

# Understanding Circular Economy & Social Entrepreneurship

**DISCOVER WHAT CIRCULAR ECONOMY  
AND SOCIAL ENTREPRENEURSHIP MEAN  
AND FIND NON-FORMAL EDUCATION  
ACTIVITIES TO EMPOWER YOUNG  
PEOPLE WITHIN YOUR COMMUNITY**

YOU CYCLE:

Young Changemakers for Circular Local Economy



Co-funded by the  
Erasmus+ Programme  
of the European Union



ESPACIO  
gera  
nios



IRCEM  
Instituto de Investigación  
en Ciencias Económicas y  
Administrativas "Ramón Llull"

YouthProAktiv

# UNDERSTANDING CIRCULAR ECONOMY & SOCIAL ENTREPRENEURSHIP

This practical guide is the result of collective work among the partner organizations behind the Erasmus+ KA2 Program ***YOU CYCLE: Young Changemakers for Circular Local Economy***, through the Spanish National Agency INJUVE (Instituto de la Juventud de España). It aims to build capacity among educators and youth workers disseminating quality knowledge on social entrepreneurship and circular economy to benefit youth work and beyond.

## EDITION

March 2024

## COORDINATION

**Espacio Geranios** in Spain, **EIG (European Integration Group)** in Turkiye, **EKO (Entrepreneurship and Social Economy Group)** in Greece, **IRCEM (Institute for Research in Circular Economy and Environment "Ernest Lupan")** in Romania and **YouthProaktiv** in Belgium.



Co-funded by the  
Erasmus+ Programme  
of the European Union



ESPACIO  
**gera  
nios**



**IRCEM**  
Institute for Research  
in Circular Economy and  
Environment "Ernest Lupan"



# Index

APPROACH OF THE  
PROJECT - 2

WHO ARE WE - 3

WHAT IS CIRCULAR  
ECONOMY - 5

WHAT IS SOCIAL  
ENTREPRENEURSHIP - 15

NON-FORMAL EDUCATION  
ACTIVITIES - 20

INSPIRING CASES - 34

CONCLUSIONS - 49

ANNEXES - 51

GLOSSARY - 66



# Approach

The project ***Young Changemakers for Circular Local Economy (You-Cycle)*** seeks to promote a **circular economy** as a means of **empowerment** of disadvantaged young people who could use their knowledge and green skills to set-up or join **social enterprises** that **benefit their local communities**.

At the same time, it seeks to devise a **replicable training model** that can benefit stakeholders working with young people across different sectors.

This guide has the purpose of **strengthening the knowledge of the youth workers, participants involved and those interested** in the themes who would like to find engaging ways to learn more about them and about how to adapt them best to youth contexts.

**Educators and youth workers are key** to empowering young people to reach their full potential and abilities. They can be role models and leaders who motivate youth to improve their skills and grow constantly.

We truly believe in the **transformative power** of youth work in any of their modalities and, in the name of the consortium behind this project, we hope you find this guide useful and inspiring.

# Who are we

**Young Changemakers for Circular Local Economy (You-Cycle)** is a project financed by Erasmus+, through the Spanish National Agency INJUVE (Instituto de la Juventud de España).

It is implemented by the following organizations:



**Espacio Geranios** is dedicated to promoting social entrepreneurship and innovation projects in Madrid (Spain). The association is made up of SMEs, social impact startups, NGOs, and freelance professionals, working and collaborating from a coworking space. It is also dedicated to the local development of the neighborhood through activities and events that support small businesses, promote citizen participation, and encourage ongoing learning and collaboration between entities.



**EKO, (Entrepreneurship and Social Economy Group)** is a non-profit organization established in Athens (Greece) operating at a local and European level, with youth as its main target group. EKO's primary mission is to contribute to the creation of an inclusive society, free from prejudice and discrimination, which will be in the position to develop and grow sustainably.



**Avrupa Entegrasyon Dernegi (European Integration Group - EIG)** is a non-profit organization based in Istanbul (Türkiye) that works with Turkish and international youth groups. Their main goal is to succeed in the integration of youth individuals, start-up companies, institutions, NGOs and as well corporate companies to European values and digitalizing world.

# Who are we

**Young Changemakers for Circular Local Economy (You-Cycle)** counts with the following entities as technical expert partners:



**IRCEM (Institute for Research in Circular Economy and Environment "Ernest Lupan"** is an independent NGO, constituted as a research think tank, established in the city of Cluj-Napoca (Romania) as an initiative of young people from the Technical University of Cluj-Napoca. Their wide range of programs covers European, national, regional and local development, integrating six key departments: sustainable community development; professional education-training; research-innovation and development; sustainable urban development; economic-financial and human resources, as well as agriculture, soil and healthy food.



**YouthProaktiv** is an organization based in Brussels (Belgium) that aims to create a generation of proactive individuals ready to invest their talents for the improvement of ~~society~~ ~~by starting their own businesses~~ and creating jobs for themselves and others. It is a coalition of young people promoting a culture of pro-activity and entrepreneurship in education and policy.

---

# What is circular economy?

The concept of a **Circular Economy**, which originated in the 1970s, has recently gained significant attention due to the rising demand for another way of production from society to policymakers (with environmental activists pointing out the climate emergency) and the other way around (with the [European Commission](#) adopting the first circular economy action plan in 2015).

The phrase "circular economy" has become a buzzword, a **pivotal focus point** in most countries. It offers an alternative to the traditional linear economic model (take-make-dispose), emphasizing principles like sustainable design, resource efficiency, and the continual use of resources to create a closed-loop system, reducing the need for new raw materials and minimizing waste. Moreover, it fosters innovation and collaboration across industries, leading to a more resilient and environmentally sustainable economy.



“Circular economy is a system where materials never become waste and nature is regenerated. In a circular economy, products and materials are kept in circulation through processes like maintenance, reuse, refurbishment, remanufacture, recycling, and composting.

The circular economy tackles climate change and other global challenges, like biodiversity loss, waste, and pollution, by decoupling economic activity from the consumption of finite resources.”

*The Ellen MacArthur Foundation*

---

# What is circular economy?



The primary objective of a circular economy is to establish material circularity. In a traditional linear economy, materials typically become waste after a certain period of use, whereas a circular economy emphasizes the importance of **maximizing the value of a product** by maintaining its circulation, thereby closing resource loops.

It is also crucial to **promote responsible consumption and production practices**, which involve reducing the use of raw materials and prioritizing ecological design principles.

[The Ellen MacArthur Foundation](#) advocates for three fundamental principles:

- Design with waste and pollution reduction in mind.
- Maintain product and material circularity.
- Support the regeneration of natural systems.

---

**WATCH:** [How we can design food systems that regenerate nature](#) - Ellen MacArthur Foundation



---

# What is circular economy?



This approach has the potential to enhance the well-being of future generations and safeguard our natural environment. According to *The World Economic Forum*, a circular economy is an industrial system that prioritizes restoration and regeneration, operating as a closed-loop network. Implementing a circular economy requires innovative and creative solutions, along with new infrastructure to create *new job opportunities and facilitate economic growth*.

The circular economy replaces the linear and exploiting approach of our current economy with a system of **resilience** and **regeneration** that benefits businesses, people and the planet.

It's imperative to prioritize the **reintroduction** of materials into the environment to replenish natural capital, which includes **biodiversity** and **ecosystems**, at the end of their life cycle.

In the realm of sustainability, resilience-building necessitates the creation of systems and communities that can endure environmental, social, or economic challenges and rebound from them. This may involve designing infrastructure to withstand the impacts of climate change or establishing social systems that can adapt to unforeseen events. By revitalizing communities, restoring ecosystems, and renewing resources, we can work towards a safer and more equitable future.



Embracing **circular economy principles** is key in tackling **climate change**, as it emphasizes crucial strategies like refuse, redesign, reduce, reuse, repair and others. Educating industries in these areas leads to the development of sustainable practices that go beyond traditional waste management. By prioritizing resource-efficient product design, extending product lifecycles, and maximizing the reuse of materials, industries can significantly reduce their environmental impact and carbon footprint, contributing effectively to climate change mitigation.

The idea of **'zero waste'** can be implemented at multiple levels, with a focus on conserving resources from production to consumption by promoting the reuse and responsible recovery of products, packaging, and materials. This approach fosters collaboration between communities and industries. Achieving a zero waste outcome needs a comprehensive re-examination of product design and industrial processes, with an emphasis on facilitating the dismantling, repair, and recycling of components.

WATCH: [Explaining the Circular Economy and How Society Can Re-think Progress | Animated Video Essay](#)

- Ellen MacArthur Foundation

---

# The need for circular economy

## HOW TO IMPROVE CURRENT MODELS

It is crucial to assist businesses and industries in diversifying and strengthening their operations, promoting resilience to resource scarcity, price volatility, and disruptions in the global supply chain. Embracing circularity can aid in **reducing dependency on finite resources, stimulating local manufacturing and repair services, and boosting job creation and economic growth.**

Educating on circular economy **encourages collaboration and knowledge-sharing** among various stakeholders, such as governments, businesses, academia, and civil society. This exchange of ideas, best practices, and innovation enables industries to **develop new business models, technologies, and services that prioritize sustainability and reduce carbon footprints.**

A **carbon footprint** measures the total amount of greenhouse gases, mainly carbon dioxide, released into the atmosphere due to human activities, such as burning fossil fuels. It is calculated in carbon dioxide equivalent (CO<sub>2</sub>e) units and serves to assess and compare the environmental impact of various activities, products, or individuals.

