



**KAPITEL 1 / CHAPTER 1<sup>1</sup>**  
**THE ROLE OF THE EDUCATIONAL COMPONENT IN THE  
DEVELOPMENT OF SOCIAL ENTREPRENEURSHIP AS A  
DETERMINANT OF THE REINTEGRATION OF MILITARY  
SERVICEMEN, VETERANS AND THEIR FAMILY MEMBERS: A  
PROJECT APPROACH TO STAKEHOLDER ENGAGEMENT**

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## **Introduction**

The ideas of social entrepreneurship are born according to the "bottom-up" approach. Usually, they arise from the direct interaction of a specific person with a problem and an effort to find the ways to solve it – through reflection, study of experience, and the search for resources. In many cases, social entrepreneurs do not have access to large resources. They articulate goals and inspire others to make significant social changes, and are able to persuade those with resources and power. Social entrepreneurs take direct action to promote social change using business approaches [1, p. 12].

The activity of social enterprises became especially important in the conditions of the beginning of the war in the east of Ukraine as a tool for the economic integration of internally displaced persons and veterans of the ATO/JFO. In the conditions of a full-scale war and post-war reconstruction, the relevance of social entrepreneurship will only grow.

Social entrepreneurship in the member states of the European Union develops in various forms, having a regulatory basis. The experience of the member states of the European Union highlights the importance of the development of the ecosystem of social entrepreneurship with the involvement of state bodies, public and business sectors for obtaining long-term and sustainable results [2, p. 51].

Changes in the development of social entrepreneurship, which took place under the influence of martial law, indicate an increase in the number of opportunities for support in the initiation and development of social enterprises through the provision of grants. A valuable aspect of changes in the development of social entrepreneurship

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under the influence of martial law occurred through the activation of the involvement of social entrepreneurs and their teams in solving social and humanitarian problems. Psychological support of social enterprise teams is relevant: increased self-efficacy, motivation, psychological resilience, leadership, communications will allow to use the reintegration potential of social entrepreneurship more effectively [3].

Social entrepreneurship is a vector for solving current social challenges of Ukrainian society that require quick and innovative solutions. The strategy for the reintegration of veterans should be aimed not only at separate individuals, but also at the formation of national security and the development of local potential. The process of reintegration can be effectively facilitated by the educational environment. An important role in the process of reintegration of veterans should be played by key stakeholders: the state, the public sector, business and education as a tool for raising awareness of social entrepreneurship, developing entrepreneurship skill and emotional intelligence, increasing motivation to create social enterprises by vulnerable segments of the population [4, p. 211].

An educational environment that creates conditions for a successful process of reintegration of veterans is favourable for the formation of professional competencies of veterans, thanks to which they will be competitive in the labour market [5].

In the following subsections, we will consider the case of the implementation of an educational training course on social entrepreneurship within the framework of the project "Social entrepreneurship studies in communities of Chernihiv region affected by the military aggression of the RF", implemented by the Agency for Regional Development of Chernihiv Region with the assistance of the United Nations Development Program (UNDP) in Ukraine with the financial support of the European Union, provided within the framework of the EU4 Recovery Project: Empowering Communities of Ukraine. Ten residents from seven communities of Chernihiv region (Pryluky, Nizhyn, Ivanivka, Mykhailo-Kotsiubynskyi, Ripky, Horodnia and Chernihiv) were selected to participate in the project; the priority right to participate was given to internally displaced persons, veterans and their family members.

