



Boosting key mindset elements for successful social business development

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RESEARCH STUDY

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TABLE OF CONTENTS

- 4** INTRODUCTION
- 6** OVERVIEW OF CURRENT MIND-SET
ELEMENTS, COMPETENCES AND
NEEDS
- 10** COMPETENCE REQUIREMENTS
FROM EUROPEAN COMMISSION
- 14** SUPPORT PROGRAMS FOR
SOCIAL ENTREPRENEURS
- 22** CASE STUDIES
- 27** IDENTIFICATION OF CURRENT
PRESSING NEEDS AND GAPS IN
SUPPORT MECHANISMS

INTRODUCTION



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, worlds 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.

The interest about social entrepreneurship growing rapidly and social enterprises becoming an even more important block in an inclusive labour market, sort of a bridge to pursue social goals of the EU 2020-strategy. Therefore, it becomes more and more important to create a supportive environment for emerging and existing social enterprises. This project aim is to identify mind-set elements, such as different skill sets (competencies), values and motivations that social entrepreneurs have and should obtain, and thereafter provide a knowledge sharing possibility.

This study will not only identify the key mind-set elements that social entrepreneurs should have, but also competencies and skills that are needed to become a sustainable social business that creates an impact. The study will combine information gathered from various educational materials, international studies and a conducted ground research by project partners in their respective countries: Latvia, Lithuania and Sweden.

SOCIAL ENTREPRENEURSHIP MIND-SET

To begin with, let's identify the terminology to be used further in the study. It has been agreed to discuss the subject of mind-set (1) 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.

There is no doubt that being a social entrepreneur requires a set of skills (2) and competencies (3), 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.



OVERVIEW OF CURRENT MIND-SET ELEMENTS, COMPETENCES AND NEEDS

ANALYSIS OF ONLINE QUESTIONNAIRE RESULTS

In order to understand the nature of social entrepreneurs in the respective countries, a small research was made through an online questionnaire. Respondents from Latvia, Lithuania and Sweden answered questions about various skills and competencies, as well as questions to personal values with the aim to identify the level of knowledge and pattern of behaviour. In addition, the questionnaire was to establish, what is it that social entrepreneurs are strong at and what do they really need in order to scale.

To start presenting the analysis of the gathered data on skills and competencies level, it is important to introduce the demographic overview of respondents. Even from the first glimpse on the data we can see some patterns. For example, most of social entrepreneurs are females (63% of respondents) and around 76% of them are over 35, which means they already have a lot of experience in life and they are most likely to be motivated by their family well-being. Another interesting fact is that most of the people have somewhat experience in business, either from their network or running their own organisations before. Which also gives us an idea about their knowledge of running the organisation and risks related to that.

Now that we know the background we can continue with presenting the data collected about the skills and competencies of respondents. Questionnaire was divided into several categories that cover areas of confidence required to be a social entrepreneur.

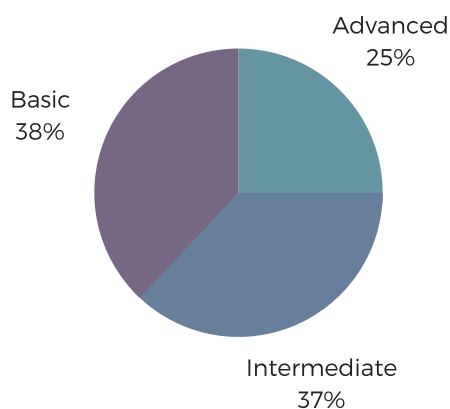
NB! This questionnaire was not aimed at identifying the specific knowledge in business skills, but the personal soft skills that are required to run a social business.

Further, you will see combined results highlighted in pie charts, as well as the explanatory text to accompany that.

ANALYSIS OF ONLINE QUESTIONNAIRE RESULTS

Firstly, let's look at, how confident do social entrepreneurs feel, when it comes to spotting an opportunity. Questions of this sections were concentrating on the ability of social entrepreneur to identify the needs of society, seize a social business opportunity and being able to find and approach challenges. As we can see in Chart 1, most of social entrepreneurs feel that they have an intermediate or advanced knowledge about these topics. However, seeing that almost 40% of respondents still feel that they are on the basic level. We can definitely argue that this is an area that requires more attention and this Project could be an opportunity to support this topic

CHART 1 - SPOTTING OPPORTUNITY



As mentioned earlier, being a social entrepreneur is not an easy job, therefore, creativity and innovation are crucial skills to have. So, the second part of the questionnaire was designed to identify, how confident respondents are in terms of creativity.

While majority felt confident about their creativity skills (see Chart 2 for data) it was evident that a minority could relate themselves to being able to design new processes to involve stakeholders to develop and test ideas that create value (see Chart 3). So we can say that it is an undeveloped skill that requires attention and creates a possibility for this Project.

