

In order to combat social inequality is not enough just to educate

## **Social entrepreneurship as an opportunity system**

by

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An employment opportunities system is critical to take advantage of the best trained generation in Europe. But with the recession and the austerity policy pursued in the Southern European countries and Ireland, there is a bottleneck in the process of jobs creation to absorb young people coming out of universities, thus persisting, for example in Portugal, the levels of social inequality. In our view, in countries like Portugal, it will be via social innovation and entrepreneurship that in the next decade policies to combat social inequality will develop, leading to increases in the level of sustainability and social cohesion.

In the context of a massive social inequality, social innovation and entrepreneurship is one of the key instruments for the creation of employment opportunities. As seen in Portugal, the persistence of social inequality shows that the problem is not structural. It was not the economic crisis, nor the Economic and Financial Assistance Program (PAEF), negotiated with the Troika, which increased social inequality. Rather, social inequality has remained the logo of the last decade in more or less stable levels despite the raising of life.

Magalhães (2013)<sup>2</sup> makes the collection of data on social inequality and

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compares Portugal, Spain, Greece, Italy, Cyprus, and Ireland (up to 2011) - all countries in fiscal adjustment in some cases extreme adjustments, particularly between 2011 and 2013 – including also the average for the 27 EU countries.

Figure 1 compares countries and years, in terms of the percentage of the population who are at risk of poverty or social exclusion, namely that: (1) living with an income (after social transfers) below 60% of the median; or (2) living in severe material deprivation conditions (unable to pay for at least 4 of 9 essential consumer items), or, (3) living at home in part-time low work intensity.

In all these countries, the percentage of people at risk begins to increase in 2009 (Ireland), 2010 (Spain, Cyprus) or 2011 (Greece, Italy), not coming down until the most recent year (2012), at least in the majority of them. In Portugal it was not so. Since 2006, the evolution has no clear trend, and the value of 2012 (about 25%) is close to what it was in 2006 and is slightly above the average of the 27 EU countries.

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<sup>2</sup> <http://www.pedro-magalhaes.org/wp-content/uploads/Figure-3.png>, accessed on December 31 2013

