

T3.4 (D.T3.3.2) POLICY GUIDANCE FOR TRANSFERABILITY

12.20.2022

Table of content

Table of content.....	2
Introduction.....	3
1. The InnoSchool Learning System (ILS).....	4
2. The InnoSchool Learning System (ILS).....	8
2.1. Key elements of the ILS.....	9
2.2 Objectives and advantages of the ILS.....	9
2.3 How to use ILS.....	11
2.4 ILS methodology and content.....	12
3. Impact of ILS implementation.....	15
4. Action Plan development.....	19
4.1. Educational background.....	19
4.2. Challenges in the ILS implementation process.....	21
4.3. Actions in the ILS implementation process.....	28
5. Conclusion – how to incorporate ILS to curriculum?.....	31
ANNEXES.....	33
Annex 1: Action Plan template.....	33
Annex 2: InnoSchool Learning System educational framework for translation concerning to Serious Game.....	34
Annex 3: Service level agreement.....	76

Introduction

Developing the entrepreneurial skills of secondary school students has become an increasingly common educational goal in recent years. European Union policy makers believe that entrepreneurship curricula, embedded in education and specific training, equip young people with the necessary skills and competences to compete successfully in the labour market and to become self-employed, and can increase the innovativeness of an organisation or firm through the knowledge acquired and the use of new skills. The development of entrepreneurial skills requires new and creative teaching and learning methods, of which hands-on learning is a key element.

One example of the European Union's efforts to strengthen entrepreneurship is the InnoSchool project under the Danube Transnational Programme. Launched on 1 September 2018, the InnoSchool project's primary objective was to foster entrepreneurship and social innovation in the partner countries participating in the project. The project partners identified secondary school students as the primary target group for the actions. The rationale for this target group was that secondary school students are at a stage in their lives when they are making decisions about their future careers and can be attracted to entrepreneurship.

In this document we present to you the main objective of the project. You will learn about the partners involved in the implementation and the main elements of the InnoSchool Learning System (ILS) developed in the framework of the project, as well as the results of the testing of the elements in secondary schools.

The document also addresses the issue of the adaptability of the ILS in schools and presents the experiences and ideas of the project countries on how to integrate the ILS into the school curriculum.

The Policy Guidance aims to provide a general overview of the results obtained and to offer suggestions for those who wish to introduce the method into their curricula in the future.

1. The InnoSchool Learning System (ILS)

Over the last decades, interest in entrepreneurship education has grown significantly. This is because many believe that if entrepreneurial skills and knowledge are acquired by whole generations, it can generate significant impacts for a whole country and society. The most commonly cited positive effects include economic growth, job creation, increased social resilience, individual development and increased social equality. However, it is also important to note that putting entrepreneurship education into practice poses significant challenges for a country's school system, its schools, its teachers and often its students. The greatest challenges are the lack of time and adequate financial and human resources, fear of commercialisation, the difficulty of changing the educational structure, the difficulty of measuring the knowledge and skills learnt and acquired, and the rather diverse definitions of entrepreneurship education as a subject.

The aim of this chapter is to show what exactly entrepreneurship education is and how it can be defined. It also aims to explain in detail why its teaching is important in educational institutions and why it is relevant and useful for society as a whole. It is also important to briefly consider the age groups for which entrepreneurship education should be included and the content of the content. Furthermore, this chapter also raises some ideas on the practical application of entrepreneurship education. The aim of the chapter is therefore to provide the reader with an overview of what entrepreneurship education is all about. Entrepreneurship education and skills training can be interpreted in many different ways, and there are many different definitions with varying content. In the maze of these, it is important to define what some of these terms mean and which part of entrepreneurship education they deal with. The most commonly used definitions in the Anglo-Saxon countries are enterprise education and entrepreneurship education. The difference

between these definitions can be identified in the focus of the educational activity. While entrepreneurship education focuses on the development of individuals' skills, mindsets, attitudes and abilities, entrepreneurship education focuses on the development of the skills needed to start a business and can be equated with the content of entrepreneurship classes often found in higher education. To alleviate the terminological confusion, some have suggested the term enterprise and entrepreneurship education, which encompasses both definitions and educational focus.

It is also important to underline that entrepreneurship can take many different forms for different people. For example, for most people, entrepreneurship refers to a person who creates a new business that is constantly growing and producing some value for profit. However, it is important to clarify that entrepreneurship does not necessarily involve the creation of a company or business and can often take place within an existing business. Entrepreneurship in this sense refers to the process by which individuals, either alone through their own business or within an existing organisation, seek to seize opportunities, taking into account the resources available to them. This implies that entrepreneurial individuals are open to their environment, recognise its needs and changes and are able to respond to changing needs in the given situation.

If entrepreneurship education is to be embedded in the education system, it is essential to define the approach to entrepreneurship education. Entrepreneurship education in the narrower sense is more about finding opportunities, business development, self-employment, starting and running a business. In addition, entrepreneurship education in the broad sense encompasses individual development, creativity, autonomy, initiative and activism. Which definition and approach is chosen will have a significant impact on the educational objectives, the target group, the content of the subjects, the teaching methods and the ways in which students are evaluated.

When incorporating entrepreneurship education into the curriculum, it is also important to be aware that society has always viewed entrepreneurship as a male activity. This has cultural and historical roots, which were of course relevant in the past. However, it is particularly important that education is open to girls and women, that their needs are taken into account in the curriculum, and that the methods and examples used are also gender-sensitive. If education remains male-dominated, this will both divert potential female entrepreneurs from the field and could also lead to problems in teamwork in the classroom if the methods and examples chosen are designed for boys or men. In other words, this approach to education can even become counterproductive. In addition, it is important to note that it is no longer often a single entrepreneur who achieves success and creates a stable and profitable business in the long term, but typically teams of different skills and knowledge.

Due to different teaching methods and approaches, there has been considerable debate about the use of traditional and entrepreneurial teaching methods. The difference between the two teaching methods lies in the fact that while traditional education is standardised, content-oriented, passive and made up of discrete subjects, entrepreneurial education is individual, active, process-oriented, project-centred, teamwork-based, experimental and cross-curricular. Kolb's "experimental education", project-based education and situational learning are progressive, i.e. forward-looking, educational approaches that experiment with new teaching methods, similar to entrepreneurship education. The best known of these is project-based education, or Kolb's experimental education, often referred to in professional circles. In addition to some of the above-mentioned new teaching methods, other trends to reform education have emerged in large numbers, but have either not spread or do not have the support of educators and the profession and are not mentioned here. Although education policy seems to be beginning to incorporate alternative teaching methods into its toolbox, it can be concluded that the traditional theoretical education system based on standardised assessment has not undergone any significant change and remains dominant.

Table 1: Comparison of pedagogical approaches to entrepreneurship education

Educational focus	Entrepreneurial education	Problem - based education	Project - based education	Service-based education
Problems	X	X	X	X
Options	X			
Authenticity	X	X	X	X
Creativity	X		X	
Repetitive experimentation	X			
real interaction with the outside world	X			X
value creation for external stakeholders	X			X
teamwork	X	X	X	
continuous work over a long period	X		X	X
iinnovativeness	X			
risk of failure	X			

Entrepreneurship education is often compared to project-based education, problem-based education and service-based education. The aim of service-based education is to perform or provide a service to the local community. In other words, the aim is to develop cooperation, identity and social responsibility among students. Typical examples are waste collection, visiting the elderly, food distribution. It is important to note, however, that service learning is not a one-time event, but a carefully planned learning process over several months.

The specific characteristics of entrepreneurship education are summarised in Table 1. Entrepreneurship education is not only focused on problems but also on opportunities, experimentation, the involvement of external stakeholders and innovation. While some of these may be present in other pedagogical methods, entrepreneurship education focuses on many more factors, such as innovation and the risk of task failure, which are new elements compared to other methods.

The development of the ILS has been framed by these considerations. It was important that it should work in countries with a wide range of social and economic development. It was important that children were not driven by 'compulsory' use, but by voluntary participation and motivation to do something different, something new. In the following chapters, we will review the content of ILS, issues of its usability and possibilities for its introduction into the curriculum.

2. The InnoSchool Learning System (ILS)

InnoSchool initiative covers 9 countries from the Danube region and assures achieving impact through wide interaction of partners and stakeholders. Students, teachers, secondary schools' representatives, responsible policy bodies, business supporting actors and organizations working in social field were involved in the design and development process of ILS. The new learning system is built on intensive research and evidence with a focus on existing in the involved territories social needs.

ILS is an innovative learning system specially designed to create awareness about social needs and improve the abilities and entrepreneurial skills of the upper secondary schools' students. It combines traditional classroom-based learning methods with digital elements and online simulation, thus helping build the next generation of social entrepreneurs and innovators.

2.1. Key elements of the ILS

Serious Game (SG)	<p>- SG is the core ILS element. It is a digital learning tool, which provides opportunity to learners to gain experience and generate social business idea through online simulation.</p> <p>SG is designed as responsive web-based app, which to be used both in class and out of class by students' teams to learn, play and accomplish their educational tasks.</p>
Guidance for Teachers on Using ILS	<p>- The handbook for teacher is a practical guide to support teachers in applying the InnoSchool pedagogy.</p> <p>It includes step-by-step teaching guidance, which comes along with a set of offline activities, Serious Game manual both for playing and administrating, methodological and theoretical input to fully equip teachers for their work with ILS.</p>
Training Materials to Train Teachers	<p>- Training materials for teachers are specially developed to be used at Training workshops for teachers.</p>
Impact Questionnaires for Students	<p>- Impact questionnaires are intended for assessment of students' progress.</p>

2.2 Objectives and advantages of the ILS

Developed with the main objective to boost the entrepreneurial mindset and social innovation awareness on a complex level, ILS is characterized by the following strong advantages:

Highly innovative learning system that enhance (social) entrepreneurial spirit and competences of the students

1. **Attractive for students** due to:

- Edutaining character – combines educational process with entertaining environment, assuring better motivation for students
- Gamification through web-based Serious Game
- Incorporation of social media in Serious Game
- Competitive character of the Serious Game and final Interschool competition

2. **Supportive for teachers**, due to developed combination of learning environment/guidance for teachers with methodology for online and offline sessions/training for teachers' workshops in territories/technical support and contact with partners/Serious Game developers
3. **Flexibility of use** in terms of duration, subject fit, form of activity (presence/distance learning, online/offline activity), etc.
4. **Applying experiential learning** methods, leading to successful development of social business idea
5. **Based on existing social needs** in the territories and important advisory from stakeholders from all 9 countries
6. **Use of real social entrepreneurship** examples and case studies
7. **Valuable for learners** (developing lifelong skills and competences of students)
8. **Creating value for community** through preparing future social entrepreneurs
9. **Free of charge** use of the ILS and Serious Game

The **main pedagogical objectives** of ILS are:

- to foster entrepreneurial skills and competences of students; especially in the field of social entrepreneurship;
- to strengthen students' social attitude;
- to develop social business models;
- to develop social business plan;
- to combine blended learning methods with the benefits of online learning environment.

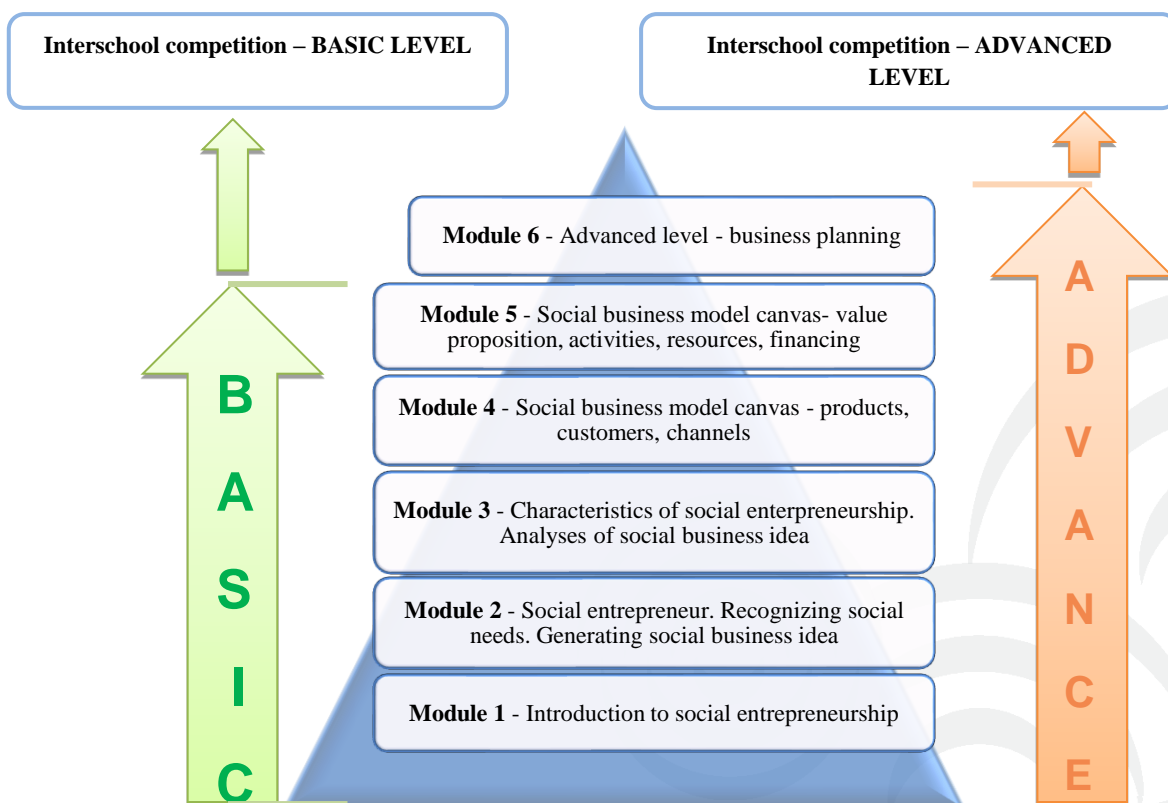
The general **ILS learning objectives for students** are:

- to understand societal problems and challenges;
- to elaborate own ideas to social business/initiative;
- to work out models and business plans;
- to work in a team;
- to present their ideas;

2.3 How to use ILS

InnoSchool Learning System proposes two learning paths – **Basic** for beginners and **Advance** for advanced learners.

- **Basic level:** For students who have no or not sufficient preliminary knowledge about entrepreneurship and social innovation.
Workload: first five modules;
- **Advanced level:** For students who already have sufficient pre-knowledge in order to successfully conclude all offline and online activities.
Workload: all six modules;



2.4 ILS methodology and content

The ILS methodology is based on SG as a teaching tool, lectures and guidance for teachers, in-class reflection and a unique combination of practical exercises to develop social entrepreneurship knowledge and skills.

The ILS methodology is characterised by the following features:

- Experiences - the teaching process is organised around the Serious Game. SG introduces students to the relevant theory and tasks, the simulation environment for developing the social entrepreneurship idea, and other game elements such as scoring and competition.
- Practical and experiential - learning through entrepreneurship knowledge/skills acquisition is achieved through relevant practical tasks that require teams to gain experience in developing their own social business project
- Flexibility - although the ILS includes a detailed curriculum for online and offline sessions, it allows for flexible application, taking into account local specificities. This means that the teacher can adapt the training to the learners' prior knowledge, the time available for offline sessions, the possibility to involve experts, the organisation of visits by social entrepreneurs and creative teaching methods.

Flexible solutions for teachers:

- flexibility in the number of offline sessions
- flipped classroom teaching - key activities can be part of offline sessions, while parts of the digital game, such as theory and some practical exercises, can be done outside the classroom
- compulsory text tasks are minimal workload / additional optional tasks may be available
- optimise teamwork by sharing tasks between group members
- collaboration with each other, where better teams can support those who are lagging behind

- digital communication and learning channels can be integrated.

Offline sessions are of great importance, they provide an opportunity to build relationships between teacher and team, teacher and class, team and class. In these sessions, the teacher does not only teach and explain, but also discusses the content and tasks with the students, inviting them to reflect, share their views and experiences and actively explore. This type of session is used to reflect on previous content and to provide guidance on how teams can work through the upcoming open tasks. Teams can continue working, presenting and receiving feedback from the class and teacher on the open tasks they have completed.

For the offline sessions, teachers can use methods such as classroom discussions, debates, brainstorming, questions for groups or the class, examples from teachers or students (if they have knowledge of them) to support the explanation of concepts, group work to identify key learning points, presentations by teachers or groups, or guest speakers with experience in social entrepreneurship, or others. The role of teachers here is also to explain new topics clearly. Tables, lists, diagrams, pictures, videos, internet tools, etc. can be useful tools to distinguish the characteristics of key theoretical terms. Additional exercises and methods to motivate empathy, social sensitivity, motivation to keep moving forward can also be included.

The teacher should encourage students to start identifying with social entrepreneurs. Mentoring should support teams as they develop their business ideas. Usually many questions arise and players/teams progress at different paces. Teachers can guide teams with guiding questions, referring to relevant examples and tools, helping them to develop their own ideas and gain confidence.

The moduls of the game and their content:

Moduls	On completion of the module, students will be able to	New knowledge
Modul 1	<ul style="list-style-type: none"> understand and describe the concept of social enterprise 	<ul style="list-style-type: none"> voluntary work, charity professionals, charities, foundations, associations,

	<ul style="list-style-type: none"> ▪ understand, describe and distinguish between the concepts of volunteering, charity professionals, charity, foundation, association, humanitarian organisation, innovation, social innovation, entrepreneurship and social enterprise ▪ understand the difference between social entrepreneurs and voluntary work ▪ recognise social needs ▪ explain the relevant theories 	<p>humanitarian organisations</p> <ul style="list-style-type: none"> ▪ innovation and social innovation ▪ enterprise and social enterprise
Modul 2	<ul style="list-style-type: none"> ▪ list key areas/initiatives for social entrepreneurship ▪ identify social entrepreneurs ▪ list the characteristics of a successful social entrepreneur ▪ identify and list social needs, problems and challenges ▪ identify sectors and companies where social entrepreneurs work ▪ focus on the social needs of their environment with the intention of finding solutions ▪ create a vision board to record ideas related to a specific topic 	<ul style="list-style-type: none"> ▪ mission statement ▪ product, service ▪ social problem, social need
Modul 3	<ul style="list-style-type: none"> ▪ illustrate the strengths and weaknesses of their chosen topic ▪ identify, understand and present options ▪ anticipate threats ▪ develop their own ideas for the social enterprise/initiative ▪ apply and integrate social entrepreneurship skills and critical thinking ▪ present the dream boards of the team ▪ present ideas for their social enterprise/initiative 	<ul style="list-style-type: none"> ▪ SWOT analysis
Modul 4	<ul style="list-style-type: none"> ▪ define terms such as marketing strategy, social media, team and management ▪ classify and categorise activities related to marketing and management ▪ analyse social networking and collaboration opportunities ▪ solve more complex research tasks related to the marketing strategy of social entrepreneurs: market segmentation ▪ start to create the canvas for their own social business model (by analysing: demand for the product/service, user/target group/beneficiaries, how profitable it will be, and then how to present the product, through which channels, social media and other modern marketing channels) ▪ develop own ideas for the social enterprise/initiative 	<ul style="list-style-type: none"> ▪ social business model ▪ marketing strategy ▪ networking, collaborations ▪ market segmentation ▪ sales channels ▪ value proposition

Modul 5	<ul style="list-style-type: none"> ▪ define concepts such as main costs and revenues, attracting investment, raising funds, price, costs, income and profit ▪ make calculations about the product/service ▪ classify and categorise marketing and management activities according to the social business model canvas ▪ analyse fundraising opportunities ▪ analyse how to distribute the profits generated to become a social entrepreneur ▪ tackle more complex research tasks related to the marketing strategy of social entrepreneurs: market segmentation ▪ create their own social business model (by analysing demand for the product/service, user/target group/beneficiaries, how profitable it will be, and then how to present the product, through which channels, social media and other modern marketing channels) ▪ determine the common opinion of the team using table-top method and empathy map methods 	<ul style="list-style-type: none"> ▪ cost, investments ▪ fundraising ▪ profit <p style="text-align: right;">income,</p>
Modul 6	<ul style="list-style-type: none"> ▪ create and develop the first version of a social business plan ▪ develop in more detail their own ideas for a social enterprise/initiative ▪ apply and integrate social entrepreneurship skills and critical thinking 	<ul style="list-style-type: none"> ▪ product ▪ price ▪ sales ▪ marketing ▪ marketing communication ▪ risk identification ▪ risk management <p style="text-align: right;">plan,</p>

3. Impact of ILS implementation

In developing the ILS, the project also sought to measure its impact by assessing students' entrepreneurial attitudes before and after its implementation.

