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**STUDY OF  
PROJECT'S IMPACT**

**Social enterprises calling young people  
for solving problems of the communities**

*Piatra-Neamt, 2017*

# Study of project's impact

Social problems calling young people for solving problems of the  
communities

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## **STUDY OF PROJECT IMPACT**

*”Social enterprises calling young people for solving problems of communities”*

### **SUMMARY**

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## **I. Description of the aim and objectives**

Economical and social crisis in Europe has unveiled two big problems: the increasing number of unemployed among youth and the deepening social problems of the community related to social insertion of disadvantaged groups.

The project aims to find innovative answer to these two problems, one is to develop the entrepreneurial skills of the young in the social field.

Studies show that in Europe, almost 6 million people under 25 years of age do not have a job and 7.5 million people attend no educational or training program. In this context, Impact 2020 was the promoter of two actions to be followed by the project partner countries:

1. carrying out an investigation on the role of local public authorities and on the social problems of youth in the community
2. the application of questionnaires to young in communities involved in the project in order to determine the degree of their involvement in problem-solving.

The questionnaire, which was applied in this partner organizations, shows that youth aged between 16 and 21 years of age represent the category most exposed to poverty risk compared to the other age categories.

The survey applied to 600 youth from the partner communities, aged ranging from 16 to 21 years, revealed that 78% of youth do not know what social entrepreneurship is, and 62% don't know the methods and tools of experiential learning, non-formal methods; more than 96% want to be involved in active community problem solving , and 69% have shown to be skeptical about the attitude of the local entities with respect to their solving proposals.

The young people needs are:

- to develop confidence in their own strength, to redefine the role inside their own community through the exchange of best practice with other young
- to involve local authorities and the business environment in youth projects
- to maximize the potential of employment or the development of their own business
- to improve the teamwork, interpersonal communication skills and the communication using an international language
- to improve knowledge and entrepreneurial skills, to development professionally.

At the level of local communities there are needed:

- harnessing the young people potential in the development of sustainable communities
- rising social awareness of public opinion and local entities on community issues and on ways to solve them
- increasing confidence in the young people potential inside the communities capitalizing their initiative
- change of community members mentality and attitude towards solving real- community issues

Rising local authorities interest in the human resource investment in order to attract young into active life, to limit social disagreements and to favour integration of disadvantaged groups in the community.

For the target group of the project there have been identified the training needs:

- raising motivation to get actively involved in projects of social cohesion or sustainable development
- exchange of best practices and experiences with other youth in Europe on the theme of social cohesion
- the development of professional competences and practical skills in the field of social entrepreneurship
- to create appropriate frameworks for meeting young people with different backgrounds to build social initiatives on solidarity and cohesion
- to develop transversal competencies (ICT, communication, entrepreneurship)
- to develop experiential learning opportunities using non-formal methods.

The project aims the capacity of young people and youth workers to develop and implement projects of social entrepreneurship through experiential learning.

The specific objectives intended to be achieved throughout the implementation project are:

- 1.achievement of project development competences on social entrepreneurship to 24 youth workers through experiential learning
- 2.development of knowledge, skills and competences in social entrepreneurship, open attitude toward experiential learning for 144 youth (workers);
- 3.promotion of social initiative and responsibility inside communities to 144 young through non-formal methods;
- 4.involvement of 6 local entities in working with 144 youth in identifying and solving social problems in communities;
- 5.development and implementation of one project in social entrepreneurship involving youth from different part of Europe and the local community, development 6 social enterprises incubator in different social and economical context.

Transnational project approach is necessary because:

- the fact that different individuals come into contact creates conditions for diverse learning situations, more complex, with a greater degree of involvement for participants
- cultural differences allow finding better solutions for solving problems, especially complex ones
- multiplicity of skills/experience are generally better solutions creative, from which you can choose the appropriate time (it can create a real "solutions bank"
- multiple visions lead to a better definition of the problem.

## **II. Description of the impact (the application form)**

Impact Study of the project represent a tool for awareness of local authorities regarding the role that youth can play in the sustainable development of the community, as well as a tool for increasing young people's confidence in our own abilities. This material that studies the impact of the project on young people, the impact of the project on communities, the impact of the project on partner organizations will be a starting point in awareness of other organizations for young people to develop social entrepreneurship projects, using methods of non-formal and informal.

The impact study contain:

- tools for measuring the impact of projects on social entrepreneurship to young people, local authorities, members of the local authorities, the youth organizations involved in the project.
- the results obtained from the application of tools analysis in each of the partner community - analysing the results obtained in each partner organization in your community

It was developed databases for data entry obtained pre-announced working instruments  
-final conclusions.

The study perspectives were a way to promote youth initiatives by all organizations in youth and within local authorities. Analyses impact study was disseminated within the hatchery social enterprises, within the International Conference of social entrepreneurship and through on-line channels: platform project, sites of each partner organizations, ETwinning, Salto-Youth, Eurodesk, LinkedIn.

The leader of the action developed tools to identify the impacts of the project on social entrepreneurship: the target group of the project, the local authorities, the local entities such as schools, NGOs, orphanages, for inclusion of children with special needs, media.

It developed databases for data entry obtained pre-announced working instruments.

The tools are:

- measurement of customer satisfaction surveys of the impact of social entrepreneurship project;
- interviews of focus groups, statistical analysis on data such as: the number of seafarers on the Organization's website;
- the number of hits on the platform of the project;
- the number of like on sites like Facebook;
- the number of participants at the International Conference of social entrepreneurship.

Each partner project analysis tools applied to the various categories of respondents, it loaded in the built-in database and sends them to the leader of the plot. The leader of the plot processed data in charts, graphs and draw conclusions.

Interviews with open and semi-open response are handled by each partner separately, select the company and translate answers, then leader of the format asked and translated into English.

The leader began publishing/impact analysis in electronic format and was been transmitted to each partner and Digital Future for posting them on the site.

**a) The impact at the local level** was expected to be as follows:

- strengthening the role of youth organizations in the personal development of young people in community life
- the identification of environmental and social problems of the community and finding solutions to these problems;
- improvement of the dialogue between young people and local public authorities and other local entities through non-formal methods;
- the increase of youth initiatives in solving problems of the community to which they belong may represent a signal and a desire for change in the mentality of young people, youth workers;
- empowering young people and youth workers face the problems of disadvantaged groups (unemployed, children with special needs, orphans, old people) or environmental problems
- encourage volunteering among young people, youth workers by giving examples of good practices, examples of social entrepreneurship, partnerships with other youth organizations in Europe.
- augmented awareness of local community on the importance of volunteering. Local activities will have the aim to actively involve the community, being informed on the benefits related to working and social skills.
- strengthened collaboration between local authorities and similar institutions, non-governmental organisations, associations for the promotion of youth projects, groups of young people volunteering and involvement in such projects.
- creation and implementation among the local authorities of a culture of social entrepreneurship to overcome preconceived ideas such as "it's on us" or "we can't."

Social entrepreneurship has to get a pragmatic educational role in the countryside and can represent the starting point for improving the living conditions of the marginalized, those excluded from expressing the social point of view, may reduce the percentage of unemployment among young people.

**b) At the regional level** (County, development region) it aims to achieve the following impact:

- major awareness with regards to social entrepreneurship as part of the new trend in the business activities. Promoting examples of good practice and experiential learning through non-formal methods in the region, through cooperation with other associations of youth or disadvantaged groups.
- the intensification of relations between civil society and the authorities with regards to the possibility of promoting social entrepreneurship as one of the keys of enhancing employability of youth
- increased number of youth which know about social entrepreneurship and available opportunities at European level through a comprehensive social media campaign.
- promoting interregional structures and of the inter-institutional cooperation through managing partnerships between non-profit organizations and youth regional/local authorities.

**c) At national level** the project contributed to:

- improved access to the labour market for young people, that is the main resource for economic growth of a country.
- encouraging youth participation in national projects with social entrepreneurship thematic, non-formal education (young people should be supported and engaged in the exercise of their rights to participate in the social life, the community life and involvement in decision making).
- promoting cooperation between young people at national level by carrying out exchanges of ideas, solutions, opinions on the theme of social entrepreneurship
- improving the work methods with young people using integrated non-formal methods of informal and formal ones.
- the development and expansion of non-formal education among other institutions dealing with the training of young people at a national level.

**d). At European level**, the project contributed to the promotion and development of social entrepreneurship, facilitating labour market insertion as priority objectives. The project contributed to the improvement of education system and of training by transferring European good practices but also harnessing the competencies, skills and knowledge acquired from others in an ineffective social system, by sharing best practices, identifying social problems peculiar to each country can find common solutions for disadvantaged young people, mutual European.

The project are favouring the possibility of networking of partners which may find it easier to plan new projects with network partners. This may lead to the application of other Erasmus plus lines to deepen some themes/methodologies/etc. emerged during the project activities.

- to increase the number of young people who participate in the training courses for personal development, to facilitate the transition from school to the labour market.

### **III. Research Methodology**

The study perspectives were a way to promote youth initiatives by all organizations in youth and within local authorities. Analyses impact study was disseminated within the hatchery social enterprises, within the International Conference of social entrepreneurship and through on-line channels: platform project, sites of each partner organizations, ETwinning, Salto-Youth, Eurodesk, LinkedIn.

The leader of the action developed tools to identify the impacts of the project on social entrepreneurship: the target group of the project, the local authorities, the local entities such as schools, NGOs, orphanages, for inclusion of children with special needs, media.

After the identification of the impact of instruments have been developed in English, each partner will translate in their mother tongue to be humanitarian community managed. It will develop databases for data entry obtained pre-announced working instruments.

The tools were:

- measurement of customer satisfaction surveys of the impact of social entrepreneurship project;



-interviews of focus groups, statistical analysis on data such as: the number of seafarers on the Organization's website;

-the number of hits on the platform of the project;

-the number of like on sites like Facebook;

-the number of participants at the International Conference of social entrepreneurship.

IMPACT 2020 developed tools for measuring the impact of social entrepreneurship in English:

-surveys measuring customer satisfaction target group beneficiaries of social entrepreneurship project, the local authorities will fix the basics-interview for focus group and whom to address these interviews.

-determination the indicators for measuring impact and how the work-performance built-in database in order to be able to enter the data obtained from each territory-transmitted to the tools and databases to each of the project everybody partner 7 project partners from measuring instruments will translate the impact of social entrepreneurship in their mother tongue.

The tools were posted by Futuro Digitale on the project platform and all will post on the website of each organization.

Organization IMPACT 2020 edited all the material received in English study in perspectives of the project impact of social entrepreneurship.

Partners organizations applied the tools of analysis in reaching the young people involved in the project, among the community members, the local entities (schools, orphanages, schools for children with special needs inclusion), the local authorities. The data collected was been inserted into the predefined database, then will process obtaining charts, percentages, but also ideas for new themes of reflection and community development. Focus group interviews to apply structured questions with closed/opened answers after that will identify the impact and answers will annex the material for analysis.

All these data will be edited in word format and will be translated in English by each partner. Translated materials will be sent to the leader of the activity to be inserted into the book.

IMPACT 2020 edited all the material received in English study in perspectives of the project impact of social entrepreneurship.

Each partner project analysis tools applied to the various categories of respondents, it loaded in the built-in database and sends them to the leader of the plot. The leader of the plot processed data in charts, graphs, and draw conclusions.

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#### **IV. Impact of the project on the partner organization**

## ADAMASTOR

The study of the impact is an important key for Adamastor to know to what extent has made a good strategy with the creation of the Pousada de Juventude de Viseu - Youth Hostel and its dissemination as well as the differences after the participation in this project. It is known that Adamastor presents in this project a real and concrete result of what is to build something social and that is a good value for the community.

To begin with, at the local level, the Youth Hostel in Viseu has been a success story that has attracted more and more people and it is through this success that Adamastor intends to show to the interested ones what it's the creation of a social enterprise and the ways that can be done and through which supports. It was in the top-up of the support for the construction of social enterprises that Adamastor verified the number of opportunities that exist and are those that we try to pass on to those who are interested in knowing more.

Partnerships have been created, most importantly with the Viseu Municipality, which since the beginning has been quick to help and build something that would be better not only for Adamastor but also for the city and for the community. Other important partnerships have been with schools, universities and sports clubs in order to have a greater influence in the community. With the success of the creation of the Youth Hostel, a partnership was also created with the Viseu Municipality and the Bracara Augusta foundation for the opening of the Youth Europe Store in Viseu, a place where young people can be informed about topics related to Europe, the Erasmus + program and which allows the realization of different events and projects involving the local community. One of these activities carried out in space was the workshops related to this project, where, together with the volunteers of the Adamastor, schools and other interested parties, the project objective was explained and some Social Youth Enterprise concept was transmitted to the around 50 participants where we worked some tools developed throughout the project, such as Business Canvas Model.

Inside the Adamastor, the project created a very positive and useless impact, giving us some tools that we can use in our daily work. It further clarified the view of what is really a social enterprise. We have adapted tools developed in the project to our work and that in each case can be used to improve the services to which we are committed. The project resulted in about 5 Portuguese volunteers participating more with us so that each one of them gave us new ideas for the project and improvement in the tools to be used daily and they will continue to help and be part of the team. The question of impact and dissemination is something we intend to do not only with this project but with all the initiatives that Adamastor has from that point forward is a useful tool to calculate the success of what we are realizing.

Having a positive impact study, we added that workshops with the local community and school participation will be held to show young people that the age is not an important factor when we have a vision and we want to develop it. We will be there to help you and show you the steps you must to take because as we saw during this project, good ideas and projects are born from the young ones to the old ones.

## **A.M.E.F.E**

Our work today would not be understood if it did not integrate in our programs and in a transversal way the measurement of the social impact that we generate. We have proven the benefits of identifying and developing our results and impact indicators and applying them in our daily work. And more specifically, in our search for partners and fundraising. Measuring our social impact has guided a new fundraising strategy that has allowed us to raise more private funds, especially in this last stage of economic crisis.

It all started with assessing the social impact of "Social Youth Enterprises" project, funded by the Erasmus + program. Measuring impact was one of the requirements required to secure funding for this project whose goal was to promote healthy practices and entrepreneurial practices among young people.

We have involved all our workers and collaborators, as well as several local associations, as indicated in our marketing plan.

Probably the main benefit we have obtained lies in the change in our discourse. From an initial speech that is more conceptual and to some extent dispersed, we have gone on to speak about our work in a clear and structured way. Now all team members are able to define concrete and simple indicators, and also adjust to other programs with similar impact maps. For example, our reports earlier spoke of unemployment, fears and little preparation of the young people in our environment, but lacked data that really showed a change of behavior in minors. Now, thanks to the impact indicators, we can pick up that behavior change in a concrete way.

There are several benefits obtained in the field of raising funds. Perhaps the most important is the fact of having worked with an outside consultant; PROMALAGA, a specialist who helped us build the models for measuring the social impact of our programs. This gave us, say, a quality seal that assures us to change our image on one side and on the other, the approach to meetings with potential donors.

Another direct fruits of start measuring has been the development of a standard model proposed shared by all members of the organization and is adapting to the needs of each funder. This makes it easier for us to introduce ourselves to new competitions where we practically copy and adapt the indicators of outputs and outcomes in relation to the main activities of each project. We are more efficient when presenting to the different candidates.

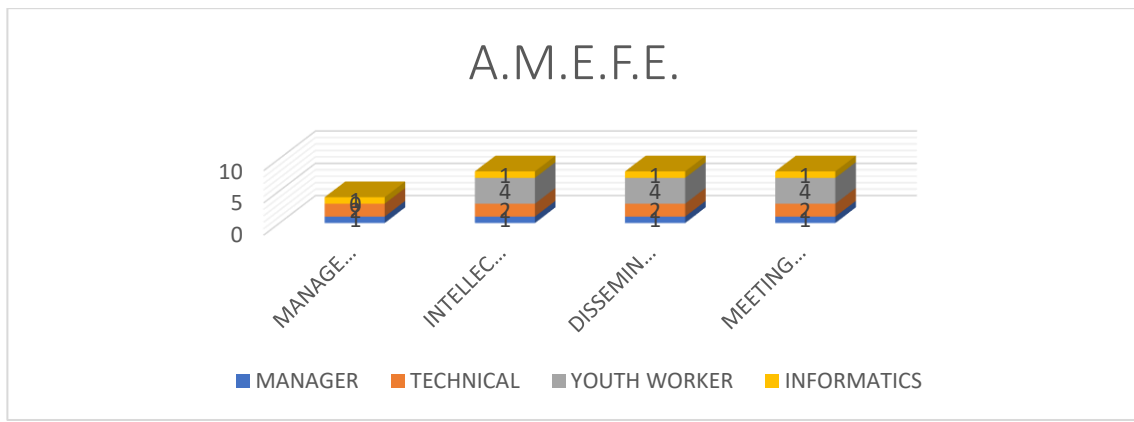
Measuring has also influenced us now to present proposals for more orderly programs that include indicators of and that are structured in different activity modules according to their categories or areas of impact. Thus, we can packetize we said modules depending on the type of impact generated independently and present several funders expanding our range of donors.

We have reoriented the way we work. Our work is oriented to franchise our educational programs with the objective that these be developed by other organizations with greater capacity and number of beneficiaries. A model that is possible thanks to our measurement model social impact since it facilitates the monitoring and evaluation of our projects from a distance.

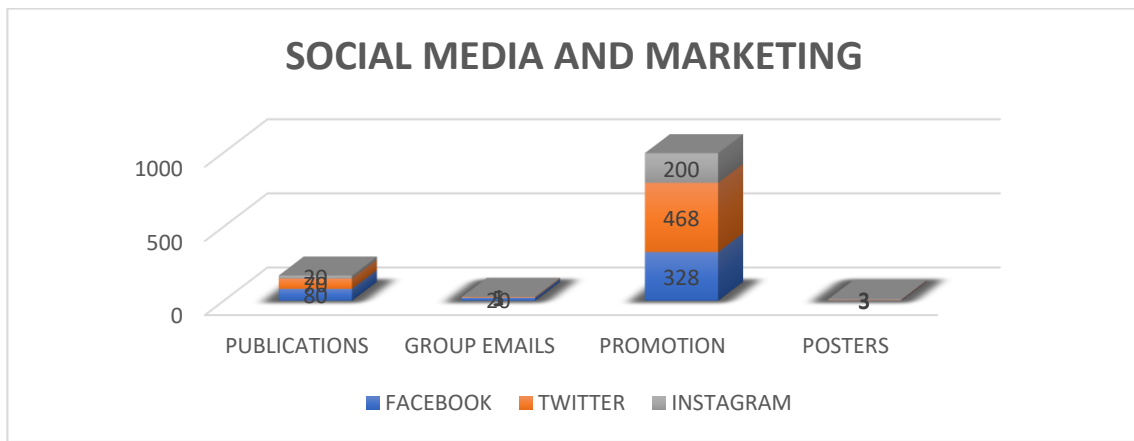
In addition, we have integrated the evaluation of the social impact of our programs as a complementary service in our proposals to the funders. We have standardized our program

model and adapted the initial indicators to the new projects with the aim of extending the practice of measurement and, at the same time, expanding our range of services.

### IMPACT ON A.M.E.F.E.



### IMPACT ON SOCIAL NETWORKS AND ADVERTISING CHANNELS



### SOCIAL IMPACT: WORKSHOPS



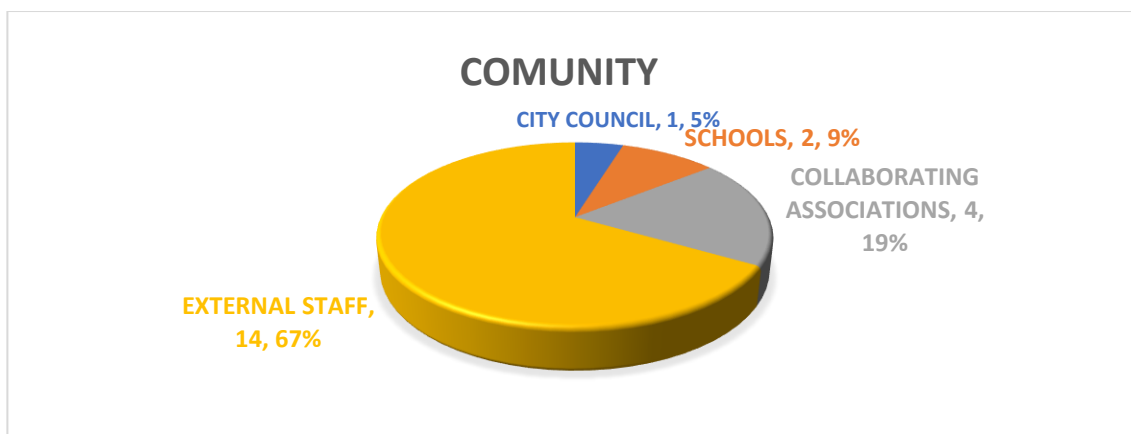
*SOCIAL ENTREPRENEURSHIP*

**SOCIAL IMPACT: COOPERATIVE MEETINGS WITH THE INCUBATOR COMPANY  
"PROMALAGA"**



*EXPAND CIRCULATIONS = EXPAND IMPACT*

**SOCIAL IMPACT IN OUR COMMUNITY**  
**PEOPLES AND ENTITIES INVOLVED**



## ATOM

During the Erasmus+ project: "Social Youth Enterprises" program, Vocational Center (ATOM) had the opportunity to participate in a very interesting program that allowed young people from different European countries to get knowledge in especially a new and interesting sector like the one of the social entrepreneurship.

In the framework of the European project, representing the organization, 5 youth worker and manager and **10 young people** were involved between the ages of **18-29** years, who belonged to either the company's staff or on a voluntary basis. These youngsters were university graduates of various specialties (psychologists, social workers, nurses, business administration, physical education, physiotherapy, secretarial support). Most of the participants in the project process had experience of the social enterprise created through the "Social Youth Enterprises" program but the great advantage was that these young people were informed during the program for all the procedures about the operation and establishment of a social enterprise through co-operation and teamwork.

KDVM Atom in the frame of its participation to the project “**Social enterprises calling young people for solving problems of communities** ” (KA2 Strategic partnership Youth in Action), organized a workshop in Patras at 26.01.2017, for young people about Social Entrepreneurship and Social Economy with **55 participants**, youngsters **18-29** years representing the local community.

Also during the project, our organization exchanged expertise with local organizations and organizations related to social entrepreneurship issues, namely **2 social enterprises** (Café Gefyres, Recycling at the Source) and **4 NGOs** (Frodizo, SOPSI Patras, Intermedi@kt, Agaliazo ) Where they informed them about the results and the intellectual products of the program and developed perspectives for future cooperation for the submission of proposals in this field.

Most importantly, the impact of our organization is that the young staff of our company, the trained as well as the ATOM volunteers have had the opportunity to follow all the necessary steps, that one has to follow, in order to achieve the creation of a social enterprise (Needs analysis of the community, Swot analysis, business plan, marketing plan, funding opportunities, seminars etc.). Throughout this process, we make “Care for Life”, a social enterprise dedicated to the care of elderly people, people with disabilities, dementia patients. Also in the context of this project and in combination with the new legislative framework in Greece on social entrepreneurship, the opportunity was given to exchange know-how and search for partnerships with other local actors dealing with social entrepreneurship issues and through this contact would the possibility of creating new partnerships on the future basis.

During the project, we implemented seminars where the members of the ATOM team were able to transfer the results and impact of the Social Youth Enterprises project to dozens of young people from Patras area and also give young people 18-29 years of age to learn all the latest developments around the social economy and social entrepreneurship. Nowadays the ATOM team has gained more experience in this field and high level of knowledge and is more ready to put forward more and more focused proposals in the field of social entrepreneurship that will improve our organization's level and As they will contribute to a greater impact on the social impact. Also we find new ways for financial opportunities and fundraising strategies especially this period of economic crisis, where the bank system it is very hard to financed this type of companies.

## **Futuro Digitale**

In this way, through workshops Social Youth Enterprises project has managed to create new awareness among young people, as well as encouraging them to have a clearer view on current regulations and enterprise definition. In fact, a good majority of the participants have determined a more sound understanding of how to define a social business and which criteria should be met, as well as the overall process of creating an idea and make it sustainable.

Another important issue is referred to the limited vision about social enterprises by young people, as just a few of them got to know what a social enterprise, therefore being part of a wider industrial-social environment not favouring information on social enterprises.

What is more, the dissemination process has been useful also in terms of FuturoDigitale's team. Out of ten staff members, we have encountered a better focus in incubating and structuring local project ideas, assessing their economic issues. What is more, the project has provided new important material which we are going to use in the local workshops encouraging entrepreneurship and social sustainable approaches.

Among the participants, fragmentation has been regarded to be one of the most difficult problems in Italian rules, also given the overwhelming regional differences. That means that in richer regions, developing an enterprise is easier and the incubation process is easier and supported. Connected to this, microcredit practices or other start-up processes are complex, as well as rule complying.

However, often this is often about considerations not coming from proven or previous knowledge in the enterprise system. Discussing with young people, sometimes ideas which were thought to be interesting were instead ideas problematic in their sustainable approach. In this way, one of the real impacts of the project has been about reconstructing an overall perception of entrepreneurship. In fact, Italian young people present a general lack of trust in their possibilities, also in a system which is rapidly changing showing its weaknesses.

#### Indicators and fact analysis

At local level:

- We held 4 workshops focused on the techniques developed by the project, starting from the definition of a problem to problem-solving techniques;
- During the project's implementation we involved 20 local young people trained who acquired:
  1. Problem solving capacity basic knowledge;
  2. SWOT analysis and definition of research bounds
  3. Basic knowledge and skills in assessing what a social business is and how to work on local problems.

In terms of organisational change:

- Better management with regards to existing projects: analysis of sustainability, better problem focusing, scope narrowing;
- New partnerships implemented: local museum, business department of our municipality, county business centre;
- More volunteers joined the workshops and the organisation activities (10 volunteers in total);
- We dedicate more time to business development supporting young people in discussing their project ideas. Once a week (Thursday afternoon) we have an info day about giving advice to business development and career orientation;
- Incubation of one project idea about data storage for documents folding promoted by a young person (27 year-old guy).



## IMPACT 2020

Association Impact 2020 was young organization when the application form of the project “Social Enterprises calling young people for solving the problems of the communities” , with the first Erasmus + project. During the Erasmus+ project, our association had the opportunity to participate in a very interesting program that allowed young people from different European corners to get knowledge and abilities in especially a new and interesting sector like the one of the social entrepreneurship.

In the framework of the Erasmus + project, representing the organization, **32 young people** were involved between the ages of **17-22** years, who belonged to either the company's staff or on a voluntary basis. These youngsters were university graduates of various specialties (psychologists, social workers, business administration, economist, secretarial support). Most of the participants in the project process did not had experience of the social enterprise created through the "Social Youth Enterprises" program but the great advantage was that these young people were informed during the program for all the procedures about the operation and establishment of a social enterprise through co-operation and teamwork. Also, these youngsters developed soft abilities like as: team working, interpersonal communication, empathy, critical thinking, very useful in the future for finding a job or for developing a social business.

