



How to become
Young Entrepreneurs for Social innovation
Youth Exchange

E-BOOKLET YES! 'HOW TO BECOME YOUNG ENTREPRENEURS FOR
SOCIAL INNOVATION'
YOUTH EXCHANGE 2015

ASOCIACIÓN INTERCULTURAL EUROPEA GO EUROPE



Erasmus+

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Foreword

This e-booklet is a product of a project for youth “**YES!**”, which took place in September of 2015 in Valencia, Spain and was financed by the EU’s Erasmus+ programme. The project was started because European societies face today face huge issues of unemployment. As a result of it, youth often gets socially excluded from the society and finds it difficult to actively participate in it. One of the ways to tackle these problems is social entrepreneurship.

While the project had few objectives, one of the main ones was to promote the concept of social entrepreneurship across Europe (especially, in the participating countries – see in the summary below). We aim to do this by introducing this e-booklet, which, essentially, consists of key information about social entrepreneurship and (non-formal education) methods on how to pass on the knowledge to others. Yet, to prove the effectiveness of the proposed resources, it is also necessary to briefly present the project, its concept, activities and results.

Please note, that this e-booklet and its contents merely represent the opinion of its authors rather than that of European Commission and/or agencies responsible for the implementation of Erasmus+ programme.

1: LOGO OF THE PROJECT



SUMMARY:

Project title: YES!

Framework: Key Action 1 (KA1) Youth Exchange

Financed: by European Union’s Erasmus+ programme

Website:

Took place: 2-9 September, 2015 in Valencia, Spain

Participating organizations: GoEurope (hosts),

E-booklet: filled by the 42 participants of the youth exchange. It covers most persistent social problems in Europe, concept of social entrepreneurship and its examples, how to start a social enterprise and the ways to promote the concept to the youth.

Framework

Before going on to the part of the e-booklet filled by the participants, it is useful to introduce the activities through which the participating youngsters were taught about the concept of social entrepreneurship. This can be justified by presenting the results of the [initial knowledge assessment](#) that took place on the 1st day of the youth exchange (graphic results are given below). The participants have self-graded their current (at that time) knowledge with an average of *5.2 out of maximum 10 points*.



2: EXAMPLE OF A FILLED-IN CURRENT KNOWLEDGE ASSESSMENT

What is social entrepreneurship?



■ Knew ■ Didn't know

3: MORE THAN A HALF (52%) OF THE PARTICIPANTS DID NOT KNOW WHAT EXACTLY SOCIAL ENTREPRENEURSHIP IS

Do you know the difference between social entrepreneurship and corporate social responsibility (CSR)?



■ Yes ■ No idea

4: ONLY SLIGHTLY OVER A QUARTER OF THE PARTICIPANTS (26.1%) KNEW HOW CSR DIFFERS FROM SOCIAL ENTREPRENEURSHIP

As we can see from this quite diverse (in terms of age, nationality, gender, education, etc.) sample of people working with youth, little is known about social entrepreneurship; and it is very likely that youth is rarely taught/couched about it. For this reason, we have designed our project to both 1) increase the participants' knowledge about the social entrepreneurship; and 2) create non-formal education methods to teach/coach on the concept in youth work. The schedule and links to certain activities are given below:

E-booklet was filled by the 42 participants of Erasmus+ youth exchange "YES!", which took place in Valencia, Spain in September, 2015. The age of the participants ranged from 18 to 37 at the time of the project. They were coming from the following countries: Lithuania, Italy, Spain, Greece, Croatia, Slovenia, Czech Republic and Poland.

The booklet was filled in the last day of the action during a specially designed activity. This allowed the participants to use all their previous experience, as well as things learned throughout the training. The setting of the activity was as following:

- Participants were randomly divided into 6 groups with gender and nationality balance;
- They were given up to 1.5 hours for the task. It has asked each team to fill-in a pre-made form (can be found further in the e-booklet);
- The organisers did not interfere with the work of the participants and only collected the completed forms. Hence, thoughts and ideas reflected in this e-booklet are genuinely created by the participants of the youth exchange;
- The forms did not use any names and also were shuffled after the collection. This was done to keep the anonymity of the authors of certain ideas.