By reducing our carbon footprint, we can contribute to mitigating climate change and promoting sustainable development.

---

# Life Cycle Management

## HOW TO IMPROVE CURRENT MODELS



**Lifecycle Management (LCM)** is a holistic and strategic approach that guides the management of a product's life from its conception through to its disposal. LCM is essential in today's world as it focuses on creating sustainable products by considering their entire lifecycle. This approach is not just about reducing environmental impact but also about maximizing product value, efficiency, and customer satisfaction. By integrating considerations for sustainability at every stage, LCM ensures that products are designed, produced, used, and disposed of in a manner that aligns with the principles of circular economy.

The essential elements of LCM involve:

**Planning and design:** This stage includes establishing product goals and requirements, as well as creating a development and launch plan.

**Production and launch:** During this stage, the product is manufactured and introduced to the market. Marketing and sales strategies are implemented to promote the product and generate demand.

---

# Life Cycle Management

## HOW TO IMPROVE CURRENT MODELS



**Growth:** In this stage, sales and market share increase as the product gains acceptance and popularity. Production and distribution are ramped up to meet demand.

**Maturity:** Sales and market share stabilize or plateau during this stage as the product reaches its peak level of adoption. Companies may focus on product improvement and cost reduction to maintain profitability, while competition may increase.

**Decline:** Eventually, the product enters the decline stage as market demand decreases, often due to advancements in technology, changing consumer preferences, or the introduction of newer and more innovative products. Companies may choose to phase out or discontinue the product and focus on newer offerings.

The end goal of LCM is to ensure the product's success throughout its life cycle by continuously monitoring and adjusting strategies, identifying opportunities for innovation and improvement, and adapting to changes in the market.

WATCH: [What is Sustainable Design?: Understanding Design](#) - Arizona University

---

# The components of circular economy

To achieve the transformation from a linear system to a circular one while reaping these benefits, a circular economy touches upon **practices and solutions** covering a wide range of strategies across different stages of the value chain:

- **Closing material loops:** substituting raw materials or new products with secondary materials and second-hand, repaired or remanufactured products or parts.
- **Slowing material flows:** extending the lifetime of products through better design, maintenance and repair.
- **Narrowing material flows:** using less resources per product, or using fewer products to deliver the same service to society.

The advent of **digital transformation** provides businesses and individuals with a unique opportunity to tackle environmental, social, and economic challenges. Digitalization offers numerous tools that can boost operational efficiency and aid in achieving net-zero carbon offset objectives. These tools include the **Internet of Things (IoT), Artificial Intelligence (AI), and Big Data Analytics.**

By leveraging these technological enablers, real-time monitoring of data can enhance the decision-making process, identify inefficiencies and support targeted improvements. By leveraging digital technologies, businesses and policymakers can enhance the circular economy's effectiveness. However, it's crucial to address challenges such as electronic waste and the energy consumption associated with digital technologies to ensure a truly circular future.

---

# What can industries do?

## EXAMPLES OF SUSTAINABLE PRACTICES

---

### **FASHION INDUSTRY**

- Prioritize designing for durability in clothing products.
- Develop innovative technology capable of converting old clothing into new types of fibres.
- Establish platforms that allow for the exchange or sale of clothing items.
- Introduce buy-back programs to encourage sustainability and responsible consumption.

### **ELECTRONICS INDUSTRY**

- Implement recycling, reselling, and refurbishing programs.
- Explore options for reusing components.
- Develop platforms for the sharing or leasing of resources.
- Ensure technological compatibility between different systems and components.

### **FOOD INDUSTRY**

- Programmes that help reduce food waste
- Upcycle and valorize by-products generated during food processing, turning them into new products or ingredients
- Extract value from waste streams, such as turning fruit peels into snacks or using spent grains from brewing in the production of other food items
- Regenerative agriculture practices that improve soil health and promote biodiversity
- Sustainable, compostable, or recyclable packaging materials
- Edible packaging or packaging made from agricultural waste
- Redistribution of surplus food
- Platforms or software that allow consumers to access information about the origin, production methods, and journey of their food products

---

# What can industries do?

## EXAMPLES OF SUSTAINABLE PRACTICES

---

### WATER INDUSTRY

- Treatment and reuse of wastewater for irrigation, industrial processes, or cooling
- Technology to extract valuable nutrients (e.g., phosphorus and nitrogen) from wastewater for use as fertilizers or other application
- Desalination technologies that minimize environmental impacts and energy consumption.

### CONSTRUCTION INDUSTRY

- Modular construction and prefabrication to enable easier disassembly and reconstruction
- Recycling and upcycling of construction materials, including concrete, steel, and wood
- 3D printing for on-site construction using recycled materials

### SUPPLY CHAIN INDUSTRY

- Platforms that increase transparency throughout the supply chain to trace the origin and lifecycle of products.
- Technologies like blockchain for secure and transparent documentation of product information
- Platforms that exchange spare parts and support for maintenance, rather than promoting a disposable culture
- Reusable packaging, eco-friendly materials, and packaging designs that facilitate recycling
- Sustainable transportation options and practices, such as using electric vehicles and optimizing cargo space



---

# What is social entrepreneurship?

**Social entrepreneurship\*** is an innovative activity carried out by subjects of the social economy that revert benefits in order to achieve social goals.

A social enterprise is a business:

- whose primary objective is to achieve **social impact** rather than generating profit for owners and shareholders,
- which uses its **surpluses** mainly to achieve these social goals,
- which is managed in an **accountable, transparent and innovative way**, in particular by involving workers, customers and stakeholders affected by its business activity.

## WHY SOCIAL ENTREPRENEURSHIP

Young people are the perfect candidates to become social entrepreneurs, not only because it reduces youth unemployment, but also because it equips them with skills and prepares them for the future.

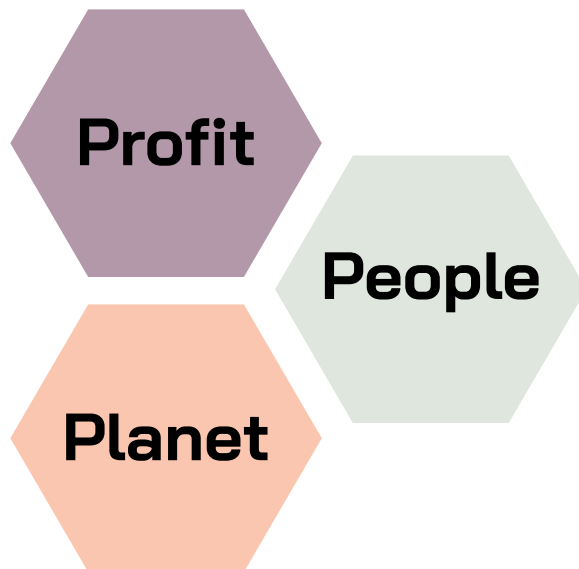
Youth social entrepreneurship can create a better world for everyone as it caters to the most urgent needs with innovative solutions.

---

\*There is a range of different definitions, due to regional differences and trends in studies. We have shared the European Commission definition included in **'The Social Business Initiative of the European Commission'**

---

# Triple bottom line



**The triple bottom line (TBL)** is a sustainability framework that revolves around the three P's: **people, planet and profit**. This means that organizations that adopt Triple Bottom Line frameworks are accountable to all stakeholders—not just shareholders.

For instance, the annual report of a TBL company should contain three broadly equal sections, produced to similar and mandated standards, independently audited, and discharging the appropriate social, environmental and financial accountability of the organization.

## What are the three P's?

**PROFIT:** the economic aspect of sustainability. Ideally, a business will achieve financial success while still adhering to socially ethical and environmentally responsible business practices. At the same time, profits need to be sustained to ensure long-term growth and financial viability.

**PEOPLE:** the social impact of sustainability. This means giving attention to how business practices impact stakeholders like employees and customers, as well as communities as a whole. Ideally, a business will promote social well-being, address social issues, and improve equity.

**PLANET:** The impact on the natural environment and ecological systems with the goal to do the least harm. It may encourage initiatives like product lifecycle assessments as well as greater strategies for reducing greenhouse gas emissions.

---

# How to measure the three P's



It is tricky to measure the 3Ps because they do not have a common unit of measure. There is no universal standard method for calculating the TBL, below you can find some variables:

## **Economic**

- Amount of taxes paid
- Job growth
- Overall equipment effectiveness
- Profit maximization over the longer term does not necessarily require profit maximization over the short term.

