

TRAINING MODULE

<p>NAME OF MODULE</p>	<p><b>Women in social economy</b></p> <p>By Romanian SEWAC team</p>
<p>DESCRIPTION OF MODULE</p>	<p>The purpose of this module is to provide an overview of the <i>Women in social economy</i>. Processes of political and economic transformation that have changed the face of the world over the past decades have had a profound impact on the lives of women. Many of these changes have been positive. Some, however, have strengthened the bonds of subordination and discrimination against women, restricting them from enjoyment of their economic and social rights.</p> <p>Today, more and more women entrepreneurs are starting businesses and they now account for a quarter to a third of all businesses in the formal economy worldwide. However, the great majority are very small or micro enterprises with little potential for growth. Otherwise, women entrepreneurs are under-represented in enterprises of all sizes, and the bigger the firm the less likely it is to be headed by a woman.</p> <p>Societal attitudes and social beliefs inhibit some women from even considering starting a business, while systemic barriers mean that many women entrepreneurs stay confined to very small businesses often operating in the informal economy. This not only limits their ability to earn an income for themselves and their families but restricts their full potential to contribute to socio-economic development and job creation.</p> <p>The World Bank's World Development Report 2011 suggests that productivity could increase by as much as 25% in some countries if discriminatory barriers against women were removed.</p> <p>Removing these barriers, such as discriminatory property and inheritance laws, cultural practices, lack of access to formal financial institutions, and time constraints due to family and household responsibilities, will create greater opportunities for sustainable enterprises run by women. This in turn will contribute to women's economic empowerment and gender equality as well as helping to generate sustainable growth and jobs.</p> <p>While removing barriers is essential, investment is equally vital. Investing in women is one of the most effective means of increasing equality and promoting</p>

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	<p>inclusive and sustainable economic growth. Investments in women-specific programmes can have significant knock-on effects for development, since women generally spend more of their income on the health, education and well-being of their families and communities than men do. While targeted measures can bridge the gap for women, it is also essential to remove discriminatory aspects of economic and social policies and programmes that may impede women’s full participation in the economy and society.</p>
<p>Contents</p>	<p>PLAN OF THE MODULE</p>
	<p>1. Participants will answer at the questions: How can we describe the societal attitudes and social beliefs relating to topic - <i>Women in social economy? What Is <b>Social Entrepreneurship?</b></i> (Process of creating value by bringing together a unique package of resources to exploit an opportunity, in pursuit of high <i>social</i> returns)</p> <p>The learners transfer suitable knowledge, concepts, tools and activities to their own working context.</p> <p>2. <i>Debate:</i> The New Buzzword: Social Entrepreneurship</p> <ul style="list-style-type: none"> <li>• So, is entrepreneurship basically entrepreneurship regardless of the context?</li> <li>• Or is “social entrepreneurship” something truly different?</li> </ul> <p>3. Participants will explain the big difference between commercial and social entrepreneurship: <i>Denomination of the returns</i> - Social and commercial entrepreneurship have most of the same characteristics; Learners will relate personal situations</p> <p>4. Participants will discuss about <i>The Process of Social Entrepreneurship</i></p> <ol style="list-style-type: none"> <li>1. <i>Find an opportunity</i></li> <li>2. <i>Develop a business concept</i></li> <li>3. <i>Figure out what success means and how to measure it</i></li> <li>4. <i>Acquire the right resources</i></li> <li>5. <i>Launch and grow</i></li> <li>6. <i>Attain goals</i></li> </ol>

answering at the questions:

- *What is profit?*
- *How do we count it?*
- *What is “social return on investment” for venture philanthropists?*
- *Can we compare investments?*

5. Exercise: TRUE or FALSE

- *Social entrepreneurship meets needs unmet by commercial markets and (usually) the government*
- *Social entrepreneurship is motivated by social benefit*
- *Successful social entrepreneurship usually works with, not against, markets*

6. Trainees will create a profile of **Women in social economy**, drawing the **main** characteristics of a **Social Entrepreneurs** (they “Look” Like Any Other Kind of Entrepreneur) and focus on examples of famous women in media

7. Debate: **Myths about Social Entrepreneurship**

- *Social entrepreneurs are anti-business*
- *The difference between commercial and social entrepreneurship is greed*
- *Social entrepreneurs are nonprofit managers*
- *Social entrepreneurs are born, not made*
- *Social entrepreneurs are misfits*
- *Social enterprises usually fail*
- *Social entrepreneurs love risk*

