

Changing Youthstories, Mapping Risks, Diagnosing Needs and Modelling Multimodal Intervention towards Personal Growth and Social Inclusion of Young People in Difficult Situations

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Start up.

Entrepreneurial framework for social inclusion work and professional insertion



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1.0 Introduction: The value of the social enterprise

This guide explains **the specificities of social economy and social enterprise**, such as **the participatory decision-making**, the focus on **community development**, the **reinvestment of profits** or a **social impact objective**.

Europeans have become more aware about the impact of individual actions on the economy and the society, gaining an increasingly nuanced and sophisticated understanding of the interconnections between their behaviour as consumers and the social outcomes they care about.

Change in individual behaviour also includes increased willingness to work for organisations that serve their communities, and to choose career paths that pursue also social goals and not only the economic ones.

This is particularly true for the younger generations, who have a greater awareness of social and environmental issues and are generally more willing to engage in responsible behaviour and community oriented activities (e.g. volunteering).

It is useful to summarise in what ways the social economy and the social enterprises engage with the other market players, the state and the individuals, and in what ways their activities are unique.

- ✓ A first important outcome of the activities of the social economy organisations and the social enterprises is their contribution in increasing and diversifying the supply of **services to families and individuals**.
- ✓ Due to their bottom-up nature, **these organisations have been able to identify emerging needs and to develop appropriate responses**, often without the support of the public sector.
- ✓ Over time, the activities carried out by these organisations have often been recognised and supported by the state, and in some cases they even became **part of the public welfare system**.
- ✓ This is the case, for instance, of the Italian social cooperatives, which started as voluntary organisations and are **now fully integrated in the welfare system**.

2.0 Specific situation that can support the development of a social- enterprise according with the specificities of the target group

2.1 Why entrepreneurship?

Deviance is a complex phenomenon, within which personal, family and social conditions interact; perhaps looking at only one side of the coin, its causes need to be sought in the family breakdown, in the loss of parents, and in "urbanization and industrialization that cause marginalization and ghettoisation, in the competitive aspects of the society and in the myths of consumerism that exert their negative influence on young people because of the discrepancy between personal aspirations and the opportunities of success and affirmation, which are guaranteed only to a limited number of subjects" (Battistacci, 1982, 212). Facing with so many unmet needs, a deep uneasiness and suffering arise, which generate phenomena of rebellion, rejection, disengagement.

- ❖ First of all, **it is necessary to stimulate both the services to promote culture and the local community so that its members can be able to offer their help and a real support for minors**; but above all it is necessary "to offer each child more stimulating perspectives of life and indications of hope, to help him giving meaning to his own existence" (Battistacci, 1986, 153).
- ❖ And also to help him making his choices with the greatest possible awareness and support him in his process of growth; and the protection of the interest of the child takes place through a **pedagogical activity aimed at empowering it, making it capable of self-esteem, giving meaning to its life and acquiring the awareness that he has a role to play and the right to count and have a place in the society**.
- ❖ Moreover, **"re-educating a minor means to educate him again according to different principles, by correcting the defects caused by a bad education and trying to orient the subject to the essential values recognized by the community"** (Nuvolone, 1964, 360). By the rehabilitation it will be tried "To provide him with those supports in the evolutionary process he was deprived of and to recover him mainly to himself" (Moro, 1996, 379).

- ❖ Article. 1 of the new regulation for the execution of the penitentiary law (approved on June 16, 2000) states that the rehabilitation treatment must be directed **"to promote a process of modification of the personal conditions and attitudes that are an obstacle to a constructive social participation"**.

The concept of re-education includes in itself also the one of re-socialization, as a process of reintegration of the guilty into a normal social and civil life, after the forced expulsion due to the sentence. Finally, the Council of Europe defined the treatment in a broad sense as involving the necessary measures to maintain or restore the physical and mental health of prisoners, as well as all the complex activities aimed at encouraging and promoting social reintegration and at offering to the detained the means to lead a responsible life in the community and to free themselves from crime (Stella, 2001, 20).

It is therefore clear that **the orientation to work and the enhancement of the skills of each person take on a paramount importance, both from a regulatory and an operational and social point of view, in any path of re-socialization and reintegration into social and civil life wants to be implemented with minors at risk.**

The orientation to work acquires a fundamental role in the rehabilitation of minors, important for the personal, cultural and socio-economic growth. Without a capacity to earn a living in the community, offenders will often drift again towards criminal activities. This is why **one of the most pressing needs of juvenile offenders is the educational and vocational training which takes into account the job market**. Failing to address this need will adversely affect the offenders' social reintegration.

2.2 Why social entrepreneurship?

Social enterprises try to create cost-effective, realistic employment and training opportunities for offenders, to build self-esteem and confidence, and to facilitate offenders' reintegration into civic society.

According to Pearce (2003) social enterprises share five defining characteristics: firstly, having a social mission or purpose, for example, creating employment, training or providing local services; secondly, achieving that social purpose by engagement, on some level through the production of goods or services, within the marketplace; thirdly, not distributing profits to individuals but holding assets and wealth for the benefit of the community; fourthly, the democratic involvement of the members of the organisation within its governance and lastly, having an independent status with accountability

towards the members of the enterprise venture and of the wider community. Further, social enterprises are typically linked by a shared commitment to 'trade for a social purpose' (Peattie and Morley, 2008) or to 'have a social conscience' (Harding, 2010).

The value of social entrepreneurship and its potential to tackle unemployment especially among young people.

Social enterprises today are recognised as a key driver of economic and social development in Europe. Social enterprises create jobs, provide socially innovative services and goods, facilitate social inclusion and promote a more sustainable economy. Social enterprises also tend to be better integrated with the community where their activity develops and their social impact is felt. The social economy in the EU is made of 2 million of enterprises, representing the 10% of all European enterprises, and employ over 14 million paid employees (the equivalent of 6.5% of the working population in the EU). The social economy has also proved its resilience faring relatively better than mainstream businesses during the economic crisis. A thriving social enterprise sector also reflects a strong civil society concerned with common good.

2.3 Why a training on social entrepreneurship?

Training specifically aims at the creation of social enterprise by minors in disadvantaged situations is based on non-formal education methods, encouraging active participation of young people involved.

Some of the methods to be used are the following:

- ⊙ Ice-breakers, energizers.
- ⊙ Inputs from experts
- ⊙ Intercultural and experiential learning
- ⊙ Variety of visuals for thematic input
- ⊙ Practical training on social entrepreneurship initiatives based on public-private partnership: for example practical training on carpenter, brewing, synergistic horticulture
- ⊙ Brainstorming and discussions both in working groups and in plenary.

The training is aimed to:

- *EXPERIENCING*: different educational settings, different non-formal education methods (role play, simulation game, exercise...)
- *REFLECTING*: on the topics, methods and its impacts, on building a pedagogical process
- *SHARING*: their success stories and demonstrating the skills achieved during the development of Social Entrepreneurship in their home institution
- *ACHIEVING*: new entrepreneurship skills through the transfer of expertise from the mobility host institution

- **IMPLEMENTING:** To identify the best opportunities for youth engagement in social entrepreneurship and to design and develop an action plan for intervention

3.0 Our experiences in CHANGING YOUTH ...

As pilot intervention in the project, Changing Youth stories consortium organized 2 different activities aimed to develop a non formal training for our target groups focusing on the social entrepreneurship initiatives based on public-private partnerships as vehicle of social inclusion and job integration of our young participants.

3.1 Blended mobility in Italy

The first activity was the blended mobility organized by Eughenia s.c.s., organized in 2 parts:

- A **virtual non formal training** aimed at introducing the training topics and stimulate reflection and discussion between participants and youth workers.

On 11-15 May 2018 the facilitators created a virtual space, the secrete group on FACEBOOK : “Changing Youth Blended Mobility”, in order to:

- share materials aimed to develop transversal and professional skills for entrepreneurship start ups
- collect and share information, experiences and feedback from the local activities related to social entrepreneurship initiatives

The discussion was focused on the following TOPICS:

1. Mapping our group: who we are

Make an introduction by presenting yourself and give information about your involvement in the project, and which are your motivation and expectations in this experience.

2. What is social entrepreneurship?

Does anyone know what a social enterprise is or can someone imagine what it is?

