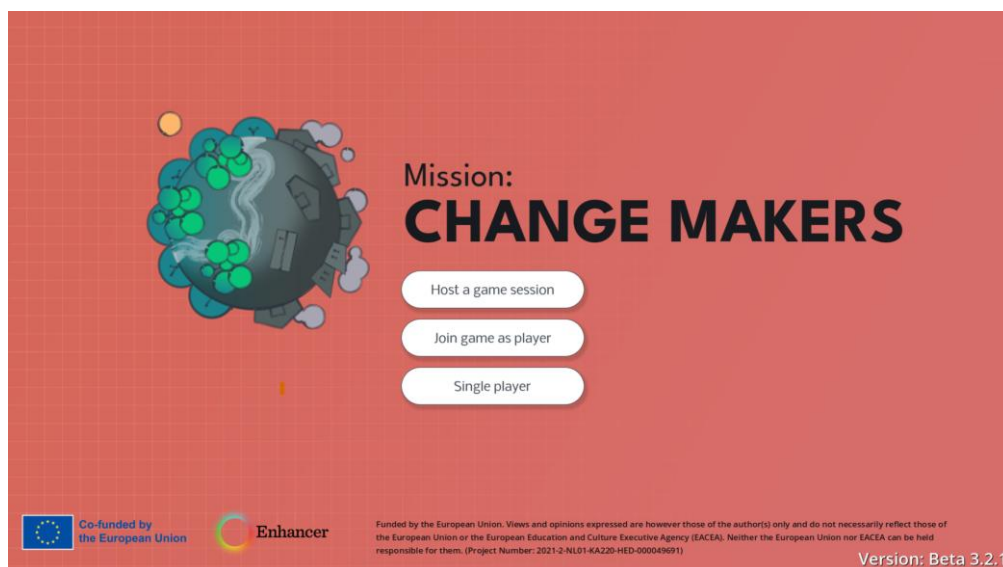


# TEACHING TOOLKIT

A comprehensive guide to employ the digital educational escape room in your class



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## Introduction

### Welcome to the Teaching Toolkit for the Social Entrepreneurship Digital Educational Escape Room

This teaching kit is designed to guide educators in using the DEER—a Digital Educational Escape Room, a hands-on learning experience developed to teach future social entrepreneurs' essential skills. Cofounded by the Erasmus+ Programme of the European Union, the project provides an innovative approach to addressing societal challenges

### What is the DEER and what is it not:

The DEER is an interactive tool that fosters social entrepreneurship skills through problem-solving, critical thinking, and teamwork. It's not a traditional lecture; instead, students actively participate, learn by doing, and collaborate to solve real-world challenges.

### Structure Overview:

This document provides key information, starting with the one-page instructions A-H:

- **A - Discover the Enhancer Project: What is It and How Does It Work?**  
Basic details about the project and DEER
- **B - Master the Key Concepts: What Do You Need to Know?**  
Overview of relevant social entrepreneurship concepts
- **C - Define the Purpose: What Are the Goals of the DEER?**  
The aim and impact of the DEER
- **D - Time to play: How is the DEER set up and played?**  
Instructions for accessing the game and details about its setup
- **E - Integrate the DEER in Education: What Steps Are Needed?**  
Overview of instructions for preparing for the game, implementing it, and wrapping it up
- **F - Pre-play: How Do You Prepare for the Game?**  
Guidelines for the teachers for preparation
- **G - Play: How to implement the game in class?**  
Steps for embedding the game in a class
- **H - Post-play: How to wrap-up and evaluate?**  
Suggestions of activities that can be used to evaluate the game experience

### How to Read This Guide:

This guide offers comprehensive information for those new to the field, with detailed explanations in the appendix. If you're familiar with the topic, you may skip to the relevant sections and dive deeper into specific concepts as needed. For more in-depth information about the Enhancer project, please visit [www.enhancerproject.nl](http://www.enhancerproject.nl).

### What is this Toolkit and what is it not:

This toolkit is a practical guide designed to help educators effectively use the Digital Educational Escape Room (DEER) to teach social entrepreneurship skills through an interactive, gamified approach. It is not a comprehensive manual on social entrepreneurship but rather a resource focused on integrating the DEER into educational settings to enhance learning outcomes.

### Abbreviations:

<b>DEER</b>	Digital Educational Escape Room
<b>SE</b>	Social Entrepreneurship

## A - Discover the DEER: What is It and How Does It Work?



### What is a DEER?

The DEER is an interactive game designed to teach students essential social entrepreneurship skills, such as communication and process optimization. Through gamification and storytelling, it immerses participants in a themed environment where they collaborate, explore, and apply knowledge to solve challenges. The game combines role-playing in business simulations with puzzle-solving, using storytelling as a pedagogical tool to engage students emotionally and intellectually. This approach helps students develop critical thinking, problem-solving, and creative skills relevant to social entrepreneurship.



### Why Should You Use It?

The DEER's gamified approach boosts motivation, engagement, and interest in new topics, while enhancing teamwork, communication, and attendance. By using innovative methods like the DEER, you can effectively engage students and foster a deeper connection to social entrepreneurship.



### Who is it For?

The DEER is designed for undergraduate and graduate students from all fields of study. As social entrepreneurship is relevant across various sectors of society, the game is valuable for every student and aspiring social entrepreneur, emphasizing teamwork and essential skills.



### Where Can Students Play the Game?

The DEER is accessible on any browser, requiring a laptop and an internet connection. Students need to be able to communicate during the game. If students don't own laptops, computer labs can be used. Please note, the game cannot be played on mobile phones.

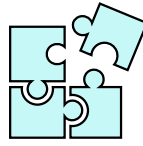


### How Long Does It Take?

A full run of the game, which consists of multiple stages, takes approximately 90 minutes. Since progress cannot be saved, it is essential to complete the game in one continuous session.

## B - Master the Key Concepts: What Do You Need to Know?

This page provides a short overview of Key Concepts Relevant to the DEER centred around Social Entrepreneurship. For in-depth definitions and explanations, refer to Chapter 1 of the Appendix.



Definition of key concepts as defined in the DEER outcome alignment:

### **Social Entrepreneurship (SE):**

SE refers to the process of identifying innovative solutions to social problems and applying entrepreneurial principles and practices to create social impact. It combines traditional business practices with a strong focus on addressing societal and environmental challenges, taking on various forms, including social enterprises, non-profits, or hybrid organizations (SE DEER Outcome Alignment-1\_KU, 2024).

### **Social Entrepreneurs:**

Individuals who start and manage ventures with the primary goal of addressing social or environmental issues are social entrepreneurs. They combine business acumen and creativity to develop sustainable and scalable models that bring about positive change. Unlike traditional entrepreneurs, social entrepreneurs require a specialized skill set to manage the unique challenges of creating and growing socially impactful ventures (SE DEER Outcome Alignment-1\_KU, 2024).

### **Why is Social Entrepreneurship Needed?**

SE is essential in today's world for developing innovative solutions to social and ecological problems that traditional approaches cannot fully address. It generates economic opportunities, fosters social inclusion, and raises awareness about social responsibility. By merging economic activity with social commitment, SE contributes to building a more sustainable and equitable society.


### **Foundations of SE:**


- **Triple Bottom Line (TBL):** The Triple Bottom Line framework evaluates business performance in terms of three key pillars: profit, people, and planet. This approach encourages businesses to balance financial success with positive social and environmental outcomes (Miller, 2020).
- **Sustainable Development Goals (SDGs):** The SDGs are a set of 17 global objectives established by the United Nations, aimed at fostering prosperity while protecting the planet. Among these, **Goal 8** stands out as particularly relevant to social entrepreneurship. This goal focuses on fostering inclusive and sustainable economic growth, as well as ensuring full and productive employment and decent work for all. Goal 8 is closely aligned with the mission of social enterprises, as it emphasizes job creation, the generation of economic opportunities, and equitable growth that benefits all communities, especially those that are marginalized (United Nations, n.d.).
- **The Role of Government:** Governments play a crucial role in supporting social entrepreneurship by creating policies, offering financial incentives, and establishing a supportive regulatory environment. Their active participation is essential in addressing systemic social and environmental challenges and enabling the growth of social enterprises.


## C - Define the Purpose: What Are the Goals of the DEER?


The DEER is specifically designed to equip students with the essential skills needed for social entrepreneurship SE. By simulating the management of a social business, the game allows students to engage with real-world challenges while developing critical SE competencies. The following goals outline the key objectives of the DEER. For more detailed information on these skills, please see Chapter 2 of the Appendix.


### Goals of the DEER:

- 

1. **Build SE Skills:** Empower students to see social and environmental challenges as opportunities.
- 


2. **Encourage Empathy and Collectivism:** Teach empathetic decision-making and the impact of teamwork.
- 

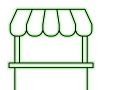
3. **Strengthen Financial Understanding:** Balance financial sustainability with social goals and ethical decisions.
- 


4. **Promote Teamwork and Problem-Solving:** Develop collaboration and critical thinking for complex issues.
- 


5. **Encourage Innovative Learning:** Use innovative teaching to prepare students for real-world challenges.


The DEER is designed to help students develop key skills required for SE. The game simulates running a social business and **addresses the following skills:**

- 

1. **Clear Social Mission**  
SE projects need a defined social or ecological mission.  
*In the game:* Students choose a clear social purpose to solve within the chat simulation.
- 

2. **Managing Business Challenges**  
SE requires planning and process design to manage challenges like any traditional business.  
*In the game:* Students must ensure quality within a narrow timeframe, using effective team coordination.
- 

3. **Viability of SE**  
SE businesses need to balance profitability with social and environmental goals.  
*In the game:* Students learn to run a successful net-zero business while following the Triple Bottom Line (Profit, People, Planet).
- 

4. **Unique Advantages and Challenges of SE**  
SE requires decision-making that balances social, financial, and environmental objectives.  
*In the game:* Students navigate challenges specific to social enterprises, making decisions that impact Profit, People, and the Planet.
- 

5. **Empathy and Communication**  
SE requires strong communication, empathy, and teamwork.  
*In the game:* Students work together, using effective communication to solve challenges.

## D - Time to play: How is the DEER set up and played?

For more detailed information on game access, setup, and goal alignment, please refer to Chapter 3 of the Appendix. This chapter also provides insights into key game elements, including storytelling, the Triple Bottom Line, and teamwork. Additionally, images are included to help visualize the game.

### Accessing the DEER as a teacher

1. Open the following website in an internet browser of your choice: <https://mission-c.vercel.app/>
2. Click "Host a game session" and log in by entering your e-mail address and password
3. Click "Add new room" to create a room for participants. One room can be used by up to 4 players. Add as many rooms as you need.
4. Provide players with the access code by writing the code on the board or sharing it online
5. Once all players have logged into the game, click "Start all"

### Accessing the DEER as a student

1. Click "Join game as player"
2. Enter your name and access code that your teacher has provided
3. Click "Join" and wait until the teacher starts the game

### Game insights

Once the game session has started, further instructions of teachers are no longer required as the DEER guides the students through the game. The following part helps teachers to understand how the game works for students.

- Introduction and tutorial: A chat simulation introduces the overall game setting to the students, followed by an explanation of their tasks. The students must read and click through the introduction as described to proceed.
- Game phases: The game is played in rounds, each round consisting of two phases.

#### Phase #1 Working in the shop



Students work in their second-hand shop, where it is their duty to deliver the correct items in the right quantity to the next customer in line. They fulfil this by locating and picking up the items in the shop and finally placing them on the conveyor belt. This phase lasts for 4 minutes and then ends.

#### Phase #2: Managerial tasks

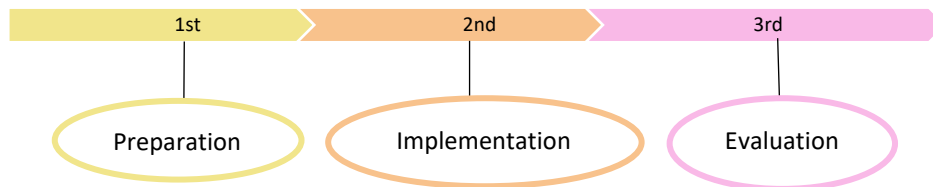


Students access their business management dashboard, where they can track their performance, check their mailbox, and take actions such as upgrading shop assets. The changes made will impact the next game phase (working in the shop). This phase lasts for 10 minutes and then ends.



## E - Integrate the DEER in Education: What Steps Are Needed?

The page provides an overview of how to prepare for the game, implement it in class, and evaluate its impact. The next three pages offer a detailed overview of each step. For more comprehensive information, refer to Chapter 4 in the Appendix.



### 1<sup>st</sup>: Prepare for the game:

- Course Alignment
- Understand the Game Content and Objectives (Content Mastery)
- Technical Setup and Testing
- Game Structure cognition
- Back-Up Plan

### 2<sup>nd</sup>: Implement the DEER in class:

- Introduce the Concept of Social Entrepreneurship
- Set Objectives
- Game Instructions
- Organize teams
- Initiate the Game
- Facilitate Gameplay

### 3<sup>rd</sup>: Evaluation after playing the game:

- Reflection Paper
- Evaluation of the Learning Outcomes
- Peer Evaluation



## F - Pre-play: How do You prepare for the game?

The page provides the preparatory steps for teachers that can be used to prepare for the game at first before introducing the DEER in the class. For a thorough explanation, please refer to the Appendix Chapter 4.1.



1. **Select the Appropriate Course and Timing:** An appropriate course where the DEER could be introduced spans various fields, such as social entrepreneurship and business, environmental studies and sustainability, marketing and consumer behavior, technology and innovation, ethics and philosophy, as well as economics and development. For the **timing**, teachers could conduct the game specifically at the beginning of the course. **Pre- and post-activities** ensure that the DEER aligns with the learning objectives and maximizes its educational impact.



2. **Understand the Game Content and Objectives:** Align the DEER's storyline and objectives with the envisioned course outcomes to ensure students grasp key principles like social impact, sustainability, innovation, and collaboration.



3. **Technical Setup and Testing:** Make sure that all students have access to a laptop to play the game, the platform itself can be accessed on any browser (e.g. Google chrome) with a stable internet connection.



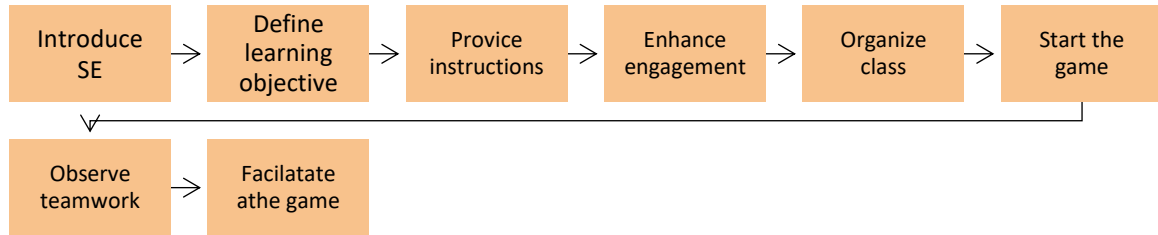
4. **Game Structure cognition:** Understand the sequence of tasks and the expected time allocation for each. Familiarize yourself with the teamwork responsibilities required for the game and be prepared to guide students on certain aspects without providing solutions.



5. **Back-Up Plan:** Prepare alternative activities in case of technical issues, such as showing TED Talks on social entrepreneurship skills, videos from the Skoll Foundation highlighting social entrepreneurship and change-makers, educational videos on the SDGs from the United Nations YouTube channel, or discussions and updates on sustainability from the World Economic Forum's video collection.

