

# IO1 – Needs Identification and Analysis (LT, UK, GR, BE, IT)

PROMOTING YOUTH SOCIAL ENTREPRENEURSHIP

# PROMYSE



Diesis coop

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## Intellectual Output 1

This analysis has been realized by the Promyse partners in their relative countries (Lt, it, Be, Gr, Uk). The IO1 aimed to examine the current social entrepreneurship penetration rates and the specific social needs, in relation to the health or social care sector. DIESIS as partner leading the realization of this intellect has elaborated the research methodology and guidelines for this investigation on the current state of affairs in the field of youth employment and social entrepreneurship in the target countries. The data were collected through 2 main phases: a survey addressed to young people with academic or professional experience in health or social care field; an interview to 5 social experienced entrepreneurs, involving them and gathering information on the skills and knowledge needs of young aspiring social entrepreneurs.

## Structure of Needs Identification and Analysis

The activity entitled “*Needs identification and Analysis*” is divided in the following tasks:

- a) An **online survey targeted to 15 young people with educational and/or professional experience in social and health care sector**, with emphasis on unemployed youth who have been traditionally marginalized due to their economic, social, ethnicity or other status, and who have a talent/ hunger for entrepreneurial activities, to investigate the actual needs of future social entrepreneurship skills building to be offered to them.
- b) A **focus group or separate interviews with 5 experienced social entrepreneurs and economic actors in social entrepreneurship**, to investigate the challenges for building the skills of young people on social entrepreneurship, based on their own experiences for setting up and managing social enterprises.
- c) **Brief National Report (2.000 words) containing the following:**
  - Introduction (200 words)
  - Brief summary (750 words) with key findings that stem out of the focus group/interview
  - Brief summary (750 words) with key findings that stem out of the on–line questionnaire
  - Conclusions and Recommendations

## Methodology and Tools

### Online Questionnaire

An online survey will be carried out by each partner, enabling the research teams to reach minimum 15 young people with educational and/or professional experience in social and health care sector, with emphasis on unemployed youth who have been traditionally marginalized due to their economic, social, ethnicity or other status. The online questionnaire that will be developed for that purpose, will explore the opinions, experiences and needs of different young people and all six partners from the five countries will utilize their extensive networks and contacts in order to obtain feedback from as many young people as possible.

The number of online questionnaires to be distributed to involved young people will be **15 per each country**.

**Annex 1 “Questions for Main Target group”** provides an indicative set of questions to be agreed by all partners.

### Focus group or interviews to 5 experienced social entrepreneurs and economic actors in social entrepreneurship

In order to investigate the challenges for building the skills of young people on social entrepreneurship, based on the own experiences of successful social entrepreneurs, one focus group or 5 separate interviews will be organized by each partner with 5 experienced social entrepreneurs and economic actors in social entrepreneurship. The focus group/interviews will take place in each partner country using identical questions to ensure that cross-country and cross-cultural comparisons are achievable. The focus group/interviews will be held in the respective language of each partner to ensure participants comprehension.

**Annex 2 “Questions for Focus Groups/Interviews with Social Entrepreneurs”** provides an indicative set of questions to be agreed by all partners.

## Prior to the Focus Group/Interviews

Before each of the interviews/focus group take place, the facilitator should read all the questions thoroughly to ensure that he/she is familiar with the topics and the structure of the discussion. In addition, the facilitator should ensure that he/she has printed all necessary materials and that the recording device is functioning as purposed.

## During the Focus Group/Interviews

### Introduction Phase (5 minutes)

- Thank the participants for taking part in the PROMYSE project
- Self-introduction of facilitator and their institution
- Brief description of the purpose of the focus group/interview and how the results will be analyzed and reported
- Explanation of how issues of confidentiality will be dealt with (e.g. anonymity); request permission to record the discussion; signing of the consent form and explanation of its purpose (Annex 3 Consent Form).
- Setting of the ground rules (e.g. duration; there are no right or wrong answers; respect towards the views of other participants etc.)

### Main Phase (45 minutes)

- Initiate the discussion around the questions provided in Annex 2 “Questions for Focus Groups/Interviews with Social Entrepreneurs”. Present each of the questions one by one and by the order given in the template.

### Concluding Phase (5 minutes)

- Thank the participants for their contributions to the project.
- Ask the participants if they have any questions regarding the focus group/interview, the use of the data and if they still give their consent for the use of their responses for research purposes.

## After the Focus Group /Interviews

After the completion of the Focus Group/interview and while the discussion is still “fresh” in the facilitator’s mind he/she should decode the open-ended questions from the recording device and write a brief report summarizing the key findings.

## General Guidelines

- Make sure you start and finish on time. Timely completion of the focus group/interviews, shows to the participants that we respect the time they have allocated to take part in our research.
- Keep eye contact and maintain neutrality by neither verbally nor non-verbally approving nor disapproving of opinions.
- If you are not satisfied with the completeness of the information provided in a question use probe questions to elicit more information from the participant when necessary.

For example:

- “Could you tell me a bit more about that?”
- “Could you explain a bit more?”
- “How does that work in practice?”
- “Can you give us an example?”