CHART 2 - CREATIVITY

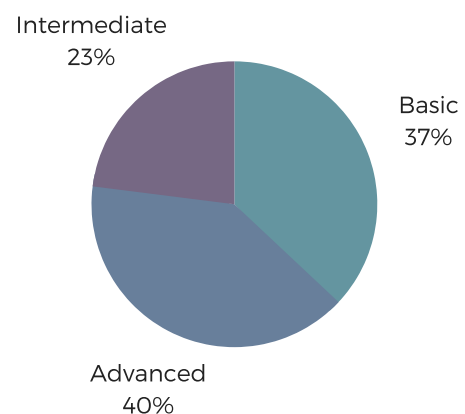
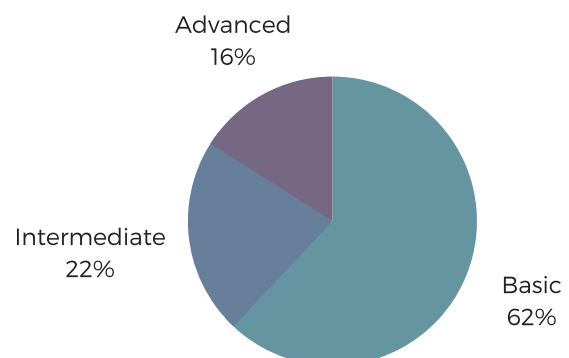


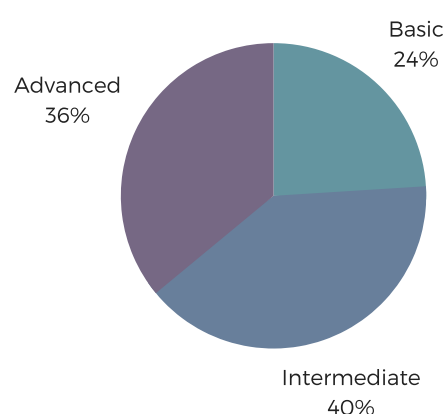
CHART 3 - DEVELOP IDEAS TO CREATE VALUE



ANALYSIS OF ONLINE QUESTIONNAIRE RESULTS

Respondents were also asked about their confidence, ethics and sustainability. And while it is apparent that sustainability is something social entrepreneurs feel strongly about and can discuss the impact an organisation has on the environment (and vice versa) confidently, many of them still consider to have basic skills in the topic of ethics (see Chart 4). It definitely does not mean they are not ethical, it shows that they would more likely describe in their own words the importance of integrity and ethical values rather than make it their priority to make sure ethical behaviour is respected and promoted in their area of influence. Which again, shows that helping them to become more confident, to become an influencer, is something to be developed within the next step of this project – training program.

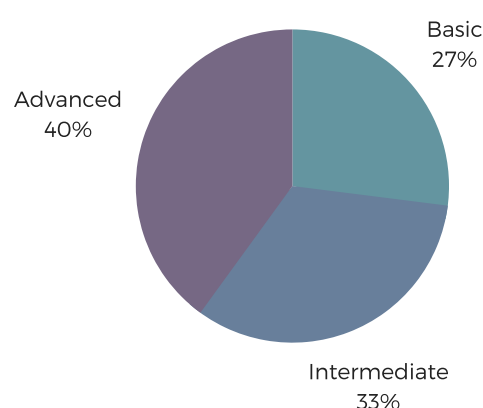
CHART 4 - ETHICS



The following set of questions about self-awareness and self-efficacy, as well as motivation and determination clearly outlines that this is an area most of the respondents feel confident and advanced at (see Chart 5), so the Project will not make it a priority to concentrate on these two subjects.

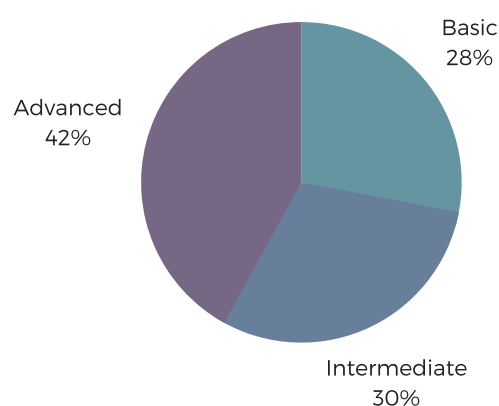
However, reminding social entrepreneurs about the importance of motivating themselves and those around them will be mentioned in the program and suggestions on how to develop and grow will be given.

CHART 5 - SELF-AWARENESS AND MOTIVATION



Now, how do respondents feel about mobilisation? Mobilising own resources and others is clearly not the confident area. From the answers we can see that the main lack of confidence is to motivate, inspire, direct people and create coalitions, as well as to help others be more efficient (see Chart 6). Therefore, the training program will include subjects of mobilising others, time management and provide an opportunity for networking.