## G - Play: How to implement the game in class?

This page offers a step-by-step suggestion for implementing the DEER in a class, activities can be changed according to the concepts intended to discuss. For a thorough explanation, please refer to the Appendix Chapter 4.2.



1. **Introduce the Concept of Social Entrepreneurship:** Introduce social entrepreneurship and its objectives to the students to provide a solid understanding. This can be performed in several ways such as a teacher-lead introduction or a student-discovery approach depending on how deep the understanding should be.



2. **Define Learning Objectives:** Clearly link the game to social entrepreneurship objectives like problem-solving, collaboration, ethics, innovation, and critical thinking.



3. **Provide Instructions for the Game:** Introduce the DEER, its features, and provide clear technical instructions.



4. **Enhance Engagement with “Activities Around the DEER”:** Carry out activities to engage students and encourage their involvement before playing the game. For example, have students list social enterprises that address the SDGs, and facilitate a guided discussion about their experiences with social enterprises and the skills they believe entrepreneurs need.



5. **Organize the Class for Game Play:** Divide students into teams of four, ensuring they have access to DEER in either digital or hybrid formats.



6. **Initiate the Game:** Start the game early to engage students and spark interest in SE.



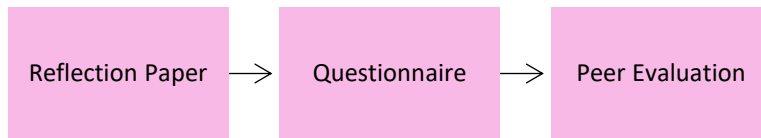
7. **Observe and monitor Teamwork:** Ensure that all students contribute to the game by asking questions to confirm they are making decisions collaboratively. Also, encourage them to assess their roles while playing.



8. **Facilitate Gameplay:** Monitor teams and provide support as needed. Teachers should make sure that all students are properly participating and well engaging.

## H - Post-play: How to wrap-up and evaluate?

This page offers a guidance on how we to evaluate the game through asking the students to reflect on their own experience and provide their feedback. For a thorough explanation, please refer to the Appendix Chapter 4.3.



1. **Reflection Paper:** Ask students to write a reflection on their DEER experience using the detailed layout and step-by-step guidance provided in Chapter 4. All materials for the evaluation, including templates and instructions, have already been fully prepared.



2. **Evaluation of the Learning Outcomes:** Use or adapt the evaluation questionnaire from Chapter 4.3 to assess students' understanding and gather feedback.

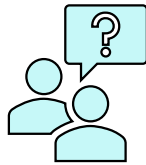


3. **Peer Evaluation:** Have the individual teams assess their collaboration through group discussions or in written forms. Evaluation should consider different perspectives such as: team collaboration and decision-making process, communications, strengths, and challenges, and finally set personal goals for improving future group work.

## Appendix

### 1 Key Concepts

This chapter will give you an overview of the concepts surrounding Social Entrepreneurship. It lays the groundwork for a deep and nuanced understanding of the topic, equipping teachers with the knowledge needed to engage with the subject critically and effectively. Definitions are sourced from the SE DEER Outcome Alignment created by the partners of the Enhancer project.



#### 1.1 Range of Social Entrepreneurship Businesses

There is no singular type of Social Entrepreneurship business – it can take on various forms.

##### **Social Enterprise:**

A social enterprise is a business that prioritizes social or environmental impact alongside financial sustainability. Unlike traditional businesses, the profits of a social enterprise are reinvested into its mission or community rather than distributed to owners or shareholders (SE DEER Outcome Alignment-1\_KU, 2024).

##### **NGO (Non-Governmental Organization):**

An NGO is a voluntary group of individuals or organizations, typically independent from any government, formed to provide services or advocate for public policy. While some NGOs operate as for-profit corporations, the vast majority are nonprofit organizations (SE DEER Outcome Alignment-1\_KU, 2024).

##### **Non-profit Organization (NPO):**

A nonprofit organization (NPO), also known as a nonbusiness entity or nonprofit institution, is a legal entity organized and operated for collective, public, or social benefit, rather than to generate profit for its owners. Nonprofits are subject to the non-distribution constraint, meaning any revenue that exceeds expenses must be reinvested in the organization's purpose rather than being distributed to private parties. Nonprofits may include political organizations, schools, business associations, churches, social clubs, and consumer cooperatives. While some nonprofits may seek tax-exempt status or be eligible for tax-deductible contributions, they can also operate as nonprofits without this recognition (SE DEER Outcome Alignment-1\_KU, 2024).

##### **➔ Differences Between NGOs, Non-profits, and Social Enterprises:**

While NGOs and nonprofits primarily focus on social impact, they are generally not structured to operate as businesses. Social enterprises, on the other hand, combine business strategies with a mission-driven approach, generating revenue while pursuing a social or environmental goal.

##### **What Social Entrepreneurship is NOT:**

Social entrepreneurship is not simply charity or traditional philanthropy. It is also distinct from government aid or services, as it involves the application of entrepreneurial principles to create

sustainable and scalable solutions to social problems. Social entrepreneurship is not only about giving away resources; it's about creating systems that can generate lasting positive change.

**Additional: Content Knowledge Social Entrepreneurship – How to apply it in class**

**Task:** Describe the difference between a social enterprise, an NGO, and a non-profit

#### **NGO**

- Voluntary group of individuals or organizations
- Usually not affiliated with any government
- Formed to provide services or to advocate a public policy
- Some NGOs are for-profit corporations, the vast majority are non-profit organizations

#### **Non-Profit**

- A non-profit organization (NPO), also known as a non-business entity [1] or non-profit institution [2] is often referred to simply as a non-profit (not followed by a noun)
- It is a legal entity organized and operated for a collective, public or social benefit, as opposed to an entity that operates as a business aiming to generate a profit for its owners
- A non-profit is subject to the non-distribution constraint: any revenues that exceed expenses must be committed to the organization's purpose, not taken by private parties
- An array of organizations are non-profit, including some political organizations, schools, business associations, churches, social clubs, and consumer cooperatives
- Non-profit entities may seek approval from governments to be tax-exempt, and some may also qualify to receive tax-deductible contributions, but an entity may incorporate as a non-profit entity without having tax-exempt status

<b>Aspect</b>	<b>NGO</b>	<b>Non-Profit</b>
<b>Definition</b>	Voluntary group of individuals or organizations formed to provide services or advocate policies.	Legal entity organized to operate for public, social, or collective benefit.
<b>Affiliation</b>	Usually not affiliated with any government.	Independent of government but may seek tax-exempt status or government recognition.
<b>Profit Status</b>	Majority are nonprofit, though some can be for-profit.	Always nonprofit; any surplus must support the organization's purpose, not private parties
<b>Purpose</b>	Focused on service delivery or public policy advocacy.	Broad range: social, educational, religious, political, or other public benefits.
<b>Examples</b>	Advocacy groups, humanitarian organizations.	Schools, churches, social clubs, business associations, consumer cooperatives.
<b>Tax-Exempt Status</b>	May or may not have tax-exempt status.	Can apply for tax-exempt status and may qualify for tax-deductible

Task: Describe what an extractive financial system is vs. a regenerative system is

#### Extractive Financial System

- An extractive financial system focuses on taking wealth—such as resources, money, and labor—from local, regional, or national economies
- These activities concentrate wealth and power in specific entities, often at the expense of the areas from which the resources are extracted

#### Regenerative Financial System

- A regenerative financial system reinvests wealth—such as money, information, energy, and resources—back into local capacities and individuals
- This approach sustains long-term vitality, fosters innovation, and enhances learning, especially in smaller-scale economies

### Triple Bottom Line

The **Triple Bottom Line (TBL)** is a framework used to evaluate a company's success by measuring its performance across three key pillars: **Profit** (economic success), **People** (social responsibility), and **Planet** (environmental sustainability). This integrated approach is fundamental to sustainable entrepreneurship. Similarly, social entrepreneurship directly addresses these three dimensions—economic, social, and environmental—by tackling societal challenges such as poverty, inequality, and environmental degradation. Social enterprises focus on creating positive social change while also considering the economic and environmental impacts of their actions. By pursuing sustainable and responsible goals, social enterprises contribute to economic growth, improve community well-being, and promote environmental protection, demonstrating that profitability, social impact, and environmental stewardship can coexist to address the pressing issues facing society (Miller, 2020).

### Sustainable Development Goals

The **Sustainable Development Goals (SDGs)** are a set of 17 global objectives established by the United Nations in 2015, designed to address the world's most pressing challenges by 2030. These goals were developed through a collaborative process involving governments, businesses, and civil society, in response to the complex issues facing the planet—such as poverty, inequality, climate change, environmental degradation, and social injustice. The SDGs provide a universal framework for action, aiming to ensure that development is inclusive, sustainable, and equitable for all people, across all nations and sectors (United Nations, n.d.).



For more information, visit:

[SDGs Official Website](https://sdgs.un.org/goals)

**Why the SDGs are Important for Social Enterprises:** SEs are key players in advancing the SDGs, particularly in tackling areas where traditional approaches have fallen short. By blending business practices with a commitment to social and environmental impact, SEs contribute to the achievement of goals like reducing poverty, ensuring quality education, promoting clean energy, and fostering decent work opportunities. SEs demonstrate that it is possible to achieve both economic growth and positive social change, making them essential in the global effort to meet the SDGs and build a sustainable, fair, and prosperous future.

Exemplary areas in which SEs make a difference – contributing to the SDGs:



- **Poverty reduction:**  
Creating jobs and educational programmes, SEs can help improving lives of disadvantaged groups



- **Healthcare:**  
SEs can help underdeveloped regions to gain access to better medical care



- **Education:**  
By offering innovative educational programmes or scholarships SEs facilitate access to education



- **Empowering Women:**  
SEs work to support gender equality by providing women and girls with resources, education and opportunities for economic independence



- **Social integration:**  
Operating inclusive programmes, SEs support the participation of people with disabilities, minorities or other disadvantaged groups in social

#### 1.4 Further Relevant Concepts

##### **Environmental Exploitation:**

Environmental exploitation refers to the use of natural resources, often non-renewable or limited, for economic growth or development. This practice often leads to depletion and degradation of ecosystems, as it prioritizes immediate economic gains over long-term environmental sustainability (SE DEER Outcome Alignment-1\_KU, 2024).

##### **Extractive Financial System vs. Regenerative System:**

An **extractive financial system** treats local, regional, and even national economies as sources from which wealth—such as resources, money, and labour—can be extracted. Extractive activities are common because they concentrate resources to build strength and power, often benefiting a small group at the expense of broader societal development. In contrast, a **regenerative system** focuses on pumping money, information, energy, and resources back into the economy to develop internal capacities and capital, particularly human capital. This



approach maintains long-term vitality and encourages innovation, productivity, and learning, often at the small-scale level (SE DEER Outcome Alignment-1\_KU, 2024).

#### **Labor Exploitation:**

Labor exploitation is the abuse of people in the workplace for profit. This typically involves unfair wages, poor working conditions, and other forms of mistreatment to maximize financial gain, often at the expense of workers' rights and well-being (SE DEER Outcome Alignment-1\_KU, 2024).

#### **Circular Economy:**

A circular economy reduces material use, redesigns materials and products to be less resource-intensive, and recaptures "waste" as a resource to create new materials and products. This model focuses on reducing waste and promoting sustainability by keeping resources in use for as long as possible (SE DEER Outcome Alignment-1\_KU, 2024).

For further information on the definition of social entrepreneurship and the surrounding concepts, you may refer to sources such as these:

- Luke, B., & Chu, V. (2013). Social enterprise versus social entrepreneurship: An examination of the 'why' and 'how' in pursuing social change. *International Small Business Journal*, 31(7), 764-784.
- Martin, R. L., & Osberg, S. (2007). Social entrepreneurship: The case for definition.
- Morsetto, P. (2020). Restorative and regenerative: Exploring the concepts in the circular economy. *Journal of Industrial Ecology*, 24(4), 763-773.
- Norman, W., & MacDonald, C. (2004). Getting to the bottom of "triple bottom line". *Business ethics quarterly*, 14(2), 243-262.

#### *1.4.1 Additional: Sample challenge questions for teachers using the Mission: Changemaker game in teaching social entrepreneurship*

Questions	Answers
<b>What are the key differences between an NGO, a social enterprise, and a traditional business?</b>	<p><b>NGO:</b> Typically mission-driven and funded through donations and grants, focusing on addressing social or environmental challenges without prioritizing profit.</p> <p><b>Social Enterprise:</b> Combines profit with purpose by embedding a core social or environmental concern into its business model, reinvesting profits into its mission.</p> <p><b>Traditional Business:</b> Prioritizes profit, often without an inherent social or environmental mission.</p>
<b>How would you transform a successful social enterprise into a traditional for-profit business?</b>	Shift focus to maximizing profits; reduce or eliminate the emphasis on reinvesting profits into social/environmental causes. Likely cut programs or services that don't directly generate revenue, and focus marketing and operations solely on profitable outcomes.
<b>Conversely, how would you turn a for-profit business into a social enterprise or NGO?</b>	Reallocate profits to address a specific social or environmental mission. Develop programs targeting societal challenges. For a social enterprise, embed purpose into the business model, ensuring revenue is tied to the mission. For an NGO, eliminate revenue-generation requirements and operate via grants and donations.
<b>What is a regenerative business model, and how</b>	A regenerative business model goes beyond sustainability by actively restoring and replenishing ecosystems and communities.

<b>does it differ from traditional sustainability models?</b>	Unlike traditional models that focus on minimizing harm, regenerative models aim to create net positive impacts, such as improving biodiversity, enhancing soil health, or restoring water systems. Examples include businesses that use regenerative agriculture or circular production systems.
<b>How does the concept of a circular economy connect to sustainable business practices?</b>	A circular economy minimizes waste and maximizes resource efficiency by designing products and systems for reuse, repair, remanufacture, and recycling. It contrasts with the traditional linear "take-make-dispose" model. Examples include companies like Patagonia (repair programs) or Loop (reusable packaging systems).
<b>What is the Donut Economy, and how can it guide business practices?</b>	The Donut Economy, proposed by Kate Raworth, visualizes sustainable development as operating within a "safe and just space." Businesses must avoid ecological overshoot (outer ring) and ensure social foundations (inner ring). For example, companies can adopt fair labor practices while reducing carbon emissions, aligning their operations within these boundaries.
<b>Do you think a social enterprise model is inherently more sustainable than an NGO or a traditional business? Why or why not?</b>	Often, yes, social enterprises are more sustainable as they generate their own revenue while addressing societal challenges. However, for-profit businesses with embedded social/environmental missions can achieve similar outcomes, while NGOs may rely heavily on unstable external funding sources.
<b>Choose a pressing societal or environmental challenge. What type of business model would be most effective in addressing it? Why?</b>	<b>Challenge:</b> Plastic waste. <b>Model:</b> Circular economy-focused social enterprise – can create sustainable products like biodegradable alternatives while generating revenue to reinvest in waste cleanup efforts. Alternatively, a for-profit business embedding sustainability in its operations could scale solutions quickly while maintaining financial viability.
<b>How can businesses apply the triple-bottom line (profit, people, planet) to tackle real-world challenges?</b>	<b>Profit:</b> Optimize resource efficiency and diversify revenue streams. <b>People:</b> Ensure fair wages, invest in community development, and prioritize equity. <b>Planet:</b> Minimize waste, use renewable resources, and reduce carbon footprint. Examples include Unilever's sustainable sourcing or Tesla's renewable energy innovations.
<b>How can social enterprises align their operations with specific SDGs while maintaining financial viability?</b>	Use SDGs as a framework for goal setting. E.g., reduce poverty (SDG 1) through fair trade products or improve water quality (SDG 6) with filtration systems. Maintain financial viability by integrating these goals into products/services that customers will support, such as eco-friendly goods or impact-driven services.
<b>Are there SDGs that are often overlooked by businesses? What creative business solutions could address them? How do social entrepreneurs balance financial sustainability with their</b>	<b>Overlooked SDGs:</b> SDG 14 (Life Below Water) and SDG 15 (Life on Land). <b>Solutions:</b> Companies can tackle these by developing sustainable seafood sourcing, investing in reforestation programs, or supporting wildlife conservation through eco-tourism ventures. Diversify revenue streams (e.g., product sales, grants, crowdfunding). Use lean operations to reduce costs while

<b>mission for social or environmental impact?</b>	maximizing impact. Engage in partnerships with like-minded organizations to share resources and expand reach.
<b>How do leadership styles or decision-making processes impact the success of a social enterprise?</b>	Collaborative leadership fosters team engagement and innovative problem-solving. Transparent decision-making builds trust and aligns the team with the enterprise's mission. Leaders who prioritize adaptability can better respond to changing social or market needs.
<b>What role does creativity and innovation play in developing solutions for societal challenges?</b>	Creativity drives unique approaches to solving complex problems, while innovation transforms ideas into scalable, impactful solutions. For example, developing affordable solar technology for underserved communities addresses both energy poverty and climate change.
<b>How do businesses address the tension between short-term financial goals and long-term social impact?</b> <b>Why is it important for social entrepreneurs to understand and adapt to the cultural context of the communities they serve?</b>	Businesses can adopt models like blended finance, reinvesting short-term profits into long-term impact projects. Establishing metrics for both financial and social/environmental performance ensures balanced decision-making. Cultural understanding ensures solutions are relevant and welcomed by the local community. It builds trust, fosters collaboration, and maximizes impact by aligning the enterprise's goals with the community's values and specific needs.