“Social entrepreneurship is an important tool towards the creation of more just economies and sustainable communities. Social enterprises are businesses that tackle social and environmental problems or/and cultural issues. They create jobs and generate revenue just like the other companies but instead of channeling their profits to the owners, they re-invest



Erasmus+



it in order to support their social mission. Thus, they serve as a catalyst for the improvement of people's lives within our communities and the society."

3. What makes a successful businessman?

"A successful social entrepreneur is someone who..."

"Successful social enterprises are often set up and run by entrepreneurs who are resilient, innovative and intellectually curious- meaning they possess all key skills and attributes for success in the 21st century life.

We can summarize his/her profile in 3 sentences:

- 1) I have innovative ideas and I am creative (innovator)
- 2) I take initiatives and I have the mindset of an entrepreneur (entrepreneur)
- 3) I have organizational skills and I can coordinate teams (manager)"

4. Setting up your own social enterprise.

How can you devise a social enterprise with the goal to improve an issue that concerns your community?

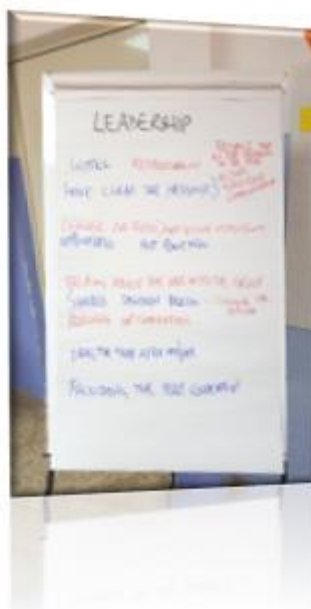
5. From planning to success.

Based on the idea regarding the social issue you have selected, you must now decide how to make a difference and what needs to be done to make your social enterprise successful.

- 1) generate a task list,
 - 2) assign roles, tasks and responsibilities along with timelines and key milestones to be achieved.
- A **non formal training** hosted in Bitonto, Italy, on 16-20 May aimed at providing the participants with the opportunity for the trans-national recognition and transferability of youth' skills and experience gained in a trans-national environment and labor market that will be reflected in the development of the motivation, basic and transversal skills and reducing the disparities in learning outcomes affecting learners from disadvantaged backgrounds.



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3.2 Blended mobility in Romania



A non formal training hosted in Timisoara, Romania, on 06-10 June was a process of sharing the experience of a functional social entrepreneurship in partner . The aim was to increase the self-esteem of the youth, to prepare them to be flexible on the labour market, to realise that they have a certain level of competencies, validated in different cultures and by employers, and also that they are ready to build new competencies, to learn continuously if needed.



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4.0 Short presentation about the social entrepreneurship initiatives as a key step of the social and professional inclusion of youth at risk

To counteract the social exclusion and to support the EU 2020 goal of increasing inclusion, people at risk must be effectively supported so that they can fully participate in the economy and the society. Therefore, countries must try to fight unemployment and must promote employability. **One of the solutions indicated by the European Union to fight social exclusion is providing support for social enterprises and social entrepreneurship.** In recent decades, social enterprises achieved considerable importance in European policy debates, as it has been recognized that they have a great potential to contribute "not only to job creation, but also to address broader social and economic needs, and in promoting more connected and inclusive societies" (European Commission / OECD, 2013). **Social enterprises are considered important in contributing to the development of the communities they are part of through job creation and the inclusion of people at risk** (Buzducea, 2013).

Based on the literature about the subject, the European Union defines social entrepreneurship as comprehensive of those companies that "seek to serve the interests of the community (social, environmental goals) rather than to achieve profit maximization". Since the most fragile members of society (socially excluded people) are often employed, these enterprises contribute to social cohesion, employment and reduction of inequalities.

We can highlight some of the fundamental principles of social entrepreneurship. According to the European Commission / OECD and the European Commission 2013, these principles include, but are not limited to:

- ⊙ Solving social problems using business models
- ⊙ Promoting social good
- ⊙ Solidarity and social justice
- ⊙ The primacy of people over capital
- ⊙ Equal opportunities
- ⊙ Support sustainable development
- ⊙ Serve the public
- ⊙ Highlight ethics.

5.0 Changing youth social entrepreneurship programme

This is a simple guideline about how to develop a Social Entrepreneurship initiative for social inclusion work and professional insertion

5.1 Learning Outcomes

1. UNIT OF LEARNING OUTCOME n.º1: Communication skills for the development of Social entrepreneurship initiatives as a tool for social inclusion;

OUTCOME: Building effective communication models that can facilitate the team working, reduce conflicts and prevent marginalization and isolation

2. UNIT OF LEARNING OUTCOME n.º 2: Learning together aiming at improving cooperative learning;

OUTCOME: experiencing cooperative learning, recognition and management of personal and other's expectations, motivations and feelings.

3. UNIT OF LEARNING OUTCOME n.º 3: Group Management aiming at creating pre-conditions for safe social/professional environment;

OUTCOME: Creating cohesive and cooperative groups and creating positive models of leadership and cooperative teams, reducing and preventing violent behaviors.

4. UNIT OF LEARNING OUTCOME n.º 4: Social entrepreneurship concept and principles

OUTCOME: raising awareness about the need for a smart, sustainable and inclusive growth to the wider public, including exchanging experience of young people's entrepreneurship initiatives implemented for the benefit of their communities and their peers (through public-private partnerships)

5. UNIT OF LEARNING OUTCOME n.º 5: Self-assessment methodologies and practices for competences recognition under Youthpass frameworks

5.2 Training planning

	1st Day 16 May	2st Day 17 May	3st Day 18 May	4st Day 19 May	5st Day 20 May
9.30 – 10.00	INTRODUCING & FRAMING: Welcome session: presentation, expectations, setting groundbase rules, getting to know each other..	Energizer game & day planning	Energizer game & day planning ESSENTIAL COMPETENCES FOR ENTREPRENEURSHIP – Social entrepreneurship concept and principles	Energizer game & day planning	Energizer game
10.00 – 11.00	ESSENTIAL COMPETENCES FOR ENTREPRENEURSHIP – Effective Communication session 1	FUNDAMENTALS & PASSPORT OF COMPETENCES - Cooperative Learning	COMPETENCE IN PRACTICE – Team Building Activity: Value Proposition Canvas	CASE STUDY: Presentation of social entrepreneurship initiatives in Apulia region	REFLECTION GROUPS: self assessment and drafting youth pass certificates
11.00 – 11.20	BREAK	BREAK	BREAK	BREAK	BREAK
11.20-13.00	ESSENTIAL COMPETENCES FOR ENTREPRENEURSHIP – Effective Communication session 2	COMPETENCE IN PRACTICE - Team Building & Team Working Activities	COMPETENCE IN PRACTICE – Team Building Activity: Business Model Canvas	CASE STUDY: Presentation of social entrepreneurship initiatives in Apulia region	- FINAL EVALUATION - Group Photo and Certificates
13.00-14.30	LUNCH	LUNCH	LUNCH	LUNCH	Closure of the training
14.30-16.30	PRACTICAL TRAINING - Practical training on social entrepreneurship initiatives. General presentation of laboratories: carpenter “Arti e Mestieri”, brewing “Nà Beer”, synergistic horticulture	PRACTICAL TRAINING - Practical training on social entrepreneurship initiatives: brewing “Nà Beer” 16: 00 – 16:30 MID-TERM EVALUATION	PRACTICAL TRAINING - Practical training on social entrepreneurship initiatives: synergistic horticulture	PRACTICAL TRAINING - Practical training on social entrepreneurship initiatives: carpenter “Arti e Mestieri”	
16.30-20.00	FREE TIME	FREE TIME	FREE TIME	FREE TIME	
20.00	DINNER	DINNER	DINNER	DINNER	

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DAY 1

INTRODUCING & FRAMING: Welcome session

The welcome session may adopt many different formats and vary largely from one group to another, according to participants background and hosting organization information needs.

PART 1: Presentation – ALTER EGO

Duration: 15 minutes

General description: To further stimulate knowledge and make even the most timid souls participate.

