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ERASMUS+ PROGRAMME

Key action 2 - Strategic Partnerships for youth

The added value of Social Entrepreneurship in Youth Work



Inspiration Paper on Entrepreneurship and social
Entrepreneurship

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Inspiration Paper on Entrepreneurship and social Entrepreneurship	1
1. Project description and purpose of this work	3
2. Partners	5
3. Erasmus + and Strategic Partnership Action	8
4. Entrepreneurship and social entrepreneurship	9
5. Youth Work	10
a. What is Youth Work?	10
b. How was it born?	11
c. Who is the Youth Worker?	12
6. Social Entrepreneurship in Europe	15
a. Legislation about S.E. and Perspective from Europe	15
b. Different cases of legislation:	15
c. Perspective of European Commission:	16
d. The Commission uses the term 'social enterprise' to cover the following types of business:	17
e. In its support to entrepreneurship and self-employment, the European Commission focuses its efforts on:	17
f. And seeks to:	17
g. The Social Business Initiative by European Commission:	18
h. Legislation on social entrepreneurship in the 5 participant countries	26
i. Bulgaria:	18
ii. France:	19
iii. Greece:	19
iv. Italy:	19
v. Luxembourg:	19
i. Innovations in legislature in the UK and US:	21
7. Youth work and Social Entrepreneurship: What can be shared?	22
a. Common competencies	22
b. TOOLS - What kind of tools used by (social) enterprises can be in benefit to youth work	24
c. Projects:	24
i. ExchangeAbility:	24
ii. CAPACITE:	25
d. HOW:	Errore. Il segnalibro non è definito.
e. Digital Inclusion A.S.B.L.:	25
f. Organizational structures	26
8. Examples of good practices	28
a. PROJECTS	28
b. STRATEGY/ACTION PLAN	36
c. SOCIAL ENTERPRISES	38

Project description and purpose of this work

“The added value of Social Entrepreneurship in Youth Work” is a 24 months Strategic Partnership – transfer of good practice - under the KA2 of the Erasmus Plus Programme. The Project aims to create a framework where youth workers can benefit from the experience of successful initiatives of Social Entrepreneurship developed by youth organizations. Thanks to this good experience sharing, the youth workers are going to acquire new methods that will allow them to transfer tools and methodology to stimulate and develop the youth initiative.

The consortium is made of 6 partners including the coordinator – TDM 2000 (Italy). The partners represent: - Luxembourg - Art square Luxembourg asbl - France - Coopérative CO-ACTIONS - Bulgaria - Law and Internet Foundations –LIF - Estonia - Estonian Social Enterprise Network - Greece – Institute for Entrepreneurship and Development – IED Basically all partners met during different events organized by an association of Erasmus Plus National Agencies in the frame of the Towards Collaborative Practice forum on social innovation and entrepreneurship, which started in Malmo – Sweden in 2015.

The goal is to inform youth workers about the concept, methods, and values of social entrepreneurship that are suitable to the youth sector, as well as provide youth workers with real model examples of young social entrepreneurs in action.

The primary target group are youth workers. The ultimate target are all youth (especially those with fewer opportunities), that after the project, thanks to proper guidance, mentorship, and preparation on behalf of youth NGOs and youth workers will be stimulated to take action to improve themselves and the society in which they live.

The specific objectives of the project are:

- To give opportunity to youth workers to acquire appropriate knowledge on social entrepreneurship;
- To compare the different perceptions of the meaning of social entrepreneurship in Europe and especially in the countries partners of the project referring also to the different legislations in force;
- To share good practices of social entrepreneurship methodologies that could be taken as examples and replicated;
- To foster the invention of youth initiatives/to stimulate youth initiative among our local youth In order to reach these objectives we have prepared an activity plan that foresees:
 - 4 Transnational Partners Meetings (1 Kick off meeting, 1 between the first mobility and the first group of events);
 - 2 short staff mobility events
 - 6 short staff mobility visits
 - at least 8 visibility dissemination events per partner.

During these activities the partners will have the opportunity to meet, compare, plan, monitor, share responsibilities, and rearrange the plans in order to efficiently reach the set results.

The participants will have the opportunity to better comprehend the meaning of social entrepreneurship, how it is understood and applied in the countries involved in the project

and will work to create a document that contains all this information and that can be the example to enlarge the research to the rest of Europe.

Through the activities they will also be able to observe in person how the models work and finally they will work together to elaborate ideas on how to harvest the results of the good practices in terms of social entrepreneurship development and transform them in tools to encourage youth initiatives. In addition, we will also work on an online virtual working space that will work as a back office for the entire project. Here we will share and discuss also the outputs of the C meetings and their completion. In the case of the short visits, the virtual working space will include one “discussion room” per model.

Partners



"TDM 2000" is an independent non profit organization, that coordinates young people willing to cooperate in the voluntary sector, supporting them in developing personal and professional skills through experiential learning, non-formal education and international mobility learning experiences. Main fields of interest: youth policy, entrepreneurship, human rights, democracy, intercultural learning, active citizenship, international cooperation, local development and social inclusion.



The Institute of Entrepreneurship Development (iED) is a Greek NGO committed to the promotion of innovation and the enhancing of the entrepreneurial spirit. By recognizing entrepreneurship as a crucial factor for the development and cohesion of societies, we conduct research and we are in a position to provide innovative solutions that facilitate the growth of healthy entrepreneurship and promote employment.



LAW AND INTERNET FOUNDATION

RESEARCH CENTER FOR LAW AND
INFORMATION TECHNOLOGIES

“Law and Internet Foundation” (LIF) is a Bulgarian renowned NGO and Research Centre, officially recognised in the Register of Scientific Activity at the Ministry of Education and Science. It initiates and supports activities for implementation of scientific and applied researches, studies, programmes and projects in the field of new technologies and technological development; social entrepreneurship; transfer of knowledge, expertise and mentorship for students and young researchers.



**SOTSIAALSETE
ETTEVÕTETE
VÕRGUSTIK**

“MTÜ Sotsiaalsete Ettevõtete Võrgustik” mission is to increase the number, capacity and societal impact of social enterprises. The list of our strategic objectives can be found here: <https://sev.ee/en/overview/> Our strategic objective 1.1 is: “We will give youth access to social entrepreneurship as a career choice, providing inspiration, knowledge and experience”.



Art Square ASBL is a non-profit organisation active in social and cultural field. We support entrepreneurship mainly of artists, especially those who are in their formative years by developing their competences and engagement outside the artistic world. Since 2015 we are involved in education for creativity with Design Thinking Methodology.



Co-actions is a CAE, Cooperative of Activity and Employment, located in the South West of France, in Nouvelle-Aquitaine region. This cooperative employs people who want to create their job in a collective framework in social economy. Co-Actions supports the young entrepreneurs in experimenting the viability of their own business project with safety, freedom, solidarity, and taking part in the life of the social enterprise.

Erasmus + and Strategic Partnership Action

Erasmus+ is the EU's programme aimed at supporting education, training, youth and sport in Europe.¹

Within the 2014-2020 framework, it provides opportunities for Europeans to study, train, gain experience, and volunteer abroad.

Erasmus+ has opportunities for people of all ages and targets a wide range of organisations, helping them to develop and share knowledge and experience in different countries.



