

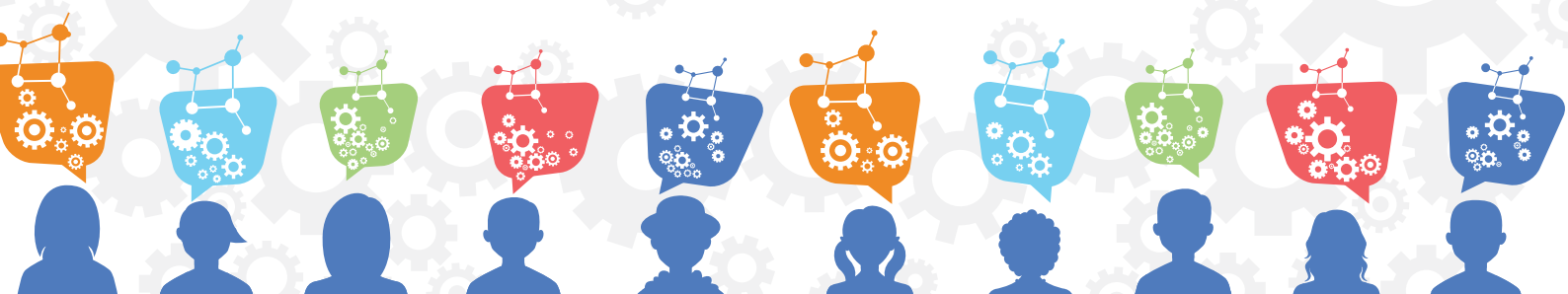


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the world is only one creature



Social Entrepreneurship & Social Media
for Employability

PUBLIC REPORT



ERASMUS+ programme, Key Action 1, Learning Mobility for Youth Worker



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of the European Union

PUBLIC REPORT

SENSE

“Social ENTREpreneurship and Social media for youth EMPLOYability”

ERASMUS+ programme, Key Action 1, Learning Mobility for Youth Worker



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SENSE in brief

Over the last decade, Europe has undergone deep changes. The current economic crisis is entailing an increase in unemployment rates across Europe, especially in young people. Overall youth unemployment in the EU28 was 23.3% in December 2013. In EU Mediterranean countries youth unemployment rates are even higher, with a youth unemployment rate above 40% in Italy, 58.3% in Greece and 55.5% in Spain.¹ The situation in Southern Mediterranean countries follows similar trends: youth unemployment rate is often more than double the overall unemployment rate (26% on average in the Mediterranean basin, according to World Bank).

In this context, social entrepreneurship offers a response to high unemployment rates and to the crisis undergone by the liberal model that used to hand over all social responsibility to public institutions to deal with on their own². In order to promote a 'highly competitive social market economy', the Commission has placed the social economy and social innovation at the heart of its concerns.

The outcomes and benefits achieved by social entrepreneurs can be enhanced by the acquisition of proper digital skills. In this sense social media can offer a wide range of opportunities for the employability and career prospect of unemployed young people.

Thus “**SENSE, Social Entrepreneurship and Social media for youth Employability**” aimed to give inspiration, tools and new methodologies to youth workers by providing ideas on how to create a social business and bring a positive impact on society, ensuring social inclusion and economic development through social entrepreneurship, as well as exploiting and exploring the opportunities offered by social media in promotion of their own social enterprise, as well as give knowledge on the use of social media in getting employed.

TC “SENSE” was a 8-days training course which took from 6th to 14th of June 2015, in Baida, a neighbourhood of Palermo, in a fascinating old convent with suitable working spaces and logistical arrangements. The TC with gathered 32 participants from 21 **EU and Southern Mediterranean countries**. Participants learnt about social entrepreneurship and its value, and acquired new skills through an innovative methodology combining non-formal activities and practical training using virtual tools. Through the exchange of good practices and case studies among the participants from EU and South Mediterranean countries, the participants learnt how to encourage and promote social entrepreneurship initiatives among young people in their local communities. The training course also allowed participants to establish networks for further joint collaboration.

Objectives

- To promote and encourage social entrepreneurship as a response to youth unemployment;
- To raise awareness about opportunities offered by social networks to facilitate employability and to promote social enterprise;
- To provide youth workers with new tools and innovative methodologies, to be transferred to youth in their local communities;
- To exchange best practices in the field of social entrepreneurship and use of social media in EuroMed countries;
- To foster the intercultural, intergenerational dialogue and understanding, economic development and social inclusion of youth;
- To promote deeper knowledge about European programmes and funding opportunities for youth and social entrepreneurs for the EuroMed area;
- To facilitate the establishment of new networks at Euro-Med level.

¹ “The EU's youth initiatives: focus on education and employment”, European Parliament, Briefing, October 2014.