## **Social**

- Average hours of training/employee
- Welfare and career retention
- Charitable contributions
- Female labor force participation rate
- Providing flexible working options

## **Environmental**

- Greenhouse gas emissions
- Use of recycled material
- Water consumption
- Amount of waste to landfill
- Ensuring that products are safe and healthy for people and the planet

---

# Characteristics of Social Entrepreneurship:

## **MISSION DRIVEN**

Social entrepreneurs are guided by a clear social or environmental mission. Their primary goal is to address a specific challenge in society.

## **INNOVATIVE SOLUTIONS**

Social entrepreneurs develop innovative solutions to longstanding social issues. They seek to introduce new ideas, products, or services that can lead to positive change.

## **SUSTAINABILITY**

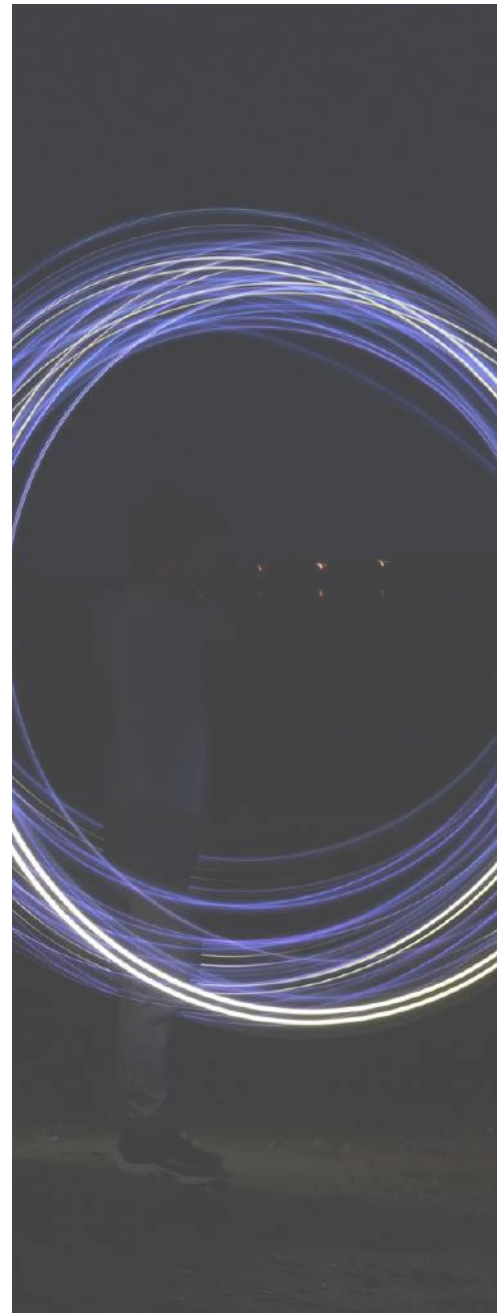
Social entrepreneurs aim to create viable business models that can support their social missions over the long term.

## **MEASURABLE IMPACT**

Social entrepreneurs measure the impact of their initiatives, focusing on outcomes to assess the effectiveness of their interventions.

## **COLLABORATION**

Social entrepreneurs often work collaboratively with various stakeholders to amplify the impact and sustainability of their initiatives.





**Human-centered design or design thinking.** The key to this methodology lies in learning from the people for whom you are designing or, more importantly, designing alongside them. It involves an itinerary of three phases: Inspiration and Ideation to later develop new solutions for Implementation. To learn more about human-centered design in development and education projects, you can check out [IDEO.org](https://www.ideo.com/).

**Social Business Canvas.** The traditional business model canvas is an essential tool when launching a business; however, it is important to understand how we are creating value not only

financially, but also the social and environmental impact of our initiative. [Economistas Sin Fronteras](#) has adapted this tool, integrating key questions involving equality, democratic governance, collective intelligence, cooperation and ecology through the Social Business Canvas.

**Lean Startup:** is [a methodology](#) for developing products or businesses that involves validated learning, scientific experimentation and iteration to discover if proposed solutions and models are viable. The approach was introduced by Eric Ries in his book “The Lean Startup.”

# Non-formal activities

## **ACTIVITIES ON CIRCULAR ECONOMY**

1. Circular Canvas Challenge
2. Life Cycle Explorer
3. Carbon Footprint Calculation

## **ACTIVITIES ON SOCIAL ENTREPRENEURSHIP**

1. Social Entrepreneurship Bingo
2. TBL Balance Challenge
3. Social Entrepreneurship Stations



# Circular Canvas Challenge

---

**OBJECTIVE:** Explore the potential of upcycling, understand the concept, and promote a deeper connection to sustainable practices.

**DURATION:** 1.5-2 hours

**NUM. OF PARTICIPANTS:** optimal 20-30 participants

**AGE:** suited for 16-30 years old, but adaptable for a broader audience

**DIFFICULTY LEVEL:** Medium

**CONDITIONS/FORMAT:** Group activity

## DESCRIPTION & INSTRUCTIONS

This activity aims to explore “What is circular economy” through creativity and collaboration.

- Participants are divided into groups of 4-5 people. Each group has a workstation with blank canvases, upcycling materials, and painting supplies. The task for each group is to visually represent their interpretation of “What is circular economy” on the blank canvases.
  - Each group has to research, brainstorm, design, and develop a collective vision of the concept through artwork.
- After each group has finished their upcycled canvas, there is a Gallery walk and discussion. Each group presents their upcycled canvas and facilitates a discussion on the diverse interpretations of the concept.



# Circular Canvas Challenge

---

## MATERIALS

- Blank canvases (if made of recycled material, better)
- Upcycling materials (e.g., discarded boxes, old magazines, unused or old textiles, bottle caps...)
- Painting supplies (brushes, paints, sponges, toothbrushes...)

## NOTES FOR DEBRIEFING

- (1) Reflect on the challenges and joys of the upcycling process,
- (2) Discuss the relationships between the created artworks and circular economy principles,
- (3) Encourage sharing insights and takeaways from the experience.

## LEARNING OUTCOMES

- (1) Hands on exploration of upcycling potential,
- (2) Understanding of the concept and principles of upcycling,
- (3) Promotion of a deeper connection to sustainable practices,
- (4) Enhanced creativity, collaboration, and critical thinking skills.





# Lifecycle Audit

---

**OBJECTIVE:** Explore the concept of lifecycle management, emphasizing its importance in a product's journey from creation to retirement.

**DURATION:** 1.5-2 hours

**NUM. OF PARTICIPANTS:** optimal 20-30 participants

**AGE:** suited for individuals aged 18 and above, adaptable for a broader audience

**DIFFICULTY LEVEL:** Medium

**CONDITIONS/FORMAT:** Interactive, group activity

## DESCRIPTION & INSTRUCTIONS

This activity covers the Life Cycle Management of fictional products.

- Participants are organized into small groups, and each of them does research into the concept of life cycle management.
- Each group receives information sheets about their fictional product, outlining its features and potential challenges.
- Each group receives an audition sheet about the different stages of the product's lifecycle (design, production, marketing, and end-of-life). Emphasis should be given to considering ethical, environmental, and economic factors in each decision.
- Each group performs the audit of the lifecycle of their given product. After the audits, each group presents their conclusions, insights, and innovative new ways to improve the lifecycle management of the product.



# Lifecycle Audit

---

## MATERIALS

- Information sheets about the fictional products (one per group) + [Audition sheet templates \(available on page 55\)](#).
- Flip charts, digital devices, or whiteboards for teams to visualize and record decisions.

## NOTES FOR DEBRIEFING

- (1) Discuss the interconnectedness of decisions at different stages of the product lifecycle,
- (2) Explore the ethical and environmental considerations made by each group,
- (3) Emphasize the real-world implications of strategic decisions on a product's success and sustainability.

## LEARNING OUTCOMES

- (1) Practical insights into decision-making throughout the product lifecycle,
- (2) Deeper understanding of factors influencing product success and sustainability,
- (3) Enhanced collaborative problem-solving and strategic thinking skills in a simplified and easily replicable format.



# Carbon Footprint Calculation

---

**OBJECTIVE:** Practical learning experience about calculating carbon footprints, and fostering awareness of individuals and collective environmental impacts

**DURATION:** 1 - 1.5 hours

**NUM. OF PARTICIPANTS:** all formats, but optimal for more than 15 participants

**AGE:** suited for individuals aged 16 and above, adaptable for a broader audience

**DIFFICULTY LEVEL:** Beginner/Medium

**CONDITIONS/FORMAT:** Interactive workshop, hands-on calculation and discussion

## DESCRIPTION & INSTRUCTIONS

This activity covers the calculation of our carbon footprint, followed by a discussion.

- Participants are divided into groups to work collaboratively. They research the concept of “carbon footprint” and understand it before starting the calculation.
- Within the groups, each participant calculates the carbon footprint through the UN carbon footprint calculator.
- After the test, each group will do the average calculation of their emissions in terms of CO2.
- Each group reflects on their average, the points each participant had in common, and ways to reduce the emissions.
- Finally, groups will come back together in a general debate and discuss their average number of emissions and their practical actionable proposals to cut them down.



