Building better lives
Social enterprise in schools: a resource pack for teachers
Contents

Introduction  3
Stage 1: Our community, our future, our responsibility  4
Stage 2: What do social enterprises do?  6
Stage 3: What makes a successful entrepreneur?  7
Stage 4: Build the big idea  8
Stage 5: Make it happen!  9
Stage 6: Review – what did we learn?  10
Appendix 1: School case studies  11
Appendix 2: Community mapping  13
Appendix 3: Hints and tips for completing your business plan  14
Find out more  17
Introduction

A social enterprise takes innovative and business-like approaches to improve people’s lives in our communities or to address environmental issues. This resource pack provides ideas for discussion, activities and a framework to help you use social entrepreneurship as an engaging project for pupils aged 13-18.

Our partners Social Enterprise Academy and the Real Ideas Organisation have found this to be a practical, hands-on way for pupils to learn about a range of curriculum subjects, whilst also developing key skills and attributes such as teamwork, confidence and innovation.

The activities in this pack were designed in a way that increases the student’s knowledge of social innovation and entrepreneurship, whilst also developing these core skills for learning, life and work. To address the gap in global skills development, the British Council identified a set of six core skills which are critical to meeting the needs of students in the 21st century in a globalised economy:

1. Critical thinking and problem solving
2. Collaboration and communication
3. Creativity and imagination
4. Citizenship
5. Digital literacy
6. Student leadership

The pack encourages your pupils to develop awareness and understanding of how business can help to address social problems and practical experience in planning and launching their own social enterprise projects.

The positive outcomes that can be achieved are reflected in the comments of a Chinese student involved in a joint social enterprise project with their partner school in Devon:

‘Through a series of innovation activities, we really felt we enjoyed our life, improved our ability and did some good to our society. We also hope that through the friendly co-operation between us we can really realise our dreams of culture exchange and be good friends forever.’

The structure of this resource pack:

In the first three stages your students will understand what a social enterprise is through various examples and activities, and will be more aware about skills you need to be entrepreneurial.

At the Action Phase, the pupils will explore the challenges in their community, and plan and launch small scale initiatives (social enterprise / innovation projects) in order to answer these challenges. They will have the opportunity to work in groups, to talk to experts (social entrepreneurs, entrepreneurs) and to reflect on the process. The pack contains ideas and resources for inspiration, but you are encouraged to use the material with creativity and adapt it to the needs of your group.

Recommended minimum time for each stage: 1-4 hours.
Stage 1: Our community, our future, our responsibility

Start your project by real or virtual exploration: taking your pupils on a survey walk around your local town centre or search the internet in the classroom. Ask them to work in pairs to record the local businesses and services that they pass or find on the internet (if they go out, they can take photographs, video etc.). Suggest they mark their route and places of interest on a local map and create a class list of all the businesses they noted during exploration.

Encourage your pupils to look at ways of categorising the businesses they noted. They could use groupings that include food retail, charities, entertainment and financial services and record their results in a graphical form of their choice such as tally charts and graphs, pie charts, diagrams or group displays of photographs.

Explain that social enterprises are businesses that tackle social and environmental problems. They create jobs and generate income like other businesses, but instead of channeling their profits to owners, they reinvest them to support their social mission. In doing so, they improve people’s lives in our communities and societies. It is what a business does with its profits, and its social objectives, that determines whether it is a social enterprise, rather than a specific legal structure.

Have a look at this video clip from Ízlelő Restaurant¹, in Szekszárd.

Do your pupils think that any of the businesses or services on their local list are social enterprises? Ask them to explain the reasons for their decisions. As a home learning activity, ask the pupils to find out about the work of a well-known / interesting social enterprise and present their work with a tool of their choice (presentation, video etc.)

Significant examples in Hungary could include Kockacsoki or Romani Design.

As part of their research ask them to find out:

- When and why the social enterprise was set up?
- What services does it provide?
- Who were the key people or entrepreneurs involved in setting it up?

Curriculum links: Geography, Citizenship, Maths, ICT, Numeracy and Literacy.

