



# THINK SOCIAL

PROMOTING SOCIAL ENTREPRENEURIAL  
MINDSETS FOR A SUSTAINABLE FUTURE



I04 – A2

## UPSKILLING PROGRAMME GUIDELINE



Co-funded by  
the European Union





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MINDSETS FOR A SUSTAINABLE FUTURE



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THINK  
SOCIAL

**IO4 – A2  
UPSKILLING PROGRAMME  
GUIDELINE**

OUTPUT LEADER: CGE e. V Erfurt

## Project Information

Project Acronym: THINK SOCIAL

Project Title: Promoting social entrepreneurial mindsets for a sustainable future

Project Reference: 2020-1-DE02-KA204-007554

Program: KA205 – Strategic Partnerships for Adult Education

Website: [thinksocial4learning.eu](http://thinksocial4learning.eu)

## Consortium:





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## 1. Reader expectation

This document will provide the reader with an overview of the THINKSOCAL project, as well as with guidelines for the THINKSOCIAL UPSKILLING implementation. The project's progression and methodology will be explained, along with a short explanation of how the materials came to be and how they are meant to be used. In addition, this document will explain how to put everything to practice, and how to maximize reach and results.

Instructions, suggestions, and tips will be given on how to carry out the implementation, how to reach more people and how to form synergies with other organizations.

The present DOCUMENT provides:

- **Common guidelines** for the implementation and monitoring of Trainings Session
- **Common tools** (annexes) that partners can use to collect the data necessary for monitoring and evaluation of Pilot testing
- **Testimonial of Pilot Testing** that partners can use to help improve the quality of C1 activity

## 2. Introduction

The main specific objective of the project is to develop local action plans and a guideline of implementation to support migrant and social entrepreneurship as a channel for social innovation. The adoption of the THINK SOCIAL HUBS TOOLKIT, through the engagement and commitment of key actors, will bring forth the following achievements: the improvement of skills of migrant and social entrepreneurs, the development of a one-stop-shop to support migrant and social entrepreneurs, and the implementation of capacity building and awareness campaign to ensure the visibility of the project within the local ecosystems for inclusion and social innovation. The planned project outputs are learning tools, training packages, pilot testing and strategies targeting migrant entrepreneurs.

The program innovative approach relies on the creation of so-called THINKSOCIAL-PRENEURS HUBS where bottom-up initiatives of inclusive entrepreneurship are co-developed (e.g., community social businesses). It also relies on the commitment of partners representing the main operating arms of an ecosystem: policymakers, migrants, the business environment, and the education system.

## 3. UPSKILLING PROGRAMM Implementation

The implementation of the THINKSOCIAL UPSKILLING Programme will take place in Germany, Cyprus, Ireland, Spain, and Greece. All partners involved in the trials should carefully select the participants of the implementation and plan the execution part.

Specifically, the timeline of the project should be clearly defined to ensure that everything will go as planned at the appropriate time. According to the timeline of the

project, the implementation has to be completed until the end of March 2023. Under certain circumstances an extension may be given (e.g., COVID-19 pandemic).

**Participants selection:** adults with fewer opportunities such as TCNs adults, refugees, asylum seekers and migrants, as well as low-skilled, low-qualified, and disadvantaged groups with focus on women and young adults. It is expected that through the project's activities and their participation in the up-skilling pathway programme, they will benefit from a greater awareness of the issues concerning social economy, they will develop the needed competences for supporting the integration process into society and the labour market. At the same time, they will foster social entrepreneurial competences which will help them support their socioeconomic resettlement, promote sustainable development and environmental care.

**Trainers' selection:** The selection criteria is to be based on adult's educators/trainers/mentors with experience professional development/ social entrepreneurship courses; experience in non-formal education; experience in working with the target group.

Each partner will select 10-15 adults and adult educators/trainers (Total: 90 adults). At the end of the workshops the participants will be required to develop the first phase of their social business idea and present it. This pitch will take a form of a competition and exhibition, that, together with participants performance during the up-skilling training, will serve as a base for each partner to select among the participants 3 adults and 1 educator/trainer to participate in the international blended mobility (5 working days). The selection will be made based on online voting of the best social enterprise idea and having into consideration the person's interest and acceptance of the international mobility' rules (as defined by ERASMUS), language skills, assessment of motivation and feedback (by trainers) on the person's performance during participating at national level workshops. Innovation-based ideas will play an increasingly important role in their selection. At the same time, careful consideration will be given the status of the adults from Third Countries and their potential of travelling abroad in EU countries.

**Overview of the content of the training course:** Organise the blended capacity building training with the use of the augmented reality game, the roadmap for setting up a social enterprise and the use of the think social platform, support centre and network. The training will be designed to help young adults to take initiatives and act, as well as it will create space for reflection. It will be designed to build skills for social entrepreneurs and help to translate these social entrepreneurial competences to match with ethical and social concerns. It will include a variety of workshops, visits to cooperatives, associations, social enterprises, info days with social entrepreneurs, job shadowing etc.

**Method:** various forms, online and offline (e.g., intensive summer school, after work sessions) depending on the context of each partner country and organisation. Supporting online learning the project has an e-learning platform available at: [http://thinksocial.4learning.eu/](http://thinksocial4learning.eu/)

**Duration:** approx. 30 hours based on blended learning activities (F2F or on-line). That includes the effective time of workshop lessons, and the time participants need to complete activities, readings, homework, and preparation of the pitch.

**Link of pilot testing and C1 activity:** some of the adults and adult's educators/trainers/mentors who will be selected to take part in the pilot testing should later participate in the short-term training (C1). Each partner will send 3 participants from their country, all of them participating in the blended mobility and one of them being a youth leader or representative of the organization.

C1 activity will offer them an intensive training course with the view to:

- ⇒ Get informed about the purpose of the project
- ⇒ Familiarise themselves in using the THINKSOCIAL platform
- ⇒ Familiarize themselves with the THINKSOCIAL teaching materials
- ⇒ Navigate through the platform and explore the assessment and validation system through 'Open Badges'
- ⇒ Have an overview of the tasks they are going to perform
- ⇒ AR Game
- ⇒ THINKSOCIAL tool bank
- ⇒ Think social mapping tool

### **Learning outcomes from THINKSOCIAL UPSKILLING Programme**

- The training will provide the opportunity to trainees to foster their social entrepreneurial skills and social change. Namely, to acquire specific and targeted skills related to social entrepreneurship, sustainable development, social enterprises and environmental and climate change.
- The programme will enhance and deepen the competences of the trainees by inspiring them to have a positive societal and environmental impact in the world in terms of developing a business idea.
- It will introduce inputs from policies from all over Europe and cover a wide spectrum of examples of different types of initiatives of SE.
- The programme will support adults and adult educators to promote the aims of the EU Green Deal, while opening new routes and opportunities for utilising talents, interests, and creativity for social impact in the economy.
- Participants will be empowered to take an active role in their local communities while addressing issues of unemployment through the acquisition of new skills. The opportunities provided will enhance their understanding for identifying social challenges and turning them into social business venues with prospects for themselves and their community.
- The programme will offer opportunities to show case their new skills, through the Open Badges.