This measurement was carried out in a pilot project in all 9 partner countries. The students were asked to fill in a questionnaire before and after using ILS. The questionnaire focused on entrepreneurial attitudes and knowledge and the factors influencing them. The results of the pilot can be summarised as follows.

A significant percentage (25%) of participants did not complete the pilot project, due to the COVID-19 pandemic.

2330 students filled the first questionnaire before the ILS implementation and 1719 participants completed both questionnaires. The final evaluation is based on the sample of 1719 students



who completed both questionnaires and the non-completed questionnaires were ignored. There is a significant difference between the questions asked before and after using ILS.

One major improvement was in entrepreneurship skills. Before using ILS, 70% of students had some information on entrepreneurship, whereas using ILS has broadened the students' horizons to 92%. Why this matters. As we have seen in previous chapters, entrepreneurship is a new way of thinking. More problem-solving, more creative, more open-minded. The aim is not to get all students to start a business, but rather to embed the mindset in their everyday lives. When they prepare a presentation, when they argue, when they encounter a concrete problem and when they become financially independent. The use of ILS has also contributed to a better understanding of social innovation and social entrepreneurship. Before the pilot, half of the respondents could distinguish between entrepreneurship and social enterprise, compared to 90% after the ILS.

The pilot and the use of ILS also helped students to get closer to social enterprises, to learn about them and to identify them. The percentage of students who could give a concrete example of a social enterprise from their own environment increased from 30 to 50%.

The results also show that there is no significant correlation between students' knowledge and their gender, and that there is no significant effect of having a business in

the family or not. This also implies that there should be no differences in the educational system for girls and boys, as they start from the same level, and that prior knowledge does not have a strong influence on the participants.

The scores of pupils who participated in the pilot on a voluntary basis were better than those who were compulsorily enrolled. Before introducing ILS, it is important to work on motivation and to prepare the use of ILS in such a way that it is an interesting new method that children can easily master, rather than a compulsory task.

The students who participated in the pilot were very satisfied with the SG and the method, and most of them would recommend it to schools and teachers.

From the above, the satisfaction and progress of the students can be seen in using ILS. We have also collected below some teachers' opinions, which were drawn from the case studies carried out as part of the project.

„InnoSchool learning system is perfectly designed tool to help us as teachers to increase students' knowledge of social innovation and entrepreneurship, while at the same time is they develop core skills for learning, life and work”.

„In the modern tourism business, social responsibility is of high importance and we must educate future hoteliers, tour agents, restaurateurs, animators, etc. in that. We were glad to find that many of the real cases presented in the game, as well as the examples in the training materials are also from the field of tourism. This inspired students to generate their own social entrepreneurial ideas in tourism. InnoSchool training develops teamwork and project-oriented activities, which is undoubtedly very necessary for students. Despite the difficulties of the online education due to the Covid-19 pandemics, we saw that they enjoyed to interact in their teams and build their own projects. It is stimulating for them to know that they are working on something meaningful that can be realized in real life. For me and our students the InnoSchool pilot training was a great

experience and I believe there are more positive outcomes still to come. I also think that other subject areas of the secondary education can be enriched, creating relationships with social entrepreneurship”.

„The students and the school agreed to keep the initiative going. They already know that putting others before yourself and being ready to act when others don’t is what makes a true social entrepreneur and a true hero. Their InnoSchool message to everyone is: You can be a hero of someone’s heart, too!”.

„Good results, but also positive feedback from students, convinced us shortly after the start of the game of the correctness of the decision we made at school, both in relation to the game InnoSchool, so to the introduction of a new subject called Social Entrepreneurship. Therefore, let us not be afraid of challenges and innovations in education. Because every challenge, although unknown at first, can have a lot of positive effects in the future”.

„I had the idea of having extracurricular courses aimed at developing the social entrepreneurship skills of the students I teach, but I kept hesitating as I felt I missed knowledge in this field and I don't have appropriate methods and tools I could use. This is why when I heard about the InnoSchool project, I immediately decided to enrol in the program. The digital part of the programme was a bit challenging to me and my colleague and we learned together with our students. Moreover, we turned this into an advantage and created a friendly environment where we were the equals of our students. Unfortunately, scepticism and demotivation is quite high among young people which is worrying for our society. InnoSchool gives us the opportunity to show students that there aren’t always ready “recipes” and that they can be the generators of great ideas and the authors of the best version of their community”.

4. Action Plan development

4.1. Educational background

Implementing the ILS learning system presents many challenges. It raised the following questions:

- Which type of school (vocational or secondary) would be the most effective to implement ILS?
- Whether it is important to have a pre-qualification or to include entrepreneurship in the school profile?
- What subjects could be used to integrate entrepreneurship education?
- At which grades the issue can be most effectively addressed?
- Should ILS be part of the curriculum or an optional activity?
- What would be the motivation for pupils to use and participate in a possible volunteer-based participation
- What would be the motivation of schools and teachers to implement ILS?

The Innoschool project sought answers to these questions in the Action Planning process. All partners have prepared their Action Plans for the integration of ILS into the educational curriculum. It includes the main challenges and possible responses to them and also identifies specific areas for intervention that can promote the effective implementation of ILS in local curricula.

In most territories, entrepreneurship education has still little presence in the curricula of secondary education or is practiced in a very basic form.

In most partner countries, **entrepreneurship education is not included in general secondary education**. Some issues and concepts are touched upon in the general education subjects, but this does not really contribute to changing students' attitudes and transferring a wider range of knowledge.

Entrepreneurship can be found in secondary vocational education (e.g. Bulgaria, Hungary, Romania, Check-Republic, Slovakia), but in most places **the number of lessons is very low** and children only study it in **one grade**, which means that **entrepreneurship and financial education are isolated in the curriculum, and the subjects are not thematically linked.**

Several partners (Moldova, Hungary) highlighted **the contradiction that entrepreneurship is defined as a key competence in their national core curricula, but the possibility to acquire it is not resolved** because it is not at all in line with general and vocational subjects, timetables and local curricula.

But there are also favourable conditions among the partners. In Serbia, for example the entrepreneurship is mainly taught in vocational secondary schools as part of the compulsory curriculum and is usually one of the final year's courses. In general secondary schools it can be offered as an elective 1-year course in 3rd or 4th grade (in case the school itself decides to include it on the annual elective courses list) or taught as part of extracurricular activities – which is often the case and is usually part of an international donor education development project or programme.

In Bosnia-Herzegovina students in business schools and all vocational schools learn about entrepreneurship during regular classes. In business schools there are several economical and entrepreneurial subjects where students learn about entrepreneurship and how to start their own business. Students of business schools have economical and entrepreneurial subjects each year for 4 years in a row. Usually, they prepare business plan in last (4th) school year as a result of extensive knowledge acquired in previous period. Students of business schools have a “Virtual company” where they practically apply their knowledge about marketing, finances, human resources, how to run a company etc.

4.2. Challenges in the ILS implementation process

Based on the educational background, we list here the challenges related to the use and implementation of ILS by country, which will be addressed by the actions developed by the partners.

Challenges	Short Description	Partner country
Integration of ILS into the existing curriculum	One of the biggest challenge is to integrate ILS into existing curricula. In Hungary, education is based on the National Curriculum (NAT), which is included in the government decree and includes framework curricula for primary education, secondary education and vocational education. The explicit inclusion of the ILS in the framework curricula is not feasible at present, but existing framework curricula can provide space for the use of the ILS in certain areas.	Hungary
Motivating teachers to use ILS	Introducing ILS as a new pedagogical method is a challenge for teachers. During the period of designing, building and testing the digital tool, and as reported in the workshops, there are open and motivated colleagues among the trainers, but the flow of information and finding/reaching the right trainers is difficult. This is due to several reasons. Firstly, the difficult flow of information between the maintaining institution, the (management) of the educational institution and the trainers, secondly, the heavy workload of trainers and thirdly, the administrative burden of large class sizes.	Hungary
Motivating students to use ILS	Today's digitalisation and communication processes and the new demands of information mediation have also appeared in education. Classical, face-to-face methods are increasingly being pushed into the background, while project work, learning materials that can be accessed and learned online, and the integration of digital tools into the teaching and learning process are gaining ground. Students are also becoming more open to new methods, although it should be recognised that these initially require more time and a different kind of preparation on their part. The challenges are not in terms of student competences, but rather in a framework where ILS is not part of the curriculum and syllabus, but is a leisure activity.	Hungary
Technical barriers	In general, educational institutions face the following problems, which also pose challenges for the implementation of ILS: limited availability of technical equipment (for some classes, the use of digital equipment is only conceivable in group settings), insufficient wireless internet coverage.	Hungary
Measuring the effectiveness of ILS use	Like any newly introduced tool, system or methodology, it is only successful if we can define and define how to measure its effectiveness and success.	Hungary
Reluctance of secondary schools to use ILS	Schools (principals and teachers) may be reluctant to use ILS as a teaching tool if it is not supported by the Ministry of Education and/or recommended by relevant education institutions.	Serbia
Motivation of teachers	Teachers are often expected to dedicate own free time to organization/preparation and introduction of new educational tools in teaching (regular classes) or extracurricular activities.	Serbia

Lack of knowledge about social entrepreneurship	Concept of social entrepreneurship may not be well-known to teachers.	Serbia
Inclusion of ILS as a permanent annual program as a sub-course among the classes of the 2nd-3rd year of secondary schools in the Liberec region	<ul style="list-style-type: none"> - Working with already involved teachers - as a complete basis, it is in the process to keep already involved schools and teachers and not lose them. These teachers will be good examples and will help us open the door to other schools. - Cooperation with the Education Department of the Liberec Region - The Liberec Region is the main founder of all state secondary schools in the Liberec Region. As our goal is to get to all Liberec schools first, cooperation with their founder and project partner is crucial. - Working with new potential teachers - last but not least, it is important to reach more and more teachers across schools. Thanks to the teachers who will be interested in InnoSchool, we can get to other schools. 	Check Republic
Extending ILS to other regions of CZE and the whole national level	<ul style="list-style-type: none"> - Working with already involved teachers and authorities - as a first step, we should have a relatively large circle of schools and important stakeholders, and this circle of users and partners will need to be maintained. The prerequisite for expansion to our entire territory is, above all, a satisfied user base, which the system considers to be beneficial. - Work with NPI (Extending ILS to other regions of CZE) - The National Pedagogical Institute of the Czech Republic is a school educational, methodological, curricular, research, professional and counseling facility for solving issues of preschool, primary, secondary and higher vocational education. As this is the most important institution in charge of, among other things, secondary education, it is important to maintain the cooperation that arose at the beginning of the project and after its end. NPI has the greatest potential in terms of recommended materials for schools, but is also responsible for creating plans that determine exactly what the student should know and be able to do. - Working with new potential teachers - Last but not least, there is a need to find and engage new teachers who will be able to bring ILS to their schools. As it turned out so far, the biggest driver in the case of a program like InnoSchool is the teacher, he must say that he wants to implement such a novelty and also the main one who can implement it. 	Check Republic
Support for the use of ILS by national and regional organizations responsible for secondary education	Promoting the use of ILS by national and regional organizations responsible for secondary education is another key challenge that is important for the sustainability of the project and builds meaningfully on previous challenges. If we achieve maximum awareness and successfully extend ILS to other schools, it will be the authorities responsible for secondary education that will help us to the last step, ie the inclusion of ILS in national programs, which recommend to schools the use of various methods, methodologies, but also tools for education.	Check Republic
Inclusion of ILS into the regular curriculum	The starting point is to identify the appropriate position for ILS into the school curriculum of the gymnasium and high school either it is among mandatory, optional subjects or extracurricular activities. In this respect it is necessary to conduct an evaluation of the legal framework governing the changes of the curriculum and come up with the most appropriate proposals.	Moldova
Limited knowledge of teachers concerning entrepreneurship/social entrepreneurship/social innovation	Only a few teachers have the necessary knowledge and practical skills concerning entrepreneurship/social entrepreneurship/social innovation. Also, teachers have limited digital skills, though during the pandemic period they have increased a bit, but in limited areas. Usually this is related to the	Moldova

	location – urban or rural. Most of the high schools are located in urban areas and they have a larger number of students and teachers, while the rural small communities have a lower number of students and teachers.	
Low level of information/awareness of students about the option of choosing entrepreneurship as optional class	Students are often not aware of the fact that entrepreneurship is one of the optional subjects that they can choose. Due to the fact that the schools have limited personnel trained for specific subjects, sometimes they advertise to parents and students only the subjects that can be taught with existing human resources. This is especially characteristic for the rural communities.	Moldova
Motivate the students to get involved in InnoSchool	Most of the students see the optional subjects and extracurricular activities as an opportunity to learn and do something they really like and that is mandatorily forced on them by the education authorities. This is why when they choose the optional subjects they expect it to be interesting and fun.	Moldova
Outdated technical equipment and low internet connection	Some schools confront 2 types of difficulties: outdated computers and low internet connection. This is more, especially in rural schools	Moldova
Provide continuous support for teachers regarding the technical part of ILS usage in school	The civil society organisations have limited financial resources available, depending mostly on the current projects and directed funding. This is accompanied by the high fluctuation of the personnel.	Moldova
Inclusion of ILS within the training programmes of the Tiraspol Pedagogical University	One of the main challenges in implementing ILS into the schools is the limited knowledge and skills of the teachers in these areas, as they do not study these aspects during university studies.	Moldova
Inclusion of ILS in non-formal education organisations	Non formal education institutions are always looking for interesting ways to contribute to the development of young people's competencies. This would be a great opportunity for those students that do not have such course in their schools.	Moldova
Promote social entrepreneurship at local and regional level	Social entrepreneurship is a quite new concept for Moldova and thus is still not fully known and understood. There are confusions between charity and social entrepreneurship.	Moldova
Train all relevant teachers	All teachers of entrepreneurship or other similar subject should be able to use the ILS in regular classes.	Bosnia-Herzegovina
Old equipment in schools and poor connection	Students should have technically appropriate computers and/or mobile devices.	Bosnia-Herzegovina
Lack of knowledge and information about social entrepreneurship	The concept of social entrepreneurship has not been introduced properly to wider population (teachers, students and parents).	Bosnia-Herzegovina
Motivation of the students	In order to get a clear picture on the challenges that face the ILS inclusion in the schools' curricula in Blagoevgrad region, RDE has conducted interviews, disseminated questionnaires, and held a number of talks with stakeholders. The research's final results showed that the biggest challenge to include Social Entrepreneurship is the motivation of the students. It is vital, because one of the ways ILS to be included in the regional curricula is to be chosen by the students as a subject in their elective classes. Therefore, approaches that capture the students' attention should be applied. Some students need stronger support in their education based on their background and/ or incapacities. Therefore, they need people with the same background to show them the usefulness of ILS. Moreover, they could be attracted and 'appointed' as ILS ambassadors.	Bulgaria
Motivation of the teachers	In some of the research's results, motivation of the teachers appeared as an obstacle. Some of the teachers need further information and training on the concepts of Social Entrepreneurship. Another problem is that being overloaded and lacking time for self-preparation, they need assistance in ILS teaching and assessment. Some of the teachers mentioned that	Bulgaria

	they would like to be actively involved in the further enhancement of the ILS.	
Development of syllabus on Social Entrepreneurship to be included in the regional school curricula	In Bulgaria, the national standard curricula contain subjects which shall be approved by the Ministry of Education and Science and corresponds to respective National Educational Standards. For the inclusion of InnoSchool - Social Entrepreneurship as a new discipline in the national standard curricula, a motivated proposal to the Ministry of Education and Science should be made. However, the inclusion of a new discipline will definitely increase the weekly number of hours. In that case, they will be more than 32 hours which is not allowed by the current legislation. There is an option though: a new subject should replace another subject already included in the national standard curricula. This option is possible, but it will take long time and there is no guarantee for its success in the current Action Plan's timeframe.	Bulgaria
Assuring compliance with national framework curricula while integrating ILS into school educational programs	<p>One of the biggest challenge is assure the compliance of integrating the ILS into school educational programs with the framework curricula defined at national level. In the Slovak Republic, the Ministry of Education, Science, Research and Sport of the Slovak Republic, the central public administration authority for education, is responsible for the development of the content, goals and methods of education. Regional government is within the competence of higher territorial units, which provide most of upper secondary education.</p> <p>According to the Ministry of Education, entrepreneurship as a key competence is incorporated in the state educational programs of all teaching and study departments of secondary schools. It is an educational area of Man and Society, which is part of the subject Civics. The competencies of graduates of teaching and study fields in the field of business skills development are determined in the common educational area of Economic Education-STATE EDUCATIONAL PROGRAM for vocational education and training, Group 62 ECONOMIC SCIENCES, 63, 64 ECONOMICS AND ORGANIZATION, TRADE AND SERVICES I, II. It is a binding curricular document for the creation of school educational programs.</p> <p>Based on this, at school level (after discussing with the pedagogical council and on the proposal of the subject commissions) the headteacher decides which subjects within theoretical education and practical teaching can be combined into several lessons or brand new subject can be added in the curriculum (e.g. social entrepreneurship, social economy), whether to extend the existing compulsory optional subject (Economics, Economics and Business Management, Business Ethics, Social Communication, Applied Economics etc.- within the available hours) by new relevant content (irrespectively of method of learning, or tool used). It depends on the number of available hours in the school program and curriculum (different for different lengths and forms of study).</p> <p>To use the ILS across school is therefore nowadays possible with good enough opportunities within the framework of core or voluntary subjects, while using the available options set out in the framework curricula of state programs by schools themselves, however, schools might feel uncomfortable while implementing this new and innovative system into school programs fearing possible non-compliance with national framework curricula. This might be caused by weak knowledge on current legislative framework.</p>	Slovakia