The aim of the Programme is to contribute to the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the aims of the EU's strategic framework for education and training. In the field of youth, it also contributes to achieve the objectives of the EU Youth Strategy.

Specific issues tackled by the programme include:

- Reducing unemployment, especially among young people;
- Promoting adult learning, especially for new skills and skills required by the labour market;
- Encouraging young people to take part in European democracy;
- Supporting innovation, cooperation and reform;
- Reducing early school leaving;
- Promoting cooperation and mobility with the EU's partner countries;

Strategic Partnerships aim to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level.

Strategic Partnerships are open to any type of organisation active in any field of education, training and youth or other socio-economic sectors as well as to organisations carrying out activities that are transversal to different fields.

Depending on the priority and the objectives addressed by the project, Strategic Partnerships should involve the most appropriate and diverse range of partners in order to benefit from their different experiences, profiles and specific expertise and to produce relevant and high quality project results.

¹ All the relevant info about Erasmus + can be found at https://eacea.ec.europa.eu/erasmus-plus_en

Entrepreneurship and social entrepreneurship

Social entrepreneurship² is an approach by start-up companies and entrepreneurs, in which they develop, fund and implement solutions to social, cultural, or environmental issues.

This concept may be applied to a wide range of organizations, which vary in

- size
- aims
- beliefs.

For-profit entrepreneurs typically measure performance using business metrics like profit, revenues and increases in stock prices. Social entrepreneurs, however, are either non-profits, or they blend for-profit goals with generating a positive "return to society", that is usually measured by key performance indicators.

Therefore, they must use different metrics. Social entrepreneurship typically attempts to further broad social, cultural, and environmental goals often associated with the voluntary sector in areas such as poverty alleviation, health care and community development.

At times, profit-making social enterprises may be established to support the social or cultural goals of the organization but not as an end in itself. For example, an organization that aims to provide housing and employment to the homeless may operate a restaurant, both to raise money and to provide employment for the homeless.

In the 2000s, scholars and practitioners have debated which individuals or organizations can be considered to be social entrepreneurs. Thus far, there has been no firm consensus on the definition of social entrepreneurship, as so many different fields, disciplines and organization types are associated with social entrepreneurship, ranging from for-profit businesses to hybrid models combining charitable work with business activities, to non-profit charities, voluntary sector organizations and non-governmental organizations. Philanthropists, social activists, environmentalists, and other socially-oriented practitioners are often referred to as social entrepreneurs.

² [Enterprising Ideas](#), What is a Social Entrepreneur, PBS Foundation

"The Meaning of Social Entrepreneurship," J. Gregory Dees, 1998, rev 2001 ["The Meaning of Social Entrepreneurship"](#). [caseatduke.org](#). Retrieved 2013-05-03.

Thompson, J.L. (2002). "The World of the Social Entrepreneur". *The International Journal of Public Sector Management*. **15** (4/5): 413. [doi:10.1108/09513550210435746](#).

Youth Work

What is Youth Work?

A full definition of youth work can be given only if the wide variety of activities, with and for young people are considered, as well as the essential features of youth work, its aims and the people involved. The Council of Europe gives a definition of youth work as it follows: 'Youth work is a broad term covering a wide variety of activities of a **social, cultural, educational, environmental and/or political** nature by, with and for young people, in groups or individually. Youth work is delivered by **paid and volunteer youth workers** and is based on **non-formal and informal** learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating young people's **active participation and inclusion in their communities and in decision making**.'³ According to the European Commission youth work 'encompasses a broad range of activities (e.g. social, cultural, educational, sports-related and political) carried out with, by and for young people through non-formal and informal learning.'⁴ Youth work has some essential features, which are mentioned in all the sources giving their explanation on the term 'youth work', and these statements could be summarized as:

- Young people participate
- Youth work is based on informal and non-formal learning process and on voluntary participation
- Young worker and young person are partners in the learning process
- The work is conducted at places where young people are
- Youth work focuses on the personal and social development of young people
- The aims of youth work are focused on the young people- to be supported in reaching self-awareness and their full potential as members of society

Youth work means actions taken both **by** and **towards** young people. Young people are not only beneficiaries in the processes under the hat of 'youth work' but they are also central stakeholders and co-creators of the action plan and in the implementation of youth work. The results and impact of youth work could be examined on two levels – personal and social. On personal level the focus is the individual, the personal development of a young person, growing his/her self-esteem and self-awareness, acquiring new knowledge, skills and attitudes, and his/her overall transformation into an active citizen. Youth work has impact on societal level as well, as it can be focused on the societies young people live in. Moreover, youth work creates, through informal and non-formal education and learning, a population of young active citizens, who are able to 'develop life plans and enjoy fully their democratic citizenship'.⁵ Youth work is delivered by both volunteers and paid workers. It

³ Youth work, Available at: <https://www.coe.int/en/web/youth/youth-work>

⁴ Youth Work - Youth - European Commission, Available at: https://ec.europa.eu/youth/policy/implementation/work_en

⁵ Youth work, Available at: <https://www.coe.int/en/web/youth/youth-work>

is financed and managed in a variety of ways – it could be either public funds or provided by public donors.



How was it born?

Youth work has different history and different roots in every country. Some support the statement that youth work has its origins in the UK, while during the Industrial Revolution. Others share the opinion that youth work derives from school, which had formed a platform for young people to create a young community with its own culture and perspective of the society, establishing the so-called youth movements.⁶



Picture of Wandervögel movement⁷

Another frequently given example in this sense is the German Wandervögel, a youth movement formed in the late 19th century by some college students who resisted great

⁶ Wandervögel | Deutschland-Lese, Available at: https://www.deutschland-lese.de/index.php?article_id=842

⁷ History of youth work, Available at: <https://pjp-eu.coe.int/en/web/youth-partnership/history-of-youth-work>

social transformations of the time, such as industrialisation and urbanisation. On the other hand, youth work could be examined as social work as well. In that sense, youth work also descended from social work in some countries. The Italian example of the famous priest don Bosco, a pioneer in youth care institutions, or “oratory” where children and young people were provided with vocational training, such as cobbling or tailoring, thus they learned a trade and how to earn an honest living.⁸



History of youth work in Europe is part of the European history, it is useful to look in the gained experience in the area so far, through historical analysis, when deciding on the most appropriate and successful approach to create youth policies.⁹

Don Bosco in the Oratory¹⁰

There have been two workshops (the Blankenberge workshops) and a Conference on the History of Youth Work and Youth Policy, co-organised by the European Commission and the Council of Europe respectively in 2008, 2009 and 2010. These were the first ever attempt to look back to history and furthermore use historical analysis as a source of inspiration for creating future youth policies. The two workshops brought together 40 experts in order to reflect on the history of youth work policy in their country and eventually to find its general origins through the exchange of their findings and experiences. The first workshop was focused on youth work evolution in the different countries represented by experts. The workshop aimed to highlight youth work evolution within the different political and social systems, ranging from so-called social-democratic systems (Finland) through to countries labelled as liberal (United Kingdom) to more conservative welfare regimes (Germany, France) and a post-communist country (Poland). The second workshop followed the same pattern inviting the participants to ‘give heritage and cultural policy a historical dimension in so far as they are focused on youth work and related issues such as the development of civil society’.

Who is the Youth Worker?

