossary

Adult - a mature, fully developed person.

Competence- indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations.

Facilitator - someone who skillfully helps a group of people understand their common objectives and plan to achieve them without personally taking any side of the argument. The facilitator will try to assist the group in achieving a consensus on any disagreements that preexist or emerge in the meeting so that it has a strong basis for future action.

Mind-set - mind-set is the set of attitudes that is held by someone .

Skills - the ability to do something well, expertise .

2.2. The characteristics of adult training.

There is no single theory about adult learning. All learning peculiarities are related to definition „adult". According Collins English dictionary an adult is a mature, fully developed person and has reached the age when they are legally responsible for their actions.

Reviewing the literature we can find variety of models, principles, theories, and explanations that make up the adult learning knowledge base. The most popular and widely used theories are Andragogy, Self-directed learning, and Transformational learning. The theory of Andragogy argues that learning is an interactive interpretation process which leads to transformation of experiences of adult learners. A person accumulates a significant number of experiences that gain meaning through the process of learning. Self-directed learning should adjust to the needs and wants of learners. Learners are encouraged to become more involved in their learning which can be an informal process in which learners make decisions about content, methods, resources, and evaluation of their learning. Learning can be easily incorporated into daily routine and occur when it is convenient for the learners and according to their learning preferences. Transformational learning derives from the premise that the way in which we interpret reality is determined by the perception system we have. This perception system is imposed by the cultural context and has been unconsciously incorporated through the process of our socialization.

Perceptual system is so deeply engraved in our personality that we have the tendency to accept experiences that can be easily adapted to it and reject those that are new and different. It is therefore necessary that adults fit in lives with actual conditions to develop the ability to critically reconsider beliefs for themselves, the roles they have undertaken, and relationships with others. The learning process can help in this transformation and the means for such transformation is reflection. Reflection in generally is defined as the process of reviewing perceptions and values by means of which we understand reality and act.

The authors of the above shortly described adult teaching/learning theories point the importance of the usage of adult learners' experience. In proposed theories require the active participation of adult learners in all stages of the learning process, feeling the adult trainers as motivators and coordinators rather than persons who just transfer knowledge and values.

2.3. Description of teaching topics, training material.

Topic 1 . Introduction to the training module.

Creation of emotional environment,presentations,expectations,rules, icebreaker

To create positive training environment, it is important to set a rules for training, agree on trainers' and learners' expectations; identify different needs of persons or groups.

Introduction:

The training must start with introduction with trainers and speakers, and support staff. In order to achieve personal trust, familiarization must be at a personal level, starting with a short life story and only then speak about professional achievements (basics of storytelling).

Give short introduction what is the training about: To ensuring successful assessment of social entrepreneur's competencies, adult trainers have to have appropriate skills to support assessment practices, outcomes and rating them in the right way if it is needed. During this training you will learn indicate and evaluate social entrepreneur's competencies.

Rules:

Rules are created to ensure safe learning environment for every participant. The rules are as far strict as other all participants accept them, showing tolerance and integrity.

Basic example rules participants must agree on or on variations:

1.BE ON TIME If the session starts take care you are in the session room. Respect each other time;

2.When session starts, REMAIN IN THE SESSION ROOM except for breaks

3.KEEP YOUR PHONES IN SILENT MODE and avoid speaking during the sessions

4.SMOKING is allowed only in specially arranged places OUTSIDE the building

5.KEEP YOUR ROOMS AND THE BUILDING proper, clean and dignified

6.RESPECT EACH OTHER you are here to learn and share

7.LEARN, HAVE FUN, NETWORK and ENJOY

8.Other rules if participants demand on

Ice breaker:

To create an emotionally comfortable environment it is suggested to run an ice breaker before getting into the topic. For people might be shy or not speak the same language or have different cultural backgrounds it is suggested to run a non-verbal ice breaker to avoid verbal communication.

Expectations:
Trainers expectations are based in thematic orientation and the interest of listeners. Participants expectations are based in thematic orientation and agenda.
Presentations:
Presentations of participants, in 1-2 minutes per each with aim to get introduced with every participant and give a possibility to present themselves. It can also be organized as a pop-up presentation (without visual ppt).

Presentation of training program

Learning objectives.
This section provides general information about necessity of the training module and its components, goals, requirements, needs, competences and evaluation;
Introduction.
Social entrepreneurship has started receiving increased attention, especially in the new millennium. All governments look forward to promote social entrepreneurship as a driver of innovation that offers a set of solutions to the complex social problems that EU countries faces today. That means, that social entrepreneurs and their enterprises aim to create value in the society by promoting sustainable solutions solving social problems at the very local places. The role that social entrepreneurs undertake would not simply end when they just only promote solutions. Such solutions need to be socially relevant, environmental friendly and financially viable. In addition, not all persons willing and delivering ideas are ready to be social entrepreneurs. So, adult teachers, future social entrepreneurs need to understand and be able to assess competencies. Competencies assessment has „ two sides of the same coin": to be able to document learners' competencies according to social needs and to be able to develop them. That's why this training module is designed for adult trainers working in adult education field and indirectly for social entrepreneurs.
Training program demand.
To ensuring successful assessment of social entrepreneur's competencies, adult trainers have to have appropriate skills to support assessment practices, outcomes and rating them in the right way if it is needed.
Goal. To provide adult trainers with additional knowledge and skills that would enable to assess social entrepreneurs 'competencies.
Duration. 12 hours
Target groups Adult trainers, social entrepreneurs
Requirements for trainers: Higher Education; Knowledge corresponding to the relevant subject; Experience, knowledge and skills working in adult education; Appropriate personal skills, attitudes and values, based on respect for human dignity and self-determination, responsibility for their actions.
Resources: Prem
ises must match the number of listeners and have to have possibility to work in groups.

Tools are needed for the training process: computer, slide show projector, writing board or stand with large sheets of paper, necessary stationery for each listener, opportunity to use the music, good internet access, handouts.
Training methodology: PowerPoint presentations, tasks and work in groups, individual work, evaluation, online questionnaires (slido.com)
Participants developed competences: Competencies assessment, self-evaluation - ability to evaluate competencies of person who wants to start social business or assessment social entrepreneur's own competencies.

Evaluation: The knowledge gained during the training will help learners evaluate competencies themselves. Adult trainers should be able assess how learners understand the subject, learner's activities in the whole learning process, participation in group discussions and in practical tasks.

