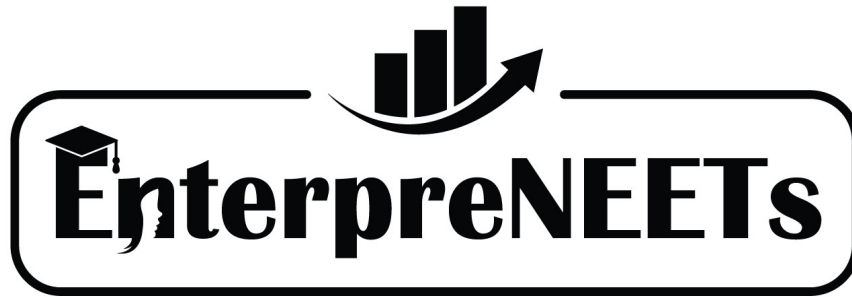




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EntrepreNEETs concept

EntrepreNEETs is an Erasmus Plus co-funded initiative in the field of youth that aims to empower young female NEETs (or explained – young people Not in Education, Employment, or Training) by providing them with entrepreneurial skills in the fields of social entrepreneurship, intercultural communication, project management and digital, and Information and communications technology skills. Therefore, it aims at combating the following aspects: the overrepresentation of women in the NEET category and their underrepresentation as entrepreneurs. The main strategy that is going to be implemented to



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accomplish this goal is to provide youth workers with tools based on non-formal education. Thus, the project will be the exchange of good practices, aimed at producing a toolkit that can be used across the EU in fostering entrepreneurship. It will do so by employing Entrepreneurship as a Competence framework, working on the 3 competencies it defines: “ideas and opportunities”, “resources” and “into action”. The EntrepreNEETs aims to inspire young female NEETs to pursue a career in the entrepreneurial world and adapt it to their specific local context.

To summarise, the project’s objectives are:

- 1. Development of entrepreneurial skills of female NEETs;**
- 2. Decrease the number of women belonging to the NEET group;**
- 3. Increase the number of female entrepreneurs;**
- 4. Increase the teaching capabilities of youth workers in the field of entrepreneurship.**

The long-term end result of EntrepreNEETs is the development of entrepreneurial skills of young women belonging to the NEET group, and, therefore, to increase their social inclusion and their employability. The collection of good practices from the Consortium of partners in initial research will lead to the creation of a toolkit that will be able to be deployed in any youth organization working with a similar target group. The tangible results, which will be developed through a mix of non-formal educational methods will be as follows:

1. A report based on cross-country research regarding the European good practices in regard to teaching entrepreneurship and working with NEET group.
2. Thematic toolkits for entrepreneurial competencies. The group of youth workers will be trained in the usage of the toolkit during a joint staff training, and later they will use it to educate a group of young women during the blended mobility of young people.

EntrepreNEETs ultimate main target group are female NEETs aged 15-29. The needs of this group will be addressed by providing educational tools to youth workers that work with them. Therefore, the youth workers will be the second target group of the project.

Find out more about the **EntrepreNEETs** project at social media:
<https://www.facebook.com/entrepreneets>

Thematic toolkits for entrepreneurial competences

The present edition is one of the four thematic toolkits, incorporating the best practices identified during the research phase. These toolkits are practically evaluated by youth workers during joint staff training and adapted, based on their recommendations, as well adapted for a do-it-yourself, non-formal approach, allowing them to be utilized by NEETs independently. All toolkits include tools and activities based on non-formal education, as this



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method is proven to be truly effective in gaining practical skills and knowledge. The topics of the editions are as follows:

Toolkit	Responsible partner
Thematic toolkit of social entrepreneurship	L'ORMA
Thematic toolkit of intercultural communication	ADEL
Thematic toolkit of digital literacy and ICT skills	Nest Berlin
Thematic toolkit of project management	BSDA

Who can benefit from the EntrepreNEETs toolkits?

1. Youth workers

A youth worker is a person who helps young people with their personal, social and educational development in an informal setting using educational processes, care and leisure approaches.

2. Female NEETs

A female NEET is a female identified as a young person, who is not currently in education, employment, or training. The term NEET is typically used to refer to individuals who are not actively engaged in any of these activities and may be considered at-risk for social and economic challenges.

