



Youth Multimedia and Food
*Raising the profile and skills of young people
by working with and recording sustainable enterprises that produce and
process food*

Entrepreneurship Guide

**on responsible entrepreneurship and political awareness/
campaigning about rural sustainable lifestyles,
livelihoods and food production**

This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

It introduces the elements of social, cooperative, green and glocal entrepreneurship by using simple activities and case studies.

It describes how to plan and present a business case.

It also includes some approaches to asking food producers/processors/cooks questions about their business values, workers, customers, marketing and finances.

As a food producer

- How could you grow more food where you live (eg. fruit, vegetables, herbs) – by yourself or with others?
- Could you now start a mini-enterprise based on your farming experience?
 - See the [LLOOF site](#) - [Enterprise](#)
- How could you get more access to land, on your own or with others?
 - See the [LLOOF site](#) – [Wider Context – Access to land](#) and www.accesstoland.eu
- What further experience or learning would you need to set up a mini-enterprise?

Social, cooperative, green and global

Social	Who benefits?
Cooperative	How managed?
Green	How grown and made?
Glocal	Who buys, who partners?

	The question	The economy	The enterprise	The description
Social	<i>Why do we develop an enterprise?</i>	Social economy	Social enterprise	Socially-minded
Cooperative	<i>How can we manage our enterprise and work together?</i>	Cooperative economy	Cooperative enterprise	Cooperatively-run
Green	<i>What and how do we develop, produce and trade?</i>	Green economy	Eco-enterprise	Environmentally-friendly
Global and Local	<i>Who can we work for and with?</i>	Global and local economy	Global and local enterprise	Internationally-focused Locally-focused

The ERE YouTube channel showing about 20+ short videos is [here](#)

Entrepreneurship

Ideas Innovated, created
 Opportunities Searched, seized
 Risks Assessed, taken
 Projects Planned, managed
 Values Defined, kept
 Beneficiaries Sought, supported
 Decisions Shared, owned

Maximises Benefits Prosperity
 Minimises Impacts People, Planet

Skills, values

Cooperation
 Networking
 Innovation, Creativity
 Teamworking
 Sustainability

Key questions for entrepreneurs

What can I learn from this producer/ processor?
 How and why did this enterprise start?
 What resources would I need to start an enterprise?
 How is it a fair and circular economy?
 What is the business plan?

Responsible entrepreneurship

Entrepreneurship is the ability to turn ideas into action.

The entrepreneur must be:

- able to create and innovate new ideas, designs and approaches
- able to seize opportunities which arise
- willing and able to assess and take risks
- able to plan and manage projects in order to achieve objectives
- aware of the wider local and global context of their work
- aware of ethical values and good governance

Responsible entrepreneurship is entrepreneurship that is part of the Green Economy and Social Economy and cares for employees, customers and the wider community as well as the environment and ethical profit. It maximises the positive contributions to society and minimises the negative impacts on people and the environment.

Responsible entrepreneurs

- treat customers, business partners and competitors with fairness and honesty
- care about the health, safety and general well-being of employees and consumers
- motivate their workforce by offering training and development opportunities
- act as good citizens in the local community
- are respectful of natural resources and the environment

The social economy

The Social economy is a thriving and growing collection of organisations that includes voluntary and community organisations, foundations and associations. It exists between the traditional private sector and the public sector, and is sometimes called the third sector. Social enterprises have social objectives. Their profits are mainly reinvested for that purpose in the business or in the community, rather than for shareholders and owners.

The social economy is a sector which makes a significant contribution to employment creation, sustainable growth and to a fairer income and wealth distribution. It is a sector which is able to combine profitability with social inclusion and democratic systems of governance, working alongside the public and private sectors in matching services to needs. Crucially, it is a sector which has weathered the economic crisis much better than others and is increasingly gaining recognition at the European level.

Principles

- The primacy of the individual and the social objective over capital
- Voluntary and open membership
- Democratic control by membership
- Combination of the interests of members/users and/or the general interest
- Defence and application of the principle of solidarity and responsibility
- Autonomous management and independence from public authorities
- Use of most of the surpluses to pursue sustainable development objectives, services of interest to members or the general interest.

