

► METHODO- LOGICAL TOOL ◀



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1. Introduction to the Social Start Ups Project

Social Start Ups is a project funded by the European Union, under the Erasmus + KA2 Programme. Led by Tamat; an Italian NGO, the project partners are the Futures Entrepreneurship Centre at Plymouth University (UK), Parco Tecnologico 3-A (Italy), Municipality of Brtonigla (Croatia), Amsed NGO (France), and the Norwich Business School at the University of East Anglia (UK).

The goal of the project was to develop, test and validate a learning methodology for adult learners by experimenting the Ethical Purchasing Groups (EPGs) model as a real laboratory for the acquisition of key competences. To do this, the Social Start Ups project adopted a ‘learning by doing’ approach, which included the direct involvement of adult participants in the Ethical Purchasing Groups start-up and management activities. The project also aimed to define, through a participatory approach, a sustainable model of EPGs that met the needs of both producers and consumers.

Amsed (in France), Verteneglio Municipality (in Croatia) and Tamat (in Italy), implemented the designed methodology created by Dr Haya Al-Dajani and her colleagues at the Futures Entrepreneurship Centre of Plymouth University. During this experimentation phase, these organisations worked with EPGs in their localities to develop social enterprise models associated with the EPGs’ priorities. The experimentation phase was completed in September 2016, and the toolkit was finalised based on the outcomes of the application during the experimentation phase. Please go to <http://www.tamat.org/index.php/en/our-projects/european-projects/item/31-social-start-ups.html> to download the Social Start Ups Project documents which are available in Croatian, English, French, and Italian, and where you can find the complete toolkit.

Introduction to the Project’s Methodological Tool

This document presents the design, implementation, and evaluation of the Social Starts Ups Methodological Tool. In the ensuing pages you will learn about the project partners delivering the methodological tool, as well as its curriculum and toolkit, how they were designed and developed, how the mentors were trained, and the methodology they applied in Croatia, France and Italy. This document concludes with the outcomes of the evaluation of the experimentation phase of the Social Start Ups project and the results of the participants’ learning.

By reading this document, you will be gain an in-depth insight into the Social Start Up project rationale and execution, and you will also able to replicate the Social Stars Ups methodology beyond the contexts in which it was experimented.

2. The Project Partners



Croatia	Tea Rakar Tamara Miletic	Verteneglio Municipality
France	Dijilali Kabeche Lavinia Ruscigni Joana Levy	AMSED, Strasbourg
Italy	Patrizia Spada Domenico Lizzi	TAMAT, Perugia
	Stefano Briganti	Parco 3A, Perugia
United Kingdom	Haya Al-Dajani Jeannine Levers Judith Reynolds	Futures Entrepreneurship Centre, Plymouth Business School, University of Plymouth Norwich Business School, University of East Anglia



3. The Methodological Tool

The designed methodology adopted in this project was tailored to unlocking the entrepreneurial talent of ethical purchasing groups (EPGs) operating in Croatia, France, Italy, and was determined through extensive research into empowering pedagogical approaches, ethical purchasing groups, the social enterprise start up process, and entrepreneurial skills. It was important to adopt a methodology that could provide a consistent standard of delivery across the three countries where it was being implemented, and also remained relevant to the diversity amongst those contexts. This is evident within the project's designed and developed toolkit comprising the following tools which are available in the Project Handbook:

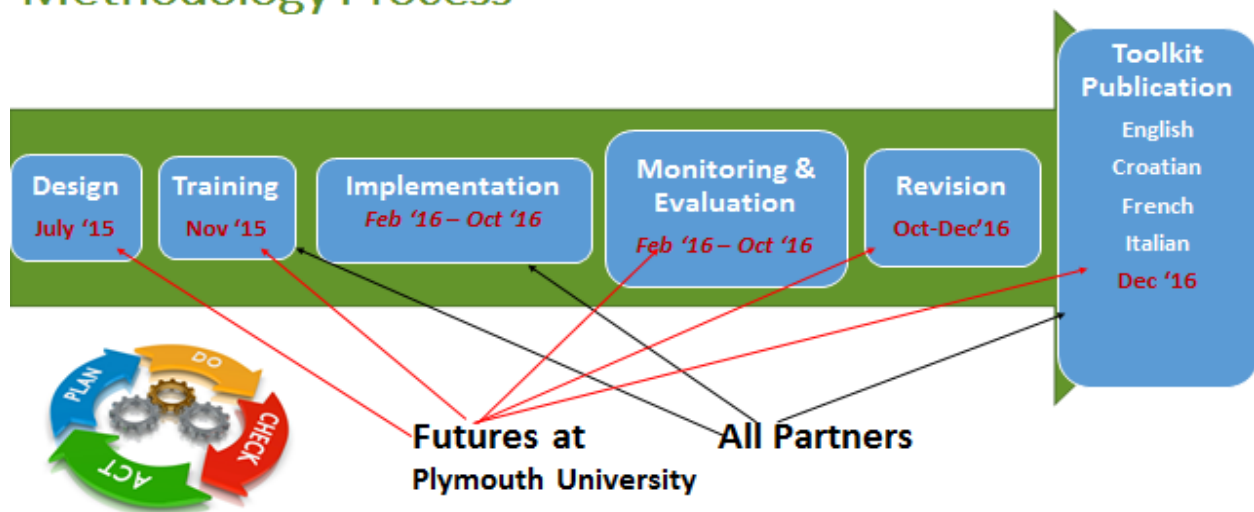
- g. Mentor Guide (to guide the participants through the social start up process)
- h. Self Assessment Tool (Business Diary for participants to monitor their progress on the social start up programme)
- i. Evaluation Tool (to measure the learning and impact of the participants)
- j. Mentor Training Guide (for training the mentors)

We now present and describe the methodological process that was adopted to realise the project's aims and objectives. Essentially, the methodological process involved six consecutive stages as follows:

<u>Stage</u>	<u>Aims</u>
1. Design:	To design the process of implementing the social start ups project and meeting its aims and objectives.
2. Training:	To train the mentors in the mentor-led social start up training process so that they can experiment and implement this process with members of the identified EPGs in their countries of Croatia, France and Italy.
3. Experimentation / Implementation:	<ul style="list-style-type: none">a. To apply the mentor-led social start up training process with members of the identified EPGs in their countries of Croatia, France and Italy.b. To provide peer mentoring to the trained mentors as they progressed through the training process.
4. Evaluation:	<ul style="list-style-type: none">a. To capture the mentors' critical reflections and evaluation of the social start up process they are implementing.b. To evaluate the trainees' learning through the specifically designed pre and post tests
5. Revision:	To revise the curriculum and toolkit components based on the results of the evaluation stage.
6. Publication:	To publish and disseminate the project's handbook, methodological tool, curriculum, and toolkit in English, Croatian, French and Italian.

On the Social Start Up project, these six stages were enacted through a sequential process as shown in the following diagram, where the length for completing each stage is also outlined:

Methodology Process



a. Developing the Curriculum



The Curriculum was developed by Futures Entrepreneurship Centre, Plymouth University, with contributions from Dr Haya Al-Dajani, Judith Reynolds and Sybille Schiffmann.

The curriculum of the mentor-led training programme embraced the Social Start Ups project's purpose of supporting Ethical Purchasing Groups in Croatia, France and Italy to start up social enterprises that empower and enable the enhanced social, economic, and environmental impact and effectiveness of their local communities.

Given the EPGs focus on agri-food production, the social start up curriculum includes a session covering the topics of Food Safety, Hygiene and Quality, and certification and registration. The content for this session was developed by the project partner Parco 3A.

The Social Start Ups curriculum was designed as a mentor-led process, addressing the sequential stages and challenges of starting up a social enterprise. The content of each mentor-led training session, and the accompanying activities to be completed, are presented in the table below. Each

training session is expected to last approximately four hours, although this is dependent on the participants / trainees and the mentor's style of training.