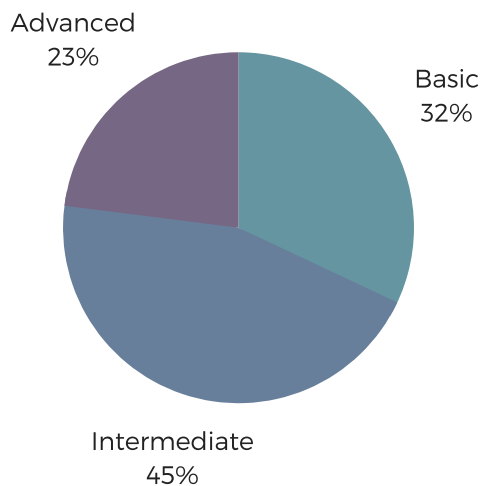
CHART 5 - MOBILISATION



ANALYSIS OF ONLINE QUESTIONNAIRE RESULTS

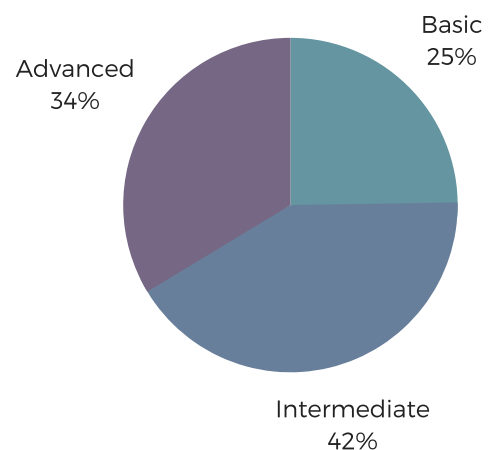
It is interesting to see that while mobilisation seems to be a problem among the respondents, they are feel strongly about being organised and having a good planning and time management skills. The goal of the training problem will be to help social entrepreneurs learn, how to transfer their knowledge and skills to others. Which means that there will be a lot of attention given to help them grow as aspiring leaders, who are ready to motivate and inspire, as well as lead the team of professionals. There will be a special focus on helping social entrepreneurs learn, how to trust the team, let go of some responsibilities and quite importantly – feel good about delegation.

CHART 7 - WORKING WITH OTHERS



Why is it necessary to concentrate on delegation? Because from the pie Chart 7 we see that a significantly smaller amount of respondent feel like they have some advanced skills in working with others

CHART 8 - REFLECTIONS AND LEARNINGS



Finally, the topics of reflections and learnings were discussed (see Chart 8). And we can see that respondents are confident in this subject. However, since reflection and self-awareness is a very important skill for a good leader, the training program will include exercises to help social entrepreneurs master this subject and decrease the answers about basic knowledge from less than a quarter to a complete zero.



COMPETENCE REQUIREMENTS FROM EUROPEAN COMMISSION

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.

"...nowadays individuals need a wide range of competencies in order to face the complex challenges of today's world."

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.

KEY COMPETENCES

KC1 - Communicating in a mother's tongue: the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in all contexts: education, training, work, home and leisure.

Communication in the mother's tongue requires an individual to have knowledge of vocabulary, functional grammar and the functions of language. Individuals should have the skills to communicate both orally and in writing in a variety of communicative situations and to monitor and adapt own communication to the requirements of the situation.

A positive attitude towards communication in the mother's tongue involves a critical and constructive dialogue and the use of language in a positive and socially responsible manner.

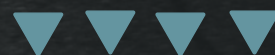
KC2 - Communicating in a foreign language: the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure).

Competence in foreign languages requires knowledge of vocabulary and functional grammar and an awareness of the main types of verbal interaction and registers of language. Essential skills for communication in foreign languages consist of the ability to understand spoken messages, to initiate, sustain and conclude conversations and to read, understand and produce texts appropriate to the individual's needs.

A positive attitude involves the appreciation of cultural diversity, and an interest in languages and intercultural communication.

KC3 - Mathematical, scientific and technological competence: the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations; in science refers to the ability to explain the natural world, in order to identify questions and to draw evidence-based conclusions; in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs.

Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.



KEY COMPETENCIES

Necessary knowledge in mathematics includes knowledge of numbers, measures and structures, basic operations and basic mathematical presentations, an understanding of mathematical terms and concepts. An individual should have the skills to apply basic mathematical principles and processes in everyday contexts at home and work.

For science and technology, essential knowledge comprises the basic principles of the natural world, fundamental scientific concepts, principles and methods, technology and technological products and processes, as well as an understanding of the impact of science and technology on the natural world.

Skills include the ability to use and handle technological tools and machines as well as scientific data to achieve a goal, an evidence-based decision or conclusion.

A positive attitude in mathematics is based on the respect of truth and willingness to look for reasons and to assess their validity.

KC4 - Digital competence: confident and critical usage of information and communications technology for work, leisure and communication.

Digital competence requires understanding and knowledge of the nature, role and opportunities of IST in everyday contexts: in personal and social life, as well as at work. Skills needed to be digitally competent includes the ability to search, collect and process information and use it in a critical and systematic way.

Use of IST requires a critical and reflective attitude towards available information and a responsible use of the interactive media.

KC5 - Learning to learn competence: ability to effectively manage one's own learning process, either individually or in groups.

Individual should have knowledge to know and understand his/her preferred learning strategies, the strengths and weaknesses of skills and qualifications, and to be able to search for the education and training opportunities and guidance or support available. Learning to learn skills requires, firstly, the acquisition of the fundamental basic skills such as literacy, numeracy and ICT skills that are necessary for further learning.

A positive attitude includes the motivation and confidence to pursue and succeed at learning throughout one's life.

KC6 - Social and civic competences: the ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies.

Social competence is linked to personal and social well-being, which requires an understanding of how individuals can ensure optimum physical and mental health, including, as a resource, for social environment, and knowledge of how a healthy lifestyle can contribute to this.



KEY COMPETENCIES

The core skills of this competence include the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy.

Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels.

Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community.

The competence is based on an attitude of collaboration an interest in socio-economic developments and intercultural communication and should value diversity, respect others and participate in democratic decision-making and, at all levels, demonstration of a sense of responsibility.

KC7 - Sense of initiative and entrepreneurship competence: the ability to turn ideas into action through creativity, innovation and risk taking as well as ability to plan and manage projects.

Necessary knowledge includes the ability to identify available opportunities for personal, professional and/or business activities, including 'bigger picture' issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation.

Skills relate to proactive project management (involving, for example the ability to plan, organize, manage, lead and delegate, analyse, communicate, de-brief, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and in teams.

An entrepreneurial attitude is characterized by initiative, pro-activity, independence and innovation in personal and social life, as much as at work.

KC6 - Social and civic competences: the ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies.

Cultural knowledge includes an awareness of local, national and European cultural heritage and their place in the world.