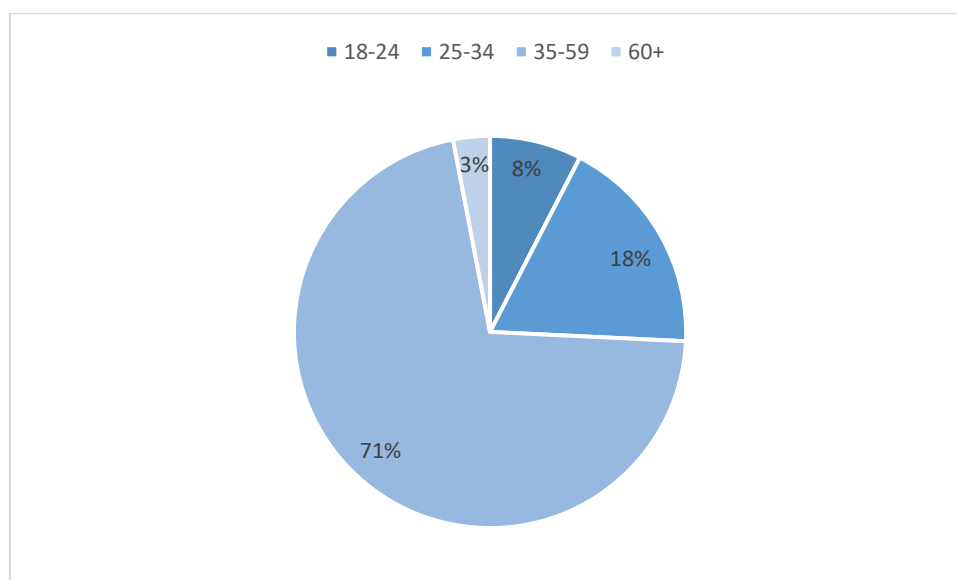


## **1.1. Characteristics of project participants "Social entrepreneurship studies in communities of Chernihiv region affected by the military aggression of the RF"**

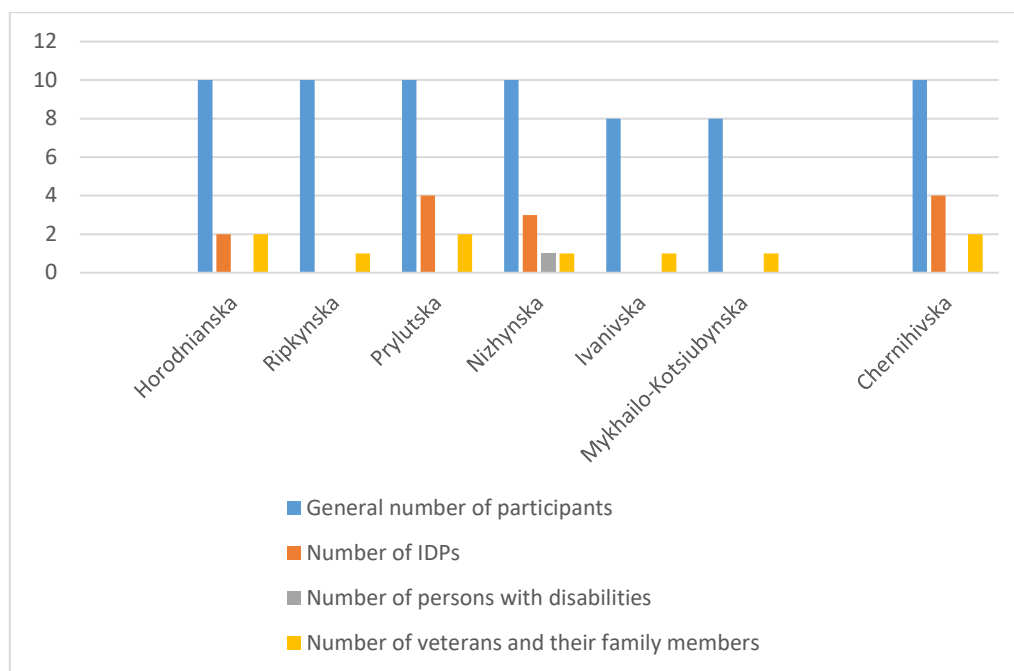
The project "Social entrepreneurship studies in communities of Chernihiv region affected by the military aggression of the RF" was implemented by the Agency for Regional Development of Chernihiv Region with the assistance of the United Nations Development Program (UNDP) in Ukraine with the financial support of the European Union, provided within the framework of the EU4 Recovery Project: Empowering Communities of Ukraine. Ten residents from seven communities of Chernihiv region (Pryluky, Nizhyn, Ivanivka, Mykhailo-Kotsiubynskyi, Ripky, Horodnia and Chernihiv) were selected to participate in the project. The priority right to participate was given to internally displaced persons, veterans and their family members. The project involved an educational component (lectures, training courses, educational visits to social enterprises); accompanying and providing mentoring support to participants in the preparation of business plans of social enterprises; pitching – session and selection of projects of winners the of the competition for financing initiatives of social enterprises.

In this work, we will focus on the training component, which included 2 trainings: "How to start a social enterprise", "Marketing strategy and business planning in social entrepreneurship".

Fig. 1-2 show the characteristics of the training participants of the project "Social entrepreneurship studies in communities of Chernihiv region affected by the military aggression of the RF" based on the results of feedback questionnaires and registration forms filled out by 66 people. 56 women and 10 men took part in the training. Out of the total number of participants, 22 persons had experience in entrepreneurial activity; 21 persons – had experience in public activities.



