**Training Plan Template**

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| **Session:** An Introduction to Social Enterprise | | | | | |
| **Aim:** To Gain an Awareness of what a Social Enterprise is. | | | | | |
| **Objectives**:  Define what a social enterprise is  Examine a case study  Design your own social enterprise | | | | | |
| **Time** | **Slide** | **Topic/Slide Content** | **Trainer Activity** | **Trainee Activity** | **Material/**  **Resources** |
| 10 mins | 1 | Wales Co-operative Centre standard slide | Housekeeping  and Introduction  Provide recognition that the Wales Co-operative Centre supports social enterprises across Wales and has designed these materials. The project Social Business Wales is delivered by the Wales co-operative Centre and is part of the business Wales family.  Provide website details:  The social Business Wales website has a section entitled “Before you start” this is a useful follow on from this session and has tools such as feasibility studies etc. | Sign  register | Register  Useful websites:  Wales Co-operative Centre:  <https://wales.coop/>  Social Business Wales website:  <https://businesswales.gov.wales/socialbusinesswales/> |
| 2 mins | 2  3 | Aim  Objectives | Introduce aim and the objectives of the session | Agree/ the aim and the objectives of the session | Verbal |
| 2 mins | 4 | Why do people set up in business? | Pose question to group and discuss answers | Suggest reasons for people setting up in business. | Verbal / flip chart. |

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| 5 mins | 5 | Frequent Answers | Discuss and explain that social enterprises do not have such reasons for being set up | Comments |  |
| 5 mins | 6 | Characteristics of a sole trader/  partnership | Emphasise each of the points on the slide and inform trainees that if a client is answering “yes” to these questions then they are more likely to be setting up as a sole trader or partnership not a social enterprise. | Comments | Verbal |
| 5 mins | 7 | Characteristics of a social enterprise | Emphasise each of the points on the slide and inform trainees that if a client is answering “yes” to these questions then they are more likely to be setting up a social enterprise. |  |  |
| 2 mins | 8 | So What is a Social Enterprise? | Assessment  Pose question to group. | Trainees to define in their own words what they think a social enterprise is. Or discuss what words spring to mind in relation to social enterprise. | Verbal/ written definition |
| 2 mins | 9 | So What is a Social Enterprise? | Read DTI definition (explain that although the DTI does not exist anymore the definition is still valid).  Break down and emphasise aspects of the definition:   1. Social Enterprise is a business- very often there is confusion amongst students that a social enterprise just does good in the community without recognising it is a business that provides a service or a product like any business. 2. Emphasis there must be social objectives e.g. providing employment opportunities for disabled people. 3. Emphasis that surpluses are reinvested into the business or the community rather that being given to shareholders. |  |  |
| 2 mins | 10 | Characteristics of a social enterprise | Use the diagram to explain that social enterprises have a triple bottom line i.e. social, economic (business) and environmental aims. Giving suitable examples e.g. social – provide employment for disabled people, economic (business) – provides a product or service to a market and environmental aims- take steps to care for and minimise their impact on the environment. | Questions and compare their ideas/ definition. |  |

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| 2 mins | 11 | Types of Social Enterprises | Explain to the students that the term “Social Enterprise” is a generic term for a business that fulfils the criteria previously discussed.  Explain that within the sector, there are social enterprises that identify with being a certain *type* of Social Enterprise e.g.   * Social Firm – a social enterprise that has been specifically set up to provide training and employment opportunities for people furthest from the job market such as ex-offenders, the long-term unemployed or people with disabilities. * Development Trusts – specifically concentrate on community regeneration and development. Typically own / manage community buildings. * Charity Trading Arms – set up by charities who wish to diversify their income streams in order to generate a surplus to fund the charity’s work.   Co-operatives –organisations set up and run by members for the benefit of their members. They adhere to a set of internationally-recognised principles and values. |  |  |
| 2 mins | 12 | Legal forms | Emphasize that the term “Social Enterprise” or the terms discussed on the previous slide should not be confused with legal forms. This list represents the legal forms available and typically used by Social Enterprises. The form an organisation will choose will depend on its aims, beneficiaries, funding requirements, ethos and membership. A new start social enterprise should not hasten to set up a particular legal form before the founders have focused on the business strategy.  Remember: “Form follows function!”  NB: It is advisable to seek advice from a legal specialist business adviser if considering the most appropriate legal structure. |  |  |
| 20 mins | 13 | Case Study and video | NB: You may use a **local** case study- you do not have to use the case study provided. Briefly describe the social enterprise as detailed on the slide then watch the video.  Tip: Do not emphasise the social, environmental or economic (business) aims at this stage as activity 1 requests the trainees to do this. Undertake activity one following the video and discuss answers on activity 1. | Trainees to identify the social, environmental and business aims. | Activity 1 worksheet.  Video (the video is embedding in the second picture on the slide – you just need to click on the picture or use the following link: <https://youtu.be/5BAsu5ftsMc> |
| 30 mins | 14 | Challenge | Split trainees into groups of approximately 5. Distribute activity two and set the challenge.  Assess completed flip charts and challenge responses. | Challenge completed and feedback. | Activity 2 Brief. Flip chart and pens |
| 10  mins | 15 | Aim and Objectives  Any questions? | Revisit slides2/3 and ask participants if aim and objectives have been achieved.  Allow time for questions and answers. | Questions posed |  |
| 5  mins |  | Evaluation forms | Distribute evaluation forms | Evaluation forms completed | Copy of Power Point slides for each participant. |
| **Additional notes/References:**  **Role model:** After completion of slide 13 a role model may be introduced. Usually 15 minutes are allowed for the role model to delivery their presentation and a further 15 minutes for a question and answer session. The role model can also assist with the remainder of the session i.e. feedback on the challenge. | | | | | |

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