Skills relate to both appreciation and expression: the appreciation and enjoyment of works of art and performances, as well as self-expression through a variety of media using one's innate capacities.

A positive attitude covers creativity through self-expression and participation in cultural life, solid understanding of one's own culture and a sense of identity and respect for diversity of cultural expression.

Conclusions

In order to be competitive and able to adapt to a fast changing world in a flexible and harmless way, every person have to have a set of competences. We can try to identify the one that is the most useful or important for a social entrepreneur, but the fact is that all of the 8 Key competencies that EU Commission has identified are equally important.



SUPPORT PROGRAMS FOR SOCIAL ENTREPRENEURS

Social entrepreneurship field is rather new and undeveloped in most of the countries in the world. However, there are support organisations that are not only helping to grow the eco-system of social enterprises, but also offer a range of training programs to help start-up organisations grow their social business or develop ideas, or both.

In this section there are examples of support organisations in Latvia, Lithuania and Sweden that help people develop ideas to create a social business, transfer idea into social enterprise and support people to become better social entrepreneurs. It is necessary to highlight these organisations and the support they offer in the market to be able to identify gaps in support and most pressing demands that can be addressed in the next stage of the Project.

LATVIA

There are not many support programs exclusively for social entrepreneurs in Latvia. There are two programs specifically for the development of social business ideas and they are offered by two social business incubators / accelerators - Reach for Change and New Do(o)r Riga. Short-term trainings and trainings on specific topics that stimulate social entrepreneurial thinking and / or orientation towards social entrepreneurship are also organised by the Social Innovations Centre and Association of Social Entrepreneurship in Latvia. Separate classes (open lectures) are also offered by higher education institutions like Higher School of Banking, Stockholm School of Economics Riga, Riga Business School, ISMA, RISEBA, etc.). Most of training programs are offered in the capital, peripherals still have limited access to social business stimulant and entrepreneurial mind-set trainings.

REACH FOR CHANGE

Reach for Change Latvia is a local branch of an international organisation, which supports ideas that can improve lives of children. Reach for Change Latvia provides a free social business acceleration and incubation, as well as financial support. Individuals or organisations can apply for support from Reach for Change every year in open contest.

Web page: www.reachforchange.org

The accelerator program is designed for 4 days training with homework and reflections. Thematically the program covers: storytelling, leadership, partnership, personality and team building; understanding the problem and solution design, social impact, problem and solution; business models, financial management, business and finance; communication and social media, marketing, pitching and sales, promotion.

The incubator program is offered for 1-3 years to 3-5 individuals each year that are selected through the public competition The Game Changer (LV: Labās gribas uzņēmējs). Incubator program includes group and individual work with participants and has a tailored program to each participant's specific development needs. Common topics include strategic planning for business development and impact scaling, social impact measurement, financial sustainability and fundraising. Every participant gets mentor and advisor support in setting priority goals and reaching them.

NEW DO(O)R RIGA

New Do(o)r Riga is an international platform of social innovations with the centre of activity in Riga, initiated in 2013, which works in Latvia with the support of the cultural and educational society Migrash, bank Rietumu and the Embassy of Israel in Latvia. The platform is also supported by a number of public and commercial organisations in Latvia, Sweden, Israel, Ukraine and other countries. New Do(o)r Riga opens social business accelerator for new entries every year and its free of charge.

Web page: www.newdoor.lv

International social entrepreneurship accelerator NewDo(o)r Riga in year 2016 presents SEEPEP (Social Entrepreneurship Exchange program) 2016 project, during which provides for participants' skills that helps them to create new and develop existing social enterprises or projects. With knowledge share experienced professionals and social entrepreneurs and innovators from Sweden and Latvia. The Baltic Sea region will share with their experiences with Ukraine, which is now in the process of great economic, social and political transformation. Also New Do(o)r Riga continues directly cooperate with experts from Israel, Germany, the UK and other countries.



LATVIA

All seminars include such topics as vision and formation of an idea, market analysis – partners and competitors, business modelling, planning and project management, creation of a prototype and adjustment, budgeting and working with budgets, project presentation, networking, fundraising, PR, marketing, etc.

The additional sessions include different topics related to social entrepreneurship: civil society and its economic impact. Program also includes consultations and individual work with the international trainers and business consultants from PresenTense and Hamaml, as well as work with the local mentors and experts will be performed between the seminars.

LATVIAN CHRISTIAN ACADEMY

Latvian Christian Academy provides a Professional Master study programme “Social Entrepreneurship Administration”, accredited on July 3, 2013, within the Study direction “Social Welfare” for maximum duration of 6 years. Study programme in Social Entrepreneurship Administration is the only study programme in Latvia based on the innovative concept of Social Economy promoted in EU countries. The programme links principles and methods of social work and social entrepreneurship in interdisciplinary package with aim to reach social goals in entrepreneurship. It offers insight in both the principles of organization and the running of social business, deals with social and spiritual needs of socially marginalized people, promoting the cohesion of society. Only educational institution on topic located outside the capital, in Jurmala.

Web page: www.en.kra.lv

CREATIVE INDUSTRIES INCUBATOR

Creative Industries Incubator under Investment and development agency of Latvia (LIAA) is one of the incubators established under LIAA which provides support to social business ideas owners and calls for social business start-ups to apply for incubation and pre-incubation support. The purpose of the Creative business incubator is to support the creation and development of new, viable and competitive businesses, to provide individual people and entrepreneurs with the environment, necessary for starting a business or developing an idea, consulting, training, general business issues, mentor support and grant co-financing.