#### 1.4.2 Suggested prompt questions for teachers of social entrepreneurship in higher education

##### Business Models and Transformation

- What are the key differences between an NGO, a social enterprise, and a traditional business?
  - How would you transform a successful social enterprise into a traditional for-profit business? What would you need to change?
  - Conversely, how would you turn a for-profit business into a social enterprise or NGO? What challenges would you face?
- Do you think a social enterprise model is inherently more sustainable than an NGO or a traditional business? Why or why not?
- Can a business balance its mission for social impact with the need for financial sustainability? What trade-offs might occur?

##### Addressing Societal Challenges

- Choose a pressing societal or environmental challenge. What type of business model (SE, NGO, or for-profit) would be most effective in addressing it? Why?
- What innovative solutions could your in-game business or a real-world enterprise develop to address challenges such as poverty, unemployment, or climate change?
- How can businesses apply the **triple-bottom line** (profit, people, planet) to tackle real-world challenges in meaningful ways?

##### Sustainable Development Goals (SDGs)

- How can social enterprises align their operations with specific SDGs while maintaining financial viability?
- Reflecting on your gameplay experience or real-world examples, which SDGs are most commonly addressed by businesses? Why do you think this is the case?
- Are there SDGs that are often overlooked by businesses? What creative business solutions could be developed to address these underrepresented goals?
- If you had to prioritize addressing one SDG through a social enterprise, which one would you choose and why?

### Financial Decision-Making and Resource Allocation

- How do social entrepreneurs balance financial sustainability with their mission for social or environmental impact?
- Imagine you are managing a business with limited resources. How would you allocate your time, money, and labor to maximize both profit and impact?
  - What trade-offs might you face when prioritizing one aspect of the triple-bottom line over another?
- Why is financial literacy important for social entrepreneurs? How can a lack of understanding of basic financial concepts impact a social enterprise's success?

### Competencies and Decision-Making

- Which competencies (skills, abilities, or behaviors) do you think are most critical for a social entrepreneur? Why?
- Reflecting on your decisions in the game, which skills or competencies did you apply the most? Which ones do you need to develop further?
- How do leadership styles or decision-making processes impact the success of a social enterprise?
- In what ways does effective communication and teamwork contribute to solving complex social or environmental problems?

### Innovation and Creativity

- What role does creativity and innovation play in developing solutions for societal challenges?
- How can social enterprises remain innovative while also addressing resource constraints and financial sustainability?
- Reflect on a real-world social enterprise or one from your gameplay. What innovative strategies or approaches helped them succeed?

### Real-World Application and Reflection

- Identify (find) local or global social enterprises. If you don't know one, research them.
- Reflect on What challenges do they face, and how do they overcome them?
- How do businesses address the tension between short-term financial goals and long-term social impact?
- Imagine you are starting your own social enterprise. What problem would you address, and how would you ensure your solution is sustainable, impactful, and financially viable?
- Based on your gameplay experience, how closely do you think the decisions you made reflect real-world choices faced by social entrepreneurs?



## Intercultural Competence and Collaboration

- How do cultural perspectives and values influence social entrepreneurship?
- Why is it important for social entrepreneurs to understand and adapt to the cultural context of the communities they serve?
- How can intercultural communication and collaboration help social enterprises scale their impact globally?

## 1.5 Case Studies of Social Entrepreneurship

### 1.5.1 Case Study 1: ALMANATURA

AlmaNatura, the first B Corp company in Spain, has been working to combat rural depopulation since 2013. Located in the Sierra de Huelva, AlmaNatura not only tackles complex and systemic problems, but also inspires entrepreneurs to see the potential of rural entrepreneurship with impact.



**Figure 1.** Reactivating rural areas

Source: <https://almanatura.com/>

### Exploring Almanatura's initiatives and influential external and internal factors

There are a number of **actions** that underline AlmaNatura's commitment to sustainable development and improving the quality of life in rural communities, as well as its focus on collaboration and innovation to address the challenges of the environment.

AlmaNatura is dedicated to the **revitalisation of rural communities** through the design and implementation of projects that address key issues such as employment, health, education, and technology. These efforts are aimed at improving the quality of life and fostering sustainable development in the region of Huelva.



**Figure 2.** Almanatura's location

Source: Author's own

The projects are aligned with some of the Sustainable Development Goals, for example:



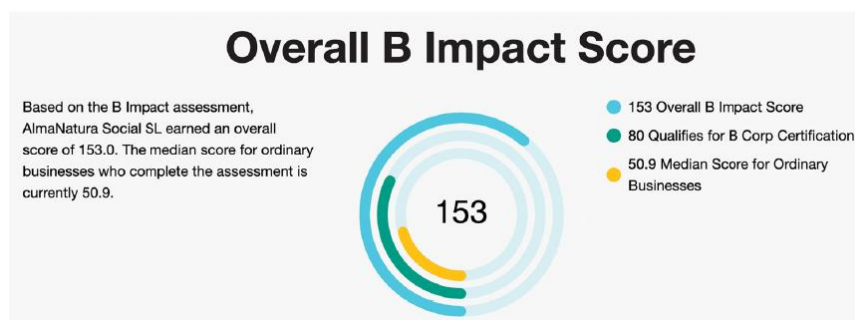
**Figure 3.** A path to a better future

Source: Author's own



AlmaNatura promotes **social entrepreneurship** by providing training and support to local entrepreneurs. This initiative enables people to develop initiatives that not only generate income, but also benefit their environment. The creation of strategic alliances is another of the social enterprise's fundamental actions; they establish partnerships with public administrations, companies and non-governmental organisations, which is essential for the financing and successful implementation of projects, as well as to strengthen the community support network.

In terms of **education**, AlmaNatura implements programmes that raise public awareness of the importance of sustainable development and citizen participation. Through workshops, talks and various activities, AlmaNatura fosters social commitment and a sense of belonging among the inhabitants of the region. To measure and improve their performance, they use tools such as **impact assessment B**, which allows them to identify areas for improvement and maximise their impact on the community and the environment.



**Figure 4.** Almanatura's overall B impact score

**Source:** B Lab. (2024)

**Environmental sustainability** is a central aspect of AlmaNatura's actions, working on the conservation of natural and cultural heritage, promoting practices that respect the environment. This includes initiatives for the recovery of local resources and the promotion of biodiversity. The social enterprise also strives to raise awareness of the problem of **rural depopulation** in Spain, raising awareness of the importance of keeping rural communities and the services they offer alive.

Another of AlmaNatura's actions is the application of **biomimicry principles** to inspire innovative solutions that address the challenges of the rural environment, learning from nature and adapting its strategies to local realities.

The key external factors that motivated AlmaNatura projects might be found in Figure 5.





**Figure 5.** Almanatura's motivating factors

**Source:** Adapted from B Lab. (2024)

AlmaNatura stands as a beacon of hope and transformation in rural communities, sustained by a series of **internal factors** that have been key to its development and success.

At the heart of this organisation is the **founding team** of Juan-José and Israel Manzano-Sánchez. Their visionary **leadership** has been decisive in the direction and participatory social dynamisation of AlmaNatura, guiding the organisation through its evolution and consolidation.

**Commitment** to a clear purpose is another fundamental pillar of AlmaNatura. The mission to improve the quality of life in rural communities and combat depopulation not only motivates the team, but also inspires collaborators and partners to join forces in the pursuit of shared goals. This sense of purpose translates into an **organisational culture** that prioritises active citizen participation and collaboration with various institutions. In this inclusive and proactive environment, innovation and creativity are highly valued, allowing effective solutions to the challenges faced by communities to emerge.

Throughout its history, AlmaNatura has demonstrated a remarkable ability to **learn from its experiences**, both from successes and failures. This continuous learning strengthens the organisation, giving it the flexibility to adapt to challenges and constantly improve its projects. In addition, the **network of partners** and allies it has built up is essential to the momentum of its initiatives. These links ensure resources, knowledge and support, creating an ecosystem that benefits the entire community.

Finally, the focus on **innovation** is a vital driver for AlmaNatura. The constant search for solutions inspired by the biosphere and the needs of the environment allows the organisation to remain at the forefront of developing new projects and improving existing ones.

### Overcoming challenges and achieving success

AlmaNatura faces a number of barriers that represent both challenges and opportunities in its mission to promote sustainability and social development in rural communities. Among the main obstacles are the **financial challenges** where the organisation struggles to secure consistent and sufficient

funding. Dependence on grants and partnerships limits its autonomy and ability to grow, which could slow down the implementation of vital projects.

In addition, **resistance to change** in some rural communities complicates the introduction of new initiatives. This phenomenon can be a significant impediment to active community participation, as entrenched traditions and ways of life can lead to distrust of development proposals.

Another crucial challenge is the **lack of human resources**. The shortage of trained and committed staff in rural areas makes project implementation difficult. Attracting and retaining talent in contexts where opportunities are limited becomes a constant challenge for AlmaNatura, which needs a strong team to carry out its initiatives.

The **structural conditions** of rural areas also represent an obstacle. Lack of adequate infrastructure, access to basic services and technological connectivity can limit the effectiveness of projects, making it difficult for communities to fully benefit from development initiatives.

The organisation must also navigate a changing environment due to **changes in public policy**. Dependence on a favourable legal framework and government priorities can affect the viability of your projects and available funding, adding a layer of uncertainty to your work.

**Competition for resources** is another notable barrier. AlmaNatura does not operate in a vacuum; there are multiple organisations also seeking to impact rural development, which intensifies competition for funds, attention and support. This can make it difficult to collaborate and obtain the resources needed for their initiatives.

Finally, **expectations of impact** can be overwhelming. The pressure to demonstrate meaningful and measurable results, imposed by funders and the community itself, can create stress and complicate project implementation.

Despite these challenges, AlmaNatura has the opportunity to innovate and develop creative solutions that align with its mission. This is evident in the key outcomes of the projects undertaken by AlmaNatura, as illustrated in Figure 6.



**Figure 6.** Outcomes of AlmaNatura's projects; **Source:** Adapted from B Lab. (2024)

These outcomes reflect AlmaNatura's positive impact on rural communities, as well as its capacity to adapt and respond to the challenges of the environment, consolidating itself as a model of social enterprise in Spain.

### Reflection and Discussion Questions:

1. Why is AlmaNatura considered a social enterprise, and what makes it different from a regular business?
2. How does AlmaNatura help both people and the environment in rural areas?
3. Why is it important for AlmaNatura to focus on rural areas, and how does this improve people's lives?
4. What role does education play in AlmaNatura's projects, and how does it support the community and local entrepreneurs?
5. Why are social enterprises like AlmaNatura important for solving social and environmental problems, and how do they benefit society?
6. Relate the concepts in figure 6 (elements with letters A-G) with the corresponding description (elements 1-7).

### Guidance Responses:

- 1. Why is AlmaNatura considered a social enterprise, and what makes it different from a regular business?**

AlmaNatura is considered a social enterprise because its primary goal is to address rural depopulation and improve the quality of life in rural areas, rather than focusing solely on generating profits. It stands out from regular businesses by combining social impact with sustainable development, aligning its projects with the Sustainable Development Goals and using tools like B impact assessments to maximize its positive outcomes.

- 2. How does AlmaNatura help both people and the environment in rural areas?**

AlmaNatura helps people by creating projects that address key issues like employment, education, health, and technology in rural communities. For the environment, it works on conserving natural and cultural heritage, promoting biodiversity, and encouraging sustainable practices such as reforestation and resource recovery. These efforts ensure the sustainable development of the Sierra de Huelva region.

- 3. Why is it important for AlmaNatura to focus on rural areas, and how does this improve people's lives?**

Rural areas often face challenges such as depopulation, lack of opportunities, and limited access to services. AlmaNatura's projects help create jobs, provide educational resources, and improve access to technology, all of which enhance the quality of life for rural inhabitants and encourage them to remain in their communities.

- 4. What role does education play in AlmaNatura's projects, and how does it support the community and local entrepreneurs?**

Education is central to AlmaNatura's mission. Through workshops, talks, and awareness programs, it fosters public understanding of sustainable development and active citizen participation. It also trains

local entrepreneurs to create initiatives that generate income and benefit the community, inspiring innovation and strengthening the local economy.

**5. Why are social enterprises like AlmaNatura important for solving social and environmental problems, and how do they benefit society?**

Social enterprises like AlmaNatura address complex challenges that traditional businesses often overlook, such as rural depopulation and environmental conservation. By combining social impact, sustainability, and economic viability, they create solutions that benefit both local communities and the environment, demonstrating how businesses can drive positive change.

**6. Relate the concepts in figure 6 (elements with letters A-G) with the corresponding description (elements 1-7).**

1 - B; 2 - E; 3 - A; 4 - C; 5 - D; 6 - F; 7 - G

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### 1.5.2 Case Study 2: ARTIEM HOTELS



**Figure 1.** Artiem's Logo

**Source:** [Artiem Web Site](#)

#### Introduction

ARTIEM Hotels, recognised as the first European chain and the third globally to certify its positive impact, stands as a paragon of "conscious capitalism" within the tourism sector (Mackey and Sisodia, 2014). The "B Impact Assessment" process commenced in late 2019 and concluded eight months later, in August 2020, at which point ARTIEM Hotels achieved B Corp certification, distinguishing itself as a service with a significant environmental footprint in the accommodation industry.

#### History and Growth

ARTIEM Hoteles traces its origins to 1974, when José Guillermo Díaz Montañés and his family established RETUMESA. The identity of the brand is deeply rooted in the Mediterranean character of Menorca, from which its name is derived; it is a transcription of the acronym RTM. In the 1990s, Díaz and his wife, Gabriela Aliaga, shifted their focus towards the tourism sector, initially managing the Capri hotel and subsequently the Audax hotel. The portfolio expanded in 2010 with the addition of the ARTIEM Carlos hotel, and in 2015, they inaugurated their first hotel outside the Balearic Islands, the ARTIEM Madrid. By incorporating ARTIEM Asturias in 2018, the hotel chain reached a total of 537 rooms (see Table 1), employed nearly 200 staff members, and achieved an annual turnover of approximately 15 million euros.