Session	Training Session	Content	Activity to complete before next session
1	Starting Out Week 1	Defining Social Start Ups Ideation (Brainstorming) Roles and Responsibilities	Finalize ideas Finalize roles and responsibilities
2	Social Start Up Structure Week 2	Structures, Roles and Responsibilities Communication, Negotiation and Consultative Decision Making within the Social Start Up	Market research: customer development, SWOT , PESTLE etc
3	Marketing Planning and Implementation Week 4	Vision, mission, values Branding Logo, marketing materials, marketing campaigns and social media	Setting up social media channels. E.g., Facebook, website Developing the marketing materials discussed in the session
4	Sales, Finance and Pricing Week 8	Finance sources and opportunities (fund raising), membership fees and other finance channels Finance tools: cashflow, breakeven analysis, profit and loss account Pricing strategies	Finalizing the marketing materials Researching funding sources Experimenting with financial and pricing scenarios and determining the most suitable for the Social Start Up
5	Production Week 12	Food Safety, Hygiene and Quality Production Planning Certification and Registration: regulations, costs, processes, benefits Share finalised ideas	Production On-going marketing
6	Enterprising / Sales Week 16	Managing and implementing the following: Creating a market Increasing number of producers Improving produce quality Expanding the membership of consumers Creating awareness about the EPG amongst the public / stakeholders / both Increasing sales of produce Increasing production Networking Relationship building	Ongoing production On-going marketing Selling Financial Tracking

7	Consolidation and Future Planning Week 20	Future Planning, Evaluation and Consolidation Sustainability and Growth	

The trained mentors from Croatia, France and Italy who delivered this programme in their respective locations, to enhance the effectiveness of the EPGs by supporting them to start up social enterprises, provided critical insights and reflections that informed the finalised curriculum as presented here. You can find the Mentor Profiles within the Project Handbook.

b. Developing the Toolkit

The project methodological tool comprised four separate but complementary tools which are available within the Project Handbook; the Mentor Guide, Self-Assessment Tool (Business Diary), Evaluation Tool (to measure the participants' learning) and the Mentor Training programme (to ensure consistency in delivering the training across different cultural contexts). Whilst the toolkit was developed so that each tool can be used independently, and separately, to replicate the Social Start Up Methodology effectively, all components should be used together due to their complementary nature. As the Social Start Up Project was focused upon EPGs operating within the agri-food sector, the toolkit's Mentor Guide and the Self Assessment Tool (Business Diary) both included an informative section entitled *Food Safety, Hygiene, Quality and Certification* which was developed by the project partner Parco 3A specifically for this programme.

a. Mentor Guide	The Mentor Guide is a step by step guide for those who wish to support their EPG members in starting up a social enterprise. The Guide provides all the content needed for leading seven sequential training sessions, accompanied by planning and reflection tools to enhance the mentor's overall mentoring skills. We recommend that the whole Guide is read before embarking on the Social Start Up journey so that mentors are aware of the process and end point from the beginning. This approach allows the mentors to effectively lead all the training sessions.
b. Self Assessment Tool (Business Diary)	This Business Diary is a learning and reflective tool to help participants to chart their team's progress in starting up a social enterprise. Ideally, the Business Diary will be used in conjunction with a mentor led social start up training programme, but it can also be used on its own. The Business Diary guides the participants and their team members through seven sequential training sessions, and provides introductory content, planning and reflection tools to support their social enterprise start up process. We recommend that participants read through the whole Business

	Diary before embarking on the Social Start Up journey so they are aware of the process and its end point from the start. This will allow them to effectively manage their expectations.
c. Evaluation Tool	Essentially, this comprised three dimensions: <ol style="list-style-type: none"> 1. Pre and Post tests to evaluate the participants' learning from the implemented Methodology. 2. Mentor reflection tool at the end of each training session. 3. Participant reflection tool at the end of each training session.
d. Mentor Training Programme	The 4day mentor training programme aims to familiarise the mentors with the content of the social start ups mentor-led training programme, to ensure they are prepared for the journey and to manage their participants' expectations. Irrespective of how experienced or qualified the mentors are, training them to familiarise them with the process and content of this particular programme is essential to ensure consistency in the delivery across all three locations, and to manage the expectations of the participants.

c. Training the Mentors

A training programme was implemented to familiarise the mentors with the content of the social start ups methodological tool. In total, nine mentors were trained to deliver the programme (4 from TAMAT - Italy, 3 from Verteneglio Municipality - Croatia, and 2 from AMSED in France) and three mentors were identified as Principle Mentors to lead the programme in their respective countries. The four day training programme took place at the Futures Entrepreneurship Centre, Plymouth Business School at Plymouth University in the United Kingdom. Here, trainees were able to observe and experience best practice examples of social enterprise through visits to Riverford Organic Farms, the Real Ideas Organisation, and Rumpus Cosy. In addition, both Plymouth University and Plymouth City Council hold the prestigious ‘Social Enterprise Mark’ which acknowledges the social enterprise character and success within Plymouth.