Web page: www.liaa.gov.lv/lv/fondi/2014-2020/biznesa-inkubatori/par-projektu

IT IS EQUALLY IMPORTANT TO MENTION SUPPORT ORGANISATIONS THAT PROVIDE THE DEVELOPMENT OF THE SOCIAL BUSINESS ENVIRONMENT, INFORMATION SUPPORT AND EDUCATION.

SOCIAL ENTREPRENEURSHIP ASSOCIATION OF LATVIA

Social Entrepreneurship Association of Latvia (SEAL) is the main organisation creating a social entrepreneurship “eco-system”. It is a member organisation for organisations, enterprises and individuals, who want to promote SE in Latvia. At the moment SEAL unites more than 60 members – NGOs, foundations, social enterprises, activists and experts. On occasions SEAL is organising various events and trainings with the aim to boost eco-system of social entrepreneurship as well as provide knowledge support to members of the Associations and beyond.

Web page: www.socialauznemejdarbiba.lv

SOCIAL INNOVATION CENTRE

Social Innovation Centre (SIC) provides a non-formal education about social innovation, social entrepreneurship, political processes, and policy formation for disadvantaged society groups, integration and attempts to bring an increase to society participation in social and political processes. The main goal is to promote the idea and movement of social innovation and entrepreneurship as strategic tool for sustainable development. Since 2010 SIC has brought social innovation lectures, SE and social change events to local authorities, youth, school teachers, students and other interested parties, interested in social growth and positive changes in society and developed number of educational materials for social business start-ups and municipalities.

Web page: www.socialinnovation.lv

LITHUANIA

In the past years the phenomenon of social entrepreneurship in Lithuania was understood as the process through which so-called, social entrepreneurs, create social value using regular business tools. If the social business is based on the logic of traditional business, then social entrepreneurs should first be educated to become entrepreneurs. Different types of training by different type of institutions and universities were offered taking in consideration topics necessary for business: developing of social ideas, needs and opportunities analysis, resource analysis, strategic plan, human resources and competences, management, marketing, business plan, etc. At this moment in Lithuania are several institutions which offers training specifically for social entrepreneurs:

REACH FOR CHANGE

Same as in Latvia, Reach for Change has its local branch in Lithuania. Organisation supports ideas that can improve lives of children. Reach for Change Lithuania provides a free social business acceleration and incubation, as well as financial support. Individuals or organisations can apply for support from Reach for Change every year in open contest.

Web page: www.reachforchange.org

GERI NORAI

Geri Norai (Good Wishes) is an organisation that helps businesses and NGO's to strengthen their social responsibility. It organises informal educational and networking events for social entrepreneurs such as Evenings of Good Ideas and Social Leaders' Breakfasts. Furthermore, in cooperation with other organisations, they run various initiatives and projects such as Socifaction and Bizzz, a SE festival.

Web page: www.gerinorai.lt

NVO AVILYS

NVO Avilys (NGO Hive) is a co-working space and platform which supports NGO's and social entrepreneurs. It does this by providing affordable rent for offices as well as a platform for social entrepreneurs and NGOs to form partnerships, share expertise and help each other deal with various challenges. NVO Avilys is also a key organiser of the annual Social enterprise summit, the Socifaction project and Bizzz festival.

Web page: www.nvoavilys.lt

SOCIFACTION

Socifaction is one of the most active projects in Lithuania supporting SE, which has taken multiple forms over the past three years. It started off as a social enterprise acceleration program run for Lithuanian and Latvian entrepreneurs. 140 social entrepreneurs participated in the program. Currently Socifaction is running a program providing support to 60 social enterprise initiatives in 15 municipalities.

As a first social enterprise accelerator program in Lithuania, Socifaction has proven success in helping social entrepreneurs develop their ideas, 72 of which have already turned into social enterprises. The accelerator for 14-30 aged entrepreneurs from Latvia and Lithuania ran in three rounds (the third round was aimed at people with physical disability). Entrepreneurs received intensive training on developing an idea, marketing, selling, pitching, communications, measuring social impact, predominantly through workshops, seminars and site visits to social enterprises. Each team was assigned a mentor. The new form of Socifaction is called Socifaction: Social Enterprise Regional Development, aimed at social entrepreneurs in the regions and communities outside of the capital city.

Web page: www.socifaction.com





LITHUANIA

SKUDUTISKIS ACADEMY

Skudutiskis academy (SkA) is a non-formal adult education institution, which gives training to rural communities in order to evaluate needs, opportunities and help to develop necessary competencies including, but not limited to those needed for social entrepreneurs.

EUROPEAN SOCIAL ENTREPRENEURSHIP AND INNOVATIVE STUDIES INSTITUTE

European social entrepreneurship and innovative studies institute delivers courses on various topics, covering broad range of themes from effective communication, negotiations, business management, leadership and personal coaching, to smart sales, effective problem solving techniques and methods, etc.

NATIONAL INSTITUTE FOR SOCIAL INTEGRATION

National institute for social integration creates and applies social innovations, which supports the integration of the persons from various socially vulnerable groups within the manifold society.

This institution is distinctive by application of the complex problem solving pattern, direct inclusion of the of the socially vulnerable groups and youth in the public activities.

SCHOOL OF SOCIAL ENTREPRENEURSHIP

School of Social Entrepreneurship provides training for school children about social entrepreneurship, possibilities and trends.