The present toolkits are one of the main instruments to achieve the objective of the EntrepreNEETs initiative, since they will be the primary tool for developing the entrepreneurial skills of female NEETs, as well as to provide guidelines for the youth workers working with NEETs, to improve the quality of training activities that they conduct.

EntrepreNEETs State of art

NEET stands for "Not in Education, Employment, or Training". It is a term used to describe young people who are not currently participating in any form of education, employment, or training. This can include high school dropouts, unemployed or underemployed individuals, or those who have left the workforce for an extended period of time. NEETs can be a concern for governments and policymakers, as they may be at risk of social and economic marginalization.

According to the data of Eurostat, young people neither in education, employment, or training (NEETs) in the EU represented 16.4% of the 20-34-year-olds in the European Union in 2019. There are important differences in national averages between the states, with the highest



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percentage being observed in Italy (27.8%). This youth inactivity, although not a new phenomenon, has an important impact on European economies and on the well-being of individuals. The variable rates of NEETs in the EU-28 can be attributed to cyclical economic factors, but there is also a structural problem since the labour market discriminates against low-qualified profiles. The crisis in the labour market created due to the COVID-19 pandemic deteriorated the situation even further, leading to skyrocketing youth unemployment in most European countries (Tamesberger and Bacher, 2020: COVID-19 crisis: how to avoid a 'lost generation'). Additionally, the available education and formation opportunities are not well-adjusted to the needs of NEETs or young people in general.

The data regarding the European NEETs suggests that women in particular are at risk of becoming a part of this group. According to Eurostat's data for 2019, in all member states of the European Union, the percentage of women in the age range 20-34 classified as NEET was higher than the percentage of men, with the average being 12.2% for men and 20.8% for women (over 70% higher). In some cases, the difference was significantly higher, for example in Slovakia: 10.4% of men versus 29.5% of women. Eurostat identified a number of factors that may cause this difference, which include social conventions attributing higher importance to women's roles within families, careers advice directing women into a relatively narrow range of professions, and issues related to the labour market, like employers being more willing to hire young men over young women and the problems with assimilation at work that some women face after childbirth. These factors may prevent European women from realising their professional potential.

The gender gap is visible not only in professional inactivity but also in the area of entrepreneurship. According to the report "Statistical Data on Women Entrepreneurs in Europe" prepared by the European Commission, in 2012 in 28 member states of the EU, women composed 31% of entrepreneurs. Their entrepreneurship rate, which is the percentage of entrepreneurs in the total active labour force, was 10% compared to 19% for men. Considering that the sum of experiences unique to each individual can lead to innovative business ideas, this difference can be understood as a significant unfulfilled potential.

The inequalities described above were the main reason why this project has been created. The project team aims to contribute to the well-being of European women by providing them with skills and tools that will allow them to thrive and use their creative potential to its fullest.



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EnterpreNEETS educational portfolio



Social Intrapreneur

A specific category of intrapreneur that is emerging is that of the social intrapreneurs, who add to focus on objectives, strong motivation, planning, wanting to achieve objectives that have a positive social impact, and they want to do it together with the company they work for, as company involvement is part of the positive impact.

Social entrepreneurship

Social entrepreneurship is a growing field that has attracted attention from all sectors. It is characterized by a deficiency of theoretical limitations and is contested by contending definitions and conceptual contexts and narrow empirical data. Given that the research and practice are still not aligned yet, researchers are struggling to find shared ground in the research about social entrepreneurship.

Social entrepreneurship is a way of doing business that is connected to a desire for social change. What distinguishes it from entrepreneurship in the strict sense is the fact that the main objective of a social entrepreneur is not only the achievement of profit but the implementation of solutions that lead to an improvement in the quality of life for as many people as possible.

The social enterprise is based on the same business model as a traditional company, but its strategies revolve around the solution of a social problem.



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The social economy is intended to make profits for people other than investors or owners; in other words, it aims to serve the members and not to obtain a return on investment as the traditional mainstream capital companies do. The social economy includes cooperatives, mutual societies, non-profit associations, foundations, and social enterprises.