⁸ An introduction to the working style of Don Bosco Youth-Net ivzw, Available at:

https://www.donboscoyouth.net/uploads/7/2/2/3/72235613/20151028_pol_fewwordsandalotofaction_v2.pdf

⁹ The history of youth work in Europe Volume 2, Available at: [https://pjp-](https://pjp-eu.coe.int/documents/1017981/3084952/YK_Youth_Work_vol_2.pdf/cc002e74-4c07-4293-a041-87a86ae44cf9)

[eu.coe.int/documents/1017981/3084952/YK_Youth_Work_vol_2.pdf/cc002e74-4c07-4293-a041-87a86ae44cf9](https://pjp-eu.coe.int/documents/1017981/3084952/YK_Youth_Work_vol_2.pdf/cc002e74-4c07-4293-a041-87a86ae44cf9)

¹⁰ , Don Bosco Available at: <http://donboscointernational.eu/don-bosco/>

The role of the youth worker could vary from country to country and it is challenging to find one universal and comprehensive definition on EU level. Moreover, several researches reveal that in a great part of the Member States the youth worker is not recognized as a separate and specific job position having its official duties and responsibilities.

However, the youth worker could be seen as a key driver of the youth work whose main work is to empower young people to reach their full potential and abilities.

In Quality Youth Work Report¹¹ the youth workers are also defined as *“People working in direct contact with young people, carrying out activities designed for supporting their personal and social development through non-formal and informal learning.”* They could be *“professionals or volunteers and be civil servants or work for NGOs”*¹³. In this regard, the youth worker’s role could be also defined as full or part-time paid job (ex. qualified social workers or pedagogues) or as a volunteer one (ex. Involved in youth organisations or NGOs).

The youth workers might have diverse background and can be engaged in variety of activities and also could be part of variety of systems and organisations.¹²

Regardless of the (official) status of the youth worker (professional/volunteer) or his/her background, the main task of the youth worker is to work with young people and to help them develop themselves through formal, non-formal or informal learning.



Youth work¹³

The youth worker then must possess several skills and competences in order to effectively work with the target groups, engage and motivate them to transform. Our desk research shows that the youth workers shall be open-minded, dynamic, positive persons, having also strong presentation and language skills in order to express themselves and to transmit properly their messages to the target groups. They should also have intercultural skills, so they manage to work with young people from diverse cultures, if necessary.

¹¹ Quality youth work, Youth - work definition, p. 12 Available at: http://ec.europa.eu/assets/eac/youth/library/reports/quality-youth-work_en.pdf

¹² Working with young people: the value of youth work in the European Union, The profile of youth workers, p. 109, Available at: http://ec.europa.eu/assets/eac/youth/library/study/youth-work-report_en.pdf

¹³ Youth work-related pictures, Available at: <https://www.pexels.com/search/youth%20work/>



The youth workers shall be also role models and leaders who are motivating youth to improve their skills/ competences and grow constantly. As working with youth is at the core of the youth worker's work, they should be also fun-loving and playful individuals creating enjoyable and friendly environment. The empathy or the ability "to be in (someone's) shoes" is also an important pre-requisite for youth workers to perform their role effectively. They need to have the ability to work with youth with various backgrounds and different needs. They should also develop soft skills such as: communication skills (ex. friendliness, verbal and non-verbal communication, respect, etc.), team work (ex. active listening, collaboration and cooperation, negotiation, idea exchange, conflict management), problem-solving (ex. analysis, persistence, decision-making, brainstorming), creativity, interpersonal skills (not only empathy, but also tolerance, mentoring, networking, patience, public speaking) and hard skills¹⁴ such as : project management skills, marketing skills, data analysis, digital communication, etc.

Youth workers must be able to improvise, to try out new things and engage the target groups using innovative methods and approaches taking into consideration their background, needs, etc. Moreover, in the nowadays digital era, the youth work is also transforming, and the concept of the digital youth work is constantly evolving. Therefore, youth workers should develop digital skills and competences and use the technologies as an efficient tool for youth's engagement.

¹⁴ Top 10 hard skills, Available at: <https://resumegenius.com/blog/resume-help/hard-skills>

Social Entrepreneurship in Europe

Legislation about S.E. and Perspective from Europe



COUNCIL OF THE EUROPEAN UNION

15

The following text is a guide to social entrepreneurship in Europe and the prospects of the European Commission on the subject. It also includes the guidelines and the supporting framework of the European Commission on social enterprises. In addition, it describes the different cases of legislation in its countries.

Different cases of legislation:

- **In depth and complex** - is where specific legislation exists that governs and defines the concept of a social enterprise. Additionally, this also includes cases where there is specific regulation that distinguishes between a variety of activities and legal entities that can be defined as social enterprises, but under the state's regulations are seen as legally distinguishable and are subject to varying regulations.
- **Direct and specific** – is where specific legislation exists that governs and defines the concept of a social enterprise. Even though the exact same terminology may not exist, nevertheless there are specifically regulated legal entities and activities which fall under the general and specific definitions and scopes of social economy.

- **Indirectly defined** – are countries where social enterprises are not regulated by targeted and specific legislation but are part of national policies and strategies to varying degrees. This includes countries where there are national institutions or state departments that address and work with social enterprises despite there not being a law which strictly defines. Also, this includes countries where social enterprises are part of important national strategic policy documents, where in some cases there are proposals for the establishment of legal regulation for the same.
- **No legislation (direct or indirect)** – countries in which social entrepreneurship and the concept of social enterprise is not legally defined, nor is it a part of national and state policy documents or strategies. However, in these countries the lack of legislation does not preclude the existence and operations of social enterprises, it merely means that they function within the norms of more traditional legal entities.

MEMBERS



16

Perspective of European Commission:

A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion

¹⁶ <https://www.slideshare.net/maheswarijaikumar/european-commission-84527962>

and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities.

The Commission uses the term 'social enterprise' to cover the following types of business:

- Those for who the social or societal objective of the common good is the reason for the commercial activity, often in the form of a high level of social innovation.
- Those whose profits are mainly reinvested to achieve this social objective
- Those where the method of organisation or the ownership system reflects the enterprise's mission, using democratic or participatory principles or focusing on social justice
- There is no single legal form for social enterprises. Many social enterprises operate in the form of social cooperatives, some are registered as private companies limited by guarantee, some are mutual, and a lot of them are non-profit-distributing organisations like provident societies, associations, voluntary organisations, charities or foundations.
- The top priority of the commission is "to get Europe growing again and to increase the number of jobs without creating new debt".¹⁷

In its support to entrepreneurship and self-employment, the European Commission focuses its efforts on:

- business start-ups by unemployed and people from vulnerable groups
- support for social entrepreneurs
- microfinance

And seeks to:

- increase knowledge about entrepreneurship and self-employment
- build capacity in EU countries and regions
- support entrepreneurship financially.¹⁸
- 'At the European level, the European Parliament's Resolution of 19 February 2009 on the social economy (OJ 25.3.2010) is worth highlighting. The social economy may well consider it the most important text to be issued from the European Parliament

¹⁷ https://ec.europa.eu/growth/sectors/social-economy/enterprises_en

¹⁸ <https://ec.europa.eu/social/main.jsp?catId=952&intPagId=2914&langId=en>

and the European Economic and Social Committee in the past three decades. This resolution takes the view “that the European Union and the Member States should recognise the social economy and its stakeholders – cooperatives, mutual societies, associations and foundations – in their legislation and policies.” as well as calling for other forms of institutional recognition.¹⁹