# Carbon Footprint Calculation

---

## MATERIALS

- UN carbon footprint calculator.  
[Information available on page 59](#)
- Internet-enabled devices (smartphones, tablets, or laptops)

## NOTES FOR DEBRIEFING

- (1) discuss the significance of individual carbon footprints and their contribution to climate change,
- (2) encourage participants to share any lifestyle changes they would consider based on the results,
- (3) emphasize the collective impact of individual actions in mitigating climate change.

## LEARNING OUTCOMES

- (1) increased awareness of personal carbon footprints,
- (2) understanding of the factors that contribute to individual carbon footprints,
- (3) reflection on potential lifestyle changes to reduce carbon footprints.



# Social Entrepreneurship Bingo

---

**OBJECTIVE:** Engage participants in a simple and enjoyable game that introduces key concepts of social entrepreneurship.

**DURATION:** 1 - 2 hours

**NUM. OF PARTICIPANTS:** 5-20 participants

**AGE:** suited for individuals aged 18 and above, adaptable for a broader audience

**DIFFICULTY LEVEL:** Low

**CONDITIONS/FORMAT:** Interactive, group activity

## DESCRIPTION & INSTRUCTIONS

This activity covers the different social entrepreneurship activities.

- Bingo Card Preparation: Craft bingo cards, each square featuring a type of social entrepreneurship activity like non-profit organizations, cooperatives, community organizations and others. Distribute the cards to participants.
- Term Explanation: Briefly explain each social entrepreneurship activity featured on the bingo cards, ensuring everyone comprehends the basic concepts.
- The game starts: Rather than traditional bingo number calling, provide descriptions of the social entrepreneurship activities on the bingo cards. Participants mark the corresponding activity if it matches the description provided. Just like in regular bingo, the player who crosses off or marks all the terms on their bingo card first wins.



# Social Entrepreneurship Bingo

---

## MATERIALS

- For the bingo cards, paper or cardstock and writing utensils. ([Templates available on page 62](#))
- For the bingo game, a box or container to gather all the social entrepreneurship activities listed on the bingo cards.

## NOTES FOR DEBRIEFING

- 1) Reflect on the significance of social entrepreneurship and its potential impact, particularly in inspiring new ideas or perspectives
- (2) Compare social entrepreneurship to traditional business models, emphasizing its unique approach and the advantages it offers.

## LEARNING OUTCOMES

- (1) Gain familiarity with diverse social entrepreneurship activities in an engaging bingo format,
- (2) Enhance understanding of social entrepreneurship principles through interactive descriptions,
- (3) Encourage reflection on the roles and applications of social entrepreneurship in real-world contexts.

## AN EXTRA IDEA

Another option is to have bingo cards with sustainable habits such as composting, buying groceries in bulk, etc. and participants have to move around in order to find people who do them in their daily life.



# TBL Balance Challenge

**OBJECTIVE:** Participants practice balancing the three P's of the Triple Bottom Line (TBL): People, Planet, and Profit. Players learn how businesses can make decisions that benefit society, the environment, and their financial bottom line.

**DURATION:** 30 to 60 minutes

**NUM. OF PARTICIPANTS:** 5-20 participants

**AGE:** suited for individuals aged 18 and above, adaptable for a broader audience

**DIFFICULTY LEVEL:** Low

**CONDITIONS/FORMAT:** Interactive, group activity

## DESCRIPTION & INSTRUCTIONS

This activity covers the Triple Bottom Line approach.

- Present a scenario to the group, such as a business considering investing in employee training, implementing energy-saving measures, or launching a new product line.
- Explain that participants need to consider how the decision would impact People, Planet, and Profit.
- In teams, participants calculate the potential effects of the scenario on People, Planet, and Profit.
- For example, if the scenario involves investing in employee training:
  - People: Calculate the potential increase in employee satisfaction or productivity.
  - Planet: Consider any environmental benefits, such as reduced energy consumption or waste.
  - Profit: Estimate the impact on costs and potential returns on investment.



# TBL Balance Challenge

---

## MATERIALS

- Scenario cards describing simple business situations. [An example can be found on page 65.](#)
- Pen and paper for calculations.

## NOTES FOR DEBRIEFING

- (1) Reflect on the interconnectedness of decisions at various stages of the business scenario,
- (2) Analyze the ethical and environmental considerations made by each participant or group during the game,
- (3) Emphasize the real-world implications of strategic decisions on a company's profitability and long-term sustainability.

## LEARNING OUTCOMES

- (1) Understand how decisions in business can impact People, Planet, and Profit,
- (2) Develop basic calculation skills to assess the effects of business decisions on sustainability
- (3) Foster discussion and critical thinking about the importance of balancing social, environmental, and economic factors for long-term success.





# Social Entrepreneurship Stations

---

**OBJECTIVE:** Participants rotate through different challenge stations to learn and demonstrate key characteristics of social entrepreneurship, while interconnecting their ideas into a comprehensive project.

**DURATION:** 1.5-2 hours

**NUM. OF PARTICIPANTS:** optimal 20-30 participants

**AGE:** suited for individuals aged 18 and above, adaptable for a broader audience

**DIFFICULTY LEVEL:** Medium

**CONDITIONS/FORMAT:** Interactive, group activity

## DESCRIPTION & INSTRUCTIONS

- Participants are organized into 5 teams.
- Set up five challenge stations, each representing one characteristic of social entrepreneurship: mission-driven, innovative solutions, sustainability, measurable impact, and collaboration.
- Teams rotate through the challenge stations, spending a designated amount of time at each station before moving to the next.
- At each station, teams must complete a task related to the assigned characteristic, ensuring that their ideas are interconnected. e.g.:
  - Mission-driven: Write a mission statement for a social enterprise, outlining the specific challenge it aims to address.
  - Innovative solutions: Brainstorm innovative solutions to tackle the given social problem identified in their mission statement, etc.



# Social Entrepreneurship Stations

---

## MATERIALS

- Marker pens
- Paper
- Timer
- Station signs indicating the challenge theme. [Instructions on the stations can be found on page 67.](#)

## NOTES FOR DEBRIEFING

- (1) Discuss how tasks at each station contributed to the project's development and how ideas were integrated,
- (2) Allow teams to present their project, discussing key characteristics of social entrepreneurship
- (3) Reflect on achieved learning outcomes and discuss future applications of the experience.

## LEARNING OUTCOMES

- (1) Gain practical experience in applying key characteristics of social entrepreneurship through hands-on challenge stations,
- (2) Develop teamwork and collaboration skills while working together to complete challenges,
- (3) Deepen understanding of social entrepreneurship principles by engaging in real-world problem-solving activities.



# Tips & tricks from youth workers

As part of the project **Young Changemakers for Circular Local Economy (You-Cycle)**, we gathered youth workers from the consortium's countries in an International training in Cluj-Napoca (Romania).

They shared some of their insights in their experience working with young people:

- Trust them in their ability to solve things and understand the process.
- Leave space for them to speak, try not to give too many instructions.
- Find out about their hobbies and what is cool right now. Before starting, talk about these things in order to connect, and then, move onto what brings you together.
- Dismantle the conception of the older people having more knowledge than the younger ones, everyone can bring things to the table.
- If possible, make intergenerational workshops because they are an opportunity to get to understand each other better, to accept differences... Life is intergenerational.
- Try to create a connection with the places where activities take place, so there is also a willingness to take care of them.
- Join in a walk together, make a little trivia about the neighborhood, ask them about what they like and what they don't and document those things. Check out the international movement 'Jane's walks'.

# Inspiring cases

This section shows the **good practices** collected from each organizations' countries (Belgium, Greece, Romania, Spain and Türkiye)

First, there are **five cases highlighted** and below, **an extensive list of initiatives** in the categories of:

- Education and awareness programs;
- Industry and business engagement;
- Policy and regulatory approaches in education;
- Best practices of Erasmus+ projects



# Inspiring cases

## Online Youth School of Green and Circular Economy of Extremadura



[WWW.EJESEC.ORG](http://WWW.EJESEC.ORG)



EXTREMADURA (SPAIN)



ESCUELA JOVEN  
ECONOMÍA SOCIAL Y CIRCULAR  
EXTREMADURA

### WHAT IS IT?

The Youth School of Social Economy and Circular Economy of Extremadura is the first virtual school in Extremadura (Spain) that is born as a free massive online open course (MOOC). The training is made up of twelve 50-hour webinars with content on youth cooperatives, labor societies, associations and foundations, social entrepreneurship and alternative financing.

### FOR WHOM?

It is addressed to youth of Extremadura -one of the regions with the highest unemployment rate in Spain- and also to individuals, companies or entities interested in carrying out social economy and circular economy projects whose recipients are young people.