IMPACT 2020 in the frame of its participation to the project “**Social enterprises calling young people for solving problems of communities**” (KA2 Strategic partnership **Youth in Action**), organized a workshop in Piatra Neamt, Roman in period february 2017 , for young people about Social Entrepreneurship with **59 participants**, youngsters **17-20** years representing the local community.

Also during the project, our organization exchanged expertise with local organizations and young people related to social entrepreneurship issues, using **social enterprises incubator**. **So, young people developed 3 other social business plans: SMILE4 ALL, Horse Therapy and recreation, Collect and Give**. Also, the youngsters were informed them about the results and the intellectual products of the program and developed perspectives for future cooperation for the submission of proposals in this field.

Most importantly, the impact of our organization is that the young staff of our company, the trained as well as the IMPACT 2020 volunteers have had the opportunity to follow all the necessary steps, that one has to follow, in order to achieve the creation of a social enterprise

(Needs analysis of the community, SWOT analysis, business plan, marketing plan, funding opportunities, seminars etc.). Throughout this process, we make “Path to knowledge”, a social enterprise dedicated to the young people who would like to develop career and exploit the abilities.

Also in the context of this project and in combination with the new legislative framework in Romania on social entrepreneurship, the opportunity was given to exchange know-how and search for partnerships with other local actors dealing with social entrepreneurship issues and through this contact would the possibility of creating new partnerships on the future basis. Nowadays IMPACT 2020 team has gained more experience in this field and high level of knowledge and is more ready to put forward more and more focused proposals in the field of social entrepreneurship that will improve our organization's level and as they will contribute to a greater impact on the social impact. Also, we find new ways for financial opportunities and fundraising strategies especially this period of economic crisis, where the bank system it is very hard to finance this type of companies.

## **Social DNA**

### **“Social Youth Enterprises Erasmus KA2 Project’ Social DNA: Impression Organizational Effects**

The effects of the Going Albert project on our organization are divided into the following themes: Learning from the team, international mobility, the target group and the process.

#### **Learning from the own team**

During the project, a valued workgroup member Albert passed away. Besides the sadness in the team, a lot of knowledge was lost due to his death. Albert used to be self-homeless, making him well aware of the target group. He was a source of inspiration and made very easy contact with the target group.<sup>[1]</sup>As an organization, we have experienced that the world is changing rapidly and that a high rate of action is expected from us. In addition, it is important that knowledge is documented. Each team member has the ability to use his own talents, but our skills are broadened by the circumstances.

#### **The International Mobilities**

The meetings with colleagues youth workers have enabled us to see how other organizations work. Nice to see is that you can learn from colleague-youth workers of different ages. Having visited the various social enterprises has led us to see even more behind the scenes and sharing more knowledge. It is remarkable that the organizations we have worked with all shared a lot of passion. Also, you discover that a great success in one country does not give the same success results in other countries due to cultural differences. The change of success of the various projects in the differs countries also depend on its own rule & legislation. Unfortunately, people have prejudices that are not always right. Furthermore, international meetings have provided travel experiences and curiosity to other cultures.

### **The target group**

During our visit to Amsterdam, where the organization met the homeless people the team realized that you never learned enough it is a continuous process. Each time you wonder about the target group, because you think you know the target group. Within the target group there are rapid developments. If you are critical of yourself, you will see that you also have prejudices with regard to the target group. It is amazing how people are able to survive and how creatively the homeless people become in impossible situations.

### **The process**

The appointments with schools was a long and special path we had to follow. There was a direct commitment to cooperation, but by bureaucracy it took a long time to implement. Within education the main objective is how these projects fit within their program / framework. There was a nice collaboration with the teacher, who provided our team with good feedback.

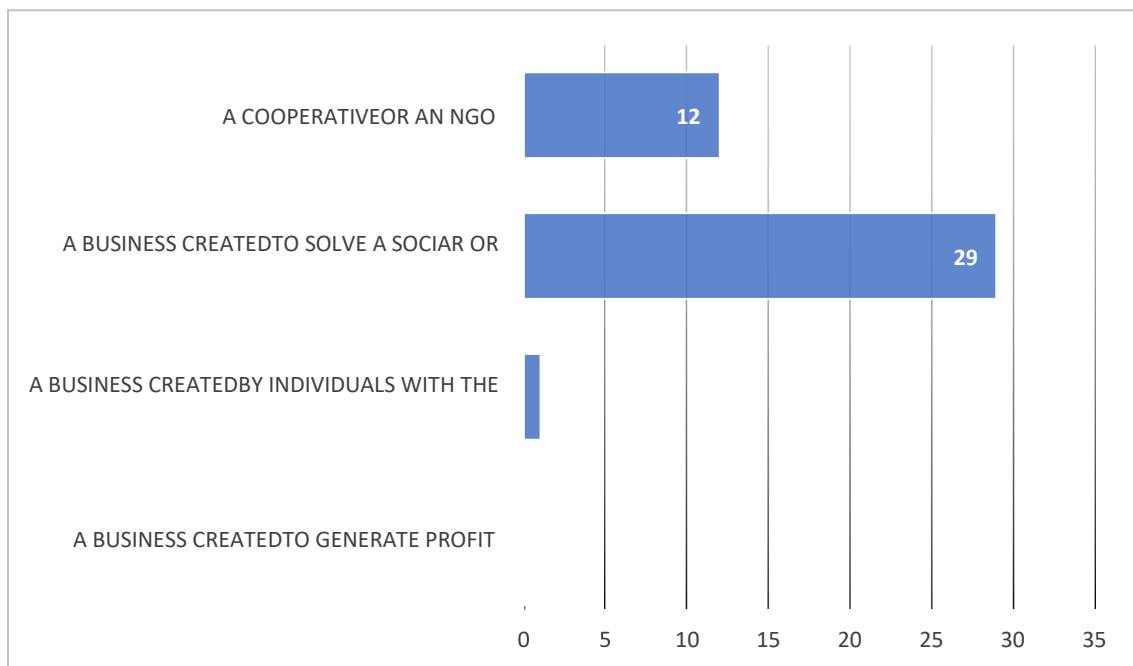
It was nice to experience the cooperative role of the municipality. The municipality is very willing to learn about international projects, but also to enthusiastic the young people to start a social enterprise. Sharing is not always simple. It is often seen as given away from knowledge. The transparency within social enterprises at international level has made sharing more accessible.

## **V. Impact of the project on the target group of the project**

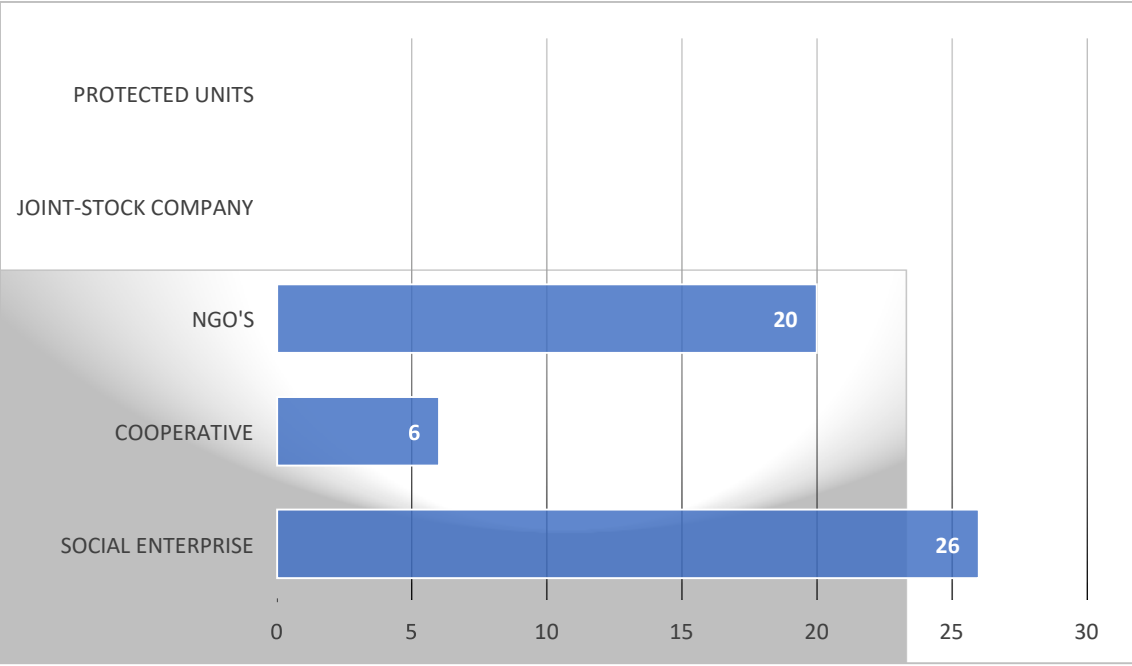
### **ADAMASTOR**

For this questionnaire, we had 30 responses, among which 53% were aged 19-24, 33% aged 25-50, 7% were over 50 and 7% were aged between 14 and 18. The studies that they graduated were for 57% secondary school, 30% high school, 10% were under graduate studies and 3% post graduate studies. 43% of the responses were male, and 57% were female. Also, 57% of the responses come from the rural area, while 43% come from the urban area.

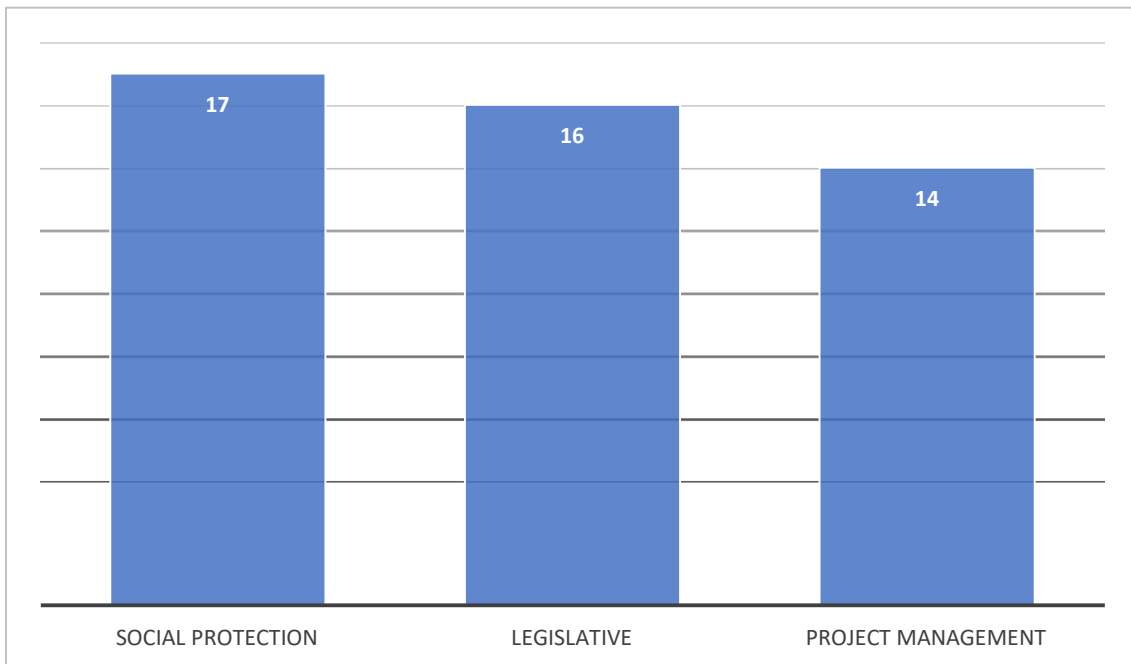
**What do you understand by the term of “Social entrepreneurship”? (30 responses – multiple choice)**



**Which are the forms of the organization of a social entrepreneurship? (30 responses – multiple choice)**



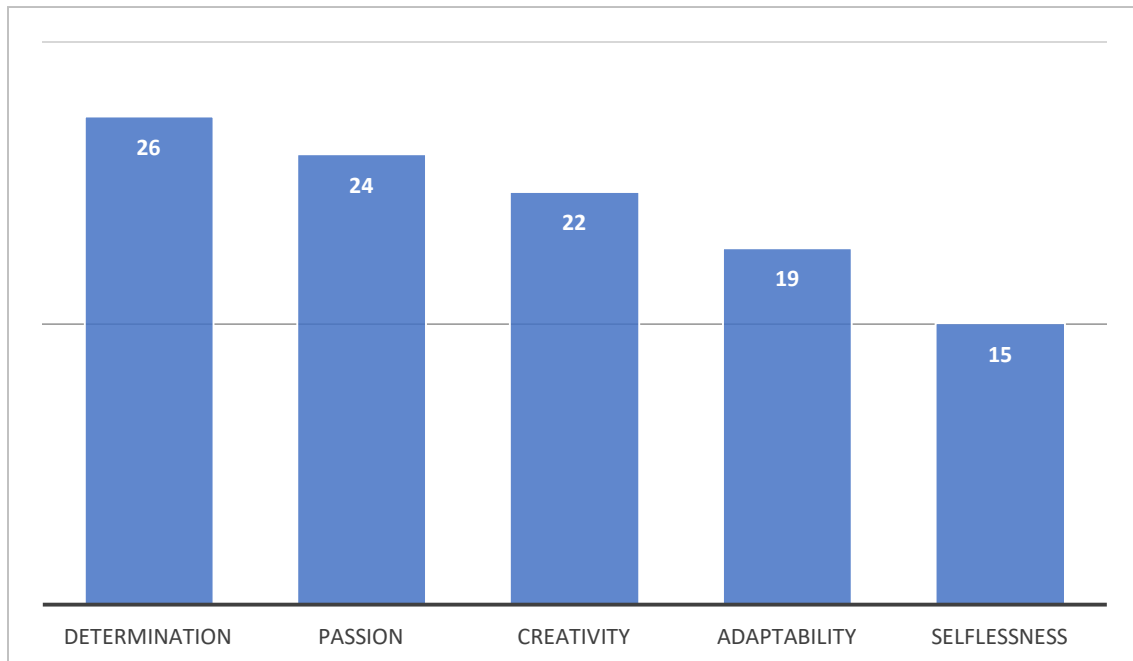
**Pick out 3 most important fields you need to have a good command of in order to develop a Social Enterprise (30 responses – multiple choice)**



**Do you know a social enterprise in the community in which you live? If so, mention an example. (20 responses)**

- Remar
- Fundação Mais
- Fundação EDP
- Project "Marias"
- Speak project
- Cruz Vermelha
- Impact Trip

**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business (30 responses)**

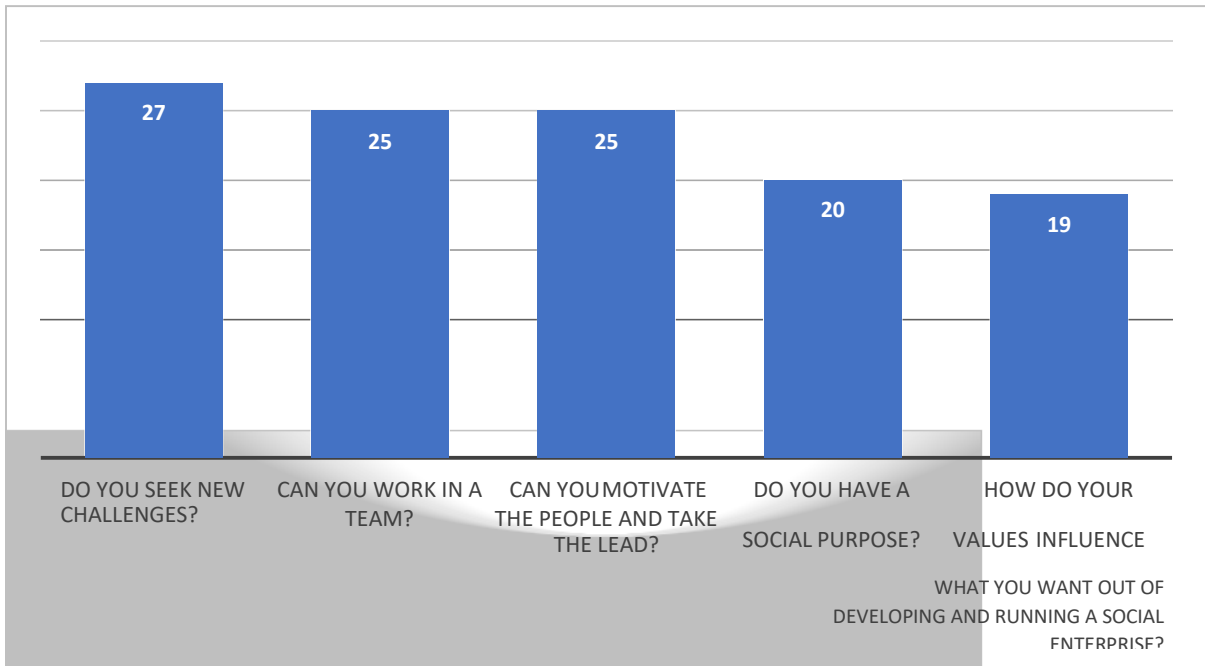


**Do you consider that your local laws ensure the premises of developing social business? If not, what do you think should be changed in the legislation or in the financial field to help you in developing a business? (13 responses)**

Lack of information was the most used sentence

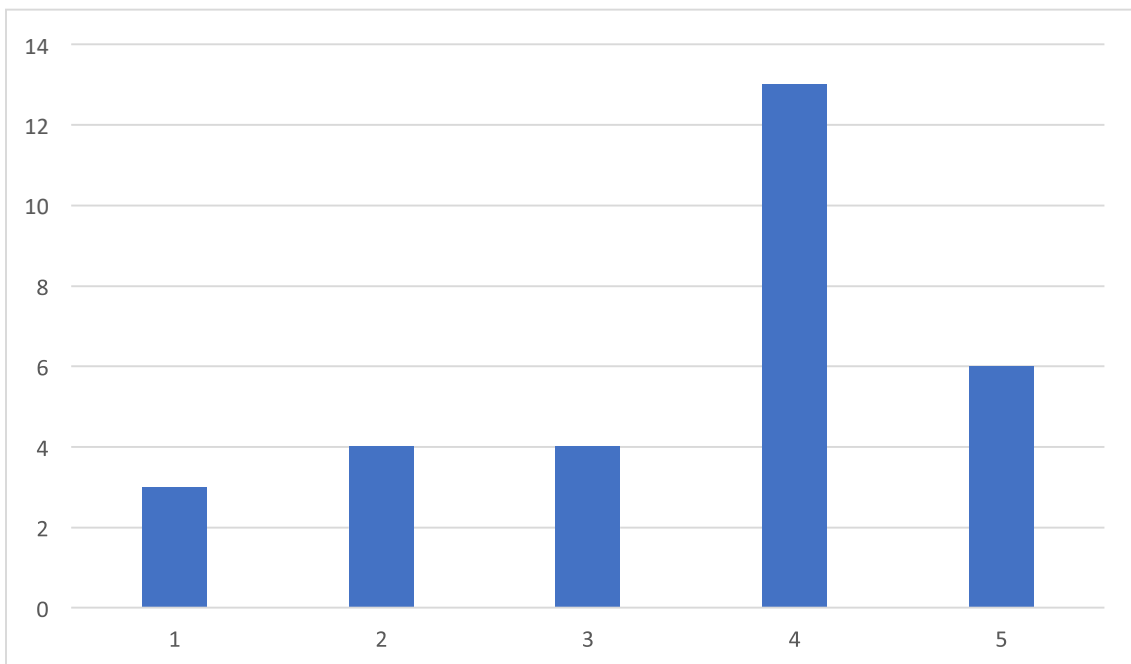
This questionnaire has 30 responses, from which 56% were aged 19-24, 37% were aged between 25 to 50 and 7% were between 14 and 18. The studies that were graduated were in 10% high school, 50% undergraduate studies and in 40% post graduate studies. 40% of the responses were male and 60% of the responses were female. Also, 57% of the responses were from the rural area and 43% from the urban area.

**Think about your reason to establish/develop a social enterprise. Do you have the necessary skills in order to do so? (30 responses – multiple choice)**



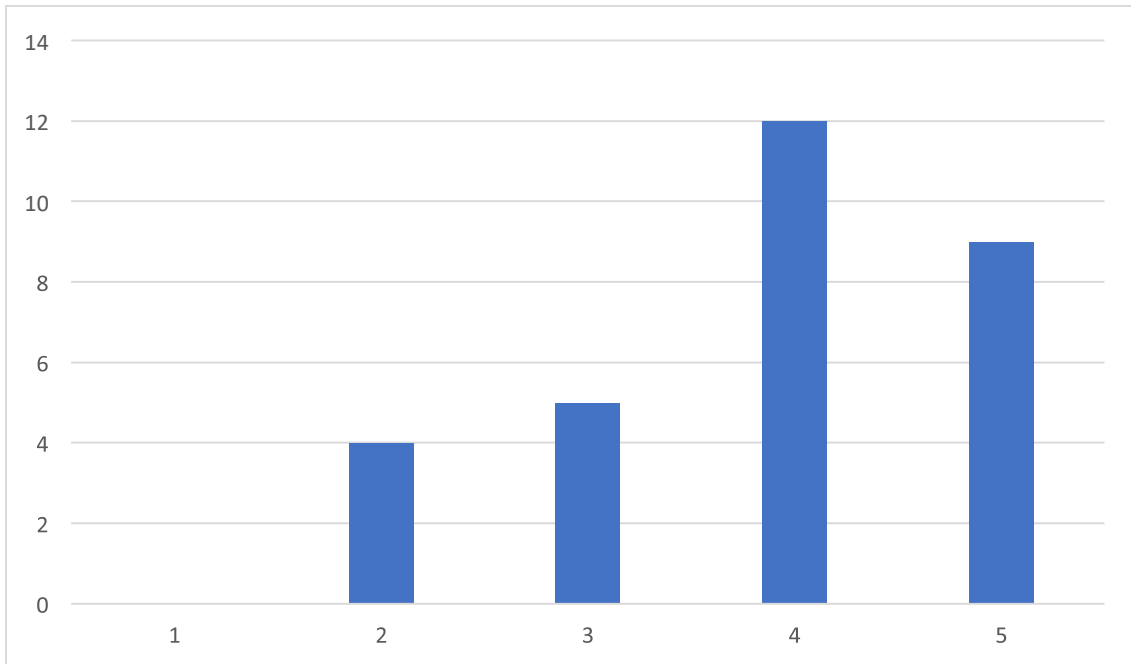
For this questionnaire, we had 30 responses, among which 43% were aged 19-24, 43% aged 25-50, 7% were over 50 and 7% were aged between 14 and 18. The studies that they graduated were for 3% secondary school, 7% high school, 53% were under graduate studies and 37% post graduate studies. 50% of the responses were male, and 50% were female. Also, 50% of the responses come from the rural area, while 50% come from the urban area.

**Do you consider that the project's web page is helpful to start and develop a business? From 1 to 5 (30 responses)**

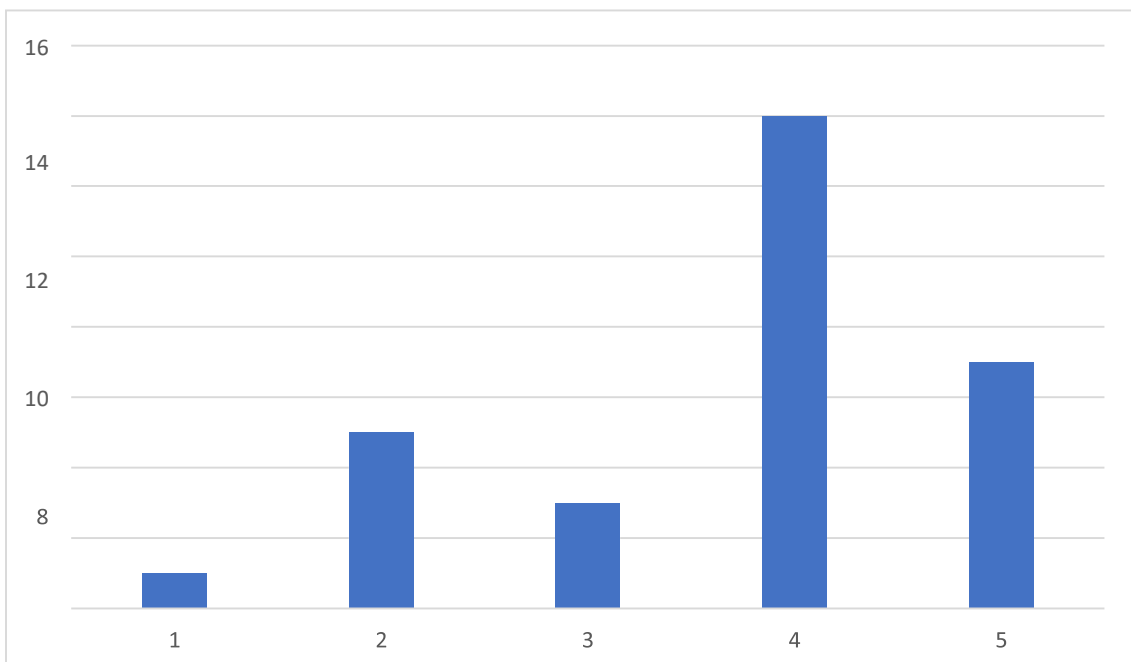




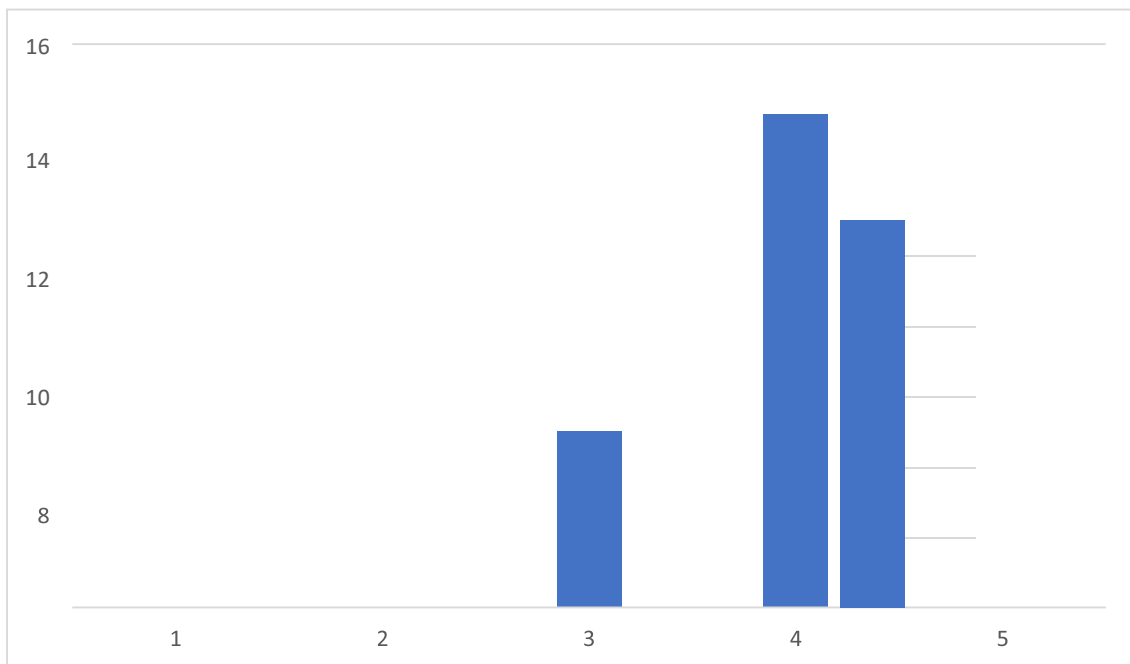
**How helpful are the legal and financial opportunities identified during the project to create a business plan and to find funding sources? From 1 to 5 (30 responses)**



**On a scale of 1 to 5, how useful would you rate the course support to develop entrepreneurship knowledge and skills? (30 responses)**



**Is “The guide of the social entrepreneur” the bedside book to develop a social business? From 1 to 5 (30 responses)**

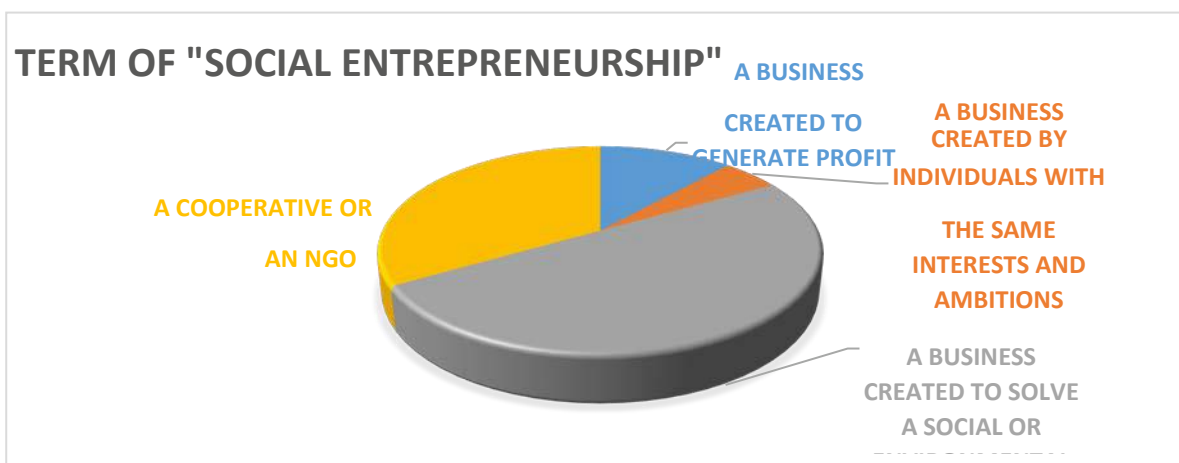


**A.M.E.F.E**

This questionnaire received 60 answers, among which 20 were aged 14-18, 30 were aged between 18 and 24 and 10 were aged 25 to 50. The studies that were graduated were for 30 responses secondary school, for 20 people it was high school, and for 10 people it was post graduate studies. 20 people who answered were male and 40 people were female. 10 people said they live in the rural area, while 50 people said they live in the urban area.