<b>TIMELINE OF THE IMPLEMENTATION</b>				
<b>June – July 2022</b>	<b>August – September 2022</b>	<b>October - November 2022</b>	<b>December 2022</b>	<b>January 2023</b>
Planning and organisation for the THINKSOCIAL UPSKILLING Programme - Find participants (send invitation letters/e-mails/run the THINKSOCIAL Campaign) - Organise the training schedule - Register procedure Set up the THINKSOCIAL UPSKILLING Programme	Recruitment of participants -THINKSOCIAL-PRENEURS coming together -Social hackathon	Implementation of the THINKSOCIAL UPSKILLING Programme	Blended Mobility for adults (C1) in Ireland Each partner will select 3 adults and 1 adult educator among the 15 adults that participated in the national pilot workshops in each country in order to participate in the project's transnational mobility part (5 working days).	THINKSOCIAL UPSKILLING Programme Reporting and evidence - Photos -Evaluation Reports -Final report -Participation list - Consent forms - Daily lesson plans - Testimonials from trainers/ participants

**FIGURE 1. THINKSOCIAL UPSKILLING PROGRAM**

#### **4. Localising THINKSOCIAL TOOLKIT**

##### **4.1 THINKSOCIAL awareness campaign**

Prior to the implementation of the THINK SOCIAL UP-SKILLING PATHWAY PROGRAMME each partner will have the responsibility to design, produce and implement the THINK SOCIAL Awareness Raising Campaign in each partner country to promote the THINK SOCIAL PROGRAMME for adults to be trained to be SOCIAL ENTREPRENEURS/AMBASSADORS/ PROMOTERS.

Think Social project aims to raise awareness of and promote the solidarity dimension of social entrepreneurship policies and practices and young adults' contribution to local development.

As part of IO2-A3, this is, the production of the think social campaign, a toolkit will be developed to indicate the overall purpose, objectives and outcomes, the target audiences, the information to be provided to the community, the financial resources, and the communication tools/techniques for reaching out the targeted audiences (hashtags-#THINKSOCIAL, emails, Newsletters, reports, articles, press releases, Instagram and Facebook posts etc.). This TOOLKIT will include the communication material to be used throughout the multi-level and

multi-purpose campaign duration distinguished it into various levels, phases of the project's development with specific examples of campaign activities, such as the initial raising awareness campaign through the use, for example, of YouTube videos, and a road poster. This toolkit will also include the guidelines for the raising awareness campaign.

The expected impact in terms of the awareness campaign is the following:

Impact expected on the adult participants:

- Raising awareness for environmental and social problems of the community and finding solutions to these problems while promoting self-employment and opening up their spectrum of career opportunities through upskilling pathway programmes.

Impact expected on stakeholders/community:

- Awareness of the benefits of social entrepreneurship with the involvement of adults can support the social, environmental and community strategies for a sustainable future.

## **4.2 THINKSOCIAL Info Day**

Prior to the implementation of the THINK SOCIAL UP-SKILLING PATHWAY PROGRAMME, each partner will have the responsibility to organise an Info DAY at local and regional level. The aim of the Info Day is to promote the programme to potential participants and start building up synergies. Thus, the Info Day should be done by every partner in a date near the Pilot Testing and use the promotional material prepared by P6.

All partners will utilise this opportunity to invite the target group to participate in workshops, seminars etc. and promotional materials of the project will be distributed here. In addition, partners will also utilise other annual or scheduled events, such as the annual Education and Career Exhibition organised in Cyprus by the Ministry of Education where participants can be informed for the free opportunities provided for training, the Annual Job Exhibition organised in Athens by the Chamber of Commerce and Industry and the Erasmus+ Days organised in Spain. (Total: c.120 persons)

The impact of Think Social project will be also measured by the participation of adults and educators in the Info Day, so a record of participants of the Info Day should be kept. A consent form for the Info Day will be annex to the Toolkit so that all partners can make use of it.

## **5. Blended Capacity-Building**

### **5.1 What to include: AR games, THINKSOCIAL Platform, Support Centre and Network**

- AR game:

THINK SOCIAL game is an AR quiz aiming to assist adults (18+ years old) to understand the topics of social entrepreneurship covered in the 5 Think Social modules:

- **Social entrepreneurship sustainability** Due to the geopolitical situation, levels of forced displacement and migration to Europe have increased in the past years. According to research conducted by Eurostat more than 23.7 million people from third-country nationals were



residing in the Union in 2021 (EUROSTAT, 2022). Although migration is not a new phenomenon, the region is falling short in fully integrating third-country immigrants to their host society. Some problems to integration are lack of regular, accessible, and safe routes to enter Europe, language and communication barriers, discrimination, knowledge gaps, poor understanding of the host country's bureaucracy and the existence of legal barriers in accessing healthcare, among others services (Lebano, et. Al., 2020). As a result, migrants tend to register lower living standards, higher poverty, and social exclusion rates than native born. For example, income levels of non-EU-born are 5.5% lower compared to domestic-born and employment rates are 8.2% lower for third-country nationals (European Investment Bank, 2016).

The Council of Europe recognized that increased migratory influxes pose additional integration challenges and emphasized the need for effective integration policies for third-country nationals residing in EU territories (General Secretariat of the Council, 2016). Therefore, it is therefore crucial to come up with new ways of helping migrants to adapt, integrate and become included in the social, economic and political life of the host country. However, such complex measures cannot be undertaken by individual countries; rather, they have to be implemented with cooperation between member states, European and international institutions and organizations (Civis Plus, 2016).

- Creating a social business and plan. The challenge
- Establishing objectives and goals. From dreams to plan
- Sustainable resource management – beyond planning
- Getting started! Making the first step in practice

### **What is the game about?**

The game is developed along one infographic containing specific images. All you have to do is to scan an image, read the real-life scenario which is relevant to the image and answer to the question about the scenario. The more correct answers you give the more points you get and the closest you get to earn a badge at the end of the game!

### **Instructions to access the game:**

First you have to download it. The game is available in testapp.io: At the time, for Android phones, you can download the game from here:

<https://portal.testapp.io/apps/install/OmAd4bvdwPqb3>

The AR game is compatible only with the devices on the list: <https://developers.google.com/ar/devices>

For playing the game you should have installed the Google AR services. So, if your phone is on the previous list but you have troubles in opening it, please make sure that you have installed

the Google AR services first. If you can't download the Google AR services or you have trouble installing it, please check these articles:

<https://www.republicworld.com/technology-news/apps/google-play-services-for-ar-not-compatible-here-is-what-you-can-do.html>

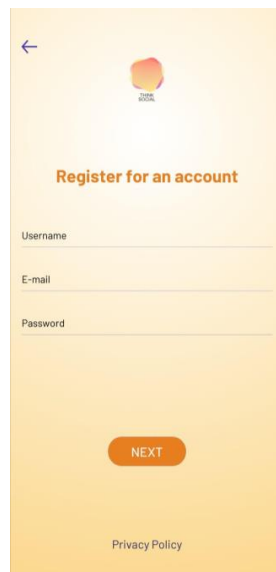
<https://support.google.com/googleplay/answer/9037938?hl=en>

For IOS devices, the game should be tested through Testflight (*Link will be provided later, for this piloting only android version will be used*).

The game is online, and as such you should be connected to the internet to play it.

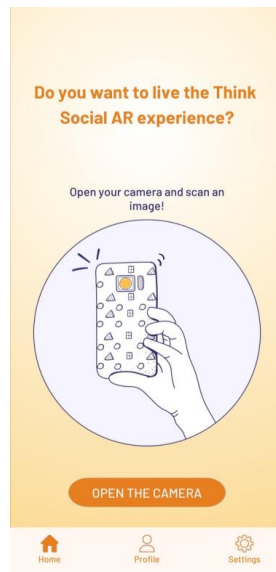
### **How to play the game?**

The first step is to register to the game. Upon the registration you should provide some personal data, select an avatar, and also agree with our Privacy Policy. There is a link that is connected to the policy, but you can also read it here: <http://asserted.eu/sites/default/files/Think%20Social%20AR%20Game%20Privacy%20Policy.pdf>



The infographics should be printed in A3 or A2 size in a face-to-face training.