PLANNING YES!	DAY 1 September 1 (Tuesday)	DAY 2 September 2 (Wednesday)	DAY 3 September 3 (Thursday)	DAY 4 September 4 (Friday)	DAY 5 September 5 (Saturday)
08:30-9:30	Llegada de los participantes Bienvenida	Desayuno	Desayuno	Desayuno	Desayuno
09:30-10:00		Energizer	Energizer	Energizer	Energizer
10:00-11:30	Coordinación logística para el alojamiento	Presentación YES!, sus objetivos y agenda Presentación GoEurope: staff y normas durante el intercambio	Características necesarias del emprendedor social: de la idea a la realidad	"Pitch" tu idea social votaciones y viabilidad de proyectos	Let's meet social enterprises!
11:30-11:45	Pausa Almuerzo	Pausa Almuerzo	Pausa Almuerzo	Pausa Almuerzo	
11:45-13:30	Llegada de los participantes Bienvenida	La "Colada" o Clothes line" (Expectativas, contribuciones y preocupaciones) Current Knowledge Assesmen	World Café: intercambio de experiencias y casos de éxito (y fracaso!)	Laboratorio virtual (I): creando tu primer business plan	
13:30-14:00	Comida	Comida	Comida	Comida	Comida
14:00-16:00	Llegada de los participantes Bienvenida	Definición y concepto emprendimiento/empresa social y su impacto social	Let's start to be social entrepreneurs: desarrollo de ideas	Laboratorio virtual (II): creando tu primer business plan	Traslado participantes a Albergue Juvenil de Valencia
16:00-17:00	Actividades en grupo y para romper el hielo (Ice-breaking activities)	Pausa Merienda	Pausa Merienda	Pausa Merienda	Pequeña visita a la ciudad de Valencia
17:00-17:15					
17:15-18:30		Mission Impossible Rocafort	Townsville Game: simulación empresa social rural	Presentación de los planes de negocio	Reflexiones de Grupo
18:30-19:00			Meet Social Enterprises		
20:00-20:30	Cena de Bienvenida	Cena	Cena	Cena	Cena 'typical spanish'
20:30-22:00	Free time	Primera noche intercultural abierta a la comunidad local: Socialize!	Segunda noche intercultural abierta a la comunidad local: Socialize 2!	Tercera noche intercultural abierta a la comunidad local: Socialize 3!	Cuarta noche intercultural abierta a la comunidad local: Socialize 4!
22:00-24:00					
24:00 - ...					



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PLANNING YES!	DAY 6 September 6 (Sunday)	DAY 7 September 7 (Monday)	DAY 8 September 8 (Tuesday)	DAY 9 September 9 (Wednesday)	
08:30-9:30	Desayuno	Desayuno	Desayuno	Desayuno	
09:30-10:00	Energizer	Energizer	Energizer	Salida de los Participantes	
10:00-11:30	Visita cultural al centro histórico de Valencia y a la Ciudad de las Artes y las Ciencias	Kickstart en social media para jóvenes emprendedores sociales	Let's meet social enterprises!		
11:30-11:45		Pausa Almuerzo	Pausa Almuerzo	Pausa Almuerzo	
11:45-13:30		Visita de estudio a Europe Direct Point Valencia	Open Space Technology: networking y desarrollo de ideas para futuros proyectos	Salida de los Participantes	
13:30-14:00	Comida	Comida	Comida		
14:00-16:00	Special T-Shirts / Photo Wall Making Powerful SE slogans creation	E-Booklet YES! impacto social	Final Knowledge Assesment		
16:00-17:00					
17:00-17:15	Pausa Merienda	Pausa Merienda	Pausa Merienda		
17:15-18:30	Video shooting on Social Entrepreneurship	Finalización E-Booklet YES! impacto social	Evaluación del intercambio juvenil. Youthpass		
18:30-19:00					
20:00-20:30	Cena	Cena	Cena de Despedida		
20:30-22:00	Movie Night: "Who Cares"	Free time	Special Award Night!		
22:00-24:00					
24:00 - ...					