## Lithuania

Founded in 2012, NGO Diversity Development Group (DDG) is a non-profit organisation with an objective to carry out social (scientific, applied, and infrastructural) projects and research in the field of human rights, education, equal opportunities, diversity, migration and integration. The strategic aim of the organisation is to improve and manage diversity towards a sustainable, tolerant and socially responsible society. DDG activities cover the following areas:

- Monitoring contemporary processes of migration and integration of migrants in order to accumulate, develop, and disseminate theoretical and empirical knowledge about contemporary migration processes in Lithuania;
- Developing equal opportunities for migrants and other vulnerable groups: the monitoring of living and working conditions, human rights and social inclusion, social mobility and networks;
- Promoting and consolidating fundamental rights and freedoms: equal rights for migrants and other vulnerable groups in areas of employment, housing, health care, social services, and education; policy analysis and recommendations;
- Taking preventative actions against xenophobia, racism, and intolerance;
- Fighting human trafficking.

The research was conducted according to guidelines of needs Identification and Analysis. Questionnaire was translated into Lithuanian and placed online using Google Forms. It was distributed in Facebook groups for innovations and social entrepreneurship, among participants of trainings organized by organizations providing support and trainings on social entrepreneurship. Questionnaire was answered by 22 respondents in the period of 25th of January – 11th of February, 2018.

Interviews with experienced social entrepreneurs were conducted in the period of February 5–8, 2018. Duration of the interviews was from 15 to 45 minutes. Experts were found using snow ball methodology: one possible expert was identified and he/she recommended another one and so on. All the interviews were recorded, names of experts coded for the purpose of ensuring confidentiality, even though none of the experts requested it. Interviews took place in Vilnius.





Abbreviations used in the text:

SE – for social enterprise.

H/SC – for health /social care.

## Research findings

### Results of online questionnaire

#### *Demographic data*

86 % of respondents were up to 39 years of age. Detailed distribution by age groups is provided in the Annex, table 1. Answers were given by 27,3 % male (6) and 72,7 % female (16) respondents. 77,3 % (17) respondents have higher education, 22,7 % (5) compulsory education. Biggest part has been or are studying in the field of Social work/Sociology 27,3 % (6), then 18,2 % (4) in the fields of Medicine/ Nursing and in the fields of Political Studies/Public Administration / Civics and Education / Training – 13,6 % (3) each. Detailed distribution of respondents by field of studies is presented in the Annex, table 2.

Biggest parts of the respondents were either employed part time or were students (not working) 36,4 % (8) each. 27,3 % (6) were employed full-time, 9,1% (2) self-employed, 4,5 % (1 person) was retired and the same number was not employed.

#### *Knowledge about social entrepreneurship*

Majority, 72,7 % (16), of respondents have not attempted to become entrepreneurs in the past, and 27,3 % (6) have. More than half are *definitely* interested in becoming entrepreneurs and starting their own business – 59,1 % (13) and about third have some doubts – *maybe* 31,8 % (7). Not interested were 9,1 % (2 persons).

Vast majority do know what social entrepreneurship is, how it can benefit individuals and the society around them 86,4% (19), and only 13,6 % (3) do not. Respondents have defined present situation about social entrepreneurship in the H/SC sectors in Lithuania as not very good, because of:

- lack of funding opportunities,
- lack of initiatives (but demand for services was named as big),
- very challenging, requiring a lot of efforts H/SC sectors.

But they thought that despite these shortages, the H/SC sectors are very interesting and potential for social entrepreneurship. Advantages that were mentioned – opportunity for young people not only to earn money, but to see meaning in what they do, to become an alternative to NGOs working in the H/SC sectors. In order to stimulate social entrepreneurship in these sectors in the opinion of respondents there should be a common state political strategy and coordination, more freely available information on the possibilities and support for SE.

More than half of the respondents thought that social entrepreneurship *might be* an alternative path for their self-sustainability under the role of entrepreneur – 63,5 % (14), more than one third was *definitely* sure of that 36,4 % (8), and only 4,5 % (1 person) did not think that it could be suitable for him/her.

### *Training on social entrepreneurship*

Only 31,8 % (7) were aware of any training programmes that support the social entrepreneurship, but not specifically aimed at H/SC sectors. The examples mentioned are: <http://lithuania.reachforchange.org/lt/>, [www.socialinisverslas.lt](http://www.socialinisverslas.lt), <http://orusnamai.lt/>, <http://socifaction.lt/>, <http://advancedso.lt/>, <http://gerinorai.lt/>. Majority – 68,2 % (15) did not know any training programmes. As the same programmes were mentioned by experts more detailed explanation of what they are and do is provided in Chapter 2.2 Results of focus group/interviews.

The topics for the provision of a training course on social entrepreneurship in the H/SC sectors that were evaluated as the extremely important are:

- Seeking funding and attracting investors 59,1 % (13);
- Creating social value 54,5 % (12);
- Setting up and managing a social enterprise 54,5 % (12).

In general, none of the topics was evaluated as not important at all. Detailed distribution of evaluations according to topics is provided in the Annex, table 3.

Additional/different topics were provided:

- Foreign best practice;
- Examples of social entrepreneurships in Lithuania;
- Legislation on the subject / important for the subject;
- Personal training, improvement in social activities, psychology, sociology.

47,9 % (10) respondents *might be* interested in participating in a training course which would provide them with some core skills for potentially becoming a social entrepreneur in the H/SC sectors. 42,9 % (9) are *definitely* interested, and 9,5 % (2) are not really interested in such trainings.