Skills and attributes: Collaborating, research skills, critical thinking, communicating, analysing, understanding, disseminating information, recognising need and opportunity, adaptability, resilience and building confidence.

Learning aims and objectives: To carry out a survey of local businesses and learn about the concept of social enterprise.

Resources: Digital cameras, maps of local area, large sheets of paper and pens, information on well-established social enterprises.

Examples of Social Enterprises in Hungary

Kockacsoki² offers high quality handmade chocolate products and chocolate-making workshops. They provide employment for people with through a tailored rehabilitation program. They also offer an internship program for people with autism encouraging participants’ employability and providing skills training for successful job integration.

Ízlelő Restaurant provides training and employment for people with intellectual and physical disabilities, and at the same time offers a nutritious dining alternative for the community in Szekszárd.

Matyodesign³ creates casual hand-embroidered clothing, embellished with traditional motifs from Hungary’s Matyó region. The clothing is embroidered by local woman who are experts in this traditional art form and who have difficulties finding employment elsewhere in the region, or are retired and lonely.

Remodel Studio⁴ deals with the renovation and rethinking of old and antique furniture based on designers’ designs. Renovations are made by disadvantaged young graduates, with the guidance in master.

Bagolykalács⁵ is a small scale social enterprise in Szűcs, Heves. The wafer business aims to improve the living standards of local (mainly Roma) women by producing a marketable product in an economically sustainable way.

¹ https://www.youtube.com/watch?v=xEjHy-ZRFPKt=207s
² http://www.kockacsoki.hu
³ http://matyodesign.hu
⁴ http://remodelstudio.hu/index.php
⁵ http://autonomia.hu/hu/bagolykalacs
Social collaborative project with entrepreneurial angle to inspire

**Cloudfactory** is a social design workshop (“factory”) in Bódva Valley where young designers, business people and children living in extreme poverty can learn from each other and create new perspectives together. The project was initiated by young designers from MOME with the aim to create a social design centre in Bódva Valley, one of the poorest regions of Hungary.

Ask your parents!
- Share the findings from your analysis of local businesses with your parents and ask them about their workplace - what positive difference does it make? Is it a social enterprise?

If working with a partner school you could:
- Share and compare the findings from your analysis of local businesses and carry out research about well-known social enterprises.

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**photo: Németh Dániel**
Stage 2: What do social enterprises do?

Ask pupils to report back on what they found out for their homework. Share with the class some case studies that outline the journeys of other successful social enterprises. Show short video clips of examples such as Suanj! Fitness® and Hello Anyu!®, as well as stories of social enterprises run by schools like them. Six examples can be found in Appendix 1, three from the UK and three from Hungary, but there may also be others in your local area. Arrange your class into small groups and ask them to discuss and record their responses to the following questions:

- What is the purpose of each social enterprise?
- What product/service does the social enterprise provide?
- Who does the social enterprise support? How?
- What do they think is the most exciting and feasible idea they have come across?

Ask them to report back on their discussions to the rest of the class and make a list of any initial ideas that they might take forward if they were to set up their own social enterprise.

**Curriculum links:** English, ICT, Business Studies, Social Studies, (Geography, Modern Studies, Environment), Numeracy and Literacy.

**Skills and attributes:** Communicating, creative thinking, collaborating, enquiring, confidence building, evaluating, analysing, understanding, influencing, working with and leading others.

**Learning aims and objectives:** To investigate examples of different types of social enterprise – their products and purposes.

**Resources:** Access to the internet, large paper, pens.

If working with a partner school you could:

- Find out about examples of social enterprises in your partner school’s country and share thoughts about their initial social enterprise ideas to gather feedback.

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6 https://www.youtube.com/watch?v=C8q2a8ZPimw
7 https://www.youtube.com/watch?v=w-eJwAHWhKU
Stage 3: What makes a successful entrepreneur?

Successful social enterprises are often set up and run by entrepreneurs who are resilient, innovative and intellectually curious – all key skills and attributes for success in 21st century life. Can your pupils name any successful entrepreneurs? Do they work in the financial, creative or social sectors?

