

# **SOCIAL ENTREPRENEURSHIP AGAINST YOUTH UNEMPLOYMENT**

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UNITED SOCIETIES OF BALKANS – Greece;

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COMITATO D'INTESA - Italy;

Aveiro Viva – Portugal;

MUNICIPALITY OF ALBA IULIA – Romania;

LANGUES & COMPAGNIE – France;



# **SOCIAL ENTREPRENEURSHIP AGAINST YOUTH UNEMPLOYMENT**

*A BOOK WITH SOCIAL ENTREPRENEURSHIP MODELS*

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**Text editors:** Marie-Cecile Bec, Simone Marsala

## © **Authors Staff:**

*Chapters I and II* – Ahmed Osmanov Kuytov

*Chapter III* – Romyana Stefanova Ivanova

*Chapter IV* – Nikola Nikolaev Zhivkov

*Chapter V* – Daniela Sofia Almeida Marques, Imane Saoudi, Marieta Nikolaeva Zhivkova, Nikolitsa Angelopoulou, Theano Karathanasi, Anna Bonfiglio, Silvio Leštach.

*Chapter VI* – Barbara Lengereau, Jennypher Mottola, Megan Alcòn, Nicolau Lavres, Pierre-François Di Stefano, Viktoria Ivanova, Vincent Ferko.

*Chapter VII* - Gabriela Colotto, Lucia Hankova, Dimitra Dalamagka, Maria Kordali, Maxim Vandekerckhove, Carmen Elena Cazmet, Gonçalo Vale.

*Chapter VIII* – Luboslav Nedyalkov Lesichkov, Sarah Rharbaoui, Antoine Patrick Empen, Muresan Veronica-Cosmina, Beatriz Isabek Migueis Henriques Ferreira, Anežka Vargová, Sandra-Maria Henriksson.

*Chapter IX* – Marco Antonio Berti, Iris Campos, Rebeca Rusu, Zuzana Pustayova, Claudia Pracchia, Alberto Callegari.

*Chapter X* – Paola Pinna, Colin Horenbeek, Luminita Andreea Moldovan, Ovidiu Valentin Boc, Simeon Veselinov Simeonov, Iason Vais-Stergiadis.

## **Reviewer:**

Ass. Prof. Nikolay Zivkov, PhD

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## (I PART)

### INFORMATION ABOUT THE PROJECT

"Against youth unemployment through social entrepreneurship" is a cooperative project made possible with the help of eight organisations which work for the good of young people in Italy, Portugal, France, Belgium, Greece, Slovakia, Romania and Bulgaria.

The main problem in Europe continues to be the high percentage of the so called "NEETs groups"- young people who are not in education, employment or training. According to the Eurostat, from August 11th, 2016, out of 28 countries which are members of the EU, 12% of the youngsters aged between 15 and 24 belong to the NEETs group.

Due to the challenges brought up by the immigration crisis and its flooding of people, Europe is, now, shaped within a multicultural framework which means that it needs innovative solutions for the future. We acknowledge that the existing social problems are linked to the economic problems and cannot be solved by the current entrepreneurship and labour market.

For this reason, Institute Perspectives and our partner organisations set our main goal and decided to share good practices amongst the youngsters, experts, delegates of the public authorities, business and the social entrepreneurs. We will increase the knowledge of 32 youngsters - between the age of 15 and 24 years old - from the NEETs group and 8 team leaders – who were over 18 – whose main objective was to either single-handedly or in a group be able to learn the process of turning the social idea into a working model of social entrepreneurship.

Moreover, within the eight days which participant spent in Svishtov, in Bulgaria, every participant gained the skills needed to turn their idea into reality. When the participants went back to their countries they were required to create specific events. Those events would help them to reach their target group - young people between 13 and 30 years old - and to share with them the ideas that have been implemented during the Youth Exchange, and show them the models they created.

Only Non-formal methods and technics were used during the educational process, such as brainstormings, Canvas, Mandalas, presentations, working groups, etc.

All the participants together created six models to start a business based on the social entrepreneurship technics. Thanks to the publication and the distribution of this book, you – as a reader- have the chance to understand how the young Europeans find solutions to a series of problems connected to unemployment. The models are written in a way which is easily understandable in order to reach a wider range of people. They are in condition to be put into force anywhere in Europe.

Thanks to the book, we give reasons to our readers to develop social entrepreneurship ideas. Indeed, every person should try and help to solve social problems. While working on their ideas, the youngsters keep in mind the possibility to include immigrants into the process of implementing the social enterprises. By implementing social entrepreneurship, they create specific conditions in order to involve inactive people, to inspire them tolerance and show them models for cooperation between “old” and “new” Europeans.

The successful implementation of the project activities has had an impact in enhancing the institutional capacity of non-governmental organisations and stakeholders, implementing policies in the areas of social, education and training. Stimulation of educational process and training has been achieved. Equal access to the learning opportunities of the target groups was enhanced through the use of non-formal methods. Participants updated their knowledge, competences and skills to develop social entrepreneurial ideas.

Through the subsequent realisation of ideas in working business models, the opportunities for hiring unemployed youths are increasing, which will reduce the high level of youth unemployment in the EU. The newly created conceptual models of social entrepreneurship help to unite efforts of young people, refugees, non-governmental organisations and investors against the huge problem of youth unemployment. The solutions brought by the partner organisations involved in the project are possible through the implementation of entrepreneurial ideas that can help the social development of the entire European community.

## (II PART)

### **POLICIES OF THE EUROPEAN UNION FOR THE INCLUSION OF INACTIVE YOUNG PEOPLE**

Young people can cope relatively easy with short periods of unemployment, while long-term unemployment has a very negative impact on their future opportunities in the labour market. Long-term absence from the labour market causes financial strain and a lower level of psychological and social well-being for young people.

Social inclusion initiatives are needed to move beyond the labour market. Despite the negative data showing the impact of long-term youth unemployment, surveys show no clear trend of increasing public investment.

Social inclusion policies include the following initiatives:

- Community-based measures focusing on civic participation and community development;
- Personalized training and life skills;
- Awareness-raising and advocacy measures to overcome structural barriers to young people's inclusion;
- Capacity building training for professionals working with socially excluded people.

These initiatives, are mainly provided by organizations working for public benefit, Non-profit legal entities include mentoring and counselling, support, volunteering, civic participation, education as the main reference points. The common tools used are based on human relations (information, counselling, capacity building). Supported by the provision of resources (financial aid, equipment). (Social inclusion of young people, 2015: 1-2)

Labour market policy and social care for young people are primarily the responsibility of the EU Member States themselves. On one side the EU institutions, and especially the European Commission, through various mechanisms try to contrast the youth unemployment and the high levels of inactivity of young Europeans, but on the other side The EU has a responsibility towards them. The Union shall contribute to the development of quality training through the promotion of cooperation between Member States. If necessary, by supporting and supplementing their actions, fully supporting the responsibilities of the Member States in creating the content of the learning process and organizing the education system with their cultural and linguistic diversity.

The Union's actions aim at:

- Developing an European dimension in education, particularly through the training and learning of the languages and cultures of the Member States.
- Promoting the mobility of students and teachers, by encouraging the academic recognition of foreign diplomas.
- Encouraging cooperation between educational institutions.

-Developing the exchange of information and experience on issues common to the education systems of the Member States.

-Promoting participation in youth exchanges and the participation of young people in the democratic life of Europe.

The EU's vision for young people is to maximize their potential. This vision concerns everyone, but the action should first be directed at those people with less opportunities. The vision is based on a two-dimensional approach:

**-Investing in youth:** devoting more funds to developing policies that affect young people in their daily lives and contribute to their personal development and well-being.

**-Concentrating the potential of young people:** Explains the potential of young people to participate actively in civil society and to share the EU's values and goals.

In addition to formal education, non-formal education should be supported and implemented to contribute to the development and constant self-improvement of people throughout their lives by developing its quality, recognizing its results and encouraging it by integrating it into the formal educational institutions.

The EU's most significant support to inactive young people is related to the promotion of youth work through non-formal learning techniques.

Over recent decades, the focus of youth work on leisure time and personal development has shifted on education and training for young people to the labour market. For example, the EU's largest education program, Erasmus +, can support the organization of youth initiatives and projects, with the condition that young people who are involved develop their key competences.

Support for youth work at European level has become part of the history of youth work in Europe. The first European program focused on young "Europeans", was "Youth for Europe" which started in 1989. Then, 25 years later the new Erasmus + Programme, related to education, training, youth and sport was launched. Over the past years, more than 2.5 million young people and youth workers have participated in various types of transnational non-formal learning activities funded by these programs. Their thematic focus has evolved as a function of the socio-political context and the situation of young people in Europe. The programs have common features that are constantly targeted at young people with limited opportunities and at risk of social exclusion. The main purpose of the programs is to offer experience through alternative learning and non-formal learning, which both enhances their skills and at the same time develops active citizenship.

The EU programs also supported the development of the European Youth Policy and thus influenced the national youth policies and legislation of the Member States. This has helped to better define youth work and there is recognition of this specific and diverse sector across Europe.

EU targets for 2010 – 2018, are to improve the opportunities for young people to access the education, the labour market and to promote active citizenship, social inclusion and solidarity.

Non-formal learning and youth work include individual teaching, focusing on the abilities, talents and strengths of young people. Attractive methods are used, such as seminars, interviews, simulations, etc., in order to stimulate the participation young people, and to learn from their peers in an environment where they discover their potential and decision-making abilities. Their experience helps them to make their choices for their personal and professional development and to acquire competencies that are appreciated in society and in the labour market. Through their participation in non-formal learning methodology, young people develop transversal skills such as social trust, self-esteem, peer and adult relationships, teamwork and motivation, autonomy and decision-making, project planning and management.

The non-formal context, in turn, gives to young people more confidence to communicate in other languages. Active interaction with peers from different countries enhances intercultural character and can fortify the sense of European citizenship. Flexibility and informality help youth workers to reach out to young people who are at an unequal position.

The methodology of non-formal learning through youth work aims to help young people to cope with the challenges of unemployment and the labour market. It also helps young people to meet the social challenges of multi-ethnic and multicultural Europe by encouraging them to develop a culture of solidarity, care and understanding, and fighting against social exclusion. Youth work creates a sense of belonging to the EU which can raise the cohesion and the dynamism of the national communities as well as the European sense of political solidarity.

The importance of the cooperation demonstrated over the last 30 years for the implementation of the European Youth Programs is evident. The innovative nature of the supported activities, the promotion of European thinking, flexibility and the mobile workforce are one of the main points of the EU programs. These programs provide youth with equality of opportunity by complementing existing initiatives or acting as compensatory mechanisms.

EU youth programs also help the European integration. The EU can be a catalyst for partnerships between Member States in the EU and other countries to raise youth awareness, through the topic: "What can the EU do for youth?".

The Erasmus + program has been developed to support the efforts of countries to make the best use of youth potential, talent and social assets through the lifelong learning program by providing support for formal, non-formal and informal learning in all areas of education and training.

In addition, the Erasmus + program extends opportunities for cooperation and mobility between partner countries, particularly in the areas of higher education and youth. Through the implementation of the Erasmus+ program, it contributes to achieve:

-The objectives of the Europe 2020 strategy, including the headline target in the field of education;

-The objectives of the strategic framework for European cooperation in education and training ("Education 2020");

-Sustainable development of partner countries in the field of higher education;

-The overall objectives of the renewed framework for European cooperation on youth (2010-2018);

-The objective to develop the European dimension in sport, in line with the EC work plan for sport;

-Promoting European values in accordance with Art. 2 of the Treaty of European Union.

The Erasmus + program aims to promote equality and inclusion in order to provide an easier access for participants with socially disadvantaged background and fewer opportunities, whenever some kind of limit can prevent their participation in transnational activities.

Another tool for including inactive young people is the Youth Guarantee. This is a commitment taken by all EU countries to ensure that all young people under the age of 25 receive quality job offers, continuing education, possibility of apprenticeship or internship within four months of becoming unemployed or leaving the formal education system. This instrument has helped to improve the lives of millions of young Europeans. Since January 2014, 14 million young people have participated in Youth Guarantee Schemes.

Around 9 million young people have accepted the proposals, most of which have been job offers. Nearly 2/3 of young people who left the Youth Guarantee Schemes in 2015 have accepted job, education, apprenticeship or internship proposals. The Youth Employment Initiative provided direct support to over 1.4 million young people across the EU. Three years after the creation of the Youth Guarantee, the results of young people on the labour market have improved significantly: the unemployed young people in EU have decreased with almost 1,5 million as well as the NEETs with over 900 000 people. Youth unemployment has fallen from its peak from 24.4% in the first quarter of 2013 to 18.9% in the second quarter of 2016. The percentage of young people between 15 and 24 years who are NEETs has fallen from 13.2% in 2012 to 12% in 2015. Even if these trends are viewed in the context of cyclical factors, the Youth Guarantee accelerates progress by increasing opportunities for young people. The Youth Guarantee greatly facilitated structural reforms and innovation in policy development in EU countries. In 2013-2015, Member States adopted a total of 132 labour market measures targeting young people, as an expression of interest on youth employment policies.

**Literature used:**

Social inclusion of young people., 2015, ISBN 978-92-897-1402-0., Luxembourg.