The ones that are interested have these *organizational* expectations from such a training course:

- Information about possibilities of social entrepreneurship should be disseminated even to secondary schools' level;
- Experiential methodologies should be used;
- Trainings should be continuous, not one-time thing;
- Selection of motivated participants should be applied;
- Trainers should be qualified, experienced in the field;
- Time schedule should be flexible, suitable for working people.

And such expectations for the *content* of trainings:

- How to perceive essential problems in the H/SC sectors and to solve them complexly;
- News on the social entrepreneurship and expansion of favorable environment in 2018.

### *Results of focus group/interviews*

The type of services provided by the respondents Social Enterprises are:

- education services for children;
- incubating and accelerating social enterprises;
- educational services and consultations for premature babies families, families of children with disabilities;
- selling very specific items for children that are absent in Lithuanian market.

The main target groups/beneficiaries in experts SE are: families with children (including premature born babies, disabled children), public (state) schools and their members – managerial personnel, teachers, pupils, persons responsible for formation of educational system, minorities/mixed communities, people that are out of labor market, retired, lonely women.

All the experts thought that social entrepreneurship training in the field of H/SC sectors could be very useful for the project target group. Main argument was that such employment gives satisfaction in what person does, it provides meaning for persons work, motivation and self-realization. Also in Lithuania education and employment in H/SC areas means very small salaries, so this puts young people off from employment in the public sector and social entrepreneurship can be a very good alternative. Experts think, that such young people do not have much possibilities to work in business sector, because of their education – “it is not what employer in business sector wants”.

In some of the experts’ opinion it might be too difficult for some disadvantaged young people to start their SE, but development of competences needed for social entrepreneurship would be still very useful for them, and maybe would allow to find employment in SE.

Experts think, that usually people with education in social or health areas have a lot of empathy and social sensitivity and in general it is easier to learn entrepreneurship, than for someone who has no social sensitivity to suddenly start understanding social problems.

Experts did not know any specific training programs aimed at social entrepreneurship in H/SC sectors only, but they named organizations and programmes that support social entrepreneurship in general. They are:

- Reach for change (gives money for starting, acts as SE incubator, provides consultations in developing SE). Its sub programs are:
  - Good wishes (consulting on social responsibility enterprise);
  - Advanced So (SE incubator with support from developing idea till securing financial sustainability);
- NGO Beehive (coordinated by Institute of social integration) has programs of support and trainings for different groups – advanced entrepreneurs, junior entrepreneurs. Its sub programs:
  - Socifaction (accelerator of social enterprises, provides consultations and trainings);
  - Social enterprise summit (provides information needed for social entrepreneurship: legislation, good examples, possibilities for support and coaching and etc.)
- Junior Achievement Lithuania (provide consultations and training for school age children on business development).
- Enterprise Lithuania (agency under Ministry of Economy, aims to promote entrepreneurship, support business development);
- Change makers on (one-time social start-up weekend that was organized in 2017).

All website links to the initiatives are provided in the References chapter.

Experts named a few main challenges when building capacities on social entrepreneurship. One of the most important challenges in experts' opinion is change of thinking: from "doing a good deed", to "doing business" first of all. This challenge usually comes from educational background (social or similar area), social sensitivity and empathy, and deep understanding of social problems. For those coming from business background it is the opposite, might be difficult to understand social part, social problems and why to take up the challenge of employing "difficult" employee groups (for example people with disabilities).

Another challenge named by experts is unclear concept of social entrepreneurship in Lithuania, that makes it difficult to decide on the legal status of enterprise – business unit (limited liability company or similar) or NGO unit, because each status has different limitations.

Also experts mentioned gaining general entrepreneurship skills/competencies as one of the big challenges, as usually training programmes are expensive.

When evaluating importance of the topics for the provision of a training course on social entrepreneurship in the H/SC sectors as extremely important by most experts were evaluated these:

- Introduction to social entrepreneurship and social innovation;
- Setting up and Managing a social enterprise;
- Developing a social business model and a business plan;
- Seeking funding and attracting investors;
- Creating social value;
- Measuring and scaling social impact.

None of the topics was evaluated as unnecessary. Detailed evaluation of topics by experts is provided in the Annex, table 4.

Additional topics mentioned by the experts as extremely important are:

- Sales/marketing – how will enterprise earn money. As experts explained: "forget the word "social" and think of it as business first of all".
- Social marketing (in social networks).
- Personal coaching – face to face and online.

- Different business models.
- How to create a sustainable business model.
- Leadership and working in team (need for flexibility), working with volunteers.
- Education, culture as areas for possible social entrepreneurship.



## United Kingdom

The IARS International Institute is a user-led charity with a mission to give everyone a chance to forge a safer, fairer and more inclusive society. Led by its founder and Director, Professor Dr. Theo Gavrielides, and staffed with an expert and dedicated team of researchers, interns and volunteers, IARS achieves its charitable aims by producing evidence-based solutions to current social problems, sharing best practice and by supporting young people and the community to shape decision making. IARS is an international expert in user-led research, evaluation, human rights and inclusion, citizenship, criminal justice and restorative justice. We deliver our charitable mission:

- By carrying out action research and evaluation that is independent, credible, focused and current
- By acting as a network that brings people and ideas together, communicates best practice and encourages debates on current social problems
- By supporting the individual (with an emphasis on young people) to carry out their own initiatives to shape decision-making
- By being an authoritative, independent and evidence-based voice on current social policy matters
- By thorough, high quality user-led (youth-led) evaluations, increasing the effectiveness of how organisations work and deliver

IARS was set up by volunteers as a user-led and user-focused think tank with an emphasis on changing society from the bottom up through evidence. IARS' stated vision is "a society in which everyone is given a chance to actively participate in social problem solving". Our Mission is "to give everyone a chance to forge a safer, fairer and more inclusive society". We do this by producing evidence-based solutions to current social problems, sharing best practice, and by supporting young people and the community to shape decision-making from the bottom-up. We believe that the best solutions to social problems are found in those who are directly affected by them. We were founded upon the principles of user & civic participation; restorative justice and dialogue; individual empowerment and responsibility.