**Table 1. ARTIEM hotels (in 2020)**




Hotel	Year	Number of stars	Location	Number of rooms
ARTIEM Capri	1975	4	Mahón (Menorca)	82
ARTIEM Audax	1994	4 Sup	Cala Galdana (Menorca)	240
ARTIEM Carlos	2010	4	Es Castell (Menorca)	85
ARTIEM Madrid	2015	4	Madrid	83
ARTIEM Asturias	2018	5	Quintueles (Asturias)	45

**Source:** Mas Machuca et al. (2024)




The business model of ARTIEM Hotels is centered around fostering a healthy and joyful lifestyle, particularly tailored for couples. As pioneers of the ‘adults only’ concept on the island, their five hotels emphasize wellness and healthy living. Nestled in stunning locations, each hotel offers a diverse range of sports and relaxation activities, ensuring a rejuvenating experience for guests.

### Principles and Values

Since the acquisition of their first hotel, the Díaz-Aliaga couple has diligently worked to transform the company's culture, aligning it with their core values. Committed to their mission of inspiring happiness, ARTIEM Hotels emphasizes the cultivation and development of six fundamental values, as articulated on their website (<https://www.ARTIEMhotels.com/mundo-ARTIEM.html>).

Values	Description
 Trust	the organization is built on the foundation of trusting relationships.
 Passion and Joy	the team exhibits a profound passion for their work, which they communicate with enthusiasm.
 Leadership	every member of the organization embodies leadership, inspiring others to strive for excellence.



 Innovation	the company embraces innovation by engaging in diverse practices aimed at enhancing its operational effectiveness.
 Improvement	there is a continuous motivation among employees to develop personally and professionally on a daily basis.
 Inclusiveness	the organization fosters sustainable prosperity for all stakeholders through its commitment to environmental integration.

**Figure 1.** ARTIEM Hotels' values

Source: [Positive Impact Report 2023](#)

In line with its organisational culture, ARTIEM Hotels is based on two essential principles. First, the **stakeholder-oriented value creation strategy**, which not only reflects its corporate social responsibility, but also contributes to the generation of sustainable competitive advantages. Second, the company strives to cultivate an engaged and satisfied **FreshPeople team** in its work environment, focused on providing wellbeing and satisfaction to guests, while pursuing service excellence, which in turn facilitates organisational growth.

These values and principles represent its fundamental purpose, acting as a compass for all its decisions, policies and strategies. Read the [Positive Impact Report 2023](#) which presents the actions and all the initiatives that ARTIEM hotels has developed and is developing so that the impact on its socio-economic-environmental surroundings is not neutral, but positive.

### Actions that impact



**Figure 2.** ARTIEM Hotels' Actions; Source: Authors' own



### ***Economic impact***

With regard to its economic impact, ARTIEM highlights its commitment to generating a positive effect through collaboration with local suppliers and the creation of employment opportunities. Furthermore, it underscores its future objectives concerning sustainability and social responsibility, reaffirming its dedication to promoting economic development that benefits both the community and the environment.

### ***Social impact***

This section highlights ARTIEM's commitment to the creation of quality employment, social inclusion, diversity as a source of innovation, and support for the local economy, all framed within an approach of sustainability and social responsibility. ARTIEM...

...is dedicated to providing job opportunities that offer not only a salary but also well-being and personal development for its employees, emphasising the importance of a positive work environment that fosters happiness and job satisfaction.

...has established initiatives to support individuals at risk of social exclusion, collaborating with organisations that promote inclusion through volunteering and other actions that facilitate their integration into the labour market.

...values workplace diversity as a driver of innovation, promoting an inclusive environment that appreciates different perspectives and experiences. This enriches the organisational culture and enhances creativity and problem-solving.

...endorses local artisans and artists who utilise recycled materials in their work, thereby supporting the local economy and promoting sustainability and the circular economy.

### ***Environmental impact***

ARTIEM's commitment to sustainability began in 1998 with ISO 14001 and EMAS certification, setting annual environmental targets and redefining processes to reduce their impact. In 2017, they launched the '**ARTIEM 8/80 Sustainability**' project to reduce their carbon footprint by 80% by 2026, focusing on photovoltaics, elimination of single-use plastics and water efficiency. In 2018, they received the Sustainability Award at the Fira ProTurisme and the Special Jury Award at the CEHAT congress for their efforts in corporate social responsibility.

The '**Every drop of water counts**' project by ARTIEM Hotels focuses on the responsible management of water, recognising its significance, particularly on an island such as Menorca. The Figure 3 summarises the actions implemented to conserve every drop:

<b>Actions</b>	<b>Description</b>
Anti-Scale protection equipment	the use of water softeners has been eliminated, resulting in an annual saving of approximately 300 m <sup>3</sup> of water and 12 tonnes of salt, facilitated by support from the Be Green plan of the Consell Insular de Menorca.
Ozonated water	in the ARTIEM Capri and ARTIEM Carlos hotels, systems have been installed to generate ozonated water, thereby reducing the use of chemical products. However, this project has not yielded the expected results and is set to be discontinued in 2024.
Awareness regarding towel and linen changes	guests are encouraged to consider the necessity of changing towels and bed linens during their stay, which contributes to a reduction in water consumption.

Use of native plants	the prioritisation of plants adapted to the local climate, which require less irrigation, has been implemented.
Reduction of water consumption in bathrooms	dual-flush cisterns, "eco" taps, and low-flow showers have been installed to minimise water usage.
Krivaku and triple water cycle	this intelligent system aids in reducing waste and chemical use, allowing for the reuse of water up to three times.
Water fountains in common areas	microfiltered water fountains have been installed to enable guests to refill reusable bottles, thereby avoiding the purchase of plastic bottles. In the ARTIEM Audax alone, more than 7,245 plastic bottles have been eliminated.

**Figure 3.** Every drop of water counts

Source: [Positive Impact Report 2023](#)

Another project that is aligned with the principles of the **circular economy**. The initiative **‘Every Material is a Treasure’** focuses on the implementation of circular economy practices. This approach seeks to maximise the lifespan of materials while minimising waste, thereby promoting a responsible use of the planet's resources. The key points of the project are as follows:

- Care for the planet: the project emphasises the significance of environmental stewardship and the prevention of natural resource depletion. Its philosophy advocates for considering each product as a treasure, from its production through to its disposal.
- Sustainable decisions: ARTIEM is committed to making decisions that favour the durability and reparability of products. This includes prioritising the procurement of goods with sustainable certifications and avoiding harmful packaging.
- Waste reduction: the initiative aims to decrease waste generation through practices such as reuse, recycling, and minimising the use of unnecessary materials. It promotes the notion that every material holds value and must be managed appropriately.
- Procurement policy: ARTIEM's procurement policy is directed towards acquiring products that minimise environmental impact, prioritising those that are less detrimental and possess a longer lifecycle.
- Education and awareness: the project also encompasses the education and awareness of employees and collaborators regarding the importance of the circular economy and the responsible management of materials.

Finally, another project that positively impacts the environment is **‘Conscious Eating’**. This initiative focuses on food sustainability, supporting local communities, and promoting a healthy lifestyle, seeking a balance between personal well-being and the stewardship of the planet. The pillars underpinning this project aim to reduce greenhouse gas emissions and minimise the impact on aquatic ecosystems by selecting products that require fewer water resources and do not contaminate soils. The project advocates for responsible land use, favouring practices that enable land recovery and avoiding the generation of non-recoverable waste, particularly concerning packaging and containers. It also emphasises the importance of safeguarding individuals' physical and mental well-being through healthy and conscious eating, which respects local traditions and cultures. "Conscious Eating" encourages the consumption of local products, thereby contributing to the strengthening of the local economy and the business fabric of the communities where ARTIEM operates. The project has been redefined and renamed as "Aportam," which means "We Contribute" in Menorcan. This change reflects the integration of all concepts related to conscious eating and seeks to adapt to the new market needs.

### Reflection and Discussion Questions:

1. What does being a B-Corp company mean for ARTIEM, and how does it relate to its social and environmental impact?
2. Which ARTIEM projects demonstrate its commitment to the environment? Explain one in detail.
3. How does working with local suppliers reinforce ARTIEM's social and economic values?
4. Which ARTIEM values, such as trust or innovation, do you think are essential for being a social enterprise?
5. ARTIEM Hotels aims to reduce its carbon footprint. Which specific measures do you think are most effective, and why?

### Guidance Responses:

1. **What does being a B-Corp company mean for ARTIEM, and how does it relate to its social and environmental impact?**

ARTIEM Hotels became B-Corp certified in 2020 after an eight-month process. This certification signifies that the company meets high standards for positive social and environmental impact. Examples include using renewable energy, reducing plastic waste, and supporting the local economy.

Class Activity: Identify two specific commitments ARTIEM has made as a B-Corp that benefit the environment or society.

2. **Which ARTIEM projects demonstrate its commitment to the environment? Explain one in detail.**

The "Every Drop of Water Counts" project is a key example. It includes measures like dual-flush toilets, eco-friendly taps, and low-flow showers, along with encouraging the reuse of towels and bed linens. These actions save water and reduce the use of chemicals.

Class Activity: In pairs, choose an ARTIEM environmental project (such as "Every Drop of Water Counts") and briefly explain how it helps the planet.

3. **How does working with local suppliers reinforce ARTIEM's social and economic values?**

By collaborating with local artisans and producers, ARTIEM boosts the local economy, promotes sustainability, and strengthens the cultural identity of the regions where it operates. This also supports the circular economy and small businesses.

Class Activity: Group discussion: How can a company positively impact its local community by working with local suppliers?

4. **Which ARTIEM values, such as trust or innovation, do you think are essential for being a social enterprise?**

"Trust" is crucial for building strong relationships with employees and suppliers, while "innovation" enables the creation of sustainable and impactful solutions for social and environmental challenges.

Class Activity: Choose one value and explain in one sentence how it helps ARTIEM fulfill its mission as a social enterprise (3 minutes).

**5. ARTIEM Hotels aims to reduce its carbon footprint. Which specific measures do you think are most effective, and why?**

Eliminating single-use plastics and installing solar panels are particularly effective measures because they tackle global issues like pollution and climate change, significantly reducing emissions.

Class Activity: Brainstorm innovative measures hotel companies could adopt to reduce their environmental impact.

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### 1.5.3 Case Study 3: ECOALF



**Figure 1.** Ecoalf's Logo  
Source: [Ecoalf Website](#)

#### Introduction

Founded in 2009, ECOALF aims to revolutionise the fashion industry by demonstrating that it is possible to create garments in a responsible manner. The company is dedicated to promoting a sustainable lifestyle, using recycled waste, particularly plastics recovered from the sea, as raw materials for its products. Its mission goes beyond fashion; it seeks to raise consumer awareness about the origins of materials and the environmental and social impacts associated with garments.

ECOALF strives to promote a conscious lifestyle, encouraging consumers to value garments for their history and sustainability, rather than viewing them as disposable products. Additionally, the company is committed to informing its customers about the origins of materials, the production processes, and the importance of responsible consumption in the fight against the climate and biodiversity crises. Through these initiatives, the brand aspires to be a benchmark on the path towards more ethical and sustainable fashion.

#### Metrics of ECOALF

ECOALF employs various metrics as part of a broader commitment to measuring and managing its impact on the environment and society, which include the following:

- Revenue growth rate: this metric assesses the economic growth of the company.
- B Corp Certification: ECOALF undergoes a certification process that evaluates its social and environmental performance, having improved its score from 81.8 to 99.1 in its most recent certification round.
- CO2 emissions: this indicates the carbon footprint of ECOALF and its supply chain, considering different scopes:

Scope 1: direct emissions generated by the company's internal activities.

Scope 2: direct emissions resulting from the purchase of electrical energy.

Scope 3: indirect emissions generated within its supply chain.

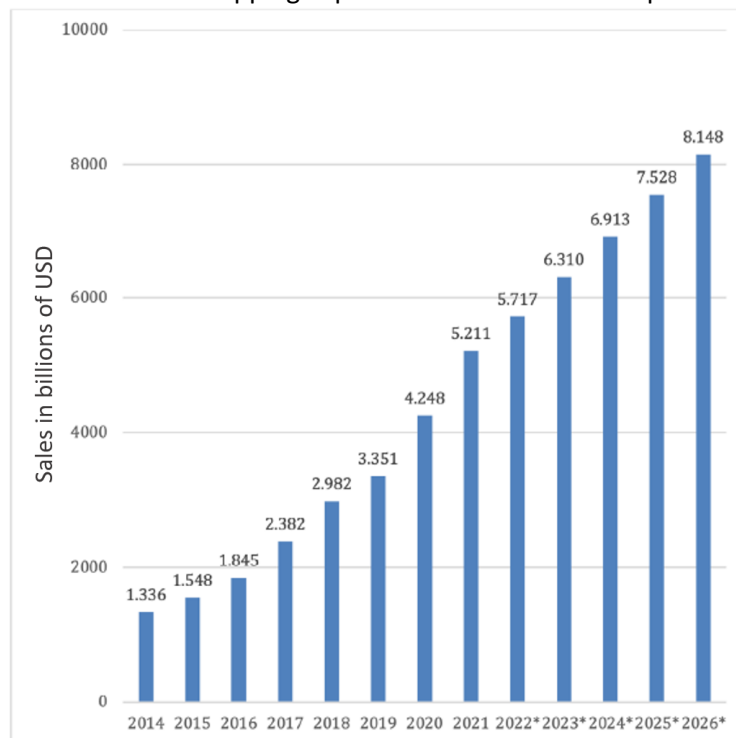
- Water usage: this metric measures the amount of water employed in the production of its products.
- Biodiversity: this assesses the impact of its products on biodiversity.

Recently, ECOALF has directed its efforts towards digitalisation, collaborating with SAP to digitally measure and manage its operations, economic transactions, and their environmental and social impacts. At the conclusion of each season, reports are incorporated into the B Corp framework and the company's sustainability report. In addition to impact metrics, ECOALF also employs conventional economic metrics, conducting annual audits of its accounts and establishing five-year growth plans.

However, one of the most significant challenges lies in measuring awareness, as it is complex to ascertain the extent to which the knowledge shared with other factories is genuinely adopted. Consequently, ECOALF must now evaluate the potential benefits and impacts of its e-commerce activities.

### E-commerce in ECOALF

Over the past decade, e-commerce has experienced significant growth, with global sales nearly quadrupling between 2014 and 2021 (see Graph 1). This increase has been driven by several factors, including the rising purchasing power of the middle class, an expanding global customer base, a broader range of products available online, the centralisation of inventories, and the digitalisation of distributed stocks. Additionally, the emergence of new digital business models and technological advancements have enhanced the shopping experience and facilitated rapid deliveries.