**Fig. 1 - Age of participants in the "How to start a social enterprise" training**



**Fig. 2 - Quantitative composition of vulnerable population groups among the participants of the training "How to start a social enterprise"**

## 1.2. Results of training on starting a social enterprise

The training "How to start a social enterprise" was aimed at helping participants learn the skills of finding a social entrepreneurship idea, formulating the mission and



vision of a social enterprise, identifying resources and forming a team to start a social enterprise.

The training was designed to achieve specific goals:

- Acquisition of the ability to search for the idea of a social enterprise.
- Formulation of the mission and vision of the social enterprise.
- Acquiring skills in identifying resources for starting a social enterprise.
- Acquiring team building skills for starting a social enterprise.
- Stimulation of participants' motivation and confidence in starting their own

social enterprise.

To fulfil the training goal, the training tasks were defined as follows:

- help participants identify societal problems and needs that can be solved through social entrepreneurship;

- teach participants to analyse opportunities for creating a social enterprise;

- help participants formulate a mission and vision that defines the purpose and social impact of a social enterprise;

- teach the participants to determine the necessary resources for the realization of the idea of a social enterprise;

- form the ability to understand the importance of a team that will support and develop a social enterprise;

- facilitate the development of communication and teamwork skills by participants through interpersonal interaction;

- provide the possibility of practical work on the idea through exercises and discussions;

- encourage participants to develop faith in their own abilities and the importance of their social enterprise.

Short information blocks in the format of an interactive presentation were used during the training. Each block ended with a question from the participants and the trainers' answers to them. During the training, the participants worked on practical exercises:

- "Me and my role in social entrepreneurship."



- "Matrix for the search for the idea of a social enterprise, development of the idea of a social enterprise."

- "Formulation of the vision and mission of a social enterprise".

- "Elaboration of the circle of partners and the composition of the team of the social enterprise."

- "Determination of needs and resources for starting a social enterprise".

For the practical performance of the exercises, the participants were provided with appropriate handouts. Integral training tools included: getting to know the participants, developing group work rules, working in pairs and small groups, presenting the results of the participants' exercises with further discussion in a circle, final reflection and feedback from the participants. Affirmation cards were used for reflection.

As a result of the training, the participants developed ideas for their social enterprise, formulated the mission and vision of the social enterprise, determined the circle of partners and stakeholders for their own social enterprise, the composition of the team for starting a social enterprise, formed a list of necessary resources for starting a social enterprise.

Knowledge received as a result of the training:

- Understanding the process of creating a social enterprise: the steps required to create a social enterprise, from finding an idea to launching it.

- Understanding the mission and vision of a social enterprise: the importance of mission and vision in social entrepreneurship, formulas and principles of formulating the mission and vision of a social enterprise, examples of missions and visions of a social enterprise.

- Understanding the canvas of a social enterprise and its structure.

- Understanding the resources needed to start a social enterprise, how to find and mobilize resources for your social enterprise, including financial, human and material resources.

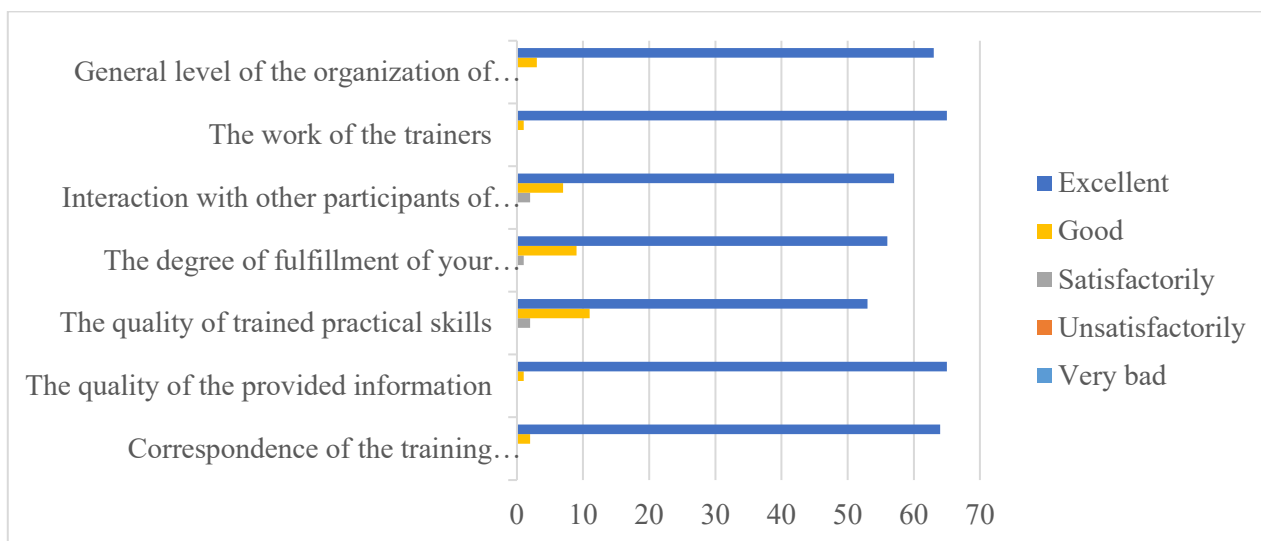
- Knowledge of team building: how to select and motivate team members to successfully create a social enterprise.