Now, you have access to the printed infographic or to the online images. Therefore, it's time to start scanning the images. Tap on the button "open the camera" to start.



You have to scan 15 images in a row to complete the game. If you start scanning images and then exit when you go again to scan them, the game will be reset, and you have to start from the beginning. The agreed way to play the game has been that the player starts from left column and goes from top to bottom, then moves to the middle column in the same way and then finishes with the 3<sup>rd</sup>, top to bottom once more.

Once you open the camera, turn in over a picture to scan it. After you scan the image a short text with an example of a real-life situation will appear. When scanning an image remember to hold the phone steady, and in case that there is difficulty in scanning the image, zoom in and out the camera, or change the angle of the device. If you use the infographic the camera should be directed to one image only. The images are near each other in the infographic, and, as such you should be careful and point your camera only to one image. If your camera "catches" 2 images at the same time, the content for the one image will appear and then we will not be able to scan the other image. In general, you can scan each image only one. So if you scan an image, see the scenario, answer the question and get the feedback and the points from your answer, you can't scan the same image again. If you want to scan the same image again, you should go back to your profile and then open the camera again, but that means that the game will start from the beginning and your score will be lost.

Once you tap on the scenario, a multiple-choice question based on ~~the~~ it will appear. Choose the answer of your preference to move on. The box of the correct answer will turn into green, while the wrong answers will turn into red.

Once you choose an answer, a feedback paragraph will appear. Tap on it to complete the scanning of the image.

You can see how many images you have scanned and the correct answers you have given if you tap on the information icon on the top right corner when the camera is open. Based on the correct answers you gave; you will earn a badge at the end of the game. One correct answer equals 1 point, so the total points you can collect are 15.

You can always leave and go to your profile to see the score and the number of scanned images, but that means that you will play the game from the beginning. Also, you can log out of the game anytime if you tap the button “LOG OUT”.

Once you scan 15 images in a row a message that you have successfully completed the game will appear. There is a link to our website which you can follow to read more content about social entrepreneurship and find out more information about our project. Tap on the button “results” to find out about your score, the time spent and the badge you earned.

In case you have earned a badge, you can tap on it to appear. Three different badges are available in the game: bronze, silver, and gold. After you tap on the badge name, the front camera of our device will open, and the badge will appear on you.

For more details and images check the document entitled “Think social game: Guide for the Game”.

- THINKSOCIAL Platform:

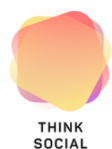


The THINK SOCIAL Platform is a web-portal which functions as an Open Learning Environment with the following functionalities:

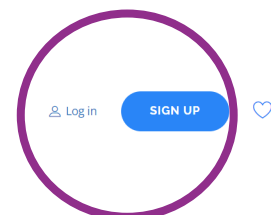
- e-Library
- e-Learning Portal (with the material developed in IO1)
- e-Support Centre for mentoring, guidance and exchange of good practices
- e-Assessment for the validation of acquired skills
- e-Network for the promotion of the ideas and business plans of young adults
- Mapping Tool for demonstrating the current situation in each country

Find the platform here: <http://academy-thinksocial.eu/>

This platform allows you to create your own account for free and to explore the five modules that it offers.

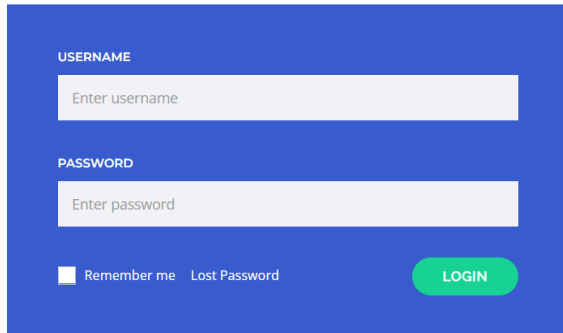


[Become an Instructor](#) [For Enterprise](#)



On the same page, you can log in as many times as you want (after creating your own account). Your progress will not be lost.

## Login



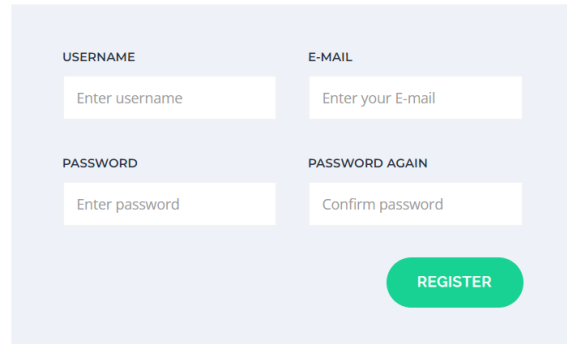
USERNAME  
Enter username

PASSWORD  
Enter password

Remember me [Lost Password](#)

**LOGIN**

## Sign Up



USERNAME  
Enter username

E-MAIL  
Enter your E-mail

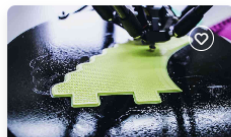
PASSWORD  
Enter password

PASSWORD AGAIN  
Confirm password

**REGISTER**

Once you create your account and are logged in, you can start reading the modules by enrolling to them in the language of your preference (English, Greek, Spanish, German).

## ENGLISH



1. Social and sustainable entrepreneurship. Make the difference!

Free



2. Creating a social business. The challenge.

Free



3. Establishing objectives and goals. From dreams to plan!

Free



4. Sustainable resources planning. Beyond planning.

Free



5. Getting started! Making the first step in practice

Free

### 1. Social and sustainable entrepreneurship. Make the difference

Teacher: superuser@emphasyscentre.com

Category: ENGLISH

[Add to Wishlist](#)

**START COURSE**

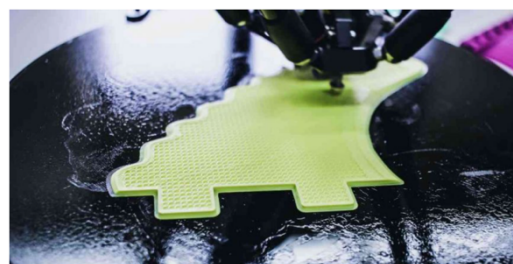
Enrolled: **11 students**

Description

Curriculum

Reviews

Lectures



#### Popular Courses

- Módulo 4. Planificación sostenible...  
Free
- Módulo 3. Establecer objetivos y m...  
Free
- Módulo 2: Crear una empresa social...  
Free

Choose one course of your preference, click the “Start the course” button and start reading!

Once you finish reading, you can pass the quiz of each module and earn your own Open Badge!

## MODULE 1

### Social and sustainable entrepreneurship. Make the difference!

#### Quiz

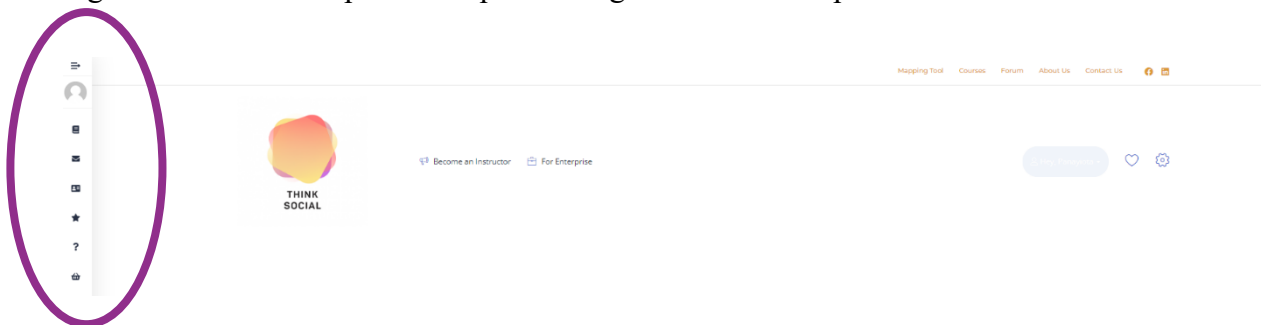
1. The Brundtland report, defined Sustainable development as development that meets the needs of the present compromising the ability of future generations to meet their own needs."