### WHAT ARE THE VALUES BEHIND IT?

Guided by the principles of Sustainability, Tolerance, Ethics, Closeness and Cooperation

### WHAT ARE THE MAIN ACHIEVEMENTS & IMPACT ATTAINED?

337 youngsters have taken one of the five MOOCs carried out to date: "Social, circular economy and zero waste", "Entrepreneurship in the Social Economy: How to create social ecosystems", "Entrepreneurship in the Social Economy: Cooperativism 4.0 and youth", "Entrepreneurship in Social Economy: Labor companies and other legal forms", "Energy Communities in Cooperative Regime".

# Inspiring cases

## **CLOSE THE LOOP** (A guide towards a circular fashion industry)



[WWW.CLOSE-THE-LOOP.BE/EN](http://WWW.CLOSE-THE-LOOP.BE/EN)



BRUSSELS (BELGIUM)



**CLOSE THE LOOP**  
A GUIDE TOWARDS A CIRCULAR FASHION INDUSTRY

### **WHAT IS IT?**

Close The Loop is a guide towards a circular fashion industry. Flanders DC and Circular Flanders guide the general public through the principles of a sustainable way of working. These two Flemish organisms in Belgium have developed a tool to guide fashion entrepreneurs through the basics of circular economy. This tool also offers a database of around 350 case studies and plenty of practical tips that refer to existing platforms and research.

### **FOR WHOM?**

The Close The Loop initiative targets fashion entrepreneurs, pushing them to have the chance to make a difference and to affect the lifecycle of a garment.

### **WHAT ARE THE VALUES BEHIND IT?**

To accelerate the shift to a circular economy, Close The Loop encourages companies and other actors to adopt various strategies and to take action.

### **WHAT ARE THE MAIN ACHIEVEMENTS & IMPACT ATTAINED?**

They have developed five open strategies that can be implemented to contribute to the circular fashion industry. This guide encourages entrepreneurs to select a few strategies that are workable for them.

# Inspiring cases

## Crafting the Future Design. Fashion. Crafts



[WEBSITE](#)



ATHENS, GREECE



ONASSIS

### WHAT IS IT?

This two-day event aims to build on the experience of Crafting the Future and take the programme one step further, focusing on building interconnections and stronger ties between stakeholders in the fashion, design and crafts industries with a view to creating a more sustainable and ethical ecosystem.

### FOR WHOM?

Through workshops they provide valuable know-how to emerging and established designers, policy makers and businesses in the design and fashion industries.

### WHAT ARE THE VALUES BEHIND IT?

This event will use circularity as a tool to interlink the strengths of each stakeholder group, create a future with enhanced circular design, and explore how circular design can be applied to fashion, design and new businesses, as well as to consumer behaviour.

### WHAT ARE THE MAIN ACHIEVEMENTS & IMPACT ATTAINED?

The event aim to explore sustainable design, innovation and new materials, looking at new directions for natural, synthetic and mixed materials; consider how archival material can help us visualise the future by looking closely at the past.

# Inspiring cases

## Better Association



[WWW.MAIBINE.EU/REDU](http://WWW.MAIBINE.EU/REDU)



IAȘI, ROMANIA



### WHAT IS IT?

REDU is Romania's first social enterprise, which repurposes pre-consumer and post-consumer textile waste to create innovative products. Additionally, it is the pioneering initiative in Iasi that collects and reuses old materials from the local community.

### FOR WHOM?

The Better Association, an experienced environmental NGO, is leading a project to establish a circular economy by reducing textile waste and transforming it into environmentally friendly products. The initiative aims to shift the perception of fashion from impulsive to conscious choices for society.

### WHAT ARE THE VALUES BEHIND IT?

Better Association envisions a world governed by ethical norms, ecological sustainability, and social justice. Their mission is to promote sustainable development in the local community.

### WHAT ARE THE MAIN ACHIEVEMENTS & IMPACT ATTAINED?

Eight jobs were created in design, tailoring, and promoting social enterprise activity. Approximately 4.950 kg of post-consumer textile waste was collected from 10 points in Iași, and around 450 kg of pre-consumption waste from textile factories.



# Inspiring cases

## General Education Studies and Training of the Trainer



[WEBSITE](#)



ISTANBUL, TURKIYE



Istanbul Üniversitesi

Döngüsel Ekonomi Birimi

### WHAT IS IT?

Istanbul University's General Education Studies and Training of the Trainer focuses on teaching circular economy principles to teachers, who then educate students. It combines in-person and online methods for widespread reach.

### FOR WHOM?

The program targets teachers and students from pre-school to university in Istanbul and beyond, using digital tools for remote learning.

### WHAT ARE THE VALUES BEHIND IT?

Driven by sustainability and innovation, the program aims to spread circular economy knowledge for future sustainable decision-making.

### WHAT ARE THE MAIN ACHIEVEMENTS & IMPACT ATTAINED?

Its main achievement is the creation of a circular economy curriculum, with significant impact in raising awareness among educators and students.

# More inspiring cases

## EDUCATION & AWARENESS PROGRAMS

Zero waste certified municipalities (EU)

[Website](#)

Campaign "Packaging, don't let yourself get wrapped up" (Aragón, Spain)

[Campaign](#)

Campaign #IllegalPlastic (Greenpeace Spain)

[Illegal Plastic](#)

Sustainability school (Pamplona, Spain)

[Sustainability school](#)

Innoviris Brussels (Belgium)

[Innoviris](#)

Propreté Brussels (Belgium)

[Website](#)

Shifting economy Brussels (Belgium)

[Website](#)

Be Circular, Be Brussels (Belgium)

[Website](#)

PlastiCircle (Romania)

[Website](#)

# More inspiring cases

## EDUCATION & AWARENESS PROGRAMS

Four seasons, Stavros Niarchos Foundation Cultural Center (Greece)

[Patari Project](#)

Circular culture - British Council (Greece)

[Website](#)

Fabric Republic (Greece)

[Website](#)

Exhibition 'Open technologies in public spaces: circular economy' (Greece)

[Exhibition](#)

Graw Mat (Greece)

[Website](#)

Circular economy unit - Istanbul University (Türkiye)

[Circular economy unit](#)

Habitat Derneği (Türkiye)

[Habitat Derneği](#)

Döngüsel Ekonomi Platformu (Türkiye)

[Platform](#)

# More inspiring cases

## EDUCATION & AWARENESS PROGRAMS

Sustainability Academy (Türkiye)

[Sustainability\\_Academy.](#)

Best for energy (Türkiye)

[Website](#)

Academia pentru Economie Circulară (Romania)

[Academia](#)

Ambasada Sustenabilității (Romania)

[Website](#)

# More inspiring cases

## INDUSTRY & BUSINESS ENGAGEMENT

Gravity wave (Spain)

[Gravity\\_wave](#)

Sea2See (Spain)

[Sea2See](#)

Posada del Agua hotel (Spain)

[Posada del Agua](#)

Ecologing (Spain)

[Ecologing.](#)

Espigoladors (Spain)

[Espigoladors](#)

PCP Clothing (Greece)

[PCP Clothing.](#)

RECYCOM (Greece)

[RECYCOM](#)

# More inspiring cases

## INDUSTRY & BUSINESS ENGAGEMENT

Schneider Electric (Greece)

[Schneider Electric](#)

TITAN Greece

[TITAN Greece](#)

PolyGreen (Greece)

[PolyGreen](#)

Whole Surplus -Fazla Gıda (Turkiye)

[Fazla Gıda](#)

Hagelson (Turkiye)

[Hagelson](#)

Arkim (Turkiye)

[Arkim](#)

Evreka (Turkiye)

[Evreka](#)

Tosyalı Holding, Harsco Corporation (Turkiye)

[Tosyalı](#)

# More inspiring cases

## INDUSTRY & BUSINESS ENGAGEMENT

Bioflux (Belgium)

[Bioflux](#)

Xylergi (Belgium)

[Xylergy](#)

Hub Brussels Circlemade (Belgium)

[Hub Brussels Circlemade](#)

BC Materials (Belgium)

[BC Materials](#)

Lana Terma (Romania)

[Lana Terma](#)

# More inspiring cases

## POLICY & REGULATORY APPROACHES IN EDUCATION

Environmental Education Action Plan for Sustainability (Spain)  
[Ministry for the ecological transition and the demographic challenge](#)

Circular economic actions (Spain)  
[Vitoria City Council](#)

The Circular Strategic Agenda of Circular Flanders (Belgium)  
[Minister of Climate, the Environment, Sustainable Development and Green Deal](#)  
[+ European Environment Agency](#)

Regional strategy dedicated to the Circular Economy by Circular Wallonia  
[Minister of Climate, the Environment, Sustainable Development and Green Deal](#)

Raising awareness about global issues (Greece)  
[Ministry of Education and Religious Affairs](#)

Don't drop (Greece)  
[Ministry of Environment & Energy](#)

Sustainable Development Goals (Romania)  
[Romania's SUSTAINABLE DEVELOPMENT Strategy 2030](#)

Environment and Zero Waste Awareness Training and Climate Change Awareness Training (Turkiye)  
[Ministry of Environment, Urbanization and Climate Change](#)

Climate Change Action Plan (Turkiye)  
[Ministry of National Education](#)



# More inspiring cases

## BEST PRACTICES - ERASMUS+ PROJECTS

Starting Up Young Social Entrepreneurship

[Suyse](#)

Circular start

[Circular start](#)

Building bridges for circular economy by fostering youth entrepreneurship

[Bridges CE](#)

Rethinking pedagogical approaches and digital tools to teach circular economy: to teach is to learn twice

[Di-To](#)

Social Keys for social entrepreneurship

[Social Keys for social entrepreneurship](#)

Developing social entrepreneurship competencies of migrants and refugees through simulation training in recycle and reuse

[Developing social entrepreneurship competencies of migrants and refugees through simulation training in recycle and reuse](#)

# More inspiring cases

## **BEST PRACTICES - ERASMUS+ PROJECTS**

Integration of Sustainable Design and Circular Economy Concepts in Civil Engineering Curricula

[Sustain-CE](#)

Building Virtual Learning Platform for Environmentally-Friendly Digital Transformation Management

[Digi-VIP](#)

Circular Economy - Summer School

[Website](#)

# CONCLUSIONS

We hope that the collective work in the creation of this guide has contributed to clarify the basic concepts of social entrepreneurship, circular economy, and how they are related.