**Figure 1: at risk of poverty or social exclusion**  
(% of population; Eurostat)

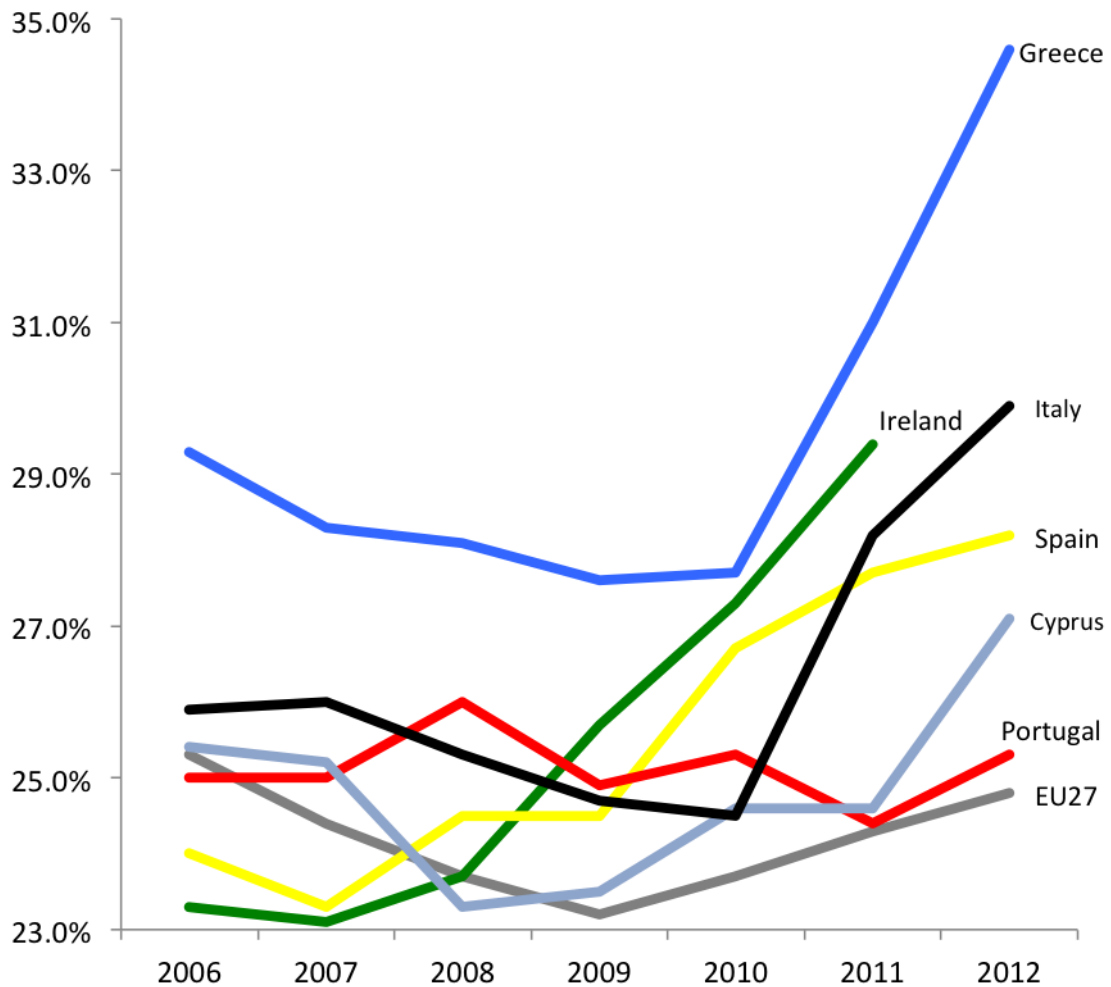
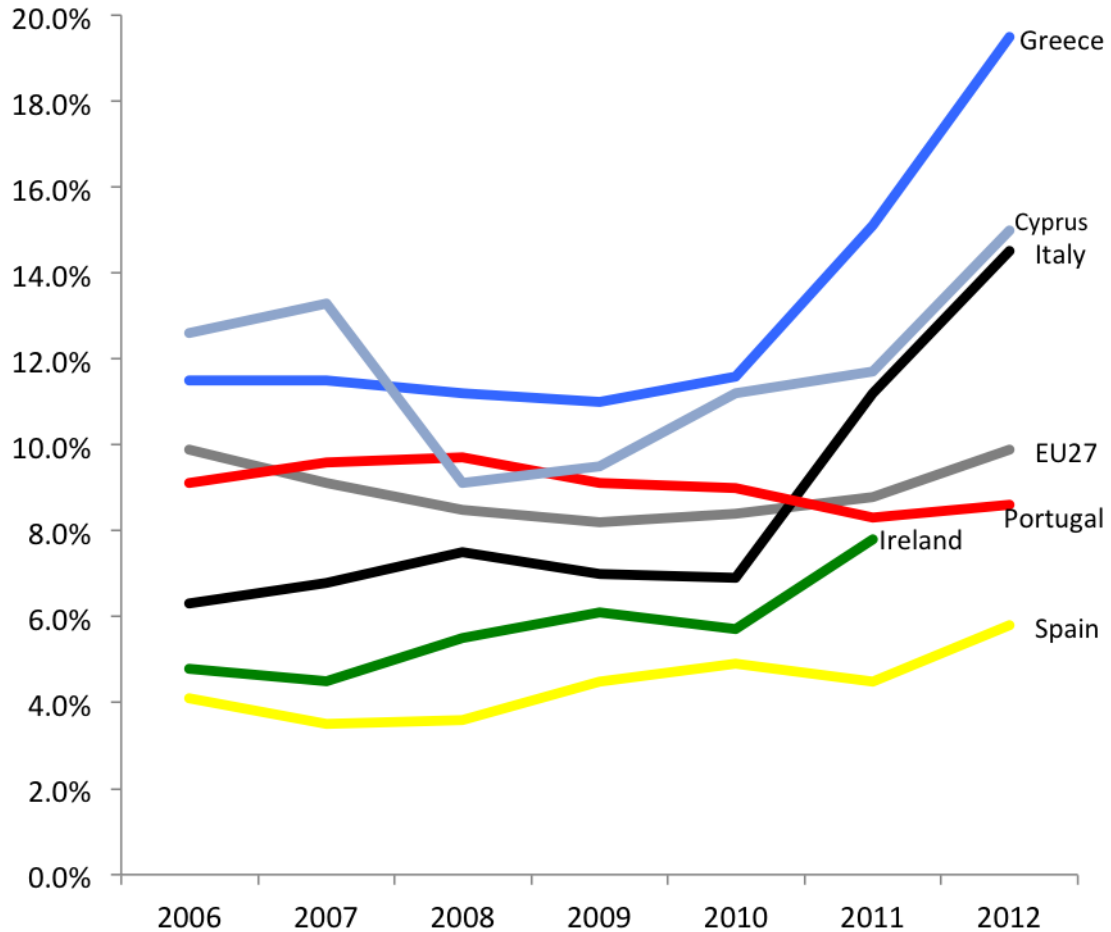


Figure 2 focuses on one of the indicators used to estimate the percentage of people at risk of poverty or social exclusion, of the "severe material deprivation condition."

In this case we noticed the same trend. Spain stands out by having lower values than the other countries, but still rose from 4.1% in 2006 to 5.8% in 2012. Portugal on the other hand reaches 2012 with a lower percentage than in 2006, from 9.1% to 8.6% (with the associated error, there is no significant difference from 2006 to 2012).