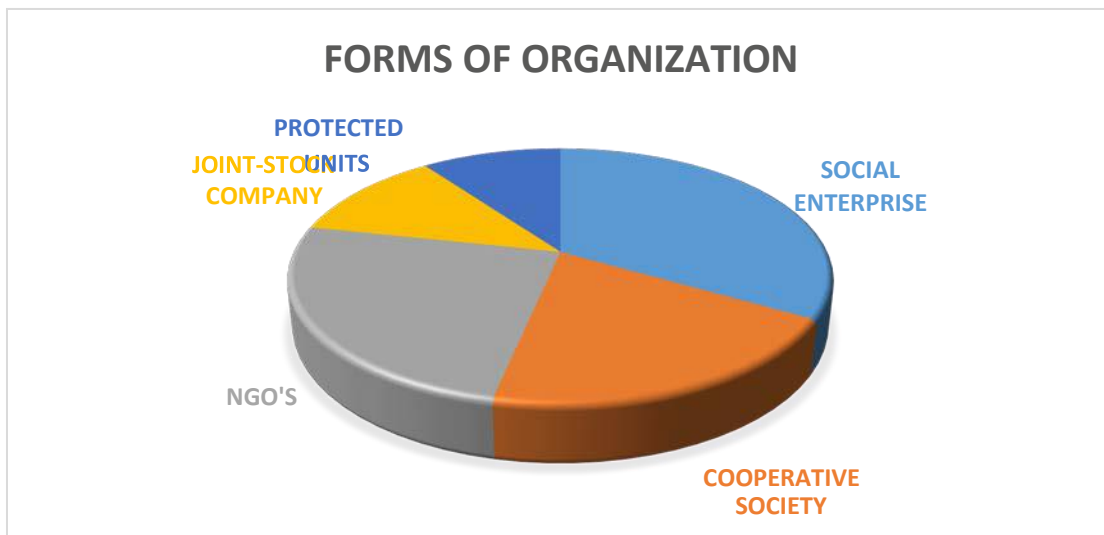
**1. What do you understand by the term of “Social entrepreneurship”?**

- a. A business created to generate profit 7
- b. A business created by individuals with the same interests and ambitions 3
- c. A business created to solve a social or environmental problem 30
- d. A cooperative or an NGO 20



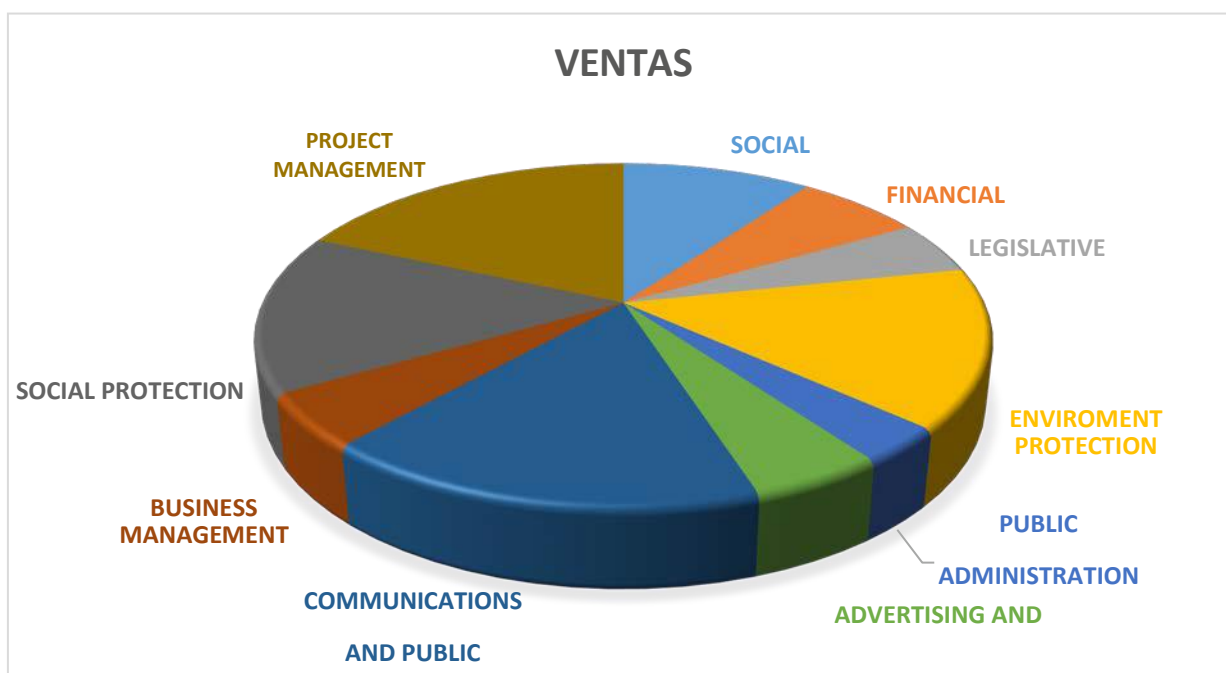
**Which are the forms of the organization of a social entrepreneurship?**

- e. Social enterprise 20
- f. Cooperative society 12
- g. NGO's 15
- h. Joint-stock company 7
- i. Protected units 6



**2. Pick out 3 most important fields you need to have a good command of in order to develop a social enterprise**

a. social	6	f. advertising and marketing	3
b. financial	4	g. communications and public relationships	10
c. legislative	3	h. business management	3
d. environment protection	9	i. social protection	9
e. public administration	2	j. project management	11





3. Do you know a social enterprise in the community in which you live? If so, mention an example.

**Yes.**

- PROMALAGA (Social and business initiative)
- **+ ANIMACIÓN (Social and cultural entertainment)**
- GRUPO BCM (Sports and socio-cultural services)

4. Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business

a. creativity	8	f. passion	12
b. kindness	2	g. ambition	6
c. innovativeness	3	h. leadership	6
d. determination	6	i. positive thinking	3
e. selflessness	2	j. adaptability	2



5. Do you consider that your local laws ensure the premises of developing social business? If not, what do you think should be changed in the legislation or in the financial field to help you in developing a business?

**Do not.**

- We believe they should be more flexible with some of the licenses they require.
- More funding should be given to new projects that merit the support of local institutions.

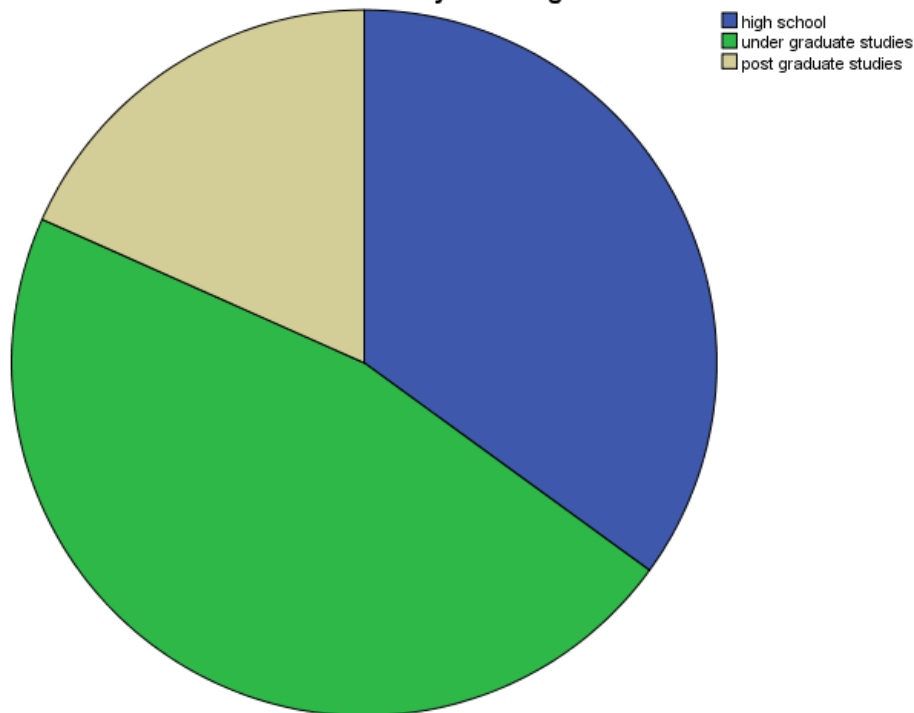
## ATOM

Social entrepreneurship is a new term in Greece and it is an opportunity for youth to build a new career due to the fact that the rate of unemployment is above the average of EU countries. This is the fact that majority of participants are youth from 19 to 24 years old who want an alternative choice for finding a job. Participants from 25 to 29 and 30-50 follow, that means that the older do not want to learn new terms.

What studies you have graduated?

	Frequency	Percent	Valid Percent	Cumulative Percent
high school	21	35,0	35,0	35,0
under graduate studies	28	46,7	46,7	81,7
post graduate studies	11	18,3	18,3	100,0
Total	60	100,0	100,0	

What studies you have graduated?



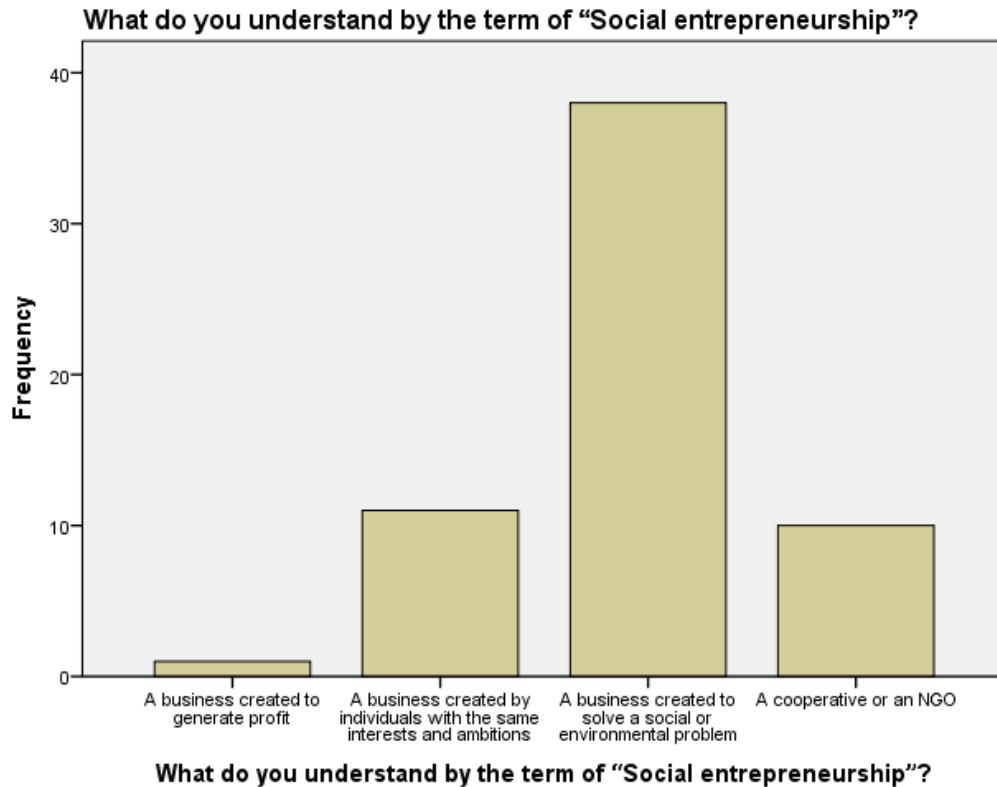
Participants are high educated as it seems in pie chart. Under graduated are the 46.7% and graduated from high school are 35%. Almost 2 out of 10 are post graduated.

Women are more willing to learn about Social entrepreneurship and the huge majority of audience consists from women having 3 out of 4 positions (16 male and 44 females).

Patras is the third largest in size city of Greece and as a consequence the majority of participants live in urban areas and a minority lives in rural area.

**What do you understand by the term of "Social entrepreneurship"?**

	Frequency	Percent	Valid Percent	Cumulative Percent
A business created to generate profit	1	1,7	1,7	1,7
A business created by individuals with the same interests and ambitions	11	18,3	18,3	20,0
A business created to solve a social or environmental problem	38	63,3	63,3	83,3
A cooperative or an NGO	10	16,7	16,7	100,0
Total	60	100,0	100,0	



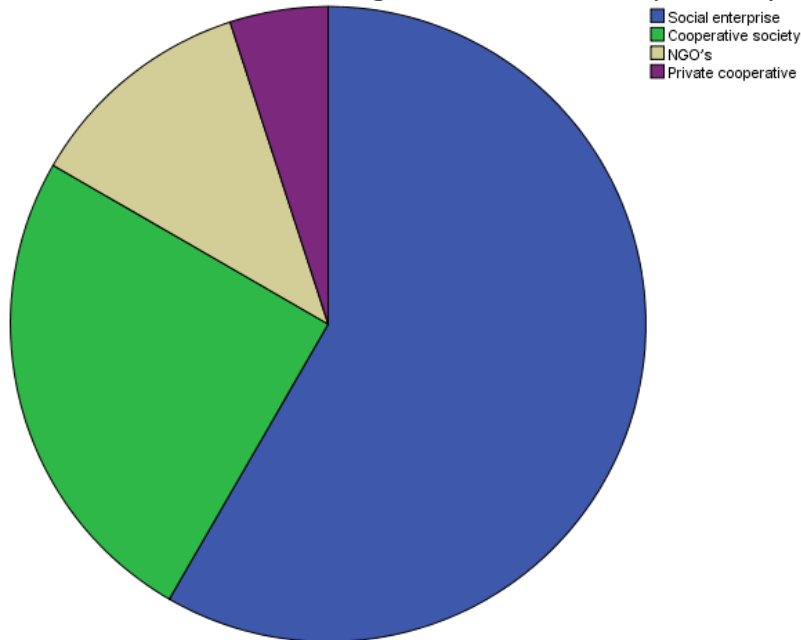
Social entrepreneurship is a new term and as it seems from this question there are many definitions for it. The majority of participants interpret it as a business created to solve a social or environmental problem. Almost 2 out of 10 think that social entrepreneurship is a business created by individuals with the same interests and ambitions and the same rate think that it is a cooperative or an NGO.

**Which are the forms of the organization of a social entrepreneurship?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Social enterprise	35	58,3	58,3	58,3
Cooperative society	15	25,0	25,0	83,3
Valid NGO's	7	11,7	11,7	95,0
Private cooperative	3	5,0	5,0	100,0
Total	60	100,0	100,0	



Which are the forms of the organization of a social entrepreneurship?



In the question “Which are the forms of the organization of a social entrepreneurship?” the majority answer that is a social enterprise (58.3%), 1 out of 4 thinks that is a cooperative society, 1 out of 10 that is a NGO and only 5% think that is a private cooperative.

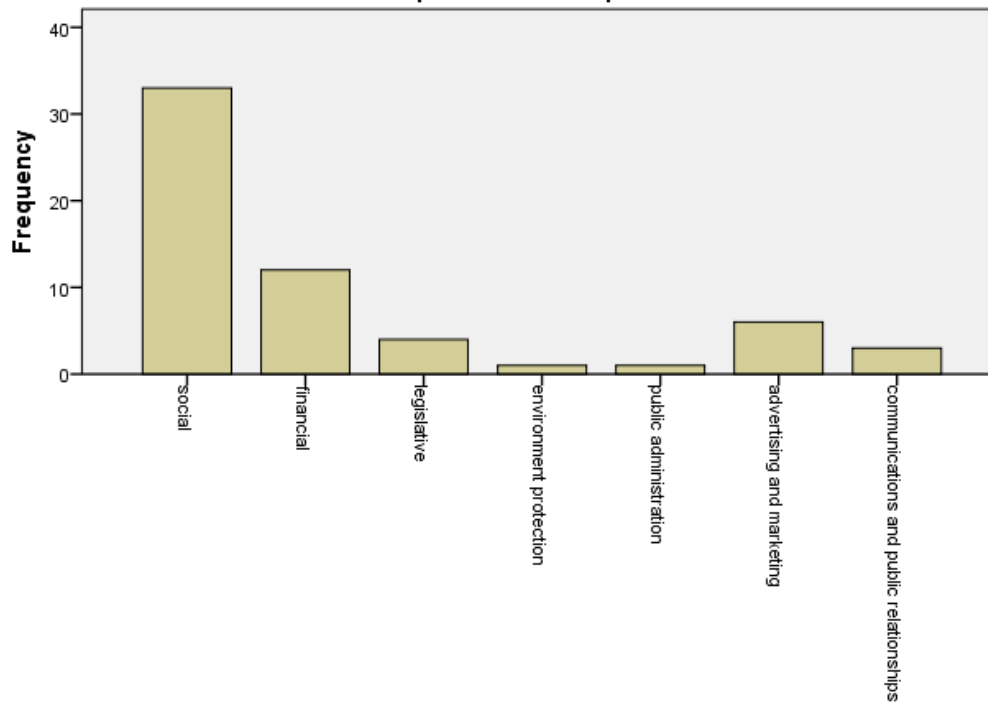
Pick out 3 most important fields you need to have a good command of in order to develop a social enterprise

	Frequency	Percent	Valid Percent	Cumulative Percent
social	33	55,0	55,0	55,0
financial	12	20,0	20,0	75,0
legislative	4	6,7	6,7	81,7
environment protection	1	1,7	1,7	83,3
Valid public administration	1	1,7	1,7	85,0
advertising and marketing	6	10,0	10,0	95,0
communications and public relationships	3	5,0	5,0	100,0
Total	60	100,0	100,0	





**Pick out 3 most important fields you need to have a good command of in order to develop a social enterprise**



**Pick out 3 most important fields you need to have a good command of in ...**

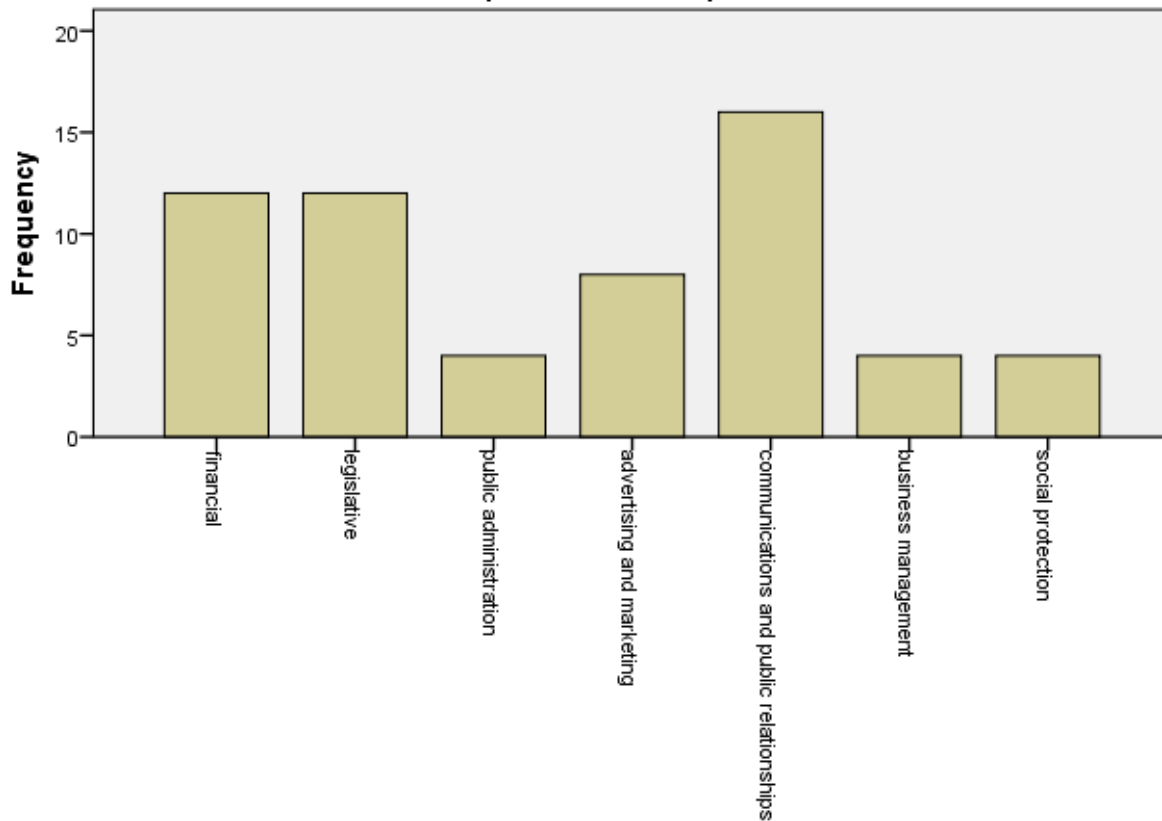
For the first field for developing a social enterprise the majority of attendee think that is the social skills follow financial field and advertising and marketing.

**Pick out 3 most important fields you need to have a good command of in order to develop a social enterprise**

	Frequency	Percent	Valid Percent	Cumulative Percent
financial	12	20,0	20,0	20,0
legislative	12	20,0	20,0	40,0
public administration	4	6,7	6,7	46,7
advertising and marketing	8	13,3	13,3	60,0
Valid communications and public relationships	16	26,7	26,7	86,7
business management	4	6,7	6,7	93,3
social protection	4	6,7	6,7	100,0
Total	60	100,0	100,0	



**Pick out 3 most important fields you need to have a good command of in order to develop a social enterprise**



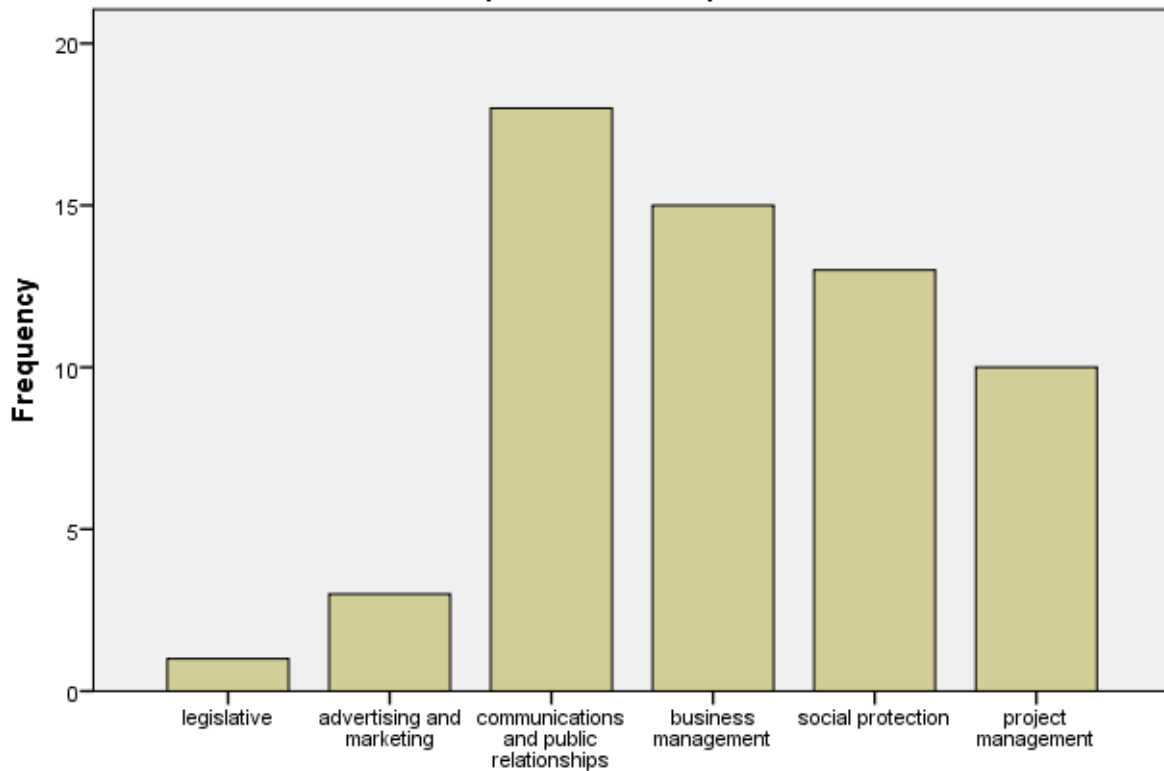
**Pick out 3 most important fields you need to have a good command of in ...**

For the second most important field the participants think that is communication and public relationships, following the financial and legislative.