The sharing economy

The sharing economy is part of the social economy. The 'sharing' refers to the use and access of shared physical or human resources or assets, rather than the fact that there is no monetary exchange. A sharing economy enables different forms of value exchange and is a hybrid economy. It encompasses the following aspects: swapping, exchanging, collective purchasing, collaborative consumption, shared ownership, co-operatives, co-creation, recycling, upcycling, re-distribution, trading used goods, renting, borrowing, lending, subscription based models, peer-to-peer, circular economy, pay-as-you-use economy, peer-to-peer lending, social media, social enterprise, crowdfunding, crowdsourcing, open source, and public services.

The collaborative consumption model is used in online marketplaces such as eBay, AirBnB, Uber as well as emerging sectors such as social lending, peer-to-peer accommodation, peer-to-peer travel experiences, peer-to-peer task assignments or travel advising, carsharing or commute-bus sharing.

The green economy

The green and social economy develops responsible Prosperity with minimal harm to either People or the Planet – The three Ps are the basis for sustainable development:

People – Society – Fair and ethical

- Manage people fairly, ethically and cooperatively
- Involve local people and community eg. community consultation, engagement
- Accessible to all, non-exclusive, inclusive

Prosperity – Economy – Global and local

- Managing money fairly and with some benefit to local stakeholders and community eg. Sustainable transport and house maintenance
- Local supply chain/producers eg. Local currency
- Profit to local community eg. Social enterprises
- Shared ownership/ Collaborative consumption/ Fair distribution of money eg. Cooperatives, Loans

Planet – Environment – Low impact and low carbon

- Manage places and buildings with minimal environmental impact
- Efficient energy eg. renewable energy
- Minimal waste eg. re-fashioned clothing, re-designed furniture



Principles

The Green Economy Coalition has developed 9 principles of the Green Economy:

- It delivers sustainable development
- It delivers equity – The Justice Principle
- It creates genuine prosperity and wellbeing for all – The Dignity Principle
- It improves the natural world – The Earth Integrity, Planetary Boundaries and Precautionary Principle
- It is inclusive and participatory in decision making – The Inclusion Principle
- It is accountable – The Governance Principle
- It builds economic, social and environmental resilience – The Resilience Principle
- It delivers sustainable consumption and production – The Efficiency Principle
- It invests for the future – The Intergenerational Principle.

Themes of enterprise

Working cooperatively

Cooperative enterprises and economy

Responsible entrepreneurs work together and collaborate as individuals and groups. Cooperative enterprises are jointly-owned and democratically-controlled enterprises with members working together for the good of their members. Cooperatives are autonomous associations formed and democratically directed by people who come together to meet common economic, social, and cultural needs. Founded on the principle of participatory governance, coops are governed by those who use their services: their members. Based on the principles of empowerment, education, and community, coops operate laterally promoting participation both within their own organisation, and through a focus on community interaction, and support.

Producing sustainably

Sustainable enterprises and economy

Responsible entrepreneurs design and develop resource efficient, low carbon and socially inclusive products and services. Sustainable enterprises not only produce, but also invest in, and consume, environment- friendly products and services. The Green economy reduces environmental risks and ecological scarcities, and aims for sustainable development without degrading the environment.

Linking globally

Global enterprises and economy

Responsible entrepreneurs recognise and work with two trends that appear to be contradictory:

Globalisation

- Trend toward increased flow of goods, services, money, and ideas across national borders
- More integration of the global economy
- New roles and responsibilities as members of this global society
- New electronic currency and trading

Localisation





- Trend towards marketing value of local branded products
- More non-monetary trade – time banks, barter, exchange
- New local currency and trading

Local enterprises and economy

Local enterprises demonstrate a different way of working from business as usual – they are sustainable, offer some social benefits and have shared ownership, while providing essential goods and services for the community in which they make their home. They provide jobs for local people, as well as volunteering opportunities, and they buy from other local independent businesses. They illustrate what a new kind of community-led, place-based economy might look like, and show that the building blocks – the viable business models – are already in place and highly replicable. We know there's a large market opportunity for a re-localised economy based around local, independent businesses and supply chains.

Introducing four themes of responsible enterprise

There are four themes where we are providing and developing resources for teachers and local social entrepreneurs as a way of introducing responsible entrepreneurship to students. They are the social, cooperative, green and global themes of enterprise. These could be introduced to students, with an introduction or case study from a local social entrepreneur or a visit to a local social enterprise.