	9am – 10:30am	10:30 – 12:30	Lunch 12.30 – 13.30	13.30 – 5.30	Evening 18:00 – 20:00
Day 1	Social Start Ups Training Session 1: What is social ent and what it isn't	Social Start Ups Training Session 2: Mentor Guide chapters 1 and 2		Social Start Ups Training Session 3: Mentor Guide Chapter 3	Social Entrepreneurship Team Building Activity
Day 2	Social Start Ups Training Session 4: Field Trip / Day Visit to an Organisation where Best Practice in Mentoring or EPGs or Social Enterprise can be observed 8.00 a.m - 5.00 pm				
Day 3	Social Start Ups Training Session 5: Reflections	Social Start Ups Training Session 6: Mentor Guide Chapter 4		Social Start Ups Training Session 7: Mentor Guide Chapter 5	Social Entrepreneurship Team Building Activity
Day 4	Social Start Ups Training Session 8: Mentor Guide Chapters 6 and 7		Mast House 204	Social Start Ups Training Session 9 (On Line Mentoring)	Social Entrepreneurship Team Building Activity

Irrespective of how experienced or qualified the mentors are, training them to familiarise them with the process and content of this programme was essential to ensure consistency in the delivery across all three locations, and to manage the expectations of the participants. To enhance the mentoring experience through peer learning and sharing mentoring experiences, monthly on-line support sessions were held for the Principle Mentors. This enhanced the quality of the overall programme design as changes where necessary could be addressed and instigated immediately.

Inspirational view from the training rooms at Plymouth University's Mast House



The three 'Principle Mentors' who led the experimentation phase of the Social Start Ups Methodology in their locality were:

Name: Domenico Lizzi

Organisation: Tamat

Place: Perugia, Italy



Domenico mentored a group in Perugia by using the Social Start Ups methodological tools. The experimentation achieved good results as they started an Ethical Purchasing Group (EPG) in Perugia city centre. Whilst this EPG now includes over 40 members, the challenge is to find a sustainable model for this EPG. Six of the EPG members have developed a thorough plan for a social enterprise start-up which they will launch in 2017.

Name: Joana Levy

Organisation: AMSED, AMAP du Ruisseau Bleu

Place: Strasbourg, France



Joana mentored EPG members willing to start up social enterprises in and around Strasbourg. Using the methodological tools created on the Social Start Ups Project, Joana trained participants who were considering the creation of an associative café sourcing and serving produce from local EPGs, and another group who were looking to create a social enterprise to enhance the sustainability of their EPG which raises grass eating animals only. The challenge now is to realise the created plans.

Name: Tamara Miletic

Organisation: Municipality of Verteneglio

Place: Verteneglio, Croatia



Tamara mentored EPG members in the Verteneglio region of Croatia who were willing to start up a social enterprise to enhance their EPG's sustainability and competitiveness. Although the social start up process and its methodological tools were warmly received and appreciated, an agreement on whether or not organic and non-organic producers could be members of the same social enterprise could not be reached. Thus the challenging dialogue between the organic and nonorganic producers continues.

During the mentor training, participants were encouraged to identify inspirational examples of EPGs and / or social enterprises so they can use these when they are implementing their training programmes. The following are the examples selected by the mentors trained on this programme.

Inspirational Example of a French Cooperative of Producers : Hop'la



Hop'la is a collective salepoint of farm products. Powered by a cooperative of 27 local producers, our direct sales store is characterized by a particular operation.

A cooperative

Producers are required to carry a minimum of permanence in the month and alternatively, in turn, the store manager. A producer can sell, advice and direct talk about his product to the consumer but it is also aware and concerned by the products of his colleagues. Favor the collective and the close relationship also means that the spirit of Hop'la!

Beef, poultry, pork, fish, dairy products, fruits, vegetables, honey, herbs, flowers, cheese, mushrooms, wine, preserves, beer, oils, syrups, brandies, etc. Each producer offers different products, avoiding competition between them.

Pricing policy

The Hop'la prices are equivalent to those on the other direct sales sites which most producers use (markets, direct to the farm). Each producer is responsible for their own profits and losses and ensures maintaining optimal value.

Hop'la is primarily a collective.

Decisions taken by the group are subject to a vote in the board meetings that are held regularly: new products, investments, etc. Again, this is the collegiate aspect that is privileged.