**Figure 2: In a situation of severe material deprivation**

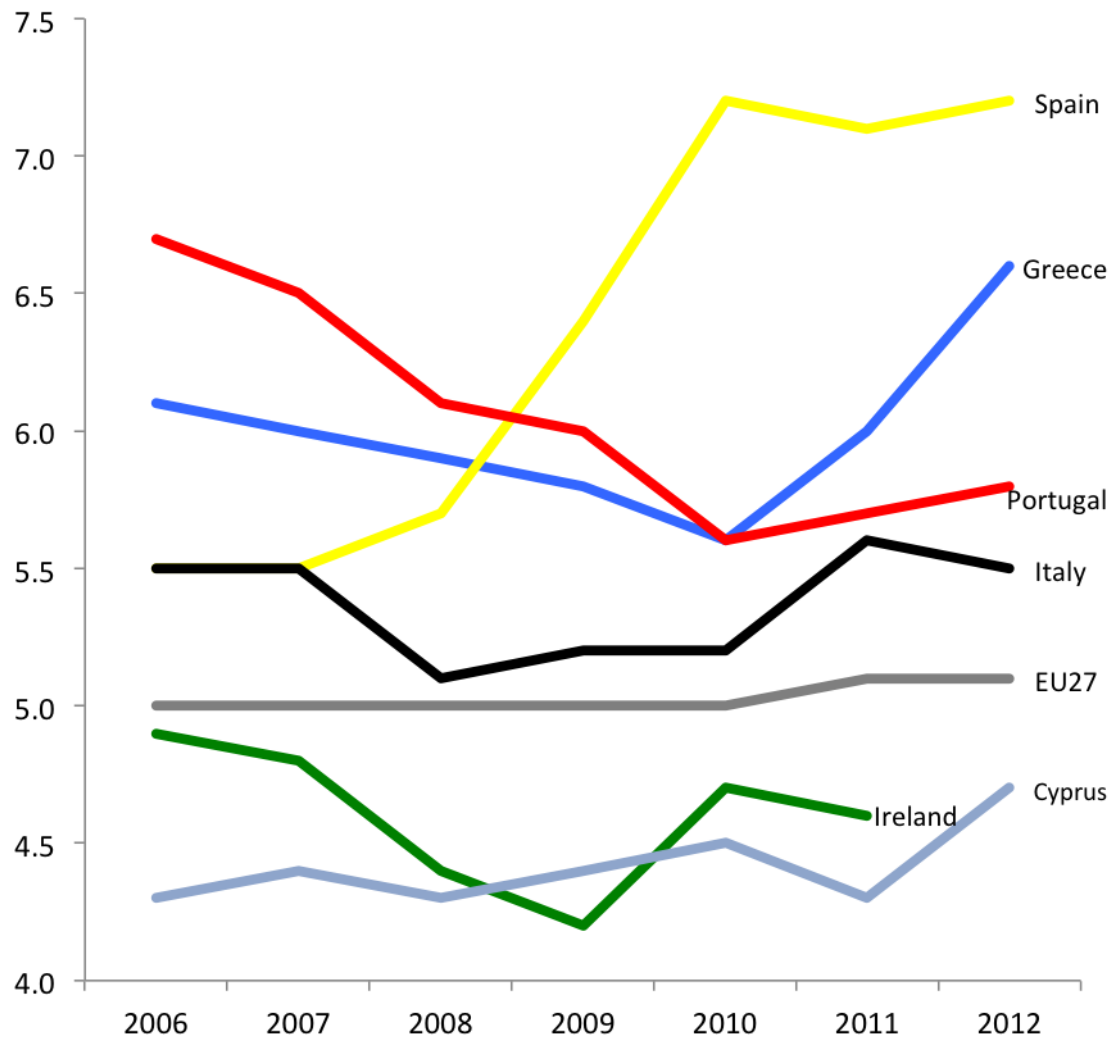
(% of population; Eurostat)



Finally, inequality. Figure 3 measures the ratio of income accruing to the richest 20% and the poorest 20% of the population. We can notice that the income ratio is higher in all countries since the beginning of the crisis in 2008, with the exception of Portugal where there was an adjustment toward a more equitable income distribution. Portugal starts of in 2006 in a very serious social context situation - the most unequal of the six countries compared. Note that Portugal is, in fact, the more unequal the EU27, after Latvia. However, in 2012 Portugal was clearly less unequal than Spain and Greece, and closer to Italy, Cyprus or Ireland than it was at the beginning of the period. Much of this is due to decrease in income inequality adjustment until

2010. Although there was an increase in 2011 and 2012, this increase was less pronounced than in Spain or Greece.

**Figure 3: Income quintile share ratio (Eurostat)**



José Justino suggests some caution in this reading of the previous charts, for cautioning the following facts:

1. The EU-SILC data used are estimates for 2012 on statistical information 2011. Have the effects of austerity in Portugal been more delayed than in the other countries under bailout? Maybe, but even so, the explanation is not satisfactory.
2. The effect of austerity was felt mostly on the middle class sparing the most disadvantaged social groups.

3. The rate of poverty risk is calculated on the 60 % of median income. If this dropped, then the threshold has also lowered, mitigating the effects of increased poverty.

4. Since the 80s the indicator of inequality of income distribution has not changed significantly for Portugal, largely because the compensation structure is strongly constrained by the strongly uneven distribution of educational levels. I think this last indicator turns out to be as the most decisive.

But the fact is the indicators and the Gini coefficient in Portugal show that, contrary to what happens in other countries in adjustment, inequality has not worsened since 2006, and that its opposite is also true, despite the increase in standard of living after entering the country in the Economic and Monetary Union. What is found is resistance - relative stability in the levels of inequality, despite the very high levels of growth in average income.

Therefore, following the reasoning of José Justino<sup>3</sup> the problem in Portugal derives not from the situation, but there is an underlying problem unresolved. The issue of social inequality in Portugal is a structural, persistent and old problem. The factors that sustain inequality in Portugal are several. But the biggest problem remains the education and vocational training. The greatest inequality in Portugal is the difference in education training among the various social strata: the upper classes have higher level of education than the lower classes.

