

THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK

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NAME OF YOUR SOCIAL VENTURE: Food Wastage in Park Campus Restaurant

This is your final, summative, piece of work, which brings together all of the formative exercises and activities you have been completing and recording in your Journals. Using these resources, work through Unit 5, and go back to your [NetPositive](#) portfolio to update your profile and collate the feedback you have received and given in the Blogs/Journals in NILE, ready to populate the Social Venture Canvas.

AS1-Social Venture Canvas	60%
AS2- External Peer Feedback Exercise	30%

Social Venture Canvas

This is a poster-format product built around the investigation of a social problem, and acts to summarise the key thinking that leads to the proposed solution and how it is to be delivered and sustained. The poster will be backed up by evidence based on questions for each section of the canvas.

Report on External Peer feedback

You will be expected to create a public profile (either via a blog or a website- see details later) for the development of your social venture in the e-tivities of the Certificate and in the development of the Social Venture Canvas. You will be expected to present this information on pre-determined social media/crowdsourcing sites that provide external peer feedback and evaluation. You will be elicited feedback on your proposal from third parties and explain what you would do differently in the social venture, based on the feedback.

Submit your social venture information on any of the following crowd sourcing websites (which ever suits your purpose, and if they don't, find your own) and elicit feedback from people outside your immediate network. Record the feedback and provide one page of A4 (max 1,000

THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK

words) indicating what you would do differently if you undertook the Changemaker Certificate again, based on the feedback you have received.

How to complete the assessed work:

- Firstly you need to only put bullet points on the Social Venture Canvas.
- You will be going into more detail about these points on the following page in the relevant sections. (if the diagram is too complicated, just type all your answers with the questions on page 5 onwards) Click on the image and type in the appropriate boxes.
- When going into more detail about the points on page 2 onwards remember that you need to be as specific as possible. The more detail you put in the better grade you will get.
- Submit your social venture information on any of the following crowd sourcing websites (which ever suits your purpose, and if they don't, find your own) and elicit feedback from people outside your immediate network.
- Provide 3 examples of feedback that you have provided to fellow Changemaker participants' exercises and activities
- Record the feedback and provide one page of A4 (max 1,000 words) indicating what you would do differently if you undertook the Changemaker Certificate again, based on the feedback you have received.