Program developers:
Skudutiskis academy SkA- LT.
Social innovation center –LV
SE-Nordic Association for Social Innovation (SE-NordicASI)-SE

Topic 2. Conception of social entrepreneur activities and competencies

Learning objectives:
-We will introduce you with definition of social entrepreneurship / social business;

-You will discover the differences between business and social business;

-You will be introduced with competence definition and interface with key competencies

-What define needs of social entrepreneur, what is the driver and how to measure it: social impact and its measurement

-You will learn to define impact in general, social impact and ability to assess social impact.

-Analysis of prepared case studies – what kind of social impact give the social business presented in tasks and what possible assessment indicators could be.

Social entrepreneur role analysis

Introduction and definition of Social Entrepreneurship.

Social entrepreneurs, agents of change, with the desire to make the World a better place for all of us to live in. Nowadays, it is "trendy" to be a social entrepreneur and their work is gaining the attention on the national and international levels. But what is it that drives social enterprises to succeed? Is it the desire to make a world a better place? Is it the business opportunity that would also create value for society? Or is it a motivation to improve their own life conditions?

All over the world we see examples of social entrepreneurs creating innovative solutions that are dealing with some of the toughest challenges that we, world's inhabitants, are facing. Some found solutions to improve hygiene among children by providing affordable soap, some are teaching emotional intelligence and fighting bullying, and some provide homecare and nursing services even in the most developed countries out there. We see new examples coming up in the news every day.

Social Entrepreneurs are part of a movement - they act on the course of the problem. If we go to the core of social entrepreneurship, a social entrepreneur is not just a person, who starts a social enterprise to solve a social problem, but the course of the problem: a social entrepreneur wants to create solutions to change the reason, the structure or the system, that creates the problems.

As pointed out by Bill Drayton, the founder of Ashoka – the world's largest network of social entrepreneurs: "Social entrepreneurs are not content just to give a fish or teach how to fish. They will not rest until they have revolutionized the fishing industry."

Being a social entrepreneur sometimes feels hard and lonely. Doing new things, one can meet different challenges, and different kinds of resistance, so it is good to remember that you are not in this alone, but part of a movement: Nationally and all over the world,

you have supporters, colleagues, and peers, who also are working to create positive change in new ways. At the end of this section, you will find a list of links to organizations, networks, etc. where you can find further knowledge and support.

Social entrepreneurship can be and is defined in many ways. The discussion on finding the "right" definition is an ongoing process among academics and actors in the field. But in general you can say that social entrepreneurship contains four elements:

- It creates social value
- It is taking place in or with the civil society - the civil society as a critical actor
- It has an element of innovation
- It has an economic significance

This means you could define social entrepreneurship as: "An act that creates social value, using innovation, where the civic sector plays an important part as initiator or co-producer, and that has an economic significance."

For the classic entrepreneur, the value proposition anticipates and is organized to serve markets that can comfortably afford the new product or service, and is thus designed to create financial profit. The social entrepreneur, however, neither anticipates nor organizes to create substantial financial profit for his or her investors – philanthropic and government organizations for the most part – or for himself or herself. Instead, the social entrepreneur aims for value in the form of large-scale, transformational benefit that accrues either to a significant segment of society or society at large."

In general, we can say: Social enterprises combine societal goals with entrepreneurial spirit. Their goal is to have a positive impact and generate enough revenues to sustain their activity on the long term. (*Illustration of definition by A. Stirane*)

What is the difference from commercial entrepreneurship?

	COMERCIAL entrepreneurship	SOCIAL entrepreneurship
GOAL	Get as **big market** as possible	Fill a market gap; **change the world!**
OBJECTIVE	Build a business; **earn a profit**	Create sustainable **solutions for social change**
PROFIT MOTIVE	Maximize shareholder value; **profit as an end**	Advance social aims; **profit as a mean for financial sustainability**
RISK	Basic business risk	Basic business risk **plus social aspects**
GROWTH	For **one company**	For **social impact**
LINK TO SOCIAL PROBLEMS	Indirect	**Direct**
COMPETITION	"Win" **for business**	"Win" **for society**
VALUES	Value lies in the **profit**	Values lies in the **social benefit** to a society

Are social entrepreneur's real entrepreneurs? Yes, they are. Entrepreneurs with a totally different mind-set. But entrepreneurs.

Competence definition and interface with key competencies.
Definitions:

It has been agreed to discuss the subject of mind-set as per definition in the Oxford dictionary. So if we agree that mind-set is the set of attitudes that is held by someone, then what exactly is it that is so distinctive for social entrepreneurs? It is safe to agree that they are emotionally intelligent people, empathetic and with a strong desire to create changes in society. But so are people that are creating foundations and NGOs. However, the first batch are also passionate entrepreneurs, who knows, how to make money and scale their solutions in order to create an even bigger impact on society. Interestingly enough, very often that impact on society is a contribution to an economic growth and new jobs created, unlike those at foundations or NGOs, which mostly depend on private or public funds.

Mind-set - mind-set is the set of attitudes that is held by someone

Skills - the ability to do something well; expertise

Competence - the capacity of a person to understand a situation and to act reasonably/ a cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in different situations.

Competence – the capacity of a person to understand a situation and to act reasonably/ a cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in different situations.

Competence indicates sufficiency of knowledge, skills and attitudes that enable someone to act in a wide variety of situations. Because each level of responsibility has its own requirements, competence can occur in any period of a person's life or at any stage of his or her career.

There is no doubt that being a social entrepreneur requires a set of skills and competencies, which are often more complex and versatile than those required for a classic entrepreneur or an owner of NGO. Being an entrepreneur is complex enough, when you need to be a leader, a visionary, an accountant, a business developer, a brand manager and so on. Being a social entrepreneur means that on top of that all you should also be an excellent researcher, expert on the problem you are solving, know everything about social impact, how to measure it, how to validate data, how to analyse the gross savings for the country, and many more things to keep in mind. There is no doubt that it is hard for one person to be perfect in all those things, but then the team comes in place and therefore, new

skills are required, like choosing the new team members, delegation, people management and so on.

Competence requirements from European commission – key competences

Improvement of the EU countries' sustainable development and professional quality in general and for each person individually, is considered today as one of the most challenging tasks for any society that wants to survive in the globalising competition. Sustainable development of each country rests on three fundamental pillars: economic growth, ecological balance, and social progress. The social progress of a country depends on the role of people living in society. That's why nowadays individuals need a wide range of competencies in order to face the complex challenges of today's world.