Material: a hat

Instructions: You have it in a circle. The animator holds a funny hat and explains that it is a magic hat that can bring out our alter ego. The participants are then invited to say their name, something that characterizes them and then wear the hat, say something they would like to know how to do or be and the name they would like to have. The animator plays first, even to break the delay, for example "my name is Giuseppe and I'm shy", then he wears his hat and says my name is "Peppe and I'm the king of parties!"

It is a useful game to understand the personalities present in the group, it is important that the animator dilute the embarrassment that can be created by putting himself in the game in the first person.

PART 2:

Title	The Factory
Objectives	to delve into the participants' expectations, namely hopes, fears and expected contributions.
Duration	15 minutes
Description	<p>The activity goes around at 2 posters:</p> <ul style="list-style-type: none"> poster 1 - three icons can be found: a smiley face, a bulb and a sad face. poster 2 – a suitcase and a recycle bin. <p>Participants are asked to write down their expectations on post-its (one post-it per idea) and to post them on the posters according to the following rule:</p> <ul style="list-style-type: none"> - Green Post-it – Hopes – SMILEY FACE - Orange Post-it – Contributions – BULB - Pink Post-it – Fears – SAD FACE
Results	<p>Throughout the training course and especially in the Final Evaluation session, participants will be asked to come back to the board and move their post-its following the next rule:</p> <ul style="list-style-type: none"> -If the expectation (Hope, Contribution or Fear) is fulfilled, then it will move to the Suitcase as a symbol of what participants bring back home. -If the expectation (Hope, Contribution or Fear) did not became true, it will move to the Recycle Bin, stating that it remains in the course. <p>By the end of the training course, the ideal situation Hopes and Contributions on the Suitcase and Fears on the Recycle Bin.</p>
Materials needed	<ul style="list-style-type: none"> Post-it: green, orange, pink 2 posters pens or felt-tip pens

Session 2

ESSENTIAL COMPETENCES FOR ENTREPRENEURSHIP – Effective Communication session 1

Verbal Communication - Telephone Game

Title	TELEPHONE GAME
Objectives	How much and how also the verbal communication can be distorted for a series of factors.
Duration	20 minutes
Description	<p>Create two subgroups and make two rounds of play for each group.</p> <p>Possible proverbs-ways of saying:</p> <ol style="list-style-type: none"> 1. “If you can dream it, you can do it” [Walt Disney] 2. “There is no beauty but the beauty of action” [Proverb] 3. “Logic will get you from A to Z; Imagination will get you everywhere” [A. Einstein] 4. “The greatest glory in living lies not in never falling, but in rising every time we fall” [Nelson Mandela]
Results	Reflect on the importance of attention to the words spoken and heard, both by the sender and by the recipient.
Materials needed	<ul style="list-style-type: none"> ▪ 4 sheets on which to print the proverbs-idioms.

Verbal and non-verbal communication - Find the hidden object

Title	FIND THE HIDDEN OBJECT
Objectives	How much and how also the verbal communication can be distorted for a series of factors.
Duration	40 minutes
Description	<p>First phase - Communication in different languages</p> <ul style="list-style-type: none"> ▪ Off the desks and everyone sitting in a circle. Division into groups of 6-8 people (in the composition of groups pay attention to the distribution of any students of foreign origin or who know well at least one other language). Each group identifies a component that will initially come out of the classroom. ▪ As soon as one component per group is released, a sheet of paper is placed on each chair; on a random chair, a small, white object is hidden under the sheet; ▪ students are brought back from outside the classroom and explained the purpose of the game: they will have 5 attempts to find the hidden object, based exclusively on the indications given by their group, in languages other than Italian. <p>Second phase - Non-verbal communication</p>

	<ul style="list-style-type: none"> the same groups as before can be maintained; if the boys ask, you can change the group component that must exit the class while the object is hidden (obviously on a different chair); at this stage the students will have a greater number of attempts (8/10) to find the hidden object, based exclusively on the indications given by their group, using only gestures.
Results	<ul style="list-style-type: none"> ✓ In order for a message to have its usefulness and function in communicating with others, it is essential to consider that the medium we use (language, gestures, etc.) is understandable for our recipients. Great attention must therefore be paid to the choice of means of communication according to the type of recipients. ✓ Cooperation is also important in communication: in previous activities it has been shown that adopting a good cooperative strategy is essential to achieve the goal (for example): to hide the object in the vicinity of particular objects, whose name is easily understood in different languages and easily mimic to gestures. It is therefore important to get out of your mental patterns and try to put yourself in the other's shoes. In life it is fundamental to always try to assume the role of the other, to understand his point of view.
Materials needed	<ul style="list-style-type: none"> A4 sheets objects to hide.

Session 3

ESSENTIAL COMPETENCES FOR ENTREPRENEURSHIP – Effective Communication session 2

Title	EFFECTIVE COMMUNICATION
Objectives	<ul style="list-style-type: none"> - To create an efficient networking& co-working space; - To understand the meaning of effective communication in social entrepreneurship; - To improve participant's team working & presentation skills;
Duration	40 minutes
Description	<ul style="list-style-type: none"> The activity will start with a simple game on effective communication. The aim of this activity is to make participants aware of the importance of effective communication within a team. Participants are divided in two groups (columns). From each column, a writer and a speaker will be picked up and they will be placed at every end of the column. The speaker will say a word, out of a given list, to the next participant in the column. That person will explain the meaning of the word given to the next one in the column by mimics, and so on till the word reach the writer, the last person standing in the queue, who will write the words that he/she understood on the blackboard. The game will continue till all the words of the given list have been used.
Results	<p>After the game, a small debriefing will be run by the facilitator of the session in order to convey some basic concepts and ideas on communication:</p> <ul style="list-style-type: none"> ✓ Communication is about more than just exchanging information. ✓ It's about understanding the emotion & intentions behind the information.

	<ul style="list-style-type: none"> ✓ Effective communication is a two way-street: receptor & effector (encoding, decoding & feedback).
Materials needed	<ul style="list-style-type: none"> ▪ Printsheet with words ▪ suggestions for words: <ul style="list-style-type: none"> - an emotion of your choice - a personal ability / competence of your choice - a role to play in a social enterprise of your choice (manager, leader, 'social operator', responsible for communication and sales, creator, etc.) - a characteristic of the social enterprise of your choice

Title	"Drawing in pairs"
Objectives	Being able to communicate effectively is the most important of all life skills. Communication is simply the act of transferring information from one to another, whether this be vocally written, visually or non-verbally. Communication skills are essential to developing other key life skills, being able to communicate well with others is often essential to solving problems that inevitably occur both in our private and professional lives.
Duration	20 minutes
Description	<ul style="list-style-type: none"> ▪ Create 2 rows of chairs, with back to back. The group is divided into pairs. In each pair there is an instructor and a designer, roles that will be later reversed. They sit on their backs, unable to see what the other person is doing. All the instructors sit in one of the rows, and all the designers sit in the other row. ▪ Give to each instructor one handout drawing (See Annex 1). <p>1st stage</p> <ul style="list-style-type: none"> ▪ The Instructors have a drawing and have 2 minutes to explain the drawing to their pair, and the designer must draw it as equal as possible to the original one. The designer can not speak, not even ask questions or clarify. Once finished the time, the drawings are compared. <p>2nd phase</p> <ul style="list-style-type: none"> ▪ Roles are reversed, and once again pairs are seated on their backs. ▪ The Instructors have a handout drawing and have 2 minutes to explain the drawing to their pair, and the designer must draw it as equal as possible to the original one. This time, however, the designer can talk - he can ask questions and ask clarifications. ▪ Once finished, the drawings are compared.
Results	Debriefing: <ul style="list-style-type: none"> • What happened in this dynamic? How do you describe it? • How did you feel? Any frustrations?

	<ul style="list-style-type: none"> • What were the differences between the first and second part of the dynamics? (focus on the importance of feedback and adequacy of communication to the recipient) • In your perspective what can make communication more effective?
Materials needed	<ul style="list-style-type: none"> ▪ Stampa dei disegni

Session 4

PRACTICAL TRAINING

DAY 2

Session 1

Energizer game - FIND THE LEADER

Ask participants to stay in a circle and ask one volunteer to go outside the room. The rest of the group in the circle should choose a leader who has to initiate movements or gestures like clapping, blinking, moving his/her body, while others should follow.