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- Presentation on what is social entrepreneurship. It also includes examples of social businesses , as well as the initial knowledge assessment statistics.
- Workshop on marketing in social entrepreneurship, as well as brainstorming and getting the creativity out of your team:
- Presentation on the key points when writing a social business plan.
 - The presentation goes together with the template of simplified social business plans, which were handed to the groups of participants before the activity (and were filled-in in step with the presentation).

On the last day of the action, we not only asked the participants to fill-in the e-booklet, but also to self-evaluate their then knowledge of the topic. This final assessment has shown that the activities undertaken in the project has helped to increase the participants' knowledge of social entrepreneurship by significant *2.3 grade points on average*. Such an increase implies that the youth exchange was effective in reaching its set goals and, henceforth, gives credibility to the e-booklet.



Participant of “YES: How to become a Young Entrepreneur in Social Innovation”:

“IT WAS AMAZING TIME, WHERE I’VE MET A LOT OF GOOD PEOPLE, GOT A LOT OF KNOWLEDGE ON THE TOPIC AND, OF COURSE, HAD A LOT OF FUN.”

The Form for Filling

The full form, which was handed to the teams of the participants, can be found [here](#):

Main tasks from the form for the groups are provided in the excerpts below:

Firstly, the participants were asked to recollect what are the biggest social problems persisting in Europe:

Social problem	Why/how it happens?	Which countries are the worst?
Youth unemployment		

What are the ways to solve each of these problems?

Secondly, the participants had to think about social entrepreneurship and what they have learned about it.

1. *What is social entrepreneurship? How would you explain it to others (provide a definition)?*

2. *What are the best social entrepreneurship ideas that you remember?*

Existing social enterprises, their short descriptions	What social problems they solve and how
Ideas generated during the project, their short descriptions	What social problems they solve and how

3. *What social entrepreneurship funding opportunities do you remember?*

•

4. *What other help is there for social entrepreneurs (e.g. incubators / start-up accelerators / consulting opportunities)?*

5. *What are the existing barriers to social entrepreneurship in Europe and how to solve them?*

Barriers to social entrepreneurship / how they happen?	What could solve them

6. *What are the key steps to start-up a social enterprise?*

•

7. *What are the key things to note in business plan for a social enterprise?*

•

Thirdly, the youth workers had a task to discuss the ways how to successfully teach others about social entrepreneurship

1. What are the possible **activities / NFE methods** to teach social entrepreneurship to the unemployed youth?

•

2. What are the possible ways to promote social entrepreneurship to other relevant parties?

•

3. How it would be possible to make this e-booklet **reach more youth workers and unemployed youngsters?**

•

Are there any other things that you would like to add to this E-booklet?





Social Problems

For social entrepreneurship to differ from regular entrepreneurship, it is necessary to solve/reduce some social issue with the provision of business's services/goods. Therefore, firstly we have asked the participants to list the most severe social problems across the participating countries and beyond. We have put all the mentioned problems in to a table. In other words, we have not changed the original one provided for the participants to fill-in. However, there is one exception: the 2nd question on how to solve the problems was added as a separate column to the table. This was done with a mutual consensus of all the youth exchange's participants, since it was decided that it would be suitable to have solutions next to the found issues.