Skills acquired as a result of the training:

- Idea search skills: the ability to choose ways to search for an idea for a social enterprise, as well as to analyse needs and opportunities.
- Ability to formulate the mission and vision of a social enterprise.
- Resource planning skills: how to plan and manage the resources needed to realize one’s own idea.
- Communication and team building skills.

Fig. 3 presents the evaluation of the quality of the training by the participants based on the analysis of the answers to the feedback forms according to the following parameters:

- Correspondence of the content of the training to the stated topic;
- Quality of provided information and knowledge;
- Quality of practiced skills;
- Degree of fulfilment of expectations and achievement of learning goals;
- Interaction with other training participants;
- Trainers' work;
- General level of training organization.



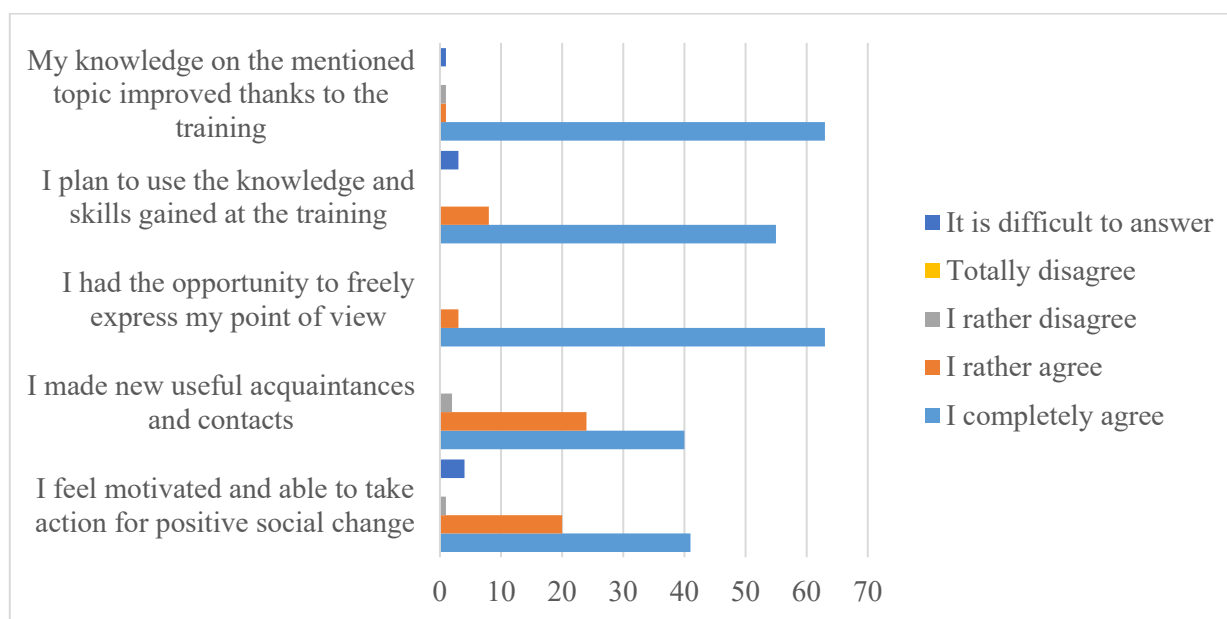
**Fig. 3 - Analysis of participants' answers to the question "Please rate this training on a 5-point scale"**

From the analysis of the answers, it can be seen that a significant majority of the

participants evaluated the training according to all the specified parameters (compliance of the content of the training with the stated topic; quality of the provided information and knowledge; quality of practiced skills; degree of fulfilment of expectations and achievement of training goals; interaction with other participants of the training; work of trainers; general level of training organization) on a 5-point scale as "5, excellent".

Fig. 4 shows the evaluation of the training quality by the participants according to the following characteristics:

- Motivation and ability to act for the purpose of positive social changes.
- Ability to establish new useful acquaintances and contacts.
- Ability to freely express one's point of view.
- The intention to use the knowledge and skills acquired during the training in further activities.
- Higher level of acquired knowledge on the topic of starting a social enterprise thanks to the training.