## Research findings

### Results of online questionnaire

#### *Demographic data*

Concerning the data about the participants to the questionnaire were all under the age of 18, and 2/3 were male. Only half of the young people had gained compulsory education levels, and the remainder were in alternative education streams. On the other hand 6 were the professionals who contributed to the survey and 2/3 of them were female. One of the professionals had not gained any higher education qualifications, but the remainder all had at least a bachelor's degree. Three of the respondents had social work qualifications, or similar, but the remainder did not have any social focused qualifications, despite working with young people or within social enterprise.

#### *Knowledge about social entrepreneurship*

The group reflected that in essence, young people aiming to become entrepreneurs need to be or have access to a supportive adult. This was because there are too many business boundaries for early school leavers to overcome before they turn 18 and as a result entrepreneurship may not be a suitable stop-gap as an alternative career path. For instance, you cannot open a business bank account before you are 18 and it is impossible to start a business or get a loan without one.

The hard skills they might lack were pretty much the same as any entrepreneur starting out but that without basic maths and English they might find themselves at more of a disadvantage when studying large documents.

When it came to networking, some members of the group felt that ESLs would have more difficulty not just in business networking, but actually would be on the back foot in terms of established networks. They mused that the social circle of an ESL would be much smaller naturally than those of their peers.

Early school leavers were also considered less likely to have money or assets to assure loans or mortgages to start up their businesses. The lack of qualifications was also raised as an issue; in both that they would not be appealing to investors and/or less able because of the lack of qualifications. Finally, they debated whether leaving school early could suggest a lack of time management or dedication to hard work and the stigma attached to this.



Having discussed the hard and soft skills necessary to become a good entrepreneur, the focus group considered what skills may not be gained through classroom training but were vitally important.

The focus group decided they were:

- Day to day knowledge of business administration
- Deepening knowledge of the field
- Decision making skills in real life
- Competition in the market
- Knowing own weaknesses and dislikes (what should you outsource)
- Strategizing
- Developing the business and yourself

What should be taught within a placement or through mentoring?

- Looking for networks and opportunities – “networking wisely”
- Nurturing relationships, how to follow up on connections
- Decision making – even little ones; prioritising, what to put on marketing material
- Equality and diversity – what does it mean in practice?

### *Training on social entrepreneurship*

The human centered design module needed re-naming and defining. There was confusion about what this actually meant. Was it HR issues or was it about designing “3 – click” websites and catering to human nature?

Again, removing the jargon was a big theme; use “money” instead of finance, accounting or administration. Change the words to work for young people without being patronizing.

It was also thought that more sector examples should be used to demonstrate real life examples of social impact and stories, it was important to highlight the practicalities of the entrepreneurial world. It was discussed by attendees that there were several key hard skills and soft skills:

Hard skills

- ❖ IT Skills

- ❖ Accounting/finance
- ❖ Trade knowledge

#### Soft skills

- ❖ Negotiation/networking skills
- ❖ Professional skills (such as interviewing/HR)
- ❖ Time management
- ❖ Planning
- ❖ Communication
- ❖ Resource use
- ❖ Maturity – conflict resolution skills

They commented that continuing professional development was the most important and keeping up to date with information/where to find the information was something that continued throughout the career.

The group also suggested that some of the most difficult to learn aspects were project management ones. For example, knowing the dates of self-assessment tax, or HMRC deadlines was vital and often not learnt until too late.

It was agreed that it was difficult to assess a definitive list of necessary skills because so many were trade specific.

Accessibility was a big talking point. If we were to offer training, it may be necessary to supplement transport costs – or bring the training into people’s homes where they may not be able to leave (i.e. because of caring responsibilities). It should be condensed to ensure that young people are able to fulfil the whole course. Some members of the group felt that young people should be willing to commit to a certain period in order to prove their commitment to the programme and that this was not unreasonable.

E-learning was broadly advocated for, although some members thought that this should be combined with face-to-face training as young people risked increased isolation. It was felt that young people might actually be less willing to engage in online training.

Young people did not use emails and therefore it was important to consider what other platforms might be more appropriate such as WhatsApp. The entire group agreed that having a mentor can overcome most of these activities and help with personal development.



Most important was accreditation. It was important to use an established and well known accreditation scheme in order to ensure that young people got the most out of the project. Ideas like referencing through Linked In would help to raise young people's networking profiles and ensure a gravitas to the project and their businesses.

### *Results of focus group/interviews*

IARS conducted one focus group with social enterprises, local government enterprise initiatives and youth workers. Later, we consulted with our own youth trainers, and the young people they work with. In addition, we visited a state-of-the-art enterprise hub in London and met with the trainers there who work with more established young social entrepreneurs.