1: SOCIAL PROBLEMS & SOLUTIONS

Social problem	Why/how it happens?	Which countries are the worst?	What are the ways to solve the problem?
Youth unemployment/ lack of opportunities	<i>Lack of motivation/confidence, under-qualification (lack of experience, etc.), over-qualification, lack of jobs, bad policies/economic situation</i>	Spain, Italy, Greece, Croatia, Poland.	More investment (especially, into research & development), focusing on creating more jobs, training for young, more practical education
Homelessness	<i>Lack of jobs/social housing</i>	Greece, Spain, Italy	Cheap social housing projects (transform freight containers, etc.)
Stray animals	<i>Lack of money/space/time, not enough shelters, insufficient regulations</i>	Greece	Public campaigns, stricter rules and regulation
Drug/alcohol abuse/addictions	<i>Peer pressure, boredom, escaping reality, lack of knowledge/motivation, unemployment, problems at home/family, drugs are too accessible, cold climate (impacts alcohol intake)</i>	Spain, Italy, Lithuania, Greece, Poland.	Prevention programmes, soft drugs legalisation, more prohibitive laws on alcohol abuse, public campaign about the outcomes/effects on health
Crime rate	<i>Lack of opportunities/education</i>	Italy, Spain,	Providing education programmes for risk groups, ex-cons
Lack of 'community feeling'	<i>Bad (municipal) government policies, globalisation</i>	Italy, Spain	New initiatives (integrating NGOs) to bring back the 'community feeling'
Migration, Roma community	<i>Lack of integration into the local society, discrimination in the job market, strain on welfare system, homelessness</i>	Italy, Spain, Greece, Croatia	Promoting solidarity, more social integration,
Discrimination/racism	<i>Cultural unawareness, ignorance, traditions/conservatism</i>	Lithuania, Poland	Religion figures should not incite hate, stricter anti-discrimination laws, increasing cultural awareness (starting from schools/families),
Domestic & other violence	<i>Bullying in schools, social norms (violence against women)</i>	Italy, Spain, Poland, Lithuania, Greece	Protective laws for women, promoting a change in social norms

Pollution/environmental issues	<i>People are indifferent, lack of required infrastructure & knowledge</i>	Spain, Greece, Lithuania	Teaching in schools about the environmental change, issues, etc.
Terrorism/radicalism	<i>Discrimination/alienation, lack of integration/awareness</i>	Spain	Social policies that would increase awareness and reduce alienation of e.g. Muslims in Europe
Inequality	<i>Economic system, minorities</i>	Spain, Greece, Italy, Poland	More government involvement

It is clear from the table that we scope and scale of social problems is worryingly large. All of the participating countries face more than one issue in their societies. However, looking from social entrepreneurship point of view, such situation offers almost endless opportunities for solutions. Various types of business with innovative services/products could be founded with a sole mission of fighting certain issues. This actually portrays a paradox, where there are a lot ideas, but few people to take on them. The participants of the project along with the organisers believe it should change. One way to do that – teach youth how to start and run companies.

Social Entrepreneurship

Looking back at the results of the initial knowledge assessment, it is safe to say that people are rather uninformed about the idea of social entrepreneurship. This was the case with the participants of the project at least. Yet, the activities of the project action were designed to change that. Thus, in the e-booklet we have included the question about the definition of social entrepreneurship. We have asked the participants to write what it is based on what they have learned through the exchange and, of course, their previous knowledge. We have got the following answers from the six work groups (please note that these do not match the most-common found definitions 100%):

- I. “STARTING AN ENTERPRISE WHICH AS ONE OF ITS AIMS HAS TO IDENTIFY AND SOLVE/REDUCE A SOCIAL PROBLEM, WHILE GETTING REVENUES TO BE SELF-SUSTAINABLE”;
- II. “STARTING A BUSINESS WHICH SOLVES A SOCIAL PROBLEM AND MAKES PROFIT, WHICH IS REINVESTED. SUCH ENTERPRISE SHOULD BE SELF-SUSTAINABLE”;
- III. “STARTING A BUSINESS WHICH IS SELF-SUSTAINABLE AND HELPS TO SOLVE SOCIAL PROBLEMS. THE PROFITS (IF ANY) ARE RE-INVESTED”;
- IV. “STARTING A BUSINESS THAT MAKES PROFIT AND AT THE SAME TIME SOLVES SOCIAL PROBLEMS. THE PROFITS ARE FURTHER INVESTED TO SOLVE THE TARGET PROBLEM”;
- V. “A WAY OF DOING BUSINESS TO HELP THE COMMUNITY AND SOLVE SOCIAL PROBLEMS; SUCH BUSINESSES ARE SELF-SUSTAINABLE AND REINVESTS ITS PROFITS”;
- VI. “PROVIDING A SERVICE OR PRODUCTS WHICH MAKE PROFIT TO REDUCE SOCIAL PROBLEM. MEANING THAT YOU INVEST THE MONEY BACK TO THE BUSINESS/PROVISION OF SERVICES (NO DIVIDENDS)”.