**Fig. 4 - Analysis of participants' answers to the question "To what extent do you agree or disagree with the statements"**

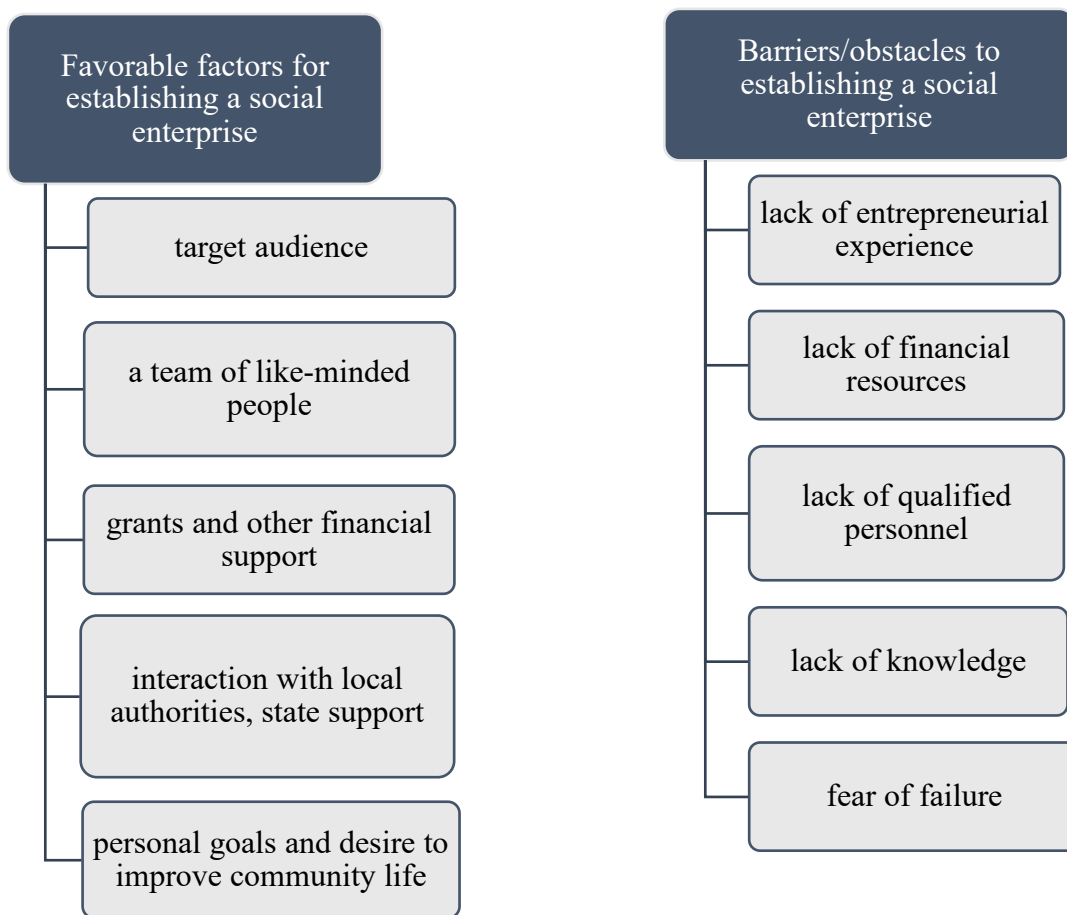
The analysis of participants' answers shows the generally high quality of the training. In general, the majority of participants stated that they were motivated and





capable of taking action for the purpose of positive social changes after participating in the training (about 62% of the answers - "completely agree" and 30% of the answers - "rather agree", 2% - "rather disagree" and 6% participants could not answer). The vast majority of participants managed to establish new useful acquaintances and contacts thanks to participation in the training (over 60% of answers - "completely agree" and 37% of answers - "rather agree", 3% - "rather disagree"). All participants had the opportunity to freely express their point of view during participation in the training (95.5% of answers - "completely agree" and 4.5% of answers - "rather agree"). The vast majority of participants indicated their intention to use the knowledge and skills acquired during the training in their future activities (83% of answers - "completely agree", 12% of answers - "rather agree", 5% of participants could not give an answer). Almost all participants noted that the level of knowledge on the topic of starting a social enterprise increased thanks to the training (95.5% of answers - "completely agree", 1.5% of answers - "rather agree", 1.5% - "rather disagree" and 1.5% of participants could not give an answer).