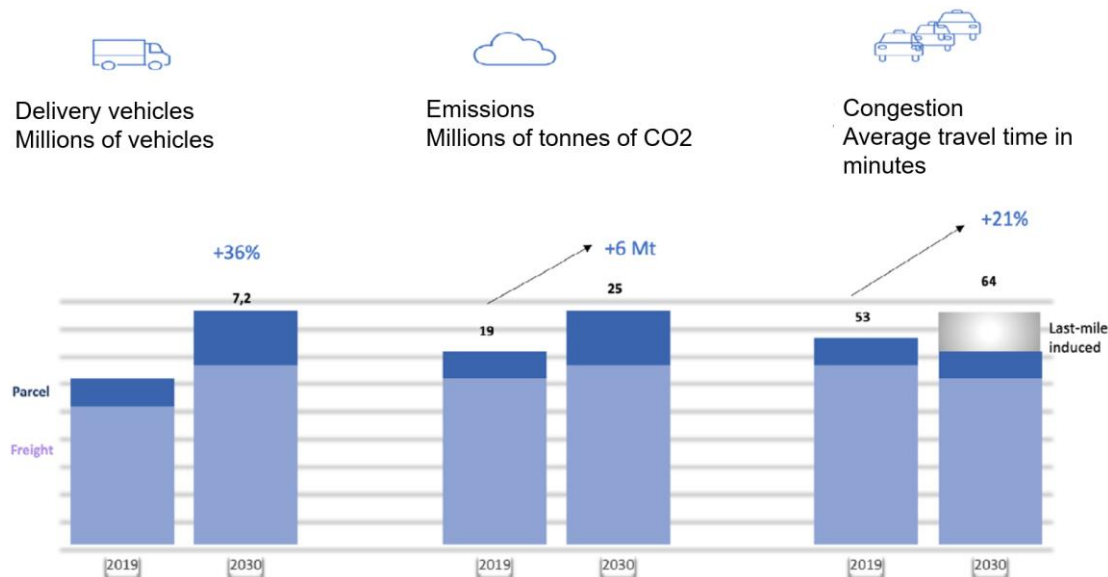
**Graph 1.** The evolution of e-commerce worldwide

**Source:** ©Statista 2023 from B Lab. (2024)

E-commerce entails that companies assume responsibility for activities that previously fell to consumers, such as the transportation of products from the store to their homes. It is anticipated that the demand for urban last-mile delivery will increase by 78% from 2019 to 2030, resulting in a 36% rise in the number of delivery vehicles across 100 cities, which will generate an additional 6 million tonnes of CO<sub>2</sub> emissions and a 21% increase in congestion (see the impact changes in Figure 1). Consequently, environmentally conscious companies, such as Ecoalf, must learn to manage this channel effectively so that their efforts to mitigate environmental impact at the initial stages of the supply chain are not undermined by the negative effects of e-commerce at the final stages.

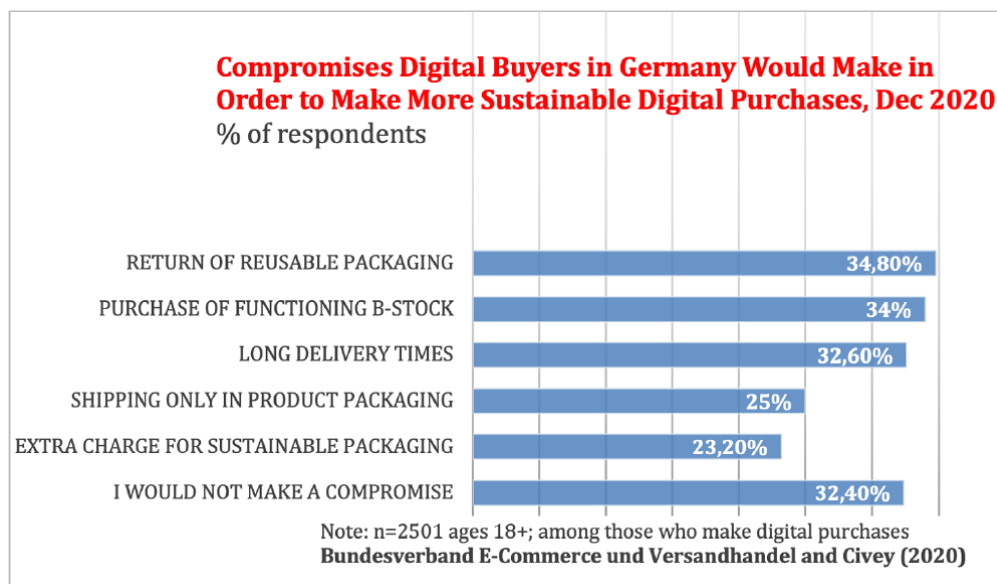
An increasing number of consumers are aware that, although e-commerce offers advantages such as convenience and variety, it also carries negative environmental impacts. A study in Germany reveals that the main concerns of users are packaging, delivery, and returns of online purchases (see Graph 2). The environmental impact of e-commerce depends on how companies integrate it into their operations and the conditions of the distribution channel and logistics providers. The logistics sector is evolving to improve delivery efficiency, reducing wait times and CO<sub>2</sub> emissions. This improvement

is based on technological innovations such as digital platforms, route optimisation, the use of electric vehicles, and collaboration programmes among suppliers. In the future, unattended deliveries are anticipated, such as night-time locker systems, to reduce congestion and pollutant emissions.



**Figure 1.** The evolution of the impact of e-commerce.

Source: WEF 2020 from B Lab. (2024)



**Graph 2.** German consumers' commitments for sustainability

Source: eMarketer, InsiderIntelligence.com from B Lab. (2024)

The most advanced cities are collaborating with logistics companies to integrate urban goods distribution into a model that promotes high living standards for their citizens. However, the diversity of stakeholders involved and the potential conflicts of interest complicate the design of substantial urban centres. Future smart cities, equipped with sensors and access to real-time information, will facilitate the management of intelligent mobility and last-mile logistics. The concept of logistics within smart cities is gaining interest among both private and governmental actors.

#### Future Outlook: Available Options for Ecoalf



E-commerce is becoming a key tool for global business growth. However, for Ecoalf and similar sustainability-focused companies, it presents strategic dilemmas. If consumers and partners perceive that e-commerce contradicts Ecoalf's mission and values, it could negatively impact the brand's reputation and economic success. Therefore, Ecoalf must carefully evaluate how to manage this tool to enhance its purpose rather than distort it.

### Reflection and Discussion Questions:

1. How can ECOALF generate social and environmental impact through its social entrepreneurship model?
2. What challenges does ECOALF face in balancing economic objectives with its environmental and social mission?
3. How can ECOALF inspire other companies to adopt sustainable and responsible practices?
4. How can ECOALF measure the social impact of its products in the communities where it operates?
5. What opportunities does ECOALF have to collaborate with other social enterprises and expand its global impact?

### Guidance Responses:

- 1. How can ECOALF generate social and environmental impact through its social entrepreneurship model?**

ECOALF can generate social and environmental impact by integrating sustainable practices throughout its value chain, from using recycled materials to raising consumer awareness. Its social business model promotes responsibility and conscious consumption, fostering greater environmental and social awareness among its customers and the community.

- 2. What challenges does ECOALF face in balancing economic objectives with its environmental and social mission?**

ECOALF faces the challenge of maintaining profitability while investing in sustainable practices that can be more costly. Additionally, it must deal with market pressures that sometimes prioritize price over sustainability and the need to educate consumers about the importance of choosing responsible products.

- 3. How can ECOALF inspire other companies to adopt sustainable and responsible practices?**

ECOALF can inspire other companies by showing that it is possible to be profitable while acting responsibly. Its success with a sustainability-based business model and B Corp certification proves that sustainability is not only viable but can also be a factor for differentiation and customer loyalty.

- 4. How can ECOALF measure the social impact of its products in the communities where it operates?**

ECOALF can measure social impact through surveys, impact studies in local communities, and assessments of how its practices benefit workers and the communities involved in production. Additionally, it can measure support for social causes and projects that promote well-being in the areas where it operates.

## 5. What opportunities does ECOALF have to collaborate with other social enterprises and expand its global impact?

ECOALF has the opportunity to collaborate with other social enterprises to form strategic alliances that expand its global reach, share sustainable best practices, and promote greater cooperation in the supply chain. This could include creating joint projects, partnerships in circular economy initiatives, and expanding its network of responsible suppliers.

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#### 1.5.4 Case Study 4: VERITAS – THE ORGANIC SUPERMARKET



**Figure 1.** Veritas Logo  
Source: [Veritas Website](#)

Veritas is a company founded on January 17, 2002, in Barcelona by four Catalan families with experience in the food sector. On May 23 of the same year, they opened their first supermarket in the Sarrià neighborhood, aiming to promote certified, organic, and sustainable food. Their main mission was to offer products that respect both human health and the planet, at a time when the organic food market in Spain was still emerging.

### History and Growth

Since its initial opening, Veritas has experienced significant growth, establishing itself as the leading chain of organic supermarkets in Spain. In 2016, it reached an important milestone by becoming the first supermarket chain in Europe to earn B Corp certification, recognizing companies committed to generating positive social and environmental impact. Currently, Veritas operates over 80 stores in Spain and Andorra, with an online sales channel expanding its reach and making certified organic products accessible to a broader audience.

One of the most notable recent milestones occurred in 2022, when Veritas celebrated its 20th anniversary. During this event, the company reaffirmed its commitment to sustainability by launching initiatives such as reducing plastic in its packaging and promoting responsible consumption practices. Veritas has also advanced nutritional education through workshops and resources that help consumers make informed dietary decisions.

In 2023, the company launched an innovative program to combat food waste by donating surplus food to food banks and offering discounts on products nearing their expiration date. This effort earned recognition from international organizations such as Slow Food. Additionally, Veritas led a pilot project to incorporate hydroponic farming systems in selected stores, aiming to provide fresh produce grown directly at the point of sale.

### Social Objectives and Context

Veritas' mission transcends economic profitability, focusing on generating positive societal and environmental impacts. The company collaborates with over 2,000 small farmers and local producers, promoting proximity-based economics and reducing the carbon footprint associated with food transportation. Veritas has also implemented social inclusion programs, working with foundations and associations to employ individuals at risk of social exclusion.

### Impact and Operations

Veritas has pioneered innovative sustainability initiatives, such as using biodegradable packaging and installing renewable energy systems in its stores and warehouses. Additionally, it has implemented a transparent labeling system that informs consumers about the origin, ingredients, and nutritional properties of its products. This has solidified its reputation as a trailblazer in social and responsible economics. Its business model combines ethical commitment with economic viability, positioning it as a benchmark for other companies seeking to adopt sustainable practices.

### Reflection and Discussion Questions:

1. What factors distinguish Veritas as a social enterprise?
2. How does Veritas balance its sustainability goals with economic profitability?
3. Analyze the advantages and challenges of working with small local producers.
4. What Veritas practices could be replicated by other companies?
5. How does Veritas encourage changes in consumer habits?

#### **Guidance Responses:**

##### **1. What factors distinguish Veritas as a social enterprise?**

Veritas stands out for its commitment to sustainability, health, and the local economy. By working with small local producers, reducing plastic, and educating consumers about healthy eating, it demonstrates a mission that goes beyond economic profitability.

**Class Activity:** Identify another local business with sustainable goals and present its practices.

##### **2. How does Veritas balance its sustainability goals with economic profitability?**

Veritas balances its sustainability objectives with economic profitability by expanding its store network, developing an online sales channel, and optimizing resources such as incorporating renewable energy. Additionally, it focuses on proximity to the local environment, supporting the community with eco-friendly and local products. The company increases the number of customers aware of social and environmental issues through its business model, which includes innovations like biodegradable packaging and energy efficiency. This feedback loop between economic activity and social improvement allows Veritas to grow while maintaining its commitment to sustainability and generating a positive impact both socially and environmentally.

**Class Activity:** Create in groups a Business Concept Combining Social Impact and Financial Growth (design a business idea that balances social impact and financial profitability, focusing on sustainability and innovation).

##### **3. Analyze the advantages and challenges of working with small local producers.**

**Advantages:** Fresher products, support for the local economy, reduced carbon footprint.

**Challenges:** Limited scalability, greater dependency on weather and logistics.

**Class Activity:** Brainstorm advantages and challenges.

##### **4. What Veritas practice could be replicated by other companies?**

Establishing strong local links (with customers, suppliers), using local products, implementing environmentally friendly practices in daily activities (plastic reduction, transparent labeling), surplus donation programs are replicable examples.

**Class activity:** Analyze and propose sustainable practices that can be implemented by other companies, inspired by Veritas.

##### **5. How does Veritas encourage changes in consumer habits?**

Through educational workshops, informational resources, and products that promote responsible consumption.

Class activity: To design a short, impactful campaign that promotes responsible consumption.

### Bibliography

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### 1.5.5 Case Study 5: QUADPACK – INNOVATION IN SUSTAINABLE PACKAGING



**Figure 1.** QuadPack Logo  
Source: [Quadpack Website](#)

Quadpack is a Spanish company established in 2003 as a result of the merger of Belcos Packaging (Spain), Lengart Packaging (France), and Gadbrook Packaging (United Kingdom). This union allowed the combined expertise of the three companies in the cosmetic packaging sector, establishing its main headquarters in Barcelona. Since then, Quadpack has experienced significant growth, operating in over 10 countries and establishing itself as a leader in sustainable packaging solutions.

#### History and Milestones

In 2013, Quadpack acquired Technotraf, a pioneering company in manufacturing wooden components for beauty packaging, strengthening its capacity for sustainable production. In 2016, it officially launched the Quadpack Foundation to structure its social responsibility efforts, supporting educational and community projects in the regions where it operates. One of its most recent milestones was the inauguration of its production plant in Catalonia, equipped with state-of-the-art technology to optimize efficiency and minimize environmental impact.

In 2021, Quadpack was included in the FTSE4Good Index, which recognizes companies with outstanding practices in sustainability and corporate responsibility. This acknowledgment reflects the company's commitment to the United Nations' Sustainable Development Goals (SDGs).

In 2022, Quadpack launched an innovative line of modular packaging that allows consumers to reuse components, aligning with trends in customization and sustainability within the cosmetic industry. Furthermore, the company established new collaborations with global brands to develop packaging solutions that significantly reduce carbon emissions across the supply chain.

#### Social and Environmental Commitment

Quadpack has adopted a model based on the circular economy, developing recyclable, biodegradable, and reusable packaging solutions. It works with sustainable materials such as recycled glass, FSC-certified wood, and bioplastics. Additionally, it has implemented programs like "Wood for Good," promoting reforestation and sustainable forest management, contributing to reducing deforestation in Europe.

The company also collaborates with NGOs and foundations to drive educational and community development projects. Notably, it supports technical training programs in disadvantaged communities, creating employment and local development opportunities. An example of this is its collaboration with international mentorship programs for women entrepreneurs in the manufacturing sector, fostering gender equality.

#### Business Strategies

Quadpack combines custom packaging design with technological innovation, adapting to the specific needs of its clients. This approach has not only strengthened its competitiveness in the global market but also reinforced its positioning as a company offering value beyond its products, fostering a more ethical and sustainable relationship with its customers. The creation of its innovation center in

Germany in 2023 has enabled the development of advanced technologies that blend aesthetics and functionality with environmental criteria.

## Results and Impact

Quadpack has achieved an annual turnover exceeding 150 million euros and has become a benchmark in the social economy sector. Its focus on sustainability and innovation has allowed it to establish strategic alliances with leading brands in the cosmetic industry, demonstrating that profitability and environmental responsibility can go hand in hand. Additionally, the circular economy model it has implemented has significantly reduced waste generated during the manufacturing process, setting a precedent in the industry.

## Reflection and Discussion Questions:

1. What elements of Quadpack's model make it a social economy company?
2. How does the circular economy contribute to Quadpack's success?
3. Identify the challenges Quadpack faces in adopting sustainable materials.
4. What role do partnerships with NGOs play in Quadpack's social impact?
5. Why is custom design key to Quadpack's success?