	The question	The economy	The enterprise	The description
 Social	<i>Why do we develop an enterprise?</i>	Social economy	Social enterprise	Socially-minded
 Cooperative	<i>How can we manage our enterprise and work together?</i>	Cooperative economy	Cooperative enterprise	Cooperatively-run
 Green	<i>What and how do we develop, produce and trade?</i>	Green economy	Eco-enterprise	Environmentally-friendly
 Global and Local	<i>Who can we work for and with?</i>	Global and local economy	Global and local enterprise	Internationally-focused Locally-focused

1 Benefiting socially

Social economy

- Thriving and growing collection of organisations
- Includes voluntary and community organisations, foundations and associations
- Exists between the traditional private sector and the public sector
- Sometimes called the third sector

Social enterprise

Social enterprises are businesses that trade to tackle social problems, improve communities, people's life chances, or the environment. They make their money from selling goods and services in the open market, but they reinvest their profits back into the business or the local community. So when they profit, society profits.

Social enterprises operate in almost every industry from health and social care to renewable energy, from retail to recycling, from employment to sport, from housing to education.

2 Working cooperatively

Co-operatives are social enterprises with members. The International Co-operative Alliance defines Co-operative as: *An autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise.*

Cooperative economy

- Cooperation is by individuals and groups choosing to work together
- Not imposed top-down as in centralized economies
- Mainly small to medium-sized enterprises (SMEs)
- Usually social enterprises
- Often (increasingly) community-owned

Cooperative enterprises

The 7 principles for the cooperative model include:

- **Voluntary and open membership:** Co-operatives are voluntary organisations open to everyone willing to accept the responsibilities of membership, without discrimination. Some co-operatives are owned only by their workers, others by the consumers or both.
- **Democratic member control:** All members have an equal voice and a right to participate in decisions and policy making. Officials and elected representatives are accountable to the members.
- **Member economic participation:** The capital of a co-operative is controlled democratically by its members and for their benefit. The members approve how the money of the co-operative is spent. Members can also pay a membership fee and then receive a small part of the profit depending on the amount of their fee.
- **Autonomy and independence:** Co-operatives should always be controlled by their members, even when they enter into agreements with other organisations.
- **Education, training and information:** Co-operatives are committed to the development of their members, representatives and staff in order to make the co-operative effective. They inform the public and young people about the benefits of co-operation.
- **Cooperation among co-operatives:** Co-operatives work together at local, regional, national and international levels to achieve their aims.
- **Concern for the community:** Co-operatives work for the sustainable development of their communities.

The main purpose of a **private enterprise** is to make money (for those who have invested money in the company). In most private enterprises each investor (shareholder) has control over the enterprise only to the extent to which they have invested capital in it, that is, one vote per share of stock.

The purpose of a **public enterprise** is to provide services for the public (for example roads, housing, waste disposal). People working on behalf of the owners (government, councils etc) make the decisions.

The purpose of a **co-operative enterprise** is to serve the needs of the members (for example good quality food, farm inputs, loans, advice, information, etc). Members benefit by having better goods or services provided. A co-operative may still make money, but that is not the primary purpose.

A co-operative is:

- **A collective enterprise** - All the workers form part of it. It belongs to its members.
- **A democratic enterprise** - One member, one vote.
- **A social enterprise** - It contributes to the development of people and the environment. It aims to improve the conditions of life of its members and to satisfy general needs.
- **An egalitarian enterprise** - All members have the right to part of the surplus, based on the work they have performed. It applies an equal share principle among its members in relation to any surplus.