European Union in order to be competitive in the world, for competencies as such, received an interest from EU Commission and other international bodies. It is clear, that it would be of limited practical value to produce very long lists of everything that individual may need in their lives, but today's society places challenging demands on individuals. So, for EU Commission it was the aim to define Key competencies, which could show, how well prepared young people and adults are for life's challenges, as well as identify overarching goals for education systems and lifelong learning.

Through collaborating with a wide range of scholars, experts and institutions a small set of Key competencies was identified (The European Reference Framework on Key Competences for Lifelong Learning, "Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on Key competences for lifelong learning (OJ L 394, 30.12.2006, pp. 10-18").

Each Key competence must:

a) contribute to valued outcomes for societies and individuals;

b) help individuals meet important demands in a wide variety of contexts;

c) be important not just for specialists but for all individuals.

That's why the European Council and Parliament adopted a set of Recommendations that introduces a European Framework for Key competencies for Lifelong Learning. The Framework identifies and defines, for the first time on European level, the Key competencies that citizens require for their personal fulfilment, active citizenship and employability in a knowledge-based society.

The Reference Framework sets out eight key competences:

1.Communication in the mother tongue;

2.Communication in foreign languages;

3.Mathematical competence and basic competences in science and technology;

4.Digital competence;

5.Learning to learn;

6.Social and civic competences;

7.Sense of initiative and entrepreneurship;

8.Cultural awareness and expression.

Social entrepreneur's needs and needs importance

What is the driver and how to measure it: social impact and its measurement?

Question in Slaido.com: WHAT IS YOUR MOTIVATION TO START SOCIAL BUSINESS? Results: later

Social enterprise (social business) is about creating social value and an impact on the target group and society. In contrast to traditional business and enterprises, social business is not merely about the economy, but about creating social, environmental, and sustainable value. The dividend of a company is reinvested into the work and common good.

Seeing the social problem in a larger perspective is also important, meaning to work upon the causes of the social problem: The reasons for it, i.e., the structural, institutional, and political reasons to the social problem. It can be done in various ways. Most often a way to approach these issues is to explain and argue for the cause and the needed change. To consider and work with the causes of the social problems may be hard work also to cover, but is necessary to take this into account and reflect upon.

The purpose of the investment is not for personal gain, but to achieve the social objectives using the activities of the company. The social value and the social impact (change) is the goal. The money is invested, so the entrepreneur and owner and do not take any dividend out. Investors may have their money back or reinvest. The company cover the costs and work financially sustainable while achieving the social objective. Once the original investment has been recouped by the investors, profit stays within the company to expand its outreach and increase the social impact.

To work with social enterprises with a holistic perspective, where social value is approached as something that benefits the society at large, that is why we will speak about the UN Sustainable Development Goals (SDG), which can serve as a common framework and tool for understanding and communication for definition of social entrepreneur's role in the sustainable world. The framework of the SDG's can help, support and ensure the social enterprises in the communication, negotiation, and cooperation across sectors, that is with municipalities, states, as well as with traditional (private sector) companies and actors and organizations of the civil society. To create social change locally and on a small scale, as many of the social entrepreneurs do, is important. But for social entrepreneurs and everybody else, that is trying to create a better world, it is equally important to see this change in a larger and global context and make sure that the efforts are in fact part of and aligned with a common global effort and plan.

Same as in traditional business, in social business it is necessary **to measure the success** of the product/service it offers. While in traditional business success will be measured by the financial end-year results, in social business it will be the social impact that has to be measured. Therefore, it is important for every social enterprise to know, what I social impact and how to measure it.

As defined by Michigan Ross Center for Social Impact, **Social Impact is: "A significant, positive change that addresses a pressing social challenge."** In other words, Social Impact is a difference between the situation before and after your intervention, a positive change. In order to show, whether or not a change occurred, we need to measure it.

Why is it so important for a social business to measure its social impact and what are the possible risks, if they don't? For starters, social impact is what makes a traditional business social. By being able to prove that what you do as a business brings a positive change for society will make you a social entrepreneur. It is also crucial to measure the impact to be able to confirm to potential impact investors and partners that your solution really works. You also risk losing the trust and credibility among your beneficiaries and stakeholders if you don't show the results of your work to them. And final, but a most important aspect of why to measure the impact is to prove that your solution works and change is created in the right direction.

What are social problems about?

A general or a specific social problem: It can cover many or all people, and be about loneliness, drugs or alcohol for instance, or it covers only some, a specific target group. It could be a social, religious, or cultural group or minority. It could be living with a handicap and have difficulties getting a job and having an income. It could be being stigmatized, being homosexual or having to leave prison, returning to society, but without employment and housing.

Social business is most often about including and empowering social groups into the society, the workforce or a local or national setting. The target groups may have a significant role as a change maker, becoming visible and raising their voices, but it may also be a point of reference, that others take up the call and responsibility to make a change. The element of empowerment is important - supporting and strengthening a minority or a suppressed group; giving them the own voice or space of action, and a way to participate and be included in society. The methods can vary, and be more or less individually or collectively, which depends on many aspects.

As defined by Patricia Rogers "A 'theory of change' explains how activities are understood to produce a series of results that contribute to achieving the final intended impacts. It can be developed for any level of intervention – an event, a project, a programme, a policy, a strategy or an organization."

In order to understand, what problem is addressed by a certain social enterprise is suggested to do an exercise to visualise problem itself, causes of the problem and possible consequences, which will later help identify different pillars of a Theory of Change. (Annexe 1)
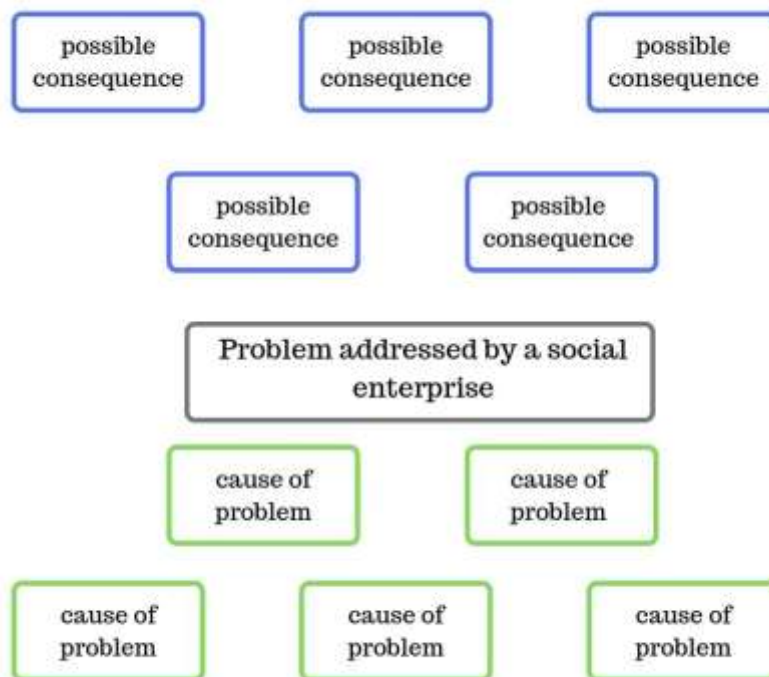
We will start with getting clear on **definitions and differences between activities, outputs and outcomes**. While it is quite clear, what does the activity mean, it is sometimes hard to understand the difference between the output and the outcome.