The network of Public Schools, which supported the idea of progress in the triumphant liberalism of the nineteenth century, was intended to form free citizens and above all to give tools so that citizens could enjoy the freedom and opportunities that the new social order and liberal economy provided. The idea of the Public School, implemented by liberal and urban elites of the nineteenth century stemmed from the assumption that progress was linked to the enhancement of human capital.

There was a noticeable resistance of the old regime and agricultural landowners to the public school and compulsory education for, already in the nineteenth century, it was a passport for emigration as there were no

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<sup>3</sup> <http://www.youtube.com/watch?v=DSY5WPfM7AQ>, accessed on December 31 2013.

opportunities for the more educated or trained. It is the left, the social democrats, who see the Public School as an instrument of social equality already in the twentieth century and especially after World War II.

In Portugal, policies were implemented from the time of the establishment of the Portuguese Constitution of 1976. But what is found is that investment in public schools did not change the structural situation of social inequality in Portugal. That did not happen because to fight social inequality, producing qualified human capital is not enough. The ability of society to produce opportunities where well-trained human capital can be leveraged is also necessary.

What's striking now is that new generations, much more qualified than previous generations, do not have jobs, nor is there an intergenerational solidarity, as the previous generation is not willing to let go of the places occupied in the wake of the triple revolution technology (banking, digital and internet) at the end of the last century.

The Portuguese society ages and fails to generate employment opportunities and work for new generations - as has already happened in the nineteenth century rural Portugal where the landowning aristocracy did everything to close the schools in the districts. It is that which leads to the maintenance of inequalities in the country. Now, as two hundred years ago, many young people - especially the most qualified, also always accompanied by the scum of the country (the Portuguese are currently the second largest foreign community in UK prisons, immediately after the Polish)<sup>4</sup> - choose to emigrate.

The opportunities system is now a disincentive to students and so it is critical that public policies begin to take a sustainable response, maintaining social cohesion - creating positive expectations and an open and non-discriminatory opportunities system, rather than allowing the evident increase in school dropout rates due to lack of expectations and opportunities. But as we can

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<sup>4</sup> It is interesting to notice that between 2011 and 2012 period, despite the economic crisis, criminality indexes in regards to Portugal were substantially decreasing, opposing to Portuguese emigration criminal values, which shows emigration phenomenon is at the social pyramid basis.

see from the last forty years, public policies are not enough to correct the level of social inequality.

For Portugal to stop being one of the most unequal countries in the European Union, social entrepreneurship and social-public partnerships can be an essential answer because they can extend the creation of opportunities maintaining social cohesion and create incentives to education and training that can ensure that there is a decrease in the resistance to the decrease of social inequalities.

And it has to be necessarily through social entrepreneurship and innovation that this can be done. The stranglehold of the private sector - given the soaring taxes - and tax persecution of entrepreneurs - that go bankrupt because of the recession caused by unbalanced austerity measures - do not allows to foresee the creation of new opportunities in a significant number in the private sector. In the public sector, we are not likely to witness in the coming decades, Keynesian policies of public investment and job creation in sufficient numbers to ensure opportunities for the young graduates who continue to come out of universities, but to Regional Innovation Systems and Knowledge Spillover Social Entrepreneurship policies, instead.

### **Regional Innovation Systems, Social Innovation Systems and Learning Regions**

EU Policy-making, Knowledge Economy and Regional Innovation Systems (RIS) are being researched with the aim of improving R&D and Innovation Investments and translate them into economic and employment growth in a sustainable and convergent way. However, EU<sup>5</sup> context is far from convergence at country-based innovation level and is experiencing a transitional macro referential change from an economy based on natural resources and physical inputs to one based on knowledge, intellectual assets, technology market transfer processes and commercialization of innovation.

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<sup>5</sup> EU is the European Union. Available from: (<http://europa.eu/>) [Accessed 13 March 2013].



Moreover, international overview based in EU and A.P.E.C.<sup>6</sup> countries had been risen the priority of studying, and optimizing Regional Innovation Systems, and also the need to overcome the “European Paradox” and the role of Regional Innovation Systems (RIS), translating R&D investments into economic and employment growth, as well as the necessary changes on EU policies.

While the full comprehension of the RIS structure and respective mapping of inputs, outputs and hidden variables, in order to foster optimization and provide an empirical model on Regional Innovation System is being aimed as top priority to push discussion and implications regarding knowledge Economy processes and Policy-Making recommendations in the EU context, the lack of social equalitarian systems for in distributing core resources and opportunities shows how important this “social factor”.

The creation of equalitarian opportunity systems that ensure distribution of resources and talent capabilities is absolutely critical for the following reasons.<sup>7</sup>

In first, education policy-making and investment is contributing for the creation of one of the best prepared European generations of all times, but the return on investment in result of the creation of knowledge based sustainable competitive advantages is depending on equal contextual opportunities.

Secondly, economic recession context and austerity policies adopted in response to the debt and currency crisis of the past five years is driving Eurozone countries into a protracted period of deepening poverty, mass unemployment, social exclusion, greater inequality, and collective despair, preventing to reach enough job opportunities to absorb university youth talent. Thirdly, to diminish social inequality gaps and fourthly to increase social cohesion and sustainability.