Promotion of ILS at schools and motivating teachers to use ILS as new innovative teaching method	Introducing ILS as a new pedagogical method is a challenge for teachers. In the horizon of 10 years, we can expect revolutionary technological and social changes that will fundamentally affect life in our society. Education needs to be changed so that children are not just passive recipients of knowledge, but are able to shape their own future, be prepared for change and have the opportunity to reach their full potential. Successful students need inspirational teachers. For quality education, teachers also need a stimulating environment in which they feel safe, pleasant, comfortable, to which they have a relationship and a sense of responsibility, as if the space were theirs. In order to be inclined to innovation not only in the sense that they emphasize modern equipment of schools and school facilities, but they also rely on the experiential form of learning and the development of soft skills based on the needs of practice and for practice. Therefore, the aim of ILS is to support schools and school facilities in innovative trends. We also understand that new things, ways, forms, bring fear and distrust, how to properly grasp everything, manage it technically and humanly. It is therefore necessary to cooperate, to connect with other teachers, to look for solutions that bring synergy, to pass on experience, to motivate each other. Education as such is supposed to be primarily about creativity, innovation, and that ILS certainly is.	Slovakia
Increasing the level of support services related to implementation and provision of ILS	Today's digitalisation and communication processes and the new demands of information mediation have also appeared in education. Classical, face-to-face methods are increasingly being pushed into the background, while project work, learning materials that can be accessed and learned online, and the integration of digital tools into the teaching and learning process are gaining ground. Even in view of the situation in today's world, where the situation with covid makes even more important the concept of digitization, use of online educational tools, their continuous improvement and adaptation to end users, it seems necessary in the environment of using ILS to simplify its use and provide maximum support for ILS users and students themselves.	Slovakia
Creation awareness	In order to broaden the area of ILS implementation, additional types of schools must be made aware of ILS.	Austria
ILS duration	ILS is time consuming. For teachers, this is challenging especially when we consider the general delays in teaching caused by the pandemic.	Austria
Local support team	The local support team/contact point has limited resources. Some teachers directly contact the support team without reading available information on the product platform.	Austria
Adding the concept of „social entrepreneurship” to the high school framework plan regarding the discipline entrepreneurship	The educational framework plan is a document that establishes the compulsory subjects, the number of hours per week for each of them and the number of hours allocated to the optional subjects, depending on the level of schooling (primary, secondary or high school), the form of education (day, evening, frequency reduced) and profile (e.g. art schools or sports schools). In other words, if you are a student, this framework plan decides what subjects you will learn and how many hours in each subject. Also, the information about what will be taught in all disciplines. By adding the concept of “social entrepreneurship” more teachers will be inclined to use the InnoSchool learning system.	Romania
Teachers Motivation	Motivation of the teachers appeared as an obstacle in some of the research conducted during the project. Some of the teachers needed further information and training on the concepts of	Romania

	Social Entrepreneurship. Another problem related to being overloaded and lacking time to properly prepare for each lesson, thus needing assistance in ILS teaching and assessment.	
Technical issues	Some Romanian educational institutions have limited availability of technical equipment, insufficient wireless internet coverage, and insufficient funds to remedy these aspects.	Romania
Promote the ILS to be added in the school-based curriculum (CDS)	The school-based curriculum (CDS) is the educational classes offered by the school, in accordance with the learning needs and interests of students, the specifics of the school and the needs of the local community, and consists of optional disciplinary packages offered at national, regional and local level. , as well as from optional disciplinary packages offered at the level of the educational unit.	Romania

One of the biggest challenges is to **integrate ILS into local, regional and national curricula**. Compliance with national and local curricula and the legal and educational policy framework are important in this respect.

In Hungary for example, education is based on the National Curriculum (NAT), which is included in the government decree and includes framework curricula for primary education, secondary education and vocational education. The explicit inclusion of the ILS in the framework curricula is not feasible at present, but existing framework curricula can provide space for the use of the ILS in certain areas.

In Bulgaria, the national standard curricula contain subjects which shall be approved by the Ministry of Education and Science and corresponds to respective National Educational Standards. For the inclusion of InnoSchool - Social Entrepreneurship as a new discipline in the national standard curricula, a motivated proposal to the Ministry of Education and Science should be made. However, the inclusion of a new discipline will definitely increase the weekly number of hours. In that case, they will be more than 32 hours which is not allowed by the current legislation. There is an option though: a new subject should replace another subject already included in the national standard curricula. This option is possible, but it will take long time and there is no guarantee for its success.

In Slovakia, the Ministry of Education, Science, Research and Sport of the Slovak Republic, the central public administration authority for education, is responsible for the

development of the content, goals and methods of education. Regional government is within the competence of higher territorial units, which provide most of upper secondary education.

According to the Ministry of Education, entrepreneurship as a key competence is incorporated in the state educational programs of all teaching and study departments of secondary schools. It is an educational area of Man and Society, which is part of the subject Civics. The competencies of graduates of teaching and study fields in the field of business skills development are determined in the common educational area of Economic Education. It is a binding curricular document for the creation of school educational programs. Based on this, at school level (after discussing with the pedagogical council and on the proposal of the subject commissions) the headteacher decides which subjects within theoretical education and practical teaching can be combined into several lessons or brand new subject can be added in the curriculum (e.g. social entrepreneurship, social economy), whether to extend the existing compulsory optional subject (Economics, Economics and Business Management, Business Ethics, Social Communication, Applied Economics etc.- within the available hours) by new relevant content (irrespective of method of learning, or tool used). It depends on the number of available hours in the school program and curriculum (different for different lengths and forms of study).

To use the ILS across school is therefore nowadays possible with good enough opportunities within the framework of core or voluntary subjects, while using the available options set out in the framework curricula of state programs by schools themselves, however, schools might feel uncomfortable while implementing this new and innovative system into school programs fearing possible non-compliance with national framework curricula.

In Serbia schools are reluctant to use ILS as a teaching tool if it is not supported by the Ministry of Education and/or recommended by relevant education institutions.

In addition to schools, **motivating teachers is also very important**. A low proportion of them are committed to introducing and using a new pedagogical method voluntarily. The reasons are manifold. There have been countries where lack of motivation and fear of using ILS was due to a lack of technical skills and knowledge of social entrepreneurship. In other places, overloaded teaching staff, high weekly teaching hours and administrative burdens were key factors. They simply did not see it feasible to devote more of their free time to preparation.

In the previous chapters, we have discussed the pilot result that voluntary participation of students is more effective than compulsory participation. It is therefore also very important to **encourage students to use ILS**. It is important that they welcome the content as well as the new method and technical solutions. Many conditions have to be met for this to happen. It is essential that teachers present each module in a well prepared and interesting way. It is important that participatory teaching can be implemented, and students can develop both individually and in groups, and it is also essential that competition is managed in the right way, they have a sense of achievement and receive continuous feedback.

To conclude the list of challenges, we would like to focus on **the IT infrastructure** in schools. Outdated equipment, an insufficient number of computers and a lack of adequate internet access make the use and implementation of ILS impossible.

4.3. Actions in the ILS implementation process

The implementation of the actions developed in the Action Plans could be a solution to the challenges. These are the following:

Actions	Partner country
Integration of ILS into the curriculum Using the ILS in entrepreneurship education in grade 10.	Hungary
ILS as a tool for sensitisation Use of ILS in the context of a class teacher lesson in grades 10-11.	Hungary
Online open days for teachers The online presentation and trial of the ILS would be implemented once a quarter during the teaching period.	Hungary

Do trainers also compete? A competition for trainers in vocational training, offering the opportunity to try out the game, to learn and explore it in a playful way.	Hungary
ILS preparation for credits ILS preparation training, which is equivalent to 30 credits of teacher training.	Hungary
Competition for student groups Competition between student groups or classes to provide extra motivation during the academic year.	Hungary
„Train the student! The idea is to train one student per group, in addition to the instructor, who will lead the classes in the processing of the professional material.	Hungary
Adopt a school! The aim of the programme is to connect companies and educational institutions in Székesfehérvár that scrap their computers and digital devices every 2-3 years. This can be a win-win situation, a meeting of social responsibility and the expansion of technical equipment.	Hungary
Development of a mobile application The application of the game developed in the ILS framework to a mobile phone environment, which could significantly contribute to solving the equipment needs.	Hungary
Student evaluation Completion of input and output questionnaires among students using ILS.	Hungary
Monitoring of teachers Completion of input and output questionnaires for trainers using ILS.	Hungary
Letter of Recommendation for ILS usage in high schools across Serbia	Serbia
Informing high schools about ILS availability and the developed Plan/approval by Ministry of Education (roadshow + roundtable)	Serbia
National technical support in ILS implementation	Serbia
Informing high schools (principals and teachers) about ILS availability and its usage potentials	Serbia
Annual event for high schools - ILS promotion	Serbia
Online campaign for involving schools	Czech Republic
Online event for involved and new schools	Czech Republic
Establishment of the Entrepreneurial Czech Association	Czech Republic
Presentations at thematic events and events dedicated to business and entrepreneurship at high schools	Czech Republic
Campaign within the Association of Entrepreneurial Czech	Czech Republic
Contacting schools through the newsletter	Czech Republic
Participation in national action groups	Czech Republic
Contacting stakeholders through the newsletter	Czech Republic
Develop recommendations for adjustment of the existing curriculum by integrating the ILS as a more practical approach in developing the entrepreneurial competence	Moldova
Develop a marketing strategy to „sell” ILS to schools (emphasise the benefits of the programme)	Moldova
Hold collective and individual discussions (where necessary) with school management and relevant teachers on the possibilities to include ILS in the curriculum for optional subject „Economic and entrepreneurial education” or extracurricular activities	Moldova
Organise information campaigns so as to advertise the subject to the parents and students	Moldova
Organise training for the teachers on entrepreneurship/social entrepreneurship/social innovation as well as on digital skills	Moldova
Apply to get the necessary funds from external donors (various European Union programmes, embassies, etc.) in order to procure the necessary technical equipment	Moldova
Provide continuous technical support on ILS usage	Moldova
Present the ILS at the meeting of the Advisory Board of the Tiraspol Pedagogical University	Moldova
Present the ILS to the non-formal education organisations	Moldova
Elaborate an action plan on promotion and development of social entrepreneurship at local/regional level	Moldova

Organize online training for teachers how to use ILS Provide support to schools during ILS usage	Bosnia-Herzegovina
Prepare and deliver additional material on social entrepreneurship	Bosnia-Herzegovina
Inform schools regarding updates on social entrepreneurship legal framework and good examples	Bosnia-Herzegovina
Equipping schools	Bosnia-Herzegovina
Disadvantaged students receive tablets/computers for online classes	Bosnia-Herzegovina
'Promoters' program - Promoting the ILS from students who have taken part in the piloting to potential trainees in the Regional Department of Education's and school events	Bulgaria
'Ambassadors' program - searching for students with disabilities, from vulnerable, minority community groups to be appointed as ILS 'ambassadors' in formal and informal school events.	Bulgaria
'Train the ILS trainers' on the concept of the Social Entrepreneurship - online training	Bulgaria
'Bridging the ILS with the World of Work' Programme	Bulgaria
Integration of ILS as an elective subject	Bulgaria
Integration of ILS through Innovative Schools Programme funded by the Ministry of Education and Science	Bulgaria
ILS Integration as extended professional training in the vocational high schools with 'Entrepreneurship' profile	Bulgaria
Preparation of guides for schools on possibilities to implement the ILS into school study programs respecting the national framework curricula	Slovakia
Integration of ILS into the Guide to the school year of the Ministry of Education of the Slovak Republic in parts 7-8 of the guide	Slovakia
Integration of ILS into Generation 3.0 platform for innovative educational approaches	Slovakia
Integration of ILS into Pedagogical-organizational instructions for schools and school facilities in the founding scope of Self-governing regions (Košice and subsequently others)	Slovakia
Promotion of ILS towards teachers and headmasters, and strengthening the hourly allowance of the basic curriculum (compulsory subjects) - in the form of online/face-to-face/open days on schools meetings with teachers supported by the e-mail campaign	Slovakia
Creation of an automated support services at the one-stop-shop portal, personal support for teachers	Slovakia
Creation of schools accounts and guidance of teachers	Slovakia
Organisation of group trainings for new schools and teachers prior to academic years' start	Slovakia
„Roadshow“ as kick-off for sustainable implementation	Austria
Promote the InnoSchool product platform in German language	Austria
Coordination with responsible school inspectorate	Austria
Events of school authorities: Regional Conference of head masters (all type of schools); Regional Conference of head masters of specific type of school;	Austria
Cooperation: Teacher of pilot school as Multiplier	Austria
Synergies: Promotion opportunities through other EUB projects	Austria
Competitions: InnoSchool teams joining Entrepreneurship/ SDGs award	Austria
Educational fairs for teachers: e.g. Interpedagogica 2022 + 2023	Austria
Organize online training for teachers how to use ILS	Romania
Prepare and deliver additional material on social entrepreneurship	Romania
Equipping schools	Romania
Disadvantaged students receive tablets/computers for online classes	Romania
Organize monthly promotion events for educational institutions	Romania

The actions planned by the partners can be clearly distinguished by the nature of the responses to the challenges. Several approaches have been developed to integrate ILS into the curriculum. These include both top-down and bottom-up activities. As a top-down activity, the integration of ILS into the compulsory curriculum is proposed. Most,

however, emphasise bottom-up approaches, exploiting the freedom of institutions and teachers in terms of optional subjects, leisure activities and optional methods.

A large part of the actions concerns the promotion of ILS. These actions are aimed at marketing and advertising activities, informing schools, teachers and parents. It is essential that campaigns are well targeted, highlighting the content, methodological and conceptual benefits of learning and using ILS.

We have also seen that ILS can be well integrated into the curriculum if teachers are properly trained. Action proposals for preparation include thematic and methodological elements and mentoring and support are essential.

In addition to preparation, motivation of teachers is also very important. Several action plans have been proposed for this.

Several of them also highlighted the need for students to be more technically prepared than teachers. This was not seen as a disadvantage but as an advantage when developing the actions. It was also seen as a way to involve students in educational activities.

The use of ILS also requires IT infrastructure conditions on the part of schools or pupils, and the actions also make recommendations in this respect.

5. Conclusion – how to incorporate ILS to curriculum?

At the end of this guidance, we encourage the reader to contact ILS developers to try and incorporate ILS into Entrepreneurship and Social Entrepreneurship training material.

In the InnoSchool project, we have seen that there are challenges and tasks to be done in this regard, but in general, schools participating in the pilot have shown a relatively high degree of freedom in their choices of subjects, methods and leisure activities.

In the case of optional subjects, they are free to decide on their content, and changes in compulsory subjects are mostly only necessary to discuss with the maintaining institution.

If it is not possible to integrate it into the curriculum, ILS can be introduced as a leisure activity, but a reward system will then have to be devised.

In all partner countries, we have seen that teachers have full freedom in teaching methods and use pedagogical practices based on online games and online solutions for other subjects as well. Where this is not possible in the school setting, it is integrated into homework, building on the fact that families are highly equipped with digital tools. Special attention is paid to disadvantaged pupils.

We have also seen examples where the integration of ILS into the curriculum can only be done with the recommendation of the education authorities. With this recommendation, institutions are free to decide how and to what extent to use it.

ANNEXES

Annex 1: Action Plan template

Type of targeted schools (Industry, Business, Grammar, Vocational school with/without graduate exam, others):

A, Challenges:

Challenge(s) - What needs to be overcome?	Description of the challenge	Proposed solution - How do you plan to overcome?	Detailed solution

B, Actions to be taken:

Action(s) - what needs to be done?	Responsible institution / person - who is going to do it?	Timing - when is it going to be done?	Resources Human - what human resources are needed?	Financial - what financial resources are needed?	Source of financial resources - from where you will have financial support?

Annex 2: InnoSchool Learning System educational framework for translation concerning to Serious Game

These English texts need to be translated into the local language for the Serious Game to work in that language.