Crowdsourcing and external feedback sites

<http://www.changemakers.com/>

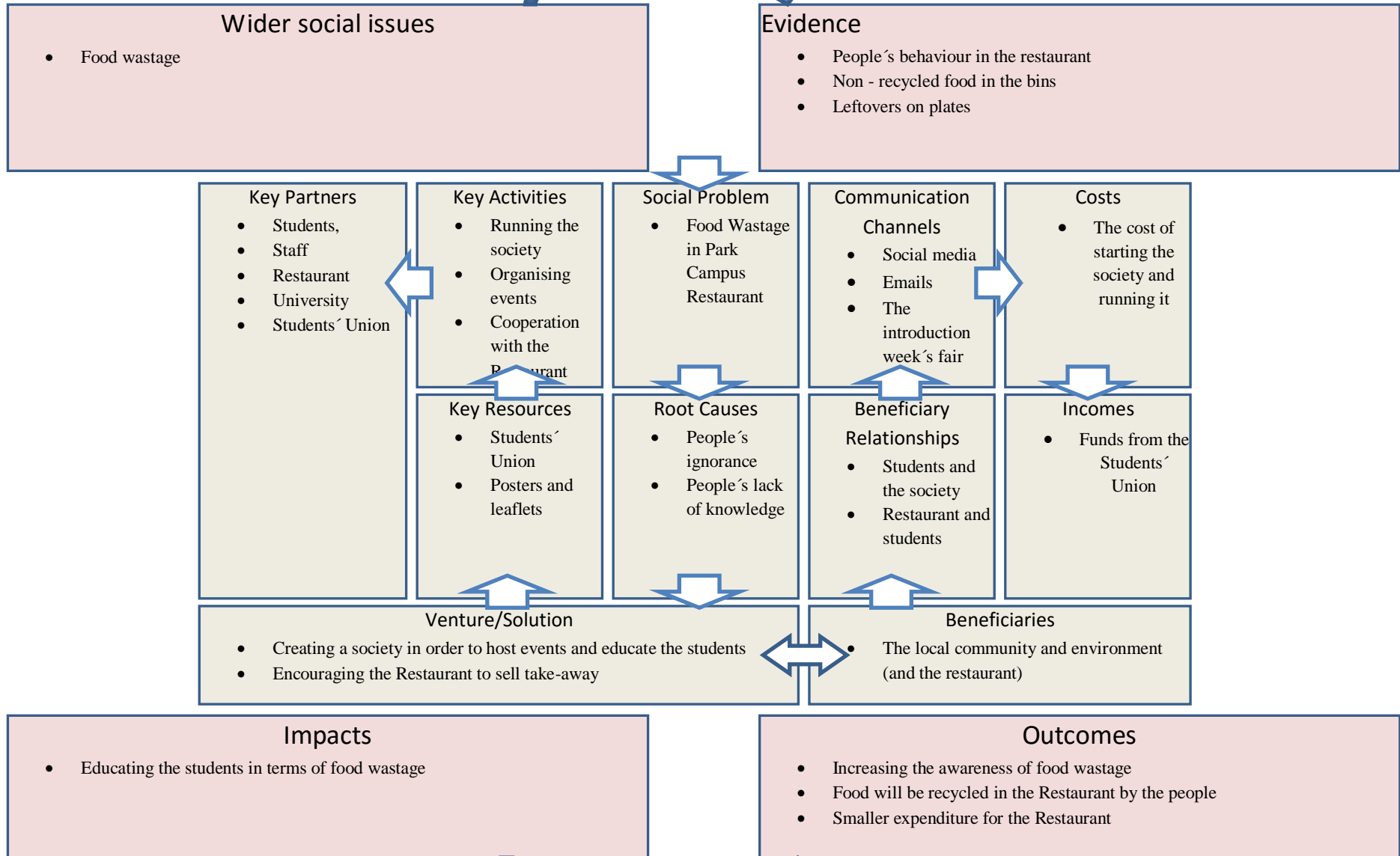
<https://www.indiegogo.com/>

<https://openideo.com/>

<https://www.kickstarter.com/>

<http://www.crowdcube.com>

THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK



THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK

Provide a short paragraph to answer all the questions. Where relevant provide references in Harvard format.

Wider social issues:

What issues have you considered before you selected the 'Social problem' that you are addressing in this social venture canvas?

Most of the students and staff eating in the Restaurant on Campus are not recycling their food waste or they are badly recycling, this leading to the incapability of the Restaurant to take full advantage of the great facilities that exists in terms of recycling. This has also a negative impact on the environment and costs extra expenditures for the Restaurant.

How did you select this problem out of all the possible problems you could address?

Food wastage is not only a social issue. From the wider point of view, it may be considered as also environmental and economic problem as well. This issue has been selected because of personal work experience and volunteering experience that. The job that gave the necessary experience is in the Hospitality Industry which faces food wastage on a daily basis. By volunteering on many events as well, it was easy to see the amount of wastage and the lack of interest from the side of the organisers. The problem was selected because it directly affects thousands of people every year (the students at Northampton University). This problem has been chosen as well because of the big impacts that non-recycling in the Restaurant can have on the environment, due to the fact that a lot of food is being sold on a daily basis.

What voluntary experience have you used to explore these issues?

The experience is given by 5 months part time job in the venue. Working in all the operational sectors of the Restaurant (hospitality, kitchen, front of house, coffee shop) the necessary knowledge of how everything is running has been reached.

THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK

Research methodologies:

What strategies did you use to gain background information on the social problem and the beneficiaries?

A survey on 100 subjects has been done, from whom 66% usually eat in the Restaurant.