Ask the volunteer to come in the circle and try to find who is the leader initiating the movements. Each time he/she guesses, another volunteer goes in the middle and the first returns to the circle.

Brainstorming: what could be the most important phases for a leader / entrepreneur. Take notes on the flipchart while the participants give their ideas.

Session 2

COOPERATIVE LEARNING

Title	BUILDING A SHELTER
Objectives	- develop teamwork, cooperation and problem-solving skills
Duration	40 minutes
Description	<ul style="list-style-type: none"> ▪ divide the participants into groups ▪ each group takes a bit of newspapers and a roll of adhesive tape; ▪ imagine being on an island under a scorching sun, so the group has to build a structure to shelter. This structure must stand upright and cannot be attached to the wall or any other object. ▪ you have 8 minutes to plan the construction and 15 minutes to build the shelter (during the construction of the shelter the group members will no longer be able to speak).
Results	<ul style="list-style-type: none"> - how did the group approach the problem? - what were the reactions and feelings of each? - was it a good or bad experience? - what sense do you give to the situation? what would you do differently?
Materials needed	<ul style="list-style-type: none"> ▪ newspapers ▪ adhesive tape

Session 3

TEAM BUILDING & TEAM WORKING ACTIVITIES

Title	THE HUMAN MACHINE
Objectives	<ul style="list-style-type: none"> - develop creativity; - deepen relations with the participants; - integrate and reconcile individual contributions in a broader work.
Duration	40 minutes

Description	<ul style="list-style-type: none"> ▪ make sure that there are two spaces that allow each group to work without being seen by others; ▪ form two teams; ▪ tell each team to build a machine that must be made up of the bodies of all the components; ▪ the group decides which machine to mimic (eg sub-kin, helicopter, etc.); ▪ the teams have 15 minutes to plan and 'start the car'; at the end of the 15 minutes, the machine will be presented to the other participants; ▪ all the members of the group must take part in the mime and each must be part of the machine; ▪ the machine must make noise and move; ▪ viewers have to guess which machine is mimicking.
Results	<p>Debriefing:</p> <ul style="list-style-type: none"> - Was it easy to choose the machine to be built? - were there different feelings about the beginning and the end of the game? Which? - Did you have difficulty? how did you overcome them? - all members had the same level of participation during construction? <p>Decision making:</p> <p>When a group of people works together with a common goal, joint decisions must be made. Depending on the case, everyone, some or only a few members of the group need to be present.</p> <p>Collaborative decision making is a situation faced when individuals collectively make a choice among the presented alternatives. The decision is no longer attributable to some members individually, as all individuals contribute to the final decision.</p>
Materials needed	<ul style="list-style-type: none"> ▪ sheet of paper with instructions (rules of the game) for each group.

Title	THE BOAT + THE JOURNEY
Objectives	<ul style="list-style-type: none"> - develop creativity; - deepen relations with the participants; - integrate and reconcile individual contributions in a broader work.
Duration	40 minutes
Description	<p>Each participant needs to create 1 paper boat (origami). They work in pairs to help each other. There are many ways to create and learn how to make a boat:</p> <ul style="list-style-type: none"> - Instructions paper - Learn from the facilitator - Learn from each other <p>Change in pairs: give a name to your boat and write it on the side (not the sail). Share with your partner why you chose that name</p> <p>Change in pairs: paint the sail of the boat and share with your partner why you paint it like that.</p> <p>Participants sit in a half circle and one by one they will travel the Sea of Memories.</p>



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	<p>There are 3 islands in the sea:</p> <ul style="list-style-type: none"> - The Island of Me: where I can talk about my background, my past, my Interests and skills - The island of Changing Youth: where I can write about how I came to 'Changing Youth' and Why - The Secret Island: where I can share a secret, a passion, or a curiosity. <p>One by one starts the trip taking the boat to any island and talking about the topic of the island, then they move from island to island and they have to pass by all islands. Maximum time per participant is 5 minutes.</p>
Results	<p>Debriefing:</p> <ul style="list-style-type: none"> - were there different feelings about the beginning and the end of the game? Which? - Did you have difficulty? how did you overcome them? - all members had the same level of participation during construction?
Materials needed	<ul style="list-style-type: none"> ▪ sheet of paper with instructions (rules of the game) for each group.

MID TERM EVALUATION:

- an activity that you remember every day
- What did you like best?
- what would you have deleted?

Session 4

PRACTICAL TRAINING

DAY 3

Session 1

Energizer game – ITS YOUR TIME

Title	ITS YOUR TIME
Objectives	<ul style="list-style-type: none"> o Foster critical thinking among participants o Familiarize with entrepreneurship terms and vocabulary o Improve time management skills o Foster creativity and active participation.
Duration	30 minutes
Description	<ul style="list-style-type: none"> ▪ Short intro of the workshop and its aim. Tell the group you are going to play and try to solve a crossword in small teams. Ask them not to use computers or phones. (5 minutes) ▪ Divide the group into teams of 4-5 people and hand out the Crossword Handout and pens. Give them 10 minutes to work in groups and be strict with time. ▪ When the group is back, check the answers in plenary. You can prepare a Flipchart with the answers and display it for the whole group. (10 minutes) ▪ Debriefing of the exercise (5 minutes)
Results	<ul style="list-style-type: none"> o Critical thinking of participants is improved. Team cooperation and support is enhanced. o Participants are confronted with the idea of time management and source management.
Materials needed	<ul style="list-style-type: none"> ▪ Handouts of crosswords questions and answers ▪ Note: If you want to make a more complicated crossword, you can use https://wordmint.com to create puzzles and crosswords.

Session 2 - 3

Title	BUILD YOUR SOCIAL ENTERPRISE – VALUE PROPOSITION CANVAS
Objectives	<ul style="list-style-type: none"> o Foster creativity and innovation among participants o Encourage teamwork among the participants o Build team spirit while working on common ideas o Promote learning about the social entrepreneurship among the group
Duration	160 minutes
Description	<p>Note: This session is ideally done after participants have received prior theoretical input about the topic. It could be done after having explored the topic deeply, and this will transform the knowledge into practice. [SLIDE: Value Proposition & Business Model Canvas]</p> <ul style="list-style-type: none"> ▪ Explain the whole group that they will be working together in small teams to create their social enterprise ideas. Make a summary of the previous sessions to remind them what was learned. Give them the following input, written on a flip chart so they can all take notes (or prepare it as a handout, one per each team). – 10 minutes ▪ Divide them into small teams of maximum 3-4 people per team, give them the handout, flipchart paper and markers and let them work. Upon return, they must be ready with a presentation of their idea. – 80 minutes ▪ Participants have to discuss and respond to the following questions: <ul style="list-style-type: none"> # WHAT? – What kind of social enterprise do you want to set up? It can be a product or a service. ➡ VISION # WHY? – What makes it useful and convenient, and a winning idea? What community needs does it answer to? What makes it innovative? ➡ VALUE # HOW? – What do you need to start in terms of resources (financial, human and other kinds of resources)? How are you going to make it successful? What would be its slogan or campaign to launch it? ➡ MISSION # FOR WHO? – what is the customer profile? what are the customer's needs? What are the difficulties and problems that you want to answer? what will be the advantages for the customer? ➡ CUSTOMER SEGMENT ▪ participants must first complete the VALUE PROPOSITION CANVAS and then the BUSINESS MODEL CANVAS (simplified) ▪ Presentation of group work on social enterprises created by participants followed by feedback provided by participants and trainers. Allow enough time for each group to introduce and the participants to ask or clarify any questions they might have. Close the session with a debriefing and a round of applause for all the good work. – 50 minutes
Results	<ul style="list-style-type: none"> o Knowledge how to set up a social enterprise based in community needs, specific information on steps to follow for opening a social enterprise. o Skills improved: Creative thinking, solving problems, making decisions, observing surroundings, basing actions on needs and opportunities of the immediate context, working in a team and accepting other ideas.