The Social Business Initiative by European Commission:

- **Action 1** : Put forward a European regulatory framework for social investment funds.
- **Action 2**: Encourage the development of microcredit in Europe, specifically by improving the related legal and institutional framework.
- **Action 3**: Set up an EU financial instrument to provide easier access to funding.
- **Action 4**: Make social enterprises an investment priority of the European Regional Development Fund and European Social Fund.²⁰

Legislation on social entrepreneurship in the 5 participant countries

In all five participant countries, legal recognition of some particular forms of what would now be widely regarded as social enterprise (particularly cooperatives, foundations and associations) has long been in place.²¹ This is notable as it is by no means true of all countries, or even all EU countries. The Republic of Ireland, for instance, continues to have no legal provisions for foundations or associations.²²

More recently, the five participant countries have all passed legislation acknowledging and formally demarcating social enterprises more broadly, as well as the economy they collectively make up – the social and/or solidarity economy. They have also all passed legislation seeking to, in more direct ways, foster that economy.

Bulgaria:

Legislation describing the social and solidarity economy and its limits has come into force only this year. That legislation also introduced a registration system for social enterprises, and committed the Ministry of Labour and Social Policy to facilitating the convergence of social enterprises and public institutions, and to promoting initiatives in the social and solidarity economy. An example of such a promotion is the national contest, The Change. Entrepreneurs are tasked with finding a solution to a social problem related to young people (24 and younger). Three winners receive funding for their proposed projects, as well as training, mentoring and opportunities for partnerships. (It is perhaps also worth noting that it is government policy in Bulgaria for entrepreneurship to be taught in schools from age 7,

¹⁹ https://www.eesc.europa.eu/resources/docs/12_368-gr3-env2.pdf

²⁰ https://ec.europa.eu/growth/sectors/social-economy/enterprises_en

²¹ <https://www.eesc.europa.eu/resources/docs/qe-30-12-790-en-c.pdf> - used extensively in this chapter

²² https://www.ideaonline.ie/uploads/files/CTC-Media_Guide_web_version.pdf

and social entrepreneurship is included on the syllabus.)

France:

There is a social economy minister, attached to the Ministry of the Economy. There is an official label and related system of accreditation for social enterprises. There is further government support, in the form of subsidies from the National Fund for the Development of Associative Life (FNDVA) and, for sports social enterprises, the National Fund for the Development of Sport (FNDS), and in the form of policies to help employment in associations. The EESC has, however, accused France of legislative inflation in the area of the social economy, and some large-scale attempts at legislation in this area have failed in recent years.

Greece:

In 1999, the government established legislation that supported the creation of social enterprises with limited liability to provide employment for people with mental health problems. These social enterprises, known as Koi.S.P.E.s, were allowed to own public property and exempted from corporate taxes (except VAT); also, those who work for Koi.S.P.E.s were allowed to earn a wage without losing their social benefits. This legislation was widely regarded as a success. In 2011, a broader legal framework for social enterprises was introduced – this however has been more contentious and slower to take effect. It has been criticised in particular for failing to provide a clear definition of a social enterprise, for failing to account for certain kinds of social enterprise, and for making the process of registering and acting as a social enterprise too bureaucratic. Its moves to support the social economy have also been slowed and hampered by the financial crisis and austerity that have plagued Greece in the past decade. Fiscal advantages previously available to social enterprises have even been abolished as part of the across-the-board cuts under Greece's fiscal adjustment program.

Italy:

The concept of a social enterprise has had a place in law since 2006, when it was established as a label that organisations meeting certain criteria could acquire. In 2017, that law was clarified and developed, entitling registered social enterprises to state support, though tax cuts, both for the enterprises themselves and for those who invest in them, and through the provision of subsidies and training and limited technical support.

Luxembourg:

A commitment to supporting social enterprise is evident in the full name of the Ministry of Labour, which is the Ministry of Labour, Employment and the Social and Solidarity Economy. The legal framework for social enterprise, developed between 2016 and 2018, created an official label (SIS – in translation, Social Impact Company), which companies fitting the relevant criteria can apply for and which entitles them to reductions in corporate income tax, communal business tax and net wealth tax. Those reductions can even amount to exemptions where SISs have no yield shares, i.e. shares requiring the paying out of dividends. In that event, SISs have the same tax benefits as non-profits.

Legislation has also established a government Advisory Board for social entrepreneurship.

The European Economic and Social Committee, an EU government body, summarised in its 2012 report *The Social Economy in the European Union*:

‘Shortfalls in legislation can have serious implications for the legal position of groups or social entrepreneurs wishing to set up social economy organisations: the legal framework can act as a brake on the introduction of new forms if existing ones cannot be adapted to new requirements.

In this respect, the objective of the new legislation that has appeared in recent years in different countries, such as the specific laws concerning social enterprises (Act of 2003 in Finland, Act of 2004 in Lithuania, Act 118/2005 in Italy and Act of 2011 in Slovenia), social cooperatives (Acts of 2006 in Poland and Portugal) and non-profit organisations of social utility (Decree 460/1997 in Italy), or the amendments to existing laws to reflect new forms (such as the cooperative societies of collective interest created in 2001 in France, or the social initiative cooperatives that have appeared in recent years in the different laws concerning Spanish cooperatives), has been to provide a channel for the development of an emerging social reality.’

Since 2012, this channel has not only been further refined and made more comprehensive; it has also become increasingly clearly labelled. Still, much work remains to be done.

Innovations in legislature in the UK and US:²³

In recognition of the value of social enterprises, many countries are experimenting with new legal structures that can better accommodate social ventures. The United Kingdom and United States are pushing forth as global leaders in legal innovation to support social entrepreneurship, and it has been suggested by experts, researchers and policy makers that Canada refers to the experience of these forerunners and considers implementing similar legal structures.

In the U.K, a Community Interest Company (CIC) structure was created in 2005 as a type of limited-liability business that can operate more commercially than a charity. The intent is to enable organizations to use their assets and profits for the benefit of the community, and to help create a known brand for social enterprises.³ While CICs can operate more “commercially” than charities, they must pass a “community interest test”, adhere to certain “asset lock” restrictions and must disclose their activities annually. As of the beginning of 2010, there were nearly 3,400 registered CICs in the U.K.² Examples include Education Solutions Direct, a specialist education and training consultancy serving disadvantaged community members, and Gateway Family Services, which trains and develops people with barriers to learning and employment to help them gain skills to deliver new types of health and social care services.

B “Beneficial” Corporations have been implemented in the U.S. and are now expanding into Canada. Created by the not-for-profit B Lab, B Corporation is a certification rather than a new legal form of business. It helps corporations “define themselves to consumers and investors as socially and environmentally responsible businesses”.³ To become a B Corporation, a business, including co-operatives, must achieve a certain threshold score on the B Ratings System, a survey that assesses a company’s social and environmental performance based on such factors as philanthropy, political activity and environmental policies. In 2009, Better the World Inc., which raises money for charities by delivering marketing campaigns to targeted consumers, became the first B Corporation in Canada. In March 2014, The Business Development Bank of Canada become the first Canadian financial institution to receive B Corp certification and the 100th Canadian company to join the international B Corp community.