SWEDEN

Sweden is the most advanced country among partner organizations in terms of support for social entrepreneurs. The topic as such has been there for some time now and has developed significantly in the past years. Since there is a very wide range of support programs for social enterprises it has been decided to only mention those that have the most significant effect and also those that are actively working not only in the capital, but also outside of the capital of Sweden.

REACH FOR CHANGE

Reach for Change an international non-profit organisation that supports social entrepreneurs that work on improving the lives of children in 17 countries over the World. Reach for Change provides free business development opportunities in social business incubator, as well as financial support for up to 5 years. Individuals or organisations can apply for support from Reach for Change every year in open contest.

Web page: www.reachforchange.org

CENTER FOR SOCIAL ENTREPRENEURSHIP STOCKHOLM

CSES is the first incubator for social entrepreneurship in Sweden. The organisation is a non-profit organisation, initiated by Stockholm University Incubator and partly founded by Axfoundation. The mission of CSES is to stimulate and support the development of social innovations, to contribute to the emergence of new companies and organisations that solve important social problems All services offered by CSES is free of charge.

CSES is a meeting place for social entrepreneurs. They offer business coaching as well as a working place for 4-6 months.

Organisation arranges different activities for inspiration and creative workshops in order to create new ideas. They also welcome new and/or established businesses/initiatives for guidance and consulting as long as the aim of the business/initiative is to address an important social and/or environmental problem.

Web page: www.facebook.com/pg/CSESverige

SOPACT

SoPact is an accelerator program in Skåne (south Sweden) that supports social entrepreneurs in developing and spreading their ideas. The project started in 2016 and has since supported 28 entrepreneurs addressing societal challenges in Sweden and in the world.

SoPact is a collaborative project between Lund University, School of Social Work in Helsingborg, Helsingborg City and the Swedish Agency for Economic and Regional Growth. It offers a 12-week accelerator program designed for social entrepreneurs and works closely with the administrations that are represented in the project's steering committee. These are Social Administration, School and Recreation Administration, Care and Welfare Management and City Management. Entrepreneurs that can apply for the accelerator programme are those, who today run a limited company (AB), sole trader, a non-profit association, a foundation or an economic association with the main purpose of creating social benefits. The program always kicks off with the Boot Camp and includes such topics like business development and financial sustainability, problem and solution, social impact, communication, as well as a specially designed Impact Day, where you participants have an opportunity to present their social business for potential partners, customers and investors.

Web page: www.sopact.org



SWEDEN

MÖTESPLATS SOCIAL INNOVATION

MSI at Malmö University is the collective national knowledge base for social innovation and social entrepreneurship. MSI's primary task is to actively monitor what is happening in the area, both in Sweden and internationally, and ensure that knowledge and experience are developed, shared and used. MSI also initiates research and other development work if we discover knowledge gaps or see that new collaborative configurations are needed.

An important part of working with the development of the area of social innovation is to act catalyst and drive urgent issues. This may be by highlighting new solutions and models gathered from other countries or contexts. It may also be to highlight different lessons from areas that are still quite unexplored. By gathering stakeholders around different issues, we take the role of catalyst and promote new initiatives and partnerships between social sectors.

Web page: www.socialinnovation.se

JUNE FOLKHÖGSKOLA

June Folkhögskola offers education of Social Entrepreneurship - in church and society. The aim of the course is to develop an in-depth ability to develop, organize and lead projects within the idea-based sector. It aims to find new thinking and develop their own creativity. It is about finding the right conditions for creating social change, seeing their own role and finding their action skills. The course also provides good training in working in teams and interacting with others.

Web page: www.junefolkhogskola.se

CONCLUSIONS

Despite the large amount of support that is offered in partnering countries, there is a huge potential to create a unite program that would help shifting the mind-set towards social entrepreneurship. All the support programs that are offered in 3 markets are mostly focusing on developing ideas, business plan and financial sustainability, but they do not offer support in the shift from NGO or classic business to social business. Also, not all the offered programs focus on supporting rural social entrepreneurs and their specific needs. For example, in Latvia and Lithuania most of the programs are really capital oriented and do not have support on, how to scale locally or how to transfer a local initiative into a product/service that can be used by a larger amount of targeted beneficiaries. The next point that this project will address is an intellectual property, trademarks and copyrights. This is something that is very much needed in the globalised society with most of the services and product being digital. How to protect your invention and how to make sure you earn when distributing the rights of use - will also be in focus.

To sum-up, while there are many programs offered in the markets already, there are still gaps to fill and this Project will concentrate on filling in those support gaps.

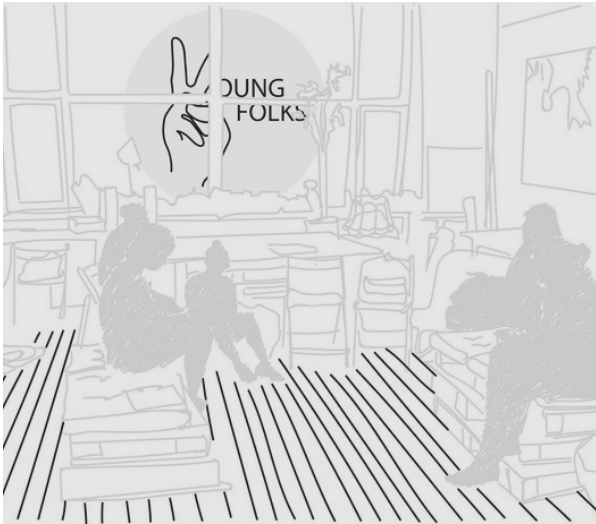


CASE STUDIES

BACKGROUND

In order to explain, why support programs are needed and why it is essential to recognise the most pressing needs of entry level social entrepreneurs this section will introduce several successful social enterprises that went through one or several support programs from the previous chapter. It is believed that by introducing these positive examples it will be evident as to why the next stage of the Project will be a training program.