**1<sup>st</sup> enterprise** – a social enterprise working with young people to teach them languages through informal education methods. Bizzie Bodies is a community interest company that organises a wide range of creative workshops while encouraging children aged between 6 to 11 years old to learn a language by stimulating their creativity. The company aims to facilitate social inclusion in multi-cultural societies, and provide opportunities for children who would otherwise have minimal access to creative learning outside of their school education. Thanks to the collaboration with local artists, Bizzie Bodies is able to provide workshops and activities in technology, music, visual and performing arts.

**2<sup>nd</sup> enterprise** – local authority education and business partnership. Tower Hamlets is one of the most deprived boroughs in the UK. For example 52% of pupils qualify for freeschool meals against a national average of 19.2%. For 64% of Tower Hamlets pupils English is a second language which is an additional factor on their progress through school. Through our range of projects, business people help the pupils develop their confidence and raise their aspirations by bringing both practical experience of the world of work and presenting a positive role model. This also provides developmental opportunities for staff, raises employers' knowledge of the local area and allows firms to promote their role within Corporate Social Responsibility.

**3<sup>rd</sup> enterprise** – international education and opportunity support organization. EuroPeersUK is an exciting, rapidly growing youth-led network which aims to spread information all around the UK about the beneficial and wonderful experience young people get when they take part in EU mobility projects. EuroPeersUK gathers former participants of



Erasmus/ Erasmus+ programme who have experienced living/working/studying in other countries funded with EU grants. EuroPeers network was started in Germany in 2005, and has since spread to six other European countries. Momentum World is now launching EuroPeers in the UK, with the support of 16 British youth organisations

**4<sup>th</sup> enterprise** –works within some of the country's most deprived communities, helping people create new opportunities and supporting businesses under pressure of change. Their mission is to create employment and transform deprived areas into thriving communities through bringing the talents of local people and local enterprises into collaborative networks. They achieve this through a dynamic combination of enterprise training, business support and practical help delivered with empathy and commitment.

**5<sup>th</sup> enterprise** – was based on research that revealed a third of the population believe that London is the best place in the country to start a new business because of its good transport links and a strong local economy.

Compared to the rest of the country, Londoners are less likely than anyone else in the UK to see fear of failure as a barrier to starting a new business – 26% compared to 33%, but they are more concerned about testing their start-up ideas –16% compared with 11%.

The research also revealed that Londoners are twice as likely to say that greater access to business accelerator hubs is a reason that London is a good place to start a new business – 44% compared to 18% elsewhere. Londoners are also more likely to prefer to be self-employed than Britons overall, with 27% preferring to work for themselves compared to 23% for the whole population



## Greece

KMOP is one of the oldest Greek NGOs with 40 years of experience in the provision of services to disadvantaged groups. KMOP's main areas of expertise include social welfare and health, employability and human rights protection, scientific research and the development of know-how in social policy issues. Apart from direct provision of services through decentralized community based facilities (Three Group Houses and one Day Care Centre for mentally ill as well as counseling centers in various towns), KMOP is also actively involved in both national and EU/international projects addressing social issues particularly focusing on low-skilled youth and long term unemployed, victims of violence and trafficking, disabled, elderly, migrants and minorities.

Within the activity of the PROMYSE project entitled "Needs identification and Analysis", KMOP has carried out the following tasks:

- a) An online survey targeted to 17 young people with educational and/or professional experience in social and health care sector, with emphasis on unemployed youth who have been traditionally marginalized due to their economic, social, ethnicity or other status, and who have a talent/ hunger for entrepreneurial activities, to investigate the actual needs of future social entrepreneurship skills building to be offered to them.
- b) Interviews with three experienced social entrepreneurs and one economic actor in social entrepreneurship, to investigate the challenges for building the skills of young people on social entrepreneurship, based on their own experiences for setting up and managing social enterprises.

For the online survey, the participants were selected through the network of KMOP in the health care and welfare sector. Twenty-five people were initially contacted personally or by phone or email and the questionnaire was sent to participants via Google forms. Finally 17 people completed the survey, of which 10 are female and 7 male. The people who completed the survey were informed before the form was sent to them.

For the interviews with actors and enterprises working in social welfare and health sector, KMOP approached through its network over 20 different social enterprises specialised

in the field of health and social welfare, inviting them to participate in the research. However, due to limited interest and related bureaucratic procedures concerning the approval of participation in the research which had to be obtained from the Board of Directors or Social Enterprises, the research team of KMOP managed to interview three Social Entrepreneurs specialised in the field of health and social welfare and one economic actor in social entrepreneurship.

## Research findings

### Results of online questionnaire

#### *Demographic data*

Throughout the completion of the online survey to 17 young people and the interviews with the four social entrepreneurs, the following valuable results have been obtained. Twenty-five people were initially contacted personally or by phone or email and the questionnaire was sent to participants via Google forms.

Finally 17 people completed the survey, of which 10 are female and 7 male. The majority of the respondents are of age 25–39 (94,1%), while just the 5,9% are of age 18–24. No respondents represented the age groups 40–60 and 60+. As far as the gender distribution of the respondents is concerned, the majority of young people are female representing 58,8% and 41,2% are male.

Regarding the educational level of participants, 70,6% has received higher education (including postgraduate studies), while secondary education represents 17,6%. In addition, 1 participant has received Adult Education/Continuing Education (5,7% of sample), and 1 participant has obtained a degree from a private college.