Just as social entrepreneurship is a way to respond to local environmental problems, provide an employment opportunity for young NEETs, and promote their active citizenship, the collaboration of all actors working with young people is needed to promote this model.

## How can we promote green social entrepreneurship initiatives that are inclusive of young people?

First of all, we must be able to convey that circular economy goes far beyond waste treatment, making young people aware of the need to create products and services from a circular perspective instead of a non-linear one.

Educating on circular economy also means empowering young people to speak up in conversations between all the stakeholders that can make it possible such as governments, businesses, academia and civil society.

On the other hand, we, as youth workers, teachers or counselors must believe in social entrepreneurship as a viable option to provide youngsters with new skills, give quality employment and to create a better world for all.

By bringing these two concepts together, we can show young people a new logic that can be applied to all types of industries, and that is indeed already taking place in many places around the world.



The logic of social entrepreneurship is different from the conventional one as it includes the measurement of triple impact, the innovation, the openness and the collaborative work as fundamental pillars to solve the challenges identified within the local communities.

This is clearly shown in the Inspiring cases proposed, in the fields of Industry & business, but also in Education programs, Policy and regulatory approaches and Best practices of Erasmus+ projects.

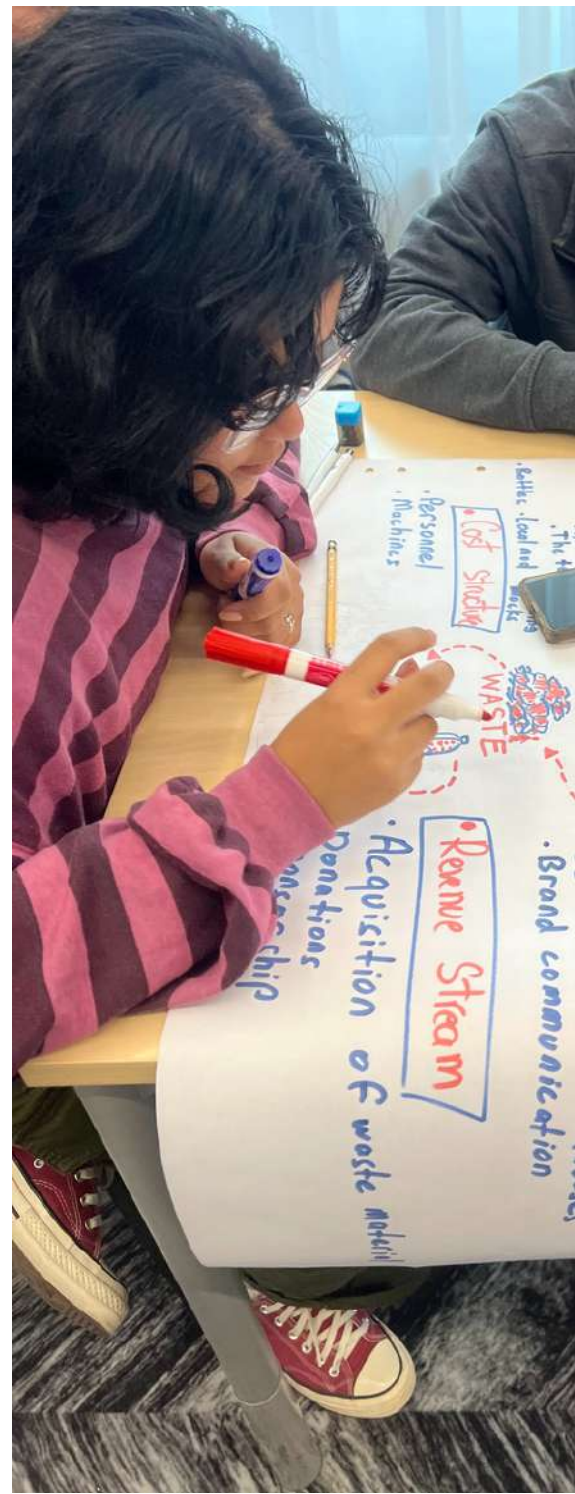
Non-formal education has great transformative potential as it responds to current challenges and can impact participants affectively, cognitively and socially, as well as positively influence their career aspirations. The proposed activities can be conducted with simple materials and in different kinds of venues.

We firmly believe in the capacity of the youth to create a positive environment and achieve social impact, hopefully this guide is useful for those who accompany them.

# Annexes

## TEMPLATES FOR NON-FORMAL EDUCATION ACTIVITIES

1. Life Cycle Audit
2. Carbon Footprint Calculation
3. Social Entrepreneurship Bingo
4. TBL Balance Challenge
5. Social Entrepreneurship Stations

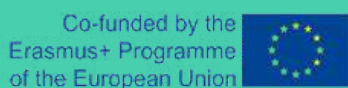
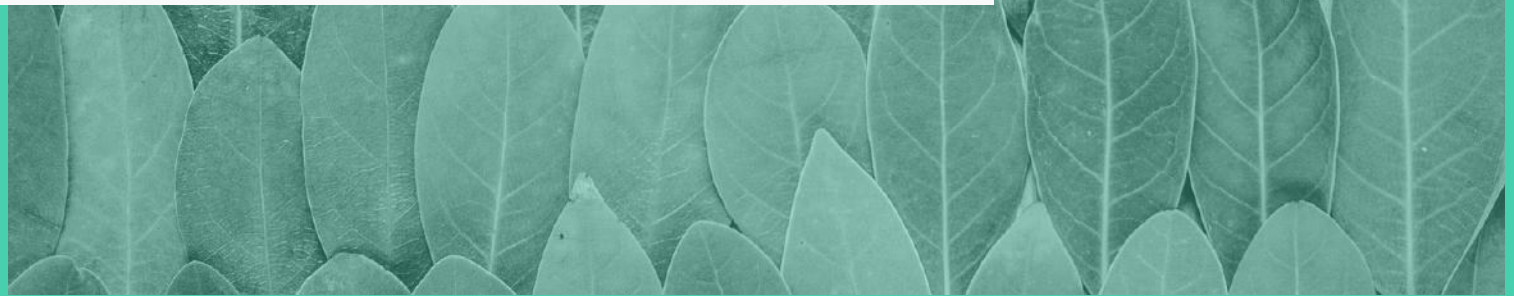




# Lifecycle Audit

**UNDERSTANDING CIRCULAR ECONOMY &  
SOCIAL ENTREPRENEURSHIP**

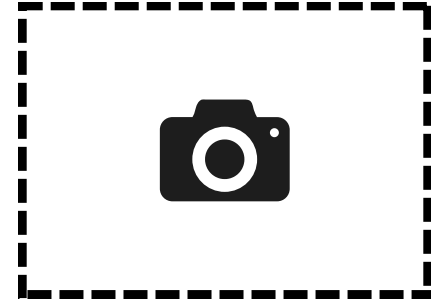
YOU CYCLE:  
Young Changemakers for Circular Local Economy



# Information sheet “Fictional Product”

---

**Name** of the product .....



- Introduction

- Product Features

**1.Design:**

- a.
- b.

**2.Production:**

- a.
- b.

**3.Marketing:**

- a.
- b.

**4.End-of-Life:**

- a.
- b.

- Potential Challenges

- 1.
- 2.
- 3.
- 4.

# Guide of questions to follow when designing the product

---

- **Design Stage**

- How does the product's design contribute to its sustainability?
- Are there opportunities for further improvement in design to enhance recyclability and modularity?
- How can the design minimize environmental impact throughout its lifecycle?

- **Production Stage**

- What steps are taken to ensure ethical sourcing of raw materials?
- How does the manufacturing process contribute to energy efficiency and reduced environmental impact?
- Are there alternative materials or processes that could enhance sustainability during production?

- **Marketing Stage**

- How is the eco-friendly aspect of the product communicated to consumers?
- Are there innovative marketing strategies that could further promote sustainability?
- What incentives or programs can be introduced to encourage responsible consumer behavior?