² http://ec.europa.eu/internal_market/conferences/2014/0116-social-entrepreneurs/docs/140210-europolitics_en.pdf

Main Activities

- ✓ Workshops on Social entrepreneurship: development of social business ideas;
- ✓ Virtual labs: building skills, professional profiles and promoting social business through social media;
- ✓ Information sessions and exchange of good practices and case studies;
- ✓ Use of new tools and methodologies in the work of youth in the field of social entrepreneurship, social media, non-formal education, digital skills, etc;
- ✓ Networking space to develop further joint collaboration;
- ✓ Follow-up activities.

SENSE'S PROGRAMME:

The agenda was structured taking in consideration a proper flow for an effective participants' learning path. It was introduced to the participants during the 1st working day by the coordination team. Basing on the agenda, the participants have expressed their expectations and concerns in the following exercise.

	6 th June	7 th June	8 th June	9 th June	10 th June	11 th June	12 th June	13 th June	14 th June
Morning 9.30-13h	Arrival of participants	Presentation of the Training Course, objectives and agenda, CESIE team and rules. The "Clothes line" of Expectations, concerns and contributions.	Skills and Competencies to be social entrepreneur. From idea to reality. Exchange of best practices and success stories	Virtual Lab (I): Fundamentals on creating your first Social Enterprise and Business Plan	Getting in touch with social entrepreneurs: a visit to CESIE and <u>Addio Pizzo</u>	Digital skills and social media: an opportunity for youth employability Digital skills and social media: from theory to practice	Strategies and online tools to support youth social entrepreneurship Communication strategy for social entrepreneurs	Presentation of Erasmus+ and funding opportunities for young social entrepreneurs Open Space Technology: development of project ideas	Departure
Afternoon 15-18.30h	Get to know each other and ice-breaking activities	Definition of social entrepreneurship: concept and structure. Social entrepreneurship at national and local level: <u>EuroMed</u> perspective and employment trends.	Getting started with youth social enterprise: development of social entrepreneurship ideas	Virtual Lab (I): creating your first Social Enterprise & Business Plan Presentation of social enterprise & Business plans	Getting in touch with social entrepreneurs: visit local businesses and examples of social <u>entrepreneurship</u>	Virtual Lab (III): building your professional profile on social media and <u>Europass</u> CV How to produce a marketing plan	Virtual Lab (IV): using social media to promote social entrepreneurship	Follow up and networking Final evaluation. Feedback of the participants on the training. Presentation of the <u>Youthpass</u>. Conclusions and outline of the results.	
Evening 20h-22h	Welcome Dinner	Intercultural evening (I) open to the local community	<u>Dinner and organisation bazaar</u>	Intercultural evening (II) open to the local community	<u>Dinner</u>	<u>Dinner</u>	<u>Dinner</u>	<u>Farewell dinner</u>	

▪ THE “CLOTHES LINE”: collecting expectations, concerns and contributions

Feedback from participant: “I loved training since it responds to my expectations. I have learned all knowledge in all terms of social entrepreneurship. Thank you for your organization team, which have provided many things for success during this training. I can say that I achieved my objectives”

We used the “clothes line”, an effective method for collecting the expectations of participants. All participants received a piece of paper with shaped as clothing. Each shape of clothing stood for: expectations on the training course and the group, participants’ concerns and fears that might occur. After individual reflections the participants wrote down what they’ve expected and hanged the papers on a clothes line made of string. The trainers presented it and provided feedback on ways to reduce the fears and concerns and take into account the expectations in order to adapt the programme to the needs of participants. It helped both

participants to remain focused on their needs during all working days and the trainers to take into consideration their demands.³

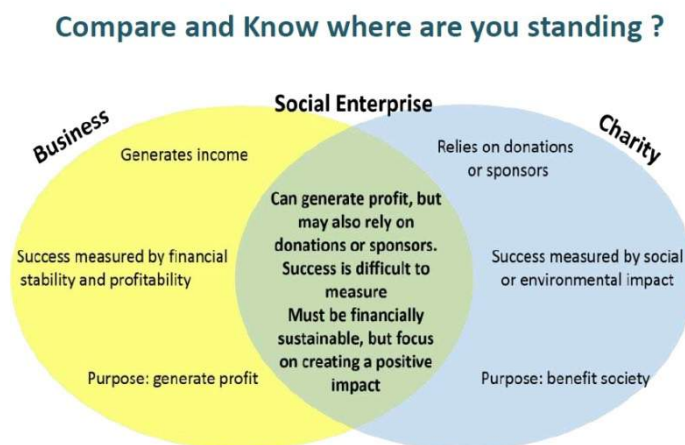


▪ INTRODUCTION TO SOCIAL ENTREPRENEURSHIP

The definition of social entrepreneurship, social enterprise and the main concepts of the field to introduce the subject to the participants was presented by trainers in “What is Social Entrepreneurship”. Then the participants analyzed the role of Social entrepreneurs as change agents in the social sector by:

1. Adopting a mission to create and sustain social value (not just private value)
2. Recognizing and pursuing new opportunities to serve that mission.
3. Engaging in a process of continuous innovation, adaptation, and learning acting boldly without being limited by resources currently in hand.
4. Exhibiting commitment and accountability to the beneficiaries served and for the outcomes created.