True

False

Next

Through the bar at the left of your screen, you can go back to your enrolled courses, messages, quizzes and favorite courses. Easily for your convenience. In addition, at the top of your screen, you can find the mapping tool, which is an online tool with good practices in regards to social entrepreneurship and refugees around Europe.



## 5.2 Practical arrangement

### • Instructions for partners:

- **Participants selection:** Recruit 10 – 15 participants that belong to the target group of the project. Inform them about the structure of the training and accommodate with them the training hours, days in case is needed, having also into consideration the trainer's availability. Consider that the target group is migrant adult women entrepreneurs that can have issues with family care and work balance.
- **Participants list:** Before the training course starts, a template of participants list must be prepared and handed to the trainer.
- **Consent forms:** Prepare consent forms to ask participants for permission to take pictures and document the training. Decide if this will be filled before or during the training and the person responsible to explain this form and compile the signatures.
- **Testimonials:** Think of ways to gather testimonials from the participants. Examples are short videos, ask them to write a paragraph talking about their experience in the program, etc.



- **Wi-Fi access:** make sure there is internet access for the participants so they can try the e-learning platform and make sure participants have devices available to access the eLearning platform and the AR Game.
  - **Materials:** Have available materials the trainer plans to use in the sessions.
- **Instructions for trainers:**
    - **Participation list:** Trainers should make sure that all participants fill the participation list at the beginning of every session.
    - **Daily logbook:** Trainers should fill each session a daily logbook. Trainers are encouraged to take notes during the training of the comments of the participants regarding to the materials, AR game, e-learning platform etc. and later elaborate on them in the Logbook, after each session. Another way to fill this logbook by the trainers is by including a debriefing session at the end of the activity to be evaluated and take notes during the debriefing. Examples of questions that can be made by the trainers to do this debriefing:  
Did you experience any difficulties using the online platform, the AR game, etc.?  
In your opinion, which is the best asset of the presented tool?  
Was the reading easy you to understand?  
Were the readings interesting and connected to the topics of the module?  
An additional way to fill the daily logbook is by using online platforms that allow participation and opinion expression in a dynamic way, such as mentimeter, whiteboard. Opinions can be recorded also this visual way. Remember that this debriefing time is included in the total of 30 hours of training.
    - **Access to materials:** make sure you have instructions available to share with participants to access the e-learning platform and the AR Game.
    - **Assessment and validation:** The assessment and validation are carried through ‘Open Badges’ system. Explain what Open Badges system are and make sure that participants take the assessment test after finalising a module, give participants time to do this in the lesson and collect their thought about this procedure of validation of knowledge.

### 5.3 Pilot testing the materials

The pilot testing workshops must comprehend 30 hours in total. Included in these 30 hours are the workshops, online and/or offline, time needed by participants to complete homework, activities, pitch preparation, evaluation, debriefing, etc.

The 30 hours can be organised in different ways, taking into consideration the practical aspects coordinated by each partner, the availability of the trainer and of most of the participants.

#### **Example of how the 30 hours of training can be organised:**

Split the 30 hours within 2 weeks, 2 hours online/offline training per day. 10 hours training per week, plus 10 hours’ time for participants (5 hours per week – 1 hour per day) to study, research, develop activities, homework, pitch practicing and/or other connected activity.

#### **Overview of the content of the training course:**

The adults and adult educators/(trainers/mentors) who will be selected before conducting the trials should participate in the short-term training (C1) which will offer them an intensive training course with the view to:

- ⇒ Get informed about the purpose of the project
- ⇒ Familiarise themselves in using the THINKSOCIAL platform
- ⇒ Familiarize themselves with the THINKSOCIAL teaching materials
- ⇒ Navigate through the platform and explore the assessment and validation system through ‘Open Badges’

- ⇒ Have an overview of the tasks they are going to perform
- ⇒ AR Game
- ⇒ THINKSOCIAL tool bank
- ⇒ Think social mapping tool

**Materials that must be pilot tested:**

Think social materials are organised according to a particular module, each partner will decide in which module or modules will concentrate the pilot testing. The project counts with the 5 following modules together with supporting resources:

Module 1. Social and sustainable entrepreneurship. Make the difference!

Module 2. Creating a social business. The challenge.

Module 3. Establishing objectives and goals. From dreams to plan!

Module 4. Sustainable resources planning. Beyond planning.

Module 5. Getting started! Making the first step in practice.

Section “Pleased to help you – Resources - Learning form experiences” (2 cases available).

The objectives of the learning and outcomes of each module are explained in the document entitled: “Think Social Up- Skilling pathway” and are also included specifically in the content material of each module.

**6. THINKSOCIAL-PRENEURS Idea pitch**

This section will help reader to understand on how to prepare the idea pitch to present it to clients/ investors and potential collaborators. Trainers can also help participants in preparing the idea pitch. Some more information can be found [here](#).

Let’s begin with a premise: a “**pitch**” is not the same as a plain “presentation”. As a matter of fact, when you pitch a business idea you are not simply throwing numbers and giving facts. Instead, you are presenting a business opportunity and **calling your audience** (i.e., investors, stakeholders, etc.) **to take action**. Since it’s more of a persuasive argument, a pitch has to be accurately prepared in order to be effective. Also, it must be tailored based on **what you really want to get from the audience**. Is it a specific amount of money? A chance for further conversations? Or maybe bringing in new business partners and additional resources? Figuring that out beforehand will guide you setting up your pitch in a proper manner.

Social enterprises need to prove much more, and investors usually want to know five main things:



Some entrepreneurs try to get in front of every investor, despite their industry expertise or firm’s investment stage. You need to consider that, when you accept an investment, it’s about

more than money; you enter a partnership. You must perform your due diligence and research potential investors before making your pitch.

### **Consider how you are presenting yourself, not simply your idea:**

Although your ideas and skills matter, your personality is equally as important. According to research published in the Harvard Business Review, venture capitalists' interest in a start-up "was driven less by judgments that the founder was competent than by perceptions about character and trustworthiness."

Investors also want to know they're entering a partnership with the right people. Jennifer Fonstad, co-founder of Aspect Ventures, acknowledges in Entrepreneurship Essentials that her investment firm "thinks about team and team dynamics as being very critical." Investors want to know whether the founders have worked together before, if your start-up's early hires have complementary skill sets, and whether you'll be flexible, open-minded, and willing to embrace different perspectives.

Think about this as you prepare your pitch. If investors poke holes in your idea, will you get defensive? When they ask for financial projections, are you going to exaggerate the numbers? Hopefully, your answers are "No"—firms want to partner with founders they can trust who are open to guidance and mentorship—but if you're second-guessing your reactions, consider what you might be asked and practice your responses.

*"Most experienced investors look at the people first and the opportunity second. Even when a team is young and inexperienced, an investor depends on them to make the right decisions."*

### **Tell a story:**

When describing your business idea, zero in on the problem you're addressing and how you're solving it better than the competition. You could do this by presenting a real-life scenario in which you describe the pain point a current or prospective customer faced and how your product or service fixed the issue. This can help engage investors on a personal level and inspire them to see your idea's potential.