**Pick out 3 most important fields you need to have a good command of in order to develop a social enterprise**

	Frequency	Percent	Valid Percent	Cumulative Percent
legislative	1	1,7	1,7	1,7
advertising and marketing	3	5,0	5,0	6,7
communications and public relationships	18	30,0	30,0	36,7
business management	15	25,0	25,0	61,7
social protection	13	21,7	21,7	83,3
project management	10	16,7	16,7	100,0
Total	60	100,0	100,0	

**Pick out 3 most important fields you need to have a good command of in order to develop a social enterprise**



**Pick out 3 most important fields you need to have a good command of in order to develop a social enterprise**

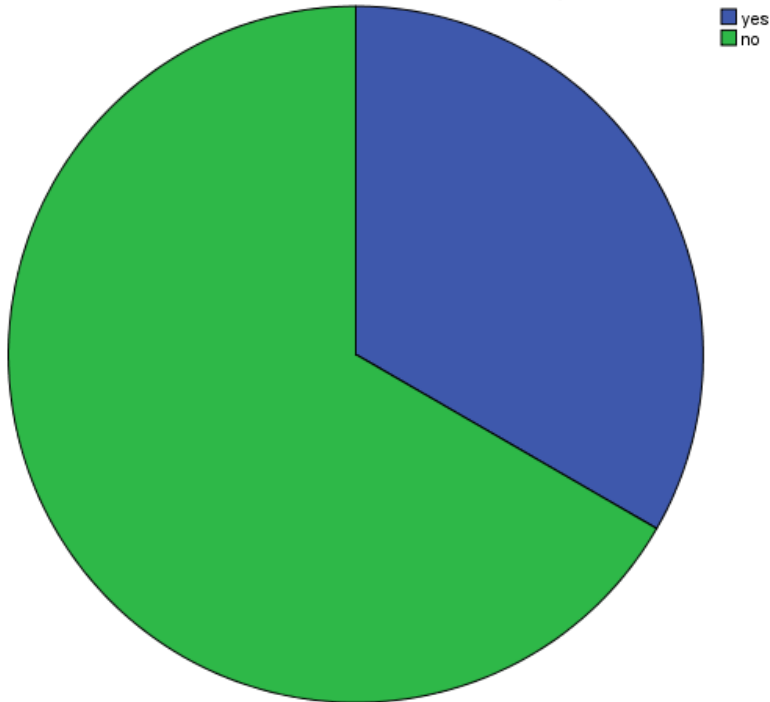
Communication and public relationships is the first choice for the third important field following business management and social protection.

**Do you know a social enterprise in the community in which you live? If so, mention an example**

	Frequency	Percent	Valid Percent	Cumulative Percent
yes	20	33,3	33,3	33,3
Valid no	40	66,7	66,7	100,0
Total	60	100,0	100,0	



Do you know a social enterprise in the community in which you live? If so, mention an example

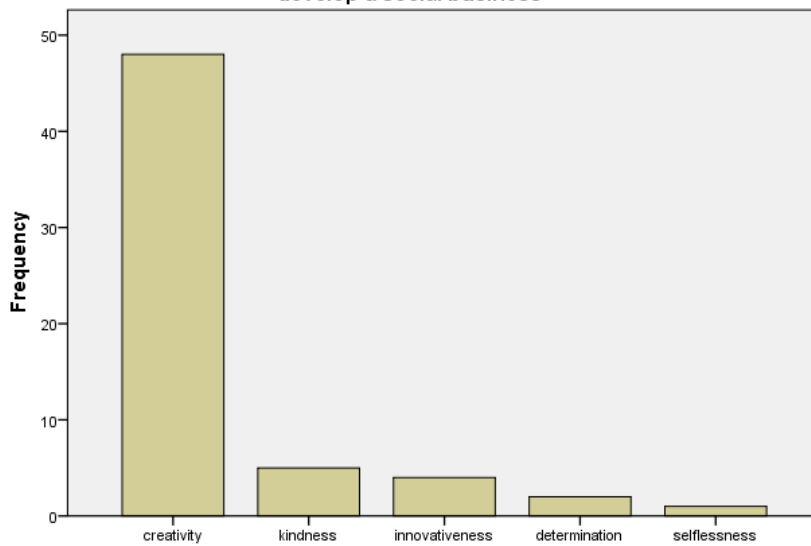


2 out of 3 of participant do not know for a social enterprise in our community, after the workshop all the participants know about at least one local social enterprise.

**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**

	Frequency	Percent	Valid Percent	Cumulative Percent
creativity	48	80,0	80,0	80,0
kindness	5	8,3	8,3	88,3
innovativeness	4	6,7	6,7	95,0
determination	2	3,3	3,3	98,3
selflessness	1	1,7	1,7	100,0
Total	60	100,0	100,0	

**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**



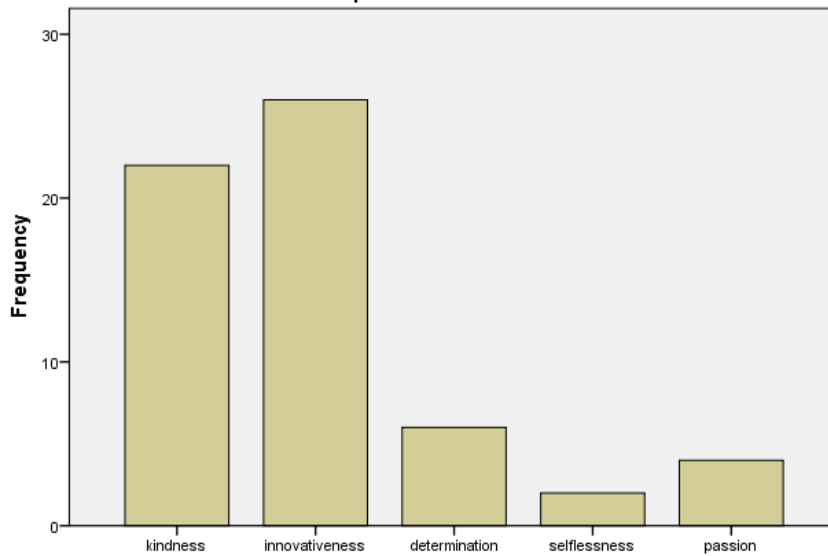
**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**

Participants think that creativity is the most important quality which an entrepreneur has to have in order to successfully develop a social business

**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**

	Frequency	Percent	Valid Percent	Cumulative Percent
kindness	22	36,7	36,7	36,7
innovativeness	26	43,3	43,3	80,0
determination	6	10,0	10,0	90,0
selflessness	2	3,3	3,3	93,3
passion	4	6,7	6,7	100,0
Total	60	100,0	100,0	

**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**



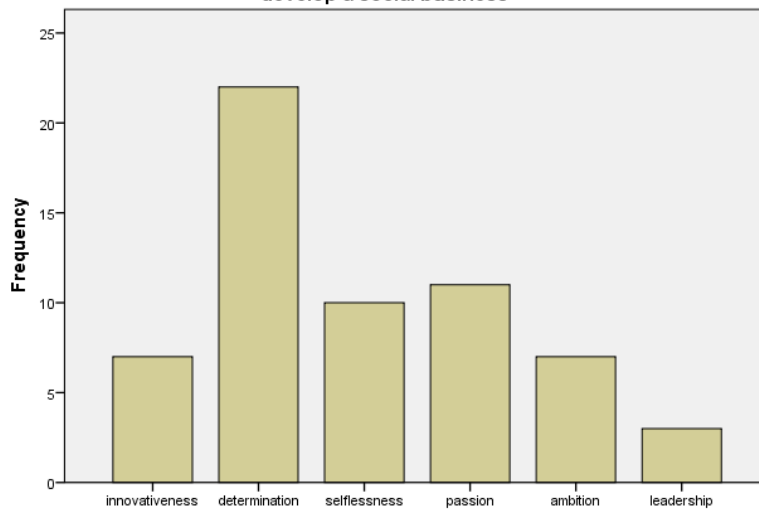
**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**

Innovativeness and kindness are the second most important qualities.

**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**

	Frequency	Percent	Valid Percent	Cumulative Percent
innovativeness	7	11,7	11,7	11,7
determination	22	36,7	36,7	48,3
selflessness	10	16,7	16,7	65,0
Valid passion	11	18,3	18,3	83,3
ambition	7	11,7	11,7	95,0
leadership	3	5,0	5,0	100,0
Total	60	100,0	100,0	

**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**



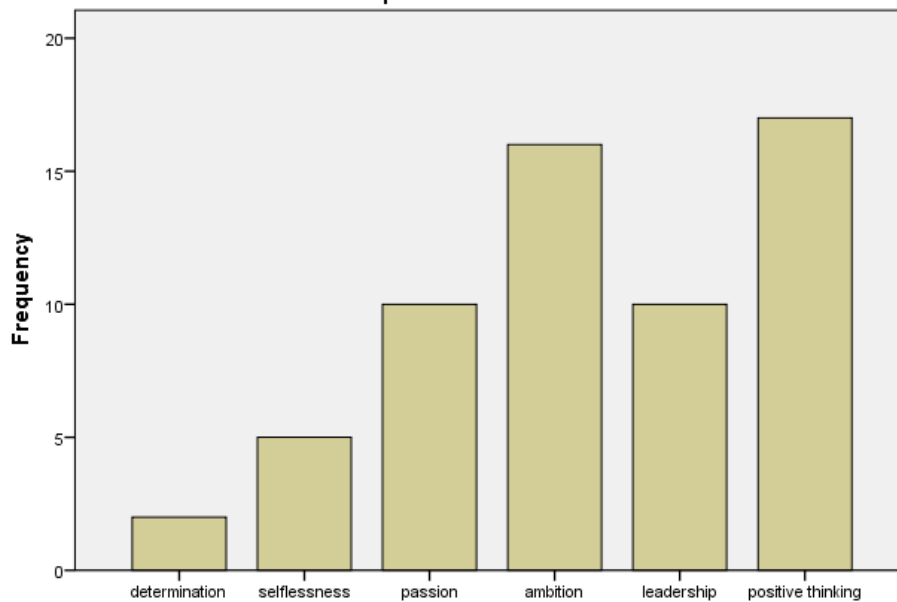
**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**

At third position is the determination far away from passion and selfssness.

**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**

	Frequency	Percent	Valid Percent	Cumulative Percent
determination	2	3,3	3,3	3,3
selflessness	5	8,3	8,3	11,7
passion	10	16,7	16,7	28,3
Valid ambition	16	26,7	26,7	55,0
leadership	10	16,7	16,7	71,7
positive thinking	17	28,3	28,3	100,0
Total	60	100,0	100,0	

**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**



**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**

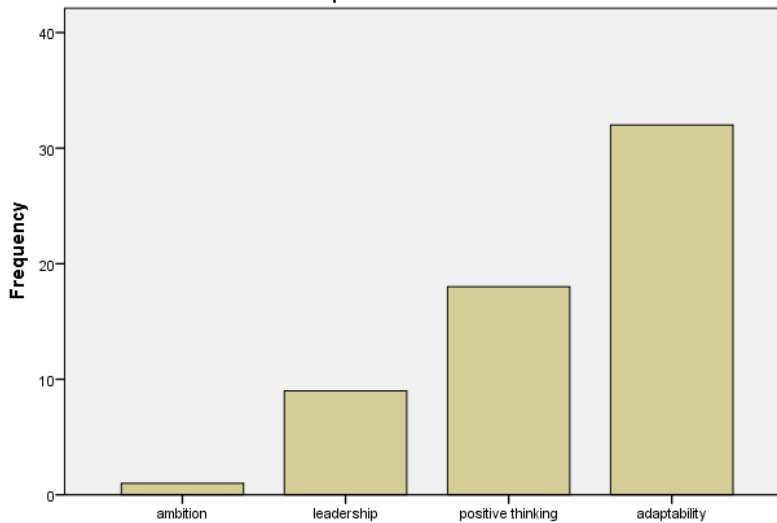
At fourth quality is positive thinking and ambition



**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**

	Frequency	Percent	Valid Percent	Cumulative Percent
ambition	1	1,7	1,7	1,7
leadership	9	15,0	15,0	16,7
Valid positive thinking	18	30,0	30,0	46,7
adaptability	32	53,3	53,3	100,0
Total	60	100,0	100,0	

**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**



**Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business**

As last quality, participants choose the adaptability for a successfully develop social business.

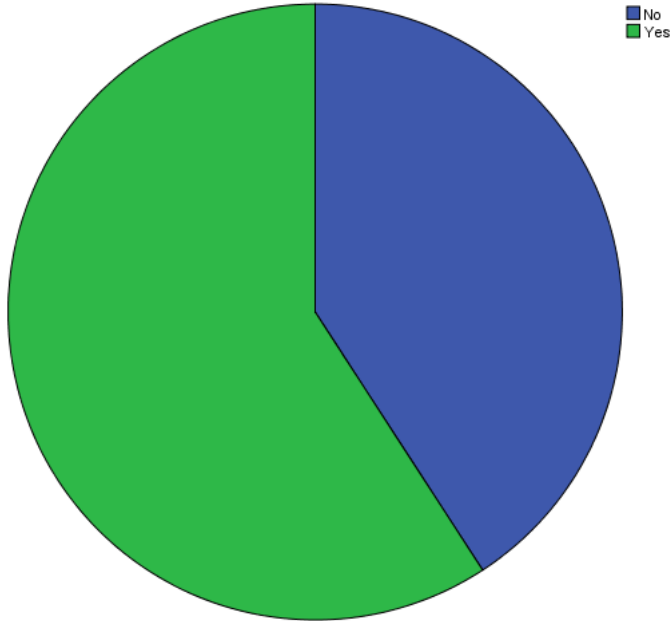
### Questionnaire number two:

**Do you want to establish a business?**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	20	40,8	40,8	40,8
Valid Yes	29	59,2	59,2	100,0
Total	49	100,0	100,0	



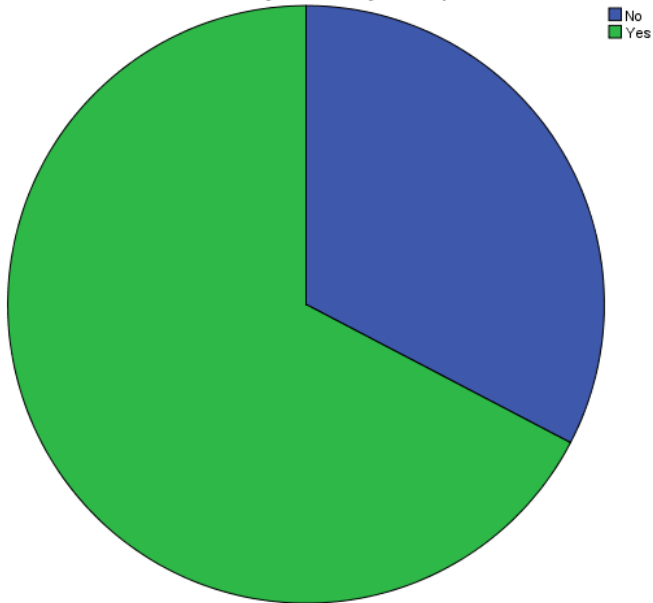
Do you want to establish a business?



Do you know your capacities well?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	16	32,7	32,7	32,7
Valid Yes	33	67,3	67,3	100,0
Total	49	100,0	100,0	

Do you know your capacities well?

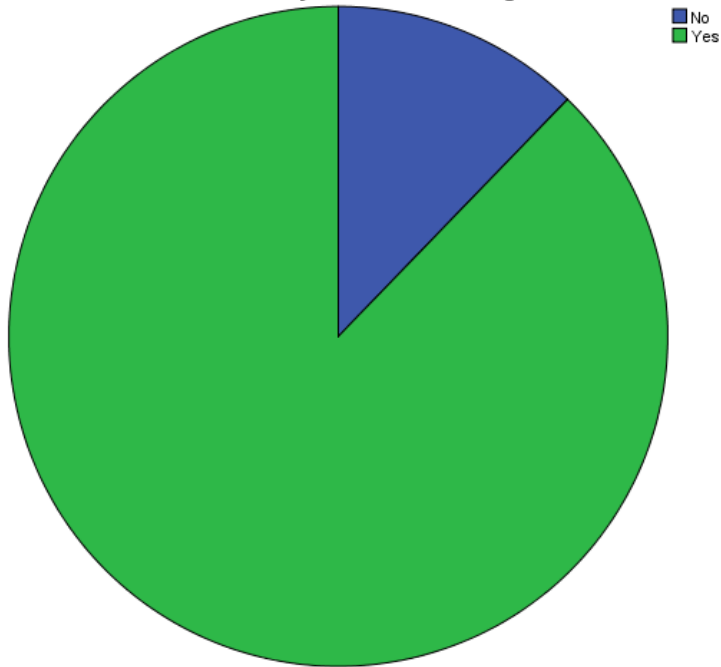




### Do you consider changes useful?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	6	12,2	12,2	12,2
Valid Yes	43	87,8	87,8	100,0
Total	49	100,0	100,0	

### Do you consider changes useful?

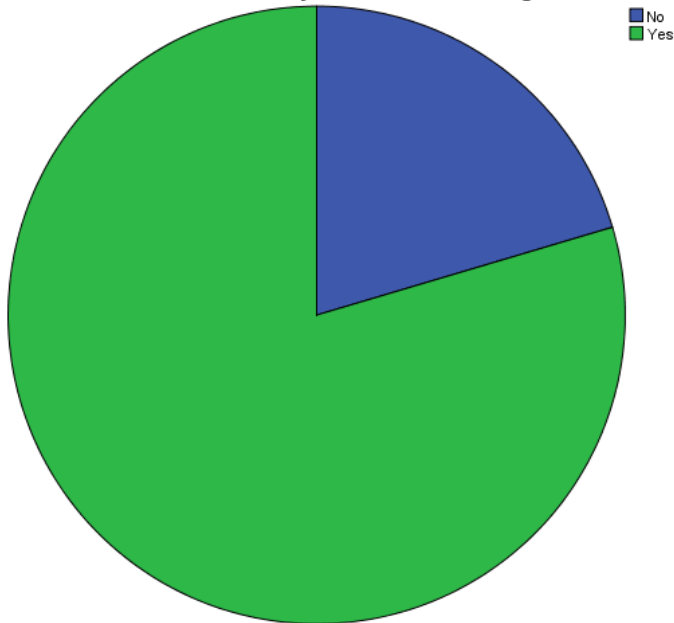


### Do you seek new challenges?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	10	20,4	20,4	20,4
Valid Yes	39	79,6	79,6	100,0
Total	49	100,0	100,0	



Do you seek new challenges?

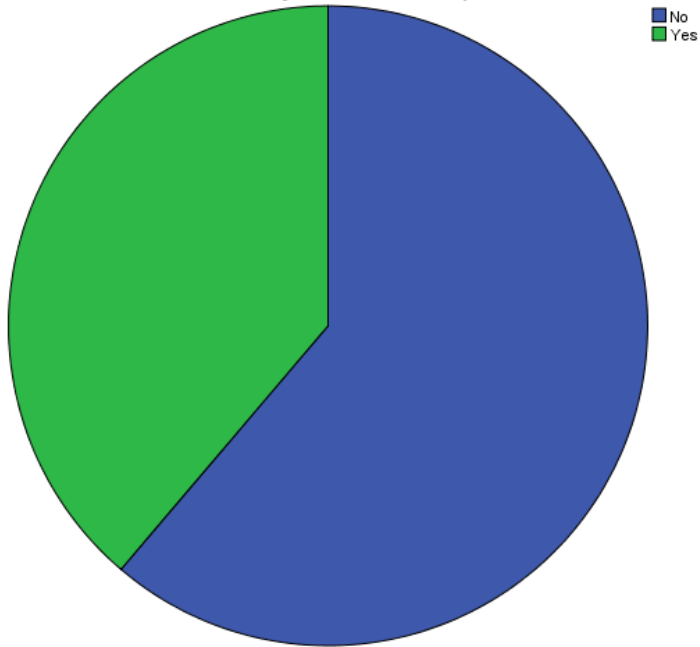


Are you aware of the potential risks?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	30	61,2	61,2	61,2
Valid Yes	19	38,8	38,8	100,0
Total	49	100,0	100,0	



Are you aware of the potential risks?

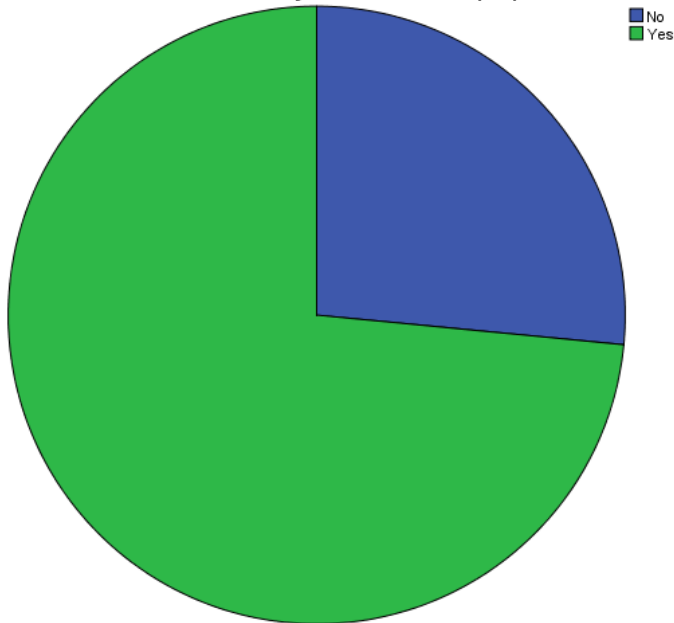


Do you have a social purpose?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	13	26,5	26,5	26,5
Valid Yes	36	73,5	73,5	100,0
Total	49	100,0	100,0	



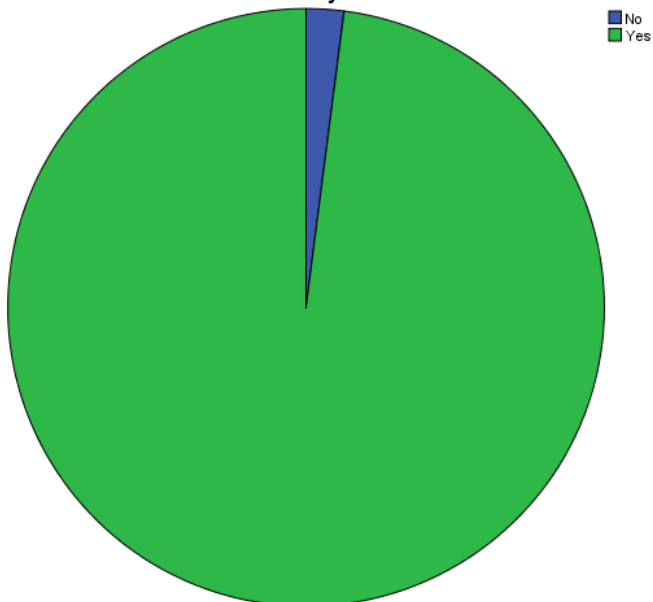
Do you have a social purpose?



Can you work in a team?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	1	2,0	2,0	2,0
Valid Yes	48	98,0	98,0	100,0
Total	49	100,0	100,0	

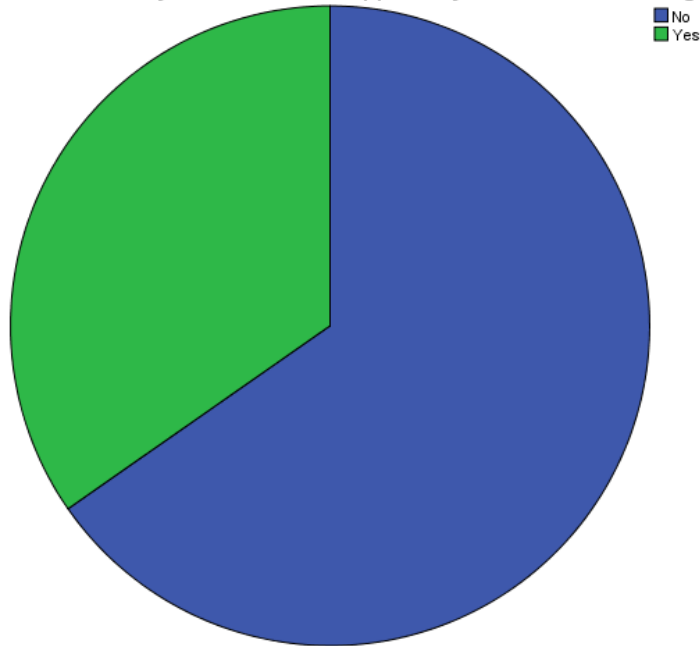
Can you work in a team?