The European Commission considers a social enterprise an operator in the social economy whose main objective is to have a social, or environmental impact rather than make a profit for the investors or owners. It operates by providing products and services for the market in an entrepreneurial and innovative way and the profits are mainly reinvested to achieve social objectives. It is managed in an open and responsible manner, in accordance with the principle of solidarity and mutuality by involving employees, consumers, and investors affected by its commercial activities.

The Commission uses the term 'social enterprise' to cover the following types of business.

- Those for whom the social objective of the common good is the reason for the commercial activity, often in the form of a high level of social innovation
- Those whose profits are mainly reinvested to achieve this social objective
- Those where the method of organisation or the ownership system reflects the enterprise's mission, using democratic or participatory principles or focusing on social justice

There is no single legal form for social enterprises. Many social enterprises operate in the form of social cooperatives, some are registered as private companies limited by guarantee, some are mutual, and a lot of them are non-profit-distributing organisations like provident societies, associations, voluntary organisations, charities or foundations.

In Europe, there are 2 million social economy enterprises, mostly micro, small, and medium-sized enterprises (SMEs), representing 10% of all businesses in the EU, and more than 11 million people (about 6% of the EU's employees) work in these enterprises and up to 160 million people in Europe are members of social economy enterprises. Thus, they have an essential role in the EU's employment, social cohesion, regional and rural development, environmental protection, consumer protection, agricultural, third countries development, and social security policies.

Across Europe, we can find different legal forms and a wide range of products and services. Many social enterprises operate in the form of social cooperatives, some are registered as private companies limited by guarantee, some are mutual, and many are non-profit-distributing organizations like provident societies, associations, voluntary organisations, charities, or foundations.



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What value and impact can a social enterprise create

Like many businesses, social enterprises also try to sell products and services to make a profit. To make a profit and sustain the enterprise, social entrepreneurs should be clear about what value and impact they bring to the community.

What makes a social enterprise different from any other business is the value they create through many versatile ways:

- Use the profit to do social and environmental good.
- Maximize advancements in human and environmental well-being.
- Use of business technologies and resources to find solutions to social problems.

The impact is also a key element in a social enterprise. Through the value of a social enterprise, an impact can occur as a result of the sale of the product and/or service.

Social enterprises can create the following impacts:

- Create new job opportunities
- Increase the employability of young people by sharing knowledge with them
- Contribute to the economic development of deprived communities.
- Use part of their profits to pay for the needs of disadvantaged individuals (buying shoes, clothes, support for meals)
- Provide equitable opportunities for the disadvantaged

Despite their diversity, social enterprises mainly operate in the following fields:

- Work integration – training and integration of people with disabilities and unemployed people;
- Personal social services – health, well-being and medical care, professional training, education, health services, childcare services, services for elderly people, or aid for disadvantaged people;
- Local development of disadvantaged areas – social enterprises in remote rural areas, neighbourhood development/rehabilitation schemes in urban areas, development aid and development cooperation with third countries;
- Other – including recycling, environmental protection, sports, arts, culture or historical preservation, science, research and innovation, consumer protection, and amateur sports.



Name of the educational activity	Differences between social entrepreneurship and entrepreneurship
Aim of the educational activity	To provide a deeper understanding of social entrepreneurship and the difference between entrepreneurship and social entrepreneurship to increase participants' communication and team working skills.
Time of the educational activity	1.5 hours
Methods used in the educational activity	Group activity Reflection
Materials	<ul style="list-style-type: none"> • Red papers with vulnerable name groups, e.g. elderly, women head of family, poor people, etc. • Yellow papers with labour sector names, e.g. Technology, Food, Health, etc. • Papers and pencils. • Handout for participants: Definitions • Classroom/training room with chairs
Instructions about the educational activity	<p>The facilitator divides the participants into groups. Introduction on Entrepreneurship and Social Entrepreneurship (10 min) The moderator/tutor gives to the participants a small definition of what are Social Entrepreneurship and Entrepreneurship. He/she can leave the definitions written on the board.</p> <p>Practical exercise: Vulnerable groups and labour market opportunities (50 min). Introduction on vulnerable groups. The trainer should lead the discussion in plenary on the topic: What does it mean to be a vulnerable group in society, and how they are defined? Participants should be invited to give examples of vulnerable groups. If they don't have many ideas, the trainer should give several typical examples. (15min) Instructions The group will sit down in a circle around the moderator/tutor, who will give each yellow card with the name of a labour sector. (5min) Individual reflection Each participant has ten minutes to think about an idea for a Social Entrepreneurship proposal using the group and sector given. (10 min) Presentation</p>