²³ Source: <https://www.futurpreneur.ca/en/resources/social-purpose-business/articles/choosing-a-legal-structure-for-social-purpose-business/>

Youth work and Social Entrepreneurship: What can be shared?

Common competencies

Competence is the “ability to do something successfully or efficiently”.²⁴

Competencies	Youth work	Social entrepreneurship	what social entrepreneurship can share /give to youth work
Ability to create international communication		X	Ability to create international communication
Ability to identify opportunities		X	Ability to identify opportunities
Ability to recognize global social problems		X	Ability to recognize global social problems
Ability to recognize target groups		X	Ability to recognize target groups
Active listening	X	X	
Adaptive	X	X	
Analyze social business environment		X	Analyze social business environment
Being influenced by role model		X	Being influenced by role model
Benefit from others' experiences,		X	Benefit from others' experiences
Changeability, agility method process to adapt action		X	Changeability, agility method process to adapt action
Co-operation	X	X	
Coaching	X	X	
Communication skills	X	X	
Conflict transformation	X	X	
Creativity	X	X	
Democratic leadership	X	X	
Education in the field	X	X	
Empathy	X	X	
Empowerment	X	X	

²⁴ <https://www.coe.int/en/web/youth-portfolio/youth-work-competence> ;
<https://www.sciencedirect.com/science/article/pii/S2452315117300905> ;
<https://link.springer.com/article/10.1186/s40497-018-0102-x>

Facilitation	X	X	
Feedback	X	X	
Financial management		X	Financial management
Human rights education	X	X	
ICT	X	X	
identification of aims	X	X	
Intercultural learning	X	X	
Internal locus of control	X	X	
Knowledge management	X	X	
Language skills	X	X	
Management skills	X	X	
Mentoring	X	X	
Monitoring & controlling method	X	X	
Motivating people	X	X	
Open minded	X	X	
Organizing	X	X	
Partnership-building, networking	X	X	
Peer training	X	X	
Perseverance and pursuit	X	X	
Planning method and tools	X	X	
Problem solving	X	X	
Project management method	x	X	
Public speaking	X	X	
Research techniques	X	X	
Risk taking	X	X	
Self-development	X	X	
Self-knowledge	X	X	
Social concerns	X	X	
Social culture	X	X	
Strategic planning	X	X	
Strategic thinking		X	Strategic thinking
Team work, collectivism	X	X	
Sustainability thinking		X	Sustainability thinking
Resilience		X	Resilience
Customer sensitivity		X	Customer sensitivity
Evaluation method		X	Evaluation method
Marketing		X	Marketing

TOOLS - What kind of tools used by (social) enterprises can be in benefit to youth work

- **Management of human resources** – trainings, tool for systematic development of youth worker's competences, mentoring and peer learning;
- **Business model/ plan/ strategy** – in order to manage their organisation in a more structured way and to know what goal you want to achieve and also what are the next steps towards achieving your goal;
- **Financial plan/ strategy; financial management/ fundraising strategy** – know how to manage your budget; know to raise your funds – private foundations/donor programs/crowd funding;
- **Expand the partnership network** – conduct meetings with various organisations' representatives;
- **HR system, Accounting system** / or other business intelligence tools; innovation management tools; using different communication tools to get in touch with other team member; content management tools; project management tools;
- **Communication and marketing tool** – creating awareness on their current initiatives and projects; dissemination activities;
- **Democratic governance** – code of conduct (set some rules, principles, responsibilities, etc.);²⁵

Projects:

ExchangeAbility:²⁶

ExchangeAbility is an ESEN's project that gives the opportunity to students with disabilities to experience the international and intercultural exchange programs.

ESN helps to provide the conditions for these students to be active and involved among international students and to bring their experiences back to their home universities.

AIMS

Increase the participation of students with disabilities in mobility programs such as Erasmus+.

Make ESN an accessible organization.

²⁵ <https://ied.eu/project-updates/social-entrepreneurship-youth/> ;
http://ec.europa.eu/assets/eac/youth/library/reports/quality-youth-work_en.pdf

²⁶ <https://www.esn.org/exchangeability> ; <https://exchangeability.eu/>

CAPACITE:²⁷

CAPACITE is a project of cooperation between 6 structures located in Aquitaine France, having a fablab or digital equipment which aims to set in move young people through dynamic projects and entrepreneurial approach.

AWARENESS

Short format: a demonstration, a workshop, an information meeting, etc. (three hours workshop)

To make young people aware of the project approach and the entrepreneurial culture and innovation, motivate them.

TRAINING

Intermediate format: Three week workshop, a hackathon etc.

The goal: To become familiar with project management, entrepreneurship, and digital manufacturing. To be able to learn from your mistakes, experimentation and peer learning.

TO ACCOMPANY

Long format: Three month workshop

The goal: To allow young people to experiment with an entrepreneurial project, to discover all the steps of a project and an entrepreneurial method (prototyping, marketing, finance ...) for the conception of a brand. It is about being able to do it yourself and learn from others. Young people will also meet professionals, create a network and formalize a project.

Digital Inclusion A.S.B.L.:²⁸

Digital Inclusion is a non-profit organisation to help everybody, exclusively refugees and job seekers in Luxembourg to get access to information, technology and computing, promote social inclusion through digital technology and take action for the environment.

The organisation proposes IT courses for free and includes language assistance in 9 different languages. Creative activities around technology between locals and new arrivals and establishing a platform for computer assisted learning. Take action for the environment by the re-use & repair donated digital equipment. Also, equip everybody with IT equipment who cannot afford it.

Social Re-use programme aims to make inclusion with the digital world accessible to all. Environment friendly reuse and repair of donated computers and smartphones of no longer needed resources. A team of volunteers participates to workshops of recycling and repair computers.

²⁷ <http://www.projet-capacite.org>

²⁸ <https://www.youtube.com/watch?v=L1Hx1bPG4Pg&feature=youtu.be> ; <http://digital-inclusion.lu/>

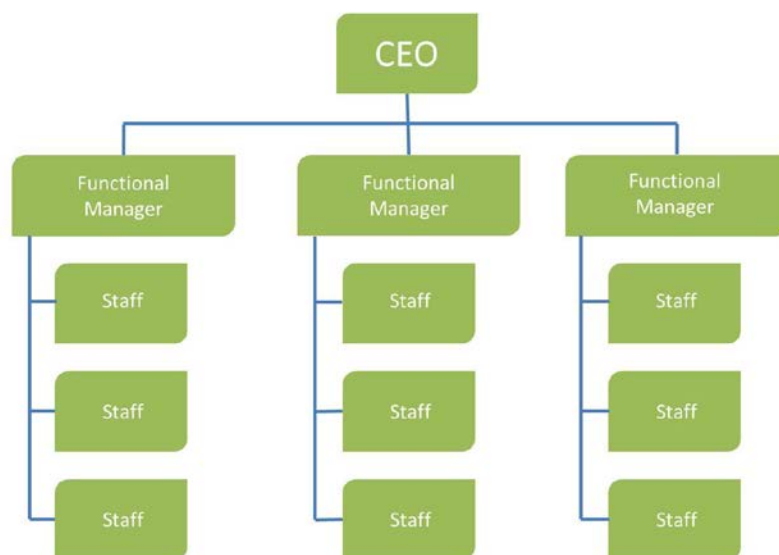
Digital Inclusion is working in collaboration with European Social Fund, Ministry of Labor and 10 more partners.