- **End-of-Life Stage**

- How easy is it for the product to be disassembled for recycling or disposal?
- What initiatives are in place to handle e-waste and promote responsible product disposal?
- Can the product's end-of-life stage be improved to further reduce environmental impact?



# SUSTAINABILITY AUDIT SHEET

---

**Name** of the product .....

- **Design Stage**

- How does the product's design contribute to its sustainability?
- Are there opportunities for further improvement in design to enhance recyclability and modularity?
- How can the design minimize environmental impact throughout its lifecycle?

- **Production Stage**

- What steps are taken to ensure ethical sourcing of raw materials?
- How does the manufacturing process contribute to energy efficiency and reduced environmental impact?
- Are there alternative materials or processes that could enhance sustainability during production?

- **Marketing Stage**

- How is the eco-friendly aspect of the product communicated to consumers?
- Are there innovative marketing strategies that could further promote sustainability?
- What incentives or programs can be introduced to encourage responsible consumer behavior?

- **End-of-Life Stage**

- How easy is it for the product to be disassembled for recycling or disposal?
- What initiatives are in place to handle e-waste and promote responsible product disposal?
- Can the product's end-of-life stage be improved to further reduce environmental impact?

- **Cross-Cutting Factors**

- How does the product's design contribute to its sustainability?
- Are there opportunities for further improvement in design to enhance recyclability and modularity?
- How can the design minimize environmental impact throughout its lifecycle?

- **Conclusion and Recommendations**

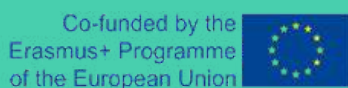
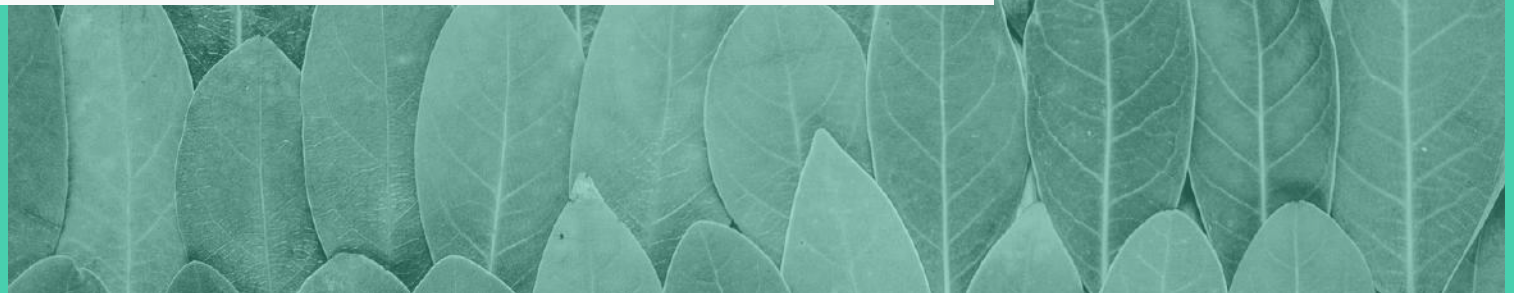
- Summarize key findings from the audit.
- Provide insights into areas where "the product" excels in lifecycle management.
- Propose innovative recommendations for improving sustainability at each stage of the product's lifecycle.



# Carbon Footprint Calculation

**UNDERSTANDING CIRCULAR ECONOMY & SOCIAL ENTREPRENEURSHIP**

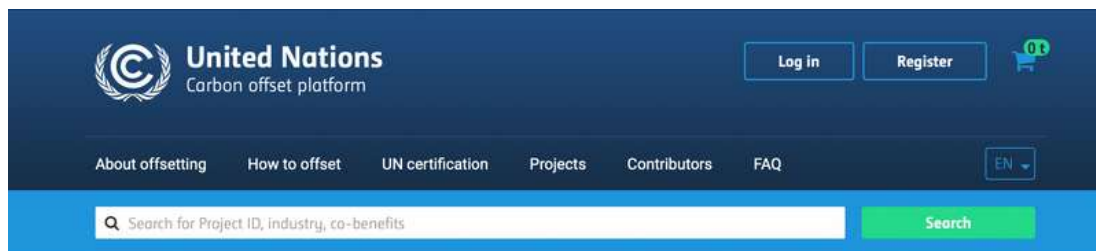
YOU CYCLE:  
Young Changemakers for Circular Local Economy



# Carbon Footprint Calculation

There are many different platforms where you can estimate your carbon emissions. Here we are suggesting the **UN Carbon Footprint Calculator** for its simplicity, adaptability to different target groups, and because of recognition/reputation of the organization.

As you will see when you access the [link](#), the test is really intuitive. There are three main sections: **(1) Household, (2) Transport, and (3) Lifestyle**. Each section has diverse questions which do not take long to answer. The test is short to take.



## UN carbon footprint calculator



### ABOUT YOUR HOUSEHOLD

Number of people in the household: 4

Country of residence: Select country

Size of housing (m2): 100

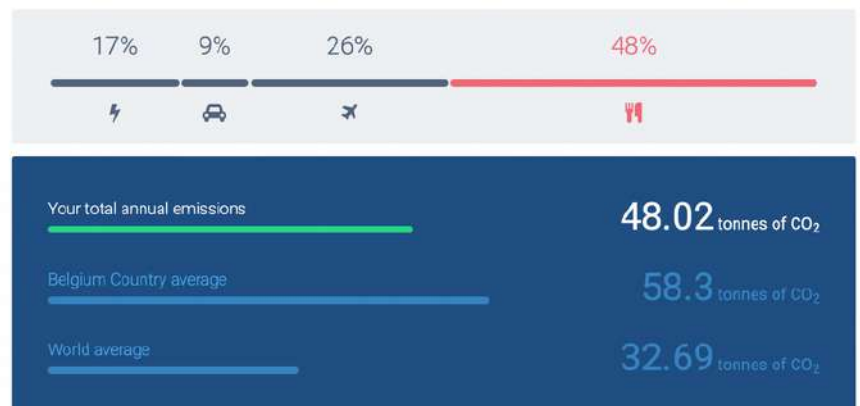
Type of housing: Detached

At the end of the test, you will have the estimation of your annual household footprint. It will be divided in percentages: electricity, transport, diet.

Finally, your annual emissions will be compared with your country's average emissions and the world average.

## UN carbon footprint calculator

### Your annual household footprint



# Debrief & Discussion

---

## NOTES FOR DEBRIEFING

- Discuss the significance of individual carbon footprints and their contribution to climate change,
- Encourage participants to share any lifestyle changes they would consider based on the results,
- Emphasize the collective impact of individual actions in mitigating climate change.

## QUESTIONS FOR DISCUSSION

- How did the process of calculating your carbon footprint affect your perception of your individual impact on climate change?
- Were there any surprising findings or patterns discovered within your group's average carbon footprint? How do these findings influence your perspective on collective responsibility for environmental sustainability?
- In what ways can we effectively communicate the importance of reducing carbon emissions to others in our communities or networks, based on our experiences in this activity?

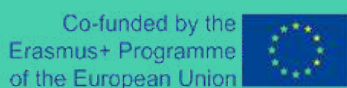
**Learning Outcomes:** (1) increased awareness of personal carbon footprints, (2) understanding of the factors that contribute to individual carbon footprints, and (3) reflection on potential lifestyle changes to reduce carbon footprints.



# Social Entrepreneurship Bingo

**UNDERSTANDING CIRCULAR ECONOMY &  
SOCIAL ENTREPRENEURSHIP**

YOU CYCLE:  
Young Changemakers for Circular Local Economy



# Bingo Template

---

	<b>BINGO</b>	
Cooperative	Non-profit organisations	Community-based organisation
Non-Governmental Organisations (NGOs)	Credit unions	Fair Trade Business