Materials needed	<ul style="list-style-type: none"> ▪ Colorful Paper ▪ A4 paper ▪ markers
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DAY 4

Session 1

STUDY VISIT

Session 4

PRACTICAL TRAINING

DAY 5

Session 1

© Final Assessment and Participants Feedback

Title	The Factory
Objectives	to delve into the participants' expectations, namely hopes, fears and expected contributions.
Duration	15 minutes
Description	<p>The activity goes around at 2 posters:</p> <ul style="list-style-type: none"> ○ poster 1 - three icons can be found: a smiley face, a bulb and a sad face. ○ poster 2 – a suitcase and a recycle bin. <p>Participants are asked to write down their expectations on post-its (one post-it per idea) and to post them on the posters according to the following rule:</p> <ul style="list-style-type: none"> - Green Post-it – Hopes – SMILEY FACE - Orange Post-it – Contributions – BULB - Pink Post-it – Fears – SAD FACE
Results	<p>In the Final Evaluation session, participants will be asked to come back to the board and move their post-its following the next rule:</p> <ul style="list-style-type: none"> - If the expectation (Hope, Contribution or Fear) is fulfilled, then it will move to the Suitcase as a symbol of what participants bring back home. - If the expectation (Hope, Contribution or Fear) did not became true, it will move to the Recycle Bin, stating that it remains in the course. <p>By the end of the training course, the ideal situation Hopes and Contributions on the Suitcase and Fears on the Recycle Bin.</p>

5.3 Local Pilot Activities

ITALY

The pilot activities in Italy were organized before the first blended mobility of youth.

The selected participants were guided in a process aimed at:

- evaluating their interests, skills and expectations
- developing their social enterprise idea, with emphasis on the personal experience of the young participants, the needs of the local communities, the expected social impact, the opportunities of public-private partnership, some crowdfunding strategies.

The activities were organized in 3 steps:

1. Analysis and presentation of participants in terms of interests, knowledge and skills; analysis and presentation of the purposes of a social enterprise.

Using images chosen from newspapers participants had to:

- present themselves in terms of:
 - I am
 - I have
 - I do
- Present their idea of social enterprise

After the first session, participants were guided to reflect on „things in common”, in order to introduce the first concept: THE TEAM.

After the second session, facilitators guided participants in a joint reflection on social enterprise, with reference to: needs of expected users, social impact to be generated, start up strategy, sustainability strategy.



CHANGING YOUTHstories

2. Analysis of social enterprise.

Using a list of characteristics participants had to:

- Identify the *profile* of a social enterprise
- Compare it with the *for profit* enterprise

with reference to: scope, profit, success, mental approach, marketing.

3. Development of a social enterprise idea

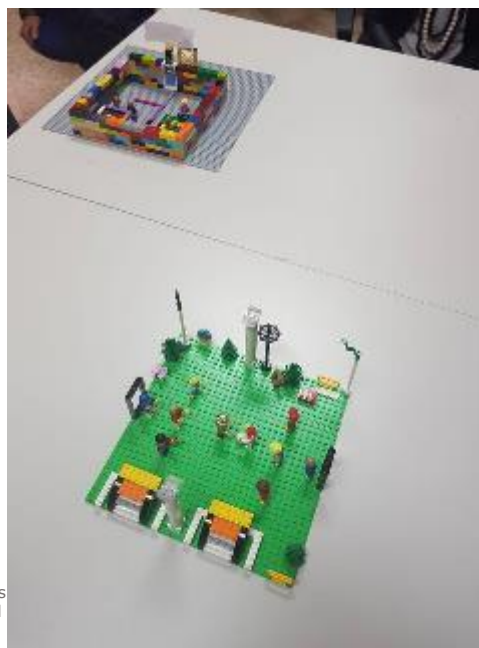
The third step, starting from the resume of the first activity (TEAM profile), focusing on the results of the second activity (SOCIAL ENTERPRISE VISION) was aimed at developing the project idea of the group.

Through LEGO SERIOUS PLAY approach, participants were guided to:

- Build a individual model
- Build a shared model
- Create a landscape e Making connections.

As final phase was elaborated the start up idea of the group in terms of:

- Addressed need (problem)
- Proposed answer (service/product)
- Users/beneficiaries



ROMANIA (CE Buzias)

The activities with teenagers aimed to:

- evaluate their skills and interests
- developing their social enterprise idea, according to specific needs of the group and the opportunities of public-private partnership.

The activities were organized in 3 steps:

1. **Presentation of participants** in terms of interests, knowledge, values and skills;



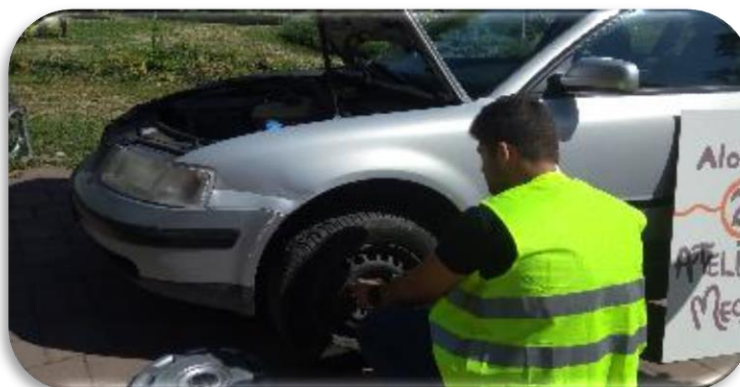
2. Present their idea of social enterprise

- Identified the profile of a social enterprise
- have defined goals and tasks, effective strategies and measurements for success, such as: who are the customers and how to reach them, the operations plan (where it will be based, who is on the team, how it will work day to day), the financial plan (start-up costs, projected incomes, expenses and cash flow), skills required and staff needed

3. Considering previous activities, the teenagers have put into practice their idea, participating in similar activity in the community.



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CYPRUS

The activities, which took place in Cyprus, prior to the C Activities of the project, involved Eurosuccess' staff, the youth who would participate into the mobilities and their accompanied persons.

The main objectives for the activities were:

- ✓ Preparation of the participants for the C Activities

The training package (objectives, agenda, profile of the rest of the participants, logistic issues etc) was presented and explained to the participants and queries were discussed and solved.

- ✓ Fostering the team spirit and cooperation, among the youngsters and the accompanied persons

Even if the participants knew each other, Eurosuccess delivered, at the start of the meetings some ice-breaking and cooperation activities.

This fostered the motivation and team cooperation of all participants.

- ✓ Development of the most important social and labor soft skills, such as:

- Adaptability
- Self- Efficacy
- Resilience
- Communication Skills
- Optimism
- Emotional Stability
- Openness
- Intercultural Skills
- Cultural Awareness
- Team-work

- Being productive in the work placement
- Effective communication with employers & colleagues
- Fostering motivation
- Conflict management

One of the EU projects which was used as materials-based and good practice was the EUROPEAN LABOR MOBILITY SUPPORT – LAMOS EU (www.lamos-project.eu)

- √ Getting to know what a social entrepreneurship is and the needed initial steps for its creation and effective operation

The main objectives were:

- To improve the entrepreneurial competences for planning to run business in field of social economy,
- Increase knowledge and skills in establishing and managing the social entrepreneurship entities,
- Delivery of tools to develop the entrepreneurial competence in the field of social economy,
- Increasing the awareness of benefits from the social entrepreneurship sector for society and economy.

One of the initiatives which was used for the delivery of the regarding issue, was the EU project Social Entrepreneurship Support Europe - SES EU (www.ses-project.eu) and its online tools.

GREECE

Several workshops are on-going in Greece with the involvement of the Structures participating at the CHANGING YOUTHstories project (ADDMA, SMA, AIA). These workshops are aiming to support youth at risk (among them refugees and asylum seekers) in their journey to find an employment and to be integrated into the local society, through tailor made experiential non-formal training and training tools designed by career counselors for specific target groups. The workshops offer basic communication skills, soft skills regarding self-presentation and successful techniques for job searching through the combination of the Greek courses for the non-native Greek speakers and the vocational orientation and coaching. The Workshops are in English and Greek language and several times there is interpretation available for Farsi, Arabic and French speakers.