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Learning outcome	Each participant explains in max. 3 min. the proposal and the tutor as well as the other participants can make comments and suggestions if there is a need (20min)
Verification and evaluation	Make participants able to identify and clarify the main differences between entrepreneurship and social entrepreneurship.
Materials used in this educational activity (manuals, guides, website, etc.)	Group discussion
EQF classification level	What is Social Entrepreneurship? http://bit.ly/2BSwPtI Management study guide: What is Social Entrepreneurship? http://bit.ly/2EWg8vS Entrepreneur handbook: What is entrepreneurship? http://bit.ly/2CLL7sm
European Entrepreneurship Competence Framework (EntreComp)	Levels 3 - 5 <ul style="list-style-type: none">• Area: Into Action<ul style="list-style-type: none">○ Competence: Planning and management• Area: Resources<ul style="list-style-type: none">○ Competence: Financial & economic literacy



Name of the educational activity	Impact gaps canvas
Aim of the educational activity	Enable learners to brainstorm about social problems and think about related solutions
Time of the educational activity	50 Minutes
Methods used in the educational activity	Cooperative Learning Group work
Materials	<ul style="list-style-type: none"> • Blank Impact Gaps Canvas • Internet • Board
Instructions about the educational activity	<p>Before starting the session - Introduce the Canvas and its background. Then, show the learners the Canvas and give an overview with requirements and questions for the parts to be completed through research and discussions.</p> <p>Before starting to fill out each part, brainstorm with the learners about the problems and challenges to which they want to address and make a social change. During the brainstorming, write problem or challenge areas on the board. Taking into consideration the specified problems/challenges, create working groups in which the learners will work on similar problems.</p> <p>During the session</p> <p>Introduce Challenge Mapping and encourage the learners to consider the facts and questions they have about the challenge. Reflection time for groups to brainstorm the questions they would want to answer to better understand the challenge followed by a few minutes of group sharing and feedback on areas where trainers feel they could explore further or think about something differently.</p> <p>Introduce Solutions Mapping and encourage the learners to consider the solution efforts and resources they already know about, as well as the questions they have about the landscape of current solutions.</p> <p>Introduce the Impact Gaps followed by a short discussion about broad types of impact gaps that the groups are willing to address.</p> <p>Right after the session</p> <p>Group reflection discussion, Q&A, and final examples of how others have put the Canvas to use and how it might be useful as they take their work forward.</p>
Learning outcome	Teach learners how to use Impact Gaps Canvas to solve a challenge or problem



<p>Verification and evaluation</p>	<p>Debriefing What are the key learning points about using Impact Gaps Canvas to solve a challenge or problem?</p>
<p>Materials used in this educational activity (manuals, guides, website, etc.)</p>	<p>The Impact Gaps Canvas: https://tacklingheropreneurship.com/the-impact-gaps-canvas/ https://systems-ledleadership.com/impact-gaps-canvas/</p>
<p>EQF classification level</p>	<p>Levels 3 - 5</p>
<p>European Entrepreneurship Competence Framework (EntreComp)</p>	<ul style="list-style-type: none"> • Area: Into Action <ul style="list-style-type: none"> ○ Competence: Planning and management • Area: Resources <ul style="list-style-type: none"> ○ Competence: Financial & economic literacy