Hop'la in brief:

The structure is an old straw storage building in Oberhausbergen reconditioned to meet the standards expected of a facility where members of the public can be received:

- 360 sqm of sales area
- 2200 references which follow the seasons
- 17 positions created by the cooperative
- 16 jobs created in farms
- 1 beef processing plant and integrated ovine
- 9 special cold rooms for each product • 1 maturation chamber for beef
- 1 kitchen to prepare the catering range.

To date, Hop'la is the only collective marketing cooperative in Alsace and is one of the largest in France for its sales area. Moreover, Hop'la is a nationwide cooperative that offers more product references. Hop'la is also the only cooperative that has both a collective point of sale and a collective processing workshop.

Story

At the starting point of this adventure, it was realized that markets and traditional places of direct sales often depended on weather conditions and had less and less possible spaces that concentrated on real food pools. In 2005, 6 farmers imagined a place sheltered from the vagaries of the weather where offering real food was possible. All framed by a strong ethic that respects the three overriding principles of:

A local food supply

No purchase and resale

Respect for nature and the seasons

The objective was to offer quality local products and maximum transparency and traceability, to regain the confidence of consumers shocked by food crises of recent years.

Seven long years passed before Hop'la opened its doors in Oberhausbergen, on the outskirts of Strasbourg.

Inspired by the pioneering structures of the Rhône-Alpes region, the group of farmers evolved year by year, and formed a cooperative.

Since March 2012, 15 producers regularly welcome their clients from Tuesday to Saturday, offering the best of their lands.



Inspirational Example of an Italian Social Enterprise



Multiplex Cinema “Postmodernissimo” (<http://www.postmodernissimo.com/il-progetto/>)

Anonima impresa sociale is a social enterprise founded in 2014 by four young people with the cultural aim to reopen an historical cinema in Perugia after it remained closed for 14 years. The citizens’ participation and involvement in this project transformed them from viewers to funders, and members of the social enterprise.

This cultural enterprising project was co-sponsored and supported by Perugia city council and the Postmodernissimo cinema cooperative. The cooperative who started up the cinema, invested 300.000 euros for the renovation of the original cinema and to buy new equipment. This financial investment drew on capital contributed from multiple sources; the shareholders, donations from citizens of Perugia and members of the cooperative, loans granted by Banca Etica, and a low-interest loan from the Umbria regional council.

The involvement of the citizens of Perugia was a strong contributor to the creation of the social enterprise. They promoted participation and engagement in different ways including the following examples:

1. the creation of a temporary office during the renovation period, where visitors could learn about the project and/or visit the construction site.
2. The creation of a crowdfunding campaign to finance the renovation of the cinema (more than 700 people supported this) so that Perugia’s citizens could support the start-up phase with donations and thus become members of the Anonima Impresa Sociale social enterprise (which now has more than 50 members).

Currently, there are more than 5.000 people sharing the cultural project and giving a social and communitarian dimension to the Postmodernissimo cinema.

d. Applying the Social Start Up Methodology

The Social Start Up methodology was implemented and completed in the 3 project sites of Verteneglio in Croatia, Strasbourg in France, and Perugia in Italy. Whilst the social start ups training programme was delivered consistently and in accordance with the Mentor Guide and the Toolkit, the speed with which the programme progressed in the three locations, differed, and the types of social enterprises envisioned in each location was also different. This could be due to the demographics of the mentees, the context in which the programme was being implemented, the needs and priorities of the EPGs, and the existing awareness of the social enterprise model, as well as the existing legal framework governing this.

However, this extant diversity across the three locations where the Social Start Ups project was being implemented, did not impact upon the delivery of the programme negatively. Rather, it provided solid testing grounds for the design rigour of the programme.

In essence, the focus of the social start up in Verteneglio's EPG was on local produce, but this erupted into a disagreement about organic vs non-organic produce. Although the Social Start Up methodology was welcomed, an agreement could not be reached regarding the inclusion of both organic and non-organic local products, and the group split into organic and non-organic producers. Given the significance of this issue for this Croatian region, we are pleased that the project was able to bring it to the forefront, with the Municipality of Verteneglio leading the way in addressing this challenge. The trainee demographic here

In Strasbourg, the Social Start Ups methodology was employed through AMSED, and mentees here had too many potential social enterprise ideas to limit to the creation of one social enterprise only. Whilst the mentoring sessions were buzzing with discussions, there was a preference to having multiple social enterprise start ups, led by individuals or small groups, rather than an overall group effort. This outcome does not contravene the ethos of the Social Start Ups project as all start ups were rallying around the social enterprise model. It is anticipated that as these micro social start ups become established, they can merge together or collaborate, to enhance community development. Given the participant dynamics here, the social start up project progressed systematically and regularly.