A generalized analysis of the participants' feedback based on the analysis of the answers to the question "Please comment on which factors are favourable for you to establish a social enterprise and which barriers/obstacles exist to your establishment of a social enterprise" is presented in Fig. 5. The participants attributed the following to the above-mentioned factors: target audience, team, financial resources, personal goals and desires, community needs, interaction with local authorities, experience, inspiration, lack of a large number of small and medium-sized enterprises in the community, like-minded people with common goals, state support, tax benefits, desire to improve community life, etc. Among the participants' answers to the question "Please comment on what are the barriers/obstacles to your establishment of a social enterprise" the most common are: lack of financial resources, lack of entrepreneurial experience, lack of knowledge, fear of taking risks, lack of qualified personnel, fear of failure, misunderstanding between interested parties, lack of time, etc.



**Fig. 5 - Main favorable factors and barriers/obstacles to establishing a social enterprise, according to the training participants**

### 1.3. Results of training on business planning and marketing strategy of a social enterprise

As a continuation of the social entrepreneurship training course, there was the next training "Marketing strategy and business planning in social entrepreneurship". The purpose of this training was to help the participants learn business-planning skills, drawing up a business plan for a social enterprise, strategic thinking skills, defining the target audience and forming a value proposition.

The training was aimed at achieving such goals as:

- Development of participants' skills in drawing up an effective business plan that takes into account the specifics of a social enterprise.



- Development of strategic thinking skills and the ability to adapt one's own marketing strategy to changing conditions.

- Mastering the tools for determining the target audience of one's own social enterprise.

- Mastering the methods of forming a value proposition for a social enterprise.

The tasks of the training were:

- Provide participants with a clear and practical understanding of marketing strategy and business planning in the context of social entrepreneurship.

- Help participants master the components of marketing strategy, such as market analysis, target audience, competitive environment and brand positioning.

- Provide participants with tools and opportunities to master the ability to draw up a business plan for a social enterprise.

- To help the participants master the methods of determining the target audience and conduct exercises on its segmentation.

- Help participants create a value proposition for a social enterprise that meets the needs of the target audience.

- Create a space for group discussions and exchange of ideas for the practical application of participants' knowledge and development of their skills in marketing strategy and business planning in social entrepreneurship.

The content of the training program includes four blocks (Fig. 6):

1) Expenses, income and profit formation of a social enterprise.

2) Business plan for a social enterprise. The structure of the business plan.

3) Marketing strategy of a social enterprise.

4) Social enterprise communications strategy.

The training toolkit included multimedia presentations, cases and examples, handouts (cost and revenue structure template, business plan builder template, customer avatar template, value proposition template), group discussions, individual work with templates followed by presentation and discussion, including comments from coaches, reflections.



Block 1 Costs, income and profit formation of a social enterprise	Block 2 Business plan for a social enterprise. The structure of the business plan
<ul style="list-style-type: none"> <li>• The nature of expenses and income.</li> <li>• Classification of expenses.</li> <li>• Spending behaviour.</li> <li>• Revenue channels.</li> <li>• Income from sales.</li> <li>• Operating and net profit</li> <li>• Marginal profit.</li> <li>• Practical exercise "Structuring the costs and revenues of a social enterprise."</li> </ul>	<ul style="list-style-type: none"> <li>• Main sections.</li> <li>• Investment attractiveness of the project.</li> <li>• Financial plan.</li> <li>• Breakeven point.</li> <li>• Workshop on working with a business plan designer template.</li> </ul>
Block 3 Marketing strategy of a social enterprise	Block 4 Communication strategy of a social enterprise
<ul style="list-style-type: none"> <li>• Target audience and value proposition.</li> <li>• Marketing research and their formats.</li> <li>• Jobs to be done research.</li> <li>• Practical exercise "We make an avatar of an ideal client of a social enterprise."</li> <li>• Practical exercise "Development of a value proposition".</li> </ul>	<ul style="list-style-type: none"> <li>• Positioning and brand platform. Brand message and insight.</li> <li>• Review of cases.</li> <li>• Practical exercise "Defining insight and messages for the communication strategy of a social enterprise".</li> </ul>

**Fig. 6 - Training program "Marketing strategy and business planning in social entrepreneurship"**

As a result of the training, the participants developed ideas for their social enterprise, formulated the mission and vision of the social enterprise, determined the circle of partners and stakeholders for their own social enterprise, the composition of the team for starting a social enterprise, formed a list of necessary resources for starting a social enterprise.

As a result of the training, the participants got to know about:

- What is a business plan and why can't there be a "standard" business plan? What is the main task of the business plan?

- What resources must be mobilized to start a new business? What do you need to know about costs and their behaviour? How to calculate the price and determine the sales volume?

- What is the difference between income and profit? How to calculate operating and net income and what taxes will you pay?