A list of the workshops in which our DITs and our youth (beneficiaries) participated during CHANGING YOUTHstories project life includes:

1. **Business for Youth Entrepreneurship Program:** is a Program focusing on Young People aged between 18-30 years, Refugees or Asylum Seekers legally residing in Greece, benefiting from the International Protection in Greece, immigrants with a residence permit for Greece, unemployed Greeks. In this integrated program, youth acquire knowledge and develop skills that are necessary to make their first steps as a professional to learn the basic principles of entrepreneurship and the method that will help them to build a successful brand. The 3rd Cycle of the program (18/6/18-9/7/18), managed by ADDMA in partnership with IRC (International Rescue Committee) and in collaboration with Melissa Network, is focused exclusively to women entrepreneurs. In this 40 hours program. 40 of the participants (max 330 youth per cycle) after successful completion of the training are supported by mentors in operate their own activity and elaborate an idea as entrepreneur in Greece

<http://www.solidaritynow.org/en/businessforyouth/>

<https://forms.office.com/Pages/ResponsePage.aspx?id=04Aj2UK0oEyvetF8ukAjRRCEaKMfCJlGnCcNMHYsfZRUNKlzNEFUM0IOWUIRVINIMzE2QzEwNEI2Qi4u>

2) «**#JobDay Caritas Hellas**» organised by Skywalker.gr in cooperation with Caritas Hellas in the framework of its project «**On the Job**» («Epi to ergon»). This is an action that includes job search laboratories for unemployed people who want to improve their job search skills.

The action is part of a campaign by Caritas Hellas to support vulnerable (social excluded) Greeks, immigrants and refugees through helping them integrate into the labor market. In particular, **#Jobday** aims to empower and develop the necessary competences, knowledge and skills of participants to meet the growing demands of job search. It covers a wide range of soft skills and practical applications that will enhance their profile and make them competitive.

<http://caritas.gr/events/1455/> [2]

3) **Workshops organized by Generation 2. RED and supported by International Rescue Committee**

Focusing to refugees or asylum seekers, trying to find a job in Greece. Generation 2.0 RED brings to youth a series of Job Readiness workshops, including workshops on CV and Motivational Letter Writing, Job Interview Preparation, as well Communication, Time Management & Goal setting workshops. The workshops are aiming to get familiar the youth with all things necessary for entering the Greek labor market and develop further the skills highly appreciated in the workplace.

Indicative program for 2018

May 7: CV Creation & Job Search

May 8: Cover Letter Writing

May 9: Job Interview Preparation

May 10: Improve your Communication skills

May 11: Improve your Time Management & Set Goals wisely

<https://g2red.org/el/diversity-in-the-workplace-new-job-readiness-workshops/>

4) **Online program on Tourism Sector** are organised by the **Academy Of Entrepreneurship (AKEP)**. The participants receive a certification from AKEP useful for their job seeking efforts.

<https://jobseekers.tourismcareers.eu/>

5) Erasmus+ "**VAL- Mapping, assessing and validating competences of youth educators working with young migrants and refugees**".

A specific program focusing on mapping, assessing and validating competences of youth educators working with young migrants and refugees. In this program participated several DITs from ADDMA structure.

6) "**17+Chances:Youth Career Orientation**" a project organized by IEKEP Is an European Youth Forum project, European Youth Initiative Funded by UNHCR.

The project aims to facilitate young asylum seekers and recognized refugees 17 to 25 years old to enter the labor market in their transition to independent living and their way towards integration. It is implemented by **IEKEP-Institute of Training and Vocational Guidance**, a nonprofit Lifelong Learning Vocational Training Center (www.iekep.gr)

Seminars for refugees and asylum seeker in order to become cultural mediators organised by Solidarity Now

The seminar gives the possibility for learning the Greek language and in both seminars the participants receive an recognised certification

Deree's program "**from camp to campus**" for refugees and asylum seekers in order to receive a one year fellowship in learning English language

Program 'create code' from aiming the IT skills (computer /programming)

Metadrasis' seminar for youth at risk to become certified cultural mediators /translators

Several of the youths followed Public Technical Schools (OAEΔ) like one of the SMA's community who started the education as an automobile engineer. There is a serious drop out of these (more long term) educational & vocational training because of the instability of youth's everyday life and conditions.

6.0 Practical examples of Social enterprises projects

Examples of Social Entrepreneurship initiatives conducted within Changing Youth project.

SUMMARY

Concise Summary: Help us pitch this solution! Provide an explanation within 3-4 short sentences.



WHAT IF - Inspiration: Write one sentence that describes a way that your project dares to ask, "WHAT IF?"



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DEFINITION OF PARTS OF VALUE

Target market – Value proposition

VALUE PROPOSITION indicates the package of products and services that represent a value for a specific "customer segment".

Key question to answer: Why should customers choose my product service?

What are you offering to your customers?

What characteristics of your proposal reduce their difficulties?

What features create benefits for your customers?



ABOUT YOUR PROJECT IDEA

Problem: What problem is this project trying to address?

The **value** proposition of the four national teamworks:

TEAM "BONNE CHANCE": reduce unemployment; improve the quality of life;

TEAM "THE BEAUTIFUL AGE": reduce loneliness of seniors;

TEAM "BOTTOM TO TOP": improve the integration and work/social inclusion;

TEAM "RAW DIAMOND": improve the work/social inclusion and the quality of life.

Solution: What is the proposed solution? Please be specific!

The **vision** proposition of the four national teamworks:

TEAM "BONNE CHANCE": training and job search center;

TEAM "THE BEAUTIFUL AGE": "fusion" center for seniors;

TEAM "BOTTOM TO TOP": community for young people (training and Job);

TEAM "RAW DIAMOND": center for minors, for the creation of jewellery.

NEEDS/OFFERS

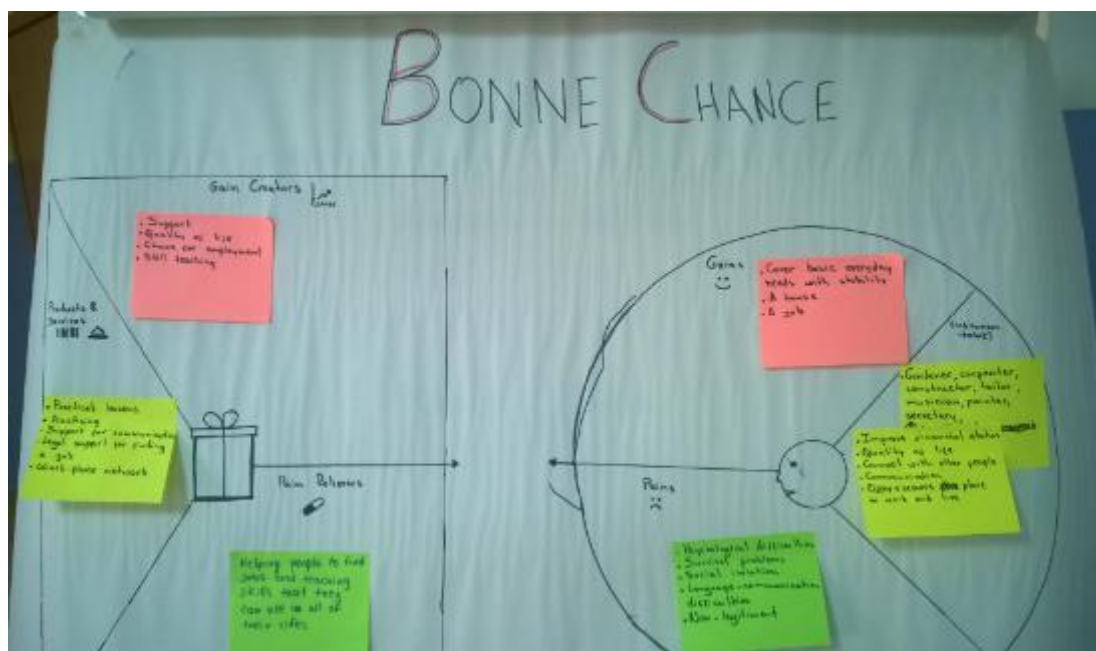
Tell us about your partnerships – Challenges