Name of the educational activity	Explore businesses and innovate them
Aim of the educational activity	Support learners who are searching for good social enterprise examples
Time of the educational activity	1 hour
Methods used in the educational activity	Task-based learning Cooperative learning
Materials	<ul style="list-style-type: none"> • Internet • Pen • Paper • Board
Instructions about the educational activity	<p>Make pairs of learners in your teaching environment. Make sure that each pair has access to an Internet connection. Ask the pairs to search about two social enterprises in their country and/or region that have created a social impact. During their research, tell the pairs to consider the following questions:</p> <ul style="list-style-type: none"> • What social business model do they adopt? • Whom do they address? • What values do they propose? • What social impact do they want to create through these businesses? <p>After the pairs complete the research, ask them the previously stated questions. Now, ask them to switch the social enterprises they find with other pairs and repeat the process by asking the questions. As a follow-up, ask the learners to guess what would be their impact statements. Have them select 2 social enterprises presented and try guessing and writing impact statements for them. Also, what would they do differently if they were the founders?</p>
Learning outcome	Analyse social enterprise examples in all aspects
Verification and evaluation	Can businesses be explored and innovated? How?
Materials used in this educational activity	Social enterprise business models. (2022). MaRS Startup Toolkit. https://learn.marsdd.com/article/social-enterprise-business-models/



<p>(manuals, guides, website, etc.)</p>	<p>Force, A. G. (2019). 9 Business Model Examples For Social Enterprises. Change Creator. https://changecreator.com/9-business-model-examples-social-enterprises/ <i>Video materials</i> How to Start a Social Enterprise https://www.youtube.com/watch?v=s9XASPiNc6s 5 Keys to Success For Social Entrepreneurs: Lluís Pareras at TEDxBarcelonaChange https://www.youtube.com/watch?v=PI8c5ooHfWs Social Business Model Canvas: Activities https://www.youtube.com/watch?v=T80n3t6GvMM</p>
<p>EQF classification level</p> <p>European Entrepreneurship Competence Framework (EntreComp)</p>	<p>Levels 3 - 5</p> <ul style="list-style-type: none"> • Area: Into Action <ul style="list-style-type: none"> ○ Competence: Planning and management • Area: Resources <ul style="list-style-type: none"> ○ Competence: Financial & economic literacy Competence: ○ Competence: Mobilising resources

Name of the educational activity	Business models that have changed the world
Aim of the educational activity	<p>This activity involves participants in discussions and application of the brainstorming method to build knowledge and make trainees aware that innovative business models are possible in any business activity.</p> <p>To increase the level of knowledge of participants related to Business Models and how to implement them in their businesses.</p> <p>To visualize in real life how the business models can be applied.</p>
Time of the educational activity	1 hour/90 minutes
Methods used in the educational activity	The activity is based on active participation and team projects. Presentation, discussion, and workshop
Materials	<ul style="list-style-type: none"> • Cardboards (min. 50cm X 70cm) • Sheets, colour pencils • Handouts: Business models printed and handed to each group
Instructions about the educational activity	<p><i>Facilitation steps</i></p> <p>1. Intro (5 min) The class should be divided into groups of three/five people. Giving each team one business model to watch.</p> <p>2. Group work and presentation (30min) Each team should read the theory, definitions and types of Business Models and discuss in the groups which model better suits their idea of business and why. Each group must present the results of their discussion on a poster The same group will watch one of the films proposed by the trainer and discuss what is an innovative business model and how can be adapted to their own business ideas. The teams will have 2 minutes to present their conclusions and try to convince others that this model is the best one and should be used by everybody.</p> <p>3. “Summing up” and theoretical input (10 min) The trainer and the participants will use this time to clarify the concepts and solve any doubts from the course participants. The trainer will present selected resources important for this topic</p>
Learning outcome	Acknowledge existing types of Business Models in practice