As far as the fields of study of participants is concerned, 25% has studied Economics/Business Studies/Management, while another 25% has studied Psychology/Philosophy. In addition to these fields of study, the participants have also studied the following fields:

- Health and welfare studies, represents 6,3 % of participants
- Medicine/ Nursing Studies, represents 6,3 % of participants
- Anthropology/History/Demography represents 6,3 % of participants
- Legal Studies, represents 6,3 % of participants
- Environmental Studies/Sustainable Development, represents 6,3 % of participants
- Social work/Sociology represents 6,3 % of participants

- Information Technology represents 6,3 % of participants
- Linguistics represents 6,3 % of participants

Regarding the employment status of respondents, the majority of young people reached is employed full time (70,6%), while 23,6 % is self-employed. Last but not least, 5,9% of respondents is unemployed. Only 29,4% of the sample has attempted to become an entrepreneur in the past, while the rest of the respondents (70,6%) never had the opportunity or the willingness to start a new business. Regarding the future interest of participants in becoming an entrepreneur and start their own business, 58,8% of young people answered that maybe they are interested, while only 23,5% is definitely interested. Last but not least, 17,6% think that wouldn't never be an entrepreneur.

### *Knowledge about social entrepreneurship*

Concerning the awareness of what social entrepreneurship is and how it can benefit individuals and the society around them, 64,7% of the respondents answered that they are indeed aware of social entrepreneurship and its benefits, while 35,5% is not aware of the term.

Participants were also asked to define the present situation about social entrepreneurship (SE) in the health/ social care sectors, and they were also asked on their opinion whether SE represents an interesting opportunity of work.

Their answers can be summarized as follows:

- Due to the economic and social crisis in the country, social needs have grown and demand for health services has increased.
- For a big majority of participants, SE seems to be a good opportunity for employment in the healthcare and welfare fields.
- The present situation in Greece related to SE is poor as social enterprises should have had significant tax exemptions and, most importantly, be exempt from social security contributions in order to provide employment for the unemployed.
- The SE sector in Greece is at a very early stage of Development with few existing enterprises, limited fields of specialization and few opportunities for employment.
- There should be a more extensive analysis of the potential of SE and more information should be provided to interested stakeholders.

- Some participants are rather sceptic related to this employment opportunity as the SE sector in Greece is at a very early stage of development.

Participants were asked the question whether social entrepreneurship could be for them an alternative path for their self-sustainability under the role of entrepreneur, for which 47,1% answered “maybe” and 29,4% answered “yes definitely”. At the same time, and 23,5% answered “not really”, which in principle shows that the majority of young people could be interested in establishing their own social enterprise if they are provided with more information on its benefits.

### *Training on social entrepreneurship*

Participants were asked the question whether they are aware of any training programmes in Greece that may support social entrepreneurship in the health/ social care sectors. 82,4% of young people are not aware of any similar training programmes, while 17,6% answered that they are indeed aware of some training programmes. This training programme is part of another Erasmus+ funded project by the EC entitled “Virtual Vocational Education and Training – VIRTUS” and the training material can be found in the link [http://virtus-vet.eu/src/views/course\\_list.php?id=1](http://virtus-vet.eu/src/views/course_list.php?id=1)

Participants were asked to rate the importance of 10 suggested topics for the provision of a training course on social entrepreneurship in the health/ social care sectors. The topics that are perceived as “extremely important” and “very important”, i.e. ranked 4 and 5 in a scale of 1 to 5, are the following:

- Seeking funding and attracting investors
- Human-centered design in service provision
- Creating networks and synergies with social actors
- The health and social care sector (categories of services, opportunities, challenges)
- Creating social value
- Measuring and scaling social impact
- Developing a social business model and a business plan
- Profile and skills of the social entrepreneur



The topics that are perceived as “important”, i.e. ranked 3 in a scale of 1 to 5, are the following:

- Setting up and managing a social enterprise
- Introduction to social entrepreneurship and social innovation

Participants were also asked to propose some additional topics which could be included in the training modules, and their suggestions were the following:

- Tax issues
- Examples from countries with a similar socio-economic situation
- Financial Management

### *Results of focus group/interviews*

For the interviews with actors and enterprises working in social welfare and health sector, KMOP approached through its network over 20 different social enterprises specialized in the field of health and social welfare, inviting them to participate in the research. However, due to limited interest and related bureaucratic procedures concerning the approval of participation in the research which had to be obtained from the Board of Directors or Social Enterprises, the research team of KMOP managed to interview three Social Entrepreneurs specialized in the field of health and social welfare and one economic actor in social entrepreneurship.

All three Social Enterprises that participated in the research are operating in the field of health and social welfare, while the economic actor has long experience in the field of social entrepreneurship both as an academic as well as through his involvement in a business incubator supporting self-government authorities to enhance social entrepreneurship.

The profiles of the three Social Enterprises are the following:

A social co-operative business based in Creta Island (Heraklion), addressing the need to end the stigma against mental health problems, helping to improve the services, to raise understanding and gather help around those who need information and support.

A social Enterprise based in Creta island (Heraklion, Rethymno and Chania) comprising of a team of psychologists which provides low cost quality psychological support services both at individual and team level. The range of methods involves psychotherapies (cognitive

behavioral approach, person-centered) but also other methods such as Bowtech, Bach Flower, Neo-Cranial Balancing and other methods.

A social Enterprise based in Central Greece (Larissa) which offers psychomotor treatment, diagnosis and treatment to children with mobility problems. The aim of the Enterprise is to eliminate unacceptable social behaviors in children with mobility problems and to integrate them into groups. By using both formal and non-formal treatment and using methods such as therapeutic horse riding, gardening etc., it inspires children to work together and combat discrimination.