Admin interface
These credentials do not match our records.
Too many login attempts. Please try again in {{VARIABLE:seconds}} seconds.
- successfully restored
- successfully created
- successfully updated
- successfully deleted
- successsfully deleted
Admin cannot be deleted, school needs at least one admin!
Teacher cannot be deleted due to linkage with at least one of the classes.
- successfully approved
- successfully activated
- successfully activated
- successfully deactivated
- successfully deactivated
- successfully send
- successfully unlocked
is already unlocked
cannot be unlock before team closed it
has not been selected
Module has been unlocked
Modules have been unlocked
Module has been locked
Modules have been locked
Module has been re-opened
Modules have been re-opened
Access
School
Class
Classes
Team
Teams
Application

Applications
Admin
Teacher
Support
Translation
Translation already exist
Video
File
Order has been changed
Order can not be change
Text content
Form validation failed, check the correctness of the inputs
Request
has been already resolved
has been resolved
Open tasks
Open tasks
Basic open tasks
Advanced open tasks
Create open task
Edit open task
Delete
Delete open task?
Do you really want to delete open task B586}}?
Evaluate
Evaluated successfully
Finish Evaluation
Waiting for evaluation
Not evaluated yet!
Task
Answer
Not yet fulfilled
Slightly fulfilled
Partly fulfilled
Mostly fulfilled
Completely fulfilled
Open task was not filled by team
Scenarios
Scenario

Chosen scenario
This team has not chosen scenario yet.
Caring for an ageing population
Child welfare social need
Disadvantages and challenges in peripheral and rural areas
Inclusion of excluded groups
Shift of society towards environmental responsibility
Workforce migration, brain drain
Users
Schools
My school
There are no schools yet. Start by creating one!
All Schools
Add school
Create school
School settings
Edit school
Delete school
Delete school
Do you really want to delete school {{VARIABLE:name}} ?
Admins
Admins
There are no schools yet. Start by creating one!
All Admins
Add admin
Create admin
Admin settings
Edit admin
Delete admin
Delete admin
Do you really want to delete admin {{VARIABLE:name}} ?
Teachers
Teachers
Teacher
Add teacher
All teachers
Select teacher
There are no schools yet. Start by creating one!
Create teacher

Admin settings
Edit teacher
Delete teacher
Delete teacher
Do you really want to delete teacher {{STRONG:{{VARIABLE:name}}}} ?
Deleted teacher
No classes
Class
Classes
Classes
There are no groups yet. {{LINE_BREAK}} Start by creating one!
All classes
Add class
Create class
Class settings
Select class
Edit class
Delete class
Delete class
Do you really want to delete class {{STRONG:{{VARIABLE:name}}}} ?
Do you really want to delete selected classes?
Activate class
Do you really want to activate selected classes?
Deactivate class
Do you really want to deactivate selected classes?
Supports
Supports
Add support
There are no supports yet. {{LINE_BREAK}} Start by creating one!
Create support
Edit support
Delete support
Delete support
Do you really want to delete {{STRONG:{{VARIABLE:{{VARIABLE:}}name}}} as support for {{STRONG:{{VARIABLE:}}:{{VARIABLE:}}country}}?
Teams
Teams
There are no teams yet. Start by creating one!
No members in team

All Teams
Add team
Create team
Team settings
Edit team
Official name
Unofficial name
Delete team
Delete team
Do you really want to delete team {{STRONG:{{VARIABLE:name}}} }?
Do you really want to delete selected teams?
Activate team
Do you really want to activate selected teams?
Deactivate team
Do you really want to deactivate selected teams?
Unlock module
Do you really want to unlock module for selected teams?
Lock module
Do you really want to lock module for selected teams?
Re-Open module
Do you really want to re-open module for selected teams?
Team has no students added!
Add students
Students
Reset access
Do you really want to reset access for team {{STRONG:{{VARIABLE:name}}} }?
Reset module access
Do you really want to reset access?
Team has not choose scenario yet.
Applications
Applications
Create application
There are no application yet.
Delete application
Delete application
Do you really want to delete selected school applications?
Approve application
Text content
Create text content

Edit text content
Delete text content
Delete text content
Do you really want to delete text content {{STRONG:{{VARIABLE:name}}}}?
Serious game
Place
Name
Type
Status
URL Code
Address
Postal Code
City
Country
First Name
Last Name
Title before name
Title after name
Email
Description
Created by
Created at
Finished at
Award by
Teacher
Members
Classes
Code
HERO coins
Bonus
Bonus Time
Points with Hint
Hint time
Text
Word
Task
Notice
Story
Settings

Translations
Generate password
My account
Your country translation
New school application
All notifications
Answer
Correct
Access
Heading
Content
Template
Advanced
Search
More actions
Correct Answer
Incorrect Answer
Save
Add
Edit
Create
Delete
Approve
Cancel
Potvrđit'
Submit
Reset
Please Choose
Activate
Deactivate
Yes
No
Creation date
Date of approval
Enter code
Password
Login name
« Previous
Next »

Active
Deactivated
Enabled
Disabled
Approved
Pending approval
Locked
Unlocked
Completed
In Progress
Evaluated
Open
Re-open
Unlock level
Unlock
Reset and lock
Reset
The {{VARIABLE:attribute}} must be a valid email address.
The selected {{VARIABLE:attribute}} is invalid.
The {{VARIABLE:attribute}} must be an integer.
The {{VARIABLE:attribute}} may not be greater than {{VARIABLE:max}}.
The {{VARIABLE:attribute}} may not be greater than {{VARIABLE:max}} characters.
The {{VARIABLE:attribute}} may not have more than {{VARIABLE:max}} items.
The {{VARIABLE:attribute}} must be at least {{VARIABLE:min}}.
The {{VARIABLE:attribute}} must be at least {{VARIABLE:min}} characters.
The {{VARIABLE:attribute}} must have at least {{VARIABLE:min}} items.
The {{VARIABLE:attribute}} must be a number.
This field is required.
The {{VARIABLE:attribute}} must contain {{VARIABLE:size}} items.
The {{VARIABLE:attribute}} must be a string.
The {{VARIABLE:attribute}} has already been taken.
The {{VARIABLE:attribute}} must match format - alpha characters, digits, -, _.
One correct option has to be selected
The given data was invalid.
Congratulations to team
on new diploma!
This diploma is awarded to those who managed to get a total score of more than 90% in this level!
Congratulations on being one of them!
Congratulations to team

on new diploma!
This diploma is awarded to those who managed to get a total score of more than 90% in this level!
Congratulations on being one of them!
Level
Level
Level 0
Level 1
Level 2
Level 3
Level 4
Level 5
First level for each scenarios.
After test part
Before test part
There is not after theory part in this module.
There is not before theory part in this module.
There is not practice part in this module.
Test part
Part of module
Enter your email
Please provide email address on which you received welcome message.
Passwords must be at least eight characters and match the confirmation.
We have e-mailed your password reset link!
This password reset token is invalid.
We can't find a user with that e-mail address.
Change
Change password
Logout
Reset your email
Your password has been reset!
Enter new password
Enter new password again
Your current password
The passwords do not match.
Your password has been updated!
Reset password
Forgotten password
File
file

Create file
Create video
Create animation
Create picture
Edit file
Edit video
Edit animation
Edit picture
Add File
File name
File type
Video
Animation
Picture
Subtitles
Delete file
Delete file
Do you really want to delete file {{STRONG:{{VARIABLE:name}}}} ?
Please upload file again
Welcome to Serious Game!
Hello, {{VARIABLE:Name}}
you have just been created as a Supporter for the country {{VARIABLE:Country}}
In order to log in, you must first set your password!
Set your password
After setting your password, you will be able to show off and show your power as a Supporter!
Have a nice day!
A School has been created!
Hello, {{VARIABLE:Name}}
a new school {{VARIABLE:School}} has just been created and you have been chosen as its Admin!
In order to log in, you must first set your password!
Set your password
After setting your password you will be able to show off and show your new powers as a School Admin!
Have a nice day!
A School Admin was created!
Hello, {{VARIABLE:Name}}
A new account as a School Admin has just been created for you for the school {{VARIABLE:School}} .
In order to log in, you must first set your password!
Set your password
After setting your password you will be able to show off and show your new powers as a School Admin!

Have a nice day!
A Teacher was created!
Hello, {{VARIABLE:Name}}
A new account as a Teacher has just been created for you for the school {{VARIABLE:School}} .
In order to log in, you must first set your password!
Set your password
After setting your password, you will be able to show off and show your new powers as a School Teacher!
Have a nice day!
A Class was created!
Hello, {{VARIABLE:Name}}
A class {{VARIABLE:Group}} has just been created at the school {{VARIABLE:School}} whose Teacher is you!
Manage the school
You can then further manage the class, add and edit teams and much more!
Have a nice day!
You have been granted access to new created Class {{STRONG:{{VARIABLE:Group}}}} by {{STRONG:{{VARIABLE:Executor}}}}
A team has been created!
Hello!
Your team {{VARIABLE:Team}} has just been created whose members are {{VARIABLE:Members}}!
Start playing!
Good luck in the game!
Have a nice day!
Your Team has been removed!
Hello!
Your team {{VARIABLE:Team}} with members {{VARIABLE:Members}} has just been removed!
Contact your teacher for more information.
Have a nice day!
Reset of password
Hello!
Click on the following button to reset your password!
Reset password
Have a nice day!
Notifications
Category
A Class access was granted!
Hello, {{VARIABLE:Name}}
You have been granted access to the class {{VARIABLE:Group}} at the school {{VARIABLE:School}}!
Manage the school
You can then further manage the class, add and edit teams and much more!

Have a nice day!
You have been granted access to Class {{STRONG:{{VARIABLE:Group}}}} by {{STRONG:{{VARIABLE:Executor}}}}
A Class access was removed!
Hello, {{VARIABLE:Name}}
Your access to the class {{VARIABLE:Group}} at the school {{VARIABLE:School}} has been removed.
Have a nice day!
Your access to the class {{STRONG:{{VARIABLE:Group}}}} has been removed by {{STRONG:{{VARIABLE:Executor}}}}
Team {{STRONG:{{VARIABLE:Team}}}} from Class {{STRONG:{{VARIABLE:Group}}}} has selected their Scenario
Team {{STRONG:{{VARIABLE:Team}}}} from Class {{STRONG:{{VARIABLE:Group}}}} has changed their Scenario
Team {{STRONG:{{VARIABLE:Team}}}} from Class {{STRONG:{{VARIABLE:Group}}}} has completed Quiz for Level {{STRONG:{{VARIABLE:Module}}}}
Student {{STRONG:{{VARIABLE:Student}}}} from team {{STRONG:{{VARIABLE:Team}}}} (Class {{STRONG:{{VARIABLE:Group}}}}) has completed Quiz for Level {{STRONG:{{VARIABLE:Module}}}}
Team {{STRONG:{{VARIABLE:Team}}}} from Class {{STRONG:{{VARIABLE:Group}}}} has requested a Password Reset
Student {{STRONG:{{VARIABLE:Executor}}}} from team {{STRONG:{{VARIABLE:Team}}}} (Class {{STRONG:{{VARIABLE:Group}}}}) has requested a Password Reset
Team {{STRONG:{{VARIABLE:Team}}}} from Class {{STRONG:{{VARIABLE:Group}}}} has submitted Open Tasks for Level {{STRONG:{{VARIABLE:Module}}}}
Team {{STRONG:{{VARIABLE:Team}}}} from Class {{STRONG:{{VARIABLE:Group}}}} has sent you message.
Questions and files
Questions
Add question
Answers
Answer of
Open task
Options
Add answer
Basic settings
Content fields
Couples
Add couple
Words
Word
Add word
Categories
Add category
Add field

Add option
Remove field
Remove last field
Fill
Texts
Category name
Correct
Theoretical
Theory
Quiz
Question
Answer
Review
Create question
Save question
Edit question
Delete question
Delete question
Do you really want to delete question {{STRONG:{{VARIABLE:name}}}} ?
Multiple-choice question
Fill question
Connect question
Words question
Categories question
Priority question
Theoretical question
Multiple-choice question
Options text
Connected words
Words by priority
Words by priority
Category
Case studies
Intro
translation
Question translation
Text content translation
Video translation
Edit translation

Create translation
Edit translation
Create translation
Delete translation
Delete translation
Do you really want to delete translation?
Translate category name
Translate word
Translate description
Translate option
Translate heading
Translate content
Log in
Choose language
Default language of the School
Teams' standings
Supporters
Marketlace Items
Place
This {{VARIABLE:attribute}} is already in use.
Time
Bonus
Uploaded files
No files...
Teacher's comment
Reviewed
Comment
Question
Succesfully changed
Rating scale
Copyright © 2022 InnoSchool project All Rights Reserved.
Open Tasks
Criterion 1
Criterion 2
Criterion 3
Criterion 4
Criterion 5
Create your new password

If you're having trouble clicking the {{VARIABLE:actionText}} button, copy and paste the URL below into your web browser {{VARIABLE:actionURL}}
Optional
Secret code
These changes affect gained coins, supporters and overall standing of this team. Do you want to proceed?
You have NOT evaluated {{VARIABLE:numberOfUnevaluated}} open task(s). Do you really want to finish the evaluation?
Return to evaluation
Close
Save and close
Office
Basic
You have selected the difficulty level{{VARIABLE:}}
We do not recommend to change the difficulty level once students start to play the game. Are you sure of your choice?
Individual teams
Teams' progress
This level is locked for this team
Game Intro
Send for rework
Do you really want to continue?
Progress of team member
Discard data
Do you really want to discard all data?
Are you really sure? By clicking on "Yes", all the data for classes and their teams will be lost.
Export
Team playing (1 account for the whole team)
Individual playing by team members
Chat
No messages
Older messages
Team
Author
Type your message here...
Send
Choose file
CET
Refresh
Select team
Add team

Unread messages
All unread messages
No unread messages
Discard data
Points
Duration
Section
Please provide this secret code to particular student/team to conclude the password reset procedure within the InnoSchool student's interface. In case of uncertainties, conclude the procedure with student(s) at following link{{VARIABLE:}}
You cannot log in with your individual student credentials because your team is currently set to play the game in team mode (1 account for the whole team). Please use your team credentials to log in. In case of uncertainties, please contact your teacher.
You cannot log in with your team credentials because your team is currently set to play the game in the mode of individual playing by team members. Please use your individual credentials (for team member) to log in. In case of uncertainties, please contact your teacher.
New message
Attachment
This document was automatically generated by the InnoSchool Learning System developed under project InnoSchool, co-funded by the European Union funds (ERDF, IPA, ENI). Copyright Copyright © 2022 InnoSchool project All Rights Reserved.
Hello, {{VARIABLE:Name}}
We contact you on the basis of your {{STRONG:active teacher account}} within the InnoSchool Learning System.
We would like to inform you that the end of the school year is approaching and in order to fulfil our obligations set out in the data protection principles, we will proceed to the removal of outdated student data. Specifically, the {{STRONG:data of inactive student accounts will be deleted}} from the classes that played the game in the school year preceding the currently completed school year.
The {{STRONG:affected data will be deleted on {{VARIABLE:}}}}
You still have the option to save and archive this data, but it will no longer be possible after this date. Therefore, we ask you to do so if you need or want to archive the data.
{{STRONG:Archiving this data}} is very simple - you will find an Export button above the list of classes in your teacher interface. After pressing it, the system will automatically prepare and download PDF files with data of students' activity and all attachments uploaded by them (in a compressed .ZIP file). In the attachment you will find a schematic picture that will show you what the Export button looks like an where it is located.

Moreover, if you no longer wish to use your teacher account associated with your school, ask your InnoSchool school administrator to delete your account or contact your national contact centre. You can find a list of them in the contact section on the website {{VARIABLE:}}.

Best regards,

The InnoSchool Support Team

Game interface

The serious game is the part of the InnoSchool Learning System developed under project InnoSchool, co-funded by the European Union funds (ERDF, IPA, ENI).

Copyright © 2022 InnoSchool project All Rights Reserved.

Marketplace

Insufficient funds!

Your credit balance is insufficient for buying this item.

Buy item

Do you really want to buy this item?

Item successfully purchased

Item successfully used

Dashboard

About the game

Start the game

Introduction

Welcome to InnoSchool!

Do you recognize this gentleman? Does he look familiar to you? No?

It's Mervyn of course!

Five years have passed since Mervyn started helping his community and provided positive outcomes. He wanted to do more, and he found out about you! In this game, with the help of Mervyn and some of his friends, you will get familiar with similar issues that his community has faced and find solutions for them!{{PARAGRAPH_NEXT:Are you ready to start?}}

Begin the game

Hi! I am Mervyn and these are my friends! We are a team of social entrepreneurs and in the past years us and many others have helped different people in many countries become social entrepreneurs and superheroes of their community!

Hello! I am Patrick.

Hi! I am Emma!

Hello! I am Joseph!

Hi! I am Linda.

Me and my friends are here to help you become a superhero as well, but in order to do that, you must prove yourself and build your own path and business!

Is your community struggling with environmental issues, poverty, workforce migration or other social concerns?

What if I told you that you could have a positive impact in your community and help the people around you...

...and in the same time you could build your own business and provide a stable employment for you and your family?

Wondering how you can do that?

It's easy! By becoming a social entrepreneur and using all the knowledge InnoSchool has to offer, you can change the world and make it a better place!

At the end of this game, you will be set to start your own business, design the business plan and identify the next steps for your new adventure. Isn't that exciting?
And because every business needs an office, I talked to some members of your community and some of them want to help. One had an old office that she is willing to give you for free to help get you started. All you need to do is renovate it and furbish it, all up to your imagination.
Let's go see your new office!
This is where you will build your new business. Isn't it nice...?
I know it's not what you expected, but I bet we can turn it into the perfect place for you and your business by reinvesting the Hero you earn along your journey!
This is also the place where you can display the badges and awards you receive.
What would you like to learn more about?
What is this game about?
The purpose of this game is to teach you important entrepreneurial skills as well as teach you the importance of giving to your community.
Throughout this game you will learn core characteristic of a social entrepreneur and what it means to run a social entrepreneurship.
You will then understand how to use this newly learnt knowledge in the real world, by reading about real life cases of social needs in our world.
Your team will work on solving these social needs by completing various open tasks and at the end you will create your own social business model canvas, which will help you solve the issues of your community!
By solving these open tasks and answering various questions, you will gain coins and supporters, which will then determine your placement in the Results within your class!
But remember! The most important thing is not winning but helping your community!
How do I upgrade my office?
This can be your office in no time. What do you think?
As you progress and earn coins, you will get an opportunity to slowly upgrade your office, piece by piece, choosing from a few options. How does that sound?
It's easy! You can go to the <code>{{QUOTE:market}}</code> and buy a different piece using the HERO coins in your vault.
And don't worry! When you get tired of one item, you can always change between the items you already purchased!
What are HERO and how do i gain them?
The HERO coins is a type of money you can earn. Here are two ways in which you can get HERO coins.
The first one is by answering correctly during quizzes. Each correct answer gets you a certain amount of HERO coins.
And if you answer correctly before the timer runs out, you can double your rewards!
The second way to earn HERO coins is by answering correctly to the surprise questions that appear throughout the game.
And because every new business needs a capital you already have 100 HERO coins in your safe.
How do I receive my badges and awards?
Here are all the badges and awards you can earn along the way and where they will be displayed. You can also post them on Facebook and let all your friends know how well you are doing!
Don't what to post it yet? No problem! You can always go back and post it.
What are supporters and how do I gain them?
Every superhero needs supporters, as does any new business venture, especially one that deals with the social needs of a community.
Supporters represent members of your community, representatives of the social need groups and other interested parties.
How do you gain supporters? It's quite easy...
All you have to do is perform well in the quizzes and open tasks. The better you do, the more supporters you will gain. Be careful! If your performance isn't good you can also loose them!
This is important because supporters are the leading indicator of your success in the game! The number of supporters gained during the whole game indicates your overall placement in the results within your class.