In one hand, there is empirical evidence showing that Innovation could effectively be managed in a regional scope, due to localized nature of sources of competitive advantages, technological transference knowledge, new

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<sup>6</sup> A.P.E.C. is Asia-Pacific Economic Cooperation (APEC) is a forum for 21 Pacific Rim countries (formally Member Economies) that seeks to promote free trade and economic cooperation throughout the Asia-Pacific region. Available from: (<http://www.apec.org/>) [Accessed 20 April 2013].

<sup>7</sup> Regional Innovation Systems and Policy-Making at the European context is being discussed in Filipe Castro Soeiro’s doctoral studies at University of Beira Interior and University of Évora consortium.

business formation and local innovation capabilities and processes. Considering empirical research models and operational datasets available concerning NEG (New Economic Geography), Knowledge Production Function, Knowledge Spillover Theory of Entrepreneurship and other “Endogenous Growth” theories, and RIS (Regional Innovation Systems) theoretical models, there is still room for improvement regarding empirical models research.

In addition, contextual social innovation learning regions’ models have been designed and tested, arguing that the contextual success of organizations depends on their ability to design themselves as social learning systems and also to participate in broader learning systems such as a sector, an industry, a region. These models explore the structure of social learning systems and approach three constitutive elements: communities of practice, boundary processes among these communities, and identities as shaped by participation of others in these systems.<sup>8</sup>

### **Sapana or the Nepali dream<sup>9</sup>**

Sapana.org is a NGDO<sup>10</sup> based in Portugal that bridges its operations between Portuguese context<sup>11</sup> and India since 2010 and focus its core activities on social innovation, in alignment with social and economic sustainability’s ethics referential<sup>12</sup> and has been fostering to implement social

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<sup>8</sup> See Communities of Practice and Social Learning Systems, Wenger, E. Journal of Organization, January 2014, 21 (1).

<sup>9</sup> “Sapana” means dream in Nepali.

<sup>10</sup> Sapana is a Non-Governmental Development Organization (NGDO), that is a legal status of public utility in the Non Profit Sector. See more information on: [www.plataformaongds.pt](http://www.plataformaongds.pt).

<sup>11</sup> The concept of social model and social enterprise is not clearly defined in the Portuguese context, given the variety of dimensions that exists within the sustainability definition. Sustainability has three existing dimensions: ethical social, economic and environmental. One of the best documents to explain this concept is a study sponsored by the United Nations, which focus on the relationship between economic development and contextual environment, entitled as “Our Common Future”; this text also known as “The Brundtland Report” supported to deceptively simple definition of sustainability: “meeting the needs of the present generation without compromising the ability of future generations to meet their needs.” The official UN definition of sustainability has three dimensions, or 3 pillars, also known as the “Three Es” of sustainability. These are environmental protection, economic development and social equity.

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innovation business modelling solutions to contextual problems and opportunities.

### **Ground for the Sense of Community**

Nepal and India are the countries in the world with the highest number of non-governmental organizations (NGOs) per square kilometer.<sup>13</sup> When Sapana's CEO<sup>14</sup> visited for the first time Asiatic region and went alone and as a mingler, opened to their traditions, beliefs and needs within the contextual antagonism was able to design a social value proposition focusing on communities' "wants". Nevertheless, the social business model initially addressed to provide technical consultancy value added activities to NGO's that had an extraordinary and impactful work in the community, showed to be inadequate very rapidly, as these hadn't basic needs fulfilled yet. Abraham Maslow argued it in his hierarchy of needs model, also known as Maslow pyramid, which follows a hierarchical division, meaning the needs of lower level must be satisfied before higher-level needs. In this sense, each one has to "climb" a hierarchy of needs to achieve its self-fulfillment.<sup>15</sup> In rural areas of these Asiatic countries, it is common the existence of non-drinkable water, there is no electricity, no agricultural techniques, lack of health systems and vaccines, which lead to the concept design of "Back to Basics" as value proposition of Sapana's business model. The same is happening in cities and is known as Urban Poverty<sup>16</sup> and the possibility of reversing the slum cycle or the cycle of poverty is powerful from the social development policy-making and strategic change point of view, while the concept of building the core pillars of the human existence in a community, has been tested also at Matara district, in India, by building eco-center and hostel facilities,<sup>17</sup> and by using materials and "natural" resources from contiguous regions, e.g., fishing villages, local

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<sup>13</sup> [www.wango.org](http://www.wango.org) (The World Association of Non - Governmental Organizations (WANGO) is an international organization linking NGOs worldwide in supporting the cause of advancing peace and global well being.

<sup>14</sup> Carolina Almeida Cruz is the CEO and founder of Sapana.

<sup>15</sup> Maslow defines a set of five requirements described in the pyramid: 1) physiological needs (basic), such as hunger, thirst, sleep, sex, excretion, shelter; 2) safety needs, ranging from simple necessity to feel safe inside a house the more elaborate forms of security as a steady job, a health plan or a life insurance policy; 3) or social needs of love, affection, affection and feelings such as belonging to a group or joining a club; 4) esteem needs, which include two aspects, the recognition of our personal capacities and recognition of others with regard to our ability to adapt to the roles we play and 5) self-actualization needs in the individual seeks to become what it can be .

<sup>16</sup> Urban Poverty has different nuances, but the most interesting in my opinion, is the construction of the "foundations" of a city in a slum (India). There is a special newspaper that advise and Monthly focuses on these issues.

<sup>17</sup> See <http://sapana.org/en/india/eco-tourism-and-appropriate-solutions/>.

people, as well as Sapana's resources to provide workmanship and develop learning and experience curves.