Organizational structures²⁹

An organizational structure is a system that outlines how certain activities are directed in order to achieve the goals of an organization. These activities can include rules, roles, and responsibilities. The organizational structure also determines how information flows between levels within the company. They define a specific **hierarchy** within an organization. Traditionally, organizations have been structured with **centralized leadership** and a defined chain of command. There has been a rise in decentralized organizations, as is the case with many technology startups.

Four types of common organizational structures are implemented:

- **Functional structure** / bureaucratic organizational structure. That consists of activities such as coordination, supervision and task allocation. The organizational structure determines how the organization performs or operates. The term organizational structure refers to how the people in an organization are grouped and to whom they report. One traditional way of organizing people is by function. Some common functions within an organization include production, marketing, human resources, and accounting.



30

²⁹ <http://www.businessdictionary.com/definition/organizational-structure.html> ; [https://youtu.be/wO - MtWejRM](https://youtu.be/wO-MtWejRM) https://en.m.wikipedia.org/wiki/Organizational_structure

³⁰ <http://knowledgegrab.com/glossary/functional-structure-2/>

- **Divisional or multidivisional structure**, (leadership team based on the products, projects, or subsidiaries they operate). The divisional structure or product structure consists of self-contained divisions. A division is a collection of functions which produce a product. It also utilizes a plan to compete and operate as a separate business or profit center. According to Zainbooks.com, divisional structure in America is seen as the second most common structure for organization today.
- **Flatarchy**, a newer structure (startups). (flattens hierarchy and chain of command and gives its employees autonomy). High speed of implementation.
- **Matrix structure**. The matrix structure groups employees by both function and product simultaneously. A matrix organization frequently uses teams of employees to accomplish work, in order to take advantage of the strengths, as well as make up for the weaknesses, of functional and decentralized forms.
 - **Weak/functional matrix**: A project manager with only limited authority is assigned to oversee the cross- functional aspects of the project. The functional managers maintain control over their resources and project areas.
 - **Balanced/functional matrix**: A project manager is assigned to oversee the project. Power is shared equally between the project manager and the functional managers. It brings the best aspects of functional and projectized organizations. However, this is the most difficult system to maintain as the sharing of power is a delicate proposition.
 - **Strong/project matrix**: A project manager is primarily responsible for the project. Functional managers provide technical expertise and assign resources as needed.
 - **Adhocracy** is a flexible, adaptable and informal form of organization that is defined by a lack of formal structure that employs specialized multidisciplinary teams grouped by functions.


The typical hierarchical is an arrangement of lines of authority, communications, rights and duties of an organization. Organizational structure determines how the roles, power and responsibilities are assigned, controlled, and coordinated, and how information flows between the different levels of management.

Examples of good practices

PROJECTS

Name of project	Textbooks for change
Main theme of project (e.g. from the list above)	Cultural heritage
Short description of project	Textbooks for Change provides affordable and accessible educational material to students both locally and across the globe. We believe that post-secondary students should be able to learn from high-quality material, regardless of their geographic or economic status. Whether it's donating educational material to campus libraries in Kenya or selling an affordable used textbook to a student in Canada, our goal is to improve the educational landscape around the world. We work collaboratively with campus and community partners to create this impact, book by book.
What needs/problem did the project aim to address	<p>PROVIDING ACCESS TO EDUCATIONAL MATERIAL</p> <p>When Chris was teaching in East Africa, he first noticed the problem facing universities. Since then, we've met and interviewed hundreds of students, professors, and librarians to assess the need for educational material for institutions and individuals.</p> <p>In East Africa, there is a rapidly increasing student population (there are over 450,000 university students in Kenya!) but university budgets continue to be unpredictable. On top of this, students continue to face internet access and connectivity issues.</p> <p>We partner with under-resourced universities to donate textbooks to their libraries. Libraries multiply the impact of our donations, providing everyone with the ability to learn.</p>
Who was involved in the design of this project?	We've partnered with 7 universities in East Africa who are looking to better their campus community, including Moi University and Pwani University in Kenya.
Target group	By students for students
Other types of partners and stakeholders involved	We are also a proud member of the Association for the Advancement of Sustainability in Higher

	<p>Education. AASHE is the world's largest association of higher education sustainability professionals and the community is dedicated to ensuring that our world's future leaders are motivated and equipped to solve sustainability challenges.</p>
<p>How were partners or stakeholders involved in this project? What was the benefit for them to being involved?</p>	<p>By donating to libraries, we've provided over 220,000 students in East Africa with access to high-quality textbooks and journals.</p> <p>A donation of 25,000 textbooks has a value of \$500,000 USD, providing major cost-savings for universities.</p>
<p>Outputs: what outputs resulted from the project?</p>	<p>We repurpose donated textbooks from University and College campuses across North America to reduce waste on campus. Every textbook we receive is reused or recycled, creating amazing environmental impact.</p> <p>By partnering with like-minded campuses to host dropboxes, we help institutions improve their recycling activities and encourage all students to engage in waste diversion activities.</p>
<p>Impact: for participants, how did the project contribute to the development of the participants (personally and professionally)?</p>	<p>With these experiences and an entrepreneurial spirit, Chris and co-founder Tom launched Textbooks for Change in 2014 to improve the educational landscape for post-secondary students around the world.</p> <p>What began as the vision of one social entrepreneur has since inspired students, professors, and community members from across the globe to grow Textbooks for Change into a successful for-profit social enterprise and top-rated B Corp.</p>
<p>Impact: what were the wider impacts or change created as a result of the project actions? On local community, on other stakeholders not directly involved in the project?</p>	<p>Partner with student groups/clubs to collect used textbooks at the end of each semester. Students donate their used textbooks. Some of the textbooks are re-sold to students at the college/university of their collection source; some of the textbooks are donated to students in need at underserved universities in the developing world. The profits are split between the student groups/clubs, program administration costs, and any remaining funds are used to support social programs in developing communities.</p>

Name of project	Company Shop Group
Main theme of project (e.g. from the list above)	Community development
Short description of project	Create a food market that sells food to low-income communities at a discounted price. Discounted food is donated (or purchased very cheaply) from food suppliers and other supermarkets, who cannot sell the food themselves for a variety of reasons such as approaching expiry dates, dented cans, and product mislabelling.
What needs/problem did the project aim to address	<p>We help manufacturers, retailers and big brands turn waste into financial and social benefits, without compromising the integrity of their brands.</p> <p>We protect our planet by stopping millions of perfectly good products going to waste. This supports the vital global priorities outlined in the United Nations Sustainable Development Goals and the UK Courtauld 2025 Commitment, of which we're founder signatories.</p> <p>By doing so, we can deliver financial, social and environmental benefits to our industry, our communities and our planet.</p>
Who was involved in the design of this project?	
Target group	Low-income communities and partners include some of the country's top retailers, manufacturers and brands.
Other types of partners and stakeholders involved	 <p>OUR RETAIL P A FEW OF MANUFACTURING PARTNERS</p>