3 Producing sustainably

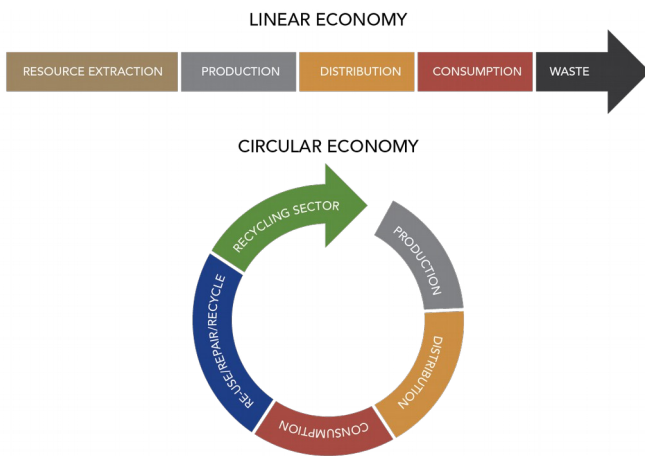
Green economy

- Low carbon, resource efficient and socially inclusive
- Reduces environmental risks and ecological scarcities
- Results in improved human well-being and social equity
- Invests in, produces, trades, distributes, and consumes environmentally friendly products and services

Circular economy

A circular economy is an alternative to a traditional linear economy (make, use, dispose) in which we keep resources in use for as long as possible, extract the maximum value from them whilst in use, then recover and regenerate products and materials at the end of each service life.





A key element is keeping the biological materials such as wood and food separate from the technical materials such as plastic and metal.

Some of the challenges for the sustainable development of enterprises

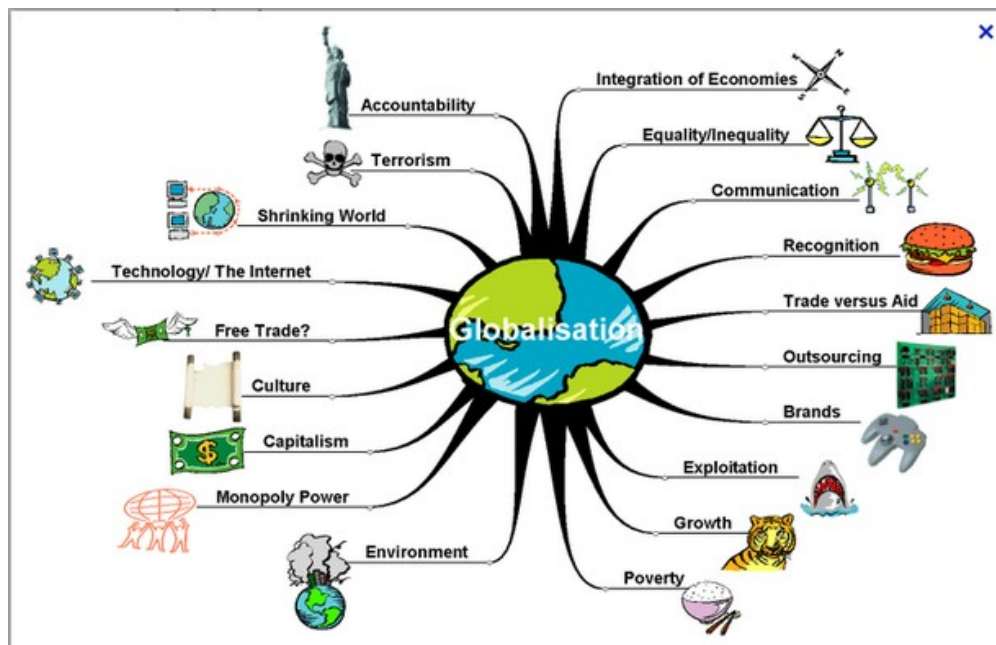
- **Environmental challenges:** depletion of natural resources (non-renewable energies), waste, air pollution, water and soil, destruction of the ozone layer, global warming (or “greenhouse effect”) and climate change, loss of biodiversity.
- **Social challenges:** poverty, unhealthy living conditions (housing, drinking water access), inequality, child labour, lack of basic services (health, education, transport, communication), chemical pollution, food hazards, obesity, high-risk practices, discrimination, marginalization, political instability.
- **Economic challenges:** unfair competition (in opposition to fair trade), working conditions, unemployment, responsible production (subcontracting chains), over-consumption.
- **Challenges of communication:** conveying sustainable development values in advertising, public relations, marketing and all other forms of public or corporate communication.

4 Linking globally

Global economy

Globalisation

- Trend toward increased flow of goods, services, money, and ideas across national borders
- More integration of the global economy
- New roles and responsibilities as members of this global society
- New electronic currency and trading



Localisation

- Trend towards marketing value of local branded products
- More non-monetary trade – time banks, barter, exchange
- New local currency and trading

Global

Key question

Partnerships - Who are your partners (the enterprise that might work with you in designing, selling or promoting your products or services)?