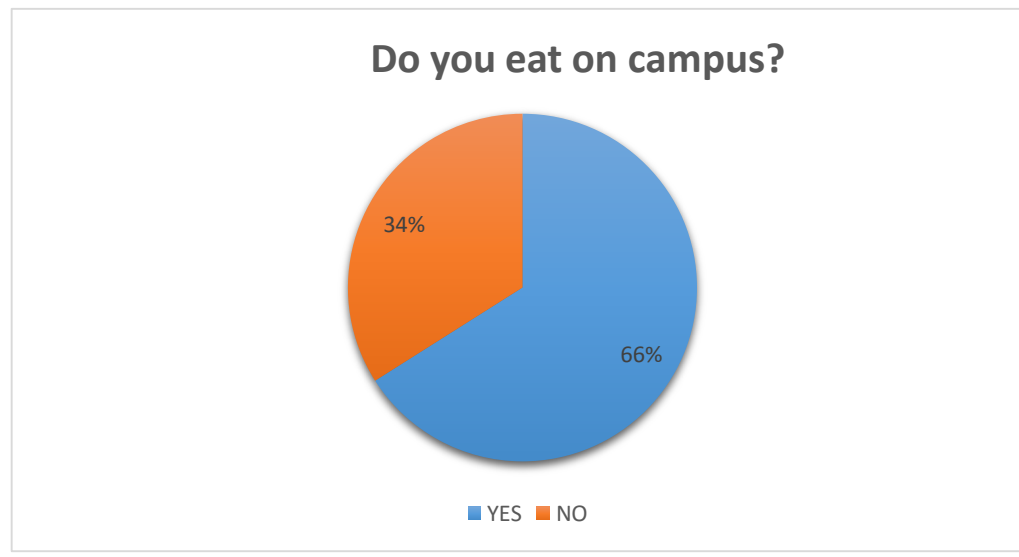
A school Restaurant in the Czech Republic was contacted and asked about what they do with the leftovers. Based on their answer, an email was sent to the company which uses organic wastage to produce electricity and heat.

Elsie's Café, which is a restaurant that uses for cooking only the surplus food which would be normally wasted, was visited and an interview with the manager has been performed.

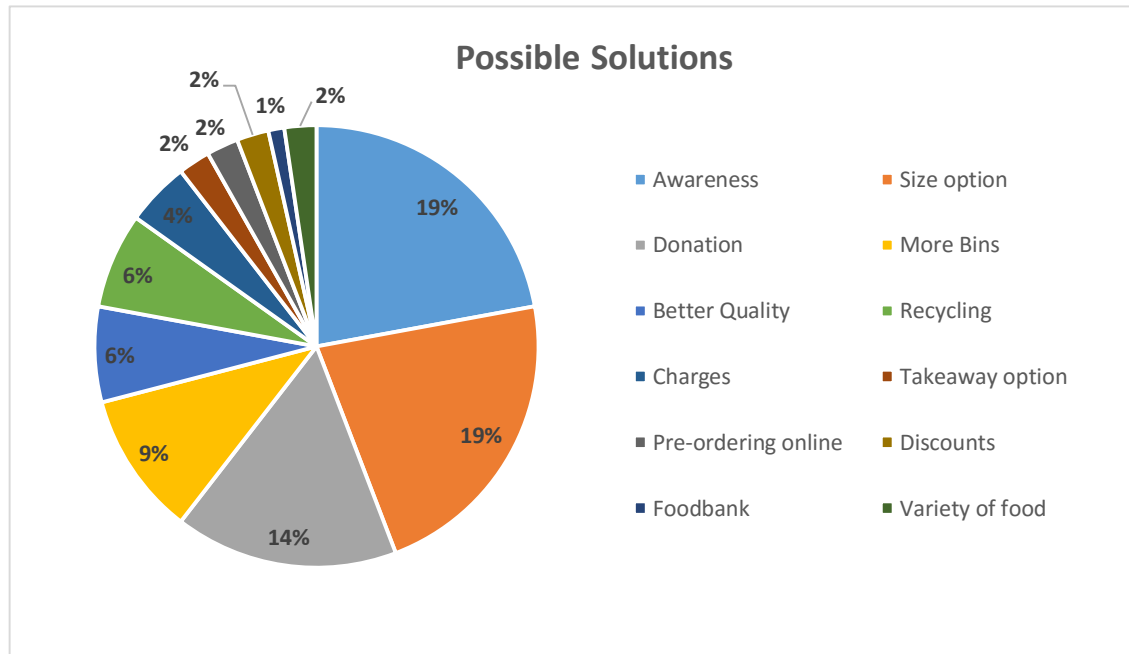
Experience with the breakfast chefs in Park Inn hotel has been shared in order to find out about the regulation they must obey in terms of food storage.