	 <p>ART THE INDUSTRY BODIES WE WORK WITH</p> 
<p>How were partners or stakeholders involved in this project? What was the benefit for them to being involved?</p>	<p>We help our supply chain partners to receive a financial return for their surplus products. By purchasing these items, we've returned over £16.5 million back to the industry in 2018 alone. Great for business, great for the environment.</p> <p>Our supply chain partners can donate their surplus products to support our social enterprise, Community Shop, where we build stronger individuals and more confident communities using the power of food and personal development programmes.</p>
<p>Outputs: what outputs resulted from the project?</p>	<p>We are the largest food distribution company in the UK trusted by top retailers, manufacturers and brands.</p> <p>We've been specialists at redistributing surplus food for five decades and have pioneered thinking in the sector. We handled over 70 million products in 2018 alone, bringing financial, social and environmental benefits to our partners, while protecting the brands we work with.</p>
<p>Impact: for participants, how did the project contribute to the development of the participants (personally and professionally)?</p>	<p>Our incredible story started five decades ago and, today, we employ over 700 people and handled 70 million items in 2018 alone.</p> <p>The stock we purchase is redistributed through Company Shop - a network of six membership-only stores - at discounted prices, to individuals who work in the food manufacturing supply chain, emergency services or the NHS.</p>
<p>Impact: what were the wider impacts or change created as a</p>	<p>Through our Company Shop stores we've created a new kind of supermarket and founded a new breed</p>

<p>result of the project actions? On local community, on other stakeholders not directly involved in the project?</p>	<p>of social enterprise in Community Shop. Handling over 70 million items in 2018 alone, we're now the largest commercial redistributor of food and household products in the UK with an award-winning story to tell and an amazing array of advocates to be proud of.</p>
<p>OTHER</p>	<p>Our Modern Slavery statement One of our fundamental beliefs is that everyone has the right to work in a respectful and professional environment, which is free from any abusive or unprofessional conduct. Our commitment extends beyond our own organisation; in terms of working with our suppliers, to ensure our supply chain organisations also ensure a fair and respectful workplace for all. Our Operating Board have considered the risk of modern slavery across all areas of our business, and have determined the risk to be low. Our largest resource is our colleagues. We check that all of our colleagues have the right to work in this country. We also ensure that our pay rates are at or above the relevant National Minimum Wage and/or Living Wage. In addition, we expect a commitment to these principles from all of the organisations that we work with, and we will not support or do any business knowingly with any organisation involved in any form of Modern Slavery.</p> <p>Environment policy Statement: https://www.companyshop.co.uk/media/2836/cs020-v1-environmental-policy-statement-2018.pdf</p>

<p>Name of project</p>	<p><u>YOUTH ENTERPRISE THROUGH ARTS</u></p>
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Main theme of project (e.g. from the list above)	Entrepreneurship
Short description of project	<p>The importance of developing entrepreneurial skills in young people is well established as both a means to economic growth, as well as to enabling young people to achieve the goals they set out for themselves. With the emergence of innovative social enterprise models, now more than ever entrepreneurship programmes can empower young people to generate positive impact at individual and community level.</p> <p>The YEA project was carefully structured to find new ways of integrating high quality entrepreneurship training into existing youth services & structures by training youth workers in the field of creative, performing & digital arts.</p>
What needs/problem did the project aim to address	The majority of youth workers, lack the knowledge, skills & confidence to teach entrepreneurship.
Who was involved in the design of this project?	A consortium of ngos
Target group	Young people (18-30 yr olds)

Name of project	Changemakers Academy
Main theme of project (e.g. from the list above)	development of marketing skills
Short description of project	<p>Changemakers Academy is learning by doing program where high school youngsters create marketing solutions and implement them to social enterprises</p> <p>Participants got to train about marketing and the specific of social enterprise they were working with as well as to train how to work effectively in team. Each team had mentor, who had training on the topic of how to lead a team. Goal was to solve a marketing problem for social enterprise, first to understand it and then create a solution and prototype the solution.</p>
What needs/problem did the project aim to address	Estonian and Russian youngsters lack enough role models and teamwork opportunities to grow. Social enterprises lack marketing empowerment
Who was involved in the design of this project?	British Council and Estonian Social Enterprise Network (ESEN)
Target group	8-12 th grade youngster
Other types of partners and stakeholders involved	British Council
How were partners or stakeholders involved in this project? What was the benefit for them to being involved?	A) ESEN – more youngsters know what is social entrepreneurship and can be inspired to be social entrepreneurs themselves. B) British Council – Estonian and Russian youngsters are brought together and taught them the value of social impact based world
Outputs: what outputs resulted from the project?	Youngsters generated more than 87 000 euros of value to enterprises.
Impact: for participants, how did the project contribute to the development of the participants (personally and professionally)?	81% achieved better reflection skills, 87% better teamwork skills.
Impact: what were the wider impacts or change created as a result of the project actions? On local community, on other	The results of the project are used to create a non-binding strategic document in co-operation with ENTK (Estonia Youth Work Centre)

Name of project	Superheroes
Main theme of project (e.g. from the list above)	Girls empowerment
Short description of project	Changemakers Academy is learning by doing program where girls from age 13-17 develop their skills through bringing their ideas into life Participants got trained on different topics: performing, budgeting, technology, mindfulness, leadership to create and implement their own idea.
What needs/problem did the project aim to address	Estonian and Russian youngsters lack enough role models and teamwork opportunities to grow. Teenage girls lack role models.
Who was involved in the design of this project?	British Council and MTÜ Metropolis
Target group	13-17 year old girls
Other types of partners and stakeholders involved	British Council
How were partners or stakeholders involved in this project? What was the benefit for them to being involved?	A) Metropolis – more girls are empowered B) British Council – Estonian and Russian youngsters are brought together and taught them the value of social impact based world
Outputs: what outputs resulted from the project?	
Impact: for participants, how did the project contribute to the development of the participants (personally and professionally)?	Girls have showed higher empowerment and activity in social environment.

STRATEGY/ACTION PLAN

Strategy / Initiative	<u>TEACHING ENTREPRENEURSHIP AND CREATING ENTREPRENEURIAL ECOSYSTEMS IN EUROPE</u>
Target group	Youth
What are the objectives of this initiative?	<p>make amend to the:</p> <ol style="list-style-type: none"> 1. Lack of innovative methods and tools in teaching entrepreneurship to youth 2. Lack of a stable and constant cooperation between organizations, institutions and enterprises which promote entrepreneurship in particular European countries
What problem does this strategy seek to address?	Young people in Europe lacking entrepreneurial skills and knowledge, which leads to them not fitting in the present labour market
Who led the design of this initiative?	Fundacja Swiatowego Tygodnia Przedsiębiorczosci
Were other partners / stakeholders involved in the design of the initiative?	Project participants are 9 employees and representatives of partnering institutions (5 from Poland, 2 from Malta and 2 from UK), who are responsible for teaching and promoting entrepreneurship in their respective countries.
Other types of partners and stakeholders involved in design	Teachers and youth workers
Actions: what are the main areas of actions within this initiative?	Let the participants have an in-depth insight into local conditions and collect data, pictures and videos needed.
Actions: which partners/stakeholders are involved in the delivery of the actions?	9 employees and representatives of partnering institutions
Outputs: What are the outputs of the initiative?	online publication
Impact: what are the anticipated / actual impacts of the initiative?	<ol style="list-style-type: none"> 1. Direct participants: <ul style="list-style-type: none"> • improved competences, linked to their professional profiles • increased sense of initiative and entrepreneurship • increased motivation and satisfaction in their daily work • more positive attitude towards the European project • increased opportunities for professional development