Economic actor in social entrepreneurship: a business incubator supporting self-government authorities to enhance social entrepreneurship

Participants were asked to share their views on whether social entrepreneurship training in the field of health/ social care sectors could be useful for marginalized/unemployed young people with educational and/or professional experience in social and health care sector, as an alternative path for providing them skills for creating their own social enterprise. All four participants think that such a training would be beneficial for these young people.

Representatives from SE2 and SE 3 think that the health and social care sector could offer much more through the tool of social entrepreneurship. Young people who are not employed but have the experience and willingness to engage in social entrepreneurship can become catalysts in the field by offering innovative approaches performing social work while offering employment.

Meanwhile, the Economic Actor is rather skeptical and he thinks that the interest of young people might be low since the main target groups addressed by future SEs in the healthcare and social welfare are primarily elderly and children, which are two very demanding target groups which require a lot of care.

Participants were asked whether they are aware of any training programmes in Greece that may support the social entrepreneurship in the health/ social care sectors. All four participants agree that training programs to promote and develop social entrepreneurship are usually prepared by private bodies and incubators. Unfortunately, the health and welfare sector has not received relative attention and any initiatives are sporadic. The Economic Actor is aware of similar training organised by 3 Universities.



Last but not least, the representative from SE 1 thinks that young people need to receive more information on SE in order to be convinced for taking such a step of establishing a new SE in respective fields.

All four research participants were asked to rate the importance of 10 suggested topics for the provision of a training course on social entrepreneurship in the health/ social care sectors. The topics that are perceived as “extremely important”, i.e. ranked 5 in a scale of 1 to 5, are the following:

- Introduction to social entrepreneurship and social innovation
- The health and social care sector (categories of services, opportunities, challenges)
- Seeking funding and attracting investors: 3 out of 4 participants voted this topic as extremely important
- Creating social value
- Profile and skills of the social entrepreneur
- Developing a social business model and a business plan
- Creating networks and synergies with social actors (Communication strategies)

The topics that are perceived as “very important”, i.e. ranked 4 in a scale of 1 to 5, are the following:

- Setting up and managing a social enterprise
- Measuring and scaling social impact
- Human-centered design in service provision

The topics that are perceived as “important”, i.e. ranked 3 in a scale of 1 to 5, received only 1 vote out of 4 and there are the following:

- Profile and skills of the social entrepreneur
- The health and social care sector (categories of services, opportunities, challenges)
- Creating networks and synergies with social actors (Communication strategies)
- Developing a social business model and a business plan
- Seeking funding and attracting investors
- Creating social value
- Measuring and scaling social impact

Participants were also asked to propose some additional topics which could be included in the training modules, and their suggestions were the following:

- Responsibilities of members of the board of directors in case of dissolution or liquidation of the social enterprise
- International and European best Practices
- Story telling from other successful case studies
- Promoting networking with neighboring foreign players.



## Belgium

DIESIS is one of the widest EU networks specialised in supporting social economy and social enterprise development. We cover more than 10 EU countries through major national federations and national support networks.

DIESIS supports the development of the social economy, social entrepreneurship and social innovation in Europe through the implementation of knowledge-based activities, such as training, project design, consultancy and advisory services, technical assistance and research. DIESIS also provides expertise to the ESF Social Economy Thematic Network, which assists Member States on the transnational aspects of the ESF.

Furthermore DIESIS has been selected to take part in the European Migration Forum, organised by the European Commission and the European Economic and Social Committee, a platform for dialogue between civil society and the European institutions on issues relating to migration, asylum and the integration of third-country nationals. DIESIS is deeply involved in project activities related to social dialogue, employee involvement and employee financial participation. In particular, thanks to its consolidated network and its long-standing relationship with the ETUC and other European networks, DIESIS is actively promoting projects in the field of employee financial participation and information and consultation rights.

DIESIS promotes education and the gaining of professional qualifications, to create employment and empower all players. In recent years DIESIS has been involved in several Erasmus+ and COSME projects as a social economy expert. The development of skills for social entrepreneurship through training and educational experiences is an important way to empower these players and to raise awareness of the benefits and added value of social entrepreneurship to the community.

Social economy and social enterprises represent a positive environment to improve, decentralise and create services facilitating the access of women and men to the labour market. DIESIS is particularly attentive to guaranteeing a gender balance both at organisational level and within the activities it promotes.



## Research findings

### Results of online questionnaire

#### *Demographic data*

With the online questionnaires we reached 24 participants. 33.3% of them was aged between 18/24; another 33.3% was aged between 25/39 and the last 33.3% between 40 and 60 years old. As far as the gender distribution of the respondents is concerned, the majority of people are female representing 66.7% and 33.3% are male.

Regarding the educational level of participants, all of the participants received higher education and the main fields of studies selected were:

- Social work/Sociology
- Medicine/ Nursing Studies
- Other

Concerning the employment status 33.3%, presumably the youngest once, declared themselves still in not employed (students). The biggest part, the 66.7% is however employed full-time.

#### *Knowledge about social entrepreneurship*

Majority of the participants to the survey (66.7%) declared to have not attempted to become entrepreneurs in the past, and just the 33.3 % have. More than half of them however are interested in exploring the opportunity to become an entrepreneur and starting her/his own business: 66.7 % (16) answered Yes, definitely – 33.3 % (8) answered No really.