As we can see answers provided are similar, with the following components in common: 1) the business has to target a social problem; 2) it has to be self-sustainable to an extent and reinvest the profits back to its activity. This, in fact, matches most of the definitions found throughout [the internet](#) and literature. Therefore, we could make a conclusion that the participants have indeed learned what the concept ‘social entrepreneurship’ stands for.

To illustrate social enterprises in practice, throughout the youth exchange we have continuously gave examples of social businesses worldwide. These ranged from farming cooperatives to upcycling. As it can be seen from the schedule, a number of activities also focused on the participants developing their own business ideas. For the e-booklet we have decided to list the most notorious ones (both the analysed real ones and fictional ones created by the youth workers):

2: EXAMPLES OF SOCIAL ENTERPRISES

Existing social enterprises, their short descriptions	What social problems they solve and how
Democratic school – alternative private (better) education for kids	<i>Non kid-friendly schooling. Solves by having their say in the decision making process of the school.</i>
Vilnius Hub – sharing office space for start-ups	<i>High investments needed to own an office. Such hubs make it easier to start-up.</i>
Upcycling – reusing old materials	<i>Reduces pollution and solves some environmental issues: non-usable stuff is recycled instead of being thrown away.</i>
Gym for women in Muslim countries	<i>Makes women able to be more active and healthy. Solves gender inequality in patriarchal societies.</i>
Mobile banking in rural areas	<i>Solves the problem of people being unable to access banking services.</i>
Ideas generated during the project, their short descriptions	What social problems they solve and how
Happy carrots – healthy food for children	<i>Enterprise which would focus on bringing the organic local food to school cafeterias, etc.</i>
BeeBeer – employing ex-cons to produce organic products	<i>Employment to disadvantaged (risk) groups.</i>
Mobile coffee stand (supporting the homeless)	<i>Helping people warm-up on the street.</i>
Social hotel for refugees – where they may be required to give (language) classes to local kids, etc.	<i>Affordable accommodation for refugees; place to teach the local community.</i>
Producing jewellery from recycled wood	<i>Helping the environment & boosting the local economy</i>
Gym, which employs ex-cons, etc.	<i>Employment to disadvantaged (risk) groups.</i>
Pens/pencils, where some pieces from the package goes to African schools	<i>Supporting education of disadvantaged children</i>

The participants were creative with their social businesses. It is safe to say that some of these ideas could be started in practice. However, to start-up it is usually necessary to secure some **monetary support or equivalent in services/goods** from available funds. For that reason, we have asked the youngster to mention possible sources, where a young social enterprise could expect funding:

- [Erasmus for Young Entrepreneurs](#)
- Crowd-funding online websites, e.g. [Kickstarter](#)
- Networks for social entrepreneurs, e.g.: [YUNUSSB](#)
- [Verslauk.lt](#) (Lithuania)
- Government/municipality grants
- Business angles, venture capitalists
- Donations



“WAS GREAT, A BIG
OPPORTUNITY TO
CHANGE SOMETHING IN
MY MIND!”

Start-up social enterprises seek not only for funding but also other help. This could be like-minded peers to become co-founders or consulting on certain matters. Therefore, the youth had to also list what other help could be acquired by social entrepreneurs. Since **incubators / start-up accelerators / consulting opportunities** were given as an example, these are not included below:

- *Events where young people can get together to generate ideas, find like-minded peers, etc.*
- *Programme in Lithuania, which allows to study a successful social business for one month;*
- *Loans (supported by the government) with better interest rates;*

- *Tax refunds and deductions.*

A lot of help is available to youth, willing to become social entrepreneurs. This ranges from tax deductions to exchange opportunities. Judging on this abundance, we should see plenty of unemployed youth starting various businesses (among those social). However, the reality is different. The statistics say that the proportion of (social) entrepreneurs is still extremely low in Europe. Such situation asks us to look at the barriers/road bumps that stop the youth from pursuing such path. In fact, a youth worker/mentor knowing why the young are hesitant to start a social business, could become much more successful in his/her work. Thus, the participants had to list such barriers and ways to solve them in the table:

3: WHAT STOPS THE YOUNG FROM BECOMING SOCIAL ENTREPRENEURS AND HOW TO CHANGE THAT?