In order to get some data, Internet resources and Mintel database have been accessed.

Survey findings



THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK



Food wastage happens in every country no matter how developed it is.

From economic point of view, in the UK food wastage costs about £12.5 billion a year (including household, hospitality sector etc.).

Food losses during harvest and in storage translate into lost income for small farmers and into higher prices for poor consumers.

From environmental point of view, food wastage produces gasses such as methane which has a negative impact on the environment.

What is your evidence that there is a social problem?

The people's behaviour and the fact that the recycling bins are not used in the proper way.

THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK

Social Problem:

What is the core social problem that this social venture canvas is addressing?

The core social problem that this canvas is addressing is food wastage in Park Restaurant, in the University of Northampton.

How do you know that you are addressing the right parts of the problems?

The right part of the problem is being addressed because the problem is also clearly and detailed studied and presented in this Prezi entitled 'Food wastage complexity', a presentation that has been done specially for this Social Canvas (http://prezi.com/w5ru9ryd4evl/?utm_campaign=share&utm_medium=copy&rc=ex0share).

What evidence is there that the problem exists?

The wide problem of food wastage on a global and national scale has been deep researched: Food Wastage in Australia <https://www.youtube.com/watch?v=QUt5JP5mwJo> Just like in all developed countries, in Australia as well a lot of fruits are thrown to the bin because of the visual standards (even though the fruits are very good to be eaten); Another interesting video that shows the same issue, how supermarkets have very strict standards for fruits <https://www.youtube.com/watch?v=zKASAZGluu0>; What it was found as a new perspective here (<https://www.youtube.com/watch?v=loCVrkcaH6Q>) is the fact that agriculture expanded and destroyed natural environments and habitats, when the expansion wouldn't have really been necessary. Just a better management of actual resources. But here is a lack of governmental will, maybe. Anyway, "The solution starts with you", as it has been said in the video. Every person is very responsible, as food wastage is present not only in public spaces but also, in a large amount, in private homes.

THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK

How do your beneficiaries experience this problem?

The beneficiaries of the issue are at the same time the people who cause the problem. Some of them may face financial struggle. The Restaurant already counts in advance on food that is not sold and this lost is counted into the price of food. If this Canvas will work then the price of food would be more affordable for the students.

Root Causes:

What environmental and social factors contribute to this social problem existing?

There are no environmental factors that contribute to the existing problem. As a social aspect, the fact that is a large space and the fact that there are people from all over the world makes them careless about recycling. As well, some of them do not have such facilities or recycling at all as a system in their home countries.

What behaviours and norms allow the problem to persist?

People`s ignorance is the main root cause that is keeping the problem to persist.

Beneficiaries:

Who would benefit from your venture?

The main beneficiaries of our venture would be students and employees of the University who use the Restaurant. Last but not least, it would be the Restaurant itself, their expenditures might considerably decrease. Based on our research that we did among 100 students, it is obvious that 66% of the students interviewed are eating in the Restaurant. Although only 55% of the people were aware that food wastage is a problem in the Restaurant, 79% came up with a solution.

THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK

How have they expressed their experiences & needs to you?

The manager of Elsie's Café admitted that it was extremely difficult to start a food-wastage project in Northampton. Trying to get all the supplier, permissions and of course the volunteer because Elsie's Café has a philosophy "PAY AS YOU FEEL". Although, the food expenditures are for free, there are still a lot of things that need to be paid. Elsie's Café project manages to earn enough to cover the expenditures.