In Perugia, the participants worked together to create an EPG in the first instance, and then to create a social enterprise to enhance the EPG's sustainability. Given the extant brainstorming and ideation at the beginning of the social start up process, the completion of the Social Start Up Project here took longer than Verteneglio or Strasbourg. However, this is expected as the group was beginning the journey completely from scratch and needed the time to determine the social enterprise's aims, activities, business model, implementation etc. Although this was the slowest process amongst the three locations, it fulfilled the aims of the Social Start project fully, and will most likely be sustainable in the longer term. This social start up was focused on community development and Perugia's urban regeneration through the following activities:

1. Cooking Delivery / cooking at the clients homes with the EGP products.
2. Investigating in a cooking show for tourists. How to cook the products in the organic box by creating awareness about the products in the box.
3. Hosting and supporting newly arrived students in Perugia – accommodation etc.

4. Service focused / delivery like a virtual hotel such as an Airbnb in the neighbourhood only (within a 400 m boundary).
5. Pedagogical garden – connected to the virtual hotel for tourists.

e. Evaluation of the Methodological Tool

The evaluation of the Methodological Tool was undertaken through the consistent feedback from mentors whilst they were implementing the Social Start Up Methodology in Croatia, France and Italy. In total, ten on-line mentoring sessions consisting of two hours each, were undertaken on a monthly basis. The purposes of doing so were as follows:

1. To support the mentors in their leadership and implementation of the Methodological Tool.
2. To address any issues arising from the implementation of the Methodological Tool.
3. To share the mentors' reflections on each training session.
4. To share the participants' reflections on each training session.

Through this regular and progressive evaluation approach, the feedback remained fresh and current and thus, necessary adjustments could be made as required rather than at the end of the programme when it's too late for the participants experiencing the experimentation of the Methodological Tool. In addition, this evaluation approach acknowledged the reflections of the participants and the mentors and encouraged them to continue providing constructive feedback and comments as they witnessed the results of their input.

Following the completion of the experimentation phase where the Methodological Tool was implemented in Croatia, France and Italy, a team meeting was held in Strasbourg in September 2016 to finalise the necessary amendments for all the deliverables including the Methodological Tool design. These revisions were made and have been reflected within this document as well as the Mentor Guide and Self Assessment Tool (Business Diary). Principally, these focused upon:

1. Timing and length of the training sessions.
2. Team composition.
3. Clarification of the mentor's role.
4. Provision of the Mentor Guide and Self Assessment Tool (Business Diary) as electronic documents rather than hard copy documents.
5. Localisation of examples and case studies within the Methodological Tool.

f. Evaluation of the Participants' Learning

The evaluation of the participants' learning was undertaken through the use of pre and post tests specifically designed for this Social Start Up project and as shown on the following pages. The pre and post tests accounted for participants' knowledge, attitudes and practices acquired or developed through their participation in the Social Start Ups project and its Methodological Tool.

There was significant learning in the participants' knowledge of social enterprise in all three locations where the Social Start Up methodology was applied and experimented, but the participants' knowledge and skills in accounting was varied. In Italy, participants' accounting knowledge was

improved amongst all participants (100%), in France, participants' accounting knowledge improved by approximately 67% and in Croatia by 70%. This variance across locations where the methodology was implemented and experimented, can be attributed to the implementation and progression of the Social Start Up Methodology whereby the more applied the learning was, the more effective the overall learning, and especially the accounting knowledge and skills were. This is consistent with the design of the Social Start Up Methodological tool and approach. For example, in Italy, the participants actively engaged in starting up social enterprises and thus had to calculate their costings and forecast their accounts, where as in Croatia learning was more passive in this domain as they didn't actively engage in this process.