## Guidance Responses:

### 1. What elements of Quadpack's model make it a social economy company?

Its emphasis on sustainability, use of recyclable materials, and positive impact on local communities.  
Class Activity: Create a concept map of the characteristics of a social economy company.

### 2. How does the circular economy contribute to Quadpack's success?

It helps reduce costs, optimize resources, and improve brand perception by aligning with sustainable values.

Class Activity: Debate the pros and cons of the circular economy across different industries.

*CONCEPT: The circular economy is a production and consumption model that aims to maximize the lifespan of products, materials, and resources. It focuses on sharing, renting, reusing, repairing, refurbishing, and recycling, with the goal of adding value and minimizing waste. This approach allows for the extension of the product life cycle, reducing the need to extract new resources and decreasing environmental impact. (European Parliament, <https://www.europarl.europa.eu/topics/en/article/20151201STO05603/circular-economy-definition-importance-and-benefits?>)*

### 3. Identify the challenges Quadpack faces in adopting sustainable materials.

Challenges include the availability of sustainable materials, higher costs, and supply chain complexities. Additionally, consumer education on the benefits of sustainable packaging is essential to boost demand.

Class Activity: Propose innovative solutions to overcome these challenges.

### 4. What role do partnerships with NGOs play in Quadpack's social impact?



Partnerships with NGOs help Quadpack drive technical training projects in disadvantaged communities, creating jobs and fostering local development. They also support gender equality through mentorship programs for women entrepreneurs.

Class Activity: Research a relevant NGO and propose a joint project with a fictitious company.

### 5. Why is custom design key to Quadpack's success?

Custom design allows Quadpack to offer packaging solutions tailored to client needs, improving satisfaction and differentiation in a competitive market, while maintaining a focus on sustainability.

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## 2 Purpose of the Mission: Changemakers

This chapter delves into the objectives of the Mission: Changemakers project, beginning with an outline of its overarching goals. It further explores the essential skills needed for (social) entrepreneurship and demonstrates how these competencies are developed and strengthened through the game's interactive elements.

### 2.1 Goals of the Mission: Changemakers

The Mission: Changemakers aims to enhance improve educational practices by integrating an interactive game to build essential skills for higher education students in Europe. The main goals of the Mission: Changemakers as follows:

1. **Build social entrepreneurship skills**



Develop competencies that empower students to view social and environmental challenges as opportunities for social entrepreneurship, equipping them to develop solutions that address societal issues. Learn more about social entrepreneurship in chapter 2 *Social Entrepreneurship*.

2. **Encourage empathy and collectivism**



Guide students to make empathetic decisions that consider societal needs and to understand the impact of teamwork on broader societal change.

3. **Strengthen financial understanding and ethical decision-making**



Help students learn about budget management while balancing financial sustainability, social goals, and ethical considerations in social entrepreneurship.

4. **Promote teamwork and problem-solving skills**



Through collaborative gameplay, students engage in teamwork and critical thinking which is essential for addressing complex issues.

5. **Encourage innovative teaching and learning**



Promote innovative teaching methods that equip students from higher education institutions with practical skills relevant to the labour market.

### 2.2 Social Entrepreneurship Skills

The Mission: Changemakers you can employ in class is designed to teach skills that are required for Social Entrepreneurship. Next to general abilities required for leading any project, the following will entail specific useful qualities desired for developing a successful SE.

1. **SE projects require a clear social mission:**



To establish a social business entrepreneurs must identify and articulate what societal or ecological problem they aim to solve  
→ *In the game, students must choose a clearly defined purpose in the chat simulation, establishing the social mission of their business*

2. **Hardships of running a (social) business:**



Social entrepreneurs must cultivate skills in planning and process design to effectively manage challenges similar to those in traditional businesses  
→ *In the game, students face traditional entrepreneurial challenges such as ensuring*

quality within a narrow timeframe, requiring effective role assignments and team coordination to overcome them

### 3. SE is a viable business option:



By balancing profitability with social and environmental objectives, it needs to be demonstrated that SEs can be both impactful and profitable  
 → *The game demonstrates how a successful net-zero business can be run, all while adhering to the Triple Bottom Line (Profit, People, Planet)*

### 4. SE offers unique advantages and unique challenges:



Developing decision-making skills that consider the social responsibility score, learning to balance Profit, People and the Planet effectively is needed  
 → *In the game, students navigate the unique challenges social enterprises face, making decisions that directly impact profit, people, and the planet*

### 5. Empathy and communication are necessary to be a social entrepreneur:



Strong communication and teamwork skills are vital for effectively leading an SE  
 → *In the game, students must use efficient communication techniques and collaborate with teammates to solve various challenges*

## 2.3 General Management Skills

Furthermore, a range of **general management skills** is essential for successfully initiating and running a social business. These skills are integral to the development of social entrepreneurs and are enhanced through the Mission: Changemakers's interactive learning environment. Key skills include:

#### 1. Business Management Skills:



This includes a solid understanding of the industry, financial management, and marketing. These skills are essential for managing the day-to-day operations of a social enterprise while ensuring its financial sustainability and market relevance.  
 → *In the game, student must manage a business, which, at its core, functions just like a traditional business*

#### 2. Relationship Management Skills:



Effective social entrepreneurs leverage their network, build partnerships, and ensure accountability within their team and external stakeholders. Strong relationship management skills help in resource mobilization and support the enterprise's growth and community engagement.  
 → *In the game, students must work together with suppliers and further stakeholders, developing business relationships*

#### 3. Organizational Process Management Skills:



SEs require strong internal communication, conflict management, and process optimization to ensure smooth operations. These skills are critical for organizing and leading teams effectively, especially when balancing social and environmental goals with business operations.

→ In the game, students must work in groups to manage their business together, working as a team to optimize processes



#### 4. Transformational Management Skills:

A strong moral compass, passion for the cause, and creativity are key attributes of successful social entrepreneurs. These transformational skills inspire teams, align efforts with the mission, and foster an innovative environment for tackling societal challenges.

→ In the game, students get introduced to entrepreneurial practices including having to show passion for your goals and putting in effort to be successful



#### 5. Personal Growth Skills:

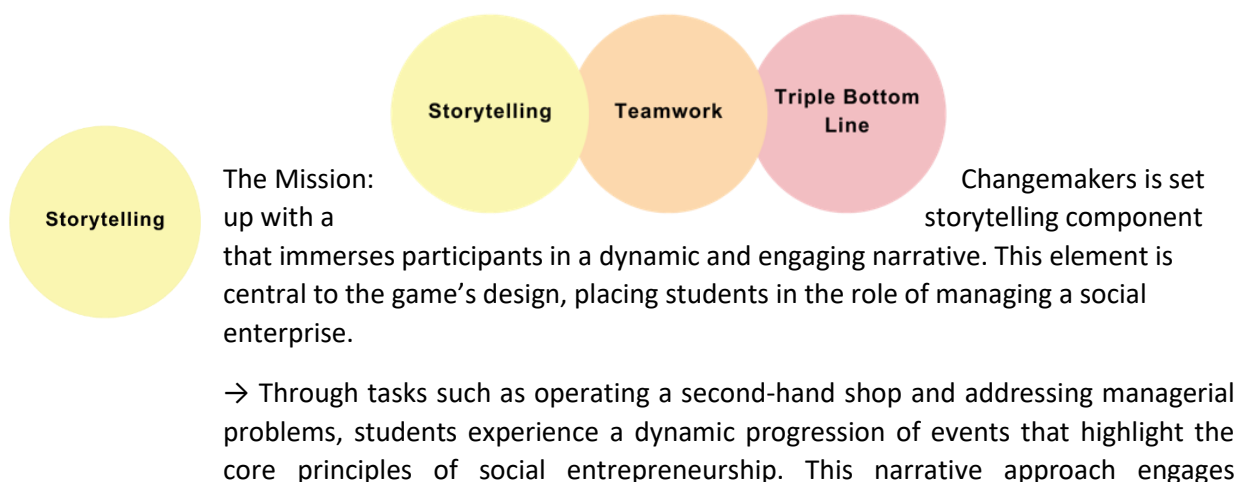
Patience, self-awareness, and the ability to learn from challenges are crucial for overcoming obstacles and adapting to evolving circumstances. Problem-solving skills also enable social entrepreneurs to find creative solutions to complex issues.

→ In the game, students encounter new situations that require them to think critically and devise solutions to progress, fostering their personal growth and adaptability in the process

By simulating the operation of a social business in a gamified environment, the Mission: Changemakers effectively develops these general management skills. Through collaboration, strategic thinking, and decision-making, students gain practical experience in managing the complexities of a social enterprise, preparing them to tackle real-world challenges in the field of social entrepreneurship.

## 2.4 Game Setting & Goal Alignment – Storytelling, Teamwork, Triple Bottom Line

This section provides information about the game setting and focuses on three key components of the Mission: Changemakers: *Storytelling*, *Teamwork*, and *Triple Bottom Line*. These elements are fundamental to the game's structure and educational objectives, offering students an engaging and immersive learning experience. Storytelling and Teamwork serve as pedagogical elements, fostering skills such as collaboration and engagement, while the Triple Bottom Line focuses on knowledge-based learning.



participants, fostering empathy, critical thinking, and collaborative decision-making while aligning educational objectives with memorable, scenario-driven learning.

→ It should be noted that the economic environment and system in the Mission: Changemakers are fictional, designed to provide a simplified yet engaging learning experience. While the game's mechanics simulate realistic challenges of running a social enterprise, the specific figures and dynamics may vary significantly in real-world contexts depending on the business sector, country, and economic conditions. This allows students to focus on core principles of social entrepreneurship while acknowledging that real-life scenarios often involve more complex and variable factors.

### Teamwork

Teamwork is another key focus of the Mission: Changemakers, requiring students to collaborate assign roles, and define clear goals for their team. Teachers are encouraged to guide this process, prompting students to reflect on their roles and adjust responsibilities as needed during the game.

→ Reflecting on these aspects can help enhance team efficiency and strategic alignment, but it is not mandatory for gameplay.

### Triple Bottom Line

At its core, the Mission: Changemakers emphasizes the Triple Bottom Line framework, which focuses on balancing people, planet, and profit. Throughout the game, students are tasked with making decisions that integrate social responsibility, environmental sustainability, and financial viability.

→ This approach mirrors the challenges faced by real-world social enterprises, encouraging participants to consider the impact of their actions on all three dimensions. By managing resources, addressing customer needs, and navigating complex scenarios, players learn to balance these priorities effectively. This hands-on experience equips students with the skills needed to approach social entrepreneurship with a holistic and sustainable mindset.

## 2.5 A guide to find learning outcomes, concepts, and competencies in the Mission: Changemakers

The following section presents a learning outcome and content guide for Higher education teachers who want to start or deepen their move towards social entrepreneurship focus on their students.

### How Mission: Changemakers supports gamified learning

- **Engagement through Realism:** Players face realistic challenges linked to managing social enterprises, balancing profit, people, and planet.
- **Interactive Learning:** The game mechanics foster decision-making, reflection, and practical application of social entrepreneurship concepts.
- **Adaptability for Teaching:** Teachers in higher education are encouraged to integrate gameplay into lessons on social impact, financial literacy, and ethical decision-making.

In the following we present in detail how learning outcomes in form of competencies and knowledge are reflected in the Mission: Changemakers



Learning Outcome Statement I can...	What does it look like in "Mission: Changemakers" ?
<b>Define social entrepreneurship</b>	<p><b>Players explore this more balanced and future thinking approach to business planning and social enterprise through:</b></p> <ul style="list-style-type: none"> <li>• Conversations with mentors about mission intentions and impact</li> <li>• Interactions with other characters</li> <li>• The in-game mission choices, emphasizing innovative solutions for social and eco challenges</li> </ul>
<b>Describe at least 3 different societal challenges</b>	<p><b>Players encounter these through:</b></p> <ul style="list-style-type: none"> <li>• A narrative goal-setting discussion with mentors</li> <li>• Puzzle 3: Studying real-life social enterprises addressing societal issues such as: <ul style="list-style-type: none"> <li>- Providing job opportunities for individuals with special needs or who are not employed for other reasons</li> <li>- Reducing harm to the environment by eliminating or reducing harm in a measurable way e.g. greenhouse gas emissions</li> <li>- Supporting low-income students with access to school equipment, accessible healthy food or other interventions for people equality and wellbeing</li> </ul> </li> </ul>
<b>Describe the characteristics of a Social Enterprise</b>	<p><b>Introduced via:</b></p> <p>Mentors can explain specific content like the Triple Bottom Line (People, Planet, Profit)</p> <ul style="list-style-type: none"> <li>• The "Performance Overview" screen of the game, monitoring impacts on these metrics</li> <li>• Puzzle 3: Networking between social enterprises and exploring diverse models</li> </ul>
<b>Balance a budget</b>	<ul style="list-style-type: none"> <li>• Players manage finances on the "Performance Overview" screen, tracking income and expenses</li> <li>• They choose actions and upgrades to optimize costs and impacts.</li> </ul>
<b>Make decisions around budget</b>	<ul style="list-style-type: none"> <li>• Actions and upgrades reflect the balance between "People" and "Planet" impacts, reinforcing the triple bottom line</li> <li>• Limited actions per round emphasize strategic decision-making</li> </ul>
<b>Manage business finances from an SE perspective</b>	<ul style="list-style-type: none"> <li>• Players use an "Abbreviated Report of Income and Expenses" to understand finances</li> <li>• Each financial term has an explanation to build familiarity</li> </ul>
<b>Describe or define basic financial terms</b>	<ul style="list-style-type: none"> <li>• On the performance overview screen, each item on the financial sheet is accompanied by a "?" icon. Clicking on the icon will show players a detailed description of each term</li> </ul>



## Social entrepreneurship competencies and their in-game application

Social Entrepreneurship Competency	In-Game Application
<b>Moral judgment</b>	<ul style="list-style-type: none"> <li>Players balance financial sustainability with societal and environmental goals. Some decisions prioritize impact over profit.</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>Players collaborate to deliver items, assign roles, and adapt to changing conditions.</li> </ul>
<b>Problem-solving</b>	<ul style="list-style-type: none"> <li>Players decide on actions, allocate budgets, and form partnerships to overcome challenges</li> </ul>
<b>Empathy</b>	<ul style="list-style-type: none"> <li>Players hear stories from potential partners, making decisions based on societal needs rather than profit motives</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>Players creatively manage in-game shop operations to maximize customer satisfaction</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>Players define their mission and focus area during mentor discussions</li> </ul>
<b>Ethical and sustainable thinking</b>	<ul style="list-style-type: none"> <li>Players witness the long-term impacts of their decisions on "People" and "Planet" metrics</li> </ul>
<b>Self-awareness</b>	<ul style="list-style-type: none"> <li>Reflection on personal/team roles and capabilities is embedded in gameplay</li> </ul>
<b>Planning and management</b>	<ul style="list-style-type: none"> <li>Players create and execute business plans, evaluating outcomes in real time.</li> </ul>
<b>Perseverance and resilience</b>	<ul style="list-style-type: none"> <li>Opportunities to retry and refine actions encourage persistence in achieving goals</li> </ul>
<b>Networking</b>	<ul style="list-style-type: none"> <li>Players connect with other social businesses and partners in Puzzle 1 and Puzzle 3</li> </ul>