**Do you have the full support of your board and colleagues?**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	32	65,3	65,3	65,3
Valid Yes	17	34,7	34,7	100,0
Total	49	100,0	100,0	

**Do you have the full support of your board and colleagues?**

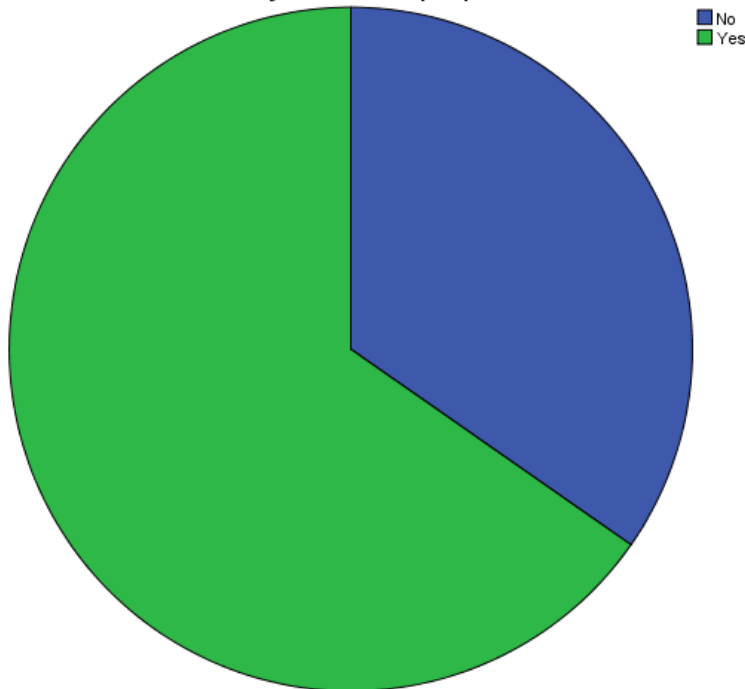


**Can you motivate people and take the lead?**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	17	34,7	34,7	34,7
Valid Yes	32	65,3	65,3	100,0
Total	49	100,0	100,0	



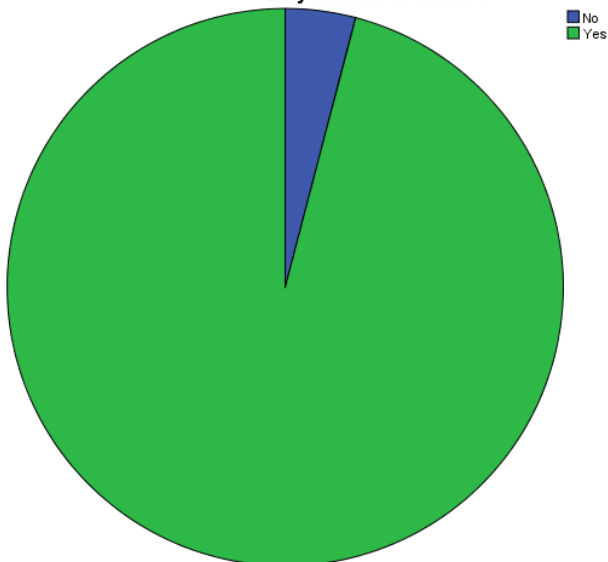
**Can you motivate people and take the lead?**



**Do you listen to advice?**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	2	4,1	4,1	4,1
Valid Yes	47	95,9	95,9	100,0
Total	49	100,0	100,0	

**Do you listen to advice?**



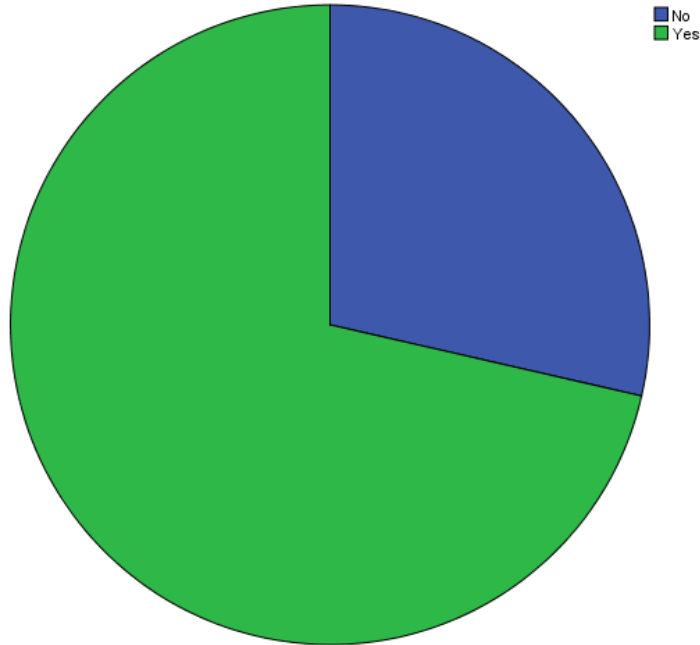




**Are you determined enough and prepared to keep going when things get tough?**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	14	28,6	28,6	28,6
Valid Yes	35	71,4	71,4	100,0
Total	49	100,0	100,0	

**Are you determined enough and prepared to keep going when things get tough?**

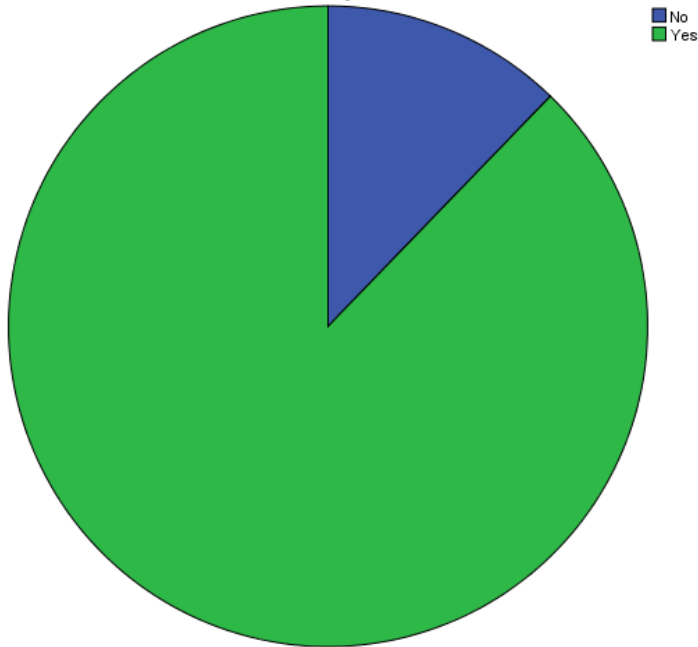


**Can you make decisions?**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	6	12,2	12,2	12,2
Valid Yes	43	87,8	87,8	100,0
Total	49	100,0	100,0	



Can you make decisions?

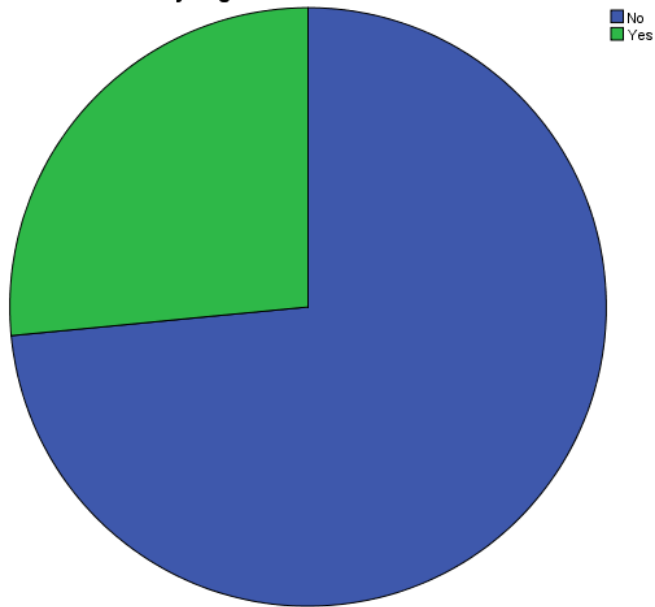


Have you got the drive and self-belief to take this forward?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	36	73,5	73,5	73,5
Valid Yes	13	26,5	26,5	100,0
Total	49	100,0	100,0	



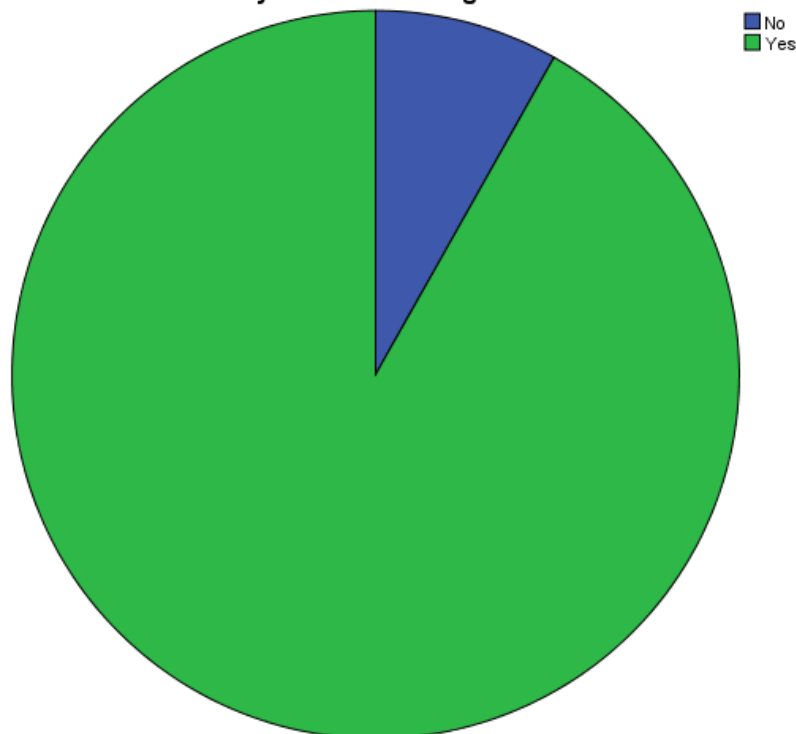
Have you got the drive and self-belief to take this forward?



Are you flexible enough to learn from mistakes?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	4	8,2	8,2	8,2
Valid Yes	45	91,8	91,8	100,0
Total	49	100,0	100,0	

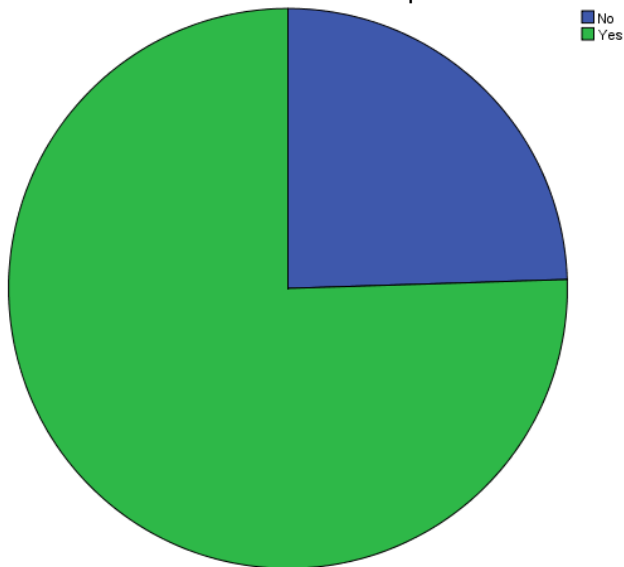
Are you flexible enough to learn from mistakes?



**How do your values influence what you want out of developing and running a social enterprise?**

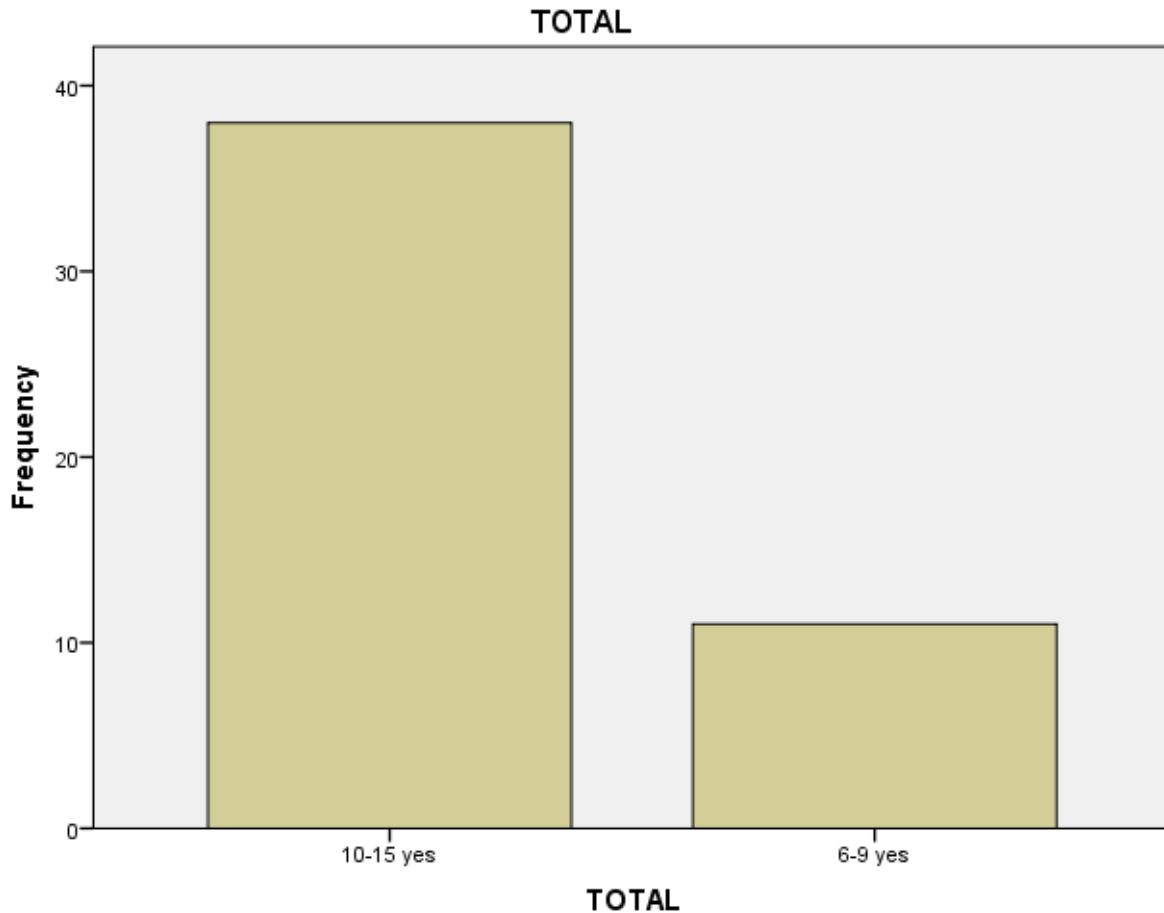
	Frequency	Percent	Valid Percent	Cumulative Percent
No	12	24,5	24,5	24,5
Valid Yes	37	75,5	75,5	100,0
Total	49	100,0	100,0	

**How do your values influence what you want out of developing and running a social enterprise?**



**TOTAL**

	Frequency	Percent	Valid Percent	Cumulative Percent
10-15 yes	38	77,6	77,6	77,6
Valid 6-9 yes	11	22,4	22,4	100,0
Total	49	100,0	100,0	



## Futuro Digitale

There were 42 people sampled, among which 5 were under 18, 30 were aged 18-24 and 7 were aged 25 to 50. There were 18 people whose last studies were high school, 15 chose undergraduate and 8 post graduate. 20 of these people were male and 22 were female. 6 people were from the rural area and 36 from the urban area.

### Questionnaire 1

- 1) A. 0; B. 10; C. 25; D. 7
- 2) A. 39 ; B. 42 ; C. 30 ; D. 4 ; E. 0.

a. social 39	f. advertising and marketing 1
b. financial 30	g. communications and public relationships 4
c. legislative 7	h. business management 10
d. environment protection 0	i. social protection 33



e. public administration @damastor	j. project management 2
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8. 39: they don't know;

A cooperative helping old people; A cooperative supporting fragile young people

An enterprise teaching Italian through tourism routes for foreigners

9.

a. creativity 37	f. passion 34
b. kindness 7	g. ambition 10
c. innovativeness 25	h. leadership 31
d. determination 15	i. positive thinking 30
e. selflessness 4	j. adaptability 17

10.

Fragmentation is regarded to be one of the most said problems

Regional differences

Bureaucracy is heavy

Contacts often count

## Questionnaire 2

5. Do you consider that the project's web page is helpful to start and develop a business?

1 not at all	2 a little	3 Sufficient	4 quite a lot	5 very much
0	2	25	15	0

6. On a scale of 1 to 5, how useful would you rate the course support to develop entrepreneurship knowledge and skills?

1 not at all 0	2 a little 3	3 Sufficient 10	4 quite a lot 27	5 very much 2
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7. How helpful are the legal and financial opportunities identified during the project to create a business plan and to find funding sources?

1 not at all	2 a little	3 sufficient	4 quite a lot 30	5 very much 12
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8. Is “The guide of the social entrepreneur” the bedside book to develop a social business?

1 not at all	2 a little 5	3 Sufficient 27	4 quite a lot 10	5 very much
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## IMPACT 2020

In this survey, we have had 53 persons who were questioned, from which 22 male, 9 living in the rural area and 13 in the urban area and 31 female, from which 14 living in the rural area and 17 in the urban area.

1) What do you understand by the term of “Social entrepreneurship”?				
			A business created to generate profit	A business created to solve a social or environmental problem
Number: 53	Masculine 22 (42%)	Urban Area 13 (59%)	2	13
		Rural Area 9 (41%)	-	9
	Feminine 31 (58%)	Urban Area 17 (54%)	-	15
		Rural Area 14 (46%)	1	13



2) Which are the forms of the organization of a social entrepreneurship?					
			Social enterprise	Cooperative society	NGO's
Number: 53	Masculine 22 (42%)	Urban Area 13 (59%)	9	7	4
		Rural Area 9 (41%)	9	6	8
	Feminine 31 (58%)	Urban Area 17 (54%)	14	4	2
		Rural Area 14 (46%)	13	10	9

3) Pick out 3 most important fields you need to have a good command of in order to develop a social enterprise.									
			Social	Legislative	Communications and public relationships	Social protection	Financial	Environment protection	Business management
Number: 53	Masculine 22 (42%)	Urban Area 13 (59%)	11	2	5	5	6	6	2
		Rural Area 9 (41%)	5	6	3	-	6	1	1
	Feminine 31 (58%)	Urban Area 17 (54%)	5	3	4	2	3	5	-
		Rural Area 14 (46%)	11	5	6	4	8	3	4





		I Area 14 (46 %)							
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4) Pick out 5 of the qualities an entrepreneur has to have in order to successfully develop a social business											
			Creativity	Ambition	Leadership	Kindness	Innovativeness	Positive thinking	Determination	Adaptability	Passion
Number: 53	Masculine 22 (42%)	Urban Area 13 (59%)	9	9	7	2	11	3	12	6	4
		Rural Area 9 (41%)	7	5	3	4	4	5	5	3	5
	Feminine 31 (58%)	Urban Area 17 (54%)	14	9	4	1	11	6	9	5	7
		Rural Area 14 (46%)	13	9	2	9	3	10	5	4	11



In this survey, we have had 49 persons who were questioned, from which 16 male, 4 living in the rural area and 12 in the urban area and 33 female, from which 17 living in the rural area and 16 in the urban area.

1) „How helpful are the legal and financial opportunities identified during the project to create a business plan and to find funding sources?“					
Number:  49	Masculine 16 (33%)	Urban Area 12 (75%)	A little	1 (9%)	
			Sufficient	4 (33%)	
			Quite a lot	7 (58%)	
		Rural Area 4 (25%)			
			Sufficient	1 (25%)	
			Quite a lot	3 (75%)	
	Feminine 33 (67%)	Urban Area 16 (48%)	Sufficient	3 (19%)	
			Quite a lot	9 (56%)	
			Very much	4 (25%)	
		Rural Area 17 (52%)	Sufficient	6 (35%)	
Quite a lot			6 (35%)		
Very much			5 (30%)		



adamas101

2) „Do you consider that the project’s web page is helpful to start and develop a business?”

Number: 49	Masculine 16 (33%)	Urban Area 12 (75%)	Sufficient	7 (58%)
			Quite a lot	4 (33%)
			Very much	1 (9%)
		Rural Area 4 (25%)	Sufficient	2 (50%)
			Quite a lot	2 (50%)
			Very much	0 (0%)
	Feminine 33 (67%)	Urban Area 16 (48%)	Sufficient	2 (13%)
			Quite a lot	8 (50%)
			Very much	6 (37%)
		Rural Area 17 (52%)	Sufficient	7 (41%)
Quite a lot			6 (35%)	
Very much			4 (24%)	

3) „On a scale of 1 to 5, how useful would you rate the course support to develop entrepreneurship knowledge and skills?”



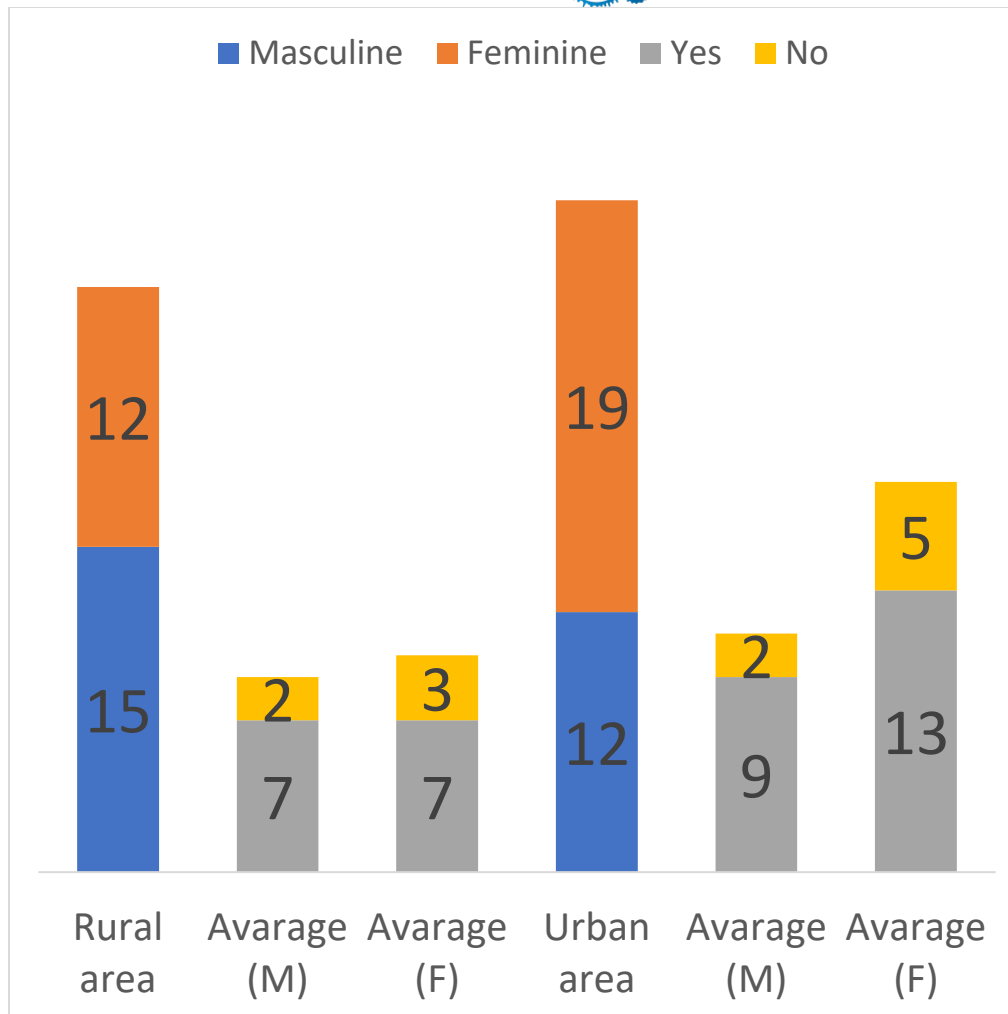
Number:  49	Masculine 16 (33%)	Urban Area 12 (75%)	Sufficient	4 (33%)
			Quite a lot	6 (50%)
			Very much	2 (27%)
		Rural Area 4 (25%)	Sufficient	4 (100%)
	Feminine 33 (67%)	Urban Area 16 (48%)	Sufficient	3 (19%)
			Quite a lot	9 (56%)
			Very much	4 (25%)
		Rural Area 17 (52%)	Sufficient	2 (12%)
			Quite a lot	7 (41%)
			Very much	8 (47%)

In this survey, we have had 58 persons who were questioned, from which 27 male, 15 living in the rural area and 12 in the urban area and 31 female, from which 12 living in the rural area and 19 in the urban area.

<b>Questions</b>	<b>Answers</b>			
	<b>Masculine (27 – 47%)</b>		<b>Feminine (31 – 53%)</b>	
	<b>Rural Area (15 – 56%)</b>	<b>Urban Area (12 – 44%)</b>	<b>Rural Area (12 – 39%)</b>	<b>Urban Area (19 – 61%)</b>



		adamastor							
		Yes	No	Yes	No	Yes	No	Yes	No
1.	<i>Do you want to establish a business?</i>	15	-	10	2	11	3	14	3
2.	<i>Do you know your capacities well?</i>	13	2	7	5	12	2	15	1
3.	<i>Do you consider changes useful?</i>	14	2	12	-	12	1	17	1
4.	<i>Do you seek new challenges?</i>	12	3	8	4	9	5	9	8
5.	<i>Are you aware of the potential risks?</i>	9	6	7	5	11	3	13	4
6.	<i>Do you have a social purpose?</i>	7	8	8	4	5	9	9	8
7.	<i>Can you work in a team?</i>	14	1	12	-	12	1	15	2
8.	<i>Do you have the full support of your board and colleagues?</i>	1	2	9	2	2	4	8	5
9.	<i>Can you motivate people and take the lead?</i>	3	-	8	3	5	1	8	5
10.	<i>Do you listen to advice?</i>	3	-	11	-	6	-	13	-
11.	<i>Are you determined enough and prepared to keep going when things get tough?</i>	3	-	11	-	6	-	9	4
12.	<i>Can you make decisions?</i>	3	-	9	2	5	1	12	1
13.	<i>Have you got the drive and self-belief to take this forward?</i>	2	1	7	4	3	3	5	8
14.	<i>Are you flexible enough to learn from mistakes?</i>	3	-	10	1	6	-	11	2
15.	<i>How do your values influence what you want out of developing and running a social enterprise?</i>	2	1	7	4	2	4	8	5



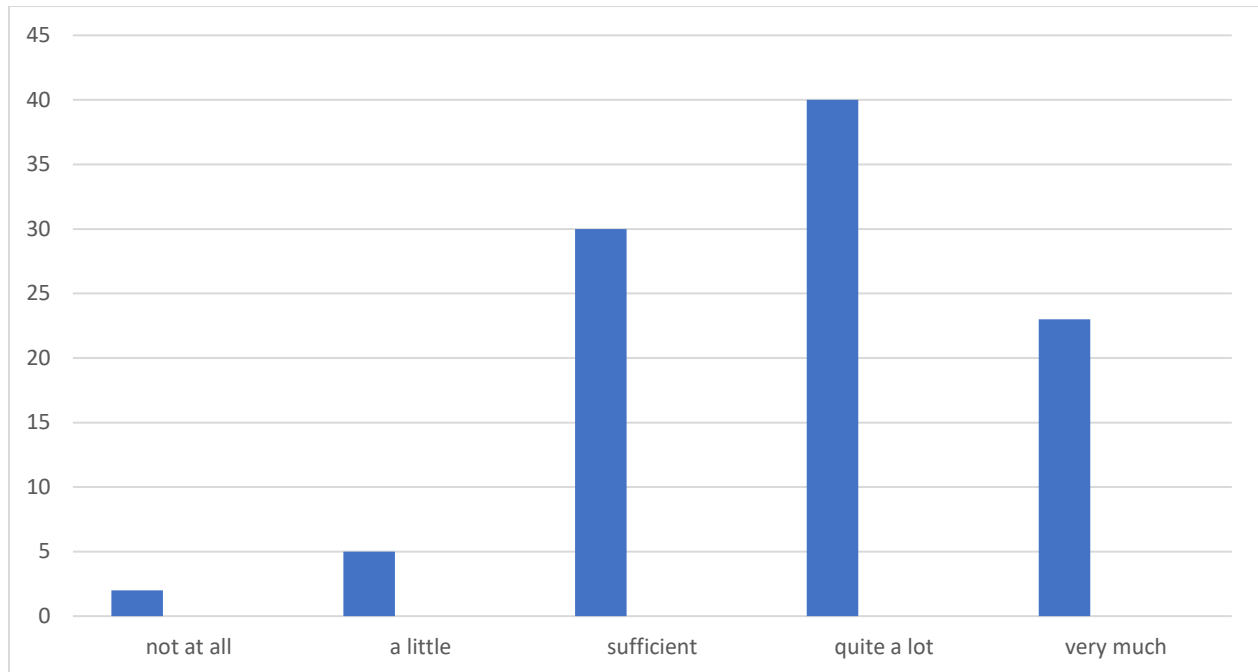
## Social DNA

During the project “Social enterprises calling young people for solving problems of the communities”, participants have developed intellectual products such as: course support for social entrepreneurship, social business plans, identification of the legal and financial opportunities for developing a business and the guide of a social entrepreneur.