In the end the different types of Social Enterprises had been compared to understand where participants were standing (in relation to the below scheme), putting the accent on the importance of cultural diversity of entrepreneurship and above all on young entrepreneurs and women entrepreneurs. Then the participants were divided in interactive groups to establish a common view on social entrepreneurship and its main features based on the concept explained before.



³ Detailed description of this tool can be found in the T-Kit No. 10 “Educational Evaluation in Youth Work”, p. 66: <https://www.salto-youth.net/tools/toolbox/tool/training-kit-educational-evaluation-in-youth-work.754/>

▪ INTERCULTURAL EVENINGS



During the TC two intercultural evenings open to the local community took place. For the event, participants were divided in two groups for each of two intercultural evenings of 21 countries to present their country traditional food and habits. The participants presented: three different things they love about their country and three things nobody knows about their country, enhancing the intercultural dialogue and the curiosity for discovery of the countries. The evening was also animated by traditional music and dances.



▪ ORGANISATION BAZAAR

Another evening took place the organization Bazaar, which was an opportunity for all the participants to have a space in the training room to present itself and its work. Participants simulated a bazaar in which each stand represented one partner organization, as they could move and visit the different stands in order to get information directly from the other participants. This method fosters peer-to-peer learning.

Feedback from participant: “I’ve got to know resourceful, brainy and wise people from different cultures aiming for the same goals. I have got to know something about their lives, habits, cultures, countries and languages. I am inspired, I feel I am almost ready to put into practice the acquired knowledge”

▪ HOW TO CREATE A SOCIAL ENTERPRISE

Starting from the illustration of some case studies worldwide, exchanging views with participants through inspirational videos, information about social entrepreneurship case studies or results, the trainers explained which the key factors for a social enterprise are. The

second step was the explanation of the creative process needed to develop a good entrepreneurial idea.

The participants as well prepared and presented interesting case studies in their local context, in order to share and spread their knowledge.

To get started with youth social enterprise the participants were asked develop a social entrepreneurship ideas through different creative thinking methods (an example is the De Bono’ Six Thinking Hats”).

For Creative Thinking, Handmade Creative Manual: <http://cesie.org/media/2011/10/Manuale-HCT-ENG-A5-DEF.pdf>

▪ VIRTUAL LABS

(I) Creating your first business plan

Participants were divided in groups working to identify an opportunity for a social innovation or social enterprise. With the help of trainers they've created a business plan with the support of ICT tools, outlining the business model for the potential implementation of their idea.

At the end, all the business plans were presented in the plenary room to the group in order to set up a discussion within the group and a selection of the business plan which was considered to have a best potential.

(II) Building your professional profile on social media and Europass CV

After the first virtual lab dedicated to the creation of a business plan, participants learnt about digital skills and how to use of social media, focusing on the creation of an online professional profile. During the workshop, the trainers guided them through the most common tools available online to create a professional profile. The first step consisted in exploring professional platforms (LinkedIn), and the most effective ways to interest

A Guerrilla Marketing Plan

1. Pinpoints the specific target markets the enterprise will serve.
2. Determines beneficiaries needs and wants through market research.
3. Analyzes a enterprise's competitive advantages and creates a marketing strategy to build a competitive edge.
4. Helps to create a marketing mix that meets customer needs and wants.



employers' attention by properly inserting and highlighting relevant information. The second part of the lab was centred on analysing the new Europass CV format and how it can serve in their future.

Participants were invited to reflect about the impact the way they present themselves on personal social media profiles can affect their professional achievements and how to facilitate their employability using their social network profile. The trainer invited participants to discuss about this issue through a debate exercise about DOs and DON'Ts when creating a personal profile on social

media. Participants were divided in 2 debate groups: the "DOs group" focused on good behaviours and the need to adopt a professional behaviour as well on personal profile, while the "DON'Ts group" supported free expression and natural image on personal profile. A group of selected "judges" voted for the best debate ideas presented by both groups.

After the debate with participants, trainers provided an overview of the most common professional social media, innovative tools and apps, business platforms such as LinkedIn, Silp, MITRE, etc. The trainers pointed out to some open digital learning tools available on the Internet, such as Open Education Resources (OER) and Massive Open Online Course (MOOCs) on the topic of Social Entrepreneurship.

Other information about this tool can be found in Social Media Management: <https://hootsuite.com/it-it/>

And Social Influencer - measure your score <https://klout.com/home>

Feedback from participant: "I found practical lessons and presentations about social media very useful as I did not know many of the options and platforms before. Meeting people from different countries and hearing about their everyday life, work and experiences was amazing and useful."