### (III PART)

## EDUCATIONAL PLACE FOR ENTREPRENEUR SKILLS AND CULTURE

We live in a time where recourses are scarce and global relationships and information are just at your fingertips at any given moment. This changes the way of how we establish ourselves as successful people. The European frame shows us the key competences which every human needs to have for self-improvement, development, active citizenship and social activities. "To unveil creativity and innovations, including entrepreneurship, on all levels of education and studies"- that is our goal set by the council of the European Union. "Other than personal pleasure, creativity is the main source for innovation which on its own is defined to be one of the main leading forces of economic development. Creativity and innovation are the key factors for the wellbeing of public economy and for Europe to be able to compete on an international level."

The European committee took an initiative in the final changes of the entrepreneur culture when it suggested an action plan for support of the entrepreneurs. Entrepreneurship is a powerful incentive for the economic development and to form workspaces in the European countries.

The priorities are:

- The development of education;
- To form a comfortable space for the development of a business;
- Promoting already successful entrepreneurship practices;

To develop the key competences, in this case, entrepreneurship is not just a process of gaining new knowledge, it puts up a question for the level of communication skills with trial and error in which knowledge can be exchanged, skills and emotions are being shared and that is how models of behaviour are being demonstrated. The development of the key competences depends on the electronic education that a person gets and the medial literacy. The creative culture becomes more important in order to complete the goals of the educational plans in the conditions of the market economy. Those objectives are:

- To form a new way of thinking about the world around us;
- A position which combines the links between education and life as a whole;
- Adaptation to the conjuncture of the educational and labour markets.

According to a yearly report from 2015/16, based on the global entrepreneur monitoring made by GEM for Bulgaria, entrepreneurship is not identified as strategically important by the ones making decisions, and it doesn't get any specific attention about its regulatory needs on the medial and communicational presentation. In the area of education, experts recommend:

- The people responsible for the educational politics to be well informed about the state of the market to have a clear view of the needed skills and

competences as well as for the industries, intensive studying and for the education to be more market oriented.

-Initiatives which fire up the entrepreneur thinking and setting up a program in which entrepreneurship skills can be developed from an even earlier stage;

-Helping and encouraging cooperation between the public, private and the non-governmental sectors to know better the educational methods that can be established. Techniques, which have a tight link to form the entrepreneur mind. Less strict rules are needed while experimenting with new instruments and methods.

For the realization of these recommendations in Bulgaria a new regulatory framework has been established in the educational area. The law for preschool and school education determines that initiatives and entrepreneurship have to be one of the main groups of key competences that need to be put in as part of the main school studies that a student gets, alongside with eight more groups:

- Competences in the area of the mother language;
- Competences in foreign languages;
- Mathematical, computer and science competences;
- Digital competence;
- Learning how to learn;
- Social skills;
- Cultural and artistic competences;
- Leading a healthy lifestyle and being able to accolate the need for being healthy.

The country's educational standard determines the key competences as interdependent and as an aggregation of knowledge, skills and relationships needed for one's self-development for the duration of their life, to be active citizens and to be integrated in the town's social life. The general education course that is given to every student is realised by these subjects:

- Bulgarian and Literature, though they go together, the classes are different;
- Foreign languages: English, French, German, Russian, Spanish, Italian, etc.;
- Mathematics; Computer modelling; Informatics; IT; Social Studies; History and civilization; Geography and economics; Philosophy; Civic education; Environment; Biology and healthcare; Physics and Astronomy; Science; Music; Arts; Technology and entrepreneurship; Physical education and sport.

To support sustainable development principles - including ecological, economic and social dimensions - and to focus on outlining a long-term vision for society, is delivered through learning on different subjects and aims at building the ability to take personal responsibility for a sustainable future.

Through learning on each of the subjects of general education, key competences are acquired learning skills that include understanding the personal

needs in the learning process and discovering the opportunities and abilities to overcome learning difficulties, both individually and in groups.

Critical thinking, coping with problems, decision-making, initiative, creativity, responsibility, teamwork are competences that are acquired in the study of all subjects of general education.

The education in each of the subjects apart from the key core competency contributes to the building of other key competences specified in the curriculum.

General education in school is the same for all types of schools and is acquired through the study of the same general education subjects.

Exceptions are allowed for the subjects of music, fine arts and physical education and sports, and sometimes for the subject of informatics, depending on the form of education, the type of school and the specifics of the training. Their specific distribution, as well as the number of classes for each of them are defined by the state educational standard for the curriculum through the framework curriculum.

Exceptions are allowed under the conditions and by the order defined by the state educational standard for the curriculum for innovative schools, in which the general education in the middle degree can be acquired through the study of integrative subjects as well as of new additional general education subjects.

The implementation of the reform in education started gradually from the school year 2016/17 and is a challenge for any educational institution whose existence has passed during the period of the centralized economy. The built stereotypes for executing down orders disrupt the human factor's initiative. The low pay of teacher's work exacerbates the discontent and nostalgia of the past and reduce the motivation for the professional improvement, stifling the innovation. The lack of planning skills makes it difficult to formulate specific objectives and expected results. Personal growth of teachers and employees is first needed through qualification, motivation and inspiration. Before we plan the ways and means to develop key competencies in students, we must have reached an acceptable level of these competencies in the learners. It is necessary to cultivate a favourable organizational culture in the school organization, which is characterized by the sharing of positive values and beliefs, including the necessity of lifelong learning, self-development and initiative.

The main coordinating mechanism in the school organization should be in the school legal framework, communicated and shared by the members of the organization, confirming professionalism and high morality. The implementation of the school development strategy should integrate and ensure the internal integrity and external adaptability of the school organization. Targeting management to create common organizational values and an autonomous school development strategy is part of the productive learning environment for developing entrepreneurial skills and culture at school. It will take some time to fully implement the ideas set out in the legislation. Entrepreneurship training

requires changes aimed at creating a productive learning environment for entrepreneurial skills and culture. They concern:

- Educational approach - replacing the informative environment (memorizing and reproducing) with a forming environment (creative thinking and autonomy);
- Training models - simulation of real situations, teamwork, decision-making skills, innovation and creativity, understanding the role of business;
- The human factor capacity - new skills for all participants in the education process based on the competence approach;
- Methods and forms of learning - interactive, flexible and motivating to participate through cooperation, support, guidance and discovery, project-based and integrative-practical.
- Pedagogical interaction, personally oriented towards the student;
- Forms of interaction, greater interdependence between the individual's abilities and the social goals of the individual (a combination of knowledge, skills, abilities and attitudes, willingness and learning ability);
- The role of the teacher - mediator, associate, consultant, leader of change;
- The role of the student - an active participant, a partner, a generator of knowledge, ideas and their realization;
- The role of business, partner in training and practical training;
- The role of the other social partners involved participation in school life of parents, local authorities, non-governmental organizations as consultants and moderators.

In view of starting the reform in the formal educational environment for students who are in the first, fifth and seventh grade in the school year 2016/17, it is not possible to overcome the entrepreneurial skills and culture deficit only with the efforts of formal education. The development of widespread entrepreneurial culture among the population and especially among young people can be achieved through the combined efforts of the formal, informal and non-formal learning environment. This is about both encompassing those in need of entrepreneurial skills and culture, as well as learning methods and techniques. Non-formal learning techniques have unquestionable advantages. Evidence of the effectiveness of non-formal learning is this collection of business start-up projects based on ideas for social entrepreneurship. The authors of these ideas have realized the social responsibility of the person to help to solve social problems as a result of non-formal learning conducted by the Association "Institute Perspectives".

## (IV PART)

### MAIN TOPICS CONSIDERED BY THE PARTICIPANTS DURING THE EXCHANGE

In the period 22-30.04.2017, we realised, youth exchange with the topic "Social Entrepreneurship against Youth Unemployment" implemented by the Association "Institute Perspectives " in the area "Manastira" (near the town of Svishtov). It was attended by 40 young people from 8 European countries: Portugal, Italy, France, Romania, Greece, Belgium, Slovakia and Bulgaria.

The aim of the youth exchange was to develop social entrepreneurship projects. During the project participants discussed the topics of social entrepreneurship, the difference between social entrepreneurship and traditional business, the qualities that the social entrepreneur should have, the way to develop their model for entrepreneurial social activity and its orientation.

To clarify some issues, to the participants were presented key matters and policies of the EU in the social sphere.

Social policies typically fulfil three functions:

**Investment** - A key function of social budgets is to strengthen people's skills and capacities in order to prepare them to confront or prevent risks over the course of their lives and improve their future prospects. In other words, the effects of social policies are felt not only immediately, at the time they are implemented, but also in the longer term. In particular, social policies prepare individuals, families and societies to adapt to various risks and changes.

**Protection** - Social policies also support and protect us when a social risk becomes reality, so that we do not have to spend our lives worrying what will happen if we lose our jobs or fall ill, or when we are old and no longer able to work.

**Stabilisation** - In periods of economic recession, the need for social intervention rises rapidly while revenue automatically declines. This has a substantial countercyclical macro-economic effect, dampening fluctuations in GDP and in household incomes.<sup>1</sup> For this, it is necessary to develop social policies that successfully balance the need for social intervention and the reduction of revenues.

In the dialogue with youth exchange participants, we came to the conclusion that the effectiveness of social policies is manifested when they stimulate initiatives related to social entrepreneurship.

The rise of the unemployment rate, the emergency of people who cannot adapt themselves to the new conditions has forced the EU to adopt different methods and forms of social work and social assistance.

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<sup>1</sup> Social policies, Social Europe guide, Volume 5, European Commission. Directorate-General for Employment, Social Affairs and Inclusion, Manuscript completed in November 2013, page 11-12.

The current social policy challenges in EU are three groups:

-Europe is going through a period of dramatic demographic change as regards the size and make-up of its population. By 2030, the number of people over 65 will have increased by 46 % and the number of people 80+ by 68 %. Over the same period, the working-age population is expected to decline by 15 %. Increased ageing of the population means that more money is needed to finance more pension and long-term care at the same time, that could provoke an unbalanced proportion between people who are retired and those are working.

-In April 2014, the youth unemployment rate (15-24 years old) in the EU stood at 23.5 %.

-There is also a need for more effective social inclusion and integration policies for migrants and ethnic minorities. Migrants from outside the EU are far less likely to find employment, and experience greater of experiencing poverty and social exclusion.<sup>2</sup>

Demographic changes in the EU, youth unemployment, migration and social degradation affect the standard of living of young people and their mental health. It is impossible for the state to provide resources and conditions for solving all emerging social problems, so it comes to the fore with the private sector and non-governmental organizations. They assume the provision of some social activities and services through the organization of social enterprises. In this connection, legal prerequisites were created to stimulate social entrepreneurship.

In the scientific literature, social entrepreneurship is defined as a way for solving social problems in society, creating a social good through profitable or partially profitable activity; an attempt to combine resources in a new way; a type of innovation that creates value that will benefit certain groups of society or the whole society.<sup>3</sup>

From the standpoint of the perceived understanding of social entrepreneurship Hr. Blagoycheva brings out the typological characteristics of social entrepreneurship in the EU and Bulgaria in three directions:

-It has a clear social character.

-When pursuing a social activity or service, the pursuit of profit is balanced by direct support to certain groups. There is clarity about the target group. Usually, these individuals from vulnerable groups need help to improve their life status to a level close to other members of society.

-The economic activity is aimed at overcoming the social isolation of the defined social group. The goal is to ensure the improvement of living standards and the provision of services.<sup>4</sup>

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<sup>2</sup> Social policies, Social Europe guide, Volume 5, European Commission. Directorate-General for Employment, Social Affairs and Inclusion, Manuscript completed in November 2013, page 14-16.

<sup>3</sup> Русанова, Л., Концепцията за социално предприемачество и българския опит. В: научни трудове на Русенския университет, том. 50, серия 5.1, 2011, стр. 29

<sup>4</sup> Благойчева Хр., Социално подпомагане, Варна 2013г., стр. 195

Social entrepreneurship is a specific form of activity that combines economic outcomes with social goals, which means that it also has market mechanisms. It encourages individuals and legal entities, including non-profit organizations, to provide social services alongside municipalities and the state. The system of social services must be in accordance with economic rules, but at the same time to be organized and directed to achieve a non-profit goals - providing quality social support.

Social entrepreneurship is connected to creating a model of social enterprise. Under the entrepreneurial model, the social enterprise is a mediator between the vulnerable people and the labour market.

The mission of the social enterprise is to achieve a social effect for the target groups. The result can be seen to improve their social status by providing employment, providing services and various forms of support to get better their standard of living. In other words, social enterprises reinvest their profits to achieve these goals. They provide employment for disadvantaged people, offer social services, educational sports and cultural activities.<sup>5</sup>

During the youth exchange, special attention was paid to the issue of the similarities and differences between social enterprises and traditional business enterprises.

The social enterprise and those from the traditional business are similar in some ways, when they need to be innovative; the people have to be committed to the idea, which they are pursuing, and to have a vision of how to implement it. However, in between there is some big difference. From the management point of view, the social enterprise has a collective nature, while in the traditional business the management is done by the owners.

The main goal of social enterprise is to maximize the social benefits for the target group, while in traditional business the main purpose is profit. In business the profit goes to the owners, while in the social enterprise goes back in social activities. The reason for this is to continue the successfully delivery of services to the target groups.<sup>6</sup>

The main spheres of activity of social enterprises are: social and health services; production and trade (through various forms of craftsmanship, applied art or agricultural production); training or comprehensive education, various childcare.

In connection with the social entrepreneurship the concepts of "social economy" and "social market economy" had to be clarified.