# Definitions for the bingo

---

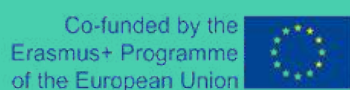
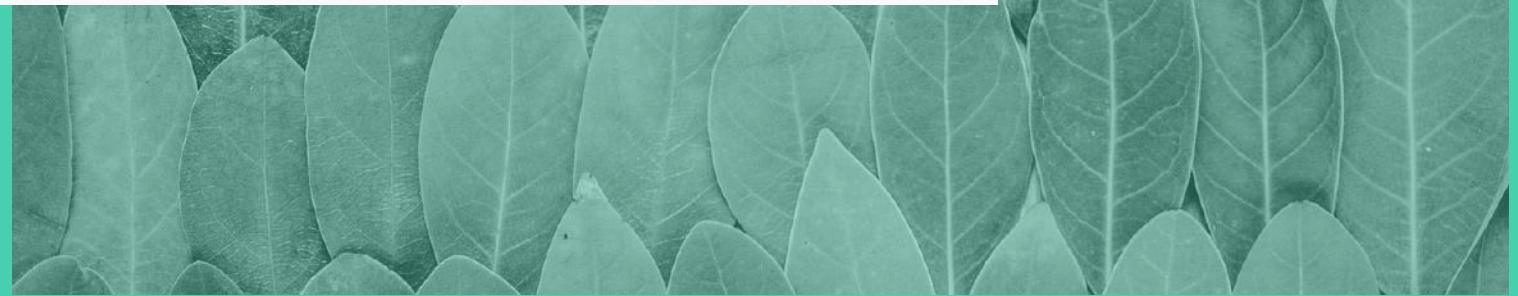
- **Cooperative:** A cooperative is an autonomous association of persons united to meet common economic, social, and cultural goals. They achieve their objectives through a jointly-owned and democratically-controlled enterprise.
- **Non-profit organisations:** A non-profit organisation is generally defined as an organisation characterized by a « non-distribution constraint », i.e. whose members may not receive any direct return from the activity of the organisation, be it « in cash » or « in kind ».
- **Community-based organisation:** An organisation with a strong geographical definition and focus on local markets and services. Community-based organisations are organisations with earned-income activities which are set up, owned and controlled by the local community and which aim to be a focus for local development. Their ultimate goal is to create self-supporting jobs for local people.
- **Non-Governmental Organisations (NGOs):** Non-profit, voluntary citizens' groups, principally independent from government, which are organised on a local, national or international level to address issues in support of the public good.
- **Credit unions:** Credit unions are member-owned financial cooperatives which serve their members' financial needs. They are democratic, member-owned financial cooperatives. They are locally owned community institutions controlled by their members on the basis of a one-member, one-vote system. Services are provided to members only.
- **Fair Trade Business:** The concept of fair trade applies in general to trade operations which strengthen the economic position of small-scale producers and landowners in order to ensure that they are not marginalised in the world economy.



# TBL Balance Challenge

**UNDERSTANDING CIRCULAR ECONOMY & SOCIAL ENTREPRENEURSHIP**

YOU CYCLE:  
Young Changemakers for Circular Local Economy





# Example Scenario: "Green Energy Investment"

---

**Description:** A manufacturing company is considering investing in renewable energy sources, such as solar panels or wind turbines, to power its operations. The company currently relies on conventional energy sources, which contribute to greenhouse gas emissions and environmental degradation. The investment in green energy would require a significant upfront cost but could lead to long-term sustainability benefits.

## **Impact Assessment:**

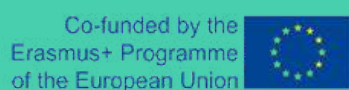
- People: Calculate the potential impact on employees and local communities. Consider factors such as job creation in the renewable energy sector, improved air quality and health outcomes for nearby residents, and the company's commitment to corporate social responsibility.
- Planet: Evaluate the environmental benefits of transitioning to renewable energy. Estimate the reduction in greenhouse gas emissions, fossil fuel consumption, and overall ecological footprint. Consider any potential risks or challenges associated with the installation and maintenance of renewable energy infrastructure.
- Profit: Assess the financial implications of investing in green energy. Estimate the upfront costs of purchasing and installing renewable energy systems, as well as ongoing operational expenses and potential savings on energy bills. Analyze the potential return on investment over time, including any government incentives or tax credits available for renewable energy projects.



# Social Entrepreneurship Stations

**UNDERSTANDING CIRCULAR ECONOMY &  
SOCIAL ENTREPRENEURSHIP**

YOU CYCLE:  
Young Changemakers for Circular Local Economy



# Stations instructions

---

In the "Social Entrepreneurship Stations" activity, each task at every challenge station should be intricately related to the previous one, culminating in the creation of a cohesive social enterprise. Here's how the tasks could be interconnected to facilitate the development of a comprehensive project:

- **Mission-driven Station:** Participants write a mission statement for a social enterprise, identifying a specific social challenge to address.
- **Innovative Solutions Station:** Based on the mission statement, participants brainstorm innovative solutions to tackle the identified social problem. These solutions should align with the mission and values of the social enterprise.
- **Sustainability Station:** Participants develop a sustainability plan for the social enterprise, integrating environmentally friendly practices and ensuring long-term viability for the proposed solutions.
- **Measurable Impact Station:** Using the sustainability plan as a guide, participants define metrics and indicators to measure the social impact of the proposed solutions. These metrics should be aligned with the mission and goals of the social enterprise.
- **Collaboration Station:** Participants identify potential partners and stakeholders for the social enterprise, developing a collaboration strategy to implement the proposed solutions effectively. Collaboration should enhance the social impact and sustainability of the enterprise.

# GLOSSARY

**Biodiversity:** refers to the various forms of life found in a specific area, encompassing animals, plants, fungi, and microorganisms such as bacteria.

**Business Model Canva (BMC):** a template meant to concisely identify the main points of a business model in one simple diagram. There are usually 9 key components of a business model canvas, which are: Key Partners, Key Activities, Primary Resources, Customer Segments, Client Relationships, Value Propositions, Cost Structure, Channels and Revenue Streams

**Carbon Footprint:** it measures the total amount of greenhouse gases, mainly carbon dioxide, released into the atmosphere due to human activities, such as burning fossil fuels. It is calculated in carbon dioxide equivalent (CO<sub>2</sub>e) units and serves to assess and compare the environmental impact of various activities, products, or individuals.

**Corporate Carbon Footprint (CCF):** the total amount of GHG emissions that are directly or indirectly caused by a company's activities.

**Circular economy:** a systems solution framework that tackles global challenges like climate change, biodiversity loss, waste, and pollution. It is based on three principles, driven by design: eliminate waste and pollution, circulate products and materials (at their highest value), and regenerate nature. \*You can download the presentation [‘What is circular economy’](#)

**Circular Flanders:** the hub and the inspiration for the Flemish Circular Economy. It is a partnership of governments, companies, civil society, and the knowledge community that will take action together.

# GLOSSARY

**Composting:** microbial breakdown of organic matter in the presence of oxygen.

**Crowdfunding:** the practice of raising money online through many small donations from regular people, rather than one larger amount from an investor.

**Ecopreneurship/Environmental entrepreneurship/Green entrepreneurship:** entrepreneurship where a major, or perhaps the main, focus of the business is to operate sustainably or to help the environment, such as through recycling or fighting climate change. \*You can download the presentation [‘What is green social entrepreneurship’](#)

**Elevator pitch:** a short, to-the-point message from one person to another to propose an idea, often business-related. A startup founder might deliver an elevator pitch to a potential investor seeking funding, for example.

**Entrepreneurship:** the process of business creation, from ideation and design through to execution and managing it.

**Flanders DC:** Flemish Design and Fashion Center. They work towards strong and future-oriented entrepreneurship within design and fashion.

**Internet of Things (IoT):** refers to a network of physical objects, or "things," that have embedded sensors, software, and other technologies. These objects can connect and exchange data with other devices and systems over the internet.

# GLOSSARY

**Intrapreneurship:** a system that allows an employee to act like an entrepreneur within a company or other organization.

**Life Cycle Management (LCM):** a holistic approach to managing the entire life cycle of products and services sustainably.

**Lifespan/Lifetime:** the period of time from when a product is released for use after manufacture to the moment it becomes obsolete beyond recovery at product level.

**Linear economy:** an economy in which finite resources are extracted to make products that are used - generally not to their full potential - and then thrown away ('take-make-waste').

**Participatory governance:** democratic management and participation within the enterprise. It consists on decentralized organization of power, collaborative relationships with stakeholders, consideration for collective interests, transparency and the sharing of information.

**Recycle:** transform a product or component into its basic materials or substances and reprocess them into new materials.

**Refurbish:** Return a product to good working order. This can include repairing or replacing components, updating specifications, and improving cosmetic appearance.

**Regenerative production:** it provides food and materials in ways that support positive outcomes for nature, which include but are not limited to: healthy and stable soils, improved local biodiversity, improved air and water quality.

# GLOSSARY

**Remanufacture:** re-engineer products and components to as-new condition with the same, or improved, level of performance as a newly manufactured one.

**Renewable energy:** Energy derived from resources that are not depleted on timescales relevant to the economy, i.e. not geological timescales.

**Renewable materials:** Materials that are continually replenished at a rate equal to or greater than the rate of depletion. Examples include: cotton, hemp, maize, wood, wool, leather, agricultural by-products, nitrogen, carbon dioxide, and sea salt. To fit in a circular economy such materials (where relevant) must be produced using regenerative production practices.

**SSE (Social and Solidarity Economy):** a group of organisations based on shared values and principles: social utility, cooperation, local anchoring suited to the specific needs of a territory and its inhabitants. SSE activities do not have a goal of personal gain but rather sharing and solidarity within an economy that respects people and their environment.

**Social impact:** the transformation engendered by the activities of an organization of people and an environment.

**Social innovation:** developing new answers to emerging and poorly met needs in today's society

**Zero waste:** A hierarchy of principles focused on waste prevention that encourages redesigning resource life cycles so that all products are repurposed and/or reused. \*You can download the presentation [‘What is zero waste’](#)