<p>Verification and evaluation</p>	<p>Identify business models that are especially inspiring in building your own solutions</p> <p><i>Debriefing</i></p> <p>What do most successful businesses seem to have in common?</p>
<p>Materials used in this educational activity (manuals, guides, website, etc.)</p>	<ul style="list-style-type: none"> • What is The Cash Conversion Cycle - CCC? https://youtu.be/p72xAATgpfM • What is Crowdfunding? Crowd Funding planning? What, How, Why and when https://youtu.be/8b5-iEnW70k • How Zara Took Over The Industry Using Fast Fashion https://youtu.be/I8_gmYNCQ1g <p>A selection of articles discussing various frameworks to analyse business models and to understand business model innovation. Also diverse case studies of companies with innovative business models.</p> <ul style="list-style-type: none"> • Osterwalder, A. and Pigneur, Y. (2013). Designing business models and similar strategic objects: the contribution of IS. <i>Journal of AIS</i>, 14(5):237-244 • Velt, D., Clemons, E., Benlian, A., Buxmann, P., Hess, T., Spann, M., Kundisch, D., Leimeister, J., and Loos, P. (2014). Business models - an information systems research agenda. <i>Business and Information Systems Engineering</i>, 6(1):45-53.
<p>EQF classification level</p>	<p>Levels 3 - 5</p>
<p>European Entrepreneurship Competence Framework (EntreComp)</p>	<ul style="list-style-type: none"> • Area: Into Action <ul style="list-style-type: none"> ○ Competence: Planning and management • Area: Resources <ul style="list-style-type: none"> ○ Competence: Financial & economic literacy ○ Competence: Mobilising resources ○ Competence: Mobilising others

Name of the educational activity	How to revolutionize your own organisation
Aim of the educational activity	To increase the level of knowledge of participants related to Business Models and how to implement them in their own businesses. To visualize in real life how the business models can be applied.
Time of the educational activity	1 hour
Methods used in the educational activity	The course will be based on active participation, workshop exercise, and team projects. Presentation, discussion, and workshop (present with prototipe, drama, canva..)
Materials	<ul style="list-style-type: none"> • Cardboards (min. 50cm X 70cm) • Sheets, colour pencils • Handouts: Business models printed and handed to each group
Instructions about the educational activity	<p><i>Facilitation steps</i></p> <p>1. Intro (5min) The class should be divided into groups of three people. giving to each team the possibility to work on a specific business project. The group will decide which product or service they will offer.</p> <p>2. Group work and presentation (30min) The groups should answer the following questions that will give them the opportunity to build their organization's business model. Who? - who is our client? What are his needs and desires? What? - what can we offer to the client? How can we respond to his desires? What will be our value proposition? How? - how will we deliver value to the customer? What processes inside the organization will we need? Why? - how are we going to cash our efforts? How will customers pay for our services and stuff our pockets? Each group must present the results of their discussion on a poster</p> <p>3. "Summing up" and theoretical input (10 min) The trainer and the participants will use this time to clarify the concepts and solve any doubts from the course participants. To the very concept of a business model, we must add the methodology of its materialization, implementation and integration with other modes of organization.</p>
Learning outcome	Identify business models that are especially inspiring in building your own solutions



<p>Verification and evaluation</p>	<p><i>Debriefing</i> What are the key questions to ask yourself in order to revolutionize your organisation?</p>
<p>Materials used in this educational activity (manuals, guides, website, etc.)</p>	<p>There are numerous articles discussing various frameworks to analyse business models and to understand business model innovation; also, diverse case studies of companies with innovative business models.</p> <ul style="list-style-type: none"> • Alex Osterwalder, “Tools for Business Model Generation,” Stanford eCorner, February 2012, https://www.youtube.com/watch?v=8GIbCg8NpBw. • Business Model Fiddle, https://bmfiddle.com/. • Canvanizer, https://canvanizer.com/new/business-model-canvas • Example from Business Model Generation, BMFiddle, https://bmfiddle.com/f/#/local. • Osterwalder, A. and Pigneur, Y. (2013). Designing business models and similar strategic objects: the contribution of IS. <i>Journal of AIS</i>, 14(5):237-244 • Velt, D., Clemons, E., Benlian, A., Buxmann, P., Hess, T., Spann, M., Kundisch, D., Leimeister, J., and Loos, P. (2014). Business models - an information systems research agenda. <i>Business and Information Systems Engineering</i>, 6(1):45-53.
<p>EQF classification level</p>	<p>Levels 3 - 5</p>
<p>European Entrepreneurship Competence Framework (EntreComp)</p>	<ul style="list-style-type: none"> • Area: Into Action <ul style="list-style-type: none"> ○ Competence: Planning and management • Area Creativity <ul style="list-style-type: none"> ○ Competence: Ideas and Opportunities • Area: Resources <ul style="list-style-type: none"> ○ Competence: Financial & economic literacy ○ Competence: Mobilising resources ○ Competence: Mobilising others



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EnterpreNEETS good practices

Good practices are established methods or techniques that have been proven to be effective in achieving a certain goal or task. They are considered to be the best or most efficient way to accomplish something and are often recommended by experts in the field. In general, good practices are intended to improve quality, efficiency, and overall effectiveness, so in the following section you will find good practices in the field of social entrepreneurship, which can be source of inspiration for your personal and professional development.