By empowering each individual, one ends reinforcing the empowerment of a group, and throughout the training processes of various groups, one is able to intervene in the community, implementing social innovation projects. Sapana's methodology lies on two complementary lines of action: Awakening (raise awareness) and Empowerment (empowerment) and is applied at the micro level - the individual, meso - the community, and macro - society. Being so, Sapana's workflow is implemented in a full and sustainable way.<sup>18</sup>

On the other hand, India's issues vis-à-vis Portugal matters. One in three of the world's poorest people are living in India, the world's second-fastest growing economy, according to a new study by the World Bank 2013.<sup>19</sup>

While latest figures show that the number of those in extreme poverty around the world (surviving with 82 pence per day or less) has declined significantly, India has now a greater share of the world's poorest people than it did thirty years ago. Although it was then the home to one fifth of the world's poorest people, today it accounts for one-third, about 400 million.<sup>20</sup>

### **The Portuguese pilot and the TLT Project<sup>21</sup>**

The extreme poverty in India is a striking issue, while in Portugal its "Achilles heel" is unemployment rate. In 2012, unemployment rate reached a record of 16.5%.<sup>22</sup> Nowadays, Sapana continues to carrying out its social innovation model in India at extremely poor communities, and in Portugal, focusing its competitive advantages and capacity-building work on individuals, who are in precarious employment situations, in order to prevent people from falling into

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<sup>18</sup>William Mikulas, in the *Journal of Consciousness Studies*, stated "In Western psychology, mindfulness and concentration are often confused and confounded because, although in the last few years there has been a moderate interest in mindfulness, there has not been a corresponding interest in concentration. Hence, many mindfulness-based programs are actually cultivating both concentration and mindfulness, but all results are attributed to mindfulness." \*\*\* I truly advice this reading : <http://www.wisebrain.org/papers/MindfulnessPsyTx.pdf>.

<sup>19</sup> Relevant articles to this topic: New Global Poverty Estimates, World Bank; 2) "Poverty Reduction.", [http://www.undp.org.in/whatwedo/poverty\\_reduction](http://www.undp.org.in/whatwedo/poverty_reduction); 3) "8 Indian states have more poor than 26 poorest African nations". The Times of India. 12 July 2010.; 4) "'More poor' in India than Africa". BBC News. 13 July 2010.; 5) India has one third of world's poorest, says World Bank (The Telegraph).

<sup>20</sup> Global Hunger Index Report 2011 \_ <http://www.ifpri.org/sites/default/files/publications/ghi11.pdf>.

<sup>21</sup> Project TLT means "Talentos em Livre Trânsito".

<sup>22</sup> <http://www.publico.pt/economia/noticia/desemprego-bate-novo-recorde-de-165-em-dezembro-segundo-eurostat-1582928>.

a state of extreme poverty. Hence, Sapana’s mission in Portugal is mainly focused on individuals (micro perspective).<sup>23</sup>

The project “Talentos em Livre Trânsito” (TLT) is a program that is divided into 12 steps, which are unfolded into 18 sessions, and composed of more 3 follow-up stages. The project sessions occur 2 times a week, after working hours, and with challenges posed between sessions. The follow-up actions occur on the 1<sup>st</sup>, 6<sup>th</sup> and 12<sup>th</sup> months after the end of process throughout in-house sessions, by using adequate key Performance Indicators (KPI’s). Applying an integrative methodology based on training and personal development tools, together with processes of mentoring, coaching and neuro-linguistic programming has been leading to the reinforcement of human resources and capabilities to social innovation implementation and change.

The program's methodology is based on 12 different steps of self-knowledge, trainings, workshops and action and empowering for an effective job search. The main steps are the following:

STEP	Step Name	6	Thematic Workshops
0	Registration and Questionnaires	7	CV + Cover Letter
1	Past and e Present	8	Interview and Group dynamics
2	Future	9	X Exchange + Opportunities
3	Mentors and Coaches	10	Recruiters
4	4Ss (SWOT, SPQ, SMART and TOWS)	11	Goals + Action Plan
5	Hard & Soft skills Assessment	12	Follow Up

Figure 4 – “Talentos em Livre Trânsito” Project’s Steps

<sup>23</sup> As Confucius said: “When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps”, and so Sapana.org built a methodology in micro strand (individual) in order to promote self-development, self-esteem and employability.

The first pilot edition of TLT Project was take place in September 2012 and showed the importance of self-knowledge of every human being. The better he/she knows himself, the more aware he/she is of his/her challenges and unique skills and capabilities.<sup>24</sup> The techniques used in the first four Step's approach distinctive areas of expertise such as: neuro-linguistic programming, Mindfulness<sup>25</sup>, Joanna Macy's (Spiral)<sup>26</sup>, meditation, coaching, theater forum, management tools adapted to a personal view, e.g., SWOT, TOWS and SMART analysis.