The immediate effects of programme/policy activities, or the direct beneficiaries is called output. For example, the number of swimming lessons attended. Measuring output will give a possibility to show the immediate impact on your target group, but it will not always give you an idea whether or not the desired impact has been achieved. The outcome on the other hand is a short-term and medium-term effect of a programme or policy's outputs, such as a change in swimming skills for kids, who attended the class. Therefore, it is safe to say that outcome is a desired positive effect on the challenging problem in society. So let's talk about it in more details.

An outcome can take many shapes and forms but it is always some changes, benefits, learnings or other effects that result from the organization's intervention. Some examples of Outcomes:

- The increased amount of recycled plastic goods
- Strengthened knowledge about the implications of HIV
- Reduced stigma towards people with autism
- Improved emotional intelligence (EQ)

However, it is quite impossible to measure the outcomes without setting the right outcome indicator.

Outcome indicators:

Every outcome is possible to measure and make accountable. To do that it is necessary to set the right measurement item – outcome indicator.

Some examples of outcomes and indicators:

1.   Outcome: Increased awareness of the importance of recycling plastic goods

Indicator: Amount of recycled plastic bottles per household after 3 months in the program.

2.   Outcome: Improved stamina

Indicator: Number of meters a person can swim after 3 months in the swimming classes

How to set the right outcome indicator?

Outcome indicators are measures that describe how well we are achieving our outcomes. They help us know whether things are changing in the way we intended, as defined in LEAP Framework, Developing Outcome Indicators. A really good indicator should be specific, observable and have a measurable characteristic of change to be able to demonstrate the intended outcome results. Some examples of good indicators below:

- Number of families participating in livelihood programme after one year of policy implementation
- Number of underage mothers trained in infant feeding practices after 3 months in the programme
- Supply level of safe blood in hospitals measured once every six months
- Number of recycled plastic bottles one year after the start of the program.

A really good indicator should not leave any room for interpretation, must contain a measure that can be easily accounted (eg. percentage), it should be realistic to achieve, needs to be viewed as a valid measure for stakeholders and finally, it has to be stated after how much time it is measured.

Reflection objectives:

What is your definition of Social Entrepreneurship?

Find examples of a Social enterprise from your country. How does this Social enterprise create social value and why do you like this enterprise in particular?

Check if your indicators are specific, measurable, achievable, relevant and time-bound.

Try to find a social enterprise in your country and check if they measure social impact in a right way. What would you do differently?

Topic 3. Assessment / self-evaluation of social entrepreneur's competencies

SWOT analysis (strengths, weaknesses, opportunities and threats analysis) is a framework for identifying and analyzing the internal and external factors that can have an impact on the viability of a project, product, place or person.

This <u>framework</u> is assigned to Albert Humphrey, who tested the approach in 1970s at the Stanford Research Institute. That was developed for business. SWOT analysis is often used at the start of or as part of a strategic planning exercise. The framework is considered a powerful support for decision-making because it enables to uncover opportunities for success that were previously unarticulated or to highlight threats before they become overly difficult.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

As its abbreviation states, a SWOT analysis examines four elements:
-Strengths: Internal attributes and resources that support a successful outcome.
-Weaknesses: Internal attributes and resources that work against a successful outcome.
-Opportunities: External factors that the entity can capitalize on or use to its advantage.
-Threats: External factors that could jeopardize the entity's success.
Various tools exist to guide decision-makers through the process, often using a series of questions under each of the four elements.
But when compiling a SWOT analysis, remember to:
-Be realistic about the strengths and weaknesses of your organization,
-Think about where your organisation is today, and where it could be in the future,
-Be very specific about what you mean,
-Think about all actors on the market,
-Keep it short and simple.
After a while the SWOT analysis has been adopted by all types of organizations, products, persons as an aid to making decisions.

What makes SWOT especially powerful is that, person can use it as a tool highlighting skills, competencies and talent. It can help person uncover opportunities that person would not otherwise have at the moment. And by understanding weaknesses, person can manage and eliminate threats that might otherwise hurt ability to move forward.
If person look at himself using the SWOT framework, he can start to separate from medium, and further develop the specialized talents and abilities which are needed to advance career and help to achieve personal goals.
To perform a personal SWOT analysis, first print out our worksheet shown below and write down answers to the following questions.

STRENGTHS	WEAKNESSES
What do you do well? What unique resources can you draw on? What do others see as your strengths?	What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses?
OPPORTUNITIES	THREATS
What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?	What threats could harm you? What is your competition doing? What threats do your weaknesses expose you to?

Write down answers to the following questions for:

Strengths

-What advantages do you have that others don't have (for example, skills, certifications, education, or connections)?

-What do you do better than anyone else?

-What personal resources can you access?

-Which of your achievements are you most proud of?

-Are you part of a network that no one else is involved in?

Don't be modest or shy – be as objective as you can. Knowing and using person strengths can make him happier and more fulfilled at work. Think about strengths in relation to the people around.

Weaknesses

-What tasks do you usually avoid because you don't feel confident doing them?

-Are you completely confident in your education and skills training? If not, where are you weakest?

-What are your negative work habits (for example, are you often late, are you disorganized, do you have a short temper, or are you poor at handling stress)?

-Do you have personality traits that hold you back in your field?

Opportunities

-What new technology can help you?

- Do you have a network of strategic contacts to help you, or offer good advice?

-What trends (management or otherwise) do you see and how can you take advantage of them?

-Are any of your competitors failing to do something important? If so, can you take advantage of their mistakes?

-Is there a need in your company or industry that no one is filling?

-Do customers or vendors complain about something? If so, could you create an opportunity by offering a solution?

Also, important, to look at strengths, and ask yourself whether these open up any opportunities – and look at weaknesses, and ask yourself whether you could open up opportunities by eliminating those weaknesses.