Trade - Who are your customers (the people who might buy your products or services)?

You might trade by importing or exporting products or services from partners who are student-led enterprises in another country. Students from another country might buy your products or services. There are opportunities for student links with other European countries in terms of project collaboration, international trade, global understanding and foreign languages.

Activity - Questioning enterprises

Four key questions can introduce the four elements of our alternative approach to enterprise education:

Who manages? - Who will lead, govern, manage the enterprise? This can introduce the concepts, activities and case studies of cooperative enterprises (as described above), but also consider the other models to leadership, governance and management eg. a hierarchical, top-down model with a director or board of directors.

Who profits? - Who will benefit from the profits of the enterprise? This can introduce the concepts, activities and case studies of social enterprises (as described above), but also consider other models eg. shareholding organisations, charities.

How made? - How will the products or services be produced? This can introduce the concepts, activities and case studies of green enterprises (as described above), but also consider the student's experience and understanding of polluting and wasteful enterprises, as well as the management and mismanagement of energy, water and other resources.

Who buys and who partners? - Who will purchase the goods or services? Who will help produce, market or distribute

the goods or services? This can introduce the concepts, activities and case studies of global and local enterprises (as described above), but also consider customer relations, the principles and examples of fair trade and supply chains.

What roles, rights, responsibilities and resources?

Activity - What resources?

When starting a student enterprise, it is important that all students, stakeholders and partners identify:

- their own and other stakeholder's experiences of working, volunteering and producing things
- their own skills and interests
- the resources (of materials, equipment etc.) that can be contributed to the enterprise
- the money, loans, gifts and exchange or barter that could be available
- the level of support that could be assured from local entrepreneurs and others

Having studied the four key questions above and identified the five resources (experience, skills, materials, money and support) above, the students will be able to cooperatively identify possible roles within the enterprise - to fit their skills and interests etc.

What teams?

What team?

- Who are the members of the team and what are their individual skills and interests?
- What roles in the enterprise might they want or fit?

What rules?

The formal rules are covered by the legal framework. The ways of minimising the risks can then be considered in terms of insurance (eg. for accidents, product liability). Lastly it is important to clarify the responsibilities of the student enterprise and the school management in covering this insurance.

It may also be useful to consider setting up the enterprise as a legal form of business. They can also consider the advantages and disadvantages of the legal form. Each European country will have a different set of forms to apply for legal status as a cooperative. In the UK the Government has published a [Guide to legal forms of business](#). This identifies a range of new legal forms including Community Interest Companies (CICs), Charitable Incorporated Organisations (CIOs), Community Benefit Societies (Bencoms), and Co-operative Societies (Co-ops).

What business idea?

Market research can be done in several stages of the setting-up process: To find an idea, to check if potential customers like the idea and to get feedback on what features of the product could be improved. After one or more focus group interviews, it might make sense to get more feedback on specific aspects through for example a survey

(online or on the streets/in school).

Tips for conducting focus groups

- Questions: Use open questions that don't lead the group to give a specific answer and that cannot be answered by a simple 'yes' or 'no' (ask: 'why would you buy this' instead of: 'would you buy it').
- Anonymity: The focus group should be interviewed by someone who is not involved in your co-operative. Then the participants will be more willing to criticise your product and will speak more freely.
- Environment: Find a clean, quiet and relaxed space to conduct the interview.
- Finding the right people: Invite people who represent your target market. You could invite people through social media, or through a poster in your school. Generally it helps to offer an incentive, something that motivates people to come (like offering a free meal).
- Number of participants: You want enough people to hear different opinions; but not so many that the discussion becomes difficult. Between 3 and 10 is a good number.
- Use the results: It only makes sense if you really use the results, even if it's often difficult to face criticism.

Activity - What business idea?

Business ideas are best developed when a gap has been spotted in the market, the needs and interests of potential customers have been spotted, or particular current or future local/global issues have been spotted.

Searching in the local media or online for particular products and services to see how they could be improved or made more responsible in terms of their social or environmental impacts.