(III) Strategies and online tools to support youth social entrepreneurship and communication

During this session, trainers gave useful tools and tips for an effective web promotion of a social enterprise through social media. With the support of ICT, trainers showed participants different apps, websites, games and platforms available on the web related to social entrepreneurship, including the most common social networks, as well as website specifically designed for social enterprises.



Toolbox setup

Participants divided in groups were involved in a strategy activity, according to the field of action of their social business idea. Each group worked as a team to develop a communication strategy aimed at promoting effectively a

tools	level of expertise	€
Social Networks facebook twitter linkedin ...	↑	↑
Newsletters Web Site Web ADV banner News papers Flyers Door to door distribution Events Radio TV	↓	↓

Feedback from participant: “I have gained a better understanding of how to develop a sound social enterprise plan, or more generally, how to develop project ideas. This has included how to create a business and marketing plan, and how to ensure that my ideas are creative yet realistic. This will be very important, not only in entrepreneurial projects but also in wider contexts. I feel confident to go back to my sending organization and explain the skills I have learnt as well as attempted to develop an international project with colleagues and relationships built throughout the SENSE training course.”

social business in the field of interest through the use of social media, building on some clues given by the trainers. The first step was drafting a SWOT analysis, comparing two promotional methodologies: the traditional promotion without social media, and the innovative social media marketing.

The trainers, at the end, described some best practices in the use of social media in the field of social enterprise, and developing with the participants a list of top- tips for social entrepreneurs to effectively use social media.

▪ **IDEAS through OPEN SPACE TECHNOLOGY**

The participants at the end of TC had an opportunity to develop and work on their own project ideas, breaking into groups and following the Open Space Technology. All of them focused on employability and presented elements that were discussed in the previous sessions: social entrepreneurship and communication; support of ICT technology and

marketing tools.

- **The first project idea** was a Training Course for youth workers aimed at enhancing youth's skills and at improving employability through creativity and physical activity. The target of the project were 20 young people. The aim was to achieve new skills through non-formal learning methodologies, aimed at improving target group's self-perception. The skills selected to improve employability were: stress management, public speaking, communicational and creativity skills, creative thinking and computer based skills. As result of the TC, participants back to their own countries have to carry out a workshop dedicated to young people.
- **The second project idea** was a training to improve disabled people's employability on the framework of Erasmus plus (KA1). The aim was to train and educate mental handicapped young people on social entrepreneurship with partners from EU and Mediterranean countries (Tunisia/Cyprus/Turkey). The goal was to build a trade union and find alternatives for employment. Partner countries were all countries in the framework of Erasmus plus which face similar problems related to disabled people's employability.
- **The third project idea** was another training course, in this case a Training for Trainers. The target was teachers in order to exchange tools between them and students. The partner organizations were based on EU and South Mediterranean countries.



For further information on the Open Space Technology, please refer to: <http://www.kstoolkit.org/Open+Space>

▪ **EVALUATION**

Pre, and post-evaluation questionnaires have been developed and sent to the participants before and after the TC respectively. Pre-evaluation questionnaire contained questions on participants' expectations, previous experiences, as well as possible contributions to the TC's implementation. Post- evaluation questionnaire was aimed at the assessment of all the activities carried out throughout SENSE's implementation, level of participants satisfaction on the learning and logistic matters as well as extent to which initial expectations have been met.

Every afternoon session finished with a **daily evaluation** by participants. Split in groups which remained the same for the whole week, they used the “Blob Tree” technique for group and personal reflection. They could colour a figure representing their group or personal mood and write their comments (positive and negative). Afterwards, trainers evaluated every session and reflected on the feedbacks received from participants in order to adapt the following days activities.

The final evaluation of the TC was carried out using non formal methods and tools. The participants were asked to give their feedback on the overall training, as well as on the coordination team, trainers, logistics, the competences acquired, etc. using the “Spider’s Web” method: while participants stand in a circle, a trainer started asking feedbacks about all aspects of the TC, holding the end of a ball of wool, and throwing the ball to somebody else as an invitation to speak. The person who catches the ball says his/her feedback and throw it again to somebody else, until all the people are holding on to the wool rope which now had become a “spider’s web”.

Other information about the “Blob Tree” can be found at: <http://www.blobtree.com/>

Feedback from a participant: “First of all I have learned through this TC more than what I expected. Especially with the several discussions we have done. So I learned how to focus on the problems from different edges, to change it to a challenge and to think positively for finding many solutions and to be able to choose the most appropriate one. Secondly, I also learned how to specify the target group and with which social media I can address to it. Finally, I have gained this positive energy that maintains motivation to create a social enterprise in my city.”

CONTACTS

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