Other STEPs are focusing on empowering the Talent (unemployed person) for an active job, searching and/or creating his/her own project/job. Sapana's *modus operandi* works as an upward spiral (see Figure 5). Firstly, the need is analyzed and evaluated, i.e., the project's essence (ESSENCE), and one has to identify what we are the purposes and potential methodologies. Then, one has to design the concept and the brand (Concept Strategy), in this particular case was named as TLT, given its purpose, methodologies applied and key stakeholders. The next step is to experiment the concept, through the pilot edition (Check It), the fact that there are enough and representative number of candidate registrations to conceive a group, and the analysis of various groups of KPI's that had been outlined for TLT. The social innovation personal development model, can be than improved and its value proposition sold (Sell it) to social investors, in this particular case the Barclays Bank. This last process workflow is called "Gradient", which is in fact is an elementary piece of the innovation business model to support any type of social project.

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<sup>24</sup> Aristotle said that "Knowing yourself is the beginning of all wisdom" and we could not agree more.

<sup>25</sup> William Mikulas, in the *Journal of Consciousness Studies*, stated "In Western psychology, mindfulness and concentration are often confused and confounded because, although in the last few years there has been a moderate interest in mindfulness, there has not been a corresponding interest in concentration. Hence, many mindfulness-based programs are actually cultivating both concentration and mindfulness, but all results are attributed to mindfulness." \*\*\* I truly advice this reading : <http://www.wisebrain.org/papers/MindfulnessPsyTx.pdf>.

<sup>26</sup> Joanna Macy is an Eco-philosopher PhD, is a scholar of Buddhism, general systems theory, and deep ecology. A respected voice in the movements for peace, justice, and ecology, she interweaves her scholarship with five decades of activism. As the root teacher of the Work That Reconnects, she has created a groundbreaking theoretical framework for personal and social change, as well as a powerful workshop methodology for its application <http://www.joannamacy.net/theworkthatreconnects/the-wtr-spiral.html>.

In 2013 Sapana had implemented 7 project editions and in 2014 it tripled the investment and will implement as minimum 14 editions.

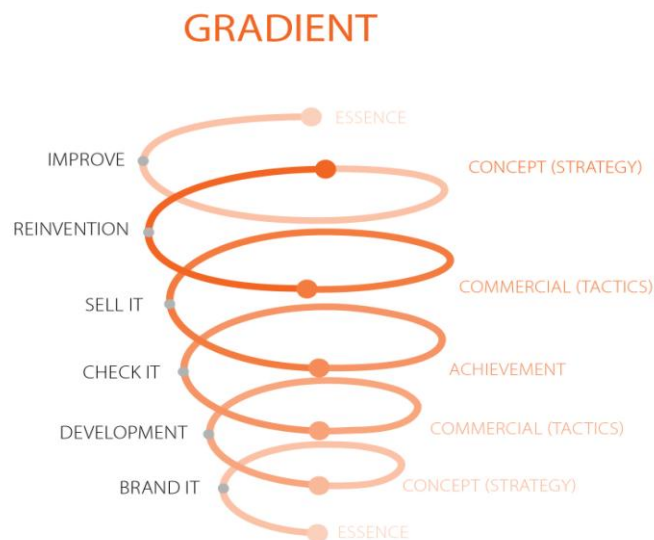


Figure 5 - Gradient Business Model's workflow powered by Sapana.org.

Gradient is authored by Sapana.org and has been the business model workflow used by the organization for the implementation of all its social innovation projects.

In more detail, its characterization workflow is in accordance with the following steps. (Essence) – concept definition strategic and commercial design - reach and expected results - sell- pilot edition – selling the project-to develop towards excellence and reinvent if necessary - to outline new business strategy, always in full alignment to the essence (which led Sapana to what it stands for. The business' workflow is thus based on the mission and vision of the project / organization.

### TLT Results

The TLT results' last year and its real impact on people's lives, can be shown in Figure 6. From the 85 "Talents" who completed the program, 58 achieved their goals, such as: working for others, create their own business, going

abroad to work or investing time in their studies in order to become more effective and valuable. Hence, success rate of the model is 68%. In 2014, Sapana will reinforce capabilities and sources of competitive advantages to support its social innovation model rate, by the contribution of entrepreneurial coaching and mentoring activities to support projects' implementation that "Talents" may conceive during the program or have already started, but to each they do not feel able to evolve to the next level.

2012/2013									
	EXTENDED VERSION				EXPRESS VERSION				TOTAL (8 Editions)
	TLT 1	TLT 2	TLT 3	TLT 4	TLT Express Porto	TLT Express Almada	TLT Express Aveiro	TLT Express Lisboa	
# of Talents who started the program	12	15	15	15	7	9	6	14	93
# of Talents who finished the program	10	15	14	13	7	8	6	12	85
# of Talents of achieved their goals*	7**	8**	6**	8	9	5**	5**	10	58
Total Investment in 2012-2013	39.630€								

2014									
Cities	EXTENDED VERSION			EXPRESS VERSION					
	Lisbon	Faro	Oporto	Lisbon	Castelo Branco	Santarém	Bragança	Porto	Évora
# of editions	3	3	1	2	1	1	1	1	1
Total Investment in 2014	100.000€								

Figure 6 - TLT Program in 2012-2013 and the next editions forecasted to 2014.

In short, "Back to Basics" concept proved to work in regional communities and TLT project proved to succeed with individuals. Thereafter, how can we justify sustainability, if the majority of third sector organizations are unable to focus and build in an effective and efficient mode their own social business models and management skills, even when it comes to basic concepts in these days, as for the internet or English? Therefore, there is a relevant social business opportunity that can be taken by this way, which Sapana is calling "MOOVER" way.