However, the accounting skills component was only one of twelve skills addressed and developed within this programme and therefore, did not impact significantly upon the overall improvements in the participants' skills and employability competence for business creation. In Italy for example, 100% of participants showed the greatest increase in their level of skills and employability competence for business creation, learning and development in enterprising attitudes and practices due to their immersion in the social start up methodology, and scoring consistently high on the following post test statements:

The Social Start Ups Programme:
a. Helped me appreciate what social enterprises are.
b. Was critical in helping me to understand the importance of social enterprises.
c. Presented options I hadn't considered before.
d. Helped me identify skills I didn't know I had.
e. Shaped the plans for the EPG.

In Croatia too, the vast majority of participants (70%) also showed significant improvement for statements a, b, c, and e above. In France, around 67% also showed significant and consistent improvement across the above post-test statements. These were the participants who were seriously and eagerly considering the start up of their own social enterprises.

With regards to the impact of the Social Start Ups methodology on the participants' enterprising skills, and employability competence for business creation, the list below presents the skills where 96% of the overall participants across all three locations (Croatia, France and Italy) experienced most improvement:

- a. Knowledge of social enterprise
- b. Creative thinking
- c. Critical and analytical research
- d. Leadership and decision making

Areas where moderate improvement was made for 96% of the overall participants across all three locations (Croatia, France and Italy) were accounting and sales skills. This was consistent with the Methodological Tool's aims and objectives as these skills are practised more so within the start up implementation phase rather than the ideation and planning one.

Overall therefore, the skills and employability competence for business creation were significantly increased for 96% of the overall sample of participants. The level of skills and knowledge improved significantly within each location as follows:

- ✓ 100% of the participants in Italy

- ✓ 67% of the participants in France
- ✓ 70% of the participants in Croatia

These results in the participants' learning and skill development are encouraging and support the designed and developed Methodological Tool as it was implemented.

Pre Test

Participant Information

1. The first 3 letters of your family name

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2. Date of Birth

Day			Month			Year			

3. Are you male / female (*please circle the correct answer*)
4. Country where you are undertaking the Social Start Up Program: _____
5. Name of the Social Start Up you are involved with: _____
6. Your role/s in the Social Start Up: _____
7. Education Level: University Secondary School Primary School No School (*please circle the correct answer*)
8. Current employment status: self employed employed unemployed (*please circle the correct answer*)

PLEASE NOTE: Your answers to the questions in the pre-test will show us where more learning is needed and they do not affect your participation in the *Social Start Ups* programme. Similarly, your answers in the post-test will show us how much learning has occurred during the *Social Start Ups* process and programme. So please answer all questions honestly. All completed questionnaires will be stored confidentially with the project's Lead Partner, TAMAT.

9. To what extent do you agree with the following statements:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. My thinking is very creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My thinking is critical and analytic.					
c. When negotiating with others, I can persuade them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. To what extent do you agree with the following statements:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
d. I am able to manage my time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am able to conduct market research well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I am very good at selling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I always find solutions to problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am a team player.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am a leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I make the right decisions quickly and easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I am excellent at accounting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I know what social enterprises are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. Knowledge Questions: For each of the questions below, please circle the correct answer.

1. Which one of these statements are FALSE and which ones are TRUE?

- Social enterprises have a social or environmental purpose.
- The profits of social enterprises are reinvested into the social or environmental purpose, or the community.
- The profits of social enterprises are driven by the need to maximise profit for shareholders and owners".
- Social enterprises rely on volunteering, grants or donations to sustain themselves in the long term.
- Social enterprises make money from selling goods or services or both.

2. 'Eco Trader' sells specialty organically certified olives and olive oil boxes. The social enterprise has 10 employees who work 30 hours a week and are paid Euro 12 per hour each. The marketing department requires Euro 200 a month for supplies, and rent for office space is Euro 500 a month. In June, the company sold 150 specialty boxes and paid its employees a 10% sales commission, and is responsible for a sales tax rate of 5%. Using this information calculate June's total *fixed costs* for Eco Trader. The answer is:

- Euro 3,600.
- Euro 4,300.
- Euro 4,300 plus 5% sales tax rate.
- Euro 4,300 plus 10% sales commission and 5% sales tax rate.
- None of the above.
- Don't know.

3. In addition to the information about Eco Trader provided in question 2, what other information do you need to calculate the number of boxes that must be sold to cover the costs of the social enterprise?

- The number of salespeople employed by Eco Trader.
- The net price of the olives and olive oil boxes.
- The country where Eco Trader is located.
- Information on the organisation buying Eco Trader's boxes.
- None of the above.
- Don't know.