If you want to perform especially well, you have the option to complete the Optional Open tasks at the end of every module. These will give you extra supporters and make your chance at winning much more possible!
Word has gotten around about you and your business, so you already gained 10 supporters. How cool is that?
What steps will I be able to take at the end of the game to start my own business?
Starting your own business is one of the most challenging, thrilling and rewarding adventures you'll embark on.
Here are some steps you will be able to take at the end of the game in order to start your business:
1. Be inspired, have a passion and educate yourself. One of the goals of the games is to inspire, show you the needs of your community and give you all the information you need to get you started on this path.
2. Generate an idea, preliminarily research that idea, talk to others about it and further develop it. Every business starts with an idea, something that is missing for your community. This game is going to show you some ideas and further inspire you to develop and build your own.
3. Research and start a business plan, come up with a financial model and an operations model. We'll teach you everything you need to know!
4. Determine your target market and what you need to start. Who do you want to impact with your business? What are the resources needed? All these questions will be answered throughout the game.
I got it. Let's do this!
Game Scenarios
Did you know that there are other case studies, relating to other social needs? You can view them in the menu anytime you want! Just click on Case studies in menu of Level 2!
Case studies
Prev
Next
Close
Save
Use
Share
Continue
Back
Back to menu
I Got it!
Keep playing
Other case studies
Buy for
Yes, buy
Yes, select
Yes, submit
Cancel
Points
Submit
Saving....
Loading...
Home
Files
Results

Office
Settings
InnoSchool
Access code / e-mail
Password
Password again
Login
Logout
Loading...
Password reset
Reset password
Forgotten password
We don't have password yet
Password setting
Password already exists
Verify your code
Code for password reset
Password reset successful!
Email has been sent
Go to ask teacher for secret!
Access code
Secret code
Back to login
Successfully set
Not set
Project co-funded by European Union funds (ERDF, IPA, ENI)
Team is deactivated!
Show evaluation
Browse computer
Drag & drop files here of
Drop it here!
Intro
Explore what people around you really need
Level 1
Explore what people around you really need!
Level 2
Generate the business idea that meets the social needs!
Level 3
Learn how to identify the strengths and weaknesses of your business!
Level 4
Visualize and develop your own social business model canvas!
Level 5

Define clear financial plans and finish your social business model canvas!
Level 6
Create a more detailed social business plan!
{{QUOTE:There is no power for change greater than a community discovering what it cares about.}} – Margaret J. Wheatley
{{QUOTE:Ideas are the beginning points of all fortunes.}} - Napoleon Hill
{{QUOTE:Visionary builds what dreamers imagined.}} - Toba Beta
{{QUOTE:Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another.}} - Alfred Adler
{{QUOTE:No matter what people tell you, words and ideas can change the world.}} - Robin Williams
{{QUOTE:Sustainability has to be a way of life to be a way of business.}} - Anand Mahindra
After finishing this level you have successfully unlocked new wallpapers for your office!
After finishing this level you have successfully unlocked new items for your office!
After finishing this level you have successfully unlocked new items for your office!
Wow, would you look at that! Several new objects and cool free-time activities have been added to your office! Click on the button to check and try them out!
After finishing this level you have successfully unlocked new items for your office! {{LINE_BREAK}} Now, your Social Business Model Canvas is finalized and available in the office for download
After finishing this level you have successfully unlocked new items for your office!
Congratulations
On your new achievement!
Congratulations! You have further developed your ability to take the perspective and empathize with others, including those from diverse backgrounds, cultures, and with the social needs of a community.
Continue
Share to earn 15
New office upgrade available!
New office upgrade available!
Nickname successfully edited
Password successfully edited
Email successfully edited
Settings edit failed. Please try again.
Open story
Open task
Open task successfully saved
File successfully uploaded
File successfully removed
Congratulations, your open tasks were evaluated
Your open tasks were evaluated
You didn't do that well this time.
Try again next time and do your best!
To view your evaluation, please enter the detail page of the particular open task.
Basic
Advanced
Enter task
Filled

Evaluated
Submit the solutions?
Do you really want to submit saved solutions?
There is no way back!
Theory
Intro
Quiz
QuizTime
QuizTime starts in
Multiple choice exercise
Invalid Answer!
sec
QuizTime is loading...
In this game...
Correct
Incorrect
Heroes
Supporters
Attention!
Before you leave the quiz, you have to submit your answers!
Are you sure you want to leave yet?
Submit my answers
Now it's time to put your newly learned information to good use and solve these puzzles so you can be one step closer to becoming a superhero yourself!
You will also receive Hero if you answer correctly and if you solve the puzzles before the time runs out, you will double your rewards! Let's do this!
It's time for another quiz! You already got the gist of things so let's jump straight in!
It's time for another quiz!
It's time for another quiz!
It's time for another quiz!
It's time for another quiz!
Quiz for fun time!
It's time for a quiz for fun!
Don't worry! This part isn't about losing supporters. It's just what it sounds like - a quiz for fun!
But if you guess the correct answer, you will get some HERO coins.
So go ahead and make a guess.
You didn't get it right this time
Good job
I got it!
Game Scenarios
Did you know we can adjust the content of the game according to the social needs you aspire to help with? We are going to introduce you to 6 social topics. Get familiar with them and choose wisely!
Select scenario
Do you really want to select

Congratulations on completing this session!
Would you like to go to main menu or continue to the next part?
Keep playing
Back to main menu
Or go to your office
Congratulations on your new diploma!
This diploma is awarded to those who managed to get a total score of more than 90% in this level!
Congratulations on being one of them!
Results
Progress
Status
Supporters gained
Coins gained
Quiz Answers
correct / incorrect
Quiz Total Time
per one question
Team standings
Place
Team
Supporters
Hero Coins
Purchased Office items
Settings
Email change
LoremLoremLoremLoremLoremLorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua
Change email
Password change
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua
Password
New password
Repeat password
Change password
General settings
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua
Change nickname
At {{VARIABLE:time}} you have received badge for module {{VARIABLE:module}}
At {{VARIABLE:time}} you have received diploma for module {{VARIABLE:module}}
At {{VARIABLE:time}} you have received open task evaluation for module {{VARIABLE:module}}
At {{VARIABLE:time}} you have received quiz finished modal for module {{VARIABLE:module}}
At {{VARIABLE:time}} you have new item {{VARIABLE:item}} unlocked

In addition to economic issues (low income and limited or no employment opportunities) elderly face significant problems like isolation and loneliness...
Children of some families are born into poverty, the parental roles are missing and education is not supported...
There was no grocery store, no school and no medical facilities. People had no running water or sewage. Roads were old and cracked. People were demoralized...
There are millions of people across Europe who sleep on streets or in sheltered housing...
When food is disposed in a landfill it rots and becomes a significant source of methane – a potent greenhouse gas with 21 times the global warming potential of carbon dioxide...
In the last five years, slow economic growth and poor socio-economic conditions caused new waves of emigration...
Caring for an ageing population
Older people are among the most vulnerable groups in society...
Scenario #1
CARING FOR AN AGEING POPULATION
Older people are among the most vulnerable groups in society.
Although the number of older people continues to rise, they often face a number of false myths and stereotypes.
One of them is the technological illiteracy of older people, this myth is refuted by various surveys that show that 40% of current seniors aged 60-70 use computers and the Internet.
Do you know who Dagny Carlsson is?
She is the oldest blogger in the world and a great example that these prejudices are not true.
Her site Blog with Me! has almost 4 million visitors.
Dagny Carlsson took a computer course for the first time when she was 99 years old and she started to blog seven years ago at the age of 100.
By her philosophy, a long life is based on good genes and curiosity.
Dagny Carlsson hopes to be a voice for older people!
She posts funny, thought-provoking stories that have something in common with those of the younger vloggers: they are all funny.
For example, Dagny Carlsson wrote about buying her first pair of jeans at the age of 101. She always longed for a pair because jeans were not accepted as clothing for women when she was young. She said that computer helps older people stay young .
An ageing society is a new challenge for Europe and there are a lot of opportunities to make their lives easier, more interesting or healthier.
Let's change the lives of other interesting people!
Let's care for seniors and the ageing population.
They can help us understand not only our past, but also our future!
Disadvantages and challenges in peripheral and rural areas
Have you ever wondered how the countryside life looks like? Basic services like schools and doctor's office are far away and not easily accessible....
Scenario #3
Have you ever wondered how the countryside life looks like?
Would you like to get to know the countryside's true side?
This is what you will see
In many villages public transport is not as regular as in cities, so people spend more time commuting to get to work or school.
Supermarkets, shops and restaurants are far away and people need personal vehicles to do simple things, such as shopping or eating.
Basic services like schools, doctor's offices, entertainment content are away and not easily accessible.
Ask yourself a well-known question: What can you do for your country?
Are you willing to make positive changes?
If you look around, you can see that rural areas have great potential for development.

Countryside has a lot of potential: you can make a living on growing organic food, collecting herbs and wild fruits, engaging in rural tourism, or simply, you can have your life in line with healthy lifestyle.
Do you have some more ideas about what can change for a better life there?
Be creative, think how we can improve life in rural areas!
Child welfare social need
Even in the most developed countries and in your area, there are children living in poverty...
Scenario #2
Child Welfare
Have you ever thought about how many children live in need and how much their life is different than yours?
Maybe not, so let me explain!
On your average school day, you wake up in the morning, fill your school bag with notebooks, books and maybe even your Tablet. You put on your shoes and go to school.
But your average school day would be a special day for many teenagers around the world.
Not just on distant continents, but even in the most developed countries and in your area, there are children living in poverty.
They would love to go to school just like you, with nice bags and nice shoes on. But they cannot.
Many fashion companies were moved by the fact, that many students your age might go to school with too big shoes or used and old backpacks.
Some companies give one pair of shoes or a brand new backpack to a child in need after every pair of shoes or backpack sold.
These companies help children feel more comfortable and confident when going to school.
You, the future generation, have the potential to figure out businesses just like that and help teenagers!
You can figure out how your business can support children, not just in poverty, but with serious diseases or educational problems!
Inclusion of excluded groups
Social exclusion creates barriers not allowing all members of the society to fully participate in it...
Scenario #4
Inclusion of excluded groups
Take a moment to look around.
On a street corner there is an old woman selling flowers.
On the other side of the road, a homeless person is searching for food in the trash bins.
A poor child, wearing worn out shoes, is just walking through the school gate.
Further down, a student in a wheelchair is in front of the school that has no wheelchair access.
Two visually impaired students are being mocked by their classmates.
You read the news about a smart woman who has excellent ideas and could change many things for the better, but she is not a 'big shot' in her company and her success is obstructed by a group of corporate directors who are all men.
In this sad story, people are experiencing social exclusion.
They lack opportunities to work, play, learn and develop friendships and social relationships with others.
Social exclusion creates barriers not allowing all members of the society to fully participate in it.
Now, could we change the story?
Let's start with understanding that despite our differences, we are all equal and everyone has the right to be accepted, respected and useful to the society.
From this perspective you will see many pathways for inclusion – a lift for disabled people, an IT solution for the blind ones, skills development and proper employment for the homeless ones, and why not a social enterprise, improving the lives of socially excluded people.
It's you who can make the change!
Shift of society towards environmental responsibility

As the world warms, extreme weather events are becoming more frequent and intense, sea levels are rising...
Scenario #5
Shift of society towards environmental responsibility
If the bee disappeared off the surface of the globe then man would only have four years of life left. No more bees, no more pollination, no more plants, no more animals, no more man.
Nowadays, these simple words of Albert Einstein are becoming more meaningful than ever.
There are many ways through which we are connected to plants and animals around us, but most of the time, we do not think about these links.
Usually, these connections are not easily noticeable.
Nevertheless, it is important to understand that we need these beings in order to survive, as these connections are vital to life.
As the world warms, extreme weather events are becoming more frequent and intense, sea levels are rising, prolonged droughts are putting pressure on food crops, and many animal and plant species are being driven to extinction.
Did you read The History of Bees by Maja Lunde? If not, it's okay. You may become curious after you read this paragraph:
{{QUOTE:China, 2098. The bees have disappeared, the world is in chaos. Europe and America are haunted by famine, but China manages to feed its people. Tao, a young mother, works daylight in the orchards, making manual pollination. Children are schooled up to 8 years and then sent to work in fields. Tao does not want such a life for her son...}}
What about us? Do we want such a life for our offsprings, for humanity?
It's hard to imagine what we as individuals can do to resolve a problem of this scale and severity.
The good news: We are not alone!
People, communities, cities, businesses, schools, and other organizations are taking action!
The change starts with us!
Let's join our forces to protect our planet like our lives depend on it - because they do.
Workforce migration, brain drain
Faced with pressing life problems and no promising job opportunities, people often say goodbye to their country...
Scenario #6
Should I stay or should I go?
You may have already asked yourself the same question.
You may have friends or know people who already moved to wealthier countries in pursuit of better opportunities, higher wages and better living standards and life in the future.
But before you pack your suitcases, there is a story about three friends, students of the final year of computer engineering, who asked themselves the same question.
Faced with pressing life problems and no promising job opportunities, the three friends said goodbye to their country, armed only with acquired IT skills.{{LINE_BREAK}} Soon enough, they found well-paid jobs in a well-known European IT company, developing software and experiencing luxuries a good life can bring.
But the three longed to return home and strike out on their own.
After few years spent abroad, they went back to living with their parents, but this time armed with a vision of an enterprise that would positively impact lives and instigate change in the society.
They started a video game company, working out of a garage with no windows, and so, the most popular, most played and most downloaded online social sports management game in the world was born!
Their enthusiasm and desire to do something new, different and fun enabled them to empower and attract super-talented software developers from their own city.
Their company started as a team of five and today it reverses brain drain by employing more than 160 national developers.
These people now have promising IT careers in their own country. The three friends and their company created career and life opportunities people didn't have before.
Most of us are not aware of opportunities we already have at home.
Just like these three friends, you can be the driving force in your community and the power behind its development.

You can mobilize your ideas and talents to create new opportunities in your hometown and show that chances do exist. You can empower people, positively affect their lives and join forces in building a BETTER FUTURE in your own country.
In addition to economic issues (low income and limited or no employment opportunities) elderly face significant problems like isolation and loneliness...
Children of some families are born into poverty, the parental roles are missing and education is not supported...
There was no grocery store, no school and no medical facilities. People had no running water or sewage. Roads were old and cracked. People were demoralized...
There are millions of people across Europe who sleep on streets or in sheltered housing...
When food is disposed in a landfill it rots and becomes a significant source of methane – a potent greenhouse gas with 21 times the global warming potential of carbon dioxide...
In the last five years, slow economic growth and poor socio-economic conditions caused new waves of emigration...
Deshka and her husband are running a Guesthouse in Gorno Draglishte - a small village on the slopes of the Rila Mountain where most residents are over 60. The business started as an alternative to big hotels and restaurants that popped up in the nearby ski-resort of Bansko.
Deshka's products relate to local tradition, green lifestyle and spreading cheerful mood!
The mission is to positively affect economic and social status of local elderly people by engaging them in work and operations of the guesthouse.
To promote cross-generation dialogue , environmentally friendly lifestyle, revive tradition and help elderly people overcome isolation and loneliness.
Core products/services
Sustainable tourist services – accommodation, local food prepared by elderly women, teaching guests traditional arts and crafts.
The social problem is an aging population & depopulation of the village. Out of about 900 inhabitants, most are seniors. In addition to economic issues (low income and limited or no employment opportunities) elderly face significant problems like isolation and loneliness . Most live apart from their children and need to find ways to take care of themselves.
Challenge
To create a unique business as an alternative to traditional hotels and restaurants, engaging elderly people.
Target groups
Local elderly people, with focus on elderly women.
Social impact
Improved economic and social status of over 20 elderly people and their families. The business not only provides employment and income to elderly women, but also nurtures their abilities helping them feel useful and happy.
The business components are 1. Human resources – local elderly women (Super Grannies), who put their heart and soul into work and who apply their culinary, arts and crafts skills on a daily basis.
2. Marketing and sales – accommodation and delicious local food, entertainment with Supper Grannies, sales of local arts and crafts, local cooking classes, training in arts and crafts, green schools for children, organization of different events, eco-trails in Rila mountain and much more.
3. Collaboration and cooperation – the guesthouse works with many tour operators, participates at tourist markets and fairs and is presented in regional catalogs for alternative tourism. Its best promo-agents are happy customers.
4. Funding – small grants were received by national and international funding programs, e.g. for renovation and conversion of an old building into a green school for children.
5. Innovation and technology - Deshka and her guesthouse are open to new ideas and collaborations. This got them to receiving numerous acknowledgments and awards – membership in the Slow Food Movement and Foundation for Alternative Tourism, PAMParks and Green House certification, etc.
Business Location Gorno Draglishte, Bulgaria. Founded in 2006.
Business Challenges
The guesthouse's capacity is limited to respond to the growing number of tourists. Deshka tries to respond by cooperating with other guesthouses in the village. Another challenge comes out from the legal limitations for selling homemade food.

{{TEXT_BROWN:Drawbacks}}
This business works for 13 years, but it can't reach much bigger social impact due to its scale. However, its model is already applied in other social enterprises in the countryside as part of local cultural centers' programs.
{{TEXT_STRONG:The mission}} is:{{LINE_BREAK}}1) The {{TEXT_STRONG:abolishment of child poverty}} and the endless cycle of extreme poverty for the next generation,
2) {{TEXT_STRONG:To educate children}} through art education and to equip them with art related skills, social skills and confidence,
3) {{TEXT_BROWN:To support talented students}} with {{TEXT_STRONG:difficult backgrounds}},
4) To build community.
{{TEXT_BROWN:Core products/services}}
The education of the children from poor families through {{TEXT_BROWN:art and creative education.}}
Paid trainings for {{TEXT_STRONG:future educators}} (in English as well).
{{TEXT_STRONG:Online based webshop:}}{{LINE_BREAK}}design products that are based on the drawing, painting and other creative products of children supported - cups, mugs, jewels, postcards, books, calendars, shopping bags, purses, pictures and paintings, and even boardgames.
{{TEXT_STRONG:The social problem:}}{{LINE_BREAK}}The economic restructuring of Hungary created depression regions.
Population has changed radically - the wealthy families left and the majority of those {{TEXT_STRONG:who stayed are the vulnerable groups}}, mostly the Roma community.
Children of these families are born into poverty, the parental roles are missing, and education is not supported, or it is not seen as an opportunity for ending poverty. These children also {{TEXT_STRONG:do not develop appropriate social and behavioral skills.}}
This leads to {{TEXT_STRONG:early dropouts}} in school, the lack of skills for improving their own future perspectives. Therefore, the {{TEXT_STRONG:circle of poverty is constantly reproduced}} in these families.
{{TEXT_BROWN:Challenge}}
Find a solution to aid communities in need and end the cycle of poverty by educating the youth through art.
{{TEXT_BROWN:Target groups}}
Children born in poverty are the primary target group.{{LINE_BREAK}}{{LINE_BREAK}}The organization {{TEXT_STRONG:supports different disadvantaged children}}, such as children with learning disabilities or students enrolled in school at older age.{{LINE_BREAK}}{{LINE_BREAK}}They have {{TEXT_STRONG:special focus}} on children from the area of Berettyóújfalu.
{{TEXT_STRONG:Social impact:}}{{LINE_BREAK}}Financial and other type of support of disadvantaged families and Roma communities.
{{TEXT_STRONG:Educational impact on children}} through art education and social skills development and {{TEXT_STRONG:Community development.}}
{{TEXT_STRONG:Business components are:}}1) Human resources:} Educators and teachers with knowledge in art education.
{{TEXT_STRONG:2) Marketing and sales:}} Financial aid is provided to {{TEXT_BROWN:disadvantaged families}} regardless their ethnical background.
{{TEXT_STRONG:3) Collaboration and cooperation:}} The organizers have developed their {{TEXT_BROWN:own methodology}} for art education that can be used for skills development (including social and community aspects) and personal development.
{{TEXT_STRONG:4) Funding:}} Financial stability ensured by charity - that was the basic form of income at the beginnings, while sales activity (selling products online) and {{TEXT_BROWN:providing courses and trainings for teachers}} is a less instable income. Sometimes it is completed with national grant or EU funds.
{{TEXT_STRONG:5) Innovation and technology:}} The tools for education are those required to use when painting, draw, prepare installations, and other art items
{{TEXT_BROWN:Business location:}}{{LINE_BREAK}}Berettyóújfalu, Hungary
{{TEXT_BROWN:Business challenges}}
1) Ensuring {{TEXT_STRONG:charity and donations.}}2) {{TEXT_STRONG:Creating a brand}} for their products (the special design created a unique appearance to their products and became well-known).3) {{TEXT_STRONG:Limited supply capacity}} for selling products.4) {{TEXT_STRONG:Securing the teaching capacity}} of the organization.5) The organization