While similar in their name, the 'social economy' and the 'social market economy' are two quite different political and economic concepts that were developed for different purposes. Still, they both play a crucial role in defining the European social and economic model. The term 'social economy' is used to

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<sup>5</sup> Благойвеча Хр., Социално подпомагане, Варна 2013г., стр. 196

<sup>6</sup> Пак там, стр. 197

define a specific part of the economy: a set of organisations (historically, grouped into four major categories: cooperatives, mutuals, associations, and, more recently, foundations) that primarily pursue social aims and are characterised by participative governance systems. For close to two centuries, these organisations have engaged in the production of goods and services alongside the Market (i.e. private corporations) and the State (i.e. public sector institutions). The term 'social market economy' refers to a political-economic model created after World War II in response to the need to spread confidence in a new democratic system. At its heart, it sought to harmonise the principle of market freedom with the principle of social security by giving the State an active role in promoting both market competition and balanced social development.<sup>7</sup>

European legislation in the field of social entrepreneurship has its own history. In the founding acts of the EU, is recognized the rights of free association of all citizens in organizations to meet their interests and needs.

In shaping European social policy, two very important concepts are born, which have also found a place as a theme during the youth exchanges. These are "shared values" and "services of general interest".

"Shared value" creation focuses on identifying the connections between social and economic progress. The concept rests on the premise that both economic and social progress must be addressed using value principles.<sup>8</sup>

"Services of general interest" cover a wide range of activities that have a strong impact on the well-being and quality of life of a society. They are ranged from basic infrastructure (energy and water supply, transportation, postal services, waste management) to key sectors such as health and education, care and social services. Services of general interest are conceived of as one of the pillars of the European model of society and an essential component of European citizenship. Indeed, their provision is a pre-requisite for the enjoyment of fundamental rights.<sup>9</sup>

The clarifications made so far about the mission of social entrepreneurship and the related social enterprises in the context of our membership in the EU. This means increasing our knowledge for the economic and entrepreneurial culture of all European young people. For changing the attitude towards the "social economy", "social market economy", "common values", "services of general interest", money, capital, social justice, social responsibility of business and service providers.

The market-economy system and social entrepreneurship in particular need individuals with entrepreneurial skills and abilities. Their thinking and action is a basic prerequisite to transform the economic and social environment into chances for public welfare.

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<sup>7</sup> Social economy and social entrepreneurship Social Europe guide Volume 4, European Commission Directorate-General for Employment, Social Affairs and Inclusion Manuscript completed in March 2013, page 12-13

<sup>8</sup> The same book, page 18-19

<sup>9</sup> The same book, page 21

Typical features of the successful entrepreneurs include: entrepreneurship, intellectual abilities, knowledge of human relationships, sociability, knowledge and skills related to the subject matter.<sup>10</sup>

With the following metaphorical example will be illustrated the complementary feature of the social entrepreneur.

An old proverb says: Give a man a fish, and you feed him for a day; teach a man to fish, and you feed him for a lifetime. A capitalist may look at that situation and think: teach a man to fish, and you can sell him lots of fishing equipment. The social entrepreneur, on the other hand, doesn't look at the man or the fish, but rather at the inherent problem: What prevented this man from learning to fish? Are there other men who also can't fish?

So who is the social entrepreneur? He is a person who establishes an enterprise with the aim of solving social problems or affecting social change. This type of entrepreneur is on the rise.

The ideas for social entrepreneurship had to be orientated to the NEET group. The project is called "Social Entrepreneurship against Youth Unemployment" so there was a special lecture to guide young people to whom they should orient their ideas. It aims to help the so-called NEETs group to return to active labour and civil life.

Young people are a fundamental asset of our economies and societies. According to Eurostat, there are over 94 million young people aged between 15 and 29 years in Europe, of whom over 60 million are aged 15–24 years and over 33 million are aged 25–29 years. This amounts is an incredible resource for society.

A NEET is a young person who is "Not in Education, Employment, or Training". The acronym NEET was first used in the United Kingdom but its use has spread to other countries and regions including Japan, South Korea, Taiwan and the United States.<sup>11</sup>

The diversity of NEETs is widely discussed in the science literature. For better understanding who the NEETs are we will show you some classifications based on different criteria.

The classification based on the risk factors divides the NEET groups in seven categories:

-Education - young people with low level of education are 3 times more likely to become NEET compared to others.

-Emigration - young people with emigration background are 70% more likely to become NEET compared to nationals.

-Disability – those declaring of suffering some kind of disability are 40% more likely to become NEET compared to others.

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<sup>10</sup> Линднер Й., Недева Г., Трендафилова Гр., Стефанова Т., Тодорова Хр., Предприемачество и мениджмънт, част 1, София 2007г., стр. 100.

<sup>11</sup>[http://ec.europa.eu/eurostat/statisticsexplained/index.php/Statistics\\_on\\_young\\_people\\_neither\\_in\\_employment\\_nor\\_in\\_education\\_or\\_training](http://ec.europa.eu/eurostat/statisticsexplained/index.php/Statistics_on_young_people_neither_in_employment_nor_in_education_or_training) (08.05.2017, 16.22ч.)

-Divorce – young people who suffer the divorce of their parents are 30% more likely to become NEET.

-Unemployment – having parents who experienced unemployment increased probability of becoming NEET by 17%.

-Household income - young people with low household income are more likely to become NEET than others.

-Location - living in remote areas increases probability of becoming NEET up to 1, 5 times.<sup>12</sup>

The diversity of NEETs has been widely discussed in the literature. In order to better understand who NEETs are, Williamson (2010) for example suggests the disaggregation of NEETs into three groups:

-“Essentially confused” - willing and ready to re-engage as long as the right support and encouragement is provided;

-“Temporarily side-tracked” - needs some understanding and patience while they deal with what they consider to be more important matters in their lives right now;

-“Deeply alienated” - high risk of disengagement and disaffection. This group may include those who have discovered ‘alternative ways of living’ within the non-formal and illegal economies, and those whose lives revolve around the consumption of alcohol and illegal drugs.<sup>13</sup>

The difference between the first and the second classification is that the first one place an emphasis on the socio-economic prerequisites for the emergence of NEET group and the Williamson’s classification draws attention to the personal factors that led to the NEET group.

During the youth exchange, several more categories of NEETs were presented in order to give participants a better representation of youth unemployment and how their ideas for social entrepreneurship could be adapted to their needs.<sup>14</sup>

After examining the classifications, we understand that the NEETs group is not uniform in their nature. It is determined by many subjective and objective factors that affect young people. For this reason, it is necessary to study in advance the target group to which the social entrepreneurship model will address. The problem should not be considered one-sidedly, but in its multi-aspect.

In 2012, around 14 million young people aged below 30 years old fall into the NEET groups. For that period, youth unemployment varies from 5% in Netherlands (lowest percentage) to 24, 6% in Bulgaria (highest percentage).

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<sup>12</sup> <https://www.eurofound.europa.eu/young-people-and-neets-1> (08.05.2017, 16.55ч.)

<sup>13</sup> Exploring the diversity of NEETs, Luxembourg: Publications Office of the European Union, European Foundation for the Improvement of Living and Working Conditions, 2016, page 36.

<sup>14</sup> Видж <https://www.eurofound.europa.eu/young-people-and-neets-1> (09.05.2017, 19.27ч.); Exploring the diversity of NEETs, Luxembourg: Publications Office of the European Union, European Foundation for the Improvement of Living and Working Conditions, 2016, page 30-31, page 33-35.

Other places with a relatively high percentage of NEET are Italy 22,7%, Ireland 22%, Spain 21, 1%, etc.

Significant is the statistic that shows what European economy lose from the presence of such high percentage of NEETs. The economic cost of not integrating NEETs is estimated at over €150 billion, or 1.2% of GDP, in 2011 statistics. Some countries, such as Bulgaria, Cyprus, Greece, Hungary, Ireland, Italy, Latvia and Poland are paying 2% or more of their GDP.<sup>15</sup>

The information had a strong impact on the participants in the youth exchange and motivated them to create their models for social entrepreneurship.

The state members of the EU take seriously the youth unemployment problem. They took restriction measures in order to fund entrepreneurial educational programs addressed to young people. One of the forms is social entrepreneurship that gathered young people from eight European countries in the town of Svishtov. They had the task with their models of social entrepreneurship to join the challenge against NEETs problem.

In order to easy up the work on creating their models for social entrepreneurship, the participants were given to fill in 2 types of form: “Business Analysis and Assessment” in short “Mandala” and “Canvas for a Business Model”.<sup>16</sup>

“Business Analysis and Assessment” in short “Mandala” is an innovative way of assessing a business idea. The “Mandala” has the form of a a figure with twelve walls, the base of which is divided into 4 main spaces. Each of them has 3 questions, the answers on which evaluate the successful realization of the idea by a colour scale.

The “Canvas for a Business Model” is a conceptual and innovative tool that contains a set of elements and their interrelations, that allowed them to express the business logic of a specific company or its business idea.<sup>17</sup>

These models were used as a base to form the ideas and the development of social entrepreneurship models.

The Erasmus+ KA1 youth exchange “Against youth unemployment through social entrepreneurship” implemented by Institute Perspectives has enabled young people from eight European countries, not only to acquire the necessary practical skills to develop models for social entrepreneurship but also to target them to NEETs group. Teamwork has created a good microclimate not only for sharing ideas but also for establishing friendly relationships that can serve as a bridge for future contacts and work together.

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<sup>15</sup> <https://www.eurofound.europa.eu/young-people-and-neets-1> (09.05.2017, 19.41ч.)

<sup>16</sup> [http://nonlinearthinking.typepad.com/nonlinear\\_thinking/2008/07/the-business-model-canvas.html](http://nonlinearthinking.typepad.com/nonlinear_thinking/2008/07/the-business-model-canvas.html) (09.05.2017, 19.54ч.)

<sup>17</sup> The platform for business models was created as a concept by Alexander Osterwalder.

## (V PART)

### F2F (FLY TO THE FUTURE)

#### **1. Please explain the problematical situation. Which motivation help you to design your social entrepreneurship model:**

Our team decided to design this entrepreneurship model in order to help the young people of our society to solve their main problems. The main problematic situation, the NEETs group has to tackle with youth unemployment. Moreover, the NEETs group lack the motivation to take decisions to change their lives. As young people who understand the problem of the NEETs, we would like to provide them with the needed skills, to qualify them and motivate them in order to escape from this situation, to raise their confidence, to include them in the society, to be an active part of it, and to find a job. Hence, we consider that it is important to create a network for young people, in which they can communicate with other people with the same problem, to discuss between them, and get socialised.

We will present you some facts that gave us the incentive to create our social entrepreneurship model. According to Eurostat, there are over 94 million young people aged between 15 and 29 years in Europe, of whom over 60 million are aged from 15-24 years and over 33 million are aged between 25-29 years. The youth unemployment rate in EU27 reached 21,4% in 2017 compared with 15,7% in 2007. Except from Austria and Germany all countries have recorded an increase in their youth unemployment rate since the economic crisis in 2007. Spain, for example, has the highest youth unemployment rate (46,4%), an increase of almost 30 percentage points since 2007. The situation is also striking in Greece (44,4%), Slovakia (33,2%), Lithuania (32,9%) and Portugal (30,1%).

Williamson (2010) suggests this disaggregation of NEETs into three groups:

- Essentially confused: this type of NEETs is willing to re-engage if the right support is provided to them,

- Temporarily side-tracked: they need patience and understanding while they deal with what they consider important in their lives, and

- Deeply alienated: these NEETS are at high risk of disengagement and disaffection. They often discover “alternative ways of living” and resolve to alcohol and drugs.

#### **1. Please explain the purpose of your social entrepreneurship model:**

The purpose of our entrepreneurship model is to give NEETs the needed qualification in order to find a job and in this way to become an active part of the society. Young people, through their participation to our organisation, want to

achieve a better quality of life. They want to get socialised, to gain knowledge and skills, and to find a job. therefore, this change in their lives will become reality through the training courses, the meetings, the seminars and activities, which our organisation offers.

## **2. Beneficiaries:**

Our entrepreneurship model affects directly the NEETs people of the city. The advantages for them will be: to improve and increase their knowledge, to obtain new skills, to have the opportunity to find a job, to become familiar with being a part the working environment and understand the rules inherent it. The model offers them the opportunity to discover themselves, their capacities and limits. Moreover, the model benefits other interested people, who are willing to learn new competences, for example how to write a CV, how to be properly prepared for an interview and how to approach employers.

They will also enhance their soft and hard skills and they will belong to new broad community of co-workers, experts, and companies. Furthermore, our partners will be benefit from it. Indeed, they will have a reduced cost of human resources and they will have already qualified employees for their specific needs, which means that they will have to pay less to educate them.

## **3. Please provide a need analysis and explain how the objectives and issues addressed are realistic and relevant for the target groups, which will use your social entrepreneurship model:**

Our objectives can be addressed with the following four step.

First, with motivational and educational events we can attract NEET people and explain our mission to them and the benefits of the program we offer.

Then, we provide them our training courses, in which they can obtain knowledge and crucial skills. Once, they are educated and can take part in the projects, we offer them to collaborate with our partners. Consequently, they have to know how to present themselves in front of their potential employers.

The third step will be carrying out seminars, in which they will learn how to apply for a new position and how to make a self-evaluation and report their progress (e.g. self-SWOT analysis, CV writing, LinkedIn account creation, interview preparation).