Threats

-What obstacles do you currently face at work?

-Are any of your colleagues competing with you for projects or roles?

-Is your job (or the demand for the things you do) changing?

-Does changing technology threaten your position?

-Could any of your weaknesses lead to threats?

Performing this analysis will often provide key information – it can point out what needs to be done and put problems into perspective.

With this example, we wanted to show that SWOT successfully can be used to assess competencies and even those that are necessary for a person who wants to develop a social business. Using SWOT it is possible to analyze your strengths and weaknesses as well as the opportunities and threats that person face. This helps focus on one's strengths, minimize weaknesses, and take the greatest possible advantage of opportunities available for person.

The SWOT Analysis has a practical approach which have the advantage that you can apply it anywhere at any time. It also helps to give direction (objective- and goal setting) and start the conversation about the possible further steps (priority, impact and resources).

But SWOT analysis has limitations. By applying this method - as moment "photo" may not include all relevant factors for all four elements and can show deviate perspective.

Moreover, because it only captures factors at a particular time and is important for understanding the multiple dynamics that impact success, doesn't show how those factors could change over time, the perception it offers could have a limited time.

Topic 4. Self-evaluation of personal competences and development of personal improvement plan.

Assessment/self-evaluation method of social entrepreneur's competencies. Preparation of social entrepreneur's personal development plan.

Introduction

Social business is a buzzword in the rapid changes of the world sustainable development. That's why knowledge, skills, and attitudes can help citizens find personal fulfilment, find a job and take active part in the improvement of social life of society.

What are the main elements each should follow to develop social enterprise and how it is possible to learn operate those elements? The method by which it will be possible to evaluate needed competencies will be described in this chapter.

Learning objectives

- introduce the self-assessment method with the help of which everyone can evaluate one's competencies and what competencies are missing or week in order to carry out the planned activities;

- preparation of social entrepreneur's personal development plan.

Methodology

The aim of competencies evaluation/self-evaluation is to identify existing person's knowledge, skills and resources of understanding, exposing them as strengths and to be ready to use these resources to start social business, solve problems and difficulties.

Therefore competencies assessments are often developed as" skills and knowledge checklists" which individual can keep over time to note own performance.

There are different approaches of competencies evaluation/self-evaluation. Methodology for this training part will be used as 4-steps approach and Bloom's taxonomy training tools.

4-steps approach
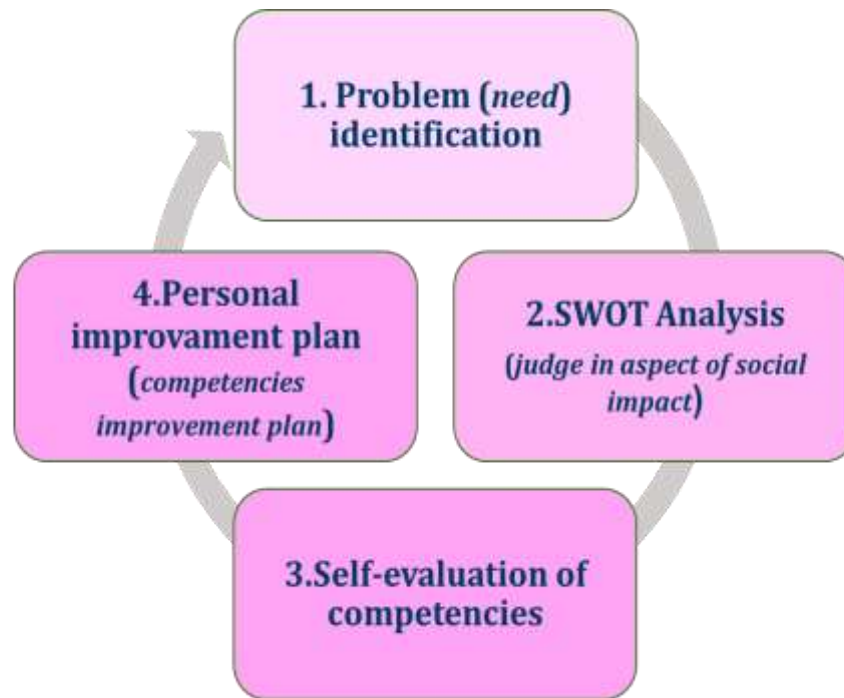
1step. The main question - what social problem you are ready to deal with? Whether this is relevant to your community? Is it important to you and why it is important for you to deal with it? What kind of competencies are needed solving this problem? Reply to submitted questionnaires the level of skills, knowledge can be generated.

2step. SWOT analysis for selected business type and judge in aspect of social impact

3step. To evaluate personal competencies in terms of social impact.

4step. Preparation of personal improvement plan- this means that certain knowledge weaknesses are evident when the competencies are assessed and that needs to be improved.

Bloom's taxonomy

Every job requires a specific set of knowledge and skills. This varies depending on the type and complexity of the job. Competencies assessment process provides a way of building the skills and knowledge in different levels people need to perform their job. So,how do you know how good a person's skills , knowledge or level of skills and knowledge really are? We invoke widely used competencies assessment level method – Bloom's taxonomy. Therefore, competencies assessment is based on the famous American psychologist and educator B.S. Bloom's developed educational objectives taxonomy according to the levels of cognitive activity. In 1990 B. Bloom's student Lorin Anderson slightly modified the original taxonomy changing the exact name and procedure into (Table1) This is reflected as following two changes:

1. Replacement of the nouns with appropriate verbs
2. Change in the order of verbs (the last two levels were interchanged)

The figure illustrates the revised structure. For an easy reference, the Bloom's Taxonomy is shared alongside.

Table1.