Ask your pupils to find an entrepreneur and make an interview with him/her about how they started their own company, what were their successes and what are their most important skills and qualities. What are they proud of? What is their advice for the future entrepreneurs? They can also find information online, and/or create articles, blog posts.

Ask your pupils to draw a picture or cartoon image of a modern entrepreneur on a large sheet of paper and list the skills and qualities that this person might need in order to be successful. These might include: commitment, honesty and motivation.

Encourage them to complete three sentences starting: ‘A successful entrepreneur is someone…’ An example might be: ‘A successful entrepreneur is someone who... shows tenacity and commitment to drive ideas forward’.

Encourage them to try out their entrepreneurial skills with this game:
- Each person in the group should make up a ‘bad idea’ and write it on a piece of paper.
- They then screw the paper up and put it in a bin.
- Group members take turns to pick an idea out of the bin.
- They should introduce it to the group, explain why it might be a bad idea and then discuss how they could turn it into a good idea!
- For example, four bad ideas to get you started might include camouflaged golf balls, edible dog leads, glow in the dark eye mask and a chocolate tea pot.
- You could also ask them to think about the social and environmental implications of the idea, i.e. is it environmentally friendly, produced in a sustainable way, and is it fair trade?


Skills and outlooks: Communicating, collaborating, creative thinking, resilience, determination to succeed, building confidence.

Learning aims and objectives: To identify the skills and attributes needed to be a successful entrepreneur.

Resources: Plastic spoons, plasticine, scrap paper, access to the internet.

You could also ask your budding entrepreneurs to get creative. Provide each group with some plasticine and a spoon. Allow a short amount of time for them to design and create a new product using these materials. Each group must then take a turn to present their creation and explain the ideas behind their innovative new product. They should explain:
- What they have created.
- Why they have chosen to create it.
- Who the product would help or be used by.

Reflect on which group was the most successful and why.

If working with a partner school you could:
- Swap examples of successful entrepreneurs from each country.
- Share ideas on the skills and qualities needed to be a successful entrepreneur.
- You might choose to collaborate at an agreed time using a collaborative online wall such as Padlet so that each class can see the ideas being posted live from the other school.
- Photograph and share your plasticine and spoon product ideas.
Action Phase
Stage 4: Build the big idea

To help your students to generate ideas, pose the following question: how can we devise a social enterprise to improve an aspect of our community?

To break this down, explore with the class possible problems, challenges or issues within the local community (school community) that they are interested in and feel that they could help or improve.

They should also collect and list all the resources (assets, equipment etc.).

See Mapping our community in the Appendix 2.

This could be also done using a mind map on large pieces of paper or online, using a free mind mapping website such as www.mindmup.com.

List all of the ideas that have been generated and provide each student with three sticky dots. Allow students to take turns to stick their dots at their preferred idea. Students can stick all three dots to the same idea or can choose three different ideas. The idea with the most amounts of dots will be the idea you take forward as the basis for your social enterprise.

Write your main idea in the centre of a large piece of flipchart paper and stick this at the front of the room. Give each student several sticky notes and ask them to take five minutes to think about possible solutions to this problem or issue. Encourage your pupils to be inventive but also realistic about what they can achieve.

Running a social enterprise involves many skills such as creativity, leadership, communication, evaluating risk, influencing, negotiating and budgeting and it is important for your pupils to understand that hard work and planning are necessary to make their social enterprise a reality and a success.

At this stage you could set up a way of sharing your initial ideas with people who might be helpful in making them happen. This could be members of the community linked to the school, parents, other teachers or local business people. Do this as an informal event where students can share their initial ideas and get ideas, input and offers of support from people in the community. Students might want to present their ideas in an informal marketplace with different ideas or aspects of the same idea explored on different tables or they might want to present their ideas in the form of an open discussion.

At this stage it is best to avoid the sense that this is a “pitch” or a test. Students can be encouraged to create materials and resources which help them explain their ideas.

Curriculum links: Citizenship, PSHE, English, Maths, Business Studies, Art and Design, Social Studies (Geography, Modern Studies) and ICT.