A brilliant business idea can be hidden everywhere: in the community, on the street, in the family. It is important to keep eyes and ears open in all directions.

- What annoys you when shopping?
- What services or products are missing in the locality?
- Are there any products or services that can make your own life more sustainable?
- What ideas can be based on your own interests and skills, your meeting with a local entrepreneur or your visit to a local enterprise?

Having developed an idea, they need to explore its current internal strengths and weaknesses, as well as its future external opportunities and threats using a SWOT analysis:

		Positive	Negative
Internal	Strengths	<ol style="list-style-type: none"> 1. Strong need 2. Grassroots support 3. Political support 4. Funding 5. Strong, creative leadership 6. Collaborative process 	Weaknesses
			<ol style="list-style-type: none"> 1. FHWA tends to be large, slow government 2. Mega projects are very complex 3. Mega projects are very costly 4. Mega projects are likely to present many unforeseen problems 5. Mega projects always have environmental impacts
External	Opportunities	<ol style="list-style-type: none"> 1. Opportunities Improve the economy of the effected area 2. Improve safety for those that live in the area 3. Conserve the environment by eliminating other impacts 	Threats
			<ol style="list-style-type: none"> 1. Environmental constraints 2. Limited funding 3. Scope creep 4. Time - delays increase costs 5. Politics - People use large projects to satisfy personal needs 6. Opposition - People hate change

Most importantly they need to understand its potential impact on People (the beneficiaries of the social enterprise), Planet (the impact on the environment in terms of energy, water, waste and wildlife) and Prosperity (the overall value and money that the enterprise produces).

The students should be able to critically question their own and society's consumer behaviour. They should also be aware that they may influence the consumer behaviour of potential customers.

Examples of services for trade

- Local deliveries by bike, motor bike
- Organic gardening services

Examples of products for trade

- Healthy, locally produced food, teas, drinks
- Food, drink and herbs from hedgerow plants
- Growing plants using saved seed, compost
- Making kindling wood, cold frames from waste pallets

What plan?

The business plan is intended to describe the creation or reorganisation of an enterprise in detail. The plan serves as a basis for the search for partners and investors as well as for important decisions to be taken by the team.

Choosing a good name and logo for the product or service is very important, and can be time-consuming for all the team to agree.

Outline of business plan

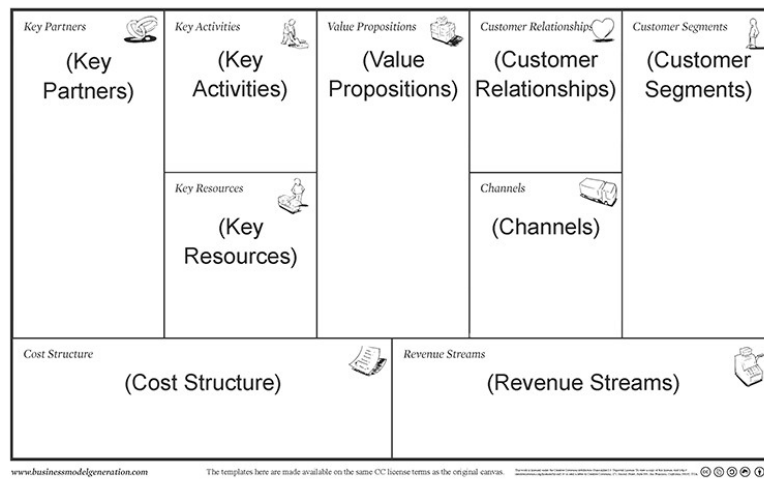
Possible headings of a business plan

- **Cover sheet** - Business Plan, name of the student enterprise, logo (if already developed), name of the school, Names of the authors.
- **General information** about the student enterprise (summary) - This section describes the most important data should be recorded to the student enterprise.
- **Business idea** - Description of the specific idea and the target audience.
- **Market** - Characteristics and quantity of potential customers, needs and purchasing power.
- **Marketing** - All measures aimed at the sale of a product should be summarized in one concept.
- **Organisation and staff** - Number of employees, departments, tasks, skills.
- **Capital requirements** and financial planning. In the initial phase of the student enterprise capital is needed for various purchases. How much money is needed, what are our costs, what sale do we expect?
- **Legal form** - legal structure and why this legal form was chosen.