Blooms Taxonomy   Revised Blooms Taxonomy
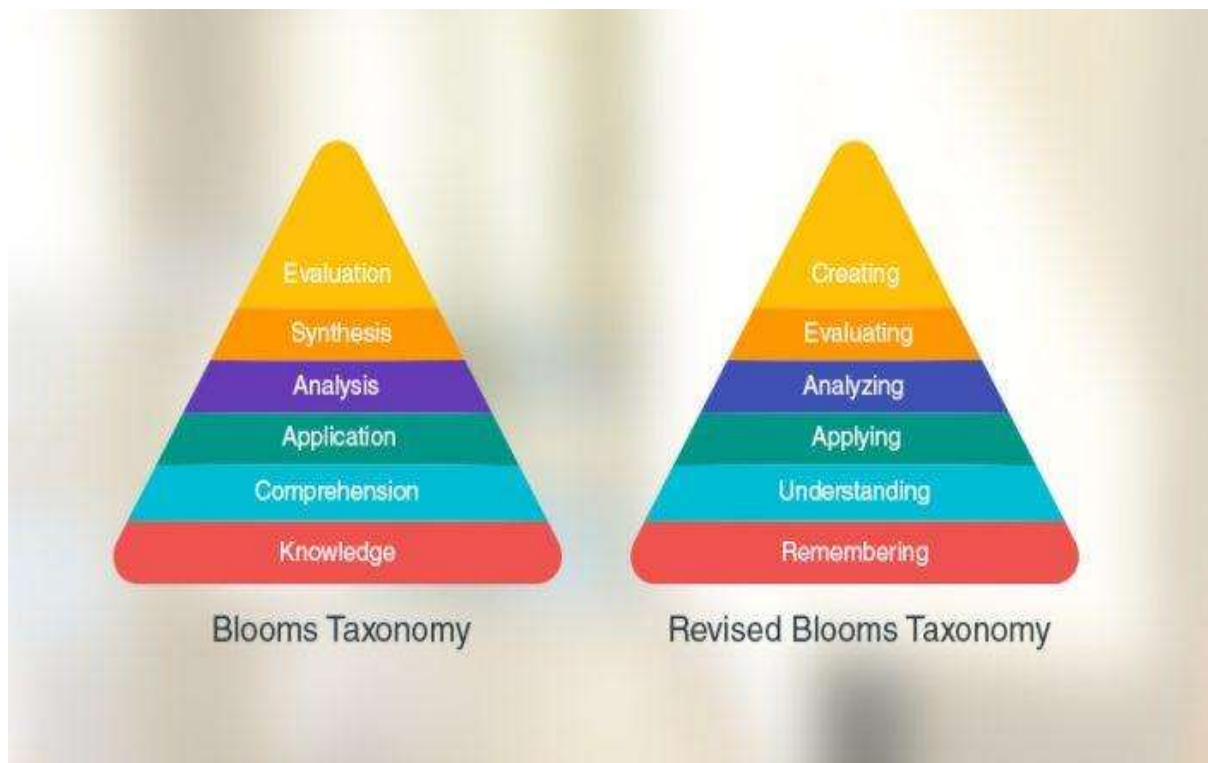
Let's see both these revisions in detail.

1.Remembering: Recall information and exhibit the memory of previously learned material, information or knowledge (could be facts, terms, basic concepts or answers to questions).

2.Understanding: Demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating the main ideas.

3.Applying: Use information in new or familiar situations to resolve problems by using the acquired facts, knowledge, rules and techniques.

4.Analysing: Examine and slice information into portions by understanding causes or motives; make inferences and find evidence to support generalisations.

5.Evaluating: Express and defend opinions through judgements about information, authenticity of ideas or work quality, according to certain criteria.

6.Creating: Organise, integrate and utilise the concepts into a plan, product or proposal that is new; compile information together in a different way.

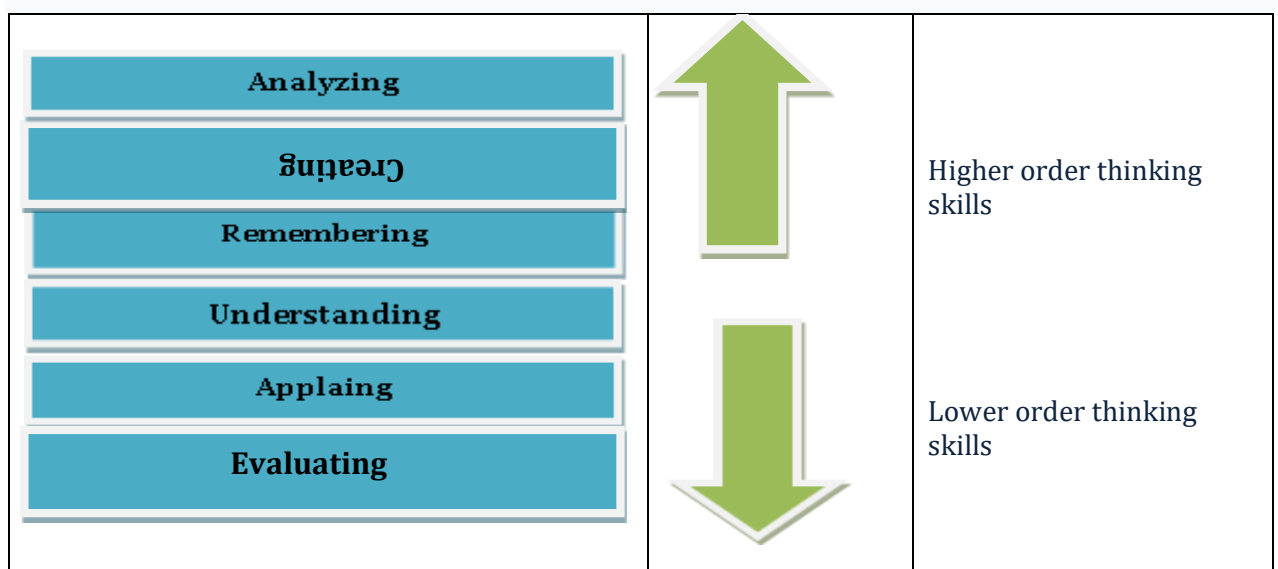|	
Analyzing	
Creating	Higher order thinking skills
Remembering	
Understanding	
Applaing	Lower order thinking skills
Evaluating	

Table above shows which person's skills are higher and which are lower.

After creating the cognitive taxonomy one of the weaknesses noted by Bloom himself was that there was a fundamental difference between his "knowledge" category and the 5 levels of competence assessment of his model as those levels dealt with intellectual abilities and skills in relation to interactions with types of knowledge.

The Knowledge Dimensions	Cognitive Processes					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
Factual						
Conceptual						
Procedural						
Metacognitive						

Knowledge Dimensions Defined:

Factual Knowledge is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or solve a problem in it.

Conceptual Knowledge is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.

Procedural Knowledge refers to information or knowledge that helps students to do something specific to a discipline, subject, or area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies.

Metacognitive Knowledge is the awareness of one's own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.

According to Bloom's taxonomy of objectives it can be measured values based competencies.