Finally, through participating in the projects they will be connected with companies and they will have a chance to gain a job.

## **4. What actions have to be done in order to realise your model:**

In order to realize our project, we have to:

-Organise our team.

- Organise the whole program in detail.
- Create crowdfunding campaign and apply for EU and government funding programs.
- Find our working place and buy the needed material.
- Find partners and companies.
- Find the NEETs and motivate them to collaborate with the organisation.
- Implement our program.
- Evaluate the program and make changes if needed.

**5. Please explain the challenges for the implementation of social entrepreneurship model, and how you can minimize them:**

The challenges for the implementation of our project are:

***Encounter financial supporters to invest on the project.***

The reason why we need to encounter financial support is because our project is a new idea, which hasn't been tested yet. We suggest that we can solve this point by raising a crowdfunding campaign and trying to obtain funds from EU and government programs.

***Convince the NEETs to participate in the activities.***

NEETs may fear to get out of their comfort zone and probably will hesitate to visit our organisation because they are not informed enough about it. Additionally, they may be afraid of asking for help and accept the fact that they really need it. This could trigger a huge change in their everyday life and shock them. To solve this problem, we are thinking to organise non-formal events in schools, public places and make some activities with the NEETs, like presentations, workshops, artistic activities and sports events.

***Enter the market***

The problem here is how to be well-known in the society and be recognised by young people. Indeed, our idea is new and unknown and can bring some fear to the market (other social enterprises, companies, citizens). To solve this problem, we could organise events in public places and schools, and through social media we can spread and communicate our vision and activities.

**6. Please describe the best practice(s) which your social entrepreneurship model will build on and provide evidence of their effectiveness:**

- Training courses:

Through training courses young people will improve their soft skills and hard skills. For example, for hard skills, we can provide language courses, mathematical analysis, marketing and informatics courses. For the soft skills, we

can make seminars to help the NEETs to improve skills, like leadership, negotiation and conflict resolution, communication, self-motivation (initiative) and teamwork.

We can assure the effectiveness of the courses by creating the proper environment for active participation. In each course, we will include teamwork tasks for the participants to understand each subject and to practice their soft skills as well. Otherwise, we will create an evaluation system. For example, we will give self-reflection questions to the participants. In this way, they will learn how to measure their own progress and how to set goals to improve themselves. In order to evaluate the effectiveness of these training courses, we can also create statistics concerning the total number of participants entering the labour market and the total number of those selected by our partners to take part in their projects. If the results of the statistics are not the satisfying ones we will improve the quality of our training courses to achieve our goals.

- Seminars

Through seminars we will help the participants to enter into the labour market. There will be sessions about how one can identify job opportunities, for example through career pages or through other related websites like LinkedIn. Then, there will be also sessions about how one can identify his one's competences by using useful tools like self-SWOT analysis. Later, they will learn how to create an appropriate CV and motivational letter for each different job offer, how to create and update an appealing LinkedIn profile and how to be properly prepared for an interview.

Then, they will have successfully completed these seminars, they can apply for the open projects with our partners.

With the aim of evaluating the effectiveness of these seminars, we will create statistics concerning the total number of participants entering into the labour market and the total number of those selected by our partners to take part in their projects. If the results of the statistics are not satisfying, we will improve the quality of our seminars in order to achieve our goals.

- Projects with companies:

We will try to contact some companies to establish partnerships. These partners can provide us the professionals to train the NEETs about the skills that they need for their companies. In this way, NEETs will meet the specific needs of the companies and they will feel more comfortable at the working places. On the other hand, companies will be sure that these workers will have the proper skills to help the company to achieve its goals.

We can measure the effectiveness of the projects through different steps. First, we will evaluate how useful was the project for the companies and then how

many of the participants were hired by the companies. But we have to keep in mind that if the results are not the desired ones, we will recreate our projects.

- Virtual sessions:

We will also create online courses for our participants. Through these sessions, they can learn and exchange knowledge, experiences and their point of view about different topics. Additionally, they will have the opportunity to communicate with volunteers, participants and trainers.

To evaluate these virtual sessions, we will create an online test before and after the courses.

## **7. Explain why and how the selected best practice(s) will address the identified problems/challenges:**

The best practices that will address the identified problems are:

-Educational and motivational events in schools and public places like parks that will create incentive to NEETs to change their future.

-Seminars and training courses, that will help them to be well- educated allowing them to obtain crucial skills for the labour market. As a result, the possibility to find a job will be higher. With this practice, we believe that youth unemployment will decrease.

## **8. Please describe schematically and chronologically the main phases of the social entrepreneurship model:**

The main phases of our social entrepreneurship model are:

-Creation of the board responsible to manage the whole social enterprise (2 months).

-Setting the specific goals and mission (1 month).

-Design of the whole program in detail (6 months).

-Research for partners (6 months).

-Marketing campaign (1 year).

-Collection of financial resources through Crowdfunding campaigns and EU funds (8 months).

-Research for the building up of the academy (2 months).

-Creation of a database of local NEETs (1 month).

-Promotional and motivational events (1 year).

-Implementation of the program (after 10 months).

-Evaluation and update of the program.

**9. Please provide a description of the management plan, including how resources are allocated to tasks, how cooperation and information will be ensured, as well as how the decision-making process is organised:**

For the purposes of realising our program, we will need some departments: human resources, finance, marketing, education, data analysis, volunteers. To start, we will need at least 10 volunteers for these departments.

Concerning our financial needs, we know that the most expensive activities are the research for the building with all the needed materials (computers, desks and so on) and the marketing campaign. For these two activities, we believe that we will need at least 12,000€.

The cooperation and information will be ensured through our website, our social media profiles, our newsletter and our forum.

**10. Please describe the evaluation methodology to be implemented by the social entrepreneurship model:**

Our social entrepreneurship model can be evaluated in two main ways:

- Database

We will create a detailed questionnaire that must be filled before, during and after each activity. In this way we will assure that our program meets the needs of all interesting parts (NEETs, other interested participants, partner companies).

- Non-formal education tasks and self-reflection

In each activity, we will include teamwork tasks for the participants in order to be sure that their participation will be active. After each activity, there will be time for self- and team-reflection. In this way, we will assure the high quality of our program.

**11. Please outline the awareness-raising, dissemination and communication strategy put in place that ensures the reaching of the relevant target group(s) as well as the relevant stakeholders and the general public during the lifetime of the project. Please explain the plans for making any produced materials accessible through open licenses:**

For our awareness raising and communication strategy, we are thinking to implement the following activities:

- Informational and motivational activities in schools and public places like parks, squares, cultural centres,
- Open events with the collaboration of the municipality,

- Cultural events, presentations of different cultures and traditions (for example, presentation of the culture of migrants, foreign residents, etc.),
- Creation of the website and the forum,
- Social media campaign,
- Mini presentations of our academy in companies, and
- Connection with the municipality and other relevant associations and companies, through our active participation in events held by the community.

Through our online sessions and our webpage, the interested people will be in continuous contact with us and they will be able to download our educational and informational materials.

**Done by:**

**Daniela Sofia Almeida Marques** - Portugal - AveiroViva

**Imane Saoudi** - France - Langues&Compagnie

**Marieta Nikolaeva Zhivkova** – Bulgaria - Association “Institute Perspectives”

**Nikolitsa Angelopoulou** - Greece - United Societies of Balkans

**Theano Karathanasi** - Greece - United Societies of Balkans

**Anna Bonfiglio** - Italy - Comitato d’Intesa tra le Associazioni Volontaristiche della Provincia di Belluno

**Silvio Leštach** - Slovakia - ADEL - Association for Development, Education and Labour

## (VI PART)

### **DBDT – DRINK BETTER DRINK TOGETHER**

#### **2. Please explain the problematical situation. Which motivation help you to design your social entrepreneurship model:**

If you look to the studies in the Eurozone, the youth unemployment has been stuck between 19% to 25% for the past eight years. It is a fact that youth don't have the same chance and opportunity to get a high education and at the end a good job.

Those numbers include young Europeans who can't find a job because they don't fit within the general education system and it can't match their aspirations and a future job.

Moreover, another issue is important to underline. Nowadays, small producers are struggling to integrate the labour market and to develop their business. It's particularly true in the wine field. Indeed, small producers don't necessarily have enough resources to compete on the labour market. They are stuck in their situation and are struggling to get over it.

Our mission? Helping both of these types of people and offering them a better quality of life.

#### **3. Please explain the purpose of your social entrepreneurship model:**

As we understand these issues, we are willing to find solutions and to help them in their daily life. In order to do so, we created a new model of wine cooperative called DBDT "Drink Better, Drink Together". It's all about creating a community of people that are helping each other, it's all about being stronger together and sharing the same values.

We had the opportunity to explore that small producers were too small to enter in the labour market. This is the reason why, by the system of alliance and Union, we created a cooperative to make them grow and to provide them access to the labour market. Therefore, they will become large enough to compete with the major's brands.

#### **4. Beneficiaries:**

These groups of small producers that can't get into the labour market because they cannot compete against the bigger producers. Indeed, they don't have the chance or the opportunity to get scales economies. Their network is limited and they are often running out of money to offer their products in a bigger area. Moreover, they don't have the knowledge to implement an efficient

marketing plan that prevent them from being at the scales of the others big companies coming from all over the world. In a globalised world, it's often the small producers that are struggling the most. It's always difficult to find its place in such competitive market.

As we understood this challenge, we decided to create a business that allows them to have a chance to increase their market values. Nevertheless, our mission is not only a business oriented one. It's also about having a social positive impact on the society. Our impact will be double; we are willing to create a positive circle. Indeed, as we are promoting these small producers we are allowing them to employ other people, people who are unemployed and who don't have any education. We are giving the opportunity to these producers to be able to also help their children, nephews, neighbours...

**5. Please provide a need analysis and explain how the objectives and issues addressed are realistic and relevant for the target groups, that will use your social entrepreneurship model:**

The point is that they will be able to hire more personal (in this case NEETs) as the small producers get bigger and bigger. In the contract, the cooperative is going to sign with them, the requirement is for them to hire a specifically type of people. We are now talking about NEET's. We are going to implement a mentorship system in every single local farm that has joined the cooperative. Indeed, we want the producers to mentor a NEET. These young employees will have to work in the farm chosen for him for at least one year. They will learn how to work in vineyard. They will be able to produce wine by themselves at the end of this period. We are going further as we are providing them some additional skills thanks to some training programs. It's definitely a plus in their career as they will learn about how to be an entrepreneur, to be creative, to be organised, how to handle business challenges.

Thanks to these new skills and their work experience, they will be able to run a new business or just to work as a professional in a vineyard.

We want these NEET's to get also a qualification in order to assure them that they will be able to get better opportunity to find jobs.

By going to the municipality and ask for endorsements and support, we hope to reach the majority of the small producers of this community for purposes of matching the majority of small producers. Then, we manage the NEETs program by human resources and enter in contact with the city job centre to help those who meet the requirements of a "Not in Education, Employed or Training" and we help hiring them.

We promote them by labelling with the cooperative label. We improve their work habits by educating them, teaching them new ways of presenting themselves, introduce them to the passive agriculture in order to become more

aware of the eco-friendly system. All project promotes Inclusion of the small farmers that can feel sometimes isolated. It will be achieved by creating meetings and symposium for them to exchange ideas, knowledge and experiences, make more connections between them with the aim of preventing these struggles.

What we want is not just educate and improve them but also, to interact with the communities. They can experience the wine by knowing its history and the producer's, where it come from, how it was created... "Story Telling", then by providing workshops, people can create their own wine and have an experience of a wine producer. Moreover, we will collect feedbacks from those communities to improve our farmers/producers work with a side-side evaluation (Social Feedback) in this way, we make the communities get more involved with all of this process. (Sustainability).

Furthermore, we will use the EB - "Empty Bottle" system which consists in buying a wine bottle but the customer has to pay a parcel for a bottle as well. When the costumer brings back the empty bottle, he can get a new bottle and get another bottle and pay less for it. If the customers throw it away, they lose that parcel. The advantage of this system is that, if the customers wants more wine, he goes to the shop or farm and his/her bottle will be recycled. This system will allow to minimize the cost of bottle the producers need for the wine.

Why are we doing it this way? Our system is easy to understand as our main goal is to create a real relationship with the customer. We want him to meet the local producer, we want them to create a proximity relationship. This way, the customer is going to promote the wine of this producer but also, our structure, through a mouth by mouth way. He will also know how the wine is produced and he will be aware of its high quality, produced in a total organic way. During his/her time at the farm, while buying his/her bottle of wine, there will be some signs, pictures explaining the story of this producer, of the cooperative, and about the positive impact it has on youth unemployment.

After, we market by reaching the locals sponsors, sports-teams, festivals (ex, university community fairs) ... And we promote the small producers by creating open days, visits to the farm where the wine is made and once there, the costumers will make their own wine.

Following this schema, we have the delivery system to assure that the product reaches the client. We are going to use the MFF - "Minimum for Free" concept. It consists in getting the client to buy more by paying less to minimize the stocks of the producers in their farm and the CS- "Car Sharing"– we use intern NEETs or any collaborators of the cooperative to drive to the product to local places in this way it minimises the delivery costs.