	<ul style="list-style-type: none">● increased competence in foreign languages● broader understanding of practices, policies and systems in education, training or youth across countries;● greater understanding of interconnections between formal and non-formal education <p>2. Participating organizations:</p> <ul style="list-style-type: none">● a more modern, dynamic, committed and professional environment inside the organisation● innovative approaches to addressing their target groups● increased capacity and professionalism to work at EU/international level● more positive attitude towards the European project
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SOCIAL ENTERPRISES

Name of social entrepreneurship	<u>Solar Sister</u>
Main theme of social entrepreneurship (e.g. from the list above)	Community development
Short description of entrepreneurship	Solar Sister supports local women in Africa to create sustainable clean energy businesses, because we believe everyone should have access to affordable, clean power, no matter where they live.
What needs/problems did the social entrepreneurship aim to address	Over 600 million people in sub Saharan Africa live without electricity and over 700 million depend on harmful fuels such as firewood and charcoal for cooking.
Who was involved in the design of this social entrepreneurship?	We are a movement of women, men, allies and partners who care about the well-being of people and planet. We are in this together.
target group	Local women's enterprise
social entrepreneurship process: - What did the entrepreneurs experience during the project i.e. what action steps did they take?	From trainings and ongoing mentoring, entrepreneurs also gain important skills like marketing, financial management, communications and technical product knowledge. As a result, women gain confidence and the ability to serve as role models and change agents in their communities.
How were partners or stakeholders involved in this social entrepreneurship? What was the benefit for them to being involved?	Independent research shows that Solar Sister's model improves not only a woman's household income, but also health, education and a woman's status and control over resources. Income allows women to contribute to household earnings, gain confidence, financial independence, and respect from their families, and play a larger role in household decision-making.
Outputs: what outputs resulted from the social entrepreneurship?	Families benefit from the better health and economic stability thanks to use of clean cookstoves and solar light.
Impact: for entrepreneurs, how did the social entrepreneurship contribute to the development of the entrepreneurs (personally and professionally)?	We provide a comprehensive training package and ongoing mentoring on business, technology, and leadership skills necessary to kickstart a sustainable clean energy business.
Impact: what were the wider impacts or change created as a result of the social entrepreneurship actions? On local community, on other stakeholders not directly involved in the social entrepreneurship?	Children in particular benefit from reliable, bright lighting to study by at night. Over 90% of parents reported improvement in their children's academic performance thanks to solar light. Women in particular also benefit from time savings – thanks to increased available lighting after dark. Those who use solar lights report 170% increase in light after sunset resulting in increased productivity. Families who switch to clean cookstoves significantly reduce the time of collecting wood, the cost of solid

	fuels, and by reducing smoke also improves the health of women and children in particular.
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Name of social entrepreneurship	One World Play Project
Main theme of social entrepreneurship (e.g. from the list above)	Inclusion
Short description of entrepreneurship	<p>We are a social impact company whose products can withstand the toughest playing conditions in the world yet are still ideal for the beach, park, street or your local soccer field.</p> <p>We originally created the unpopable One World Futbol as a solution for kids living in harsh conditions where standard soccer balls don't last long. But along the way, it became obvious just how transformative and powerful play is, not just for the millions of youth around the world living in poverty, but for all of us.</p>
What needs/problems did the social entrepreneurship aim to address	Tim Jahnigen was watching news footage about traumatized refugee youth in Darfur playing soccer on dirt using a ball they had made by tying trash together with twine. He realized there was a global need for a nearly indestructible ball that could withstand the harsh conditions often faced by youth living in refugee camps, disaster areas and other disadvantaged communities.
target group	Kids living in harsh conditions and youth
How were partners or stakeholders involved in this social entrepreneurship? What was the benefit for them to being involved?	Sting. Inspired by Tim's vision, Sting generously provided the initial R&D funding to create the prototype for the One World Futbol. In recognition of this critical support, both the ball and the company were named for the song "One World (Not Three)" written by Sting.
Outputs: what outputs resulted from the social entrepreneurship?	Nearly indestructible ball that could withstand the harsh conditions
Impact: what were the wider impacts or change created as a result of the social entrepreneurship actions? On local community, on other stakeholders not directly involved in the social entrepreneurship?	In September of 2014, One World Futbol Project and Chevrolet celebrated the delivery of the 1 millionth Chevrolet-sponsored One World Futbol, bringing the power of play to an estimated 30 million youth around the world.

Name of social entrepreneurship	Cloud Factory
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Main theme of social entrepreneurship (e.g. from the list above)	Employment; Community development
Short description of entrepreneurship	CloudFactory provides a tech-forward, professionally managed workforce solution with all the benefits of a trained internal team. Our teams are agile, scale fast, and process data with high accuracy on virtually any platform. CloudFactory is on a mission to change how work gets done. We're using technology to make it super easy and affordable for startups and fast-growing companies to automate and outsource routine back-office data work with a focus on the worker wellness.
What needs/problems did the social entrepreneurship aim to address	We think the outsourcing model is inefficient and broken. Our inspiration in solving this problem comes from Henry Ford introducing the assembly line to the world 100 years ago and the resulting disruption of the entire manufacturing industry. Entire nations were transformed by the advent of the assembly line and mass production was at the foundation of this revolution.
target group	Whatever entity who needs to make some work done from a group of people.

Name of social entrepreneurship	Ouishare
Main theme of social entrepreneurship (e.g. from the list above)	Community development
Short description of entrepreneurship	<p>It all started with the vision of transforming the world through sharing, using technology to organize as networks of peers and do business in a more open, collaborative and horizontal way. Inspired by this idea for a better future, a team of young and passionate individuals created Ouishare as an experiment and a quest to do more meaningful work and challenge the status quo.</p> <p>Ouishare is an international network of freelancers, entrepreneurs, and thought leaders. Next to Connectors (Ouishare's core and highly active members), our members demonstrate a wide range of skills that range from design, project management, research, and organizational communication. What brings the collective together is not so much a shared skill as a common vision and a way of doing things.</p>
What needs/problems did the social entrepreneurship aim to address	
target group	Freelancers, entrepreneurs, and thought leaders

Name of social entrepreneurship	Sekem
Main theme of social entrepreneurship (e.g. from the list above)	Community development, Entrepreneurship
Short description of entrepreneurship	SEKEM was founded with the idea of sustainable development and giving back to the community. The vision that brought Dr. Ibrahim Abouleish to dig the first well in the vast desert land still resounds in SEKEMs approach of conducting business. Like a compass, our vision, mission and values guide us in the everyday work in all SEKEM companies.
What needs/problems did the social entrepreneurship aim to address	The idea of sustainable development and giving back to the community.
target group	Entrepreneurs

Name of social entrepreneurship	Amul
Main theme of social entrepreneurship (e.g. from the list above)	Community development, Democracy, Entrepreneurship, Employment, Cultural Heritage, Inclusion
Short description of entrepreneurship	Angered by unfair and manipulative practices followed by the trade the milk producers decided to form their own cooperative which would have procurement, processing and marketing under their control.
What needs/problems did the social entrepreneurship aim to address	The exploitative trade practices followed by the local trade cartel triggered off the cooperative movement.
target group	Milk producers