Skills and outlooks: Collaborating, communicating, critical thinking, resilience, working with and leading others, evaluating risk to inform decision making, influencing and negotiating, listening to and valuing others’ contributions.

Learning aims and objectives: To identify an idea for a school social enterprise. To explore the different roles and responsibilities involved in running a social enterprise. To develop a clear business plan which identifies key activities, resources and success criteria.

Resources: Sticky dots, sticky notes, large sheets of paper.

If working with a partner school you could:

• Share talks from parents and local business over Skype or record to share and discuss at a later date.
• You could compare and contrast any differences between similar job roles in different countries.
• Swap plans and preparations for the launch of your social enterprise.

This might include, diagrams they have used or relevant props. The students should be encouraged to ask questions of their visitors and be open to ideas and suggestions.

Make sure to develop an idea or ideas that you and your students are comfortable with. In order for the work in stage 5 to be productive, the end idea you come up with must be one that the students have the time, resources and experience or expertise to practically explore. Start small and realistic!
Stage 5: Make it happen!

Using your chosen community issue idea, you now need to decide how you are going to make a difference and what needs to be done to achieve this. Now they are going to put all the things they have learnt into practice. You will need to help your pupils to generate a task list, assign roles and responsibilities along with timelines and key milestones to be achieved. Encourage your students to take ownership of this process and set their own targets.

A plan for success
To begin this process it is important for your students to consider some of these issues:

**Business idea**
- Knowing your target market.
- Completing a SWOT analysis of current markets (strengths, weaknesses, opportunities, threats) relating to the chosen social enterprise topic, theme or product.

**Budget**
- Sourcing any products and establishing costs.
- Identifying costs, prices, mark-up and profit.

**Marketing**
- Discuss the following questions:
  - Who is your target audience?
  - How will success look like?
- How would it be best to market your social enterprise?
- How and where will you source any items? How will you cost and price anything which needs to be bought/sold? How will you know that your social enterprise has made a difference to others?
- How will you collect customer feedback?

**Impact**
- Try to figure out simple baselines that you can use to measure the impact of your project.
- Is your social enterprise harmful to the environment? Is it harmful to people? What could you do to tackle these issues?

**Risk assessment**
- Can you think of anything that might go wrong and how could you stop things from going wrong?

You may again be able to tap into the expertise of parents or local businesses to help with the organisation. Remember to also think about how your students will market their social enterprise. Consider the use of wider social media including Facebook groups, Twitter and email communication (you may need to have a session on e-safety and consider how content will be monitored and moderated). This should include advertising any specific activity, sale or product.

**Curriculum links:** Citizenship, English, ICT, Maths, Art and Design.

**Skills and outlooks:** Communicating, collaborating, creative thinking, confidence, time management, analysing, planning, determination to succeed.

**Learning aims and objectives:** To plan, test and launch a school-based successful social enterprise over a period of time and review its progress.

**Planning the detail**
Your students will now need to determine what needs to be done, by when. They will need to decide on the different roles that will be important in achieving success and then which of them will play each role.

Possible roles they may decide on could include:
- Communicating – with potential customers.
- Communicating – with partners or supporters.
- Planning and managing a budget.
- Organising resources – does the project require a room, a stand? What other equipment is needed?
- Keeping the team together and staying ‘on task’. Where and how often will the team meet? Who will plan how these discussions will be successful?

See Appendix 3 (pages 13–16) for a template from the Social Enterprise Academy. This may provide a structure for their business plan and there are some hints and tips for completing it and for pricing their goods or services.

**Fine-tuning**
After knowing all the details, test your product prototype if it is possible, and try to polish and fine-tune your plan.

**Launch**
Finally arrange a date and perhaps invite your school community, parents, local press, and councillors to launch your social enterprise in style. Good luck!
Stage 6: Review – what did we learn?

After a set amount of time, encourage your pupils to have a period of reflection and review the progress and celebrate the impact of their social enterprise.

Ask your pupils to think about the following questions for themselves:

- What did they like the most in this project?
- What are they the most proud of?
- What have they gained personally?