Name of the practice	QUID - Changing women's world, one dress at a time
Country of origin	Italy
Brief description	<p>Nowadays, the Italian fashion industry, an over 88 million-per-year turnover business, is increasingly resorting to malpractice to keep pace with global fast fashion. According to the OECD 2017 Outlook Report, the Italian labour market is the fifth least inclusive, discriminating against women (48% employment rate), migrants, disabled (16% employment rate), former offenders, and recovering addicts (10% employment rate). Discrimination yields unemployment - financially draining for the State and emotionally for individuals - while also causing the black market to grow. In this context arises Progetto Quid, an eco-fashion brand that employs the textile surplus of the Made in Italy industry to produce limited edition and yet affordable fashion collections, manufactured by those who would otherwise struggle to enter the Italian labour market, especially women. The firm produces ethical lines for established brands that have implemented sustainable trade. Quid closed 2017 with a € 1.9 million turnover and with the first global acknowledgment, the Women for Results UN Momentum for Change Award, short after winning the 2014 European Social Innovation Competition</p>
Target group(s)	Disadvantaged women
Key components of social entrepreneurship involved	<p>"My entrepreneurial adventure began when I started seeing fragility as a starting point to plan for a more inclusive, safer world. I ditched a career as a medical student, but curing the world was not enough, I wanted to change it. An internship in a women's microcredit NGO in India, followed by a joint MA in International Organisations, made me realise that real change only comes through bottom-up empowerment. I founded Quid, together with five good friends of mine.</p>
Figures, outputs, and outcome	<p>Quid employed disadvantaged women through other cooperatives, thus we managed to keep fixed costs low, also by collaborating with Calzedonia Group – who donated faulty t-shirts, letting us use one of their vacant shops as a pop-up store. This business model allowed us to test how market</p>



	<p>would react to our offer. During a first period of activity, we understood that t-shirts could not be our core business if we were to grow. We differentiated our core business: on the one hand Progetto Quid would be an independent fashion brand, on the other it would offer established brands as a supplier of ethical fashion. This strategic decision was expensive in the beginning: we took a leap and applied for grants to hire a designer team and rent our own workshop. As the production grew, Quid changed its statute from charity to not-for-profit cooperative to open more stores and to hire directly our employees. The next steps will be focused on improving employees' welfare and on collaborating with other social fashion organisations: constant growth requires capital, and we are not in the position to fund our strategic investments yet</p>
<p>Key success factors of the initiative</p>	<p>One of the biggest challenges was coming to grips with the business of fashion. I had to learn to trust designers and production managers, a completely different fields as managers and economists. Competition is fierce, too, and funding is scarce – especially in southern Europe. There are many social entrepreneurs out there, all of them with amazing ideas – you have to fight and work relentlessly to succeed in making a difference. Passion and determination were also key – social entrepreneurship and not for-profit are often regarded as 'second-rate' forms of economy. My background in Management and Economics has helped me navigate the commercial and financial aspect of setting up a social enterprise In addition, in the course of my work experience in International Development I developed great project management skills and interpersonal skills, which proved crucial in the very early days – when I was mainly multitasking across production, communications, and sales – and are still crucial now that I supervise the general operations. ZEROPERCENTO The first biological solidarity store for Labour market re-insertion</p>
<p>Additional information (links, sources)</p>	<p>https://www.quidorg.it/</p>
<p>References</p>	<p>https://www.salto-youth.net/downloads/toolbox_tool_download-file-2077/manual-of-success-stories-pdfint-compressed.pdf</p>