By complementing your spreadsheets and charts with a compelling story, you can paint a fuller picture of your start-up's future and more effectively highlight the opportunity in the market.

### **Cover the details:**

While it's important to set the stage, you also need to cover the specifics. In your pitch deck, concisely define your value proposition and share a memorable tagline for investors to leave the meeting with. From there, convey the opportunity and detail:

- The size of the market
- Your plan to attract and retain customers
- How you can create barriers to competition
- Whether you can run quick, inexpensive tests to determine product-market fit
- Your plan to monetise the business and make revenue
- The amount of capital investment required

*“In general, investors are trying to determine how entrepreneurs think about the opportunity rather than assess their presentation or prediction skills, they want optimistic and confident realism. They dislike projections that are unrealistic. They've seen too many companies miss their targets and get in trouble.”*

### **Some more Pitching tips**

#### *TIP #1 – Present an engaging story, not just your business model*

Sure, listeners and investors need to understand how your social enterprise is meant to solve a social problem and remain financially sustainable. Nevertheless, a plain explanation might not be enough. Instead, make sure your pitch also tells a **compelling story**. Choosing the right personal story to tell can indeed boost the effectiveness of your presentation and make it resonate.

#### *TIP #2 – Follow the “Less is More” rule*

While pitching, you only have few minutes and 10-12 slides at best. So, the “*less is more*” rule should definitely apply here. Again: the audience doesn't need to know everything at this stage. **Just tell them what really matters**, so that they can understand “*the heart and soul*” of your venture (or idea). Include any crucial piece of information and avoid irrelevant ones.

#### *TIP #3 – Be crystal clear and get to the point fast*

Worst thing that can happen? Leaving your audience speechless, with a fuzzy, unclear comprehension on what you just presented. To avoid that, **don't fill in your presentation with acronyms and jargon**. Also, don't over-complicate things: **keep it all simple and get to the point quickly**. You don't want potential investors to leave the building with zero understanding of your core proposition and business model, right?

#### *TIP #4 – Avoid the “so-what?” effect*

As seen earlier, “pitch = presentation + CTA (call to action)”. At times, entrepreneurs pay too much attention to crafting a killer presentation that they basically forget about calling listeners to acting. Thus, make sure that you include a **clear, precise, and coherent ask** and deliver it smoothly and confidently. As a social entrepreneur, you are tackling complex societal problems. So, don't be shy or afraid to ask!

*TIP #5 – Practice. Again, and again. and again*

Finally, remember you only have few minutes to pitch your idea. Because of that, no mistakes are allowed. To avoid committing any, invest time **practicing it as much as possible** beforehand. You might choose to record yourself, pitch in front of a mirror or ask a friend to listen to your presentation. Everything works, as long as it'll make your speech fluid and engaging.

**Practicing your Pitch**

In this session, participants can practice their business idea pitching. Once they have articulated the Elevator Pitch, they are ready to move onto the One-Minute Pitch. Here are several key details to your Elevator Pitch, including:

1. The value of the market your business is in.
2. Your competition, and how you differentiate from them.
3. The current state of your business or product.
4. Your Ask (how the person/ people you are pitching can help).

Check out the easy-to-use "**One Minute Pitch Template**" from the Founder Institute below:

**ONE MINUTE PITCH**

① My company, \_\_\_\_\_, is developing  
NAME OF COMPANY  
\_\_\_\_\_ to help  
A DEFINED OFFERING  
\_\_\_\_\_ A DEFINED AUDIENCE SOLVE A PROBLEM  
with \_\_\_\_\_  
SECRET SAUCE

② We compete in the growing \_\_\_\_\_ market,  
DEFINED MARKET  
which last year was a \_\_\_\_\_ value market.  
DEFINED VALUE

③ We are similar to \_\_\_\_\_ and \_\_\_\_\_,  
COMPETITOR 1 COMPETITOR 2  
but we \_\_\_\_\_  
ONE KEY DIFFERENTIATOR

④ Currently we have \_\_\_\_\_  
CURRENT STATE OF PRODUCT, TEAM, OR COMPANY

⑤ We are looking for \_\_\_\_\_ to help us  
THE ASK  
\_\_\_\_\_ WHAT YOU WOULD DO WITH THE ASK

Get more pitching tips at: <http://fi.co/madlibs>

Think of your deck like a visual business plan. Your objective is to succinctly illustrate your marketplace knowledge, business model and qualifications for execution. A standard deck consists of **10 to 14 slides**. The most common mistake made by newbie founders. Providing too much detail, too soon

*“What's really important is to not go into the weeds of all the details because what you're trying to do is give them enough information that they want more information. Your goal at meeting No. 1 is to get people interested enough that they want meeting No. 2”*

### **Example of the best pitch**

The best inspiration comes from seeing real-life examples in action. With that in mind, we gathered this collection of social venture pitch videos, and their corresponding social enterprise pitch decks, to show that there are many styles and approaches to deliver a pitch that leaves an impression.

These spotlighted pitches hail from world-famous stages, like the Hult Prize competition where \$1,000,000 is awarded to student-led disruptive social enterprises, to smaller gatherings for accelerator program ‘demo days.’

From local grassroots projects to global tech-enabled innovations, these social entrepreneurs represent a range of causes, business models, and legal structures and can help get the inspiration flowing for your pitch.

### **JOELEX**

**Presenters:** Joel Ssimbwa

**Event:** Fledge Conscious Accelerator Demo Day

**Length:** 3:47 minutes

<https://youtu.be/KKHxzIUyTtQ>

Joel presents Joelex’s revenue model in simple and clear terms. Building on his explanation, Joel concludes with a concrete ask for \$100,000 and links it directly to the company’s impact. He articulates well how funding at this stage will leverage their ability to scale much faster in the future.



## 7. Testimonials from the UPSKILLING PROGRAMM

The multi-level and multi-purpose Think Social Campaign has wielded a profound impact, extending its sphere of influence far beyond the boundaries of adult education. Serving as a catalyst, it has effectively raised awareness among policy makers and the broader public, shedding light on critical issues like the EU Green Deal and the United Nations' sustainable development goals. Its far-reaching impact transcends the immediate participants, and we have gathered video testimonials from participants of the Pilot testing from different countries who have provided highly positive feedback, further affirming its significance. To delve deeper into their insights, you can explore the Think Social YouTube Playlist, where these participant testimonials paint a vivid picture of this transformative journey: [Think Social YouTube Playlist](#)

**Think Social!**  
EMPOWERING MIGRANT ENTREPRENEURS  
Co-funded by the European Union

**Think Social!**  
CGE Erfurt e.V.  
7 videos No views Updated today

Play all Shuffle

The "THINK SOCIAL" project aims to encourage and enable disadvantaged groups of adults or adults with fewer opportunities, such as migrants, refugees, asylum seekers, low-skilled or low-qualified with a main focus on women to foster the social entrepreneurship idea and spirit in their local and at the EU level through the exchange of good practices and the adoption of innovative digital strategies.