Discuss in small groups as they worked together during the project:

- What went well?
- What did they learn? What skills did they develop?
- What could make their social enterprise even better?
- How would you explain social enterprise to someone else?
- What advice would you give to other students?
- How can they transfer their learnings into their everyday life?

Arrange your students to give feedback to each other about their roles and contribution to the teamwork.

Ask the small groups to present their learning to each other as well.

Arrange for your pupils to collect feedback from customers or beneficiaries within their local community who have access to or are benefiting from the social enterprise activity. This could be done via a short online survey or a postcard-size questionnaire.

Finally come together and celebrate your successful social enterprises!
Appendix 1: School case studies

**The Karma Project:** Bishopbriggs Academy, Scotland, and Karma Project, India

As part of SEA’s Social Enterprise in Schools Programme, Bishopbriggs Academy in East Dunbartonshire, Scotland, has developed a relationship with the Karma Project in Bodhgaya, India. The Karma Project runs a privately funded school that provides free education for 70 children that would not otherwise receive it. Pupils and women’s groups in Bodhgaya make fair trade jewellery, money pots, bags and other craft products using ethical materials that are sold in Scotland. Bishopbriggs Academy set up a social enterprise, Unicorn Trading, and through partnering with Karma Project, pupils sell their products, providing the main source of funding for the Karma Project.

**The Lu Ban Lock Puzzle:** Devonport High School for Boys, England and Zhejiang Sci-Tech Engineering School, China

A collaborative relationship was developed between Devonport High School for Boys in England and Zhejiang Sci-Tech Engineering School, China. Social Enterprise Qualification (SEQ) students at Zhejiang Sci-Tech Engineering School in China surveyed a range of teenagers in order to find a social issue to address. They found that many young people were addicted to playing online games, something considered detrimental to physical and psychological health. To address this issue, the students developed a traditional Chinese intelligence toy, the Lu Ban Lock (a hand held puzzle originating in ancient China), to stimulate brain activity, which they made from recycled materials. They are working in partnership with SEQ students from Devonport High School for Boys, who are designing the packaging and marketing the product for sale in the UK and China.

**Ballot Street Spices:** Victoria Park Primary Academy, Smethwick, Birmingham

A group of staff, parents and pupils from Birmingham have come together to form a social enterprise to support and create opportunity in a culturally rich community. Ballot Street Spice is new social enterprise that aims to bring the local community together to create employment opportunities for parents; real and meaningful learning for the pupils whilst celebrating the cultural diversity that exists in Smethwick. ‘We want to create a community impacting social enterprise that will create employment and opportunities here, where there is great need. Ballot street spice represents the spice heritage of Street Spice.’ says Shindy Mahal of Ballot Street and Victoria Park Primary Academy.

Ballot Street Spice was born out of the school’s Spice Academy; a weekly spice club where pupils and families from diverse backgrounds come together to learn, cook and share spice blend recipes. The use of spice historically is something that we seldom think of; but Ballot Street aims to capture centuries of cultural history, culinary heritage and traditions before all is lost with modern generations reaching to the supermarket shelves to buy their neatly packaged spice blend.

‘We want people to share with each other how spices are used in their families, cultures and traditions.’ continues Shindy. ‘There are more than 40 languages spoken in the school. With so much diversity amongst our local community, it’s evident that there is so much to learn from one another, how Ballot Street Spice is working collaboratively with the Real Ideas Organisation (RIO), to support them with the formation of a real school and community social enterprise.’
Them The Company: Alternatív Közgazdasági Gimnázium, Budapest

The student enterprise creates t-shirts with unique designs to raise awareness about social inequality. The three design ideas draw attention to different social problems, such as sexual discrimination, urban poverty and inequality in receiving information. The brand is environmentally conscious, and they highlight this in their campaign, where they ask people to donate t-shirts they don’t use anymore, so they can give those t-shirts a new life by reusing them and spreading the message through the designs. This way they can increase the diversity of their products too, as there are not two t-shirts that are the same - the design is the only feature connecting the t-shirts. In addition, part of their revenue is offered to civil organisations as donation.