## Social entrepreneurship concepts &amp; insights and their in-game &amp; class application

Concepts / Questions	Description / Answer	Example / Application from Mission: Changemakers
<b>What are the key differences between an NGO, a social enterprise, and a traditional business?</b>	<p><b>NGO:</b> Mission-driven, funded through donations and grants, focusing on societal challenges without prioritizing profit.</p> <p><b>Social Enterprise:</b> Combines profit with purpose, embedding social/environmental goals into its business model, and reinvesting profits into its mission.</p> <p><b>Traditional Business:</b> Focuses on profit, often without a core social or environmental mission.</p>	Mission: Changemakers highlights the spectrum by including examples like partnering with NGOs for projects, demonstrating social enterprises through its pre-loved shop, and showcasing traditional business elements.
<b>Environmental Exploitation</b>	Focuses on actions with positive environmental impacts and reducing exploitation of natural resources.	Reflected in the "Planet" score and actions like adopting renewable energy and supporting local sustainable initiatives.
<b>How would you transform a successful social enterprise into a traditional for-profit business?</b>	Shift focus to maximizing profits while reducing emphasis on reinvesting into social/environmental causes. Likely cut non-revenue-generating programs and focus on operations that directly enhance financial performance	Players could choose profit-driven options that reduce social or environmental investment, like discontinuing sustainable partnerships for higher revenue alternatives.
<b>Conversely, how would you turn a for-profit business into a social enterprise or NGO?</b>	Reallocate profits to address social or environmental missions. Embed purpose into the business model for a social enterprise or eliminate profit goals entirely for an NGO, relying on grants and donations.	Players in Mission: Changemakers might choose to invest in community programs, green initiatives, or charitable partnerships to align with social enterprise or NGO principles.
<b>Circular Economy</b>	Promotes resource efficiency by reusing, repairing, and recycling, minimizing waste.	Central to Mission: Changemakers' business model: the pre-loved items shop and partnerships with electronics repair stores embody circular economy principles.
<b>Solutions to SDGs</b>	Players engage with actions tied to specific Sustainable Development Goals (SDGs).	<p><b>DG 12:</b> Reselling/recycling items.</p> <p><b>SDG 10:</b> Supporting marginalized groups.</p> <p><b>SDG 7:</b> Using renewable energy.</p> <p><b>SDG 4:</b> Providing laptops to underserved students.</p>
<b>What is a regenerative business model, and how does it differ from</b>	Regenerative models go beyond sustainability by actively restoring ecosystems and communities, creating net positive impacts.	Mission: Changemakers could include actions like adopting regenerative agriculture or

<b>traditional sustainability models?</b>	Traditional models aim only to minimize harm.	integrating community restoration projects into operations.
<b>Supporting Fairness, Equity, and Justice</b>	Embedding inclusivity, equity, and justice into business practices through specific actions.	Examples in Mission: Changemakers include hiring people with special needs and providing employee training to support inclusivity.
<b>What is the Donut Economy, and how can it guide business practices?</b>	The Donut Economy balances ecological sustainability and social equity, guiding businesses to avoid overshooting environmental limits while ensuring social foundations are met.	Mission: Changemakers could emphasize business decisions that align operations within the safe and just space of the Donut Economy, like reducing carbon emissions while promoting fair wages.
<b>Triple-Bottom Line (Profit, People, Planet)</b>	Balancing financial sustainability with social and environmental responsibilities.	Players monitor "Performance Overview" to track the triple-bottom-line metrics.
<b>Closer to Source is Better</b>	Emphasizes the sustainability and community benefits of sourcing locally or partnering with regional organizations.	Mission: Changemakers includes options like partnering with local gardens to reduce supply chain environmental impact and enhance local economic development.
<b>Can it be Reused or Repurposed?</b>	Encourages extending the lifecycle of products through reuse and repair.	Core to Mission: Changemakers' business model, with its focus on reselling pre-loved items and partnering with repair shops.
<b>How can businesses apply the triple-bottom line (profit, people, planet) to tackle real-world challenges?</b>	<b>Profit:</b> Maximize efficiency and diversify revenue. <b>People:</b> Fair wages, equity, and community development. <b>Planet:</b> Reduce waste, adopt renewable energy, and minimize carbon footprint.	Mission: Changemakers incorporates decisions that affect all three pillars: profits (revenue-focused actions), people (employee benefits), and planet (sustainable practices).
<b>How do social enterprises align their operations with specific SDGs while maintaining financial viability?</b>	Use SDGs as a framework for business decisions, integrating these goals into viable products or services that generate customer support.	In Mission: Changemakers, players can link actions to SDGs, such as sustainable sourcing (SDG 12) or affordable clean energy (SDG 7), while ensuring revenue streams remain robust.
<b>Good Working Conditions</b>	Focuses on employee well-being through improved workplace policies and benefits.	Mission: Changemakers examples include actions like subsidizing bicycles for commuting or supporting parents to improve workplace satisfaction

<b>How do leadership styles or decision-making processes impact the success of a social enterprise?</b>	Collaborative leadership fosters engagement and innovation. Transparent decision-making builds trust, while adaptability allows enterprises to navigate shifting social and market needs.	Mission: Changemakers players can evaluate and adjust their decision-making strategies based on leadership outcomes, simulating real-world challenges faced by social enterprises.
<b>How can businesses address the tension between short-term financial goals and long-term social impact?</b>	Adopt blended finance models, reinvesting short-term profits into long-term impact initiatives. Develop metrics to evaluate both financial and social performance.	Mission: Changemakers actions demonstrate this balance, as players manage resources to fund both immediate needs and future social or environmental projects.

## 2.6 Activity Menu – Examples of teaching plans

### Introduction to Social Entrepreneurship

#### Learning Goal:

1. Students will be able to describe examples of real-life social enterprises
2. Students will be able to describe what competencies are beneficial for social entrepreneurs and why

#### Snapshot:

1. Introductory guided discussion about examples of real social enterprises that students already know about or have experienced with and which competencies capabilities or skills they think social entrepreneurs need.
2. Play the game.
3. Reflect on what parts of their earlier discussion actually were experienced in the game (or not) (or which should be).

#### Details:

#### Prompts for introduction discussion:

1. What are some social issues / problems / challenges do you experience in your local community? In other communities?
2. For a big picture view, use the examples of the sustainable development goals (SDGs) as prompts for the issues and challenges in the world.
3. Are there any businesses / organizations that try to address these problems or SDGs?
  - a. Pre-prepared examples of enterprises with a core social or ecological function.
  - b. May be opportunity to discuss the difference between socially responsible businesses and social enterprises.
4. What are your personal experiences with social enterprises?
5. What competencies do you think would be important for a social entrepreneur?

## Introduction to Social Entrepreneurial Competencies

### Learning Goal:

1. Students will be able to describes what the difference between entrepreneurial and social entrepreneurial competencies
2. Students will be able to link social entrepreneurial competencies to specific behaviors and actions
3. Students will reflect on their own levels of these competencies

### Snapshot:

4. This is a guided discussion session about what it means to be entrepreneurial and what same / different competences and skills they think social entrepreneurship business founders need.
  - a. Can also focus on specific competencies for profit, for planet and for people businesses
  - b. Can be set up as different groups representing profit-based planet based and people-based business.
5. Play the game.
6. Reflect on what elements from the introduction discission appeared in the game.

### Details:

#### Prompts for introduction discussion:

6. Have students describe the businesses they know well, or founders of these businesses, and what their competences seem to be.
7. Now shape the discussion to ask about socially focused or ecologically focused businesses they know of social enterprises. (see case studies of social enterprises)
8. What competencies do you think the founder used during the ideation and establishing of the business? Why?
9. What competencies do you think would be important for their founders to be successful with these businesses? Why?
10. If focusing on specific competencies, have students brainstorm some language (sentence starters and questions that are associated) and (later, just before the game) ask students to use that language while playing the game.
11. Provide students with a list of social entrepreneurship competencies. Have them rate themselves.
12. Play the game.
13. Have students reflect on which competencies they think were present in the game experience. Have them re-rate themselves.
14. Discuss changes and comments.



## Teamwork and Communication

**Learning Goal:** Identify characteristics of good teamwork and communication

1. Identify and assign roles for students during the game:
  - b. Pathfinder
  - c. Team cheerleaders
  - d. Accountant
  - e. Ethics officer
3. Let the groups discuss actions and behaviors they would like to see with each role.
4. Play the game.
5. Evaluate your performance in the role.
  - a. Was it easy or difficult?
  - b. Were you uncomfortable? Why? When?
6. At this point you could also have a look at the social entrepreneurial competencies and have students assess or rate themselves.
7. Close with a discussion about the foundations of good teamwork.
  - a. What are the characteristics of a strong team?

Experienced teachers using the game in a current learning programme

**Learning Goal:** Ideate a new social enterprise, based on local needs and challenges

1. At this point you could also have a look at the social entrepreneurial competencies and have students assess or rate themselves.
2. Close with a discussion about the foundations of good teamwork.
  - a. What are the possible new business products or services that are needed in your community?





## Financial Decision-Making and Resource Allocation

### Learning Goal:

- Students will understand the importance of financial decisions in achieving a balance between profit, people, and the planet.
- Students will practice allocating resources to maximize social, environmental, and financial impact.

### Snapshot:

This activity introduces basic financial decision-making concepts within the context of a social enterprise. Students will work in groups to allocate resources across different goals and reflect on the impact of their decisions.

### Details:

#### Prompts for Introduction Discussion:

- What are some of the main costs or financial challenges businesses face?
- How do social enterprises balance their goals (profit, people, planet)?
- Have you heard of businesses that struggled to allocate their resources effectively?

### Activity:

1. Provide students with a matrix of resources (e.g., funds, time, labor) and goals (e.g., financial sustainability, community impact, environmental initiatives).
2. In groups, students decide how to allocate the resources to achieve the greatest impact.
3. Ask students to justify their decisions:
  - a. Did they prioritize profit, people, or the planet? Why?
  - b. What trade-offs did they make?
4. Play the game and encourage students to reflect on financial decisions they made during gameplay.

### Reflection:

- How did your group allocate resources? What impact did this have on your goals?
- During the game, did you prioritize financial success, social impact, or environmental sustainability? Why?

How can businesses make financial decisions that support all three aspects of the triple-bottom line?



## Linking Business Actions to the SDGs

### Learning Goal:

- Students will connect business decisions to relevant Sustainable Development Goals (SDGs).
- Students will brainstorm innovative business actions that align with SDGs.

### Snapshot:

This activity focuses on linking game actions and decisions to the SDGs. Students will analyze how business operations can address global challenges and propose improvements to better align with SDGs.

### Details:

#### Prompts for Introduction Discussion:

- What are the Sustainable Development Goals (SDGs)? Why are they important?
- Can you think of businesses (social enterprises or others) that contribute to specific SDGs?
- How can businesses align their goals with the SDGs?

### Activity:

1. Provide students with a list or visual overview of the 17 SDGs.
2. While playing the game, have students track actions or decisions that relate to specific SDGs. (For example, decisions on environmental impact could align with SDG 13: Climate Action.)
3. After the game, students discuss:
  - a. Which SDGs were addressed in the game?
  - b. Were there missed opportunities to align actions with SDGs?
4. In small groups, students brainstorm 2-3 ways the in-game business could tackle additional SDGs.

### Reflection:

- How did the game actions connect to global challenges represented by the SDGs?
- How can businesses contribute to sustainable development while remaining financially viable?
- Which SDGs do you think are most relevant in your community, and why?



## Transforming Business Models: NGO, SE, or Traditional Business

### Learning Goal:

- Students will analyze the differences between NGOs, traditional businesses, and social enterprises (SE).
- Students will identify what would need to change in a business model to transform it into an NGO or traditional business.

### Snapshot:

This activity focuses on understanding different organizational models. Students will analyze an in-game business and brainstorm what changes would be required to transform it into an NGO or a traditional for-profit business.

### Details:

#### Prompts for Introduction Discussion:

- What do you think are the main differences between a social enterprise, a traditional business, and an NGO? (e.g., goals, revenue sources, operations)
- Why might an organization choose one model over the other?
- Think of real-world examples of NGOs, social enterprises, and traditional businesses. What makes them different?

### Activity:

1. In groups, students choose an in-game business they experienced.
2. Ask them to outline the current purpose, revenue model, and main operations of the business.
3. Task students with transforming the business into either:
  - a. An NGO (focus on donations, volunteers, and impact goals), OR
  - b. A traditional business (focus on maximizing profit).
4. Groups present their "transformation" plans, explaining what elements would need to change (e.g., funding, goals, marketing).

### Play the game.

Students reflect on business decisions during the game.

### Reflection:

- Which decisions in the game aligned more with a social enterprise, NGO, or traditional business?
- How might these decisions impact profit, people, and the planet?

Which model (NGO, SE, traditional) do you think is most sustainable for addressing societal challenges

### 3 How to use the Mission: Changemakers

#### 3.1 How to access the game

1. Click on this link: <https://mission-c.vercel.app/>

OR

1. Turn on your computer or laptop that has access to the internet
2. Open an internet browser of your choice such as Google Chrome, Firefox or Microsoft Edge
3. Type the following link into the address bar and press enter: <https://mission-c.vercel.app/>

##### *3.1.1 Instructions for teachers: How to host a game session*

1. Click "Host a game session"
2. Log in by entering your e-mail address and password, confirm by clicking "Login"
3. Click "Add new room" to create a room for participants. One room can be used by up to 4 players. Add as many rooms as you need.
4. Provide players with the access code by
  - a. Writing the access code on the board
  - b. Copying the access code and sharing it online
5. Once all players have logged into the game, click "Start all"

##### *3.1.2 Instructions for students: How to join the game*

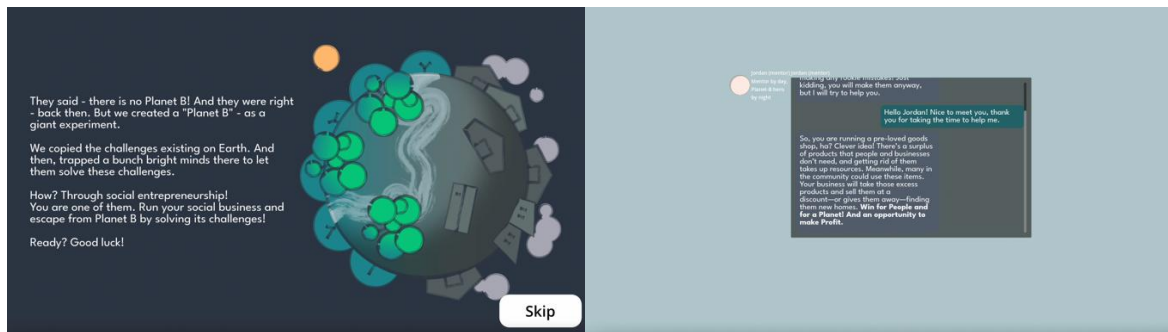
4. Click "Join game as player"
5. Enter your name and access code that your teacher has provided
6. Click "Join" and wait until the teacher starts the game

#### 3.2 How the Mission: Changemakers is set up

Once the game session has started, further instructions of teachers are no longer required as the Mission: Changemakers guides the students through the game. The following part helps teachers to understand how the game works for students.

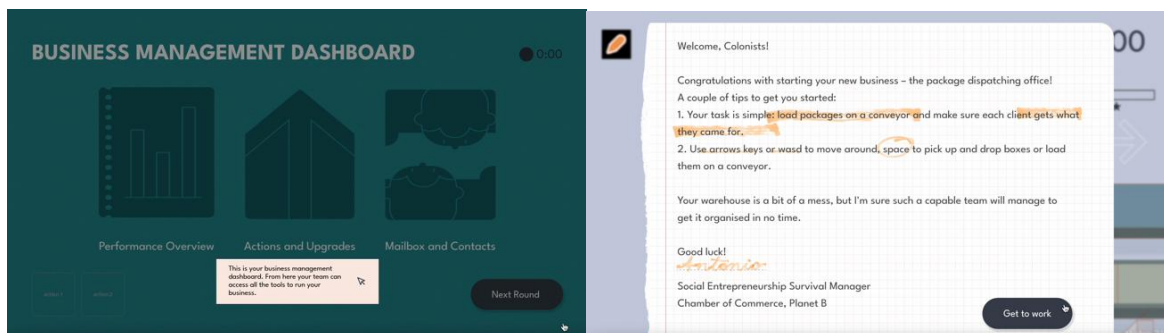
##### **1. Introduction and tutorial**

A chat simulation introduces the overall game setting to the students, followed by an explanation of their tasks. The students must read and click through the introduction as described to proceed. The actual game has not started yet.