Cognitive performance levels	Competence description	Competence evaluation criteria	Assessment tools
Knowledge	Knowledge is reached on the basis of memory	Able to remember, recognize facts, concepts, rules, theories.	Interview orally, in writing, tests
Comprehension	understanding level recognition operation acquirements perception	Able to tell in their own words, interpret	The telling, essay, e. letter, execution of instructions.
Application	The ability to adapt, to transfer knowledge (abstractions, rules,	Able to adapt, calculate, solve, specify	Tasks, tests, exercises

	laws, theories) in different situations.		
Analysis	The ability to break down the whole into parts, elements	Able to distinguish, distinguished, discover dependencies classifieds	Planning, portfolio, project
Synthesis	The ability of individual elements, parts, blocks combine into a whole, the system.	Ability to link, merge, summarize material, discover the inner and interdisciplinary links	Research work, portfolio, project
Evaluation	Conclusions based on quantitative and qualitative parameters.	Ability to evaluate, anticipate evaluation criterias, have own opinion.	The project, research, portfolio, reports, presentations.

We can rely on the emotional field of taxonomy. Emotional field of taxonomy gives meaning to man's inner growth and path from self-awareness to the value systems based behaviour. Every emotional activity level is corresponded by different results.

Cognitive performance levels	Competence description	Competence evaluation criteria	Assessment tools
Receive	Desire to accept and to understand different opinions	Able to observe, listen, choose, to admire, to recognize valuable behavior.	Monitoring, oral interview, especially individual, essays, diaries
Respond	Approval or objection	Able to help, answer, adapt, to express interest, feelings, do tasks creatively, volunteer to explain	Monitoring, oral interview, especially individual, essays, diaries
Value	Values acceptance, segregation	Able to show respect, concern, discover his/her abilities, explain priorities, moral ideas and link with their experiences.	Monitoring, blogs, presentations, reports

Organise or Conceptualize values	Reconcile internal conflicts; develop value system	Able to act on the basis of values, interpret on the basis of beliefs, to adapt, to protect position, choose responsibly, recognize the manifestation of goodness.	Monitoring, blogs, presentations, reports
Internalize or characterise values	Character formation	Self-reliant; behave consistently with personal value set	Monitoring, blogs, presentations, reports

3 stage. Self-evaluation of personal competencies

Competencies self-assessment is entirely subjective in its nature, the development of this methodology is based on the assumption that this subjectivity is useful because it strengthens people's personal responsibility for their own decisions and choices. For useful self-subjectivity it should be met some important conditions.

1. Confidentiality in self-assessment - the freedom of learners to choose how far they will share their self-assessment results. This means that only necessary data should be collected for summarized results.

2. Freedom to evaluate oneself without any external sanctions – learners are not applied with any sanctions on the basis of their self-assessment material.

3. Permanent mentor or educator assistance and support in supervising the self-assessment process (Facilitation).

Facilitator helps to evaluate oneself by asking thoughtful questions. A good question is the one which stimulates thinking. In this methodology it is proposed to classify the questions on the basis of B. S. Bloom's developed educational goals taxonomy in accordance with cognitive activity levels (knowledge, understanding, application, analysis, synthesis and evaluation).

Six groups of questions are identified:

-**simple questions** are the ones which responses aim is to remember or to restore certain information, give some facts. They are most frequently raised in the traditional forms of control: tests, settlements;

-**revising questions** – their purpose is to give the interviewer feedback and to clarify what he/she just said: "If I understood well, it's ...?" "Maybe I'm wrong, but it seems to me that you were talking about ...? " Sometimes it is desired to obtain the information the interviewer did not report but it is implied. Asking such questions, it is important not to show negative facial expressions;

-**explanatory questions** usually begin with the words "Why?" Sometimes they are responded negatively, because they are perceived as a demand of excuses. In other cases, their aim is to establish cause and effect relationship. If the answer is known, the question becomes no longer explanatory but simple. This type of question is effective when answer has autonomy elements;

-**creative questions** are those that contain the word „if", conditionality, predictions, elements of prognosis. For example: "How the world would be different if the human hand has not five, but three fingers?", "What do you think how actors relations will be in the second part of the novel? "

-**evaluative questions** aim is to find out evaluation criteria of events, phenomena, facts, "Why is this good and this is bad?", "What is the difference between salary and social support;

-**practical questions** aim is to identify the relationship between theory and practice, such as "How would you act, if you were a farmhouse manager?".

4 stage. Personal improvement plan

Need for competencies development is based on the individual's own self-assessment of his/her competence and the ability to adequately select the most relevant competence development topics. This means that no one can assess the real competence development needs better than individual himself.

Topic 5. Summary of training module.

Reflection "Colored thoughts on the learning of a social entrepreneur".

It's often important to reflect on what, why and how we do things and to adopt and develop our practice within lifelong learning. Reflection is the key to successful learning, developing competencies for trainers and learners.

After the training, there is always the question of how the learners understood the material and whether it will benefit them in their future work and personal development. After a learning event, adults wish quickly move ahead implementing their strategies for quicker changes which they foresee. In fact, reflection asks adults to step back and analyse learning, skills, knowledge from different perspectives in order to draw out what learning gave for person's interest for changes and personal development.

There are lot of reflection models which could be used in training. The three most important concepts and models we would like to offer: the experiential learning cycle (Kolb 1984), triple-loop learning (Argyris and Schön, 1991) and the conscious-competence learning model (Burch1970). As a trainer or facilitator you can use these models to inform your facilitation practice and deepen your understanding of reflection as part of learning.

Most often the reflection is carried out using a variety of questionnaires, games, or using both methods. Reflection questions often assess cognitive skills, otherwise known as thinking about how we think and learn. Reflection questions are important for a number of different reasons. By encouraging students to reflect on their learning, these sorts of questions help students:

-Consolidate the knowledge and skills they have acquired in a lesson or unit,

-Get to know themselves better as learners, thinkers, and community members,

-Provide important feedback to their teachers and to their peers,

-Generate questions and ideas to propel future learning experiences,

There are a number of different ways to think about using reflection questions or games with the students. Most common - 4 types of reflection questions:

-Process reflection questions,

-Product reflection questions,

-Feedback reflection questions, information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.

-Self-assessment reflection questions.

When we reflect, we can make personal connections to the learning process, which increasing ownership of our new knowledge and skills. This builds our confidence and sense of who we are – and our capacity to grow. It also helps each of us better understand what we need as learners, allowing us to be better advocates for ourselves.

Training summary, certificate, farewell.

After each training, trainer should take the brief overview of the entire curriculum.

It is important to know not only the benefit of each topic, but how the whole program was prepared and presented and has it met the expectations of the participants?