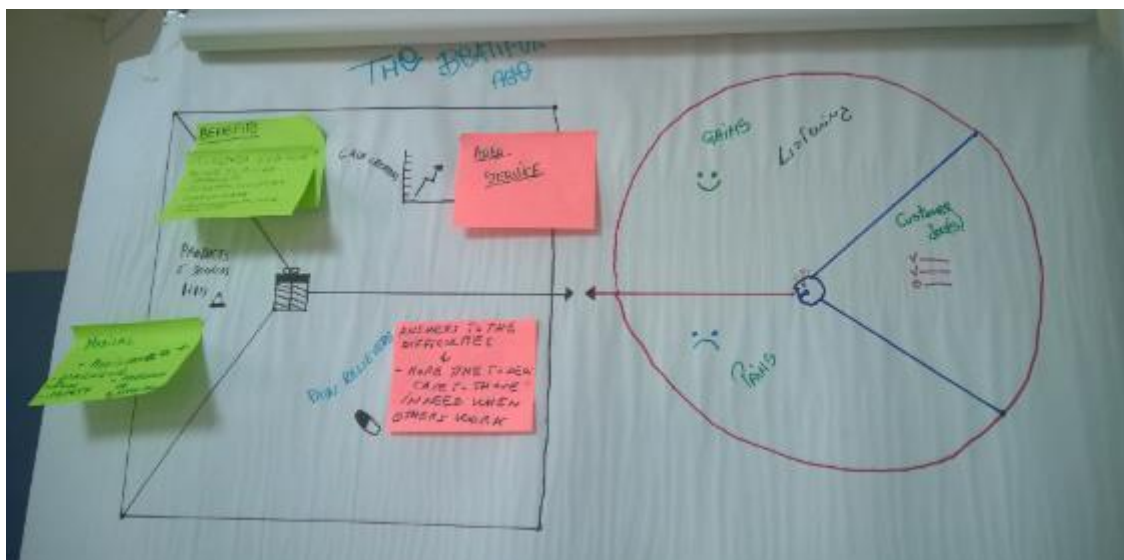
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TEAM "BONNE CHANCE"



TEAM "THE BEAUTIFUL AGE"



TEAM "BOTTOM TO TOP"

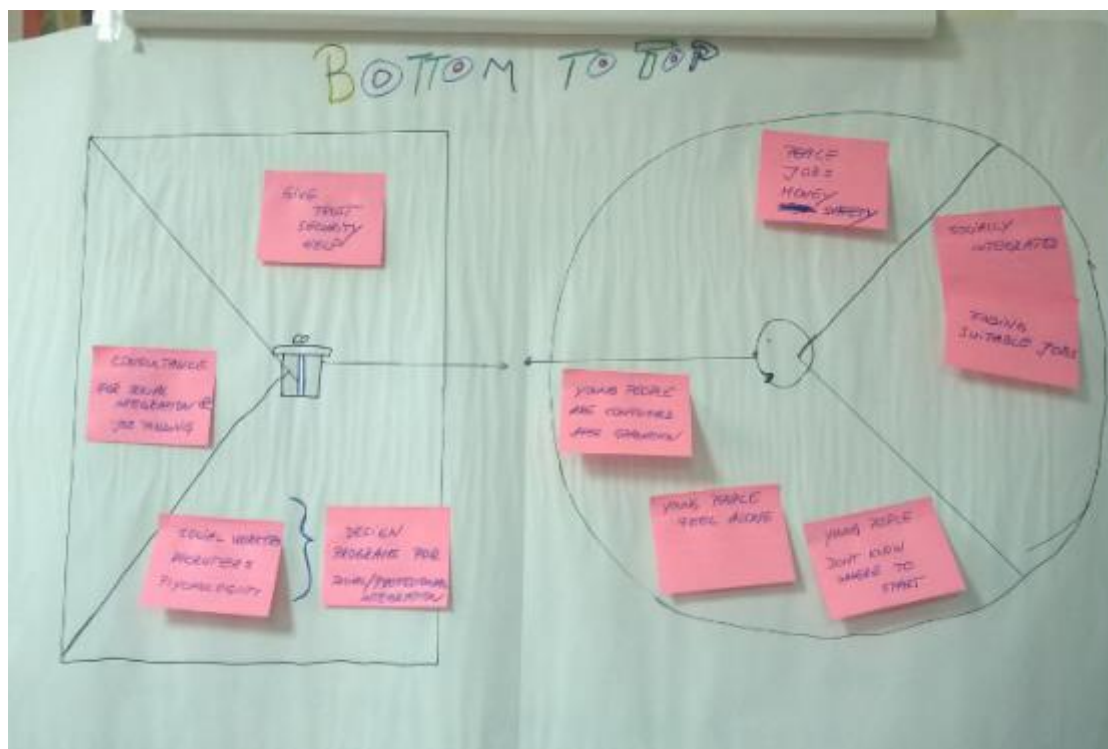
CHANGING YOUTHstories Mapping risks, diagnosing needs and modelling multimodal intervention towards personal growth and social inclusion of young people in difficult situations

2016-1-RO01-KA205-023754

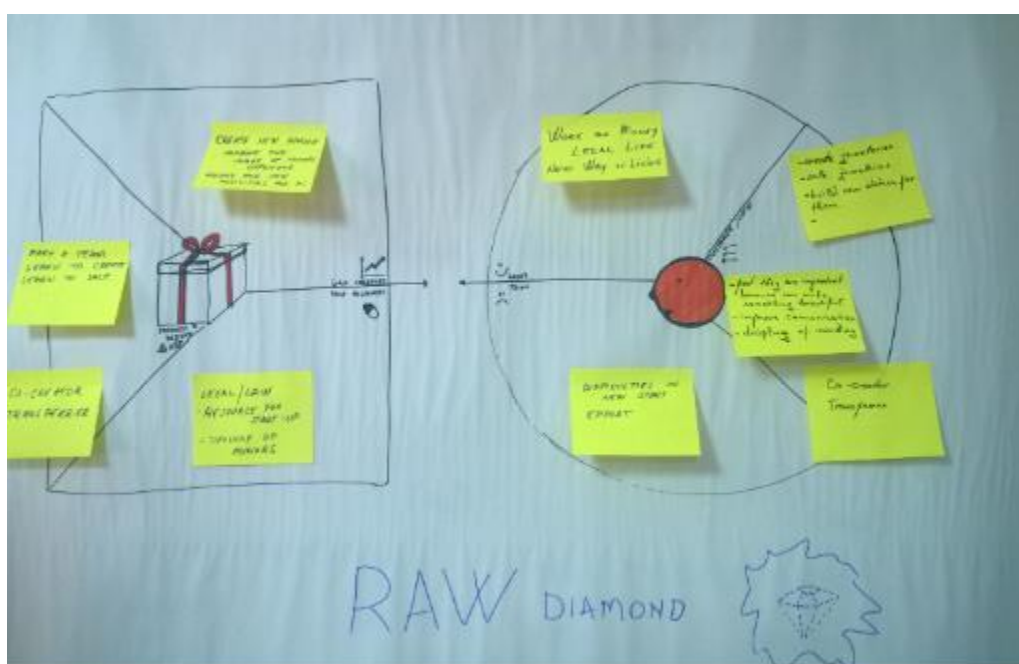
Any communication or publication related to the Project made by the beneficiaries jointly or individually in any form and using any means reflects only the author's view and the NA and the Commission are not responsible for any use that may be made of the information it



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TEAM "RAW DIAMOND"



CHANGING YOUTHstories Mapping risks , diagnosing needs and modelling multimodal intervention towards personal growth and social inclusion of young people in difficult situations

2016-1-RO01-KA205-023754

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IMPACT: HOW DOES IT WORK

What is the impact of the work to date? Also describe the projected future impact for the coming years.

Spread Strategies: Moving forward, what are the main strategies for scaling impact?