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Name of the practice	ZEROPERCENTO The first biological solidarity store for Labour market re-insertion
Country of origin	Italy
Brief description	<p>ZeroPerCento is a solidarity store that sells locally grown organic products. It aims to represent a concrete solution for unemployed people who have not been employed for six months or more. The concept behind is that long-term jobless people tend to lose their self-confidence and faith in the social context. They start not to believe anymore in their own skills and their motivation decreases. Instilling trust and optimism in people out of work is a real challenge, because they lose their own proactivity due to their condition. Founded by Namastè Cooperativa Sociale Onlus, ZeroPerCento aims to be a point of reference for unemployed people, giving them the possibility to be involved in the cooperative project, providing their professional contribution in managing a neighbourhood store. Moreover, the store is also a vehicle of urban regeneration, making that neighbourhood of Milan - named Niguarda - alive. We did not use specific data to frame this social issue, but it was the context that surrounded us and our direct experience that gave us the inspiration to run this business. In fact, many friends or people we did know were living a situation of unemployment or just an uncertain professional situation and this led us to rethink ourselves and take a new pathway.</p>
Target group(s)	Unemployed people who have not been employed for six months or more
Key components of social entrepreneurship involved	<p>Our store was born in 2017 and it is managed by jobless people who have not been employed for six months or more. The main target of the store is represented by Milanese citizens interested in healthy and genuine products from Lombardy's farms and local agricultural cooperatives. ZeroPerCento is not just a store but also a point of reference for job-searching people and for the Niguarda quarter in general. In fact, in the store are located both a Counselling Centre, which aims to support those who are receiving work benefits (but also common citizens), and a School Crafts to improve skills and professional competences of the beneficiaries. In fact, we organise several free courses on different topics, which are useful and necessary for labour market re-integration, such as English courses, Italian courses for foreigners, Information technology, Accounting, Bartender, Trade Marketing and Fundraising courses. We also organise meetings for passing a job interview and to learn writing properly an efficient résumé). About the beneficiaries, 30% of people working in the ZeroPerCento store comes from a disadvantaged situation. During this paid professional collaboration, we provide the workers with a customised</p>



	<p>solution in order to find a work place out of the project. Furthermore, the social aspect represents a real innovation since the store allows disadvantaged families to buy food spending just the 10% of the total price of products they are buying. The rest is paid through points allocated by the project satisfying objective criteria (long-lasting unemployment, house-renting, annual income...). My previous professional experience in associations and social cooperatives helped the project to go on and it allowed me to talk to several stakeholders and promote my project. In addition, for more than 2 years I have worked with people from different countries, and this international experience makes me realise how helpful can be my expertise for project's beneficiaries.</p>
<p>Figures, outputs and outcome</p>	<p>The range of products offered by the store is increasing compared to July 2017. This allows us to extend our job opportunities to a huge number of people that want to join our project. Since we started up, we have involved 12 beneficiaries within the store and we have helped 10 families in need, providing food and helping them in finding a job. We have involved 4 boys from high school that combines job/school. Finally, we have supported 20 people with our Counselling programme, and we gave a meeting point to aged people of Niguarda quarter.</p>
<p>Key success factors of the initiative</p>	<p>The starting phase was very difficult, especially the business planning phase and to the development of initial ideas to be self-sustainable in the future. Researching the right place and the fundraising activities have been really complicated, indeed the first presentation of the project received lots of negative feedback. We have been very tenacious and persistent, even if it took a long time before we started to see people supporting and believing in our beautiful adventure. Only after a hard work, we managed to get a loan by Milan city administration, which allows us to rent the store. We should keep in mind that in order to get a result it takes time, and you need to start from the bottom. We are always ready to realise projects but sometimes we forget that achieving something meaningful takes time and patience, often more than what we plan to spend.</p>
<p>Additional information (links, sources)</p>	<p>https://zeropercento.org/</p>
<p>References</p>	<p>https://www.salto-youth.net/downloads/toolbox_tool_download-file-2077/manual-of-success-stories-pdfint-compressed.pdf</p>



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Thematic toolkit of social entrepreneurship is one of the deliverables of the EnterpreNEETs - 2021-1-IT03-KA210-YOU-000031004 project, co-funded by the Erasmus + Programme of the European Union.

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