## **6. What actions have to be done in order to realise your model:**

### **1. Matching the small producers;**

*First meeting*

The small producers are spread everywhere in the region. This is the reason why, we have to make an appointment with someone of the municipality, of the employment agency and someone from the Trade Union which represents the small producers in order to get each of them. We will be in charge of the logistic of this meeting (find a local, make a database of the contacts, and some documents about the project). During this meeting, we need to convince them and have their approbation in order to get legitimacy and then, we sign an official paper to conclude the deal. Later, we organise the second meeting with the small producers. We need to invite them personally but we will ask to our partners (municipality, Trade Unions and employment agency) to be sure that the small producers will receive the invitation as well.

### *Second meeting*

During this second meeting, we will sign the contract with the first small producers who are willing to be part of the project. We will ask to the small producers their requirements: how many persons do they need to help them, when is the best period to send the NEETs, and if they want to be part of the workshops and the “story telling” and portraits which will be presented to the customers.

## 2. Human resources to manage NEETs

We will be very close to the employment agency to identify the young people who can match in the project. We will make a list and then get in touch with those NEETs. We will be in charge of the interviews to select the most motivated young people to be part of the project and also send them to the small farms according to what the farmers told us (cf: requirements). We will go with the young people the first day in the small farm to make them feel more comfortable. We will organise the schedule for the first day: to show them the farm, explain what they are going to do during this period, to present them the team of farmers. At the end, an official contract will be signed between the small farmers and the NEETs. We will go to visit the NEETs once per month for instance, and has to keep in touch with them at least once per week.

## 3. Marketing

First, we will design the logo and the identity of the brand. We want to have a unique and common identity because all the small producers have their own identity for their production. We will co-design this identity with all the small producers in order to involve them in the process and let them know that they have an active role in the project.

-We will provide them a website and they will also have the opportunity to give us feedbacks.

-We will collect all the contacts from the small producers to make a unique database.

-We will have a subscription service to send the newsletters to make the customers and also the community (small producers, NEETs and partners) to let them be updated about the activities of the cooperation.

-We need to identify organisations, associations, structures who need sponsorships for the events and in exchange, they can provide us with free marketing. By sponsorship, we mean that we will provide wine for festivals, events, etc. They will put our logo in their banners, flyers, and others communication channels they have.

-We will create official pages of “DBDT” on Facebook, Twitter... On these social network pages, we will post messages about activities of each small producers, feedbacks from the customers, and also testimony of the NEETs. In our team, we will have someone who is in charge of taking pictures, making videos by visiting the farms.

-We will create special portrait/ biography of all the NEETs who are involved in the project and the small farmers as well. We will use this portrait on social media and during events, on banners, flyers, etc. The main goal of this strategy is to create a connection between the customers and the cooperative: they are not buying just wine but also have a social impact on the community by helping the NEETs and small producers who are on these portraits.

#### 4. Delivery services

The delivery system is taken care of by the cooperative to assure that the product reaches the client. We’re going to use the MFF - “Minimum for Free” concept that consists in getting the client to buy more by paying less in order to minimise the stocks of the producers in their farm and the CS- “Car Sharing”– we use intern NEETs or any collaborators of the cooperative to drive products to local places. Hence, the delivery costs are minimised.

#### 5. Managing the cash-flow

We will manage all the incoming and trades made by the sales of wine, salary of the NEETs, the partners (Small producers).

We will hire personal (NEETs, etc.) to sell products and, in doing so, we take care of the logistics and the responsibilities of the producers. Thus, they can focus mainly on the production of wine and the maintenance of their farm.

Moreover, it allows us to retain control of the cash flow of all transactions done by all this process.

#### **6. Please explain the challenges for the implementation of social entrepreneurship model, and how you can minimise them:**

As in any sort of business, we would obviously have to cope many challenges. We have to keep in mind our social objective. This is our main and

only goal. To get this positive impact we would necessarily have to start at a small scale our project in order to it to be sustainable and then get a larger scale.

### **Involve NEETs in the project**

NEETs are often isolated, cut out from social activities. It may be tough to reach them and to make them involved in the project. This would be our first main challenge. We have to reach them by diversified channels. For sure, social media would help. We also will go to youth centres, high school, etc. The best way is to go personally to talk in person with those who could be close to the NEETs. For example, we are thinking about teachers who know some of their students that have quit school and are in trouble situation. Another example is to go directly to talk with young people.

### **Keep them involved**

Convincing the NEETs to be a part of the cooperative is one thing but make them be involved in a sustainable way is another thing. This will be the most important challenge for us. We have to find the NEETs, a structure where he is feeling comfortable and where he wants to evolve for at least a year.

We must create a good match between NEETs and producers. They have to get along. Some special meeting will be hold in order for them to meet each other (sort of speed meeting).

Even though, if at the first meeting, the NEET seems to feel fine, we need to provide a follow up. He needs to know that during the whole process of the mentorship, someone is available to answer his/her questions and to help him/her feeling more at ease within the structure. A coordinator would be in charge of doing so. He would go to visit the NEETs once per month for instance, and has to keep in touch with them at least once per week.

By matching small producers and young people we are developing a big network, we promote our project. Thus, before having even launch our cooperative, we already have an important network because they are going to be our first customers.

## **7. Please describe the best practice(s) which your social entrepreneurship model will be build on and provide evidence of their effectiveness:**

Our partners will be our key to success. We have to identify who is a key partner, who is going to efficiently promote our cooperative and our mission. They would also be able to provide fund to our organisation and to help us grow.

First of all, we will have a partnership with the municipality. First, it will be at a local level and it will widen our network of consumers in order to minimalize the challenges, to convince the NEETs to be a part of our cooperative as we will gain legitimacy. Local politicians will be the other factor to our growth.

They have the power to promote our cooperative through their network and to help us to get easy access to the alcohol market.

We will also have to become partners with youth institutions. They will be able to promote our social business to the youth.

Moreover, we want to be part of different local events organisers. We want our wine to be introduced in every local event. It will be an easy way for our products to be known on the labour market. We will also have the opportunity to clearly explain our project.

**8. Explain why and how the selected best practice(s) will address the identified problems/challenges:**

We will have to do a Bench Marketing to analyse the cooperatives system in other countries so that can improve and adapt to the local legislation.

We can become effective by studying the environment, the qualitative survey and all the results of this study where we will put it in a SWOT analysis of our internal and external environment. Thanks to this analysis, we can minimise our challenges and knowing our strength and weakness to improve the effectiveness of our work/project.

**9. Please describe schematically and chronologically the main phases of the social entrepreneurship model:**

Matching the small producers;  
First meeting  
Second meeting  
Human resources to manage NEETs  
Marketing  
Delivery services  
Managing the cash-flow

**10. Please provide a description of the management plan, including how resources are allocated to tasks, how cooperation and information will be ensured, as well as how the decision-making process is organised:**

In this part, we will develop how our organisation is effectively working. The organization is divided in 3 different poles with 3 different ways of work. These are the connection between:

-The first pole is managing the production: collecting the information and the data of all the field of all farmers.

-The second pole is the sale: we collect all the finished product wine. We put them together in stock room and sell them. It's important to know that the promotion and the marketing parts are directly related to the sales.

-The third pole is the training part and the creation of jobs for the NEETs. The training part is composing of: in one side the workers (NEETs) and the mentors. The NEETs will get the experience and the knowledge from the mentors, they acquire and develop skills from the mentors and they get qualified. As a conclusion, they will learn some marketing and commercial skills to create a synergy of their knowledge. After their training, they will receive an official certificate to prove their knowledge and an opportunity to work in the organisation and to apply to the mentorship.

**11. Please describe the evaluation methodology to be implemented by the social entrepreneurship model:**

Concerning the evaluation of our project, we assume that it will succeed. Thanks to all the research that we made and all the projects that worked efficiently in other countries.

**12. Please outline the awareness-raising, dissemination and communication strategy put in place that ensures the reaching of the relevant target group(s) as well as the relevant stakeholders and the general public during the lifetime of the project. Please explain the plans for making any produced materials accessible through open licenses:**

Strategy: We will get in touch with the municipality and the trade union (so we can use their connections and support to make our job easier - they know most of the channels we need to make our work easier - then we will have some meetings with the local producers to explain the pros of becoming a part of our cooperative. They will present the facts that the model works in other society. Hence, they can see the value in our service and be a part of the social cooperative.

Stakeholder: All of the parties: producers, consumers, municipality and community.

General Public: Customers, supporters and also community.

**Done by:**

**Barbara Lengereau** – France - Langues&Compagnie

**Jennypher Mottola** – Italy - Comitato d’Intesa tra le Associazioni Volontaristiche della Provincia di Belluno

**Megan Alcon** – France - Langues&Compagnie

**Nicolau Lavres** - Portugal - AveiroViva

**Pierre-François Di Stefano** – Belgium - Centre for European progression

**Viktoria Ivanova** - Bulgaria - Association “Institute Perspectives”

**Vincent Ferko** – Slovakia - ADEL - Association for Development, Education and Labour

## (VII PART)

### BEEGREEN

#### **1. Please explain the problematical situation. Which motivation help you to design your social entrepreneurship model:**

For our proposition of social entrepreneurship, we chose integrating NEETs (young people not in employment, education or training) to work on a farm and rebuilding an old house to achieve self-sustainability.

On the one hand, due to the pressures of [over consumption](#), population and technology, the [biophysical environment](#) is being degraded, sometimes permanently. This has been recognized, and governments have begun placing restraints on activities that cause [environmental degradation](#). Since the 1960s, activity of [environmental movements](#) has created awareness of the various [environmental issues](#). There is no agreement on the extent of the [environmental impact of human activity](#) and even [scientific dishonesty](#) occurs, so protection measures are occasionally debated.

On the other hand, due to economic or social-political problems in the country or the domestic sphere, there is an ever-growing group of young people that are not able to have a high level of education and for this they are not able to find a suitable employment which could improve their life in society. This group ranges from the age of 15 to 29 (NEETs - Not in Education, Employment, or Training).

#### **2. Please explain the purpose of your social entrepreneurship model:**

From the reasons above, we felt motivated to find a solution for the local community. The main idea is to combine the technology and the recent trend of agriculture. The first step is to collect organic waste from public places, like restaurants, and private households in order to turn it, through a specific procedure, into organic fertilizer which will be sold to local farmers and privates in order to help to provide cleaner cities.

This project will aid young people in the NEET group by including them into the labour market whilst training them with specific skills in the field of: agriculture and farming, eco-friendly solutions, self-sufficient technologies, and economics basics.

This will help them achieve a goal in their life and improve social skills whilst at the same time making themselves useful for society.

By the same means the project aims to find a European fund or an investor's interest in collaborating with the expansion of eco-tourism in rural and uncontaminated territories by acquiring an old or abandoned house that needs

basic restructuring and cleaning which will become the new hub of the NEETs program. The house, once refurbished and fully equipped with all the household means is destined to become a touristic destination for nature lovers and those who want to escape the frenetic metropolitan life.

### **3. Beneficiaries:**

This model will affect directly the NEET group as some of them previously unemployed and out of work will gain skills which could lead them to employment thus heading them towards economic independency. It affects also society as a whole since its implication on a large scale could potentially affect everyone in the world. Its ambitious program, if completed, could help run the economy in some disadvantage areas in some countries and could save a lot of tax payers money by implementing organic waste collection in areas that do not provide the appropriate facilities.

### **4. Please provide a need analysis and explain how the objectives and issues addressed are realistic and relevant for the target groups, which will use your social entrepreneurship model:**

For this project, we will collaborate with local authorities or other associations to understand the NEETs situation in a particular village so that we can implement different communication channels which will help us to find young people that are interested in working in this project. We have estimated that we are going to start with a small group in order to keep them motivated and interested. The main objective is to include them in society, to interact with them and give them support by allowing the most motivated ones to find their way in the labour market.

### **5. What actions have to be done in order to realise your model:**

The first step would be to find a suitable property with a house, that can be rebuilt, with a potential of growing fruits and vegetables and an access to clean water nearby. Moreover, the majority of the property needs to be under direct sun to be able to use solar panels. The property would include a small animal farm that can be left for the NEETs to take care of. To finance the trade, we will contact local investors that are interested in supplying their resources in this ever-growing eco-market. Also, we will apply to national or European funds that can help cope with the expenses.

Secondly, we would need to “recruit” the suitable people from a selected NEET group who are interested in improving or acquiring new job skills. We also need to find people interested in nature, with a pro-environmental way of thinking, physically able to proceed with various task which are demanded. People would

need to be able to live for long period of time with basic condition of living and the use of the latest technology. Basic skills of cooking, plant-growing, carpentering, farming or economic skills are welcome.

Third step would be investing in very profound and detailed expertise about self-sufficiency, all the methods usable, ways of creating own solar energy, separate and recycle every kind of waste (not just biological), filtering already used water. Then creating an educational package meant for NEETs about basics of farming, plant-growing, agricultural knowledge in general, basics of coexisting with nature without access to usual everyday technology usage.

Next step is to create a customer base which consists in local restaurants, private households and other voluntary donors of biological waste. To reach our potential supply partners, we will use cooperation with local authorities and restaurants themselves to spread word, advertise, create a network to meet suppliers and demanders of organic waste. Find a most efficient logistic chain of collecting and facilitating the waste. With a help of first group of NEETs we build several waste disposals on our property.

Finally, the property will be rented to customers who are mainly passionate about nature and living sustainably in order to get a revenue out of this program. This will make the program self-sufficient and avoid leaning on donors or third parties. The main channel to expand our customer base will be through specialized travel agencies and social media marketing strategies.