- 1 **Think Social - A testimonial from Panayiota from** 🇬🇷  
CGE Erfurt e.V. • 5 views • 1 day ago  
3:47
- 2 **Think Social - A testimonial from Stelios from** 🇬🇷  
CGE Erfurt e.V. • No views • 1 day ago  
2:11
- 3 **Think Social - A testimonial from Sergio** 🇪🇸  
CGE Erfurt e.V. • No views • 23 hours ago  
0:42
- 4 **Think Social - A testimonial from Sarah from** 🇪🇸  
CGE Erfurt e.V. • No views • 23 hours ago  
0:50
- 5 **Think Social - A testimonial from Assema from** 🇪🇸  
CGE Erfurt e.V. • No views • 23 hours ago  
1:00
- 6 **Think Social - A testimonial from Artem from** 🇩🇪  
CGE Erfurt e.V. • 1 view • 21 hours ago  
0:55
- 7 **Think Social - A testimonial from Beatrice from** 🇮🇹  
CGE Erfurt e.V. • No views • 3 hours ago

## 8. Good Examples and practices of another UPSKILLING PROGRAMM

### Case Studies from Germany

Case Note: 1

TITLE of Activity	Startery Camp 2016
TYPE of Activity	Social Entrepreneurship Workshop and Support Program
COUNTRY of implementation	Germany
DESCRIPTION	<p>- Program design: The Startery Camp 2016 was a special program designed to help people with ideas for solving social problems turn those ideas into real businesses or further develop existing nonprofit associations. The program aimed to provide participants with information and professional training in the field of social entrepreneurship.</p> <p>- Target groups: The Startery Camp was intended for people who already had ideas for solving social problems and wanted to start a business or further develop nonprofit organizations.</p> <p>- Added value: The program offered valuable resources and support to social entrepreneurs, including knowledge, mentorship, networking opportunities, and access to a business model development platform. It encouraged the use of digital technologies (IT) and emphasized social solutions related to areas such as sport, education, poverty, demographic change, migration, environment, and sustainability.</p>
LINK (if available)	<a href="https://startery.de/programme/camp/">https://startery.de/programme/camp/</a>
Analysis	<p>- What was Learned? essential knowledge and skills related to social entrepreneurship, business development, and nonprofit management, design thinking, team building, financing, and impact measurement.</p> <p>- What was Innovative? The program's innovative aspects included its combination of in-person and extended mentoring components. The one-week intensive workshop provided a strong foundation, while the extended support</p>

	<p>ensured ongoing development and implementation of participants' social solutions.</p> <p>- Why did you choose this initiative to write about? Because it shows how a big company like SAP and a group like Social Impact worked together to help people with great ideas that make the world better. They gave these idea-makers lots of useful stuff to learn and tools to succeed.</p>
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Case Note: 2

TITLE of Activity	ANKOMMER. Perspektive Deutschland
TYPE of Activity	Scholarship Program for Social Entrepreneurial Initiatives
COUNTRY of implementation	Germany
DESCRIPTION	<p>- Program design: It is a project aimed at addressing the social and economic challenges faced by refugees in Germany. It recognized the need for innovative models to enable refugees to access education, training, and job opportunities, ultimately leading to their social and economic participation in the community.</p> <p>- Target groups: Prospective start-ups and social entrepreneurial initiatives focused on creating innovative solutions for refugees in Germany.</p> <p>- Added value: The program provided participants with essential resources and support to develop and implement innovative solutions addressing the challenges faced by refugees. It offered a platform for interdisciplinary collaboration, access to co-working spaces, and the chance to win recognition through the Special Impact Award.</p>
LINK (if available)	<a href="https://ankommer.eu/stipendium-infos/">https://ankommer.eu/stipendium-infos/</a>
Analysis	<p>- What was Learned? Participants in the ANKOMMER. Perspektive Deutschland program learned how to develop innovative models and entrepreneurial solutions that empower refugees in Germany. They gained valuable insights into addressing social and economic challenges and had the opportunity to refine their concepts with the help of expert guidance.</p> <p>- What was Innovative? The program's innovative aspects included its focus on supporting social entrepreneurial initiatives specifically aimed at refugees. It</p>

	<p>fostered collaboration between start-ups and experts, provided access to co-working spaces, and encouraged innovative thinking to address complex social issues.</p> <p>- Why did you choose this initiative to write about? Because it found new and creative ways to help refugees in Germany. It showed a strong commitment to helping social entrepreneurs with great ideas. The support it offered, like shared workspaces and ongoing help for program graduates, made it stand out in making life better for refugees in Germany.</p>
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Case Note: 3

TITLE of Activity	"Self-Employed in Germany" Workshop for Ukrainians
TYPE of Activity	Online Workshop on Self-Employment
COUNTRY of implementation	Germany
DESCRIPTION	<p>- Program design: The "Self-Employed in Germany" workshop is designed to assist Ukrainians who have recently moved to Germany and are looking to explore professional opportunities in the country.</p> <p>- Target groups: Ukrainians who have recently relocated to Germany and are interested in pursuing self-employment or exploring professional opportunities in the country.</p> <p>- Added value: The workshop provides valuable information and guidance to newcomers, helping them navigate the complexities of self-employment in Germany. Participants can gain insights into legal requirements, taxation, financial support options, and insurance needs.</p>
LINK (if available)	<a href="https://socialimpact.eu/veranstaltungen/detail/orientierung-fuer-gruendungsinteressierte-migrantinnen">https://socialimpact.eu/veranstaltungen/detail/orientierung-fuer-gruendungsinteressierte-migrantinnen</a>
Analysis	<p>- What was Learned? Participants in the "Self-Employed in Germany" workshop learned about the key aspects of self-employment in Germany, including legal distinctions, tax considerations, registration procedures, and available support structures.</p> <p>- What was Innovative? It focuses on addressing the specific needs of Ukrainian newcomers to Germany who are interested in self-employment. By offering online sessions, it ensures accessibility and convenience. Additionally, the</p>

	<p>workshop caters to individual questions, enhancing its relevance and effectiveness.</p> <p>- Why did you choose this initiative to write about? Because it serves a practical and valuable purpose for Ukrainian newcomers in Germany. It provides essential information and support to those who may be unfamiliar with the German self-employment landscape.</p>
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## Case Studies from Spain

Case Note: 1

TITLE of Activity	Fundación Mujeres - Activa tu emprendimiento (ATE)
TYPE of Activity	A program aimed to foment entrepreneurship and employability of women coming from third national countries.
COUNTRY of implementation	Spain
DESCRIPTION	<p>- Program design: ATE aims to break down the barriers to entry into the labor market that women from third countries outside the EU encounter. In the service for the creation and consolidation of companies, through training, personalized advice, accompaniment in the start-up of the company, financial intermediation, and other activities to support the consolidation of the company, a personalized entrepreneurship itinerary is developed, according to the needs and the stage of entrepreneurship in which the women who come to this service find themselves.</p> <p>- Target groups: any woman from third countries outside the EU</p> <p>- Added value: local entrepreneurship</p>
LINK (if available)	<a href="https://fundacionmujeres.es/proyectos/activa-tu-emprendimiento-ate/">https://fundacionmujeres.es/proyectos/activa-tu-emprendimiento-ate/</a>
Analysis	<p>- What was Learned? The program aims to support women participants through a process of personal empowerment oriented towards employment and/or entrepreneurship that facilitates leadership and decision-making for the development of their labor market insertion itineraries and enables them to develop business and/or self-employment initiatives.</p> <p>-What was innovative? Tailor-made diagnosis and socio-occupational guidance</p> <p>- Why did you choose this initiative to write about? The program encourages participation in networks, especially among women entrepreneurs, to support their decision-making towards</p>

	entrepreneurship, their network of contacts, and their visibility as entrepreneurs.
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Case Note: 2