TEAM “BONNE CHANCE”

BONNE CHANCE

PROBLEM/NAO	RESOURCES	SOLUTION (MARKET PROPOSING)	CHANNELS AND RELATIONSHIPS	RESULTS
<ul style="list-style-type: none">• Digitalization: digital in Bio• Survival: problems• Survival: solutions• Transport: communication• Distribution• Sales: high demand	<p>SPONSORING</p> <p>REDUCING: AT-RISK</p> <p>QUALITIES</p> <p>PLACE</p> <p>MARKETING</p>	<ul style="list-style-type: none">• Center: basic: connecting• Made: with: production• 2: source• 3: price	<p>• Innovative: only</p> <p>• Market: power</p> <p>• Core: place</p>	<p>• Helping: people: to: find</p> <p>• 2015: first: collection</p> <p>• 2016: first: stage</p> <p>• 2017: first: stage</p> <p>• 2018: first: stage</p>
<p>ACTIVITIES</p> <ul style="list-style-type: none">• Transport: transportation• Construction: factor• Production: production• Distribution: distribution <ul style="list-style-type: none">• Production: factors• Marketing• Support: for: communication• Legal: support: for: finding• 2015: first: stage• 2016: first: stage	<ul style="list-style-type: none">• Support• Quality: at: 100• Climate: for: environment• 2015: first: stage	<p>CUSTOMERS / BENEFICIARIES</p> <ul style="list-style-type: none">• 2015: first: stage• 2016: first: stage	<p>• 2015: first: stage</p> <p>• 2016: first: stage</p> <p>• 2017: first: stage</p> <p>• 2018: first: stage</p> <p>• 2019: first: stage</p>	

TEAM “THE BEAUTIFUL AGE”

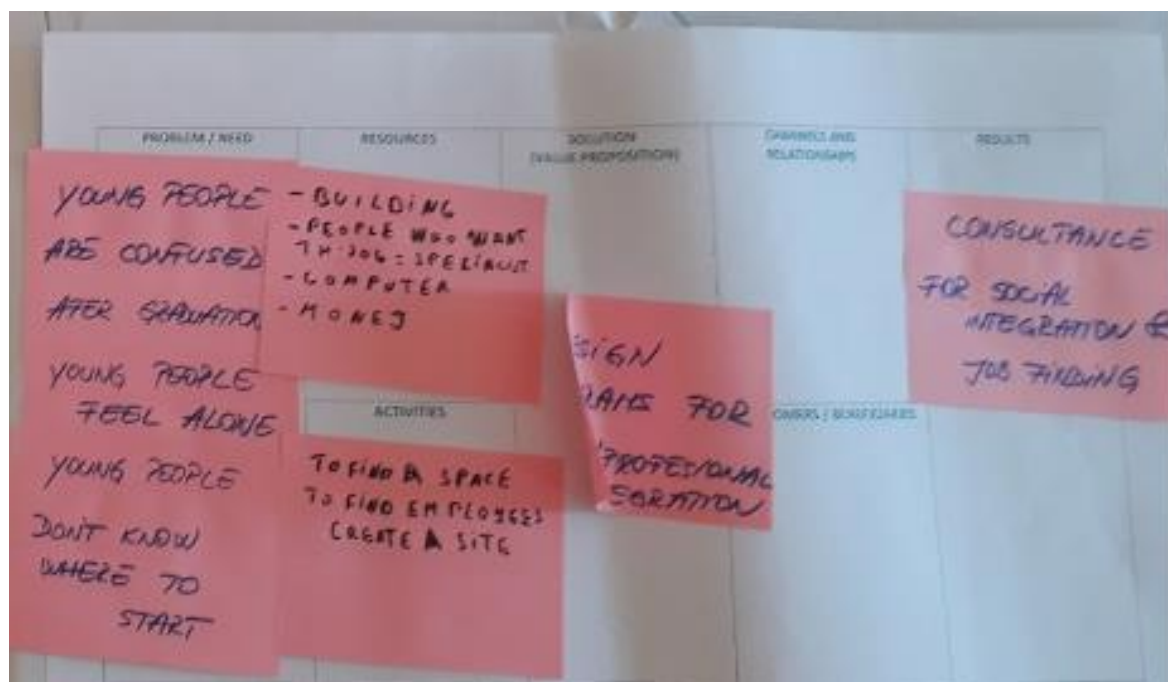
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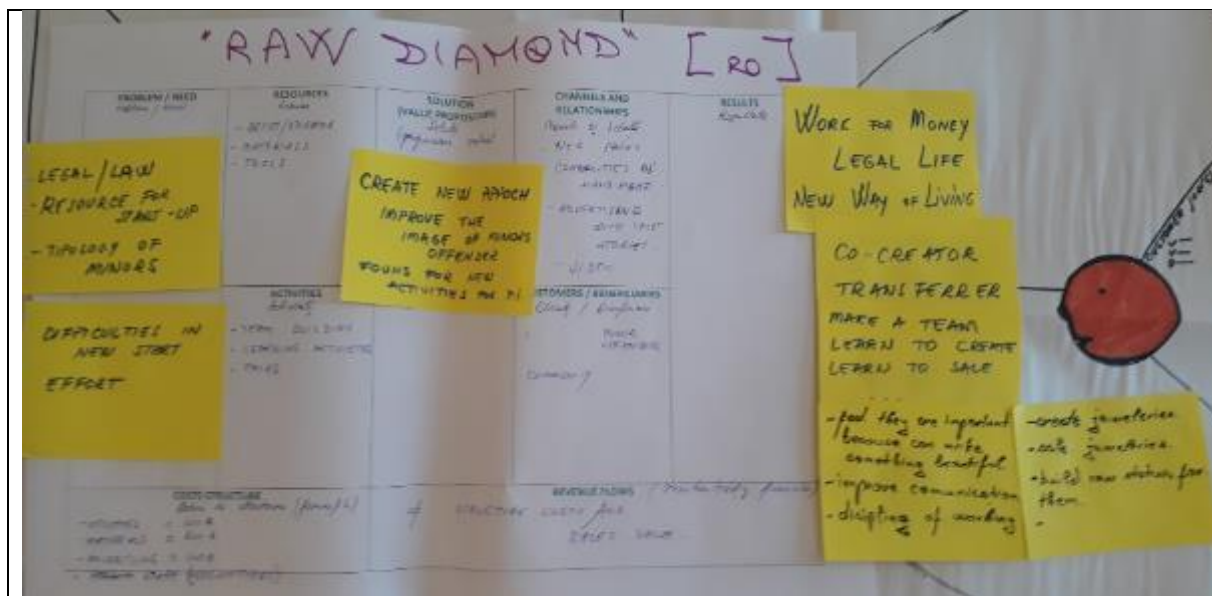
TEAM “BOTTOM TO TOP”



TEAM “RAW DIAMOND”



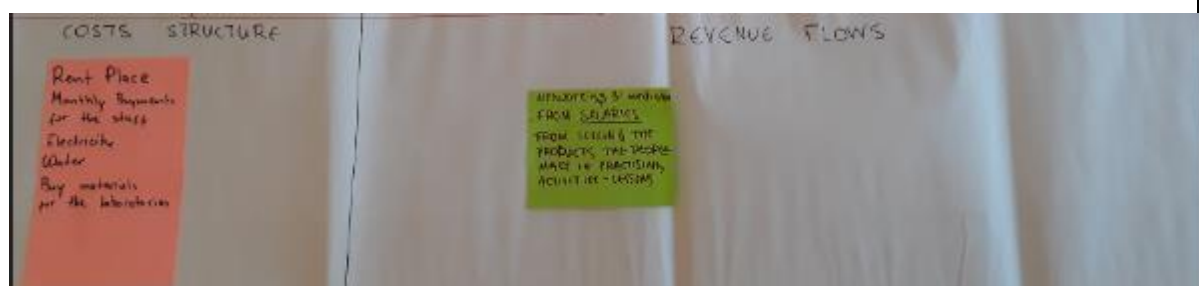
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SUSTAINABILITY

Financial Sustainability Plan: What is this solution's plan to ensure financial sustainability?
Marketplace: Who else is addressing the problem outlined here? How does the proposed project differ from these approaches?

TEAM "BONNE CHANCE"



TEAM "THE BEAUTIFUL AGE"



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STRUTTURA DEI COSTI	FLUSSI DI RICAVI
- NIENTE - INCHIESTA - SPESA EDUCATIVA - MANUTENZIONE STRUTTURALE	- QUALIFICAZIONE PER L'IMPRESA - FARE UN BUSINESS (REGIONALE...) - OFFERTA CIBARE - SPESA

TEAM "BOTTOM TO TOP"

COSTS STRUCTURE	REVENUE FLOWS
- SALARY - RENT	- SPONSOR - MONEY FOR PROJECT

TEAM "RAW DIAMOND"

COSTS STRUCTURE	REVENUE FLOWS
- SALARY - RENT - SPENDING - MANUTENZIONE STRUTTURALE	- SPONSOR - MONEY FOR PROJECT

SALES PITCH

Realize your elevator pitch



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