General introduction

Chat simulation: Game setting introduction



Tutorial: Managerial tasks

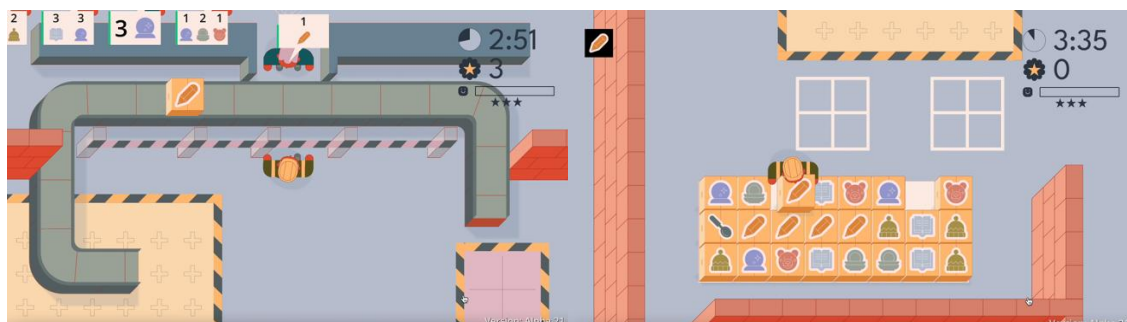
Tutorial: Working at the shop

## 2. Time to play

Once all members of the team have completed the introduction session and clicked "Get to work", the game starts. The game is played in rounds, each round consisting of two phases.

### Phase #1: Working in the shop

Students work in their second-hand shop, where it is their duty to deliver the correct items in the right quantity to the next customer in line. They fulfil this by locating and picking up the items in the shop and finally placing them on the conveyor belt. This phase lasts for 4 minutes and then ends.

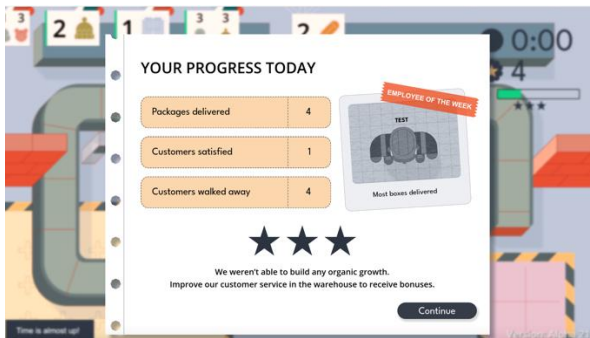


Phase #1: Customer orders

Phase #1: Delivering packages

## Phase #2: Managerial tasks

Students access their business management dashboard, where they can track their performance, check their mailbox, and take actions such as upgrading shop assets. The changes made will impact the next game phase (working in the shop). This phase lasts for 10 minutes and then ends.



Phase #2: Progress Overview



Phase #2: Business management dashboard

### 3.5 Contact form for further help

For technical support and further help, please fill out the contact form on:

<https://www.enhancerproject.nl/contact>

## 4 Integrating the Mission: Changemakers into Education

### 4.1 Pre-play: Preparing the Game

To introduce a digital educational escape room game, teachers could take the following preparatory steps:

- **Select the Appropriate Course and Timing:**

- The most suitable course in which the Mission: Changemakers would have the greatest educational impact should first be determined.
- The Mission: Changemakers can be introduced to bachelor and master students.
- Choose the timing within the course structure to ensure students are ready to engage with and benefit from the Mission: Changemakers experience - especially the beginning of a course is suitable to introduce concepts or foster teamwork with this gamified approach.
- Pre- and post-activities or information to be provided should be carefully planned, ensuring that they align with the escape room's learning objectives. Thoughtful preparation in these areas is essential before implementing the Mission: Changemakers in practice.



- **Understand the Game Content and Objectives:**

- Familiarize yourself with the escape room's storyline and identify the key learning moments: Note specific activities or challenges that highlight principles like social impact, sustainability, or innovation, and key concepts in social entrepreneurship it addresses as described in chapter 2 in the Appendix.
- Ensure that the **Mission: Changemakers game's objectives** align with the **course content and desired outcomes**, enabling students to draw meaningful connections between gameplay and the principles of social entrepreneurship. To illustrate, identify measurable outcomes you want students to achieve after the activity. For example,
  - "Students will understand how social enterprises address sustainability."*
  - "Students will demonstrate collaboration skills by solving challenges as a team."*
  - "Students will reflect on ethical decision-making in entrepreneurial contexts."*



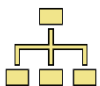
- **Technical Setup and Testing:**

Test all necessary technology; the game can be played on any web browser, such as Google Chrome. Confirm stable internet access and ensure students can access the site without technical issues. Students can play the game on their laptops or computer labs. However, it can't be used on mobile phones. Review any troubleshooting resources in case issues arise. You can contact <https://www.enhancerproject.nl/contact> in case of issues.



- **Game Structure cognition:**

Know the sequence of tasks, along with the expected time for each activity. Prepare to guide game and be ready to explain it to students, especially since the game involves collaborative problem-solving.



- **Back-Up Plan:**

Prepare alternative activities or adjustments in case of technical issues or if some parts of the questions, videos on social entrepreneurship, or a small case study to ensure a comprehensive learning experience. For Example:

- **Videos:** Use pre-selected videos on topics like social entrepreneurship or the SDGs. Engage students in discussions or activities based on the content viewed during class. For example, show TED Talks videos discussing social entrepreneurship skills, the Skoll Foundation's videos focusing on social entrepreneurship and change-makers, the United



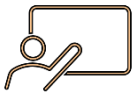


Nations YouTube channel offering educational videos on the SDGs, or the World Economic Forum's videos featuring discussions and updates on sustainability.

#### 4.2 Play: Implementing the Game

The following offers a suggestion for embedding the Mission: Changemakers in a class. Activities can be switched in case of different concepts. For instance, one round of the game could be played without prior input, and then a first evaluation and additional information could be given to play a more successful second round.

1. **Introduce the Concept of Social Entrepreneurship:** Begin by introducing the concept of social entrepreneurship and its objectives to provide students with a foundational understanding before engaging with the game. Social entrepreneurship can be introduced in several ways depending on the depth you want to go into before starting the Mission: Changemakers:



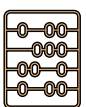
- a) **Teacher-Led Introduction:** Start with a clear definition of SE. Include examples such as TOMS shoes or Grameen Bank to show how businesses can combine profit with positive social impact. Explain Key Objectives: Outline the goals that social entrepreneurs aim to achieve, such as social impact, sustainability, and innovation.
- b) **Student-Discovery Approach:**
  - Kick-off question: ask students to think about businesses they know that are addressing social issues. For example, "What companies or projects come to mind that you believe are working towards social change?"
  - Brainstorming session: Have students work in small groups to define what they believe social entrepreneurship means, encouraging them to come up with their own examples.



2. **Define Learning Objectives:** Clearly articulate the learning objectives of social collaboration, ethical decision-making, innovation, critical thinking, and constructing solutions to challenges.



3. **Provide Instructions for the Game:** Introduce the Mission: Changemakers and explain how to operate it. Highlight its features, educational goals, and storyline. Share technical instructions using printed guides or screenshots.



4. **Enhance Engagement with "Activities Around Mission: Changemakers":** Execute activities for students to engage and get involved before playing the game:

- Have students list SEs that address the SDGs. If they cannot think of existing ones, have them invent a business.
- Guided discussion about their experiences with social enterprises and which skills they think entrepreneurs need. Encourage students to share examples and discuss collaboratively.

*"What skills do you think are essential for succeeding in a social enterprise?"*

*"What do you think makes a social enterprise different from a traditional business?"*

*"What skills do you believe are crucial for succeeding in social entrepreneurship?"*

*"How can the skills you've identified help address societal challenges?"*

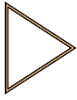
5. **Organize the Class for Game Play:**

- a) Divide students into small teams to foster teamwork and collaboration.



- b) In the digital class format, students can participate individually or in teams using laptops or tablets, or in the hybrid format, students sit together in class, accessing the Mission: Changemakers on their devices, ensuring all students have the necessary technology.

#### 6. Initiate the Game:



- a) Start the game at the beginning of the class to capture students' attention and spark interest in social entrepreneurship and the knowledge that can be gained related to the course content.
- b) Identify and assign roles for students during the game: (Pathfinder, team cheerleaders, accountant, and ethics officer)

#### 7. Observe and monitor Teamwork:



- a) Are they all contributing to the overall goal equally? Is communication clear and respectful?
- b) Teachers can ask questions during the game to make sure if they are listening to all team members' ideas before deciding. Is everyone in the team contributing to solving this challenge?
- c) Request teams to briefly reassess their assigned roles during natural breaks in the gameplay (e.g., transitioning between challenges). For Example: *If does their current role help them contribute best to the team? If not, consider adjusting roles to leverage everyone's strengths."*

#### 8. Facilitate Gameplay:



Track the teams' progress through the game, offering assistance, support, and clarifications as needed.

### 4.3 Post-game: Wrap Up and Evaluation

After the class, ask students to reflect on their experience and provide feedback. This can be done through a paper questionnaire or a written reflection.

#### 1. Reflection Paper:

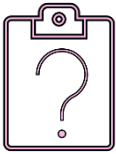
Ask students to write a 1–2-page reflection paper with clear information addressing the following points:



- a) Introduction: Describe your experience with Mission: Changemakers and your interactions with different (SE Challenges): Reflect your reaction during using the game, challenges you faced and how the game influenced your stance in Social Entrepreneurship.
- b) Identify two or three concepts of social entrepreneurship that you used or observed during the game.
- c) Knowing that you are running a social enterprise, how does this affect your decision-making process?
- d) During your decision-making process, what was the most important consideration and why?
- e) Team role and interaction: Describe your role in the team. How did you deal with it, what strategies did you use? Discuss any challenges you faced with your team.
- f) Strength and weaknesses: Explain how this game helped you recognising your strengths and areas of improvement.

- g) Application of concepts: Discuss how the strategies and concepts from the game could be applied in real-life situations in the future.

## 2. Evaluation of the Learning Outcomes



Creating a “Rubric - scaling guide” or specific questionnaire to assess students understanding of the game and provide their feedback. For illustration:

- i) **Social Entrepreneurship Concepts**
  - How well did you understand the principles of social entrepreneurship, including its goals and challenges?  
(1= poor understanding, 5 = Excellent understanding)
  - Explain and justify the importance of entrepreneurship to the economy on a country case basis
- ii) **Application of the Triple Bottom Line**
  - How effectively did you apply the concept of balancing financial, social, and (1= Not applied, 5= Applied effectively)
  - Critically assess the similarities and differences between social and commercial venture
- iii) **Decision-Making**
  - To what extent were you able to make socially responsible decisions during the game?  
(1 = Rarely, 5 = Consistently)
- iv) **Ethical Considerations**
  - How often did you consider ethical factors while making decisions during the game?  
(1 = Rarely, 5 = Consistently)
  - To what extent did the escape room experience help you understand different perspectives?  
(1 = Not at all, 5 = Very much)
- v) **Team Collaboration**
  - How would you evaluate your teamwork and communication within your group?  
(1= Limited participation, 5 = Actively collaborated and contributed)
- vi) **Problem-Solving and Critical Thinking**
  - How well did you identify and resolve challenges during the game?  
(1= Struggled to resolve, 5= Proactively solved)
- vii) **Creativity**
  - How much did the digital escape room experience help you think creatively when addressing challenges?  
(1 = It did not help at all, 5 = It helped a lot)
- viii) **Innovation**
  - How often did you come up with innovative solutions to problems during the digital escape room?  
(1 = Never, 5 = Always)
- ix) **Identifying a Social Mission**
  - How well are you able to clearly articulate a societal or ecological problem that you aim to solve in the game?  
(1= Not at all, 5= Very well)
- x) **Empathy and Communication**
  - How well would you rate your ability to communicate effectively and show empathy while collaborating in the game?  
(1 = Not at all, 5 = Very well)

- xi) Planning and Management**
  - How much did the digital escape room help you improve your planning and organizational skills?  
(1 = It did not help at all, 5 = It helped a lot)
- xii) Relevance of Game Content**
  - How well does the game content align with social entrepreneurship principles?  
(1= Poor alignment, 5= Strong alignment)
- xiii) Accessibility**
  - How easy was it to navigate and use the Mission: Changemaker game?  
(1 = Difficult, 5 = Easy)
- xiv) Real-World Application**
  - How well does the Mission: Changemakers connect to real-world scenarios in social entrepreneurship?  
(1 = Not well at all, 5 = Very well)
  - Apply core entrepreneurial theories on a real case study.
- xv) Student Reflection**
  - How much did the Mission: Changemakers experience help you gain valuable insights for future challenges?  
(1= Not at all, 5= Extremely helpful)
- xvi) Describe the Difference Between a Social Enterprise, an NGO, and a Non-Profit**
  - How well can you now describe the difference between a social enterprise, an NGO, and a non-profit?  
(1 = Not well at all, 5 = Very well)
- xvii) Engagement**
  - How would you rate the engagement level of the Mission: Changemakers game?  
(1= Not at all, 5= Extremely)
- xviii) Balance a budget, profit, and people**
  - How confident are you in your ability to balance a budget, profitability with social and environmental goals during the game after completing the escape room?  
(1 = Not confident, 5 = Very confident)
- xix) Relationship management skills**
  - How well do you understand relation management skills (e.g. network capacity, resource leveraging, accountability)?  
(1 = Not well at all, 5 = Very well)
  - Identify and explain the elements that encourage or hinder entrepreneurial behaviour?
- xx) Personal growth skills**
  - ➔ To what extent did the Mission: Changemakers game contribute to your development of personal growth skills such as patience, self-knowledge, and the ability to learn from the process?  
(1 = Not well at all, 5 = Very well)

For the questionnaire format and the digital tool click [here](#).



### 3. Peer Evaluation

Students (as a group) evaluate their collective performance through discussion or a written submission:

**a) Team Collaboration:**

- How well did the team collaborate to solve challenges?
- Did team members support each other effectively?

**b) Collective Problem-Solving and Decision-Making:**

- How effective was the team at making decisions?
- Were all team members given a chance to contribute ideas?
- Did the team communicate clearly and openly?
- Were misunderstandings addressed quickly?

**c) Strengths and Challenges:**

- What were the team's strengths during the game?
- What could have been done differently as a team?

**d) Setting Goals Based on Evaluation Insights**

Based on your insights from the game and team feedback, set one specific goal for yourself to work on in future group activities. Consider areas such as:

- Improving communication skills.
- Taking more initiative in problem-solving.
- Contributing more to team decision-making.
- Enhancing collaboration and team engagement.

## References

Miller, K. (2020, December 8). *The triple bottom line: What it is & why it's important*. Harvard Business School Online. <https://online.hbs.edu/blog/post/what-is-the-triple-bottom-line>

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