Sometimes it makes sense to examine training process several times, for example when one or another topic is accomplished. Since this is a short training program, the general evaluation will be done at the end of training program as part of the training summary.

Should be noted that it is difference between reflection and evaluation in training process.

Difference between reflection and evaluation	
Reflection	Learning from a concrete experience by perceiving it from an observing perspective (or meta-perspective). A structured access to thoughts, observations, emotions...
Evaluation	A reflective process with a sharper focus on conclusion, assessment, judgement.... In seminar contexts the term is often synonymously in use for describing the final session on diverse assessments.

2.4. Further reading and references.

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The people who are crazy enough to think they can change the world are the ones who named as social entrepreneurs.

Steve Jobs

3. Annexes

Annexe 1. Problem Matrix

Step 3. Identify potential consequences in society if the problem is not going to be addressed

Step 1. Write the problem here

Step 2. Mention possibles causes for the problem

Annexe 2. Questions in accordance with Bloom's taxonomy

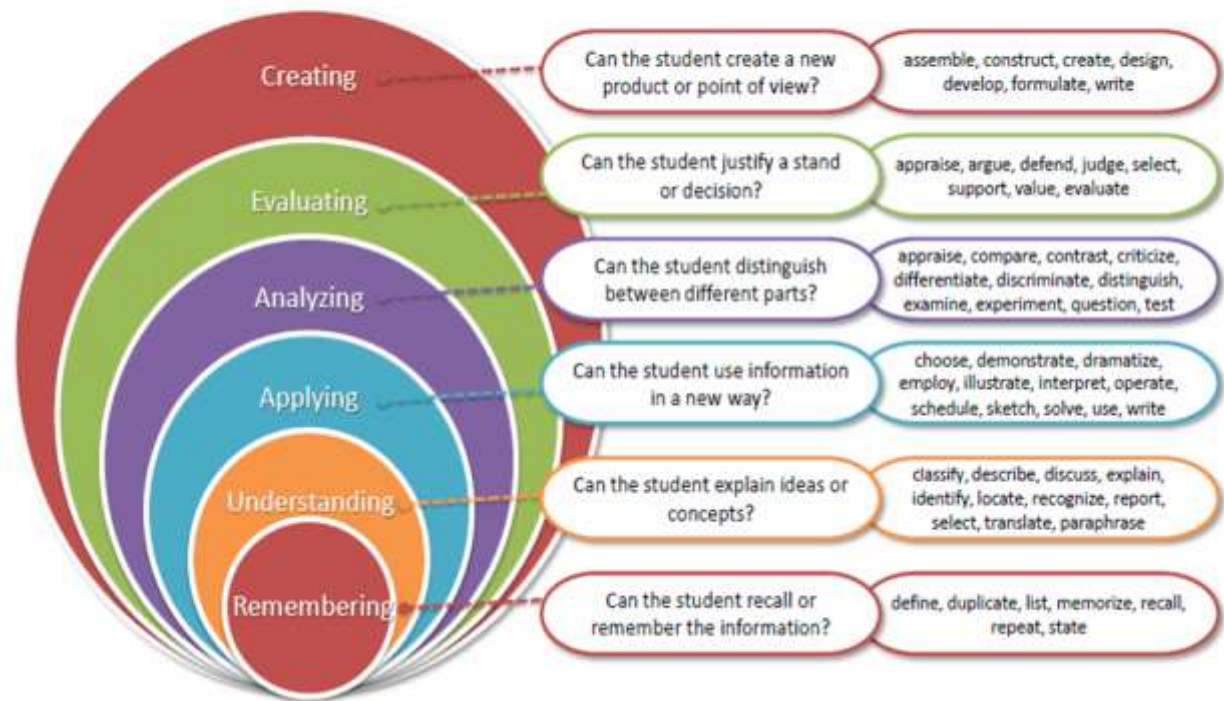| Level	Questions examples
Knowledge (factual questions)	What happened when................? Where is.........................? When....................................? Determine......... Compare.................... Define.....................
Understanding (shows, how concept is understood)	Describe: Which of these ...... is an example .... ? Which statements are confirmed with given information? Explain diagram..........................

Application (shows, how practical utility is perceived)	Can you show, how .... could be used for explaining Please explain, why happened .... What rules could be applied to explain .... phenomenon
Analysis (ability to show relationship between components)	Compare .... Contrast .... and .... What are the significant features of........................? Please show differences between .... and .... Please classify .... Please summarize in accordance of link between .... and .... Please find your mistakes, which are related to this theme. What view would be more suitable?
Synthesis (ability to connect parts logically to the whole)	Form .... How would you verify (hypothesis, assumption, the idea, the statement)? How would you create .... ? Please determine the most important topics and examples. Write specific conclusions based on generalizations.
Evaluation (the ability to draw conclusions and to resolve on the basis of the analysis and synthesis)	Determine, is .... Is .... match .... criteria? Why yes or no? Is .... is a good example of ..... ? Why? What are criteria set for .... validity? How did you formulate the following criteria? Justify their suitability. Why do you think so?

Annexe 3. Bloom's revised taxonomy

Bloom's Taxonomy (Revised)

Level	Question	Verbs
Creating	Can the student create a new product or point of view?	assemble, construct, create, design, develop, formulate, write
Evaluating	Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Analyzing	Can the student distinguish between different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Applying	Can the student use information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Understanding	Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Remembering	Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, state

Annexe 4. Competence Assessment Card.

EVALUATION OF COMPETENCY THROUGH COMPONENTS AND LEVELS (*necessary for development of social impact***)**

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Ability....						

Annexe 5. Learner's self-assessment sheet.

It was helpful to me:

_____
_____
_____

I wanted but couldn't find out, to learn,understand:

 _____
_____
_____
_____

I will adapt to my future activities:

_____
_____
_____
_____

During the next training I would like:

_____
_____
_____

During the next training I would like:

_____
_____
_____

Annexe 6. Training evaluation form for participants

Date: _____

Title and location of training: _____

Trainer: _____

Indicate your level of agreement in the statements listed below	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The objectives of the training were clearly defined					
Participation and interaction were encouraged					
The topics covered were relevant to me					
The content were organized and easy to follow					
The materials distributed were helpful					
This training experience will be useful in my work					
The trainer was knowledgeable about training topics					
The trainer was well prepared					
The training objectives were met					
The time allocated for training was sufficient					
The meeting room and facilities were adequate and comfortable					
What did you like most about the training?					
What aspects of the training could be improved?					
How do you hope to change your practice after a training?					
What additional adult trainings would you like to have in the future?					
Other comments					