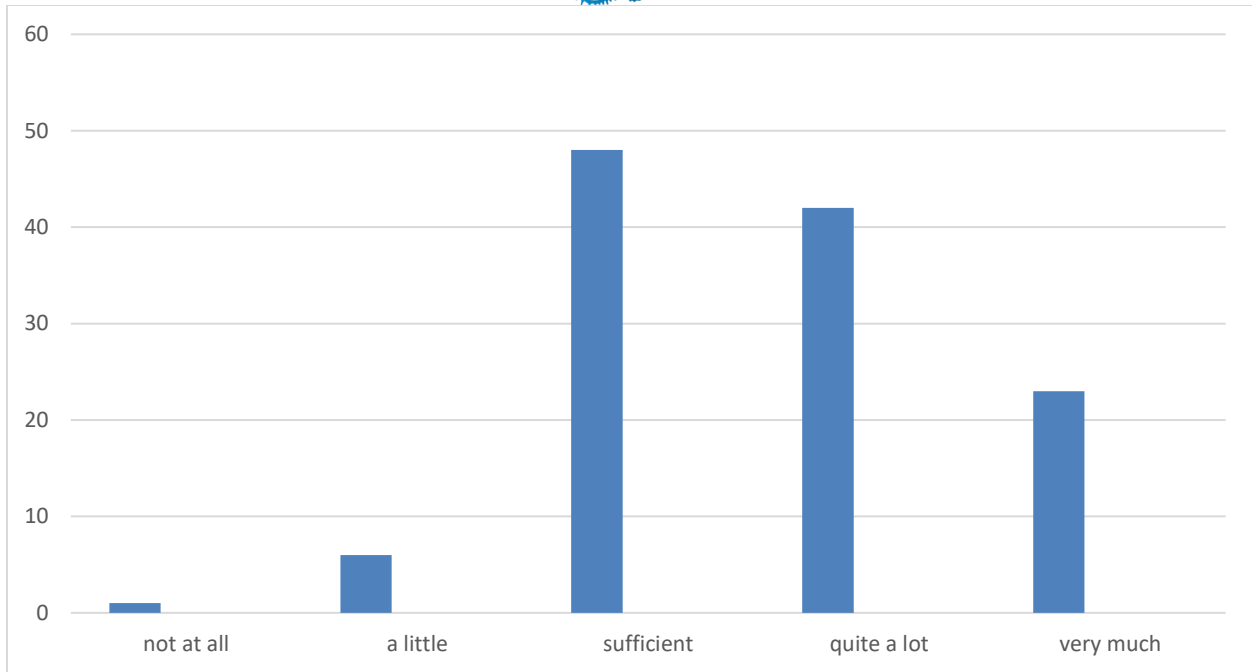
After having studied and used them during local or international training events, you are asked to answer the following questions:

This questionnaire has had 39 respondents, among which 6% were 14-18 or younger, 46% were aged 18-24, 44% were aged 25-50 and 4% were 50 or older. Regarding the level of education, 4% chose secondary school, 14% chose high school, 59% chose undergraduate studies and 23% post graduate studies. 49% of the respondents were male, while 51% were female. 31% live in the rural area, while 69% live in the urban area.

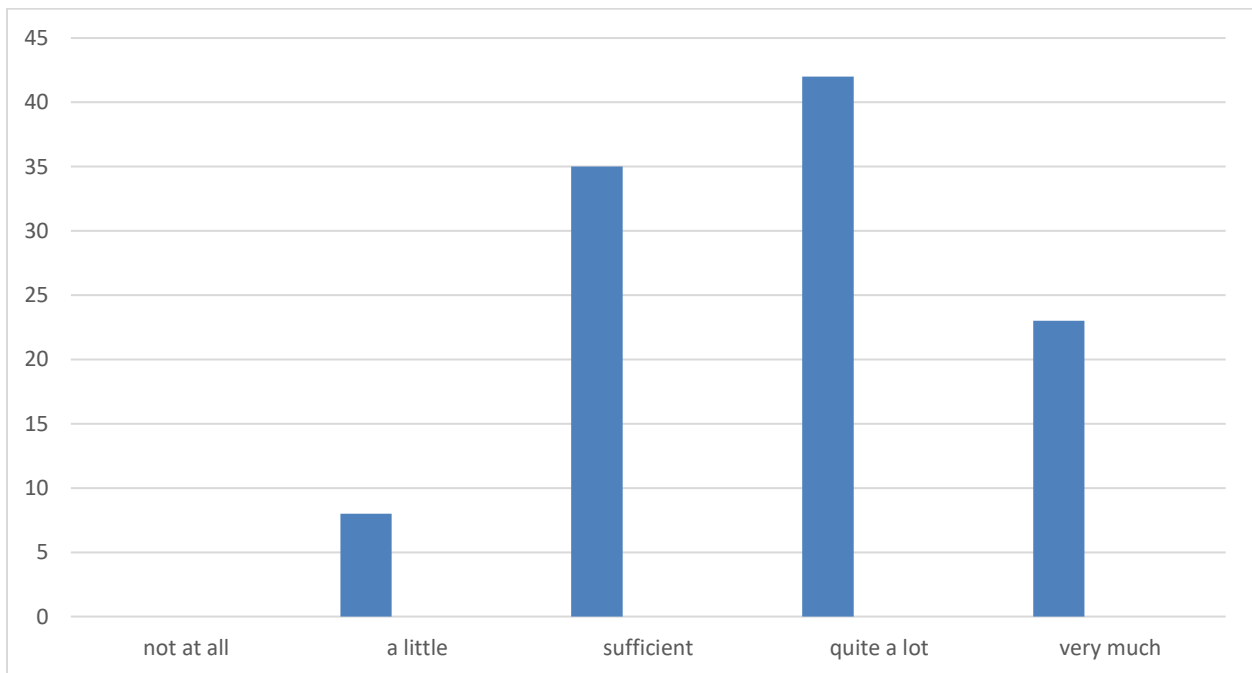
5. Do you consider that the project's web page is helpful to start and develop a business? (responses 39)



6. On a scale of 1 to 5, how useful would you rate the course support to develop entrepreneurship knowledge and skills? (responses 39)

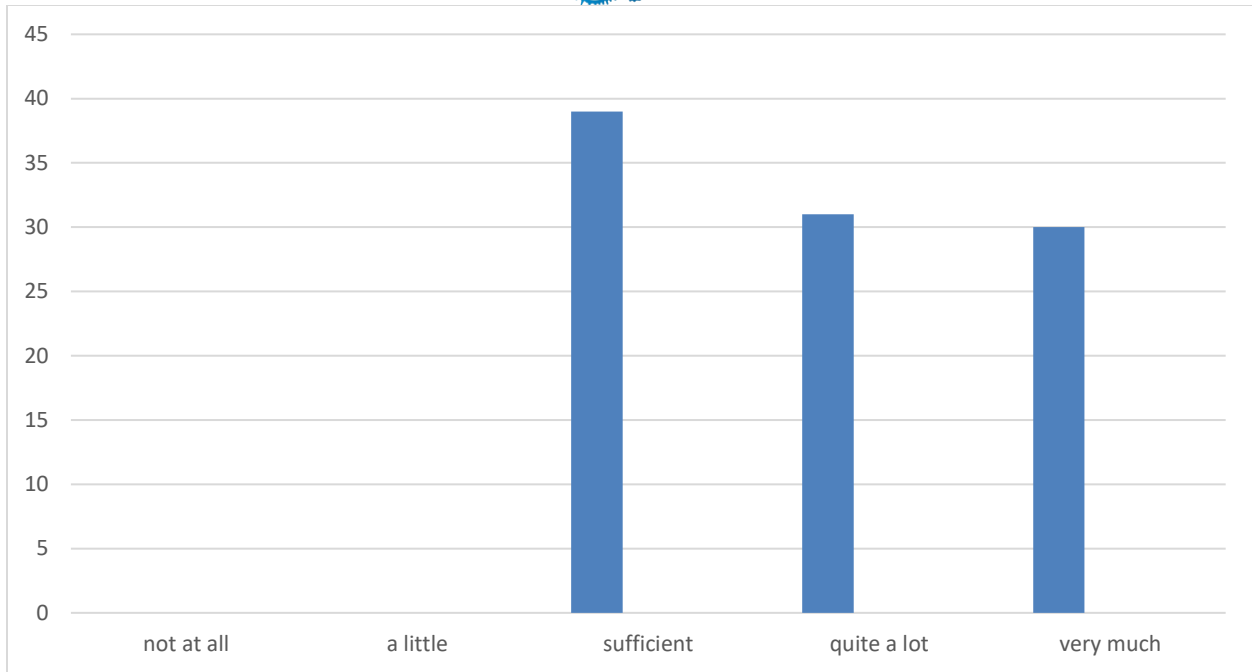


7. How helpful are the legal and financial opportunities identified during the project to create a business plan and to find funding sources? (responses 39)



8. Is “The guide of the social entrepreneur” the bedside book to develop a social business? (responses 39)





## **VI. Impact of the project on the community**

### **A. Social Needs of the community**

#### **ADAMASTOR**

This questionnaire was made with a total of 45 responses. 27 of them were female and 18 male.

#### **Age**

We can see on the graphic that the most percentual number of people has between 18 and 24 years old (26 people – 57.8%). We had 16 persons between 24 and 50 representing 35.6% and 3 persons between 14 and 18 that makes the last 6.7%.

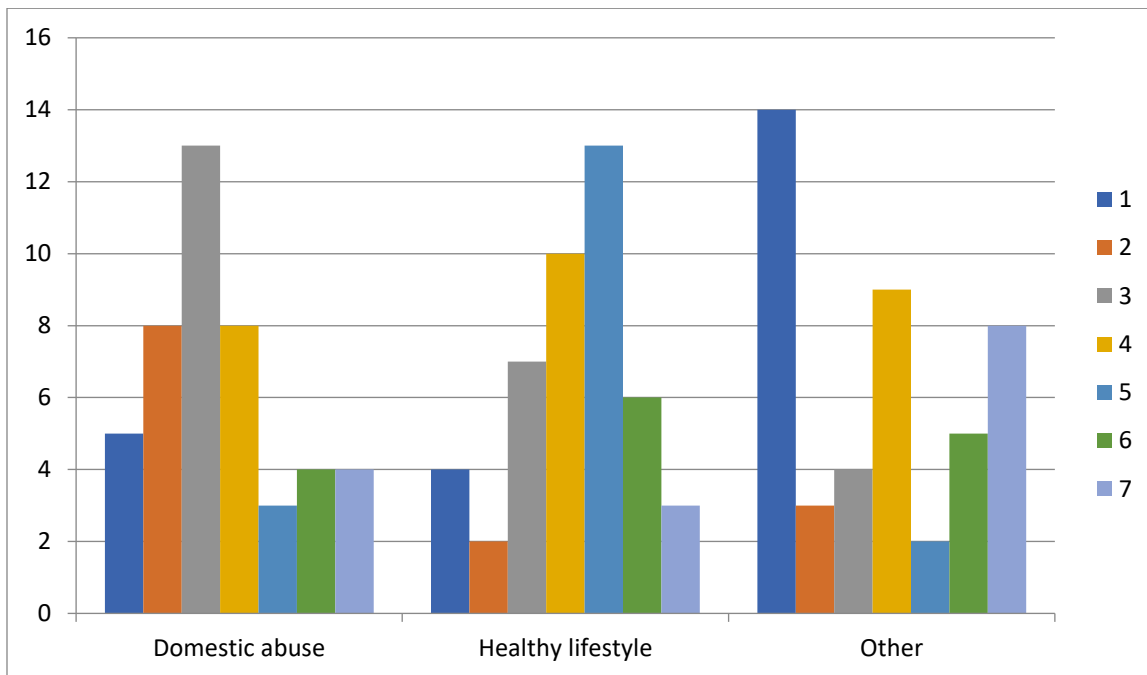
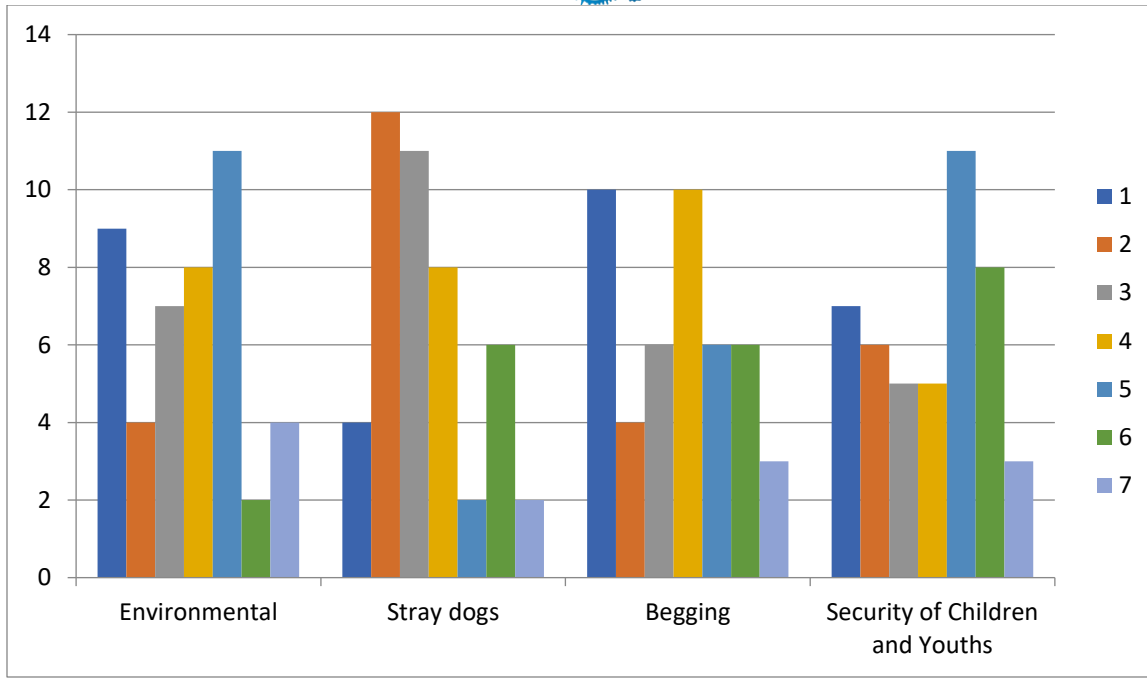
#### **What is your level of education?**

Mostly the people that answered to this questionnaire are with undergraduate studies, 18 persons in total that represents 40% of the answers. Then we had 16 postgraduate persons representing 35.6% and 20% or 2 persons that were only with the high school.

#### **Area Residence**

On this question we realized a big difference between the answers. Probably because nowadays it's important to live near from everything and we saw that 77.8% (35) of the people it's living in the urban area and only 22.2% (10) living in the rural area.

#### **Set in order, from 1 to 7, the following community issues**



For the environmental issue we can see that it's considered an important issue for some of them but an unimportant issue for others because 11 people, representing 24.4% of the answers set this issue with 5 and 9 persons representing 20% set with 1. Also we can see that only 4 persons (8.9%) set this issue with 7.



About the stray dogs we can say that the people that answered to this questionnaire don't consider this issue as important because mostly of them set this issue with 2 and 3. We had 12 persons (26.7%) that set with 2 and 11 persons (24.4%) that set with 3.

For the begging we had the same number of people setting with 1 and 4 that means that also this issue it's not considered as much important. 10 persons that set with 1 and 10 persons that set with 4, representing 22.2% each of them.

Security of Children and Youths it's one of the most important issue for the ones that answered. 24.4% that represents 11 persons set this issue with 5 and 17.8% that represents 8 persons set this issue with 6. Also 3 persons considered this issue really important and they set with 7. So, 22 persons (48.9%) out of 45 says that this issue should be taking in attention.

The domestic abuse it's an unimportant issue for most of them since 13 persons out of 45 set this point with 3, so 28.9% it's a big percentage to consider this issue important for the local community.

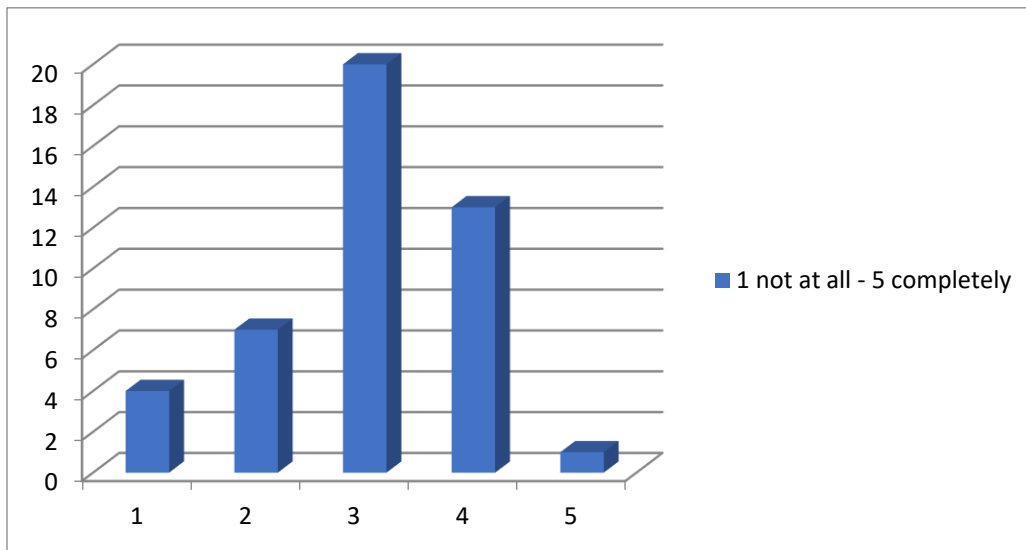
Healthy lifestyle can be considered another important issue for the ones that answered because 23 people set this with 4 and 5 representing 51.1% in total, so the local community should be aware of this issue.

We can say that the most important issues were talked on this question because 14 people or 31.1% set the others with 1. Still 8 people (17.8%) set the others with 7 that shows us that are some issues that we need to pay attention for the needs of the community.

**Try to offer at least 2 solutions for solving the issue that you have selected: (Security of Children and Youths and Healthy Lifestyle)**

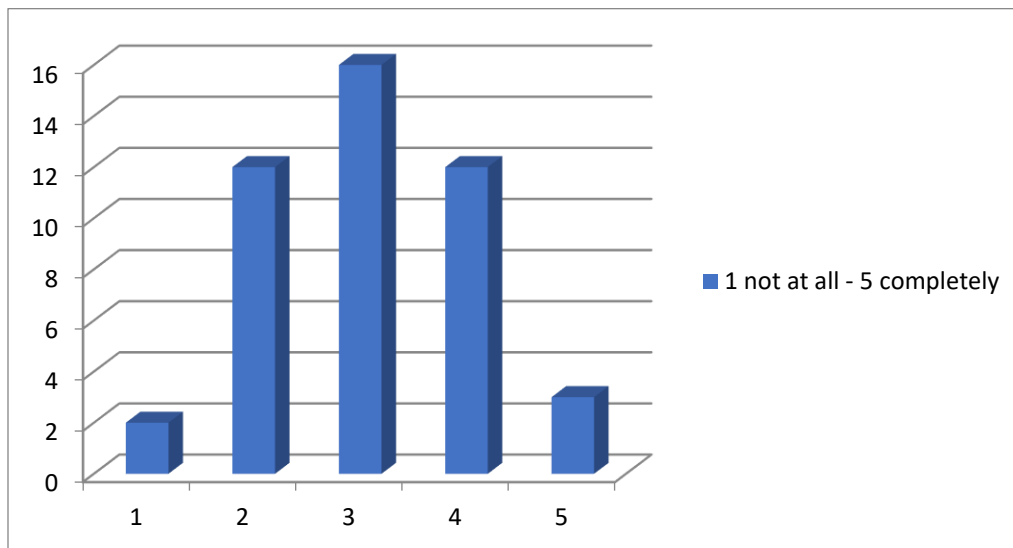
- New rules/options from the local government
- Join local associations working with this themes/Create one if does not exist; Get the attention of local authorities and community key members for the issues
- Education, activism
- More information about the consequences of the healthy lifestyle and the benefits about it
- Increased awareness of the community of the future benefits of a healthy lifestyle and improve public transport and bicycles, in order to reduce the emission of gases with greenhouse effect to the atmosphere and reduce the cost of renewable energy.
- Healthier lifestyle should be more promoted to also focus on the older people The city council could adopt stricter measures to ensure greater respect towards the environment
- Environmental education and increased awareness of the population for the the natural resources utilization
- Campaigns and more engagement of youth in those matters.
- More activities outdoor for free to people get involved in sports
- Healthy lifestyle workshops. Police more active.

**From 1 to 5, to what degree do you consider you get involved in solving the issues of your local community?**



According to the ones that answered we can be happy with them because 20 of them said that they are involved in solving this issues of the community because they set themselves with 3 and 13 of them set with 4. So, 33 out of 45 (73.3%) it's a large number that we can consider that our people it's worried about this issues for our local community.

**From 1 to 5, to what degree the local authorities get involved in solving the issues of the community?**



Through this graphic we can say that are people happy with the way that the local authorities are involved in solving this issues of the community and the ones that are not that happy. We have the same number of people that set with 2 and 4, 12 persons each, representing 26.7% each. The

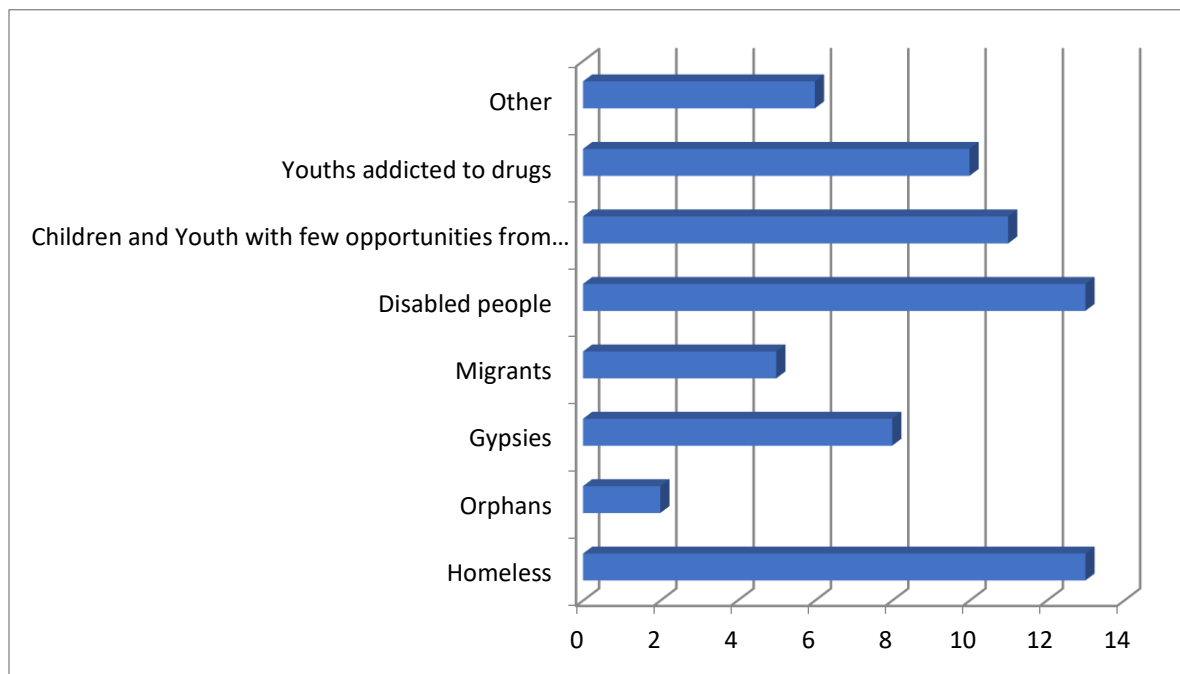


biggest percentage, 35.6% (16) set on the idea that represents to us that the people at certain point like the way that they act but still missing something from them.

### In which way do the citizens get involve in community issues?

- Volunteering
- Through associations / NGO's
- Joining local associations
- The youngsters tend to participate in solidarity campaigns like feed bank for example
- Participation in public events, participation and creation of informal groups or associations, voluntary practice, transferring of donations to support social causes
- Participating in local assemblies, promoting new projects

### Which is the most vulnerable group in your community ?



According to the graphic we can see that are two vulnerable groups with the same number of answers. 13 for homeless people and 13 for disabled people, representing 28.9% each of them. Right behind this two vulnerable groups we have the childrens with few opportunities that are coming from rural areas with 11 answers (24.4%) and immediately after we have young people addicted to drugs with 10 answers (22.2%). This shows us that we should be aware of more than one vulnerable group and exactly because of this, the participation of everyone that can help it's really very important. Just with 4.4% (2 answers) we have the orphans that represents that it's a vulnerable group that fortunetly has the things that they need.