What strategies do they already use to cope?

The Restaurant already tries in a certain way to deal with the wastage by providing special bins for leftovers and take away option but it does not seem very effective. The University organises events where they try to raise awareness about the food wastage by inviting businesses such as Elsie's café.

What assets & capabilities have they that you can build on?

The Restaurant has a great recycling system with coloured bins with labels that are storing wastage on categories. The problem is that the customers are not using these great facilities.

THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK

Venture/Solution:

What do you propose to do to address the root causes of the social problem?

The top 3 most voted solutions in the survey are to raise awareness, to donate the food and to create portion sizes but not all these solutions are applicable because the problem is not with the Restaurant staff but with the people and with the food that remain from them. Therefore it is impossible to donate the leftovers and there already are portion sizes for buying food. In these conditions, the only good solution that the survey came up with is to raise awareness of the problem among students and to convince the Restaurant staff to encourage students to order in take-away boxes instead of eat-in plates. All these will be delivered easily by creating a society and involving students to volunteer and take part in solving this problem.

What are you actually going to do to solve the social problem?

It is highly necessary to convince the Restaurant staff to encourage students to order in take-away boxes instead of eat-in plates, to spread awareness and to create a society that will connect students willing to do something for stopping this problem.

What are you already doing?

Spreading awareness among students is already in process, as well as getting links for creating the society.

How do you know that your solution will actually solve the social problem?

The solution will not solve the problem but it will minimise it.

THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK

Beneficiary Relationships:

How are they involved in co-producing the benefits?

The students are going to be involved through the activities and events organised by the society. The activities consists in spreading awareness about the issue and engaging students in recycling food along with making others to recycle.

Communication Channels:

How are you going to communicate with partners and beneficiaries?

The main communication channels are going to be via University emails sent to each student in order to make sure they are aware of recycling wasted food and through social media as well. Posters on campus may be another way to raise awareness. The society meetings will have a great impact as well.

What channels are you going to use to get your message out there?

Some of the channels are going to be Facebook, You tube, Snapchat and other social media that people spend a lot of time on them.

Key Activities:

What will your day-to-day activities be?

The day-to-day activities consists in posting and sharing posters on campus for students in order to make them aware that non-recycling food is a world-wide problem that is happening even here on campus, thanks to them. Other day-to-day activities consists in running the society and organising activities for volunteers.

Who needs to do what to deliver your social venture?

Students enrolled in the society need to volunteer at our events and activities in order to try and minimise the problem.

THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK

Key Resources:

What materials and resources do you need to deliver your social impact?

Printed posters are necessary for delivering the social venture and the Students' Union is a great venture for organising events.

Key Partners:

Who do you need to work with to deliver your social venture?

It is necessary to have the help of volunteers in order to make a large social movement among students and to spread awareness.

What help, advice, resources and networks will they be able to provide?

Students, especially in large numbers, are going to volunteer in the society, taking part in events and activities meant to spread awareness and to stop food wastage as a social and environmental problem.

Costs:

What are the big items of expenditure that you need to run your venture?

The costs consist in the running costs of the society and the activities and they are covered by the Students' Union funds.

What money have you already committed or spent?

No money was spent so far.

What do you need before you start?

THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK

Before starting, a network of at least 20 students and few staff is needed in order to ensure a good start-point for the society. These people will further find others and others and the problem will be globally known on campus among staff and students as well.

Incomes:

How will this venture be financially sustainable?

This venture is going to be financially sustainable because all the running costs are covered by funds from the Students` Union.

How much surplus do you expect to make for reinvestment and expansion?

The venture is not committed to make any profits.

Impacts

What change in the world would you like to achieve from your social venture?

The society is going to be aware that it is impossible to fully stop the food wastage in the Restaurant but the aim is to minimize it as much as possible.

How will you know that you are successful?

It will be evident that the aim was reached when the waste inside the restaurant will be sorted on categories, every day, and the students will finally put the leftovers inside the green Food Wastage bin, instead of other bins meant to be for other recyclables.

THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK

Outcomes

When you have delivered your venture, how will the world be different?

After the Venture will be successfully delivered, the Restaurant will be able to take full advantage of their recyclable system and to finally recycle the food leftovers from the students. This change is going to affect the global through the local.

What would you do differently? External peer feedback

Finally, having put the details of your venture on one of the crowdfunding sites mentioned above (or one of your choosing), provide a maximum 1,000 report on what feedback you have received throughout the development process from peers at the University and from the crowdfunding site and explain what you would do differently about your venture if you were to repeat the Changemaker Certificate.

Assessment criteria

Assessment Criterion	Exceeds Standard / Gold	Meets Standard / Silver	Approaching Standard / Bronze	Not at Standard	Relevant to:
Developing and effectively utilising diverse personal and social capital to reach viable solutions,	Actively using experiences and knowledge from different social groups, beneficiaries and stakeholders to create new ideas and increase innovation, creating a workable solution.	Mostly using existing social networks, knowledge and experiences to help create new ideas and foster innovation. Some input from beneficiaries and stakeholders. Solution is viable with some additional development.	Ideas and innovation arising primarily out of existing knowledge and experiences. Limited access to wider knowledge base. A potential solution has been proposed.	Relying entirely on personal experience to inform understanding of problem. Solution (if offered) may not be viable or workable.	AS1
Effectively interpret information and draw conclusions based on the best analysis	Is able to look at complex information and successfully draw and justify conclusions and apply to situation	Is able to look at information and successfully draw conclusions	Looks at information and sometimes is able to draw conclusions	Looks at information, and rarely is able to draw a conclusion	AS1
Analyze how parts of a	Recognizes and is able to manipulate parts	Recognizes how the parts of a system work	Identifies parts of a system but cannot	Is only able to identify the	AS1

THE SOCIAL VENTURE CANVAS & EXTERNAL PEER FEEDBACK

whole interact with each other to produce overall outcomes in complex systems	of a system to come together to accomplish something	together to accomplish something	explain how they work together	parts as one, rather than each part individually	
Using ambiguity to foster creativity	Actively uses ambiguity and risk as opportunities for creative thinking and solution development	Risk and ambiguity are tolerated in a creative environment to develop solutions	Risk and ambiguity are minimized in order to achieve a solution	Ambiguity and risk have adverse effects on creativity and solution development	AS1
View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	Embraces the idea that attempting/experimenting is an important part of the path of success and approaches opportunities with an understanding that many failed attempts are likely	Understands the importance of attempting/experimenting is an important part of the path to success, including failed attempts	Understands the importance of attempting/experimenting is an important part of the path to success, but does not understand this includes failed attempts as well	Does not understand how failed attempts are part of the innovation process that leads to success	AS1
Ability to effectively communicate the features of the social problem being addressed and the potential viability of your proposed solution.	Features of the social problem clearly articulated in the appropriate social context and reasons for the potential solution justified	Social problem is identified and situated within context. Solution partially addresses the root causes.	Symptoms of the social problem identified with insufficient attention paid to the wider context and solution therefore only partially addresses the need.	Some attempt to either identify the problem or a social context but not both. Neither the problem or the solution are clearly identified or proposed.	AS1
Reflect critically on learning experiences (past or current) in order to inform future progress	Reflect critically on learning experiences in order to inform future progress in a variety of conditions	Reflect critically on learning experiences in order to inform future progress	Attempts to reflect critically on learning experiences in order to inform future progress	Attempts to reflect critically on learning experiences, but not in order to inform future progress	AS1
Assume shared responsibility for assessing and valuing individual contributions made by peers.	Pro-actively eliciting feedback and providing constructive critique and feedforward to peers. Excellent use made of external networks, including beneficiaries and stakeholders.	Elicits some feedback and provides an element of constructive critique and feedforward to peers. Starting to make use of external networks and extensive use of internal network (peers and colleagues).	Passive use of feedback and limited critique of peer submissions. Feedback limited to use of internal network.	No feedback provided to other participants and no attempt to incorporate peer critique into own work.	AS2