MigRunner: Alternatív Közgazdasági Gimnázium, Budapest

MigRunner is a classic family board game designed by high school students. Players will find themselves in the lives of refugees and experience all the dangers they have to face and all essential decisions they have to make along the way. They hope that the experience of playing this game will contribute to develop a better understanding towards refugees. Their target groups are families, schools and NGOs.

MencsHely Rt.: Móricz Zsigmond Református Kollégium, Kisújszállás

The 10th grade students make products for pets. They are targeting responsible local people (mainly dog and cat owners) by offering them houses and dog leads and manufacturing feeders for birds that also decorate the garden. The sustainability is very important for them, so they are using recycled materials for their products. From their profit they support the local shelter.
**StudentTaste**: Alternatív Közgazdasági Gimnázium, Budapest

The StudentTaste student company produced and sold mugs with unique recipes printed on them. They used the profit on building a playground in the garden of Csoda Tanoda (Csobánka).

The students and their parents were also involved in the construction works which they scheduled for the Hour of Earth global campaign as they used mainly recycled materials.

The action was supported by Ecologisztic Alapítvány who brought the equipments and tools and also provided professional guidance for the construction.
Appendix 2: Mapping our community

1. Explain to your group that in our everyday life, in our neighbourhood and in our city, we often see things happening that we don’t like: social groups that do not have the same opportunities as the rest of the world, environmental problems, crisis of values, injustice. To get to know how your pupils think about these things, call them to write on a colored piece of paper a word that stands for a phenomenon of our daily life that they don’t like, that troubles them, and they would like to change. Then ask them to say their names and show their word. Stick all the notes on a large piece of paper and keep them there to be discussed together with the group.

2. Make four groups and give them a map of their neighbourhood that you can download from the internet. Ask them to map the area with the following instructions:
   
   **Group 1:**
   A, Locate all the big enterprises, shops or shopping malls, cinemas, bars, restaurants.
   B, Mark four equally large areas on the map. Look at the four distinct parts and explain whether there are any differences among them (safe-unsafe areas, rich or poor population, etc.)

   **Group 2:**
   A, Spot the sport facilities and entertainment areas, sport fields, forests, parks, playgrounds.
   B, Are there any sources of conflict within the community? (environmental issues, social issues)

   **Group 3:**
   A, Trace the cultural attractions (eg. sights, museums), places of worship, educational institutions.
   B, What kind of activities do they have? Who is there target group?

   **Group 4:**
   A, Spot the administrative centres and services (local administration offices, post offices, police and firehouse departments etc).
   B, Are there any organisations/associations/charities working for the community’s well-being? Which are they?
   Place yourself as an individual inside the map. Where do you live?

3. Ask the groups to present their maps in two minutes. Keep track of the time.

   **Extra activity**
   If there is enough time, ask the students to draw all together a large common map, where they will mark all the above findings following these instructions:
   Draw your school in the middle of the paper!
   Try to draw a rough map around your school where the main roads, geographical characteristics and points of commercial sports, cultural and administrative interests are highlighted.

4. Ask your pupils to think as a group and write down on a sticky note an issue that troubles them in their neighbourhood or the community and which they would like to change. Then, place the notes on the blackboard and group them. Compare them to what they have written in the beginning of the session. Stick all the notes together on a single large sheet of paper and title it: “I want to change….”
Appendix 3: Hints and tips for completing your business plan

Who should complete it?

Ideally, the young people running the business, with guidance from their teacher, should complete the Business Plan.

The Business Plan template is designed to be flexible – there are guidelines below.