### The internationalization of the concept and third sector



The importance of the third sector is reflected in figures released by the Social Economy Satellite Account (2012). In 2010, this sector represented 2.8% of national GVA, 4.7% of total employment and 5.5% of gainful employment. The salaries paid out by Social Economy, accounted for 4.6% of total salaries, corresponding to an average remuneration of 4/5 throughout the Portuguese economy.

In 2010, this sector registered a net borrowing of 570.7 million euros. However, cooperatives, societies and the foundations of the Social economy showed net lending capacity. In 2010, there were 5.022 Private institutions of Social solidarity (IPSS), representing 50.1% of the GVA, 42.6% of remunerations and 38.2% the net borrowing of the Social economy (INE, 2013).

In this context, it becomes clear the need for all organizations, in particular organizations of the third sector, to develop new organizational social business formats and push a social culture of intervention tools usage, of administration and modern management to adjust to the society instability and changes.

Hence, the MOOVER training program aims to address the gap in the formation of leaders, managers and technicians of social organizations in the areas of management, sustainability, coaching and leadership. The training has as mission to promote more effective and efficient management within organizations. Thus, this training aims to empower the trainees to take actions to respond to the increasing complexity and challenges of these organizations, especially their financial sustainability given the scarcity of resources. The MOOVER training program (Pilot Edition) will be developed during 3 months, in 7 modules, 14 sessions in a total of 56 hours theoretical-practical steps. This program is based on two major axes:

- (1) Adapted Leadership to Coaching tools;
- (2) Management and Integrated Sustainability.

The first axis is based on listening as a means of learning, Leadership tools and the GROW model. This Model (Goals, Reality, Options, Will) is one of the most used Coaching models and studied at the global level. Its simplicity and

application make it ideal for the level of Coaching to be achieved with this program. The second axis, mostly with a focus on sustainability, project management, team management and integrated management with the concept and practice of SROI (Social Return of Investment), for further training of trainees in the management of their organization. Beyond these two axes, the outputs are also to be collected in module 1 and used to build the conceptual scheme around the issues mostly referred by trainees.

In the end, each participant focuses on one's Personal Organizational Development Plan (PDP/PDO), through the new innovative lenses acquired during the program. Based in these actions identified in the first module in the Pre-work, the PDPPDO will be designed and implemented.

This program defines several specific goals, such as: to promote the personal and professional development of the trainees; to empower the trainees regarding knowledge, techniques and Coaching and Leadership tools, so that they can help their own employees to develop their maximum potential to better achieve the outlined objectives; to develop leadership at the service of others and based on trust; to lead in an efficient manner, promoting the accountability of each one for their actions and outcomes; increase the capabilities and possibilities in social interventions, near their target audiences as a reference in a globalized and competitive world; empower the trainees of knowledge, techniques and organizations' management tools for optimizing the human, financial and logistics resources; knowing the planning cycles and how to perform a strategic, operational and action plan, monitored by relevant and consolidated KPI's; provide the organizations with specific knowledge and work tools that will allow to increase the quality of rendered services and to clarify the main areas of Sustainability and build strategies for their operationalization in organizations.

In MOOVER, the concepts of "Gradient", "TLT" and "Back to Basics", are highlighted and foremost as a support of the whole theory of this empowerment program, one of the largest sectors of the world economy (see Figure 7).

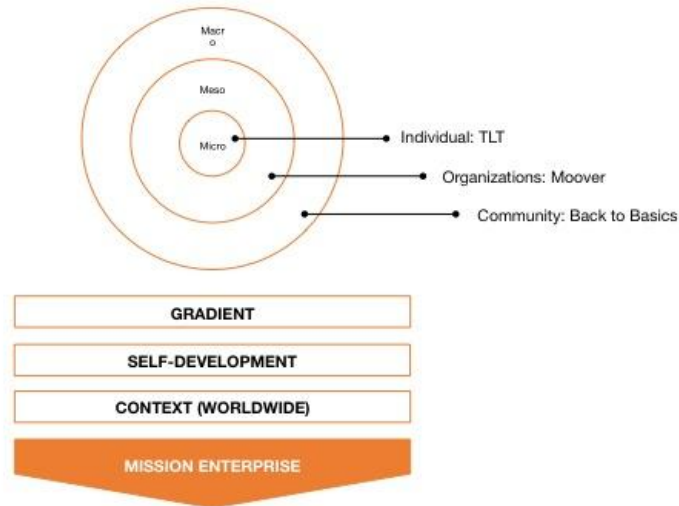


Figure 7 - Sapana Global Approach

## Conclusions and Final Remarks

To conclude, the creation of equalitarian opportunity systems that ensure distribution of resources and talent capabilities is absolutely critical to innovation and sustainable development and, on the other hand, investing in education is not enough to EU countries react and respond in order to decrease unemployment rates and foster GDP growth. As Muhammad Yunus said, there is the expression of selfishness and there is the expression of selflessness - but economists or theoreticians never touched that part. They said: "Go and become a philanthropist." This paper shows there is room to improve and that social innovation models can explore the structure of these social learning systems and offer value propositions to individuals, communities and sectors throughout "business based on selflessness" with social return of investment for the main key stakeholders. Besides, Regional Innovation systems and Knowledge Spillover Social Entrepreneurship policies are showing potential as sustainable solution types to ensure opportunity system.

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