- What is the break-even point, how and why is it calculated?



- What is the payback period and investment attractiveness of the project? What do you need to know about the risks?

- Algorithm for drawing up a business plan and an effective resume.

- What are the types of research and their role in creating a business strategy?

- How to define an ideal client? How and why to segment the target audience?

- What is a brand message and why should insight be defined?

- How to find a match between the product and the needs of the target audience.

Participants of the training learned:

- business plan drafting techniques: participants acquired the skills of creating a business plan for a social enterprise, including strategy development, definition of goals and objectives, formulation of the enterprise's mission and strategic goals.

- algorithm for drawing up a business plan: participants received a specific algorithm for creating a business plan for their social enterprise.

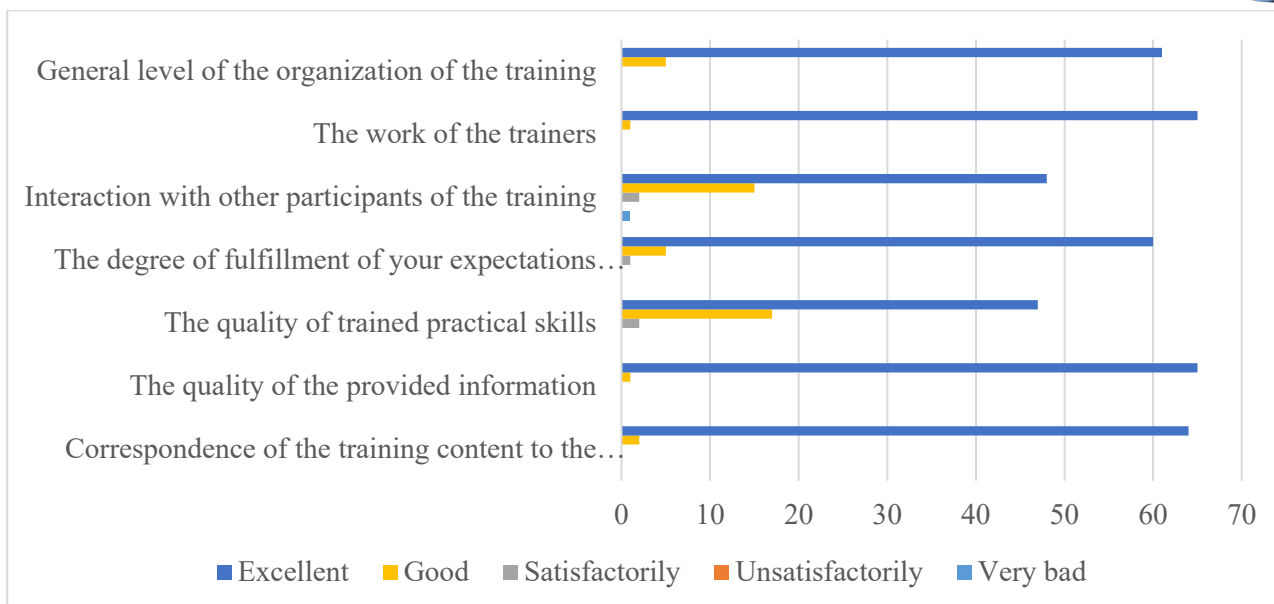
- to use financial planning tools: participants mastered the methods of calculating expenses, income and understanding the difference between income and profit. They also learned how to calculate the break-even point.

- to create a business strategy: the participants learned to define the target audience, segment the market, develop a value proposition and a brand message.

- to define the ideal client: the participants learned to define the ideal client, understand his needs and identify the correspondence between the product and the target audience.