## **6. Please explain the challenges for the implementation of social entrepreneurship model, and how you can minimize them:**

The first challenge will be to find a suitable investor who is willing to invest in this relatively new business. Providing investors with personal expertise and informational data about the growing market will attract new investing possibilities for which we can benefit. The potential of the local natural territories will be of great help generate awareness among the business prospective.

The second challenge will be to find willing young people who are expected to leave their comfort zone and give up on their daily level of comfort to face real-life problems and challenges. Workshops in youth centres will help to bring awareness of the program and help them bring out their full potential and help them achieve fulfilled lives.

The third challenge will be to convince our potential suppliers of organic waste to cooperate with us in providing biological litter on a regular basis. This task will be highly difficult to achieve as neither the local nor state law requires them to do so. By convincing them that the waste tax will decrease when separating biological waste, will influence their behaviour in the way they think about waste disposal.

**7. Please describe the best practice(s) which your social entrepreneurship model will build on and provide evidence of their effectiveness:**

Our main objective to build a new kind of residence that would be in complete harmony with the planet, this home would be made with sustainable materials. It would be relying on clean energy and renewable resources to supply its inhabitants with the most basic and essential of needs. It would be designed to be affordable and utilize construction techniques that are so simple that anyone could build it. To eliminate the environmental impact of construction, building materials should be recycled, salvaged, locally available, renewable, and durable and above all have a negative carbon footprint.

Primary building materials are: scrap automobile tires, aluminium cans and glass bottles. This allows the structure to achieve thermal mass which effectively keeps the home warm in winter and cool in summer without the need of separating heat and cooling systems. This home is inexpensive to build and is fire-proof and earthquake resistant. We will provide green rooftop which reduces heat loss.

Solar power which will be used is the most efficient and almost any region can benefit from solar array. To provide house with water we will install rainwater harvest solutions by collecting not only rain but also snow on catchment surface like a roof. From there water is gravity fed into a cistern then channels it into a pump system and filter it.

Solar energy then can heat the water for all the hot water needs. With this new technology water can be recycled up to three times. After this process, the water goes to the green-house to provide nutrition to the edible plants. To build a proper spot for plant growing, we will use south facing part of the property and install passive solar windows which can absorb heat from the sun.

**8. Explain why and how the selected best practice(s) will address the identified problems/challenges:**

On the other hand, the best practice when looking for new NEETs would be to clearly and often communicate the vision with them, provide clear job description. It will be also very important to authentically welcome volunteers and orient them to their new role. We will ensure that the NEETs are aware of what is expected from them. This is the reason why we will start with a small group to ensure they are not scared by huge commitment. We will keep the workload manageable and communicate their progress on a regular basis because NEETs need to see that their efforts are having an impact.

When there are going to be any setbacks or breakdowns we will try to make NEETs learn from them and to share their learning with each other. We will avoid lack of preparation so we don't waste anybody time. Our goal is to create trusting

environment that ensures open communication, team-work and respect for diversity.

The following step will be to keep everyone on your team informed of the changes and provide opportunities to switch to different roles that they might find more enjoyable. The crucial think is to give and receive feedback in formal and non-formal way. We will try to provide opportunities for NEETs to learn and grow and we will honour our commitments with them and give them a chance to renegotiate.

Another very important thing is to give NEETs the opportunity to take breaks from the project and we will make them sure that they can say no if they are over extended or overwhelmed. Our strategy is to enthusiastically acknowledge all the successes especially small wins. We will respond to any inputs, questions and feedback as soon as possible and build interpersonal chat time. The ones who will prove their passion will be taught in leadership positions and how to delegate. We will conduct exit interviews whenever one of the NEETs ends their participation and share our learning from those with other managers.

### **9. Please describe schematically and chronologically the main phases of the social entrepreneurship model:**

Phases of our social entrepreneurship are divided into mission statement and opportunity, innovation, product relations, business model, social outcomes and social transformation.

First stage would be to start by deciding precisely who we want to serve and exactly where and how to serve them. We have to be equally clear about the problem we would like to solve for this demographic through our product (fertilizer) and service (renting self-sufficient house).

Second stage would be to research field. We will need to learn more about the social business landscape. We want to work in specifically and see who the players are and how they are changing the world. As there is currently none of the social entrepreneurs who do similar business as we do, we will use our inspiration and fuel to come up with our own distinctive different purpose-driven offering.

Third stage would be to conceptualize our unique offering. We have to ask ourselves how can we offer something different then what our competitor are offering not just locally but in general point of view. The more innovative we are the more unique our social enterprise will be.

Forth stage means to reach out to our team members for feedback and support. Gathering an outside support either from people who are trusted mentors and advisors or competitors and collaborators, we came across when we did our research. They can help guide us to success, ideally opening up their networks and recourse pools along the way to propel us forward.

Fifth stage is to develop our business model. This functions as a roadmap for how our enterprise will generate revenues. We have to decide and document

exactly how much money we need for this social enterprise to bring in order to support our mission, pay itself, to make a profit and to perhaps potentially expand in the future.

Sixth stage is to identify initial funding sources. We will seek many different possibilities. There is a high chance that our main financial help comes from impact investing groups which exclusively fund purpose-driven companies. Next step is then to write an action plan which specifically lays out the “to do” tasks and action items, we need to commit to and by when. It will include the exact date we want to launch our social venture and how long it will take us to get there, working backward from that date. By meticulously following it, we will make sure we will stay on track.

**10. Please provide a description of the management plan, including how resources are allocated to tasks, how cooperation and information will be ensured, as well as how the decision-making process is organised:**

Our management plan will include several steps. First one is executive summary, which will be a brief summary of only the most important information. This will be used for readers and potential investors to get the general concept. Second one will be our mission statement which will clearly state our mission, vision and value proposition. The next one is to focus on organization’s background and structure which would list all the legal entity, governance, organization’s history, programs and how the venture will fit into larger picture.

The fourth point will explain that people involved are very important, specially to investors and donors. This will entail a basic human resources plan. We continue with market analysis which is externally focused, setting a business plan apart from many grants and strategic documents. For this purpose, a solid research is necessary as no mission and commitment overcomes a lack of market. Sixth point is competitive analysis as there is always competition either direct or indirect or alternatives.

Seventh step concerns about products and services. Information on all major products and services should be listed. For this an overview and description is sufficient, with additional details. Next section contains operations which describe the creation and delivery of products and services. This should include milestones. Another important thing is marketing and sales which describe how the organization reach the target market and turn prospects into revenue.

Evaluation and impact assessment play big role. This section details social and environmental benefits generated, how measured and how tracked. Then we detail major risks and how they are minimalized. It has to include both external and internal risks. The last section provides historical, current and projected views. This should include start-up needs, ongoing profit and loss and break-even.

**11. Please describe the evaluation methodology to be implemented by the social entrepreneurship model:**

Evaluation as a knowledge production activity, is a really important part, which may occur at any point or continuously throughout a programme, to provide information on progress to interested and affected parties. For our social business, we think that we should choose an evaluation methodology that consists in these steps:

1. Monitoring and evaluating activities.
2. Being aware of the degree of progress.
3. Sensitive and responsive to change.
4. Diligent and accurate reporting.
5. Inclusiveness, transparency, ethics.
6. Leadership development.

**12. Please outline the awareness-raising, dissemination and communication strategy put in place that ensures the reaching of the relevant target group(s) as well as the relevant stakeholders and the general public during the lifetime of the project. Please explain the plans for making any produced materials accessible through open licenses:**

Any business communication strategy, regardless of how small, should start with a goal and that goal should give some indication of the intended outcome. A business that wants to communicate with employees about benefit options, for instance, may have goals related to increasing employees' level of understanding of the available benefits and increasing employees' satisfaction with benefits. Goals should be focused on some measurable outcome.

**Done by:**

**Gabriela Colotto** – Italy - Comitato d’Intesa tra le Associazioni Volontaristiche della Provincia di Belluno

**Lucia Hankova** – Slovakia - ADEL - Association for Development, Education and Labour

**Dimitra Dalamagka** – Greece - United Societies of Balkans

**Maria Kordali** – Greece - United Societies of Balkans

**Maxim Vandekerckhove** – Belgium – Centre for European Progress

**Carmen Elena Cazmet** – Romania - Alba Iulia Municipality

**Gonçalo Vale** – Portugal – AveiroViva

## (VIII Part)

### BAKE 4 YOU

#### **7. Please explain the problematical situation. Which motivation help you to design your social entrepreneurship model:**

The idea is important for NEETs because they will gain skills like: baking, logistics, traveling and selling. The context of this idea is to help Europe and local communities to reduce the waste of food. And give the youth groups (NEETs, refugees, etc.) different experiences and opportunities that can be used to find a real and better paying job. The reason why we all got together is our love of food. We hate seeing it go to the garbage when it can be used to feed so many unfortunate people.

#### **1. Please explain the purpose of your social entrepreneurship model:**

Our aims are to reduce food wastage, nutritional deficiency, to integrate people into society and to make our business as sustainable and wide spread as possible. They (the youth groups) will learn how to bake and manage money. People will be integrated into society in a way what will make them better in the future and they will be able to start a new life, beginning with a new job. The local communities can also benefit from this too. They will have a better relationship with not only the towns people but with the workers because they'll be working with people from different realities.

#### **2. Beneficiaries:**

Everyone can benefit from our model:

- NEETs → Skills
- Local community → Buys food from us
- Volunteers → Skills
- Starving people → Free food

#### **3. Please provide a need analysis and explain how the objectives and issues addressed are realistic and relevant for the target groups, which will use your social entrepreneurship model:**

People who are affected by this are mostly NEETs, refugees, people who just want to learn new skills, hungry people and charity associations. We hope to have a sustainable business, earn enough popularity for future projects and to turn

into social entrepreneurs. For us personally, we all find it really interesting to work with each other because we're from different countries and we learn from one another.

We want to do this because 88 million tons of food are wasted annually in the EU and there are even more starving people in the streets. That's what we want to prevent from and this is the reason why we grouped together, to help as many people as we can.

#### **4. What actions have to be done in order to realise your model:**

The actions that we want to make are those which will make the model possible. We have to find partners and work spaces which we can be uses to recylce the food and sell it. Our partners will be the local supermarkets, restaurants, bakeries and so on. We will need special permission from the municipality and to find volunteers. We want to make our relationships stronger with the banks and charity associations. We also want to find the perfect space for our factory. The funding we will get can be from different European and national subsidies or crowdfunding.

#### **5. Please explain the challenges for the implementation of social entrepreneurship model, and how you can minimalize them:**

The problems we might endure are:

- We might not get permission from the municipality.
- We might not get as much partners as we imagine.
- We might not find a working space.
- The subsidies or crowdfunding may not work in our favour.
- We might not find enough volunteers to work with.

#### **6. Please describe the best practice(s) which your social entrepreneurship model will build on and provide evidence of their effectiveness:**

-We will need to be persistent and we'll need help from the local community.

-We will start with less partners and build up the relationships through time.

Instead of a working space/bakery, we will try to make an outdoors selling stand and try to gain more recourses to open a real social bakery.

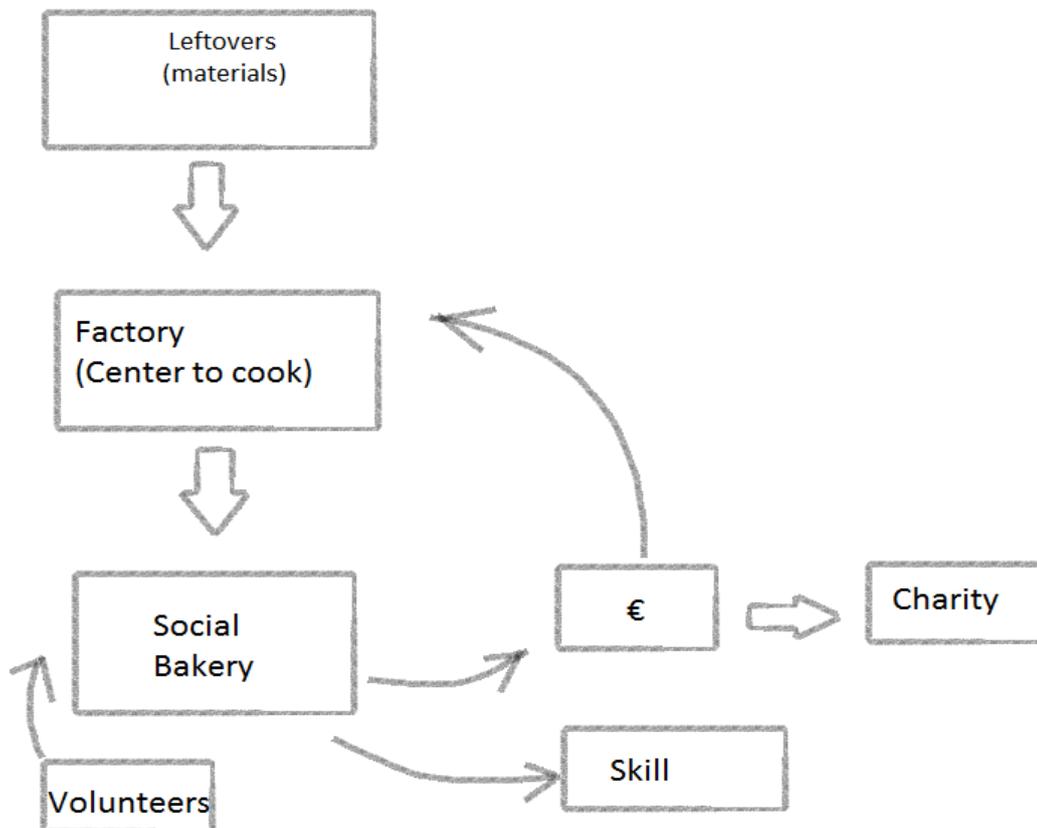
If the subsidies and Crowdfunding don't work, we can make a donation bazar to make it possible for us to work for the first few weeks or we can ask for funding from the municipality.