8. Summary and conclusions – **Why does social entrepreneurship matter?**

**Main Challenges at Present:**

- *Money*
- *Investing in women*
- *Competition*

	<ul style="list-style-type: none"> <li>• <i>Demonstrating effectiveness</i></li> <li>• <i>Technology</i></li> <li>• <i>Trust</i></li> <li>• <i>Human resources</i></li> <li>• <i>Public-sector relations</i></li> </ul> <p><b>Main Trends at Present</b></p> <ul style="list-style-type: none"> <li>• <i>Explosive growth</i></li> <li>• <i>Attention to marketing and management movements</i></li> <li>• <i>Commercial ventures</i></li> <li>• <i>Development of umbrella organizations and formal education</i></li> <li>• <i>Effectiveness in competing economically and politically</i></li> </ul> <p><b>Main Risks at Present</b></p> <ul style="list-style-type: none"> <li>• <i>Identity loss, “mission creep”</i></li> <li>• <i>Industry concentration</i></li> <li>• <i>Pressure on managers for results</i></li> <li>• <i>Loss of public trust</i></li> </ul> <p>The learners identify resources and limits on the team level; Discussing it and applying it to own situation/exchanging experiences, <i>Improving women’s awareness of employment opportunities.</i></p> <p>Investing in women is said to be a key to development. Educate her, help her start a business and great things will follow: sustained increases in income, greater empowerment and social inclusion, health and education for the children, and (especially in war-affected regions) mental health and happiness.</p>		
	<table border="1"> <tr> <td data-bbox="357 1736 746 2004">– skills, knowledge</td> <td data-bbox="746 1736 1498 2004"> <p>Perception and discussion:</p> <ul style="list-style-type: none"> <li>- Awareness of societal attitudes and social beliefs about women; Real-world example</li> <li>- desk research</li> <li>- Discussion, exploration, explanation</li> </ul> </td> </tr> </table>	– skills, knowledge	<p>Perception and discussion:</p> <ul style="list-style-type: none"> <li>- Awareness of societal attitudes and social beliefs about women; Real-world example</li> <li>- desk research</li> <li>- Discussion, exploration, explanation</li> </ul>
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		- techniques of the research, eg. survey, interview, observation, focus group
	- working methods	<p>Talk, visual presentation, case study, brainstorming, discussion</p> <p>During the workshop different methods are used by the trainer such as group discussions and group work, pair or single work, role-play or presentation of visual materials. As not all training participants might be used to the one or the other mode it is up to the trainer to adapt the training methods as well as the training materials (such as handouts or other appendixes) to the requirements to the target group.</p>
	- helpful links	<p>"<i>An Introduction to Social Entrepreneurship</i>" edited by Rafael Ziegler;</p> <ul style="list-style-type: none"> <li>• <a href="https://www1.umn.edu/humanrts/edumat/IHRIP/circle/modules/module4.htm">https://www1.umn.edu/humanrts/edumat/IHRIP/circle/modules/module4.htm</a></li> <li>• <a href="http://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_150831.pdf">http://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_150831.pdf</a></li> <li>• <a href="http://www.un.org/womenwatch/daw/beijing/beijingat10/F.%20Women%20and%20the%20economy.pdf">http://www.un.org/womenwatch/daw/beijing/beijingat10/F.%20Women%20and%20the%20economy.pdf</a></li> <li>• <a href="http://www.un-documents.net/bpa-4-f.htm">http://www.un-documents.net/bpa-4-f.htm</a></li> </ul>
Additional activities		
EXTRA LINKS, BIBLIOGRAPHY		<ul style="list-style-type: none"> <li>• <a href="http://www.uleduneering.com/blog/index.php/2013/06/10-steps-for-building-structure-into-your-quality-training-process/">http://www.uleduneering.com/blog/index.php/2013/06/10-steps-for-building-structure-into-your-quality-training-process/</a></li> <li>• <a href="http://www.ilo.org/dyn/declaris/DECLARATIONWEB.INDEXPAGE">www.ilo.org/dyn/declaris/DECLARATIONWEB.INDEXPAGE</a></li> <li>• <a href="http://www.unifem.org/resources/item_detail.php?ProductID=48">www.unifem.org/resources/item_detail.php?ProductID=48</a></li> <li>• <a href="http://www.un.org/popin/unfpa/taskforce/guide/iatfwemp.gdl.html">http://www.un.org/popin/unfpa/taskforce/guide/iatfwemp.gdl.html</a></li> </ul>
TIMING		<b>3 hours</b>