<p>{{TEXT_STRONG:cannot be identified as {{QUOTE:social business}}}} as {{TEXT_STRONG:no such a term included in national legislation.}}</p>
<p>{{TEXT_STRONG:Drawbacks:}} Seasonality of work and employment – winter is the {{TEXT_BROWN:'slow' season}} (little or no work), while peak periods are Summer and Fall.</p>
<p>Today I'm going to tell you about a very interesting and important business model! And I have the perfect example for it! Do you know which one I'm thinking of?</p>
<p>Oh yes, I know. I was there when it happened!</p>
<p>{{TEXT_STRONG:Muma Codrului – The Forest's Mom}} is a model of social entrepreneurship which tries to revive forgotten rural places under the pressure of big cities development.</p>
<p>{{TEXT_BROWN:The mission}}</p>
<p>An ambitious young couple decided to change their lives and chose to move to Colești, a mountain village {{TEXT_STRONG:untouched by urban civilization}}. They gave up the hectic city life for the beauty of the place. The goal of the young couple was to give people a role, {{TEXT_STRONG:a purpose}} to keep them in Colești and to attract others to come and live in the village</p>
<p>{{TEXT_BROWN:Core products/services}}</p>
<p>They developed a factory where they {{TEXT_STRONG:process local organic products}}, a restaurant and a small guest house. They want to attract as many tourists to the village as possible. All products and services are based on a combination of {{TEXT_STRONG:local tradition}} and modern ways of providing amenities.</p>
<p>{{TEXT_STRONG:The social problem:}} Colești is located in a picturesque area of Western Carpathians in a mountain group named Codru Moma, Romania. The village is populated {{TEXT_STRONG:especially by the elderly}}. Their descendants chose to leave the village, endangering the disappearance of a place that has been kept alive hundreds of years. The {{TEXT_BROWN:population of the village has dropped below 200 inhabitants}}, as more and more Romanians go to other countries in search of a better life.</p>
<p>About 9.7 million Romanians left their country and work abroad, but even more worrying is that 47% of young Romanians between the ages of 16 and 35 say they would like to emigrate abroad and live in the largest cities of Europe. The reasons for emigration are {{TEXT_BROWN:corruption, poor quality of the political class and poverty.}}</p>
<p>{{TEXT_BROWN:Challenge}}</p>
<p>There was no grocery store In Colesti, no school and no medical facilities. People had no running water or sewage. Roads were old and cracked. People were demoralized. They thought there was no hope for their village. They didn't believe the young family would succeed. They considered the two spouses crazy. {{TEXT_STRONG:The lack of facilities and living opportunities drove young people out of the village}}. How is it possible for a young family to come back here and want to stay? Soon they got the answer...</p>
<p>{{TEXT_BROWN:Target groups}}</p>
<p>The people living in the depopulated villages are the target group.</p>
<p>{{TEXT_BROWN:Social impact}}</p>
<p>This social enterprise increases the income of the village's population, people's' hope and optimism. Through the touristic services they opened the {{TEXT_BROWN:opportunity for agro-tourism}} in that area. People life satisfaction improved. The young social enterprise became the motor of the local economy.</p>
<p>Now I'll introduce the Business components in this case.</p>
<p>{{TEXT_STRONG:1} Human resources:}}The entrepreneurs are Larisa and George Hoțopan, both emotionally & deeply committed to making an impact on the society. People in the village significantly changed their lives because they trusted them.</p>
<p>The human resources are provided by their own family and by people living in the village. They hired the right workers, for example they have a lady from the village who has the great skills of cooking a special kind of pies, specific to the area. Other women from village bake bread or make pasta.</p>
<p>{{TEXT_STRONG:2} Marketing and sales}} is done through marketing campaigns in local and national media and also in social network in order to attract customers and profits,</p>
<p>{{TEXT_STRONG:3} Collaboration and cooperation}} and cooperation with the villagers are critical in this social enterprise. They started by processing local products from organic fruits and vegetables purchased from the locals. Now they have the factory. They prepare jams, pickles and {{QUOTE:zacusca}} (a Romanian culinary preparation made from eggplant/beans/mushrooms, tomatoes and onions),</p>
<p>They also make marmalade and syrups from berries such as cranberry, rosehip and seabuckthorn. They conserve pickles from mushrooms and artichoke, collected {{TEXT_BROWN:from the surrounding forests}} and hills. They</p>

process milk, cheese and butter from buffalo milk bought from the villagers. They involve and {{TEXT_BROWN:place-specific}} pies,
{{TEXT_STRONG:4} Funding:}} They recently convinced a businessman to invest 400,000 Euros in their work and they built a restaurant in Colesti. All the food is cooked from the organic products offered by villagers from vegetables, fruits, eggs, milk to meat,
{{TEXT_STRONG:5} Innovation and technology:}} The English brunch can be served now in Colești. They organize different events at the restaurant, so in this way many city people and foreigners are visiting Colești.
{{TEXT_BROWN:Business location}}
Colesti, 67, Bihor, 415803, Romania
{{TEXT_BROWN:Business challenges}}
{{TEXT_STRONG:Fear was the only feeling that could keep them in place}}, thinking that maybe the road is too hard, that they will get stuck in the mud of insecurity, that they {{TEXT_BROWN:will face people's indifference.}}
That's all you'll learn today!
{{TEXT_STRONG:Pragulic's Mission:}} {{LINE_BREAK}}To provide {{TEXT_BROWN:employment to homeless people}} while raising awareness of the hardships they face.
The business employs {{TEXT_BROWN:6 to 10 homeless people}} who work as {{TEXT_STRONG:city guides}}. The tours are closely linked to guides' life stories and often touch topics like petty theft, drug abuse, prostitution, alcoholism.
The original goal of this social enterprise was primarily {{TEXT_BROWN:to help homeless people return to normal life}}.{{LINE_BREAK}}However, after several years, the founders realized that their {{TEXT_BROWN:greatest impact}} was {{TEXT_STRONG:change in perception of homelessness by the society.}}
{{TEXT_BROWN:Core products/services}}
Unconventional tours of the City of Prague, led by a homeless person – {{TEXT_STRONG:poverty tourism.}}
{{TEXT_STRONG:The social problem:}} {{LINE_BREAK}}Estimated number of homeless people in the Czech Republic is between {{TEXT_BROWN:30,000 and 70,000}}. There are millions of people across Europe who {{TEXT_BROWN:sleep on streets}} or in sheltered housing.
{{TEXT_BROWN:Challenge}}
Change in {{TEXT_BROWN:perception of homeless people}} and homelessness by the general public.
{{TEXT_BROWN:Target groups}}
Homeless people, Tourists
{{TEXT_BROWN:Social impact}}
a) Provision of income opportunities for homeless people.{{LINE_BREAK}} {{LINE_BREAK}}b) {{TEXT_BROWN:Increased sense of personal value}} – engagement of homeless people as city tour guides diminishes their feelings of self-pity as others are interested in their lives and stories.
{{TEXT_STRONG:Business components are:}} {{LINE_BREAK}}{{TEXT_STRONG:1} Human resources:}} Founded by 3 students, the business employs 6 to 10 homeless people who work as a city tour guides.{{LINE_BREAK}}They {{TEXT_BROWN:receive training}} which includes help with presentation skills and access to research materials
{{TEXT_STRONG:2} Marketing and sales:}} This social enterprise is based on various {{QUOTE:tourist}} tours. Usually these are 2-4 hours guided tours, eventually with an interpreter. The tours are always attended by at least 5 participants. There are also all-day events, such as {{QUOTE:To be One-day homeless}} and other individual experiences.
{{TEXT_STRONG:3} Collaboration and cooperation:}} Pragulic's idea has the potential to spread to other cities. Developments towards that direction are {{TEXT_BROWN:already taking place}} (Olomouc and Vienna)
{{TEXT_STRONG:4} Founding:}} Visitors pay about €7 each for a tour and guides receive a flat fee of €13 per tour. Pragulic is {{TEXT_BROWN:entirely financed by revenue raised through payment for its services}}. All profits are reinvested into the support services.{{LINE_BREAK}}Additional income is generated from {{TEXT_BROWN:presentations in schools, team building events}} and the 24 Hour Homeless Experience tour.
{{TEXT_STRONG:5} Innovation and technology:}} Each unconventional tour is closely linked to homeless life story and often touches on topics such as drugs, prostitution, or petty thefts.
{{TEXT_STRONG:Business location:}} {{LINE_BREAK}}Staroměstské nám. 4/1, Praha 1, 110 00
{{TEXT_BROWN:Business challenges}}
1) High dependency on volunteers - if volunteers were not involved in the business, profitability would be a problem.{{LINE_BREAK}}2) {{TEXT_BROWN:Copying of the business idea by other companies}} while excluding Pragulic from these initiatives.

<p>{{TEXT_STRONG:The mission is:}} 1. A greatest possible impact in food waste prevention / protection of the environment, 2. Conscious consumption.</p> <p>Core products/services: jams, marmalades, chutneys, syrups, pickling and cooking.</p>
<p>Since 2015, Unwasted has been working to reduce the amount of fruit and vegetables that are thrown away – by using culinary and creative solutions to utilise surplus crops through traditional crafts. It emphasises the great potential of unutilised resources in the area of food and enables people to a culinary & enjoyable access to food waste prevention and a sustainable lifestyle.</p>
<p>The social problem: Farmers are forced to produce up to 200% of the amount of fruits or vegetables to ensure that enough products meet the supermarkets' norms related to particular size, shape, colour, etc</p>
<p>Highly-specialized requirements lead to misfit fruits and vegetables (surplus) amounting up to 500 kg per day for one small farm. In most cases, the surplus produce are thrown away.</p>
<p>This is problematic considering the resources and energy invested in growing the produce (seed production, rearing in heated glasshouses, labour, machine hours, etc).</p>
<p>When food is disposed in a landfill it rots and becomes a significant source of methane – a potent greenhouse gas with 21 times the global warming potential of carbon dioxide.</p>
<p>Challenge:</p>
<p>Utilise surplus of fruits and vegetables in a sustainable manner & apply the zero-waste philosophy.</p>
<p>Target groups:</p>
<p>Farmers with surplus produce that does not meet supermarket standards – instead of throwing the misfit produce away, they resell it to Unwasted at a fraction of a price.</p> <p>Consumers:</p>
<p>Social impact:</p> <p>A) Prevents fruits and vegetable waste.</p> <p>B) Engages people from rural areas and disadvantaged groups.</p> <p>C) Raises awareness among producers about potentials of unutilised resources in the area of food.</p> <p>D) Contributes to sustainable consumerism.</p> <p>E) Protects the environment by reducing harmful gasses.</p>
<p>Business components in this case are the following:</p> <p>1) Human resources: Founders are a trained chef and her brother. They have degrees in law and economics, eco resources management and marketing/design. The business employs 4 other people with relevant background in cooking and social ecology. Together they cover all aspects required to make Unwasted successful.</p>
<p>2) Marketing and sales: The suppliers are farmers that have surplus - from the region in and around Vienna. They use of traditional crafts to transform the surplus of fruits and vegetables into jams, marmalades, chutneys, syrups, pickling, etc.</p>
<p>3) Collaboration and cooperation: The business shares the kitchen with a vegan catering service that works during the night and Unwasted uses the kitchen during the day. Thus, together they use one kitchen at full capacity rather than having two fully equipped kitchens.</p>
<p>4) Funding: In 2016, Unwasted has had a successful crowdfunding campaign gathering more than 20.000€. People who are excited about the products Unwasted is making and want to contribute to sustainable use of ugly produce.</p>
<p>5) Innovation and technology: Developing and applying zero waste solutions in other areas of the company. For example, non-printable newspaper rolls are used instead of purchased packaging paper, thus the waste of another company becomes a valuable resource for Unwasted. In the long-term the company wants to offer various solutions - in-house production, outsourced activities, regional branch establishment and transfer of resources and licences - to utilise all kinds of surpluses.</p>
<p>Business location: Vienna, Austria</p>
<p>Business challenges: Seasonality of raw materials.</p>
<p>Unwasted does not have the necessary amount fresh fruits and vegetables during the winter.</p>
<p>The mission:</p> <p>1) To motivate and empower youth to stay in the city/country.</p> <p>2) To create opportunities for young people to work, earn money, show their creativity and fight unemployment.</p>

3) To empower youth to become active citizens and raise awareness about equality, social justice and non-discrimination.
Core products/services: Funky clothing items for those with a youthful spirit, uniquely designed and hand-made by young people
The social problem
Bosnia and Herzegovina experienced high level of emigration in the early 1960s, 1990s and 2010s. In the last five years, slow economic growth and poor socio-economic conditions caused new waves of emigration.
This can be tied to unfavorable business conditions, political uncertainty and fewer opportunities for young people to develop their skills throughout formal or non-formal education. Furthermore, according to official findings, unemployment rate averaged 41.64% from 2007 to 2019 and is the main reason why young skilled people leave the country.
Challenge: Retain skilled and talented youth in local communities / the country.
Target groups
Funky Guerrilla employs young people. This social enterprise shares its resources with its founder - Association Most , which actively works with children and youth in need (vulnerable groups, minorities, disabled), thus making a greater impact.
Funky Guerrilla is not just a brand - it is a philosophy that promotes retention of talent, equality and social justice. They employ creative young people who want to stay in their country and make positive impact on the society.
Business components in this case are the following: 1) Human resources: They employ creative young people who want to stay in their country and make positive impact on the society.
2) Marketing and sales - relies on effective marketing mix strategy, taking into account customers' needs and wants as well as the company's mission.
3) Collaboration and cooperation - unky Guerrilla collaborates with celebrities and other relevant non-governmental or governmental organizations and companies in order to accomplish main goals - create better living conditions and retain young people in B&H.
4) Funding All generated extra profit goes to the implementation of Association Most projects that tackle with youth employability, youth work, non-formal education, development of volunteerism, environmental protection etc. The social enterprise reinvests 50% and remaining 50% goes for the projects of Association Most.
5) Innovation and technology Due to developed professional approach, the company strives to enable its employees to further improve their skills and competences. The idea is to provide best service to customers.
Business location: Gradiška, Republic of Srpska, Bosnia and Herzegovina. Founded in 2013.
Business challenges: Absence of social entrepreneurship law in B&H which is the key for development of this and similar initiatives. Being a small company, attempts to find its own place in the sun is sometimes hard on markets overwhelmed with world-renowned brands.
Level 1
Explore what people around you really need!
Level 2
Generate the business idea that meets the social needs!
Level 3
Learn how to identify the strengths and weaknesses of your business!
Level 4
Visualize and develop your own social business model canvas!
Level 5
Define clear financial plans and finish your social business model canvas!
Level 6
Create a more detailed social business plan!

{{QUOTE:There is no power for change greater than a community discovering what it cares about.}} – Margaret J. Wheatley
Congratulations on completing Module 1!{{LINE_BREAK}}You have further developed your ability to look at things from other perspectives and empathize with others, including those from diverse backgrounds, cultures, and with the social needs of a community.
{{QUOTE:Ideas are the beginning points of all fortunes.}} - Napoleon
Congratulations on completing Module 2! {{LINE_BREAK}}You have further developed your skill to create, develop and communicate new ideas to others.
{{QUOTE:Visionary builds what dreamers imagined.}} - Toba Beta
Congratulations on completing Module 3!{{LINE_BREAK}}You have further developed your ability to envision a better world and the actions that you need to take in that direction.
{{QUOTE:Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another.}} – Alfred Adler
Congratulations on completing Module 4!{{LINE_BREAK}}You have further improved your ability to empathize with others, including those from diverse backgrounds, cultures, and with the social needs of a community
{{QUOTE:No matter what people tell you, words and ideas can change the world.}} - Robin Williams
Congratulations on completing Module 5!{{LINE_BREAK}}You have further improved your ability to develop new ideas and find ways to implement and share them with others.
{{QUOTE:Sustainability has to be a way of life to be a way of business.}} - Anand Mahindra
Congratulations on completing Module 6!{{LINE_BREAK}}You have further developed your ability to develop ideas that promote sustainability and identify further steps in this direction.
Lamp
Table
Chair
Computer
Wallpaper
Decorations
Key Partners
Key Activities
Key Resources
Value Propositions
Customer Relationships
Channels
Customer Segments
Cost Structure
Revenue Streams
Key resources
Partners + Key Stakeholders
Key Activities
Type of intervention
Channels
Segments
{{PARAGRAPH:Beneficiary}}{{PARAGRAPH:Customer}}
Value Propositions
{{PARAGRAPH:User Value Proposition}}{{PARAGRAPH:Customer Value Proposition}}{{PARAGRAPH:Impact Measures}}
Cost Structure

Surplus
Revenue
To start developing your own business ideas and social innovations, you need to know the basics!
So now, let us immerse ourselves into the world of social entrepreneurship!
What is volunteer work?
To perform activities willingly and without pay . (e.g. Parents paint the school building without getting paid)
Who are the philanthropists?
Philanthropists make active effort to promote human welfare . Philanthropy is the goodwill to fellow members of the human race especially.
What does charity mean?
Help to those in need , typically in the form of money.
What is a foundation?
Foundation is an organisation or an institution established by endowment with provision for future maintenance .
What does an association do?
An association is where a group of people who work together in a single organisation for a particular purpose .
What is the role of a humanitarian organisation?
img/marvin-theory.svg
The role of a humanitarian organisation is to perform humanitarian aid to people in need in form of food, medicaments, material, logistic assistance etc.
What is an innovation?
The process of translating an idea or invention into a good or service that creates value or for which customers will pay. To be called an innovation, an idea must be replicable at an economical cost and must satisfy a specific need.
Innovation involves deliberate application of information , imagination and initiative in deriving greater or different values from resources, and includes all processes by which new ideas are generated and converted into useful products. In business, innovation often results when ideas are applied by the company in order to further satisfy the needs and expectations of the customers.
Then what is a social innovation?
According to the European Union's definition social innovations are new ideas that meet social needs, create social relationships and form new collaborations. These innovations can be products, services or models addressing unmet needs more effectively.
What does entrepreneurship mean?
The capacity and willingness to develop , organize and manage a business venture along with any of its risks in order to make a profit. The most obvious example of entrepreneurship is the starting of new businesses.
In economics, entrepreneurship combined with land, labor, natural resources and capital can produce profit. Entrepreneurial spirit is characterized by innovation and risk-taking, and is an essential part of a nation's ability to succeed in an ever changing and increasingly competitive global marketplace.
Then what is social entrepreneurship?
Social Entrepreneurship is the process of finding and implementing innovative and sustainable solutions to solve important and neglected problems of society, leading to Social Innovation when more effective solutions are found. Building sustainable models to meet social challenges and needs is of utmost importance in modern society.
Who are the social entrepreneurs? Well, social entrepreneurs are individuals with innovative solutions to society's most pressing social problems . They are ambitious and persistent, tackling major social issues and offering new ideas for wide-scale change.
Building sustainable models to meet social challenges and needs is of utmost importance in modern society.
Congratulations on completing Level 1! Look at you go!