In addition, while showcasing the positive effect support programs had on social entrepreneurs, we will also be able to find out, what else can be offered in order to make local support even stronger.



YOUNG FOLKS LV

Young Folks is a youth organization which has 20 leaders and 180 participants from 12 to 25 years, as well as children from 2 to 12 years, parents and friends – the total number exceeds 1000 people. YF Mission is to assist the youth in finding their way in life to be happy. Leaders from various groups (photographers, artists, volunteers, dancers, actors, journalists, chefs, designers, teachers, project group etc.) form the structure of Young Folks.

History of YF in short: in 2014, the team began to form and developed social business, but only had a good idea, but no knowledge on how to make it into a social business. In 2015, the YF become a part of Reach for Change social business incubator and with its support began to work on projects, set-up an organization structure and strategy for further development. In 2016 a crowd-funding platform was set-up to implement youth initiatives. By 2020, it is planned to build a youth centre and become a stable social entrepreneur.

Web page: www.youngfolks.lv

THE HOUSE OF FAIRY TALE

Parents being busy, lack of time and knowledge are the reasons why families cannot spend time together qualitatively and fully, which creates a feeling of child abandonment and loneliness in the family. Solving this situation is one of the main goals of the House of Fairy tale. Organisation has developed a fairy tale board game, which doesn't only help parents identify problems that kids have, but also a good way to spend time together. While playing a game, children often tell their parents about their issues through a fairy tale and also enjoy the time spent together. After a board game proved to be successful, Anna Kashina (CEO) decided to develop it even further and create a mobile app, which will help families to be closer and parents to spend time together with kids, even many miles apart.

Anna has been a part of the New Do(o)r Riga Accelerator in 2015, where she got the support to develop and prototype her idea, basic sales skills and shaped her business model. Later in 2016 she became a part of Reach for Change social business incubator, where she got the support to create a scaling strategy and set-up the impact measurement, and also she has learned, how to prioritise, delegate and more HR skills, which are necessary to scale organisation and impact.

Web page: www.skazki.lv

LATVIA

OWA

OWA is a project of design clothes, which is founded by two friends, two classmates Natalia and Alise, who has special circumstances. Alise is an artist a young mother, who is raising two beautiful kids, but Natalia is a manager, and was born with incurable illness, which 5 years ago led her to serious disability. The products are qualitative design clothes with prints, based on watercolour paintings made by Alise. OWA is the only project of such kind in Latvia, and it definitely stands out comparing to other clothing brands. The aim is to show, that serious problems and circumstances are not the barrier for full life and own business and it is mission is to show that it's a myth that disabled people are not able to do serious work, and OWA's owners are breaking this stereotypes with their own example. In April 2018 OWA will have their first Fashion Show.

OWA has been incubated in social business incubator under New Do(o)r Riga, where they received support in establishing and scaling their business, from an idea to a stable running organisation that is providing working space to more than 3 disabled people.

Web page: www.owafashion.com

LITHUANIA

ELDERGARDEN

Eldergarden is a social business alternative for the retirement homes. Two young women Aurelija and Kristina had found out that adults, who bring their old parents to the retirement home, do this only because they lack time to take care of their older relatives through the workday.

Eldergarden would be a stationary day center for old people, where they receive rehabilitation and physical therapy. Attention, growing old actively, significant leisure – in the words of this business idea authors, these are they elements that create dignified retirement.

Authors of the project are now taking part in the Socifaction Accelerator, where they get mentors support to establish their business, create a valid business plan and learn, how to fundraise.



LITHUANIA

UNIKALUS ŠOKIS - UNIQUE DANCE

Unique dance offers dance activities for children with special needs. These dance lessons improve posture, physical and brain condition, as well as sensory motoric and social skills. Rita Zogele, idea author, proposes not only dance lessons, but the better integration in society, too. The organization Unique dance is also planning organize various events and tours that can help to communicate more about children with special needs and help them to be full-fledged members of society.

In 2017 Rita entered Reach for Change incubator, where she is working on stabilizing her organization, scaling strategy, marketing and impact measurement. She is in the stage of scaling, where she has a proof of concept and is now ready to scale.

SWEDEN

PITUPI

Pitupi is an organisation that designs and creates organic clothing for babies and kids, produced in their workshop in northern Albania. Pitupi is split up into two different companies, Pitupi Sweden and Pitupi Albania. Company reconnects garment worker and consumer and ultimately, empowering both. They have set up their own production site in northern Albania, outside of a village called Blinisht, where we produce organic kids clothing for children ages new-born to six years. They have trained women from the rural area around the workshop and hired seamstresses, whose stories the customer gets to know from the second they touch and see company's clothes. Each garment is signed by the seamstress, and her story is told both on a small hang tag and on our website. Pitupi was a part of SoPact accelerator.

Web page: www.pitupi.de/en/

HAPPY BOAT

Happy Boat has developed a new method, based on a scientifically-crafted instrument, to identify and measure environmentally toxic substances in color on boat hulls. The solution to this and the actual business idea to sell measurement results, and additionally certification to boat yards as well as boat associations that otherwise invest sums in the treatment of these toxins. Happy boat is an Alumni of Stockholm's University incubator.