At first, we can start working on our own and then we can start searching for volunteers through social working associations.

**7. Explain why and how the selected best practice(s) will address the identified problems/challenges:**

There is some proof about social bakeries which are working on the problems and trying to break through by being good people. This is the reason why we think we have a chance to break out on the social entrepreneurship market and have a chance to reduce the starvation and food waste in Europe. By implementing the logistics our practices and activities will be efficient, we will not have any waste and we will also get enough money to sustain our business.

**8. Please describe schematically and chronologically the main phases of the social entrepreneurship model:**



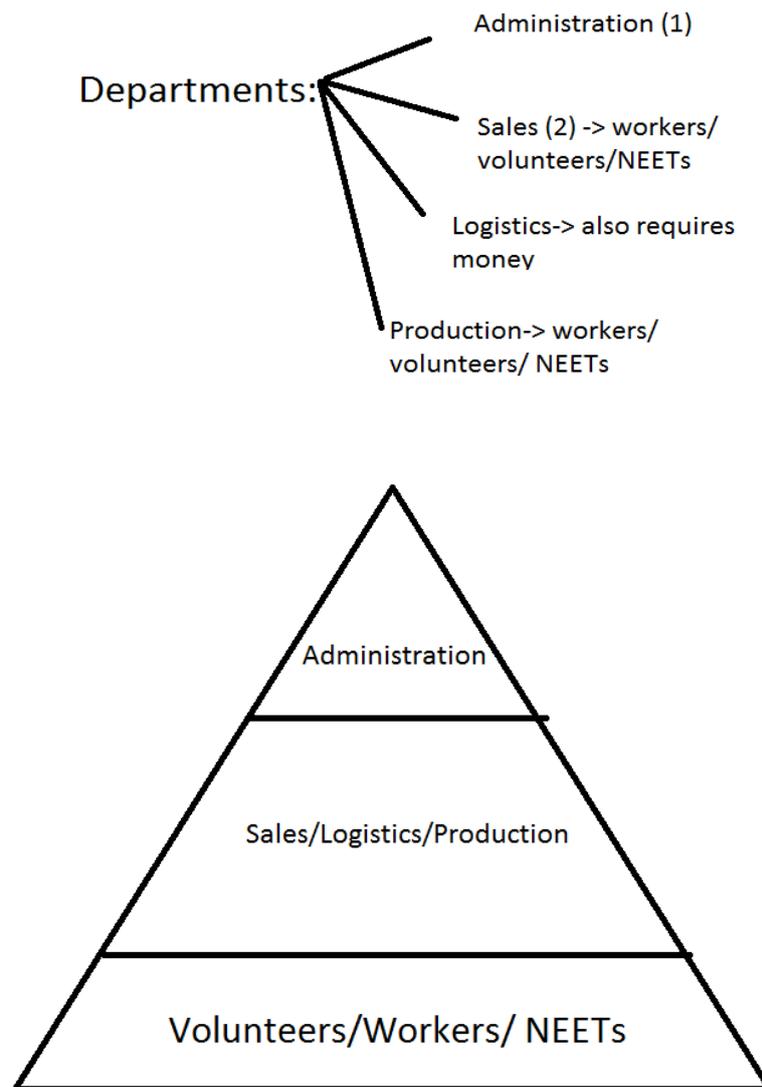
**9. Please provide a description of the management plan, including how resources are allocated to tasks, how cooperation and information will be ensured, as well as how the decision-making process is organised:**

*The administration* - They lead the project, make the association with people that execute the different tasks and give commands. They also make the partnerships with the community and municipality.

*Salesman/Logistics man/Production man* - They take commands from the Administration and give them directly to the Volunteers/NEETs and workers.

They are qualified for the job, they control the activities from their department and send feedback to the administration.

*Volunteers/Workers/ NEETs* - They will gain skills, deal directly with the process and clients and the physical jobs.



**10. Please describe the evaluation methodology to be implemented by the social entrepreneurship model:**

We will evaluate the project by:

- Asking questions if the project is successful and preview the answers:
  - Are we going to profit and have enough money to maintain the business by the first two months?
  - Are our products going to be well received by the customers?

- How much food are we going to sell?
- Then, test it out in the time period of two months. We decided two months because one month isn't enough to decide if the work we're doing is enough or not, this is why we need to have a base for self-reflection.
- Answer the questions and make conclusions about the project. By consequence, we know if it will be successful or not. Otherwise we can make a questionnaire to see what other people think of our performances and how the business is going.
- At the end, our review will show us what we can improve and change.

**11. Please outline the awareness-raising, dissemination and communication strategy put in place that ensures the reaching of the relevant target group(s) as well as the relevant stakeholders and the general public during the lifetime of the project. Please explain the plans for making any produced materials accessible through open licenses:**

We will reach our customers through advertising;

- By using Social Media, local places;
- We can ask local shops to display our business also.

Done by:

**Luboslav Nedyalkov Lesichkov** – Bulgaria - Association "Institute Perspectives"

**Sarah Rharbaoui** – France - Language & Company

**Antoine Patrick Empen** – Belgium - Centre for European Progression

**Muresan Veronica-Cosmina** - Romania - Alba Iulia Municipality,

**Beatriz Isabek Migueis Henriques Ferreira** – Portugal - Aveiro Viva

**Anežka Vargová** – Slovakia - ADEL – Association for Development, Education and Labour

**Sandra-Maria Henriksson** – Bulgaria - Association "Institute Perspectives"

## (IX PART)

### YOUNG CONNECTION

#### **1. Please explain the problematical situation. Which motivation help you to design your social entrepreneurship model:**

To start our project, we tried to answer the following question: “What are the biggest problems in Europe?”. The answer was quite simple: youth unemployment, the migrant crisis and the aging population. We decided to tackle the first two.

Our main objective is to help NEETs (young people Neither Employed nor in Education or Training) find a job. Since one of the biggest problems in Europe is youth unemployment, sometimes young people who don't have the opportunity to find job end up feeling like they're not a part of the society. They do not generate income and have to rely on their parents to survive.

Our second objective is to help migrants and homeless people. These two groups often feel like outsiders either because of the language barrier or because they might have not completed their education. These shortcomings in education can be as serious as an incomplete alphabetisation. To integrate and help migrants and homeless people, we need to solve this problem. Education and formation would empower them and help them to be a part of the society.

These problems should be addressed. What we propose is one social entrepreneurship project to do just that. The recognition of the problem and the thought of a possible solution is what motivated us to design this project.

#### **2. Please explain the purpose of your social entrepreneurship model:**

More than 21.4% of young people around European Union are unemployed. There are over 100 million homeless people in the world, according to [Global Homelessness Statistics - Homeless World Cup](#). “The number of international migrants (...) reached 244 million in 2015 for the world as a whole, a 41% increase compared to 2000, according to new data presented by the United Nations today. This figure includes almost 20 million refugees.” (<http://www.un.org/sustainabledevelopment>).

Therefore, our main purpose is to find a solution to the aforementioned problems. Through our model, we would like to offer a service for NEETs to be in contact with other associations that have already been working with homeless people and migrants.

This social entrepreneurship project helps to achieve some NEETs goals:

- Find a job to unemployed young people.
- Integrate this NEETs in society.

- Thought formation they can also improve their skills.
- Become a teacher for migrants.
- Meet other people and share feeling, ideas and goals for the future.
- Become a support to homeless people and help them.

***Migrants goal***

- Be part of the society.
- Learn a new language.

***Homeless goals***

- Be part of the society.
- Learn how to read and write (alphabetisation).

***Our aims with this Application are:***

- Integrate the NEETs, homeless people and migrants in society.
- Add value to the society.
- Experience to be part of a team (we will need to work together to find association, universities to help us with the formation...).

With our project, we will add more value to society: by integrating a group of people that are normally marginalised and that have some difficulties to be active members of society.

**3. Beneficiaries:**

The model of this App is important because such one does not exist on the market. Therefore, we think that creating one will help and improve the battle with this social problem. We believe that this app is an important step to improve the life of those people. With our project, we can connect three segments of society that will be benefit from the project: the migrants, the young unemployed and the homeless.

With our enterprise, we will connect with associations and foundations that have already been working with homeless people and migrants. Universities would also be collaborating by providing volunteer teachers that are willing to spend some of their free time to provide training for the young people. In this way, the NEETs will be able to help migrants and homeless people that have an interest in collaborating in our social program. Young people will learn how to work with homeless and how to teach migrants through a formation promoted by the App but with universities collaboration.

The most important advantage is that this model will bring to society connection between two different needs that nowadays aren't linked. It will be possible to decrease unemployment, help homeless and integrate migrants in society. Also, we will improve the skills of the NEETs.

**4. Please provide a need analysis and explain how the objectives and issues addressed are realistic and relevant for the target groups, which will use your social entrepreneurship model:**

Our main objective is to help NEETs (young people Neither Employed nor in Education or Training) find a job. Since one of the biggest problems in Europe is youth unemployment, sometimes young people who don't have the opportunity to find job end up feeling like they're not a part of society. They do not generate income and have to rely on their parents to survive.

Our second objective is to help migrants and homeless people. These two groups often feel like outsiders either because of the language barrier or because they might have not completed their education. These shortcomings in education can be as serious as an incomplete alphabetisation. To integrate and help migrants and homeless people, we need to solve this problem. Education and formation would empower them and help them to be a part of the society.

**5. What actions have to be done in order to realise your model:**

The first step is to get in contact with the associations that have already been working with homeless and migrants. This allows for an easy channel of communication with these groups and circumvents the fact that many homeless people and migrants do not have a smartphone or access to internet.

The following step is to create our App. We will need to hire a programmer for this. It should be easy to use, user-driven, fast and light. A simple design would be the most efficient.

The third step is to market test the app. We would like to start with a dozen NEETs signing up on the app, receiving the formation and start teaching homeless people and migrants.

The fourth is to find funds. Once we've established contact with the associations and successfully market-tested our design, we need to find a company to invest in our project. We would like to establish a partnership with one such company through their social responsibility program. The company that would participate in such project would gain benefits to their image. Another source of revenue that we would like to exploit is advertisement on our Application. The logic behind it is that the more people sign up, the more the platform has the potential to sell ads that will contribute to cover the costs. Lastly, crowdfunding is the third revenue channel that we would like to explore. The goal would be to cover our start-up cost through crowdfunding and our operational costs through the partnership with a company and the ads.

The last step is to make our own advertisement about our app. It would be shared on social networks, in order to reach the targeted population, NEETs, on a communication channel that is already integrated with their daily routine. This ad would put us on the market. And, as we mentioned before, the more people sign

up, the more we can potentially gain from the ads and the company partnership and the more NEETs, migrants and homeless people we can help.

**6. Please explain the challenges for the implementation of social entrepreneurship model, and how you can minimalise them:**

Our model is quite easy to use but have a difficult implementation because we need to contact different groups. Our main problem is to be recognized by young people and have an active action on society and on the market.

After the app creation, we may face other smaller problems, namely:

-Don't find enough associations and foundations to have the App working actively.

-Don't have the right amount human resources to provide the formation.

-Weak connection between association and the NEETs as a result.

**7. Please describe the best practice(s) which your social entrepreneurship model will build on and provide evidence of their effectiveness:**

Our main activities are connection between young people and with homeless and migrants. We want to integrate both group of people in society. We want to help young people to find a job and also to help homeless and migrants with alphabetisation.

The best practices we intend on building will be:

-Direct and continuous e-mail communication with the targeted associations.

-Direct and continuous e-mail communication with the relevant universities.

-Direct and continuous e-mail communication with the partner companies.