In this level you will learn about key areas/initiatives of the social entrepreneurship, identify social problems and needs!
You will also learn about social entrepreneurs, characteristics of a successful social entrepreneur, recognize and list social needs, problems and challenges and identify sectors and companies, where social entrepreneurs work
Let's start!
People often ask me what made me a superhero. I say – I see with my heart too! Now you're going to see the world the way I see it!
How do you feel when seeing these pictures? If you see something wrong with them, then you can make a big change!
Here, let us show you something!
As you may know, there are people who already made some big changes !
The History of Famous Social Entrepreneurs
Dr. Maria Montessori
from Italy, who developed the Montessori approach to early childhood education.
Florence Nightingale
from the United Kingdom who founded the modern nursing. She was the one who established the first school for nurses and fought to improve hospital conditions.
Friedrich Wilhelm Raiffeisen
from Germany who established the rural bond of association as a substitute for collateral in microfinance, that now is an important player in the European banking system.
Matt Damon
the famous U.S. actor is the co-founder of Water.org, a non-profit developmental aid organization with the aim at providing aid to access to safe drinking water and sanitation to the regions of. developing countries (eg. Afghanistan, Ethiopia and Chad).
Bill Gates
from the United States who established the Bill & Melinda Gates Foundation with the aim at enhancing healthcare and reducing extreme poverty globally, and, in the U.S., expanding educational opportunities and access to information technology.
You already opened your eyes wide to see the social needs around you and know about famous persons – social entrepreneurs. Our superhero team knows a lot about the social entrepreneurs. There are very special characteristics that a social entrepreneur possesses – we call them the 10 Ds!
Social entrepreneurs can envisage what the future can bring , not only to their own (as it happens with commercial entrepreneurs) but to the organizations and the society in which they are involved.
1. Dreamer
Social entrepreneurs are by nature individuals who quickly make decisions .
2. Decisiveness
Any action plan aimed at achieving the objective the entrepreneur proposes is quickly decided and implemented , even if it requires adjustments in order to adapt to the specific needs of the community or society where it operates.
3. Doer
Social entrepreneurs are very responsible and very persistent , not giving up on obstacles that seem at first sight to be unavoidable.
4. Determination
The social entrepreneur works ceaselessly when proposing to move forward with a new project or business, even if this dedication puts into question some personal relationships, namely family relationships.
5. Dedication
The projects or business in which the social entrepreneur is involved are executed by him with real pleasure , facilitating their sale , whether effective or figurative.
6. Devotion
Control of details is a factor that the social entrepreneur cautions in order to maximize the success of his/her project or business. In the case of the commercial entrepreneur, the emphasis is placed on the control of the details for risk minimization (as the social entrepreneur), but also for maximizing profit.

7. Details
Entrepreneurs prefer to be owners of their destiny rather than to be dependent on others.
8. Destiny
Enrichment is not at the top of a social entrepreneur's motivation list. Although it is an indicator of the success of the project or business, minimizing or solving the social problem concerned is the priority reward .
9. Dollars
Social entrepreneurs share control of the project or business with other employees or partners, which are key to their success.
10. Distribute
Although the Social Entrepreneurs do their best, sometimes it is not enough. We all need to protect vulnerable ones.
Here is how the European Union guarantees the protection of the social rights of all of us- the EU citizens .
The European Pillar of Social Rights is about delivering new and more effective rights for citizens that can be also consider as social needs.
It expresses 20 principles and rights classified into three main groups.
They are essential for fair and well-functioning labour markets and welfare systems in 21st century Europe. It is the first set of rights proclaimed by EU institutions since the Charter of Fundamental Rights .
I. Equal opportunities and access to the labor market II. Fair working conditions III. Social protection and inclusion
To make the Pillar of Social Rights a reality on the ground, it is accompanied by a number of legislative and non-legislative proposals , among which a proposal to help working parents and carers manage their family life and their professional career, updates to the EU health and safety legislation, a proposal for more predictable and transparent working conditions, and a recommendation on access to social protection for workers and the self-employed.
In addition to new proposals, delivering on the Pillar also means to ensure the take-up of rights and the actual implementation and enforcement of legislation. For instance, the Commission has come forward with a proposal for a European Labour Authority, which will help to enforce rules on labour mobility in a fair, simple and effective way.
Do you still remember why are social businesses different than conventional economic businesses?
Well, let's take a look back to previous levels' content!
You may think: a conventional businessperson can also address a social need in their business.
And you are right, but the motivation for a conventional entrepreneur is based on financial issues , a social entrepreneur is primary driven by a desire to solve a social problem , or address a social need and only chooses to use business as a mechanism to solve these problems .
Now take a look at the following examples and decide, whether they are social or conventional businesses .
This is Peter . He is the owner of a supermarket that sells food to low-income communities at a discounted price. Discounted food is donated/purchased very cheaply from food suppliers and supermarkets, who cannot sell the food themselves for reasons such as approaching expiry dates, dented cans, and product mislabeling.
This is Anna . She runs a self-service shop offering a wide variety of food, beverages and household products. The main business goal is to sell as many food and beverages as possible, to address young and old, male and female consumers, families or singles, everybody.
This is Alex . Alex is a student. After each semester, she disposes of the textbooks she does not need anymore. She does this with the help of Textbooks for change . They partner with student groups to collect used textbooks at the end of each semester. Some of the textbooks are re-sold, some donated to students in need in the developing world. The profits are split between the student groups, program administration costs, and any remaining funds are used to support social programs in developing communities.
This is Adam . Adam likes to read books but he is also a book collector. That's why the most convenient way for him to buy as many books as he can is through a book store, where he can find them all. Bookselling is the commercial trading of books which is the retail and distribution end of the publishing process.
Based on the information you received you will create your own SWOT analysis about your social challenge.

A SWOT analysis is a strategic planning tool that helps to identify strengths and weaknesses of a business idea/business/project/etc., as well as opportunities and threats that exist, is a commonly used part of a strategic plan/marketing plan, but it serves as a starting point for team discussions.
The S in SWOT stands for STRENGTHS
The W stands for WEAKNESSES
The O stands for OPPORTUNITIES
The T stands for THREATS
SWOT analysis is a framework for identifying the internal factors and classifying them into strengths, and weaknesses categories.
By analyzing relevant external factors opportunities and threats will be listed.
All these factors can have an impact on the viability of a project, business, product, service, place, person or community. Let's look at one SWOT analysis example!
Small rural town of Lebane is located close to Mount Radan in Serbia. The local community was faced with several problems, such as the status of women was strongly influenced by overall underdevelopment of the region and great risk of poverty, the presence of gender disparities, evident in all spheres of life, the low living standards and quality of life, the labor market was characterized by high levels of female unemployment and more than 60% of local population was unemployed and jobs were difficult to find.
To address these problems, a local NGO, supported by the local government, founded a social enterprise "Rose of Radan". Their solution was to secure income-generating opportunities for women, focusing on marginalized and vulnerable groups, and activate local farmers. The enterprise operates since 2015 and nurtures and cultivates local traditions by producing and selling quality home-cooked and home-made delicacies, using only local produce grown on Mount Radan. It economically empowers local women who live on the verge of poverty by employing them.
S
STRENGTHS
<ul style="list-style-type: none"> Access to quality raw materials (50 small farms provide about 100 tons of hand-picked produce annually) Available workforce (the enterprise is the largest employer of women and women with disabilities in the area) Skilled workforce (local women who do what they know best) High-quality traditionally made products ("quality and tradition over quantity") Unique (secret) recipes
W
WEAKNESSES
<ul style="list-style-type: none"> Limited supply capacities and production space Limited access to organically grown fruits and vegetables
O
OPPORTUNITIES
<ul style="list-style-type: none"> Growing market demand Complete conversion to organic production Popularity of organic and "healthy" foods Consumers willing to pay higher prices for quality home-made products
T
THREATS
<ul style="list-style-type: none"> Seasonality of work and employment (slow season during winter, peak periods during summer and fall) Competitors on the market Limited access to organically grown fruits and vegetables Access to finance
The SWOT matrix / SWOT analysis shows all factors (external and internal) that can help the social enterprise build on what they do well, address what they are lacking, minimize risks and take the greatest possible advantage of chances for success.
It also shows that the enterprise can achieve considerable contribution to improved quality of life not only of women but also of local producers and small farmers. It can continue reviving the local community and supporting socio-economic development of the area, securing fair employment and wages.
After finishing level 1-3 your team already has the main idea for your social business. You are familiar with special case studies as examples for possible social initiatives. You have also discussed and created your vision board and mission statement!

Now you are ready to find out, who could be your customers, which marketing and management tasks you have to deal with and last but not least, what kind of community networking possibilities are there.
We have a lot to go through today, so i asked a few of my friends to help me.
Hello! Let's get straight into it.
In order to create a successful social business, first you have to sit down with your team members and discuss, research and answer the following:
{{TEXT_STRONG:1} What are you offering?}{{LINE_BREAK}}{{LINE_BREAK}}{{TEXT_STRONG:2} Why you are offering your social service / product / process?}{{LINE_BREAK}}{{LINE_BREAK}}{{TEXT_STRONG:3} Who you are offering it to?}{{LINE_BREAK}}{{LINE_BREAK}}{{TEXT_STRONG:4} How you are offering it?}}
{{TEXT_STRONG:1} What are you offering?} For most social businesses, the starting point is {{TEXT_STRONG:the mission}}. You have already formulated it in the previous level.
Accordingly, a social business is not just selling a social service or product! It's selling both a {{TEXT_STRONG:product and a mission}}. Finally, the social business also sells itself by {{TEXT_STRONG:spreading social sensitivity and commitment to the community}}. This social enterprise's brand is the reputation and credibility that is essential for success.
{{TEXT_STRONG:2} Why you are offering your social service/product/process?} Social enterprises are delivering both – a product to the customers as well as {{TEXT_STRONG:social impact}}. In this sense the value proposition should think both of what is the value that you provide {{TEXT_STRONG:to the beneficiaries}} and what is the value of the products you sell {{TEXT_STRONG:to the customers}}.
Since the service or product the social businesses are selling are intertwined with the cause and the target groups' needs, a social business also needs to define its {{TEXT_STRONG:{{QUOTE:unique selling proposition}}}} (USP). In other terms, you have to be able to see clearly, and define why are you better than your competitors.
{{TEXT_STRONG:3} Who you are offering it to?} In order to define your exact target group / users / beneficiaries, you need to do the {{TEXT_STRONG:market segmentation}}.
{{TEXT_STRONG:Who are your customers, and who are your (social) beneficiaries?}} {{LINE_BREAK}} Those who pay (customers) are not necessarily the same ones that use or benefit from the activity of a social enterprise.
Most of the for-profit enterprises are offering products that {{TEXT_STRONG:fill an unmet consumer need}} and their consumers are willing to pay for it. Other social enterprises are offering their products for an unmet consumer need, but mostly their consumers are not able to pay it directly.
{{TEXT_STRONG:Market segmentation:}} {{LINE_BREAK}} While listing your potential target customers and beneficiaries you can classify them according to the following criteria:
{{TEXT_STRONG:Geography}} {{LINE_BREAK}} {{TEXT_SMALL:(e.g. nations, regions, cities, villages, neighborhoods, climates, mountain, valley, etc.)}} {{LINE_BREAK}} {{TEXT_STRONG:Demographics}} {{LINE_BREAK}} {{TEXT_SMALL:(e.g. age, gender, marital status, family size, occupation, income, education, nationality, etc.)}} {{LINE_BREAK}} {{TEXT_STRONG:Psychographics}} {{LINE_BREAK}} {{TEXT_SMALL:(e.g. customer lifestyles, activities, interests, social class, hobbies, interests, personality characteristics, comfort with (digital) technology, etc.)}} {{LINE_BREAK}} {{TEXT_STRONG:Customer behavior}} {{LINE_BREAK}} {{TEXT_SMALL:(e.g. frequency of purchase, sensitivity toward price, levels of desired quality, etc.)}}
{{TEXT_STRONG:4} How are you offering it?} {{LINE_BREAK}} This part is about how you are going to {{TEXT_STRONG:sell your product or service}}. Define your marketing strategy: The marketing strategy lays {{TEXT_STRONG:out target markets}} and {{TEXT_STRONG:the value proposition}} that will be offered based on an analysis of the best market opportunities.
Then you need to plan your {{TEXT_STRONG:marketing mix}} including not only the communication channels to your beneficiaries but also the channels through providing your service/product into the hands of your customers.
As you have already defined your market segments, you can address them by {{TEXT_STRONG:various different channels}} according to their {{TEXT_STRONG:presence and need}}.
Throughout history, there were many people who thought that a system is needed to present this concept in a simple and clear way. The most simple one is known as the {{TEXT_STRONG:4}} (also less used 7) {{TEXT_STRONG:P's}}.
{{TEXT_STRONG:1.Price}} {{LINE_BREAK}} {{TEXT_STRONG:2.Product}} {{LINE_BREAK}} {{TEXT_STRONG:3.Promotion}} {{LINE_BREAK}} {{TEXT_STRONG:4.Place}} {{LINE_BREAK}} (People, Process and Physical Evidence)
This is a tool which helps to {{TEXT_STRONG:understand what the product or service can offer}} and how to plan for a {{TEXT_STRONG:successful product offering}}.
The best way to understand something clearly, is to have it {{TEXT_STRONG:right in front of you}}.
The {{TEXT_STRONG:most common and widespread tool}} for developing and visualizing a business model is the {{TEXT_STRONG:Business Model Canvas}} by {{TEXT_STRONG:Alexander Osterwalder and Yves Pigneur}}.

The business model canvas consists of nine building blocks describing the value proposition, customers, value delivery and value creation, as well as the financial perspective.
Who are our partners that help us create value? Who are our suppliers? In this case it's donors / volunteers, distributors...
How do you generate value (service / product) for your customer? Here it's by production, marketing and sales
What knowledge, infrastructure and financial resources do you need? (e.g. knitting materials and tools)
What costs arise from creating and delivering value to your customer, from your key activities and your key resources? (e.g. fixed costs, variable costs)
What kind of value do you deliver to your customer? (e.g. efficiency, convenience, social status, low prices)? How do you satisfy your customers' needs?
What is the relationship between you and your customer? (e.g. self-service, personal assistance during sales)
How do you deliver the value to your customer segments? This starts from raising awareness and also applies to purchasing, delivery and aftersales. (e.g. webshop, retail store)
For whom are you creating this value? Can you differentiate between different customer groups? (e.g. companies, individuals)
How do you generate revenue? Whom do you generate revenue from and what form does the revenue have? (e.g. subscription fee, renting fee, advertisement, etc.)
The Social Business Model Canvas is inspired by the Business Model Canvas and created by the Social Innovation Lab.
Social Businesses focus on the impact they create for beneficiaries rather than creating profits}. Therefore, the tool takes additional aspects into account which helps in creating a social business model.
The Social Business Model Canvas is divided into 13 building blocks.
In comparison to the Business Model Canvas it takes the following aspects into account:
1. The component Segments is divided into beneficiary and customer . This supports the aspect that beneficiaries often do not pay anything but are crucial for the business model. 2. The Value Proposition consists of the elements Social Value Proposition , Customer Value Proposition and Impact Measures , which define how you control your social impact.
4. The type of intervention describes the type of product that will deliver the value.
5. Besides partners, the canvas includes the key stakeholders that are / should be involved in your program. 6. The component Surplus describes where you plan to invest your profits
There are many different ways to start the process.
Okay, so now that I know all the necessary terms, where do I start?
1. With an idea: start with defining the value proposition for a specific customer segment.
2. With potential / existing customers: start with the customer segment and ask what value proposition you are delivering / could deliver to them and how.
3. With your resources: Start to think what key resources (competences, experiences, physical resources, financial resources, etc.) you or your partners have and based on this develop your offer for a specific customer group.
Use sticky notes because they can be easily removed or changed. Use different colors for different value propositions and customer groups. Create many different versions evaluate them with a Strategic Fit and / or a SWOT analysis. Do you know enough about the needs of your beneficiaries or customers? First step is to create empathy with them and to understand their situation, daily life, wishes, pains and gains. Use one of the Understand & Explore tools to learn more.
You as a social entrepreneur should also ensure that your business is financially stable.
Before looking for financing there must be a clear definition of legal structure of the social business is needed and clear financial objectives need to be defined.
Mostly if there are external investors who are willing to finance a social business, they look for the following:
SOCIAL IMPACT A big idea translated into a tangible solution that has the potential to improve millions of lives THE