4. Why do successful social enterprises regularly communicate with their existing and potential customers and clients?

- a. To inform them and persuade them to buy.
- b. To establish a competitive advantage in relation to their product / service.
- c. To gather detailed information to regularly upgrade and develop their product / service.
- d. To satisfy their customers and clients.
- e. All of the above.
- f. Don't know.

5. Which of the following statements is true?

- a. We only need to consider the customers' level of satisfaction, not their expectations.
- b. We need the customers' data only, not their ideas or suggestions.
- c. Seeking feedback from customers results in good customer retention.
- d. Measuring customer satisfaction is a key step for improving a social enterprise's relationship with its customers.
- e. All of the above.
- f. Don't know

End of Pre-Test

Post Test

Participant Information

1. The first **3** letters of your family name

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2. Date of Birth

Day			Month			Year			

3. Are you male / female (*please circle the correct answer*)
4. Country where you are undertaking the Social Start Up Program: _____
5. Name of the Social Start Up you are involved with: _____
6. Your role/s in the Social Start Up: _____
7. Education Level: University Secondary School Primary School No School (*please circle the correct answer*)
8. Current employment status: self employed employed unemployed (*please circle the correct answer*)

Knowledge Questions: For each of the questions below, please circle the correct answer.

1. Which one of these statements are FALSE and which ones are TRUE?
- Social enterprises have a social or environmental purpose.
 - The profits of social enterprises are reinvested into the social or environmental purpose, or the community.
 - The profits of social enterprises are driven by the need to maximise profit for shareholders and owners".
 - Social enterprises rely on volunteering, grants or donations to sustain themselves in the long term.
 - Social enterprises make money from selling goods or services or both.
2. 'Eco Trader' sells specialty organically certified olives and olive oil boxes. The social enterprise has 10 employees who work 30 hours a week and are paid Euro 12 per hour each. The marketing department requires Euro 200 a month for supplies, and rent for office space is Euro 500 a month. In June, the company sold 150 specialty boxes and paid its employees a 10% sales commission, and is responsible for a sales tax rate of 5%. Using this information calculate June's total *fixed costs* for Eco Trader. The answer is:
- Euro 3,600.
 - Euro 4,300.
 - Euro 4,300 plus 5% sales tax rate.
 - Euro 4,300 plus 10% sales commission and 5% sales tax rate.
 - None of the above.
 - Don't know.

3. In addition to the information about Eco Trader provided in question 2, what other information do you need to calculate the number of boxes that must be sold to cover the costs of the social enterprise?
- The number of salespeople employed by Eco Trader.
 - The net price of the olives and olive oil boxes.
 - The country where Eco Trader is located.
 - Information on the organisation buying Eco Trader's boxes.
 - None of the above.
 - Don't know.
4. Why do successful social enterprises regularly communicate with their existing and potential customers and clients?
- To inform them and persuade them to buy.
 - To establish a competitive advantage in relation to their product / service.
 - To gather detailed information to regularly upgrade and develop their product / service.
 - To satisfy their customers and clients.
 - All of the above.
 - Don't know.
5. Which of the following statements is true?
- We only need to consider the customers' level of satisfaction, not their expectations.
 - We need the customers' data only, not their ideas or suggestions.
 - Seeking feedback from customers results in good customer retention.
 - Measuring customer satisfaction is a key step for improving a social enterprise's relationship with its customers.
 - All of the above.
 - Don't know

6. To what extent do you agree with the following statements:	Not at all	Somewhat	Satisfactory	Good	Great Extent
e. My thinking is very creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My thinking is critical and analytic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. When negotiating with others, I can persuade them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am able to manage my time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am able to conduct market research well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I am very good at selling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I always find solutions to problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I am a team player.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I am a leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I make the right decisions quickly and easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. To what extent do you agree with the following statements:	Not at all	Somewhat	Satisfactory	Good	Great Extent
o. I am excellent at accounting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. I know what social enterprises are.					

Please tell us to what extent you agree with each of these statements:

7. The <i>Social Start Ups</i> Programme...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. Was both challenging and productive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Helped me appreciate what social enterprises are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Was critical in helping me to understand the importance of social enterprises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provided options I hadn't considered before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Helped me identify skills I didn't know I had.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Shaped the plans for the EPG.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank You!



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