<table>
<thead>
<tr>
<th>Section 1: Introduction and background</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly, what is your idea and why has it a good chance of working?</td>
<td>This is an easy one! Simply describe what you plan to do, e.g. run a café, recycle school uniforms. Then explain why you think people will buy your goods or services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2: Leadership</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Who will lead the enterprise and where does it fit within the school’s structure?</td>
<td>If you have a leader that’s great – if not, you could explain why you don’t have a leader and give the names of the individuals in the social enterprise. Would be good to include the teacher who is helping you as well.</td>
</tr>
<tr>
<td>What leadership skills will you gain or begin to develop through the enterprise?</td>
<td>These may include: planning, managing the team or group, representing the team – communication, setting an example, motivating and encouraging the team.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 3: Objectives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the main things you want to achieve with the enterprise?</td>
<td>Have a chat and think about this as it will help you make decisions later on. Think about what your hard work aims to do.</td>
</tr>
<tr>
<td>Objective 1:</td>
<td>It might help if you begin each one with ‘by the end of the social enterprise we hope to have …’</td>
</tr>
<tr>
<td>Objective 2:</td>
<td></td>
</tr>
<tr>
<td>Objective 3:</td>
<td></td>
</tr>
</tbody>
</table>
Section 4: Products/services

What is the product(s) you are selling? If it is a service, outline this as clearly as you can.

This is similar to Section 1 but this time add a little more detail.

Section 5: Analysis of your market

- **a) How do you know there’s a need?**
  Why should people buy your product/service – it will be successful if they really need it, not just buying it to help you out.

- **b) Who are your customers?**
  Think as widely as you can – the other schools around you, parents, local businesses, online?

- **c) Who are your competitors?**
  Your competitor is someone who is selling the same thing as you or offering the same service.

- **d) What prices will you charge?**
  There is a help sheet for this (see Appendix 2).

- **e) What image are you trying to project?**
  What do people think of your business when they hear your enterprise name (it might help if you think about some companies you use, e.g. Tesco, Lidl, Apple – what words would you use to describe their service?)

- **f) What methods will you use to promote and sell your product?**
  How will people know about your product and where to buy it?

Section 6: Social, environmental and economic impacts

- **Social impacts**
  How will you use your profit to help other people?

- **Environmental impacts**
  Some things to think about... How will your customers carry away their purchases? How do you dispose of your waste? Are your production techniques good for the environment? Are your materials environmentally friendly?

- **Economic impacts**
  Some things to think about... What effect will your social enterprise have on the way you think about business? The impact of Fair Trade on producers in the developing world; your knowledge of dealing with money.
### Section 7: Start up issues

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When did the enterprise start? Or when will it start?</td>
<td></td>
</tr>
<tr>
<td>Number and age group of pupils working on the project?</td>
<td></td>
</tr>
<tr>
<td>Where will it run?</td>
<td></td>
</tr>
<tr>
<td>How often will the enterprise run?</td>
<td></td>
</tr>
</tbody>
</table>

### Section 8: Finance

<table>
<thead>
<tr>
<th>Income: Where will you find money to start up the enterprise?</th>
<th>Income might come from a loan from an employer, a bank or the school, shares in the business... or fundraising activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditure: What expenditure will be incurred in running the enterprise?</td>
<td>Section 5 d) will provide the answer for this.</td>
</tr>
<tr>
<td>Explain how you will make a profit and what you will do with your profit.</td>
<td>Section 5 d) will also help with this.</td>
</tr>
</tbody>
</table>
Find out more

The following list of websites and resources will help you find out more about the running of social enterprises:

- British Council
  www.britishcouncil.org/society/social-enterprise
- Real Ideas Organisation
  www.realideas.org
- Social Enterprise Academy
  www.social-enterprise.academy/scot
- Young People Resources
  www.socialenterprise.academy/scot/Young-People/Resource-Bank
- British Council success stories
  www.britishcouncil.org/society/social-enterprise/success-stories
- Social Enterprise UK
  www.socialenterprise.org.uk/about/about-social-enterprise
- NESsT Hungary
  www.nesst.org/magyarorszag
- Badur Foundation, Hungary – UK
  www.badurfoundation.org
- Junior Achievements Hungary
  www.ejam.hu
- Impact Hub – Social Impact Award in Hungary
  www.hungary.socialimpactaward.net
- UNICEF – Generation Unlimited in Hungary
  www.unicef.hu/rajtad-all-a-jovod
- Impact Academy
  www.impactacademy.hu
- Bridge Budapest
  www.bridgebudapest.org