PERSON AND ITS TEAM}}{LINE_BREAK}}Experienced entrepreneurs with drive and {{TEXT_STRONG:natural leadership skills}} and a team with the talent and drive to propel your social business forwards.
It is important that before earning money you are aware of the following terms:
{{HEADING_FIRST:INCOME}}{{PARAGRAPH:money received, especially on a regular basis, for work or through investments.}}{{HEADING_NEXT:REVENUE}}{{PARAGRAPH:income, especially when of an organization and of a substantial nature.}}{{HEADING_NEXT:PRICE}}{{PARAGRAPH:the amount of money expected, required, or given in payment for something.}}
{{TEXT_STRONG:EXPENSES}} are the costs incurred in or required for something.
{{TEXT_STRONG:COST}} is the amount or equivalent paid or charged for something
{{HEADING_FIRST:PROFIT}}{{PARAGRAPH:a financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something.}}{{HEADING_NEXT:FUNDRAISING}}{{PARAGRAPH:the seeking of financial support for a charity, cause, or other enterprise.}}{{HEADING_NEXT:CROWDFUNDING}}{{PARAGRAPH:the practice of funding a project or venture by raising money {{TEXT_STRONG:from a large number of people}} who each contribute a {{TEXT_STRONG:relatively small amount}}, typically via the Internet.}}
{{TEXT_STRONG:BLENDED VALUE}} reflects the fact that {{QUOTE:value}} incorporates social, environmental, and financial considerations. Social enterprises and impact investors are concerned with blended value.
{{HEADING_FIRST:COMMUNITY BENEFIT}}{{PARAGRAPH:refers to the total benefit (social, environmental, and economic) to a community, including the families and individuals within it, of a particular activity.}}{{HEADING_NEXT:IMPACT INVESTING}}{{PARAGRAPH:is investing in companies, organizations, and funds with the intent of generating a measurable social and environmental impact alongside a financial return.}}{{HEADING_NEXT:SOCIAL FINANCE}}{{PARAGRAPH: is an approach to managing money that delivers a social dividend and an economic return.}}
Now, if you remember, in last level you started working on your own social business canvas.
For finalizing your own Social Business Model Canvas, it might help you to take another look at the example of the following social business to see how the relevant elements were considered in this case.
I am going to introduce an example of a social business model canvas for a US-based non-profit that makes and distributes water filters for people who do not have safe drinking water.
{{TEXT_STRONG:Key resources:}}{LINE_BREAK}}Clay, filter production facility, website with possibility to make donations, local labour and non-local labour by people getting donations
{{TEXT_STRONG:Key partners and stakeholders:}}{LINE_BREAK}}Locals/local company that makes the clay filters using local materials
{{TEXT_STRONG:Key activities:}}{LINE_BREAK}}Outreach via website and maintenance of website, working with locals to produce the filters, installing and maintaining filters, communication about filters to people who need them
{{TEXT_STRONG:Cost structure:}}{LINE_BREAK}}Material costs, production facility costs, costs of installing and maintaining the filters, cost of communicating about project
{{TEXT_STRONG:Type of intervention:}}{LINE_BREAK}}Install water filters in public spaces, such as schools and churches, install water filters at refugee camps, sell water filters locally
{{TEXT_STRONG:Channels:}}{LINE_BREAK}}Individuals: website, sell water filter locally
{{TEXT_STRONG:Surplus:}}{LINE_BREAK}}Install new filters
{{TEXT_STRONG:Segments BENEFICIARY:}}{LINE_BREAK}}People without access to safe drinking water
{{TEXT_STRONG:Segments CUSTOMER:}}{LINE_BREAK}}Individuals who make donations, NGOs, Charities
{{TEXT_STRONG:Value proposition USER VALUE:}}{LINE_BREAK}}Access to safe drinking water, creating jobs for locals, disease prevention, time saved on getting clean drinking water
{{TEXT_STRONG:Value proposition CUSTOMER VALUE:}}{LINE_BREAK}}Helping others, a small donation can have a big impact
{{TEXT_STRONG:Revenue:}}{LINE_BREAK}}Support from UNICEF, Donations from individuals
The social business plan is a guide for planning and implementing the social business initiative.
After finishing Level 5 you have a broad vision about your social business. You have also formulated your mission statement and you have a clear vision how you would like to create social value for your community.
Now, it is turn to plan it in more detail and create a more detailed social business plan by elaborating the following topics with your team members.
Intro

Theory
Quiz
Scenarios
Case studies
Open tasks
Locked
Open
In progress
Completed
Evaluated
Go to office
New level available!
You can now access the next level to continue your journey to become the social entrepreneur.
Good luck!
Full Screen
Google Chrome
Press the F11 key. Note: On computers with a compact keyboard (such as netbooks and laptops), press the fn + F11 keys. Or click the three dots button (Customize and control Google Chrome) and then the Full screen button highlighted below, near the Zoom option.
Mozilla Firefox
Press the F11 key. Note: On computers with a compact keyboard (such as netbooks and laptops), press the fn + F11 keys.
Microsoft Edge
Press the F11 key. Note: On computers with a compact keyboard (such as netbooks and laptops), press the fn + F11 keys.
Internet Explorer
Click on the gear icon in the upper right corner of the browser window. When the drop-down menu appears, hover your mouse cursor over the File option to open a submenu. Click Full Screen. Alternatively, use the keyboard shortcut F11.
Nickname settings
Profile picture
Choose a file
In Level 1, you have been presented with 6 scenarios with social needs and you got to pick 1 of these social needs to work on throughout this game! Now it is your last chance to change your chosen topic! Will you continue the game with your first choice, or do you want to change to another one?
Chosen scenario
Change scenario
Select one option
Keep my topic
Change my topic
Optional
Social Business Model Canvas
Bonus
Free-time activities
Incompleted
Send

Team chat
Chat with teacher
No messages
Type your message here...
Older messages
CET
Access code / e-mail
Your content is in the conflict with inputs of your team-mate!
The open tasks are team tasks - they are elaborated jointly by all team members and submitted once for the team. In case you would not get their point, teacher might send them back to you for rework.
The open tasks were sent by account
Do you want to see how you succeeded? Enter the particular open task and click {{QUOTE:Show evaluation}}
Marketplace items will be unlocked after submitting Open tasks in Level 1
Within this part, you can gain HERO coins but it does not affect your overall success, so do not rush! This quiz aims to improve your knowledge and only the answer of the student who first finishes the theory part will be taken into account.
This answer was chosen by account
You have to read all of the scenarios in order to choose one for your business. Moreover, only one student can choose, so make this decision jointly as a team.
The scenario was already chosen by account
Ooops, you got stuck! To proceed in playing the game, you first need to go back to Level 1 and choose the scenario for your business.
Then insert the secret code -
here
After that you will be able to create a new password.

Annex 3: Structure of service level agreement and joint controller agreement

Service Level Agreement

1.) Background

Project InnoSchool (DTP2-021-1.2) is funded by the Danube Transnational Programme for the period 1.09.2018 – 28.02.2022. The Danube Transnational Programme is a financing instrument of the European Territorial Cooperation (ETC), better known as Interreg. ETC is one of the goals of the European Union cohesion policy and provides a framework for the implementation of joint actions and policy exchanges between national, regional, and local actors from different Member States.

InnoSchool tackles the need for system change to support weak entrepreneurial culture and low engagement to social innovation and entrepreneurship.

InnoSchool Learning System (ILS) is one of the outputs of the project. It is intended to strengthen social innovation and entrepreneurial spirit of secondary schools' students. ILS has 4 core elements. The most important one is Serious game (SG). Serious game is a web-based game service with aims to strengthen social innovation and entrepreneurship spirit via creation of awareness about social needs, improvement of student abilities (creativity, pro-activity, risk-taking and perseverance) and gained entrepreneurial skills in opportunity mapping, business planning, marketing/sales, finance, HR and project management. It is built around a narrative story plot and includes top 6 social innovation/entrepreneurship themes based on mapped territorial social needs.

By the Serious Game is meant the latest available version produced during the InnoSchool project.

2.) Purpose

The aim of the service level agreement is to ensure the free and bug-free operation of the serious game component for the next 5 years after project ends. Technical University of Kosice undertakes to operate the serious game free of charge and flawless. The project partners will ensure the translation of any changes resulting from improvements or maintenance into the language of the country concerned and will provide ongoing monitoring of the game's operation.

By the free and bug-free operation is meant a service as described as follows:

Uptime & Backup

The Technical University of Košice guarantees a 99.5% availability of the serious game during the working days (Monday to Friday) from 7:00 to 17:00 Central European time in the respective calendar year. The scheduled downtimes of the serious game service reported in advance for purpose of maintenance, repairs or Update and performed beyond the business days or after the specified timeframe shall be the only exemption.

An automatic backup of user's data executed at least once a day in the last 7 calendar days.

Central support service

Technical University of Košice operates the central support service available via e-mail for reporting the faults and informing about any important information related to operation of the serious game. Further communication can be done by any other channel agreed between parties in particular situations. Central support service is available in following dates and times.

Availability of Central support service	E-mail
During business days (Monday to Friday) in time from 9:00 to 16:00 Central European time, excluding the days: May 8 th , July 7 th , August 29 th , September 1 st and 15 th , November 17 th , December 24 th , 25 th and 26 th	dev.ekf@tuke.sk

Any change of the support service email shall be made by free written notice to those parties of this agreement, that uses this information.

National support services

In every country, one partner operates the national support service. National support service is the contact point for users in particular country provided in national language. National support is obliged to provide basic support services towards users in respective country - helping, advising or training users to use the serious game properly. Employers on national support shall be fully trained to operate serious game, using all available functionalities for national support teams, are aware of content of other InnoSchool Learning System materials (especially Teacher's Handbook) and can support users in typical user issues. National support teams shall only contact central support service operated by Technical University with faults in respective categories listed previously.

Only following contact persons are entitled to request support and report faults. The agreed language of support service is English.

Any changes in the contact persons shall be made by free written notice (to the central support service contacts) or by national support's email sent to the central support service email. Such changes shall be effective without signing of amendment to the Contract.

Country	Organization	Name and surname	E-mail

Management of Defects or Faults

This section summarizes management of defects including response period and repair period.

A response period means a period when Provider registers a notice reporting.

A repair period means a period when Technical University of Košice shall remedy such defect/faults from a time when it is reported. When longer period of time is required for remedy due to the nature of defect, the Technical university of Košice shall inform other project partners acting as national support on such fact in written without any unreasonable delay and to agree appropriate period with all the of the respective project partners.

Fault category	Fault description	Repair period
High (High impact)	A malfunction of the Serious Game longer than 2 hours. The Serious Game or key function of the System cannot be used and workaround is not possible, avoiding normal management of educational activities in progress by the users.	Within 5 business days
Low (low impact)	Functioning of the serious game corrupted resulting in considerable performance slow-down.	Within 20 business days

	<p>Critical fault temporary remedy in the form of workaround.</p> <p>Malfunctions of agreed functionality of the serious game, with correct functioning of the remaining functions.</p>	
--	---	--

3.) User Data handling

The Technical University of Košice is entitled to process user data only under the conditions and within the scope of this Agreement and its annexes

4.) Duration

The effective date of the service level agreement is March 1, 2022 and shall continue in effect for five (5) years. Due to the stipulations of the InnoSchool Subsidy Contract Parties may not terminate this Service Level Agreement for any reason prior to its expiration.

5.) Ownership

Serious Game is a joint ownership of all Parties stated in this document. Any transfer of the joint ownership from one partner to another partner is only possible with a separate written agreement between the DEX Innovation Centre (the lead partner of the InnoSchool project), the existing local partner of the InnoSchool, and the would-be local partner of the InnoSchool. The new local partner assumes all the responsibilities of the previous partner pertaining to the sustainability of the InnoSchool and arising from this service level agreement.

DEX Innovation Centre (the lead partner of the InnoSchool project) will inform other Parties about the transfer of the joint ownership and signed agreement.

6.) Relationship of the Parties

Under no circumstances will this service level agreement be construed as creating or establishing any formal, legal, association, partnership, joint venture, principal/agent or master/servant relationship between the Parties.

7.) Transferability

There is expected transferability of ILS to other organizations (secondary schools) in territories of project partners and also outside the territories of project partners. Therefore, the Serious Game will be offered for use openly.

No further financial sources have to be used after March 1, 2022 in order to use the developed ILS. Any potential further customizations of the developed ILS including the Serious Game later on by any of the target groups will be subject to individual resource investments to openly available ILS (as well as translation into local language etc.).

8.) Indemnification

To the extent authorized by law, each Party agrees to indemnify and hold the other Party harmless from any and all claims, liabilities, damages, and expenses caused by the actions or inactivity demonstrably attributable to the indemnifying Party arising from or related to this service level agreement or any project arising thereunder.

9.) Assignment

This service level agreement may not be assigned or transferred by either Party to a third party, except in cases mentioned in article 5 with accordance to this Service Level Agreement.

10.) Applicable Law and Dispute Resolution

This Service Level Agreement is governed by the law of the Slovak Republic, being the law of the country of the Lead Partner DEX Innovation Centre.

Any dispute arising under this service level agreement will be resolved informally by consultation or negotiation, or by any other way agreed between the Parties, which may include mediation.

11.) Official Language

The official language of this service level agreement is English, which shall be the controlling language for all matters relating to the meaning or interpretation of this service level agreement.

12.) Modification and Waivers

No variation, amendment, change, modification or waiver of any term, provision or condition of this service level agreement will be valid unless in writing and signed by the Representatives of all Parties, except in the cases of the transfer of joint ownership to a new party in accordance with this service level agreement.

13.) Counterparts and Signature

This service level agreement will be made in eleven original copies. Signatures on this service level agreement sent by facsimile or pdf are valid and binding as original signatures. Each Party will receive a copy of signed service level agreement via e-mail.

JOINT CONTROLLERS' AGREEMENT

concluded pursuant to the Art. 26 of the EU general data protection regulation (the "GDPR") between:

WHEREAS:

(A) Parties have jointly determined purposes and means of processing personal data, while personal data are mutually shared, used or otherwise processed by different legal entities;

(B) Parties are partners at the Project InnoSchool (DTP2-021-1.2) that is funded by the Danube Transnational Programme for the period 1.09.2018 – 28.02.2022. InnoSchool Learning System (ILS) is one of the outputs of the project. It is a web-based game service with aims to strengthen social innovation and entrepreneurship spirit.

(C) Given the above the Parties consider it necessary to determine via this agreement their mutual position when processing personal data and complying with obligations under GDPR, in particular as regards handling data subject requests and informing data subjects.

THEREFORE, PARTIES CONCLUDED THIS AGREEMENT AS FOLLOWS:

1 SUBJECT MATTER

1.1 Parties concluded this agreement to determine their respective responsibilities for complying with the GDPR when processing personal data as joint controllers for the following purposes of processing:

	Purpose of the processing personal data	Legal ground
1.	Establishment, exercise, or defence of legal claims (legal agenda)	Legitimate interest
2.	Management of data subject requests	Compliance with legal obligation
3.	Provide our services - operating the InnoSchool Learning System	Contract
4.	Protection of property and security	Legitimate interest

1.2 If joint processing of personal data for additional purposes would be necessary for compliance with joint internal policy of the Parties, this agreement shall apply appropriately to such processing. This agreement does not apply to processing of personal data conducted by the Party in capacity of a separate controller or processor or conducted jointly with another controller different from the other Party.

2	JOINT CONTACT POINT AND INFORMATION FOR DATA SUBJECTS
2.1	Parties agreed to use the following email address: info@dex-ic.com as a joint contact point for data subjects (the “ Joint Contact Point ”).
2.2	Parties agreed to use joint information according to Art. 13 and 14 of the GDPR in a form a joint privacy policy (the “ Privacy Policy ”). The Privacy Policy will include the Joint Contact Point.
2.3	Parties agreed that Privacy Policy will be always published on the official website of ILS, while Parties will apply their own transparency mechanisms by which they will refer or otherwise appropriately make available the Privacy Policy to the data subjects during the collection of their personal data and / or the first contact but not later than 1 month after the collection, if the collected personal data were obtained from other source and not directly from the data subject.
2.4	Parties will establish a joint information system where the applications of data subjects will be evidenced and accessible to all Parties. The Controller 1 is responsible for the operation and management of the joint information system.
2.5	Parties shall inform each other without undue delay about any data subjects requests, inspections or proceedings of data protection authorities or courts as well as other important information related to the joint processing of personal data including any data subjects’ requests in relation to the joint purposes of processing under this agreement that will not be made via the Joint Contact Point but by other means.
3	JOINT POLICY FOR PERSONAL DATA PROTECTION
3.1	Each of the Parties undertakes to process personal data in accordance with the relevant legal regulations and this Agreement. If, for any reason, one of the Parties is unable to ensure compliance with the obligations laid down in the relevant legislation, this Agreement, or the instructions of the other Party in agreed cases, it undertakes to immediately inform the other Party, which in such case is entitled to suspend such personal data processing and / or withdraw from this Agreement.
3.2.	Each Party further declares that it has taken the technical and organizational measures set out in this Agreement prior to the commencement of the processing of personal data. The processing of personal data will be carried out by authorized representatives of each of the Parties on the premises of each of the Parties, or by mechanical means in digital or paper form.
3.3	Each Party further declares that it has instructed all its employees and other potential representatives who are entrusted with the processing of personal data or who encounter personal data processed under this Agreement of their duty of confidentiality towards personal data and personal precautions, the disclosure of which could endanger the protection of personal data.
3.4	Neither Party may, in the processing of personal data of the other Party under this Agreement, make the data available to any other person for any processing purposes (except those referred to in the preceding paragraph), in particular is not entitled to transfer personal data

	to persons other than the other Party, and only in relation to processing for which that Party is responsible under this Agreement.
3.5	Each of the Parties is obliged to allow, upon written reasoned request of the other Party, a review of activities related to personal data processing under this Agreement. The inspection shall be carried out in an appropriate manner in the presence of the representative of the Party which received the request for inspection.
3.6	Each Party also undertakes to notify the other Party without delay of any case of unintentional or unauthorized access to personal data processed under this Agreement.
3.7	Each of the Parties is obliged to take appropriate measures to prevent unauthorized or accidental access to personal data, their alteration, destruction or loss, unauthorized transfer, their unauthorized processing, as well as other misuse of personal data. This obligation applies even after the termination of the processing of personal data under this Agreement.
3.8	The premises in which personal data will be processed will be adequately mechanically and electronically secured.
3.9	Access rights to ILS where personal data is processed will be available only to Parties' employees who are trained in the handling of personal data and will process personal data directly. These employees will only have access to personal data corresponding to their rights, based on special user rights set up exclusively for these employees.
3.10	All measures mentioned above shall be maintained by each Party for the full duration of this Agreement.
4	RESPONSIBILITIES
4.1	The Parties acknowledge that if the processing of personal data under this Agreement violates the obligations imposed on them by the GDPR, they are jointly and severally liable to the data subjects concerned. Any liability of either Party to the supervisory authority for administrative offenses in the processing of personal data shall be governed by the relevant provisions of the GDPR.
4.2	If either Party finds that the other Party is in breach of the obligations set out in the GDPR, it is obliged to immediately notify the Party and terminate the processing of personal data.
5	HANDLING OF DATA SUBJECTS' REQUESTS
5.1	Parties agreed that data subjects' requests delivered at the Joint Contact Point shall be handled individually and on behalf of Parties by the Controller from the country from which data subject request was sent. In case the other Party receives a data subject request by other means, such request shall be immediately forwarded to the Party mentioned in the previous sentence.
5.2	Parties are obliged to mutually cooperate and provide each other comprehensive cooperation with handling requests of data subjects.
6	DURATION AND TERMINATION

6.1 This agreement is concluded for an indefinite period and shall take effect on the day of its signature by Parties.

6.2 This agreement may be terminated by written agreement of the Parties.

7 FINAL PROVISIONS

7.1 The governing law of this agreement is Czech law and competent Czech courts have the jurisdiction to settle the disputes.

7.2 The Parties consider as the competent lead supervisory authority the Office for Protection of Personal Data of the Czech Republic because of leading partner of the Project InnoSchool, *DEX Innovation Centre* is from the Czech Republic.

7.3 Any references to the GDPR in this agreement shall mean references to similar or relevant provisions of the Data Protection Act or other national law in the field of data protection, if such act or law shall apply to such processing instead of or jointly with the GDPR, and vice-versa.

7.4 This agreement may be amended only in writing and after mutual agreement between Parties by written amendments to this agreement.

7.5 This agreement has been prepared in eleven counterparts, while each Party shall receive one counterpart.