Barriers to social entrepreneurship / how they happen	Ways to solve them
Young do not receive the necessary competences/creativity in the higher education	<i>Introduce entrepreneurship subject in the schools' curriculum; more focus on the creativity of the students</i>
Lack of publicity/confidence	<i>Promo campaign in the social networks, mass media; involving famous people, etc.</i>
Fear to risk/bankrupt	<i>Free consultancy services for young entrepreneurs; special training courses</i>
Selfishness	<i>Promoting solidarity and non-monetary rewards</i>
Lack of interest	<i>Show examples and successful stories</i>
Corruption and long-process of starting-up in certain countries	<i>More transparency; less steps to start a company – traditional proven measures</i>
Lack of support; no separate legal form for social businesses	<i>Laws that give a framework for social business to thrive</i>

The young in the project were mostly for more promotion of social entrepreneurship. To reach the general public marketing campaigns could be undertaken. These could involve famous people, even kittens, kids and/or beautiful girls (as such things sell when it comes to publicity). Non-monetary rewards, solidarity and success stories should dominate the content, however. Introducing entrepreneurship subject in high schools should also help in reversing the trend. Another great idea was to give a separate legal framework/form for social enterprises, different than the ones existing for regular businesses (e.g. JSC).

Knowing what stops the young from going into social entrepreneurship is not enough. It is also necessary to grasp the **key steps to start-up a social enterprise**. We have been explicitly highlighting this throughout the youth exchange. In the end the participants were asked to all-together write down these steps for the e-booklet:

- I. FIND A SOCIAL PROBLEM
- II. FIGURE OUT HOW TO SOLVE IT
- III. CHECK LAWS AND REGULATIONS
- IV. MAKE A BUSINESS PLAN – HOW TO MAKE EVERYTHING SUSTAINABLE (PROFITABLE)
- V. BE INNOVATIVE AND PASSIONATE!
- VI. LOOK FOR FUNDING, SUPPORT AND POSSIBLE COOPERATION
- VII. DO NOT WAIT AND START

One of the most important points in starting a social enterprise is a business plan. With that mind, we have set one of the project's goals **to identify what should be included** when making such plan. The project's activities were aimed to help in that; and hence we have as asked the participants the same question when filling-in the e-booklet. In the task they, naturally, had to use their previous knowledge, as well as things learned throughout the youth exchange. Please note that the list is compiled in an order, so as to reflect what should be done first:

1. Idea / short description;
2. Mission and vision;
3. Logo and slogan;
4. Product/service;
5. Market & Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis;
6. Goals, objectives and strategy;
7. Positioning, branding and sales;
8. Short-/long-term revenues and expenses;
9. Cash flow analysis;
10. Financing – initial investment needed.

These components are found throughout vast majority of business plans, regardless of their type, area, etc. Normally, they make up about 10 to 20 pages of text, graphs and tables. Such complexity is rather difficult to understand for people having little knowledge about business. For that reason, we have compiled a simpler version of a business plan. It has pre-designated spaces, which helps the inexperienced filler significantly. We have tested such business plan during the action of the project and replies from the participants were only positive.



“It was a fantastic experience and I would go there again! I would certainly recommend such exchanges to my friends”

PARTICIPANT OF “YES!”

Results and Dissemination

One of the main desired results of the project was to generate non-formal education (NFE) teaching methods about social entrepreneurship to youth. A separate part of the e-booklet was dedicated to generate as much of those as possible. However, for the final version of the booklet the list was shortened. This was done in order to mention only the most notorious methods/activities:

- Sharing experiences;
- Visiting existing social enterprises;
- Researching the subject on the internet;
- Watching educational/motivational videos;
- Interactive/competitive workshops;
- Internships/practice;
- Presenting examples/success stories;
- Training courses/youth worker mobility;
- Non-formal education;
- Guest speakers;
- Focus on the positive/benefits;
- Team work; teaming up according to mutual passion, etc.
- Psychological/self-evaluation tests/activities;

Some of the lines in the list were not really new methods of NFE. Yet, looking at the whole picture, clear approach for new methods have been identified: 1) the activities should be more competitive; 2) should involve more practice; and 3) there should be more attention paid to the grouping of people (this should be according to mutual interests, passion, etc.). Other points are to be considered also.