### Why did you choose the group from above?



- Because it is a group that I miss used to help
- Because in my area there's lot of homeless and old people. The number of old people is growing day by day.
- I don't think we have the best access to the places and we need to improve
- I chose them because homeless and disable people are the ones we have more contact with throughout our daily life.
- Children youth with fewer opportunities from rural areas are facing discrimination and be in disadvantaged in access to opportunities in more urban and developed areas (access to airports, hobbies, choice of school and other). For last the disabled people are still facing discrimination in several aspects of their life.
- Portugal presents important inequalities in socioeconomic development. There is a rich coastal with so many people and a rural area more poor and with less people. The size of markets suggest the return of investment. So, the services are installed where there is a market (people).
- Children are future of the world. Change must start with them.

**Try to offer at least 2 solutions for solving the problems of the vulnerable group chosen:**

- More works and more support to the associations that wants to help them
- More local programs/activities and government solutions.
- Help them to get out of the addiction Creating a support group with old addicts to be an inspiration to them and help them. Dont ignore them and just judge, we need to solve the problem and not ignore it.
- The government should open more organizations to support homeless people.
- Youth mentoring and coaching; promotion of associativism;
- investingation in the modernization and qualification of local resources; improve the public transport
- (Real) education + independent research
- Stop racism, stop xenofobism, stop discrimination, stereotypes. End the media the way it is.
- Everyone with the same opportunities. (Of course everyone would have to contribute to be a part of that society)

## **ATOM**

Social problems in Patras:

- a) influence a big part of social total (f.e. unemployment) and no individual persons
- b) force social values (f.e. racism) and no individual ideologies
- c) their cause is social (f.e. import of technology) and no individual (f.e. choice of profession)



- d) the metres for their confrontation are social (f.e. subsidy unemployed) and no individually

Important social problems in the area are:

Unemployment, Low birthrate, Violence in the grounds, Ecological destruction, Poverty, Hunger, Loneliness, Marginalisation, Misinformation, Stress psychological problems, Crisis of institutions (family etc.)

Consequences of social problems:

- a) in individual (f.e. unemployment - decreased individual quality of life)
- b) in society (f.e. unemployment - repercussions in the government owned economy)

The social problem is usually recognized when it influences a big and increasing part of population or society.

There are institutions with invested interest that can be damaged or profit from a concrete social problem.

There are three axes of social planning:

1. Political acceptance: how much it is recognized by the institutions of exercise of power as problem.
2. Public reason: how much it is included as wider socio-economic factors.
3. Capacity: present an evolutionary and no static course.

### **Solutions:**

- Aid of international institutions (UN) .
- Support of democratic institutions .
- Support of democratic arrangements .
- Collective efforts .
- Solidarity - Humanitarian education for all.
- Briefing and study of problems.
- Reallocation of income obliteration economic and social inequalities.

The trespass of human rights, the hunger and the infelicity in third-world countries and the ecological problem should us puzzle all. Consequently, exist millions daily problems that if they are not faced as it should will constitute an enormous threat from which might no one escape.

Problems of season are a lot of and complex.

With the passage of time the crisis of moral values is always more intense.

Big portion of individuals are possessed by sentimental apathy, lack of humanity, hypocrisy, self-interest and exploitation. Daily phenomena of moral decay in the human relations.

Self-criticism surprises many of our fellowmen. Consequence of this the not exemption by the absurd passions and their wild instincts.

The person should be faced from all of us as fellowman and no as mean for the achievement of our personal objectives.





The material epicurism and consumerism lead in identification of happiness with material goods. As long as the years pass the person deifies more and more the money ignoring his spiritual cultivation.

Importance does not have the <<LIVE>> but <<LIVE WELL>>.

*As we are reported in the mainer social problems that faces the city of Patras:*

### **ENVIRONMENT.**

Litter: not manageable sum of litter of citizens as well as millions tones of material excavations of manufactures and demolitions are rejected without control, each year, in tips, quarries and streams, even protected regions, so that are lost precious and certain times hard to find raw material.

- a) Reduction of produced litter.
- b) Re-use of materials and packing.
- c) Recycling of materials of packing, and composting of organic.
- d) Energy Recovery using mild procedures.
- e) Sure disposal of remains.

Varied destructions in the unique ecosystem Kotychioy – Strofylias, the ecosystem that “is protected” from international treaty RAMSAR:

- Danger of absolute destruction of lagoon Kotychioy from the severe coastal erosion.
- Most serious cases of poaching and illegal logging in the National park of wetlands Kotychioy- Strofylias where were denounced incidents of violence and terrorism, at the supervisors of Institution of Management and the foresters.
- Insufficiency of controlling mechanisms that is unable to put an end in the repeated cases of pollution of Peiroy river.
- In order to advance the environmental priorities it should exists a total engagement, in level of governmental planning and concretisation.
- Delay in the application of legislative frame. For essential results is required a total environmental strategy, which “leans” in the all sectors of responsibility of governmental policy and it uses “modern” methods, as application of logic of Environmental Responsibility, motives for better environmental records via benefits and from the private sector, tools of tax policy.

### **UNEMPLOYMENT OF YOUNG PERSONS.**

Rises sharply in recent years as a result of the factors of introducing new technologies, the gigantism of the tertiary production sector and the parallel reduction of the primary, the influx of cheap foreign labor "force" and industrialization.

Worrying phenomenon of social exclusion of entire geographically defined areas designated anymore "deindustrialized zones". In Greece even unemployment is rising dramatically in regions with traditional industries such as textiles and basic metallurgical industries.



In Patras exist intense problem of recovery of work and in bigger ages unemployed and the young persons constitute only the 46,7%. The unemployment was created mainly by the mass closure industrial and craft-based enterprises.

The 37,8% of unemployed possess titles of study that provide various types and levels of education. The majority of unemployed in deed practise scientific professions.

The repercussions of unemployment in the person are many and are distinguished:

- in nature, as are the scorn of vested dexterities of unemployed, his social and cultural isolation and the loss his standard of living.
- in psychosocial, because for most persons the work constitutes a “psychosocial” consolidating factor that determines the “structure of” their everyday routine and their social environment.

The economic situation of most families, in combination with the absence of state of providence, seated very difficult the life of unemployed.

The UNEMPLOYMENT influences and overloads so much the mental as the bodily health of her “victims” and need of total reinforcing policy in the confrontation of problem is henceforth imperative.

Research from the University of Patras shows that, may work in many cases creates stress, but its symptoms is nothing compared to those which begin to form when it's your unemployment "knocking your door".

#### *SOLUTIONS:*

- New jobs can be created, enough to make targeted movements.
- Financing businesses for employment of young people.
- Quality educational training programs.
- Log unemployed young people with businesses.

#### **"HOSTILE" CITY OF PATRAS FOR THE DISABLED:**

Bikes and cars parked in front of ramps (where available) that provide access to people with mobility problems. Disabled parking spaces are occupied by drivers who can walk, public services and private businesses with no concern for access for the disabled.

According to the Department of Social Work Research of the TEI of Patras in 2013 on the level of satisfaction PWD from the level of accessibility of public services in the Municipality of Patras, 93.7% of disabled people surveyed know what access is. 98.6% consider that the services in the Municipality of Patras did not allow unhindered access to them and 45.8% of respondents are least satisfied, while 29.6% at all satisfied.

The picture concerning the access in the education, the universities, the day nursery stations where the minimal satisfaction of access oscillates between 31% and 45%. In spaces of culture with the exception of the Museums prevails roughly the same picture.



“It is sample of culture and humanity and it is important the private initiative for concern for the PWD. “The life does not stop in the public services, exists also the entertainment and the amusement”.

### **OLDER PEOPLE ON THE SIDELINES.**

- Difficulties in accessibility to services and organizations.
- Socially excluded.
- They lack financial resources.
- Lack of family environment.

According to recent data from the annual report of the international organization Help Age International for the quality of life of the elderly characterized Greece as one of the worst countries to live citizens over 60 years and that people with dementia touching their patients 150000-200000.

- Government owned concern for better standard of living of old men.
- Centres of re-establishment and socialization.
- Briefing of familiar environment on the needs of each old man.
- Decent existence in the familiar environment with the biggest possible autonomy away from the fear of loneliness and an indifferent and sometimes painful tomorrow.

#### *General statistics:*

- The people of the third age (people over 65 ) constitute 18% of the population of our country, with a view to 2030 increased by 10%.
- The economically active population of our country (age of 15-64 years) will be decreased by the 67,7% of total population today in the 54,7% in 2050 and the individuals of third age of (beyond 65 years) will be increased by the 17,9% of total population today, in the 33,1% in 2050.
- This means that Greeks over 65 years, now accounting for 26.4% of all workers in 2050 will account for 60.4%.

**Consequently, the collective action with the help of state of providence and solidarity can decrease the intensity of these problems.**

## FUTURO DIGITALE

### Explanation of the Needs Analysis (explanation of the graphic material attached)

This questionnaire has had 42 respondents, among which 5 were 18 or younger, 30 were aged 18-24 and 7 were aged 25-50. Regarding the level of education, 18 chose high school, 15 chose undergraduate studies and 8 post graduate studies. 20 of the respondents were male, while 22 were female. 6 live in the rural area, while 36 live in the urban area.

Almost the totality of the interviewed people were not aware of what a social business was before the dissemination activities, but they presumed that financial and social competences were the basis to create one. Indeed, this answer may be connected just to generic knowledge of the participants, who have not shown any previous entrepreneurial experience. We recognise lack of entrepreneurship as the main issue raised within the survey as this determines a prior frailty which is hard to defeat unless bottom-up actions are taken.

With reference to the local environment, we can define part of the reasons of their inactivity. However, we might precise that this is not the local environment per se, but the perception young people have, due to a number of factors, namely: family, superficial or not precise information level, low level of activeness at local level. They perceive that gender and domestic violence, an inefficient healthcare system, an unhealthy lifestyle, environmental issues and an incorrect usage of social media are the main threats onto which act against.

The solutions presented are many and the more diverse, but in general terms one of the elements emerging is that young people show disorientation and are not enough committed to face the issues they perceive. They claim that the public administration should act against the different elements and improve the existing situation, but according to our analysis it is possible to state that this kind of claim hides a more general weakness, in other words the lack of entrepreneurship by young people as life-skill ground.

In this way, vulnerability becomes first of all a mind-set, while building up confidence and supporting them to understand better their ideas has been one of the goals of Social Youth Entrepreneurship.

In this sense, thanks to local workshops, young people have been able to speak up and process in a more concrete manner their work and future ideas. Their ability has increased also in terms of understanding of indicators and planning.

### Study of impact at local & organisational level

In this way, through workshops Social Youth Enterprises project has managed to create new awareness among young people, as well as encouraging them to have a clearer view on



current regulations and enterprise definition. In fact, a good majority of the participants have determined a more sound understanding of how to define a social business and which criteria should be met, as well as the overall process of creating an idea and make it sustainable.

Another important issue is referred to the limited vision about social enterprises by young people, as just a few of them got to know what a social enterprise, therefore being part of a wider industrial-social environment not favouring information on social enterprises.

What is more, the dissemination process has been useful also in terms of Futuro Digitale's team. Out of ten staff members, we have encountered a better focus in incubating and structuring local project ideas, assessing their economic issues. What is more, the project has provided new important material which we are going to use in the local workshops encouraging entrepreneurship and social sustainable approaches.

Among the participants, fragmentation has been regarded to be one of the most difficult problems in Italian rules, also given the overwhelming regional differences. That means that in richer regions, developing an enterprise is easier and the incubation process is easier and supported. Connected to this, microcredit practices or other start-up processes are complex, as well as rule complying.

However, often this is often about considerations not coming from proven or previous knowledge in the enterprise system. Discussing with young people, sometimes ideas which were thought to be interesting were instead ideas problematic in their sustainable approach. In this way, one of the real impacts of the project has been about reconstructing an overall perception of entrepreneurship. In fact, Italian young people present a general lack of trust in their possibilities, also in a system which is rapidly changing showing its weaknesses.

*Summary:*



# Social Youth Enterprises

## Needs Analysis

The project aims to raise the issues and to extend the knowledge with regards to social entrepreneurship among young people in order to reflect and detect local problems/weaknesses and bring feasible solutions in terms of enterprises.

The project gathers partners from six countries, namely: Romania (leader partner), Spain, Portugal, Netherlands, Greece and Italy.

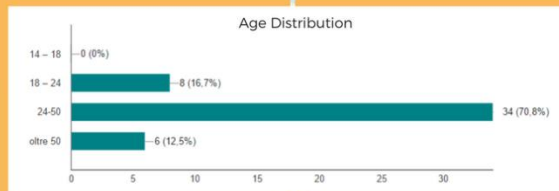
The strength of the project resides in the attachment to each territory and to the step-by-step process of developing a complete social enterprise business plan ready to apply for start-up funds or to autonomously begin its activities.

Other project outputs are a ready-to-be-used guide for social entrepreneurship, a project website, an impact study book and a social entrepreneurship course are developed.

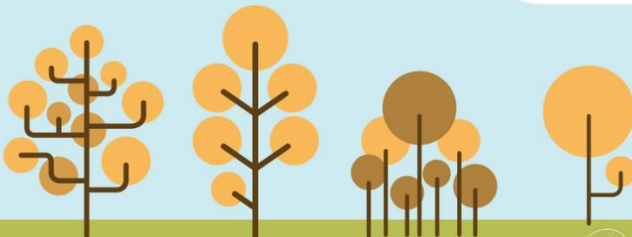
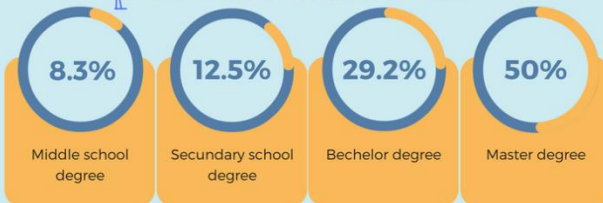


**50**  
52.4% Male

**INTERVIEWEE**  
45.8% Female



### EDUCATION LEVEL







**PEOPLE THINK THAT**  
gender and domestic violence, inefficient healthcare system, unhealthy lifestyle, environmental issues and incorrect use of the technology and social medias



**ARE THE MAIN ISSUES OF THE CONTEXT THEY LIVE IN**

- To exacerbate punishment
- To train and inform people
- To enhance the employment rate and find solutions to the current breakdown of the labour market
- To empower security forces

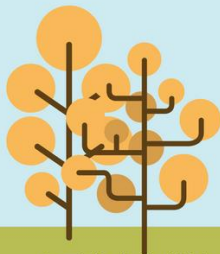
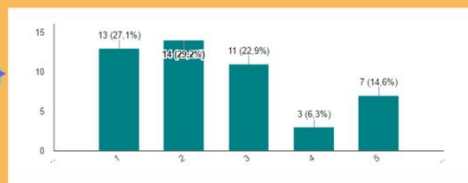


**ARE THE STRATEGY TO BE IMPLEMENTED TO FACE THE ISSUES OF THE CONTEXT**

**THE INTERVIEWEES RATE THEIR COMMITMENT TO FACE THE ISSUES HIGHLIGHTED (FROM 1 TO 5)**



**THE INTERVIEWEES RATE THE COMMITMENT OF THE PUBLIC BODIES TO SORT OUT THE ISSUES HIGHLIGHTED (FROM 1 TO 5)**

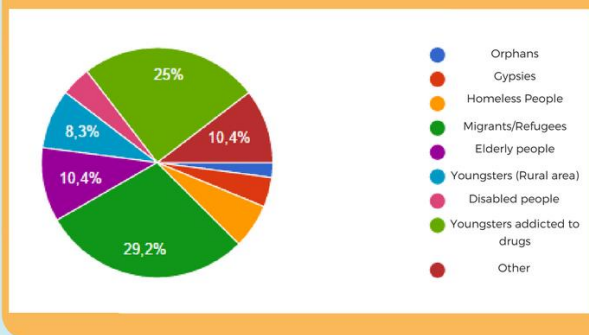




**THE MAJORITY OF THE INTERVIEWEES IGNORE THE WAY THE COMMUNITY DEAL WITH THE ISSUES, OR THEY THINK PEOPLE ARE LIVING IN A FRAGMENTED COMMUNITY THEREFORE ARE NOT ENOUGH COMMITTED TO FACE THE ISSUES.**



**THE VULNERABLE PEOPLE LIVING IN THE CONTEXT OF THE INTERVIEWEES ARE**



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SOCIALYOUTH  
ENTERPRISES.EU





## IMPACT 2020



# Identifying Community Needs Questionnaire



1. Age:

- a.** 14 – 18   **b.** 18 – 24   **c.** 24-50   **d.** over 50

2. What studies you have graduated ?

- a.** secondary school  
**b.** high school  
**c.** undergraduate studies

- domestic abuse  
 healthy lifestyle  
 other:

6. Try to offer at least 2 solutions for solving the issue that you have selected:



7. From 1 to 5, to what degree do you consider you get involved in solving the issues of your local community?

1   2   3   4   5

8. From 1 to 5, to what degree the local authorities get involved in solving the issues of the community?

1   2   3   4   5

**d.** postgraduate studies

3. Sex:

- a.** Masculine   **b.** Feminine

4. Where is your domicile:

- a.** rural area   **b.** urban area

5. Set in order, from 1 to 7, the following community issues:

- environmental  
 stray dogs  
 begging  
 security of children and youths

9. How does the citizens get involved in solving the issues of the community?

10. Which is the most vulnerable group in your community ?

- a.** homeless  
**b.** orphans  
**c.** gypsies  
**d.** migrants  
**e.** disabled people  
**f.** children and youth with few opportunities form rural area



- g. youths addicted of drugs
- h. old people
- i. other:

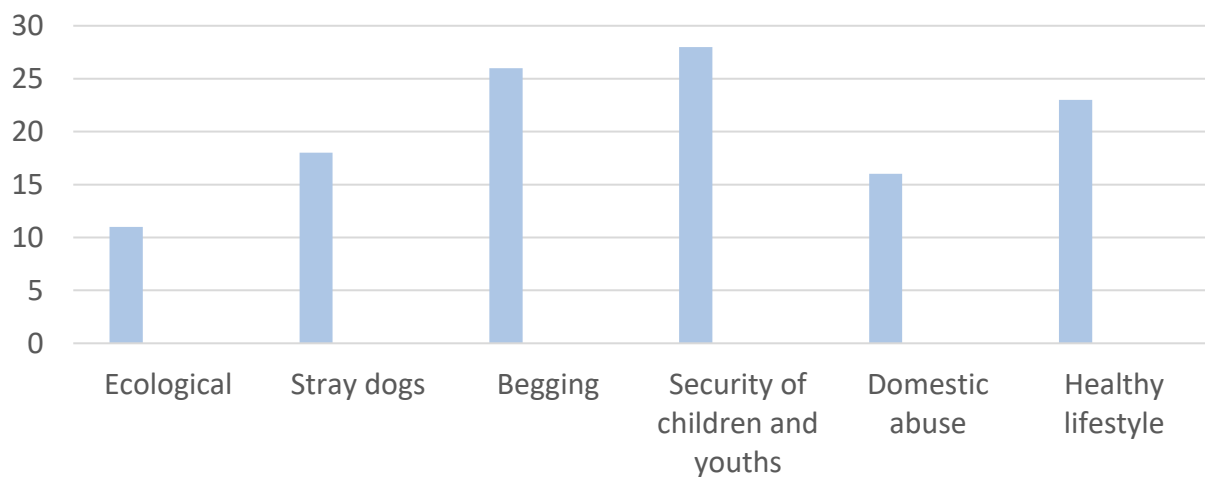
Legend: 1-not at all, 2- to a small degree, 3-some-times, 4-to a big degree, 5-to a really big degree

11. Why did you choose the group from above?

12. Try to offer at least 2 solutions for solving the problems of the vulnerable group chosen:

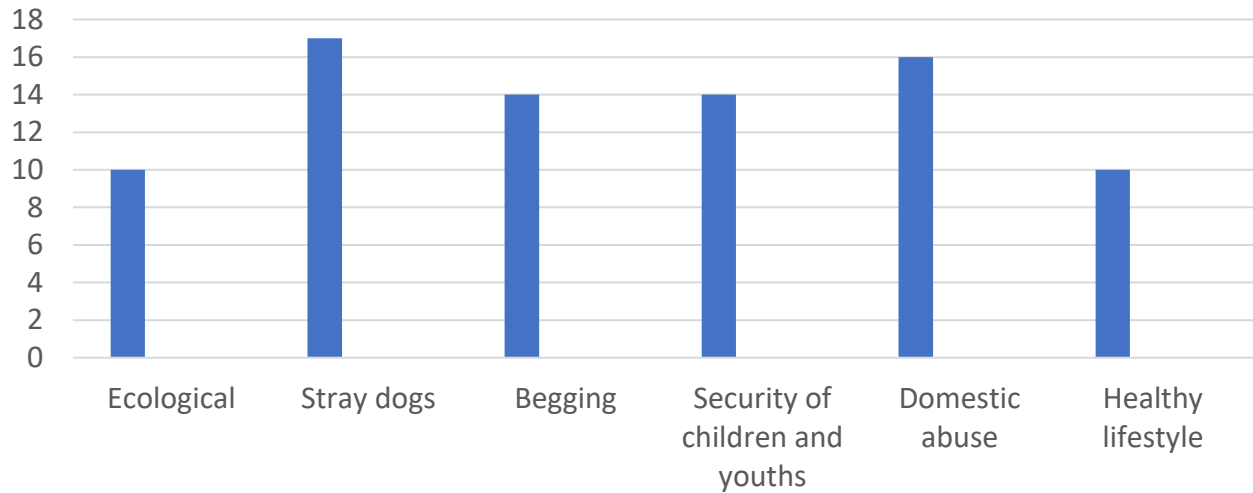
This questionnaire has had 83 respondents, among which 27 were 14-18 or younger, 30 were aged 18-24, 18 were aged 25-50 and 8 were 50 or older. Regarding the level of education, 49% chose secondary school, 44% chose high school, 12% chose undergraduate studies and 4% post graduate studies. 36% of the respondents were male, while 64% were female. 41% live in the rural area, while 59% live in the urban area.

Answers to the question “Identify the community issues” (Urban):





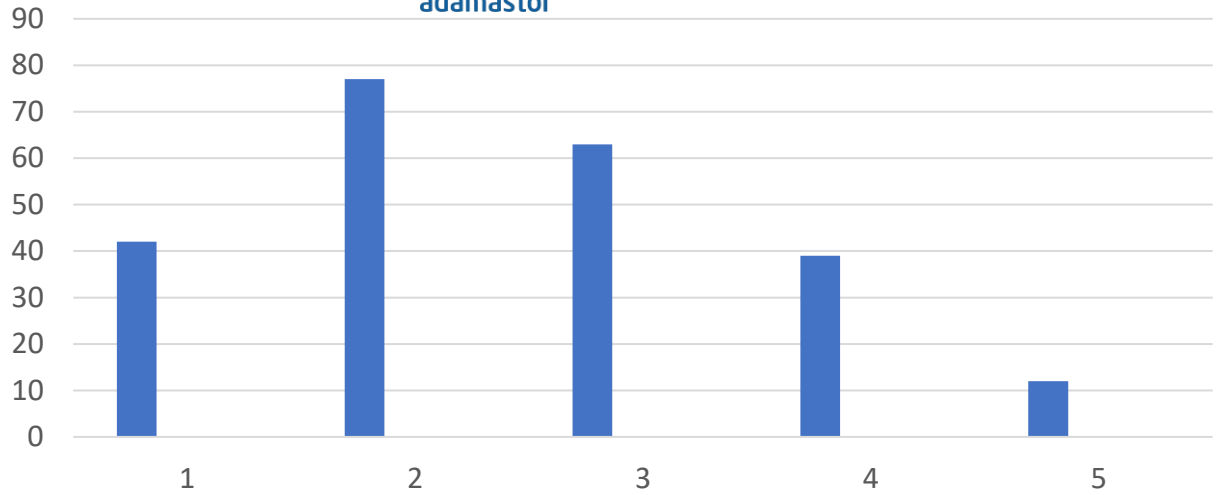
Answers to the question “Identify the community issues” (Rural):



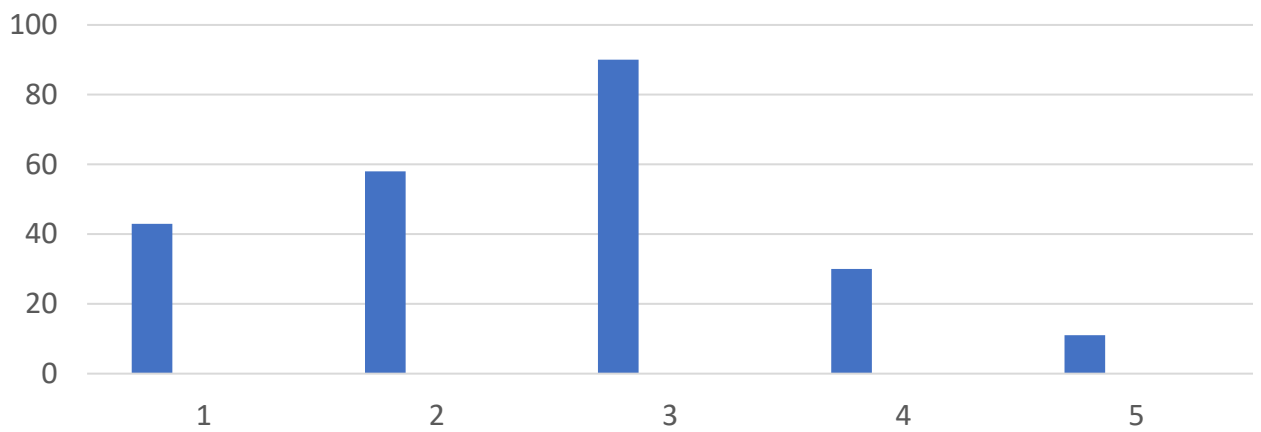
The surveyed people have offered the following solutions for the identified issues:

Solutions	14-18 years old ( 103 people)	18-24 years old (70 people)	24-50 years old (41 people)	50+ years old ( 18 people)
Building special places	62%	43%	-	55%
Security development	26%	22%	56%	11%
Education	7%	-	-	22%
Did not answer	5%	35%	36%	-
Other	-	-	8% healthy lifestyle	12% healthy lifestyle and litter picking

Answers to the seventh question, meaning “From a scale from 1 to 5, to which degree do you consider you get involved in solving the community issues?”



Answers to the eighth question, meaning “From a scale from 1 to 5, to which degree do the local authorities get involved in solving the community issues?”