TITLE of Activity	Programa Sara
TYPE of Activity	Socio-occupational integration program
COUNTRY of implementation	Spain
DESCRIPTION	<ul style="list-style-type: none"> <li>- Program design: It consists of the design of insertion itineraries with gender and intercultural perspective, adapted to the needs and characteristics of each woman, with the elaboration of specific contents that take diversity into account. It is carried out through an interactive methodology that includes the motivation and accompaniment of women for their participation and integration..</li> <li>- Target groups: As the main target groups, the program focuses on immigrant women, victims of social and cultural barriers, which hinder the socio-occupational integration of this group.</li> </ul>
LINK (if available)	<a href="https://www.inmujeres.gob.es/areasTematicas/AreaProgInsercionSociolaboral/SaraMujMigrantes.htm">https://www.inmujeres.gob.es/areasTematicas/AreaProgInsercionSociolaboral/SaraMujMigrantes.htm</a>
Analysis	<ul style="list-style-type: none"> <li>- What was Learned? In general, immigrant women have different peculiarities and needs, both from immigrant men and from the national female population. In Spain, 46% of the immigrant population are women, while they account for just over 40% of foreigners affiliated to the Social Security system, although there is a high concentration in certain occupations, mainly those related to domestic work and dependent care.</li> <li>- Why did you choose this initiative to write about? The project is promoted by the women's institute (Ministry of equality) and strengthens the collaboration and network among two entities: CEPAIM &amp; CRE, contributing to a wider impact in their area.</li> </ul>

Case Note: 3

TITLE of Activity	Huertas Urbanas en Clave de Género. Asociación Por ti Mujer
TYPE of Activity	Socio-occupational integration program



COUNTRY of implementation	Spain
DESCRIPTION	<ul style="list-style-type: none"> <li>- Program design: The program was born with the purpose of recovering the land and fostering the sociolabour integration of immigrant women.</li> <li>- Target groups: Immigrant women</li> <li>- Added value: The program is aimed at women users of the Entity and their families with a double objective: to provide them with a source of work due to their unemployment situation and to promote social skills, and also to contribute to the enrichment and beautification of the space used.</li> </ul>
LINK (if available)	<a href="https://asociacionportimujer.org/huertas-urbanas-en-clave-de-genero/">https://asociacionportimujer.org/huertas-urbanas-en-clave-de-genero/</a>
Analysis	<ul style="list-style-type: none"> <li>- What was Learned? The project intended to create an educational activity where a group of people could easily work for the recuperation and maintenance of the lands and contribute to the enhancement of personal wellness, health, and nutrition.</li> <li>-What was innovative? Had a twofold objective: to provide them with a source of work due to their unemployment situation and to foster social skills and also to contribute to the attractiveness and use of the space used.</li> <li>- Why did you choose this initiative to write about? The project used natural resources to upskill the soft and professional skills of migrant women, promoting mutual relationships between immigrants and locals. Thus, promotes interculturality and has an impact on the local ecosystem.</li> </ul>

### Case Studies from Cyprus

Case Note: 1

TITLE of Activity	Constellation
TYPE of Activity	A social innovation lab and entrepreneurship space co-created by Project Phoenix with the refugee community in Old Nicosia.
COUNTRY of implementation	Cyprus

DESCRIPTION	<ul style="list-style-type: none"> <li>- Program design: A space which will serve as both work and community space; a home for the development of refugee-led ideas and products; a place which can provide a safe space for its members; and an entrepreneurial hub for mentoring and coaching sessions, workshops and events.</li> <li>- Target groups: Refugees and asylum seekers motivated enough to make their business idea a reality.</li> <li>- Added value: While several support and service centres for migrants and refugees already exist on the island, there was not, up until now, real space in Cyprus for migrants where they can actually gather and build upon their ideas and experiences to harness the power of innovation and technology to become entrepreneurs.</li> </ul>
LINK (if available)	<a href="https://www.globalgiving.org/projects/social-innovation-lab/">https://www.globalgiving.org/projects/social-innovation-lab/</a>
Analysis	<ul style="list-style-type: none"> <li>- What was Learned? A variety of classes such as English language, introduction to entrepreneurship, social inclusion, innovation and others.</li> <li>- Why did you choose this initiative to write about? Because it is a very promising project full of opportunities for refugees in order to become successful entrepreneurs.</li> </ul>

Case Note: 2

TITLE of Activity	Trainings through the i-Welcome project
TYPE of Activity	Pilot testing – free trainings (once a week)
COUNTRY of implementation	Cyprus
DESCRIPTION	<ul style="list-style-type: none"> <li>- Program design: Each workshop (of a duration of three hours each) is divided into two main sessions: digital and employability skills or digital and entrepreneurial skills.</li> <li>- Target groups: Migrant women</li> <li>- Added value:</li> </ul>

	The division of classes in more than one topic to be covered gives the possibility to migrant women to improve their knowledge in a variety of topics.
LINK (if available)	<a href="https://iwelcome-project.eu/">https://iwelcome-project.eu/</a>
Analysis	<p>- What was Learned? Digital skills (such as Microsoft Excel), Entrepreneurial skills (such as what entrepreneurship is, how to transform a business idea into reality) and Employability skills (develop your CV and cover letter, interview skills).</p> <p>- What was Innovative? The combination of different skills and areas in order to transform refugee women into successful entrepreneurs.</p>

## Case Studies from Greece

### Case Note: 1

TITLE of Activity	Facilitating the integration of third country nationals "second generation"
TYPE of Activity	Information and training for the promotion of women of third country nationals "second generation" in positions of responsibility
COUNTRY of implementation	Greece
DESCRIPTION	<p>- Program design: Ministry of Labor, Social Security and Social Solidarity, Ministry of Economy and Development, Ministry of Migration Policy</p> <p>- Target groups: Women of third country nationals "second generation"</p> <p>- Added value: Empower migrant women in social entrepreneurship</p>
LINK (if available)	<a href="http://www.opengov.gr/immigration/wp-content/uploads/downloads/2019/07/%CE%95%CE%B8%CE%BD%CE%B9%CE%BA%CE%AE-%CE%A3%CF%84%CF%81%CE%B1%CF%84%CE%B7%CE%B3%CE%B9%CE%BA%CE%AE-%CE%B3%CE%B9%CE%B1-">http://www.opengov.gr/immigration/wp-content/uploads/downloads/2019/07/%CE%95%CE%B8%CE%BD%CE%B9%CE%BA%CE%AE-%CE%A3%CF%84%CF%81%CE%B1%CF%84%CE%B7%CE%B3%CE%B9%CE%BA%CE%AE-%CE%B3%CE%B9%CE%B1-</a>

	<a href="#">%CF%84%CE%B7%CE%BD-%CE%88%CE%BD%CF%84%CE%B1%CE%BE%CE%B7_final_.pdf</a>
Analysis	<p>- What was Learned? The “second generation” has lower educational and economic status than the natives. Many of them have dropped out from school or they are unemployed unemployment, and they face xenophobic and racist attitudes. The actions provided support to third country nationals and prepared them for the process of acquiring Greek citizenship.</p> <p>- What was Innovative? It provided to migrant women information about:</p> <ol style="list-style-type: none"> <li>1) the leadership in collective bodies (trade unions, organizations, etc.)</li> <li>2) the development of autonomous entrepreneurship and self-employment and the promotion to high management positions in enterprises through a mentoring process (coaching by accomplished Greek women and/or women of immigrant origin/women entrepreneurs/professionals)</li> </ol> <p>- Why did you choose this initiative to write about? This action provided information, but also empowered migrant women</p>

Case Note: 2

TITLE of Activity	PAL Women
TYPE of Activity	Boosting Female Social Entrepreneurship and Enterprise Creation for inclusion groups
COUNTRY of implementation	Czech Republic, Bulgaria, Greece, Spain, Italy, Belgium and Serbia
DESCRIPTION	<p>- Program design:</p> <ul style="list-style-type: none"> <li>• HNM – House of National Minorities (Czech Republic)</li> <li>• OECON Group Bulgaria (Bulgaria)</li> <li>• SEGE – Greek Association of Women Entrepreneurs (Greece)</li> <li>• FLORIDA Centre De Formacion Sociedad Cooperativa (Spain)</li> <li>• Consorzio Innopolis (Italy)</li> <li>• UC Limburg (Belgium)</li> <li>• UG Edukativni centar Roma-Educational Centre Roma (Serbia)</li> <li>• RomPraha (Czech Republic)</li> </ul>