Headings of a business model canvas

The Business Model Canvas helps to present an overview of the key factors of a successful business model and business plan.

- You need a large sheet of paper, for example, format A0.
- Then nine fields are located, which are designated by the key factors for a business model (as in the diagram below).
- For each key factor ideas are briefly listed on sticky notes. The advantage is that the adhesive label can be removed and then added to another field.
- So many individual ideas can be grouped together into a single business plan.



Setting up a social food enterprise

Canvas Business Model

- Partners
- Activities
- Resources
- Values Proposition
- Customers
- Customer relations
- Channels
- Costs
- Revenue

What feedback?

Pitch your plan in 60 seconds

What: This is an alternative Dragon's Den where students can generate enterprising ideas that could change lives by making a positive impact on the environment or society. The aim is for young people to come up with new social enterprise ideas and to present them in a 60 second pitch.

How:

- Form a panel of judges (ideally include a social entrepreneur or local business person, a teacher and a student)
- Invite students to turn their idea into a 60 second pitch that they can present to the panel of judges.
- Pick the best social enterprise ideas that address the 3Ps – winning ideas will help people, minimise harm to the planet and will generate profit in an ethical way.

What design?

Use a range of activities to develop a specification of design for the product.

Sustainable design

Is the design supporting the circular economy by ensuring the inputs, process and outputs minimise waste and pollution and use renewable resources?

Is the design considering the sharing economy where products are shared with others, hired or loaned and then returned to the producers?

What production?

The products and services of the student enterprise should be produced sustainably and using the circular economy with minimal impact on the environment (transport, energy, water and waste and other resources).

What distribution?

Distribution of the goods or services will require some degree of communication with customers, packaging and transport. All of these three elements have potential social and environmental impacts. For example personal direct contact with the customer can avoid misunderstandings and mistrust generated by brief email communications, packaging can use one recyclable or re-usable material and minimal printing, transport can be local, or based on small, light items.

Also, in terms of the sharing economy, goods can be shared with several customers, hired for a short period of use, or returned to the producer when obsolete or not longer needed, as part of the producer responsibility (for restoring, re-using or recycling the products that they have sold) of the circular economy.

Distribution could also be by collection from the school/college or by sale in a regular local street market or shop, posted or even emailed. Deliveries by vehicles are less feasible and sustainable for most products and student enterprise teams.

What marketing?

Good marketing is a key to the success of all enterprises. So student enterprise teams need to take this as seriously as the design and production. Decisions need to be made about how the product or service will be marketed, promoted and advertised. This is not just about deciding the medium through which the marketing takes place eg. by social media, leaflets, posters, partner enterprises, sales staff etc. It is also about the other elements of the marketing mix.

Activity - The marketing mix

The term “marketing mix” describes how a product or service can be developed and promoted to the best possible effect. It is often summed up by the seven P’s. Student enterprise teams should try to answer these questions to ensure their product is marketed responsibly.

- **Product:** Is the product or service ready to be launched well?
- **Price:** Is the price right for the potential customers?
- **Place:** Is the way it will be distributed right for the potential customers?
- **Promotion:** Is the advertising and merchandising right for the potential customers?
- **People:** Are the staff able and rehearsed to sell the product or service?
- **Processes:** Is the design, production of a high enough standard for the potential customers?
- **Physical evidence:** Is the name, logo and packaging right for the potential customers?

Student teams should also consider these questions related to the social and environmental impacts of the marketing.

- **Product:** what are the social and environmental impacts of the product over its whole life cycle (production, use, waste)?

- **Price:** what is the production cost of the product? Is the social cost of production shared out fairly?
- **Place:** are the methods used to transport and distribute the product environmentally appropriate?
- **Promotion:** is the sales message based on fact and is information transparent? Does the message encourage responsible consumption and behaviour?
- **People:** Does the enterprise ensure equal treatment for its staff team? Does it protect them against discrimination?
- **Processes:** do production processes and management systems make the best use of the natural and human resources?
- **Physical evidence:** does the way the product is promoted produce unjustifiable amounts of waste?

What response?

At all stages it is important for the student enterprise team to ask for and record feedback (as compliments or complaints) from customers. Again this is more market research and feedback. This will enable them to consider adapting their enterprise and its product or service.