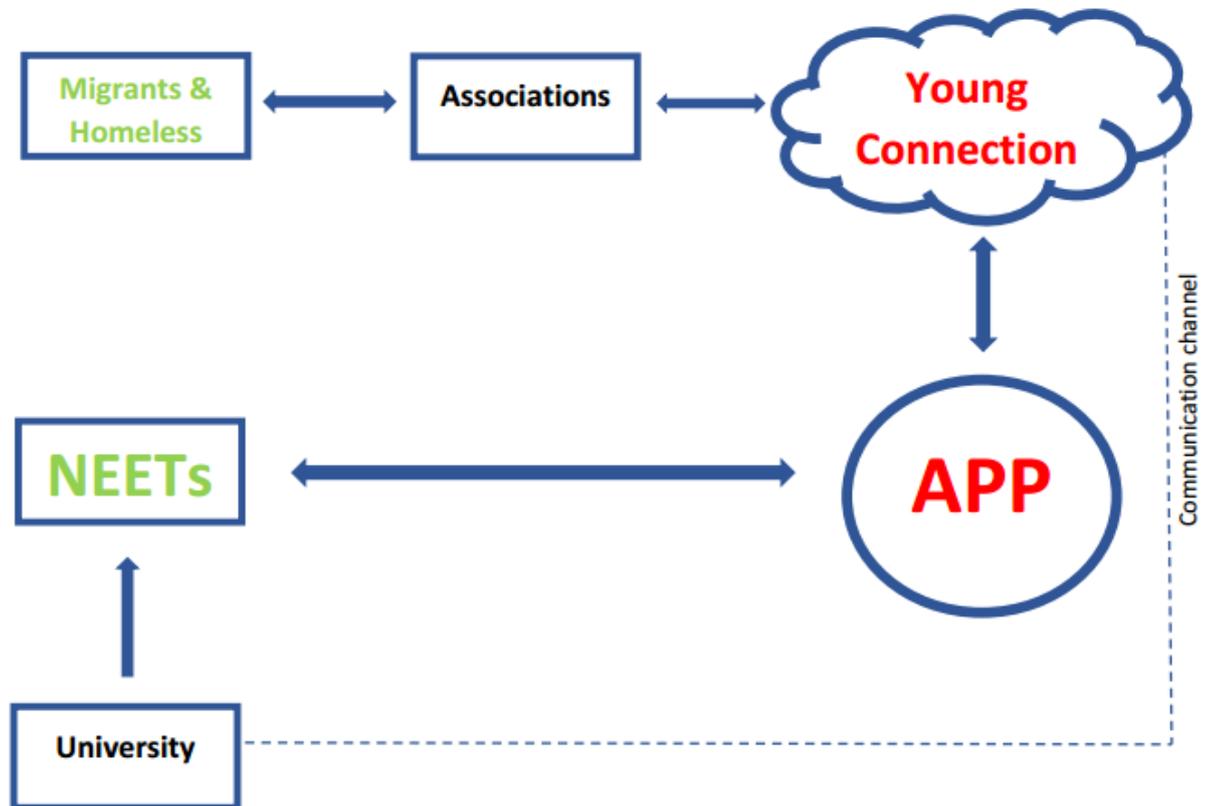
-Updating the app when necessary in order to keep it relevant.

-Updating the list of NEETs signed up on that app.

**8. Explain why and how the selected best practice(s) will address the identified problems/challenges:**

The selected best practices aim to address the aforementioned challenges, namely the ones concerning communication with the associations, the universities and the NEETs.

**9. Please describe schematically and chronologically the main phases of the social entrepreneurship model:**



**10. Please provide a description of the management plan, including how resources are allocated to tasks, how cooperation and information will be ensured, as well as how the decision-making process is organised:**

The main channel of management and communication will be us. By us we mean the Young Connections team. Since this team will be made of volunteers, the main task to which we need to allocate resources, is the salary of the NEETs that will receive the formation and go on training. Cooperation and information will be ensured through daily communication and the decision-making process will be organised democratically between the members of the Young Connection team, with each member having one vote. That being said, we don't believe the decision-making process will be needed too often since once the project is set up and the app is running, the only task remaining will be to check it's up to date every once in a while.

**11. Please describe the evaluation methodology to be implemented by the social entrepreneurship model:**

-Evaluation of the associations: we will choose associations that have been working with migrants and homeless people for a period of a few years or more, in order to be in contact with the ones that have shown some stability in their work. Also, we would like to stay local and work with the associations closest to where the project will be implemented.

-Market Test: Before implementing the project, we will test if our App is viable or not. Once we get the results, we can modify the social entrepreneurship model accordingly, in order to improve it.

**12. Please outline the awareness-raising, dissemination and communication strategy put in place that ensures the reaching of the relevant target group(s) as well as the relevant stakeholders and the general public during the lifetime of the project. Please explain the plans for making any produced materials accessible through open licenses:**

Awareness-raising and dissemination will be achieved on social networks for the NEETs: Facebook, Instagram, Twitter, YouTube. The migrants and homeless people will be reached through the associations.

As we are not selling a product, no need for open licenses for the produced materials. If, however, what is meant by produced materials is the intellectual property that will be the outcome of the project, they will be open to public.

**Done by:**

**Marco Antonio Berti** – Belgium - Centre for European Progression  
**Iris Campos** – Portugal – Aveiro Viva  
**Rebeca Rusu** – Romania – Alba Iulia Municipality  
**Zuzana Pustayova** – Slovakia – ADEL – Association for Development, Education and Labour  
**Claudia Pracchia** – Italy - Comitato d’Intesa tra le Associazioni Volontaristiche della Provincia di Belluno  
**Alberto Callegari** – Italy - Comitato d’Intesa tra le Associazioni Volontaristiche della Provincia di Belluno

## (X PART)

### SUSTAINABLE INCUBATOR GENERATING NETWORK

#### **8. Please explain the problematical situation. Which motivation help you to design your social entrepreneurship model:**

Young people find a wide range of factors as a motivation to engage in learning but can also face a number of significant barriers. Securing appropriate employment to gain financial independence is the most significant motivation. Giving access to appropriate education & training, good quality, independent information, advice and guidance is crucial. Financial problems are one of the biggest barriers for some young people. At the same time, young people value receiving financial support whilst learning.

There is a need for improving social inclusion at the local level through the social economy (people with fewer opportunities: NEETs, newly arrived migrants, women, etc.).

SIGN project will generate social inclusion of workers within the enterprises which are willing to start a sustainable and eco-friendly pathway.

There is also a need for a business reconversion in a sustainable way:

It's hard for companies to recognize that sustainable production can be less expensive. This is partially because they have to fundamentally change the way they think about lowering costs, taking a leap of faith, as Sekem did, that initial investments made in more-costly materials and methods will lead to greater savings down the road. It may also require a willingness to buck conventional financial wisdom by focusing not on reducing the cost of each part but on increasing the efficiency of the system as a whole.

The innovation requires a different mind-set about costs: a focus on increasing the efficiency of the system as a whole. With sustainable development SIGN's enterprises network will work better with less money and more added value.

SIGN project addressed the needs of young generation to work in a fresh and creative environment, paying attention to environmental and social inclusion issues.

Involving NEETs in this project providing them certificated training and giving them the skills to transfer the knowledge to other young people (circular way process guaranteed through Training of Trainers mechanism).

## **1. Please explain the purpose of your social entrepreneurship model:**

### **Aims**

Our aim is to increase the quality of life of the involved people and for future generations in the long term in a sustainable way. Our goal is to help create more successful, sustainable social enterprises in each involved country: Bulgaria, France, Rumania, Belgium, Greece.

### **Objectives**

- Reconversion of the enterprises in a sustainable way;
- Social inclusion of NEETS, newly arrived migrants, people with disabilities, women, etc. etc.;
- To establish a network of sustainable and inclusive practices in the world of enterprises
- Provide new skills for work/job inclusion and reconversion

## **2. Beneficiaries:**

*Direct:* enterprises to be reconverted in a sustainable and inclusive way,  
*Indirect:* NEETs, women, newly arrived migrants, people with disabilities, etc, etc... local communities of each involved country

## **3. Please provide a need analysis and explain how the objectives and issues addressed are realistic and relevant for the target groups, which will use your social entrepreneurship model:**

The goals for enterprises' transition towards sustainability are to meet human needs over the next generations while reducing hunger and poverty (through social inclusion) and preserving our environmental life support systems. Actors are a crucial leverage point for sustainability transitions, because transitions will be brought forward by actors and their interactions. This explains why we believe that coaching and training for the transfer of knowledge from one to another one (Training of Trainers) is our mission.

The need analysis showed as follows:

- People with fewer opportunities experienced a lack of professional experience and field practice, a lack of skills.
- The enterprises need to be informed about the issues of inclusion and the conditions of work of NEETS and excluded people;
- The reconversion of enterprises and networking process in a sustainable way will help establishing a sustainable pathway.

As regarding how the objectives and issues addressed are realistic and relevant for the target groups, the need analysis we have carried out stressed also the following main point (needs):

-*Exclusion* (and unemployment) from the labour market of the indirect identified beneficiaries - which are basically people with fewer opportunities. → (specific objective n. 2) SIGN will create a system of inclusion for them in the involved enterprises, and creation of political and institutional incentives in order to make it beneficial for the enterprises.

-*Sustainable development* → This issue which correspond to the main aim of the project and to the specific objective n.1, will be reached through the reconversion of existing enterprises into a more sustainable one.

-*Lack of skills to achieve a sustainable pathway* → (specific objective n.4) coaching and “ToT” process.

#### **4. What actions have to be done in order to realise your model:**

-Make a market analysis and build a framework for our project (development strategy).

-Establish a legal framework for our cooperative, and political lobby to create incentives for the enterprises.

-Establish a communication strategic plan (events, ...).

-Establish local and transnational networking system (virtual platform and database of contacts, contract making).

-Hire a professional management staff (lawyer, accountant, PR, communication expert, etc.) and train them.

-Establish a training program (ToT).

-Establish a financial strategy (ethical banking and public subventions+...):  
The biggest problems of the NEETs are related to the difficulty of getting credit, to make investments and commercialise their products. Therefore, we propose a public policy that confront these problems and help the SEEs to solve them.

-Assure the working infrastructures and realise a first investment.

-Build our training team.

-First application of our coaching/activity plan with a first customer and public promotion of that event.

-Establish a co-working and education space and a forum peer support group.

-Bus tour planning with enterprises bookings and advertising on our way/itinerary, professional meeting with some other local entrepreneurs willing to be informed or get involved in the network.

-Integration of some start-ups and enterprises in our network (paid service that will guarantee us a source of income) to help them to expand their business opportunities.

-Alliance with technical universities and research centres to integrate them in our network and benefit their expertise and skills.

**5. Please explain the challenges for the implementation of social entrepreneurship model, and how you can minimalise them:**

We have identified two main challenges/risks related to SIGN project:

-The implementation of the network is absolutely necessary in order to develop our project. We develop our network in a virtual platform BUT real contacts matter in our way of thinking and we're going to ensure that our contacts are not superficial. We will also build alliances with universities in order to strengthen our academic links and our networks.

-Political and economic situations fluctuation can impact our work. We will work with the ethical banking sector to stay protected in case of economic/financial crisis, and stay aware and connected with political institutions to stay informed about the possible evolution of our incentives.

**6. Please describe the best practice(s) which your social entrepreneurship model will build on and provide evidence of their effectiveness:**

- Networking to connect different enterprises together and with sustainable and fair producer/entrepreneurs.
- Personal diagnostic of our customer's businesses and adapted coaching, providing different scenarios and reconversion of the already existent structures into sustainable and inclusive ones.
- Progressive approach of coaching, identifying the main step to be achieved and providing a time line of implementation and modification for 2 years, with a follow up in the 3rd year.
- Introduction of the new structure of the enterprises into our virtual platform of networking.
- Finally, the access can be granted to our "training of trainers" program in order to allow them to become new coaches.

**7. Explain why and how the selected best practice(s) will address the identified problems/challenges:**

- Social inclusion integrated into sustainable and strong business structures will include people with fewer opportunities in a promising economic and human sector with a low environmental impact but great opportunities of business and self-development.
- Creation of job opportunities and new sustainable solutions for the enterprises in the long term, with new soft skills of work.
- Practical solutions for the transition of our customer, and soft inclusion of workers into the process of reconversion.

**8. Please describe schematically and chronologically the main phases of the social entrepreneurship model:**

Cf. Question 5, here are the different clusters we can imagine:

- Business design strategy and analysis (Communication, marketing, legal framework and market analysis).
- Structuration of coaching and network system.
- Financial planning.
- Testing of our activities in a pilot project.

**9. Please provide a description of the management plan, including how resources are allocated to tasks, how cooperation and information will be ensured, as well as how the decision-making process is organised:**

*Inner management strategy:* Cooperative horizontal structure, participative, democratic and autonomous.

*Network management strategy:* We will keep the decision-making to shape our virtual platform and the functioning of the network. Our main direction committee will remain the main decision body, and the management of the network will stay a part of our activities. The enterprises which use it should then follow the implemented rules of the network, without any possibilities of outsourcing.

**10. Please describe the evaluation methodology to be implemented by the social entrepreneurship model:**

Evaluation of the implementations: Follow up in the 3rd year of work, and we will establish a set of indicators with each customer to keep the personal approach, and in order to keep our reconversion process on its way.

Evaluation of our team: Every six months, we will organise an evaluation meeting with the whole working team. Once a year, in the general assembly, all the co-operators will be able to give us a feedback (+private appointments).

Evaluation of the network platform: Online surveys and once a year reevaluation with the ICT team to adapt our platform to the conjuncture.

**11. Please outline the awareness-raising, dissemination and communication strategy put in place that ensures the reaching of the relevant target group(s) as well as the relevant stakeholders and the general public during the lifetime of the project. Please explain the plans for making any produced materials accessible through open licenses:**

Communication and dissemination strategy: 3 main pillars: Nomadic bus tours strategy; the events and conferences; the links with the academic field will guarantee us visibility, debates, expertise, and transparency.

Channels of communication: radio, newspapers (topics/debates weekly reports about benefits that enterprises can get by reconverting themselves into sustainability pathway).

**Done by:**

**Paola Pinna** - France - Langues et Compagnie

**Colin Horenbeek**- Belgium – Centre for European Progression

**Luminita Andreea Moldovan** – Romania - Alba Iulia Municipality

**Ovidiu Valentin Boc** – Romania - Alba Iulia Municipality

**Simeon Veselinov Simeonov** – Bulgaria – Association “Institute Perspectives”

**Iason Vais-Stergiadis** – Greece – United Societies of Balkans