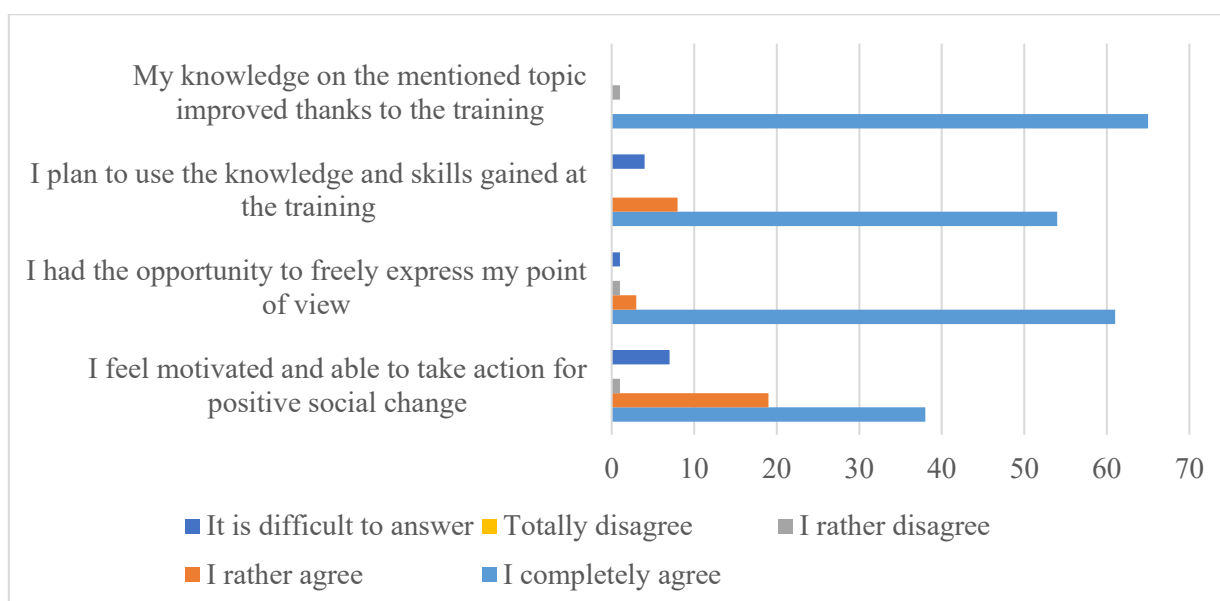
Fig. 7 presents the assessment of the quality of the training based on the analysis of the participants' answers to the feedback forms.

From the analysis of the answers, it can be seen that a significant majority of the participants evaluated the training according to all the specified parameters (compliance of the content of the training with the stated topic; quality of the provided information and knowledge; quality of practiced skills; degree of fulfilment of expectations and achievement of training goals; interaction with other participants of the training; work of trainers; general level of training organization) on a 5-point scale to "5, excellent".



**Fig. 7 - Analysis of participants' answers to the question "Please rate this training on a 5-point scale"**

Fig. 8 demonstrates the evaluation of the training quality by the participants.



**Fig. 8 - Analysis of participants' answers to the question "To what extent do you agree or disagree with the statements"**

The analysis of participants' answers shows the generally high quality of the training. In general, the majority of participants stated that they were motivated and capable of taking action for the purpose of positive social changes after participating



in the training (69.5% of responses - "completely agree", 29% of responses - "rather agree", 1.5% - "rather disagree"). Participants generally had the opportunity to freely express their point of view during the training (94% of answers - "completely agree", 4.5% of answers - "rather agree", 1.5% - "rather disagree"). Almost all participants noted an increase in the level of acquired knowledge on the topic of starting a social enterprise thanks to the training (98.5% of answers - "completely agree", 1.5% - "rather disagree"). The vast majority of participants indicated their intention to use the knowledge and skills acquired during the training in their future activities (82% of answers - "completely agree", 12% of answers - "rather agree", 6% of participants could not give an answer).

According to the results of the training, the participants filled out the separate components of the business plan according to a specially developed design template: the structure of business costs and revenues, the chosen marketing strategy, the defined client profile.

The final goal of the training is the development by the participants of a business plan for testing the business idea of social entrepreneurship. An important stage in achieving this goal is the creation of an effective business model. It is the modelling of decisions about starting and developing one's own business that creates an important informational and methodological basis for the entrepreneur to make important management decisions. A social entrepreneur will be able to clearly imagine the importance of creating a business model if he/she tries to explain the business idea with the help of graphs and diagrams. It is in this form that thoughts and plans acquire real features that will be understood by other subjects of the business environment, and that will help the social entrepreneur to quickly and effectively make management decisions.



## **Conclusions.**

Reintegration of servicemen, veterans and their family members is one of the urgent problems of modern society. Promoting the active reintegration of military personnel, veterans of the Russian-Ukrainian war (ATO/JFO) and their family members is possible by providing effective social-psychological support and self-employment through inclusion in the process of creating one's own social enterprise. The synergistic effect of state-community-business-education cooperation turns veteran social enterprises into a significant sector of the social economy, which creates opportunities for the formation of social capital.

It is important to raise awareness of social entrepreneurship, popularize its ideas and essence, and inform entrepreneurs, public activists, veterans and their family members that social entrepreneurship is a promising field. For this purpose, it is worth scaling up such projects as the considered case study of "Social entrepreneurship studies in communities of Chernihiv region affected by the military aggression of the RF" in order to popularize it. A good practice could be the creation of online platforms at the community level, where useful information about social entrepreneurship, local opportunities and potential partners would be presented.