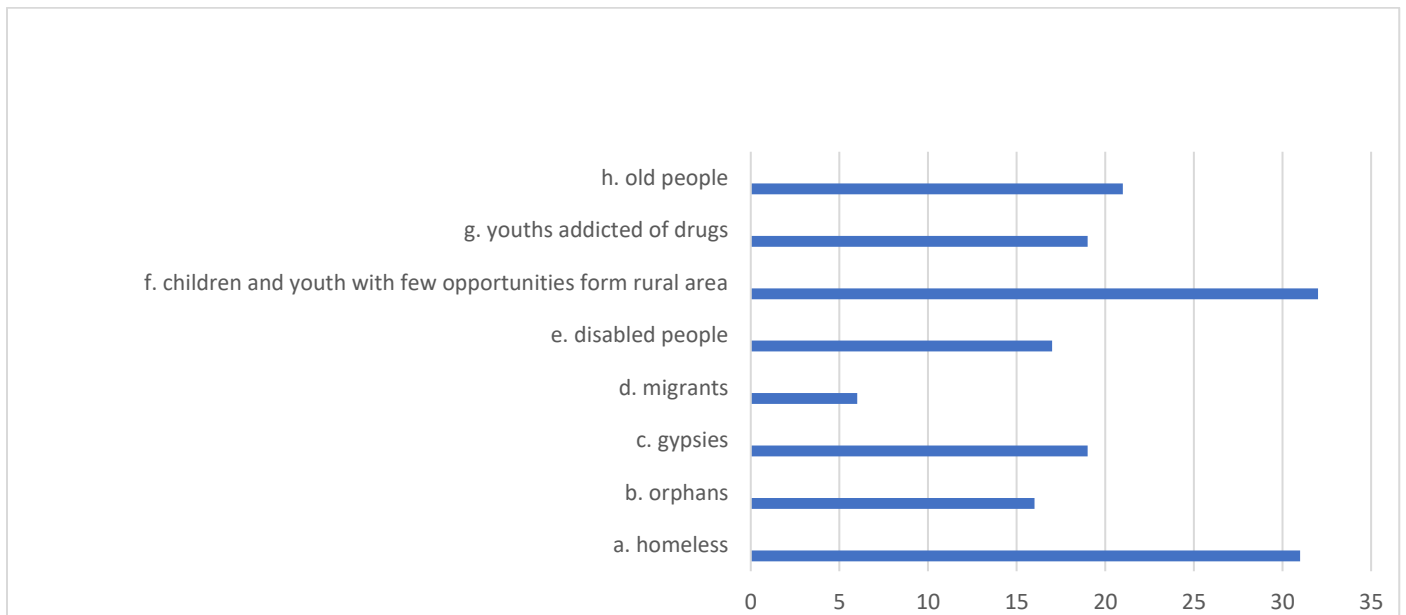


Solutions	14 – 18 years ( 103 people)	18 - 24 years ( 70 people )	24 – 50 years ( 41 people)	50+ years ( 18 people )
Not involving	52%	42%	41%	43%
Volunteering	29%	6%	29%	36%



Did not answer	19%	32%	30%	21%
Others	-	20%- donations	-	-

Answers to the question “Which is the most vulnerable group from your community?”





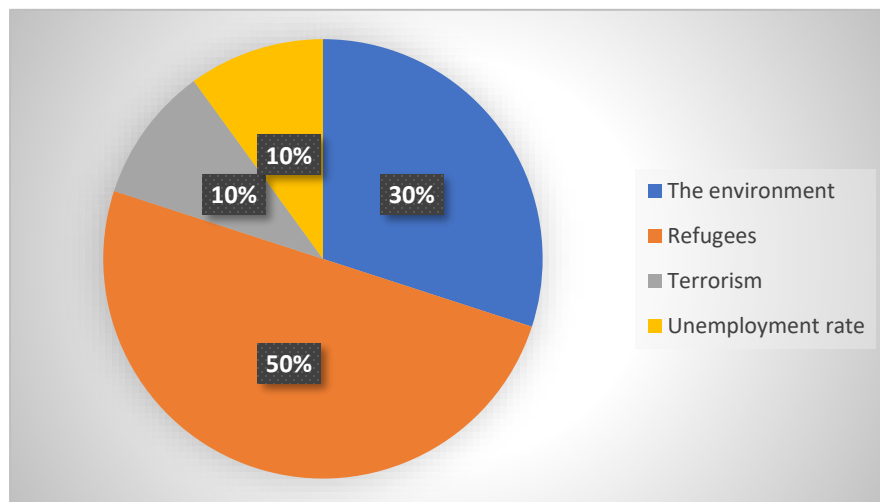
<b>Solutions</b>	<b>14 – 18 years ( 103 people )</b>	<b>18 - 24 years ( 70 people )</b>	<b>24 – 50 years ( 41 people )</b>	<b>50+ years ( 18 people )</b>
The society's threat	21%	-	-	-
The precarious way of living	-	42%	28%	50%
Did not answer	33%	35%	48%	11%
Lack of education	46%	-	24%	-
Rights' violation	-	23%	-	12%
Personal experience	-	-	-	27%

<b>Solutions</b>	<b>14 – 18 years ( 103 people )</b>	<b>18 - 24 years ( 70 people )</b>	<b>24 – 50 years ( 41 people )</b>	<b>50+ years ( 18 people )</b>
Building shelters	63%	17%	17%	22%
Increasing community aid	6%	42%	-	72%
Did not answer	31%	41%	29%	6%
Developing jobs	-	-	54%	-

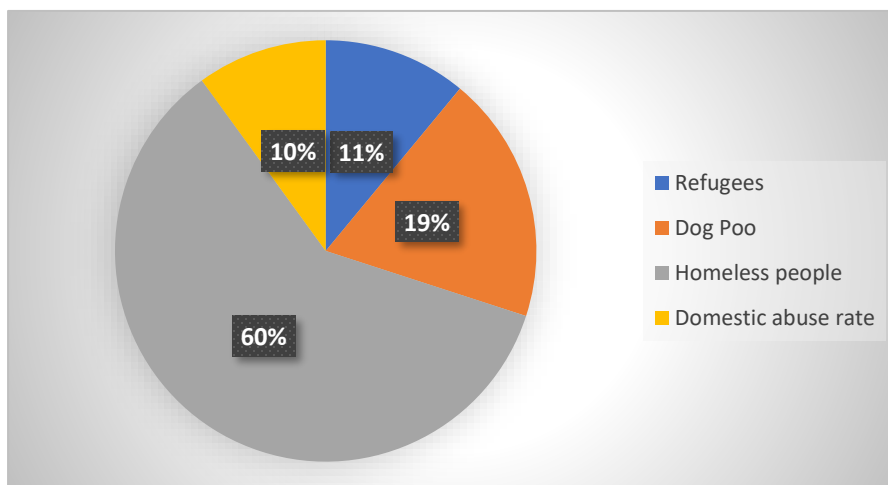
## Social DNA

This questionnaire has had 119 respondents, among which 15% were 17 or younger, 40% were aged 18-40, 30% were aged 41-60 and 15% were 60 or older. Regarding the level of education, 3% chose elementary school, 19% chose high school, 45% chose MBO and 33% HBO/WO. 65% of the respondents were Dutch, while 35% were of other origins.

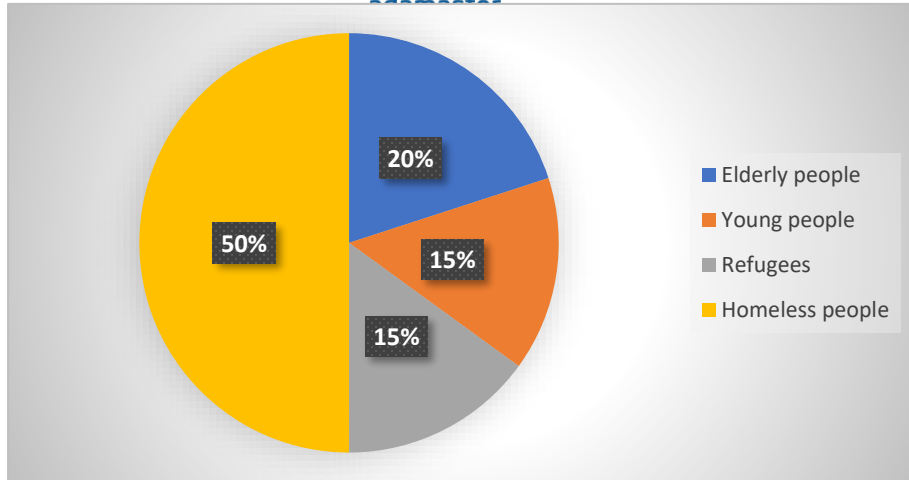
### 1. What do you think is the most important issue in the Netherlands?



### 2. What do you think is the most important issue in Amersfoort?



### 3. Which is the most vulnerable group in the community of Amersfoort?









## B. International Conference's IMPACT

In the period 23-25 June 2017 has been sustained the Conference of Social Entrepreneurship, participating 190 youth workers, youth and local representants of the local entites such as Chamber of Commerce, North East Development Agency, Neamt County council, social enterprises.

During the International Conference was presented the following products of the project:

-  -project webiste , where are posted all intellectual outputs of the project
-  -support of the training course
-  -study of project impact
-  -the 6 social enterprises.

The conferecne was divided in 3 parts:

- presentations and ebates of the products of the project as besdt prasctices in the social enterpreneurship projects
- presentations of the other good exampels of social enterprises or the local projects in social entrepreneurship by Chamber of Comerce, North East Development Agency, social enterprise from Neamt County ( Fundation Hope - Targu Neamt, FUndation Hope and Solidarity - Savinesti)
- local workshopes with youth for developing ideas of social enterprise and learning how to use the abilites and hobbyes for buield a company to help others ( orphans, eldiars, rromi, etc.)

The first part was organized to thye grand hotel central and the last 2 parts was organized in a school (High School of Economy and Administration - Piatra Neamt.

The activities of the Conference was promoted through mass media- TELE M TV, the weekly magazine "OK", on the Facebook on the Grand hotel Ceahlau, on the webpage of IMPACT 2020 (<https://asineamt.com/2016/08/29/blog-post-title/>).

More than 80% appreciatad with EXCELLENT or VERY GOOD the activities of the Conference. The information about the conference you find on the link <http://www.socialyouthenterprises.eu/project/conference>

In this study regarding the event International Conference of Social Entrepreneurship 122 people took part. This questionnaire has had two sections.

A.

For section A, this will be used:

5 – very pleased

4 - pleased

3 - neutral

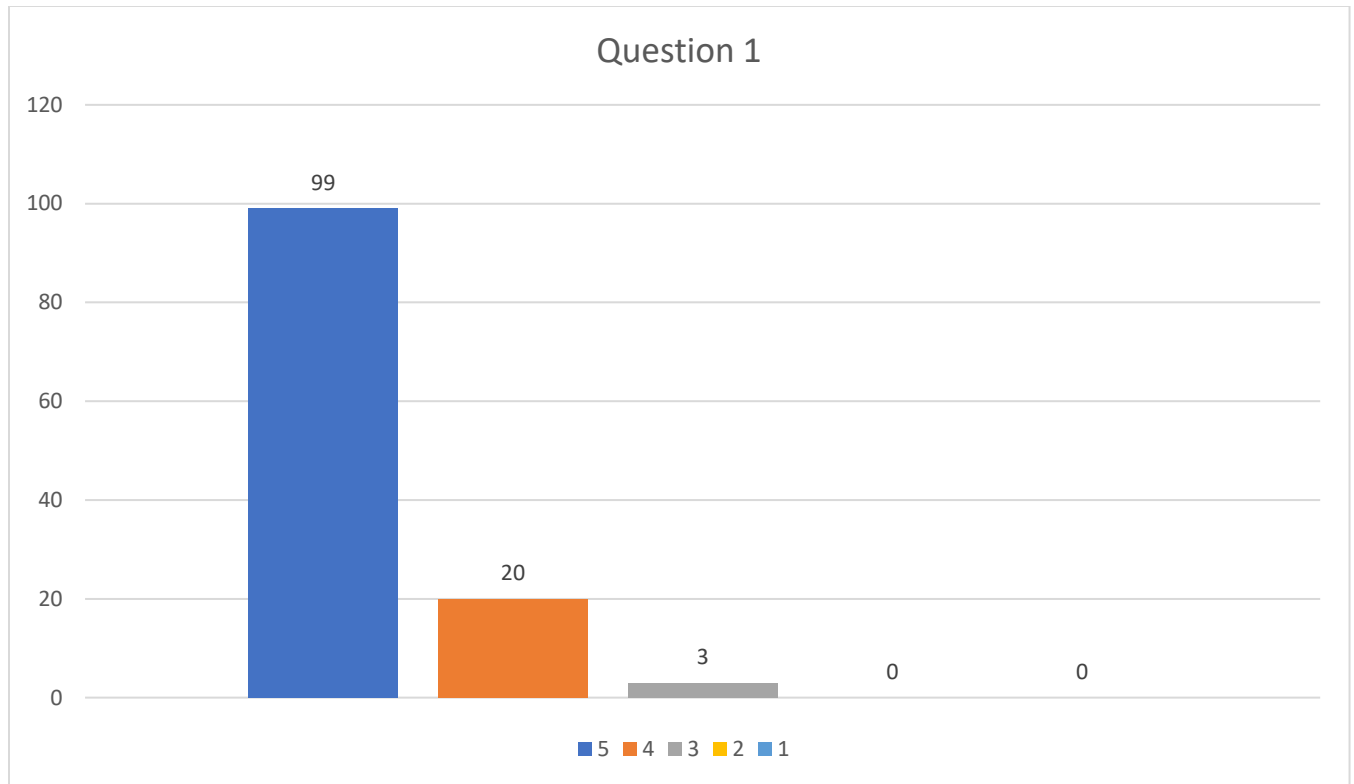
2 – not pleased

1 – very not pleased



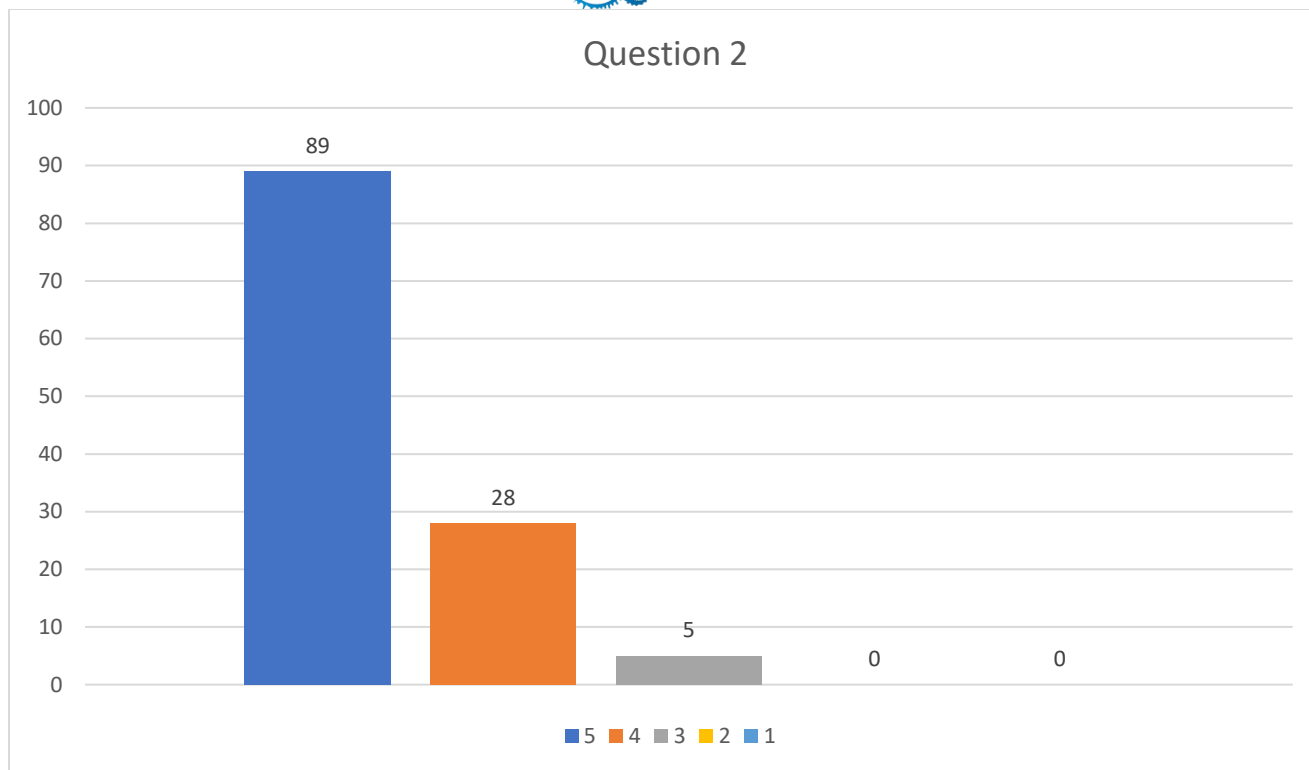
Question 1: How do you evaluate the general organization of the event?

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
99	20	3	0	0



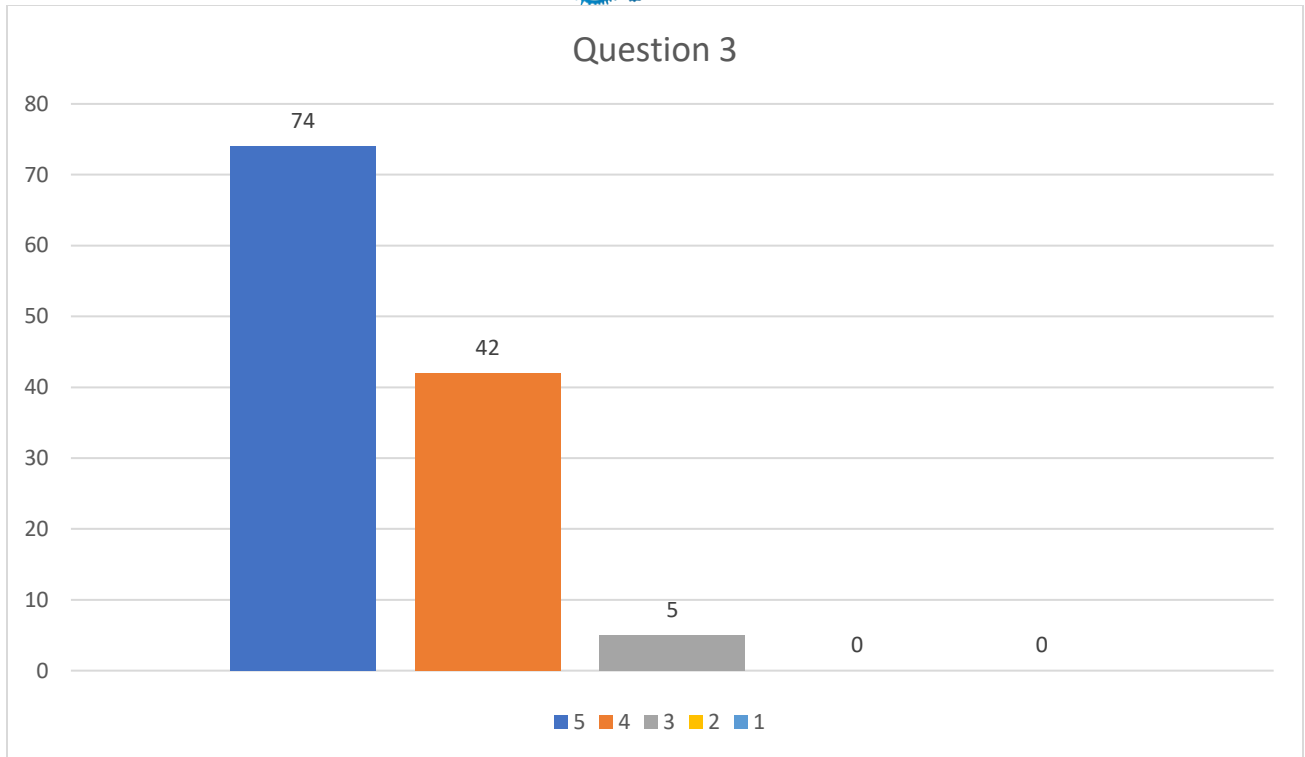
Question 2: How do you evaluate the organization regarding logistics: the room, catering, equipment?

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
89	28	5	0	0



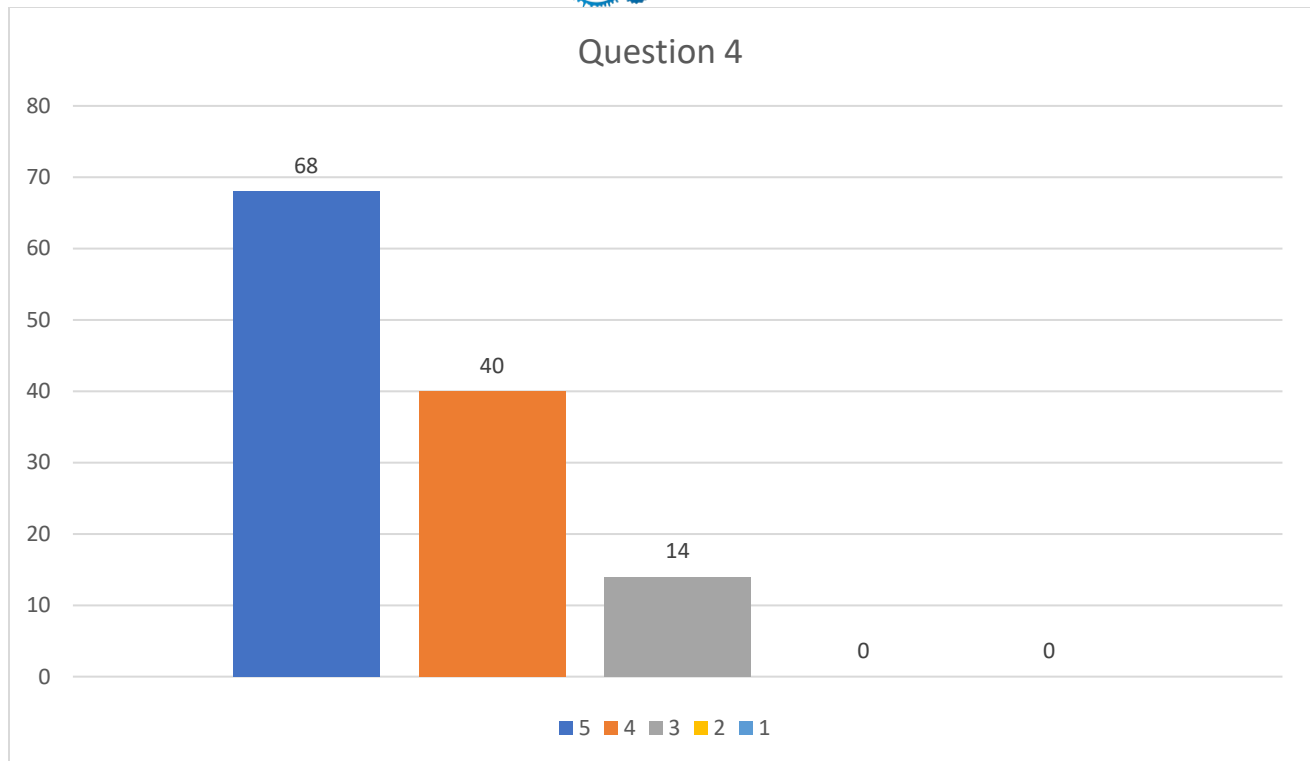
Question 3: How do you appreciate the materials distributed at the event?

5	4	3	2	1
74	42	5	1	0



Question 4: How do you appreciate the information level regarding the event?

5	4	3	2	1
68	40	14	0	0



B.

For section B, this will be used:

5 - excellent

4 – very well

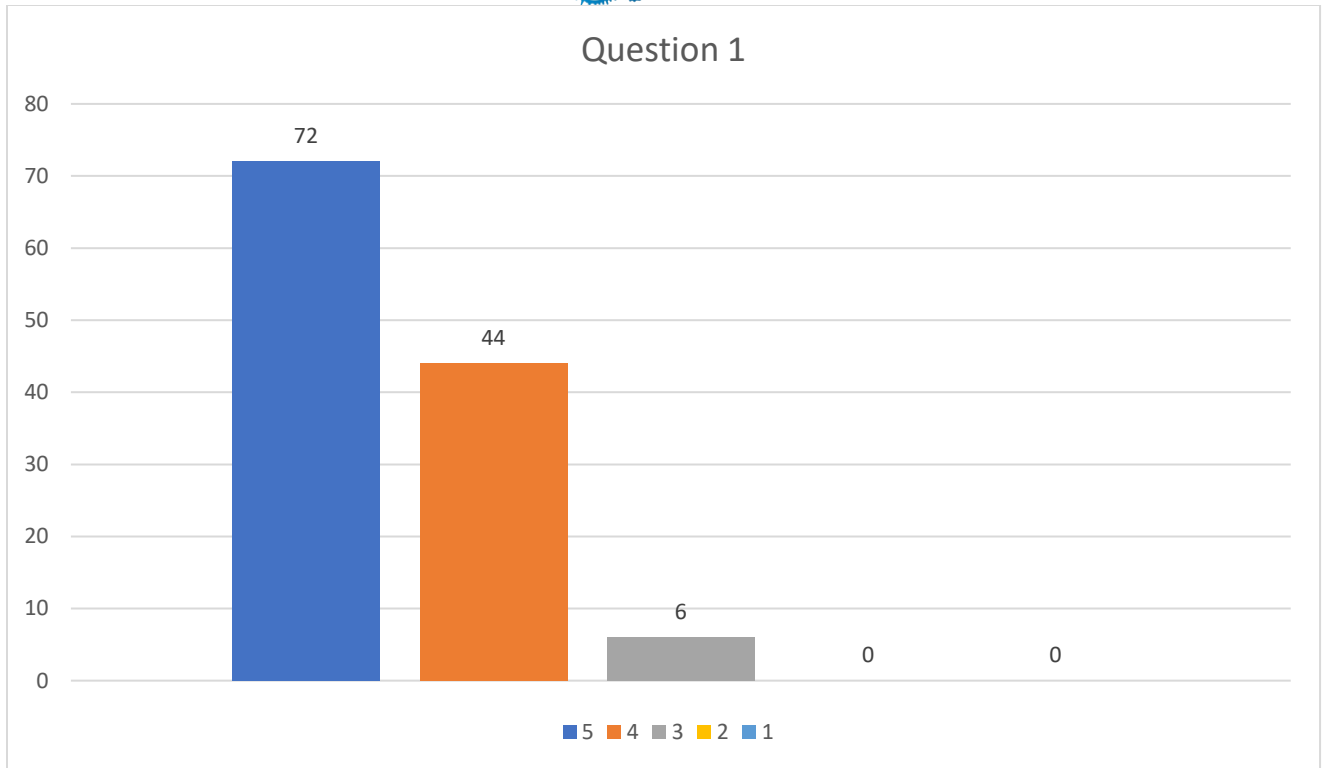
3 - well

2 - sufficient

1 – not sufficient

Question 1: To what extent are clearly presented the purposes/goals of the even through the informative materials?

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
72	44	6	0	0



Question 2: To what extent did the event correspond to your wishes?

5	4	3	2	1
68	47	6	1	0