	<ul style="list-style-type: none"> <li>- Target groups: Women and girls from disadvantaged groups across Europe</li> <li>- Added value: Improved levels of skills for employability and new business creation</li> </ul>
LINK (if available)	<a href="https://www.sege.gr/en/boosting-female-social-entrepreneurship-and-enterprise-creation-for-inclusion-groups-pal-women/">https://www.sege.gr/en/boosting-female-social-entrepreneurship-and-enterprise-creation-for-inclusion-groups-pal-women/</a>
Analysis	<ul style="list-style-type: none"> <li>- What was Learned? The project raised concerns, exchanged experiences and mobilized over common purposes.</li> <li>- What was Innovative? The aim of the project was the empowerment of disadvantaged women integration and the improvement of their basic competencies in terms of social entrepreneurship and marketing. It enhanced the access to training and qualifications for low-skilled women, through adult education, and it promoted work-place learning and mentoring. It, also, provided efficient and integrated guidance services and flexible and permeable learning pathways.</li> <li>- Why did you choose this initiative to write about? It brought women closer to education, entrepreneurship and employment. It supported the development of professional skills by enhancing the business exploration opportunities to two related topics.</li> </ul>

Case Note: 3

TITLE of Activity	Equality Works
TYPE of Activity	Boost women's role in building a social entrepreneurship
COUNTRY of implementation	Greece
DESCRIPTION	<ul style="list-style-type: none"> <li>- Program design: Generation 2.0 for Rights, Equality &amp; Diversity (implemented under the Active citizens fund program)</li> <li>- Target groups: Women of migrant background who speak Greek or English and who have a business idea which could bring a change to society or environment</li> <li>- Added value: Come along with other women who share the same passion and get the tools and knowledge</li> </ul>
LINK (if available)	<a href="https://g2red.org/women-s-social-entrepreneurship-is-back-to-generation-2-0-red/">https://g2red.org/women-s-social-entrepreneurship-is-back-to-generation-2-0-red/</a>

Analysis	<p>- What was Learned? Social entrepreneurship covers social and environmental needs through entrepreneurship. It has a social mission, such as the provision of health services, educational programs to people with less opportunities or environmental protection. First of all, a social enterprise improves the society, and it protects the environment, whereas profit comes in a second place. Social entrepreneurs are passionate individuals, who want to make a positive change, with an in-depth knowledge of the need they wish to confront.</p> <p>- What was Innovative? Women with leadership skills are empowered, since 45% of social entrepreneurs are women, the greatest percentage of all entrepreneurship sectors. Women social entrepreneurs fight for economic growth and poverty elimination, while they influence deeply the lives of other women by offering groundbreaking ideas and fair practices and by changing the stereotypical beliefs.</p> <p>- Why did you choose this initiative to write about? The COVID-19 pandemic has affected mostly women who work in less stable positions.</p>
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## Case Studies from Ireland

### Case Note: 1

TITLE of Activity	Women4Women
TYPE of Activity	Pilot Project
COUNTRY of implementation	Ireland
DESCRIPTION	Women4Women is a pilot project that aims to support migrant women in Ireland to develop social enterprises. The project is run by the Integrating Ireland Project (IIP) and is funded by the European Union. Women4Women provides training and mentoring to migrant women who are interested in starting a social enterprise. The project also offers access to funding, workspace, and networking opportunities to help women develop and grow their businesses.
LINK (if available)	<ul style="list-style-type: none"> <li>Integrating Ireland Project: Women4Women: <a href="https://www.iip.ie/projects/women4women/">https://www.iip.ie/projects/women4women/</a></li> <li>European Union: Women4Women: <a href="https://ec.europa.eu/migrant-integration/news/women4women-supporting-female-migrant-entrepreneurship_en">https://ec.europa.eu/migrant-integration/news/women4women-supporting-female-migrant-entrepreneurship_en</a></li> </ul>

Analysis	This pilot project aims to address the challenges faced by migrant women, who often face barriers to starting a business, including language barriers, lack of access to funding and networks, and discrimination. By providing training, mentoring, and access to funding and networks, Women4Women aims to empower migrant women to start and grow their own social enterprises, which can have a positive impact on their lives and the broader community.
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#### Case Note: 2

TITLE of Activity	Thrive
TYPE of Activity	Social Enterprise Initiative
COUNTRY of implementation	Ireland
DESCRIPTION	Thrive is a social enterprise initiative that supports migrant women to develop entrepreneurial skills and start their own businesses. The initiative is run by the Immigrant Council of Ireland (ICI) and is funded by the European Union. Thrive provides training, mentoring, and business support to migrant women, with a particular focus on those who are refugees or asylum seekers. The initiative also offers access to funding and networking opportunities to help women build their businesses and connect with other entrepreneurs in the community.
LINK (if available)	<ul style="list-style-type: none"> <li>Immigrant Council of Ireland: Thrive: <a href="https://immigrantcouncil.ie/what-we-do/thrive/">https://immigrantcouncil.ie/what-we-do/thrive/</a></li> <li>European Union: Thrive: <a href="https://ec.europa.eu/migrant-integration/news/thrive-new-initiative-support-migrant-women-entrepreneurs-ireland_en">https://ec.europa.eu/migrant-integration/news/thrive-new-initiative-support-migrant-women-entrepreneurs-ireland_en</a></li> </ul>
Analysis	This initiative aims to address the challenges faced by migrant women who are refugees or asylum seekers, who often have limited access to resources and face additional barriers to starting a business. By providing training, mentoring, and business support, Thrive aims to empower migrant women to become successful entrepreneurs, which can help them to integrate into Irish society and contribute to the economy.

#### Case Note: 3

TITLE of Activity	Women Entrepreneurs in Integration
TYPE of Activity	Pilot Project

COUNTRY of implementation	Ireland
DESCRIPTION	Women Entrepreneurs in Integration (WEinIN) is a pilot project that aims to support migrant women in Ireland to develop business skills and start their own enterprises. The project is run by the European Network for Migrant Women (ENoMW) and is funded by the European Union. WEinIN provides training and mentoring to migrant women who are interested in starting a business, with a particular focus on those who are refugees or asylum seekers. The project also offers access to funding and networking opportunities to help women grow their businesses and connect with other entrepreneurs in the community.
LINK (if available)	<ul style="list-style-type: none"> <li>• European Network for Migrant Women: Women Entrepreneurs in Integration (WEinIN): <a href="https://www.migrantwomennetwork.org/project/weinin-women-entrepreneurs-in-integration/">https://www.migrantwomennetwork.org/project/weinin-women-entrepreneurs-in-integration/</a></li> <li>• European Union: WEinIN: <a href="https://ec.europa.eu/migrant-integration/news/weinin-supporting-female-migrant-entrepreneurs-ireland_en">https://ec.europa.eu/migrant-integration/news/weinin-supporting-female-migrant-entrepreneurs-ireland_en</a></li> </ul>
Analysis	This pilot project aims to address the under-representation of migrant women in entrepreneurship and the challenges they face in accessing support and funding. By providing training, mentoring, and access to networks and funding, WEinIN aims to empower female migrant entrepreneurs to start and grow successful businesses, which can have a positive impact on their lives and the broader community by creating jobs and contributing to the economy.





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