Web Page: www.happyboat.se



CONCLUSION

Sometimes it is this first push and support that is needed to start something really-really good and valuable for society. There are so many people with great ideas of, how to improve the world, but most of them lack some basic skills to create a business, to make sure constant changes are delivered. Moreover, not everyone can be an entrepreneur, especially social entrepreneur and within this project framework it is planned to give this initial support for start-up social enterprises or social entrepreneur “wannabes” to become more confident and believe in themselves and their ideas even more.



IDENTIFICATION OF CURRENT PRESSING NEEDS AND GAPS IN SUPPORT MECHANISMS

After carefully overlooking the current situation in the social entrepreneurship in the partner countries it has been discovered that even with, what may be considered, a sufficient support programs social entrepreneurs are often missing small pieces of the puzzle. Let us look at the gaps step by step.

The questionnaire shows that respondents didn't feel confident to mobilise others and were not used to self-reflection. So, to help social entrepreneurs improve in these fields it is suggested to create additional support in topics of leadership, self-awareness, confidence and being an influencer.

It was also evident that respondents did not feel confident to delegate tasks to others, as well as transfer their knowledge to their teams and, therefore, found it hard to mobilise others. But to be a true change maker it is absolutely essential to learn those things, otherwise, it is very easy to become overloaded and have a burnout, which will definitely slow down the process of societal improvements.

Even with the large amount of support provided in the partner countries there are still several things missing, very important things, and this project will make sure to fill in these support gaps. To be precise, the first and the main thing that is missing is the support in shifting from NGO or classic business to being a social entrepreneur. It is not the legal framework that is discussed here, but the mind-set, the ability to identify needs and being ready to risk if you come from an

NGO and vice versa, making sure you don't risk too much, if you come from a classic business.

How to keep business running? How to scale? How not to be dependent on grants? How to create a pricing strategy? How not to brake the trust of beneficiaries? How to keep the trust of investors? How not to go crazy, while keeping both happy? All this and even more is something that is running through the head of every social entrepreneur, therefore, feeling calm and confident is something this project is going to try to address, because this is the support that is currently missing.

Scaling – another important topic to cover. Scaling in terms of impact and scaling in terms of business development. How to become an international player, while being a small local social enterprise? How to scale the impact and measure it correctly is also something that will be in the focus of this project, because very few support organisations have it on the agenda and most of them are not accessible for rural areas.

And the last, but not least, how to keep your organisation safe from frauds. Unless it's a special requirement of a social entrepreneur, programs are usually not concentrating on the intellectual property, copyrights, trademark and GDPR. Which this project is planning to change once and for all and have a special workshop dedicated to these topics.



FINAL CONCLUSIONS

To be a social entrepreneur means having a certain min-set. You have to be brave, business savvy, creative, confident, emotionally intelligent, fast learner, self-reflector, a leader and a visionary. Someone may think it is enough? No, moreover, social entrepreneur has to be professional in the field of societal problem they are solving, professional in the technology or method that offers the solution, flexible to be able to communicate with potential business partners, stakeholders, government officials and of course, beneficiaries, which is already hard enough.

When being a social entrepreneur you have to be companionate and socially oriented, while being business oriented and ready to risk it all. It is tough and not everyone can be a truly successful social entrepreneur. However, there are people, who just need a little push and support, a smallest advice and reassurance will create a huge value and help people shift from being a compassionate NGO owner to a business savvy social entrepreneur and this is what this project intends to create – a support program to help gain the full confidence and social entrepreneur mind-set.



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TERMINOLOGY

1. **Mind-set** - mind-set is the set of attitudes that is held by someone
2. **Skills** - The ability to do something well; expertise (Oxford dictionary)
<https://en.oxforddictionaries.com/definition/skill>
3. **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.

PARTNER INFO

SOCIAL INNOVATION CENTRE: LATVIA



Social Innovation Centre (SIC) - professionals working to develop social entrepreneurship environment at national level via not-for-profit organisation. SIC provides non-formal learning on social innovation, policy formation for disadvantaged groups, society integration and increase of society participation in social and political processes. The main goal is to identify topical social issues and challenges, in order to find the "fresh" solutions using individual creativity and intelligence of each society member. Since 2010 SIC has brought social innovation lectures, social entrepreneurship and social change events to local authorities, youth, scientists, representatives of creative industries, business start-ups, entrepreneurs, school teachers, students and other interested parties (in total nearly more than 2000 people), interested in social growth and positive changes in society.

NORDIC ASSOCIATION FOR SOCIAL INNOVATION: SWEDEN



The Nordic Association for Social Innovation is an NGO closely linked to the Nordic Association Sweden (Föreningen Norden Sverige). The main purpose of the organisation is to promote the Nordic way, Nordic cooperation and social innovation with the overall purpose of strengthening openness, democracy and an inclusive society. The people involved in the organisations are people with a genuine interest and experience of working with innovative processes and Nordic issues and cooperation.

SKUDUTISKIS ACADEMY: LITHUANIA



Skudutiskio Akademija – is a non-governmental and non-profit organisation founded in 1995. Activities are mainly focused in rural areas, especially Utenos County (Lithuania). The main task of organisation is to give wide range of training activities for the people with specific needs in rural areas stimulating new forms of family entrepreneurship, new products, services and processes. For that purpose, organisation opens the homestead for adult training activities in 2015. Areas of specific expertise are adult learning, training and consulting services, social entrepreneurship, projects that are increasing family social and economic statutes preparation and implementation, as well as support rural communities with different activities.