Lastly, this e-booklet has inquired the youth on their opinion on **how to best promote social entrepreneurship** and reach youth workers and relevant parties (such as unemployed youth, NGOs, job centres, etc.). The following list was compiled:

1. *Training courses*
2. *Internet and social media*
3. *Online and offline advertisements*
4. *Flyers/printed material*
5. *Word of mouth*
6. *Social entrepreneurship tours/presentations/fairs in schools/universities/colleges*
7. *Catch phrases/killer quotes*
8. *Videos/other media*
9. *Through NGO networks*
10. *Youth centres*
11. *Job centres*
12. *Email newsletters*
13. *Through businesses that target young people*
14. *Make it available at the Europe Direct offices (printed) and online*

5: TRAINING COURSE'S PARTICIPANTS





Conclusions

The project “YES!” had a goal to promote the concept of social entrepreneurship to youth across the European continent. This was mostly intended with the publication of an e-booklet, which would include: 1) number of social problems that needs solving; 2) definitions and good examples of social entrepreneurship; and 3) the means to teach the young about the concept, as well as promote the idea to wider audiences.

It was in our belief that the best results will be provided if the e-booklet was filled by the participating youth primarily. Hence, it was done during one of the last activities of the project action. This way not only participants' experience, but also things learned throughout the exchange were reflected in the booklet. Six groups had a task to anonymously fill-in a premade-form, which gave a framework, but also allowed a significant degree of freedom to the participants.

Firstly, a number of social issues, that requires the most attention had to be listed, along with their causes and countries, where they are the most persistent. Among those mentioned, the most notorious ones were: youth unemployment, migration, crime rates, terrorism, pollution, etc. According to the youngsters, all of the participating countries are facing certain problems. Such situation implies that there is a lot to do in order to improve the society; and this is where social entrepreneurship comes in. The participants indeed found ways how it could solve each of the problems.

The most common definition of social entrepreneurship provided by the participants was as following: ways of doing business, when the main focus is reduction of some social issue; profits (if any) are reinvested. They have listed a number of good examples, as well as their own fictional ideas for such companies. These have ranged from farming cooperatives to mobile coffee stands. Albeit, all with a mission to fight persisting problems. Another finding was that there are lot of opportunities for support when starting-up such business; yet, youth is reluctant to do so anyway. The reasons for that could be little knowledge that social enterprises could be profitable and/or successful, etc. This should be solved by e.g. introducing campaigns (with famous people) to promote the concept.

Of course, only knowing about the existence of social entrepreneurship is not enough. Therefore, NFE methods to coach/mentor the youth about it were identified in the e-booklet. It is in our belief that these means should be made available to everyone interested (especially, youth workers). With this in mind, it is anticipated that the resources in this e-booklet will be shared and used in the future training courses, youth exchanges and workshops. The objective in the long-term is to see much higher proportion of European youth involved in social enterprises.

“The organization was very professional, the participating people were very creative, and I have learned a lot about social entrepreneurship; I loved the workshops, the tasks, the games, and the place we stayed in.”

PARTICIPANT OF “YES!”

Table of links

<http://goeurope.es>

<http://goeurope.es/yes/>

https://twitter.com/GoEurope_es

<https://www.linkedin.com/company/goeurope>

<https://www.youtube.com/channel/UCnf8n61CAsKgOGRcgIEI4LA>

<http://goeurope.es/emprendimiento-social-en-valencia/>

<http://www.interaliaproject.com/news.php?id=127>

<http://tdm2000.pl/news/announcements/yes-for-social-innovation>

<http://en.danilodolci.org/news/yes-entrepreneurs-call/>

<http://www.pina.si/iscemo-udelezence-mladinska-izmenjava-yes-how-to-become-a-young-entrepreneurs-for-social-innovation-v-spaniji/>

<http://www.emprenemjunts.es/?op=14&n=9304>

<http://www.mensacom.com/valencia-young-entrepreneurs-social/>