To the question: *How would you define the present situation about social entrepreneurship in the health/ social care sectors? Do you think represents an interesting opportunity of work?* Most of the participants said that the situation is quite complex but that social entrepreneurship is considered an interesting opportunity of work. Moreover entrepreneurship in health care / social assistance could mean more services and supplies for those in need and it could create new jobs.

More than half of the respondents thought that social entrepreneurship might be an alternative path for their self-sustainability under the role of entrepreneur – one third was definitely sure of that as well as definitely interested in the opportunity. Only 33,3 % (8 ) did not think that it could be suitable for him/her.

### *Training on social entrepreneurship*

From the participants answers we can deduce that, more than half of them is aware of training programs implemented as support to social entrepreneurship in the health/ social care sectors. In Belgium for instance Coopcity and SAW-b are two of the main organizations supporting entrepreneurs in setting up their own social enterprises, in different sector and as well as social and health care. All the topics suggested were considered at least somewhat important and 3 have been evaluated extremely important.

Following it's possible to see which a most relevant for our target group:

- Introduction to social entrepreneurship and social innovation – 66.7% important
- Profile and skills of the social entrepreneur – 66.7% somewhat important
- Human-centered design in service provision – 100%
- The health and social care sector – 100%
- Creating networks and synergies with social actors – 66.7% important
- Setting up and managing a social enterprise – 33.3% extremely important
- Developing a social business model and a business plan – 66.7% somewhat important
- Seeking funding and attracting investors – 33.3% extremely important
- Creating social value – 33.3% extremely important
- Measuring and scaling social impact – 66.7% somewhat important

To conclude, more than half of the participants declared him/herself interested in participating in a training course to become a social entrepreneur in the health/ social care sectors.

### *Results of focus group/interviews*

In Belgium, the multitude of activities related to the personal care and household services sector fall under the commonly used expression of “proximity services”. Designates an important variety of activities such as: household chores, childcare, maintenance and development of public areas in rundown neighbourhoods as well as domiciliary care services for dependent or vulnerable persons.

The training fund came into force in 2007 and aims to increase the level of training of workers. It provides the opportunity for companies to organize internal or external training for their workers in relation to their working tasks. Since September 2009, the fund also pays for first aid training. Three types of training are available: internal, external or on the ground. Depending on the category, companies can get a partial reimbursement of training costs from the training fund.

Furthermore, the overall goal of the Belgian policy for long-term care Belgian is to provide universal access to affordable and high quality services in order to allow elderly people to stay at home as long as possible, even if their conditions require special care. Home care can also be covered by the public health system, according to a specific evaluation of the health condition of the patient. For moderately to severely dependent patients, out-of-pocket payments are relatively low. However, non-medical expenses due to dependency associated with old age are still high.

Personal care and household services in Belgium fall under different systems, which are complementary, in order to give a global answer to people with care needs or only for people wishing to outsource their domestic works. Elderly persons who are not eligible for subsidized home care can buy services privately through the system, which is also partly financed by the state.

In order to collect different point of views, however DIESIS decided to open the interviews to 5 social enterprises based in different countries.

**Isr enterprise** – is a new generation social enterprise. Its key words are innovation, crossover and interdisciplinary. We are rooted in the Emilia Romagna region of Italy but our perspective is open to a European dimension.

Our cooperative is multi-sector, it operates in the social and educational fields, in the management of cultural assets, as well as communication and information. We deal with disability, addiction, integration, emergency housing, homeless education, educational support, training, job placement for disadvantaged people.



Our approach places people and their needs at the center, looking for new identity perspectives through the promotion and realization of solidarity networks among people, government bodies and facilities

**2<sup>nd</sup> enterprise** – In a national context of drastic reduction of public expenditures in the field of social care, Leading Lives successfully demonstrates that the cooperative model can increase efficiency while reducing costs. One major asset is its staff's high commitment: the company benefits from higher trust among its employees (who are both workers and owners), allowing to simplify processes and reduce the resources dedicated to staff management.

Leading Lives provides care services to dependent people at large. 20% of its customers are older people. Services include: in-house supported living, community support (developing and maintaining people's skills to continue living as independently as possible), supported short stays and holidays, and community hubs (offering information, guidance and learning activities).

**3<sup>rd</sup> enterprise** – Helping older people to stay at home requires creating a friendly environment, in particular by keeping to a minimum the complexity of coordination processes for care receivers, as well as for care givers and relatives. In this respect, the Up Group offers solutions simplifying end-users' processes, especially thanks to higher automation and information sharing between the different care actors.

The group designs products and services on different supports (vouchers, cards, mobile and applications...) for public and private entities (companies, local authorities and affiliated retailers) which need dedicated solutions to manage their business expenses, develop incentives and loyalty programmes, and market their products. Various sectors are covered: food, culture, leisure, education, home care and social assistance.

**4<sup>th</sup> enterprise** – the concept came from the recurring difficulty met by pharmacists to get quality professional material (e.g. hospital beds and wheelchairs) at short notice. Many used to rent material from private service providers, meaning buying services from external organizations without getting any return on their profits. The idea emerged to create a pharmacist-owned organisation which would provide (sell and rent) quality and easily accessible professional material. They recently extended its membership to new professionals with similar needs, namely nurses.



Their business model focuses on healthcare material, which includes material for older persons. Its activity allows to ensure a better distribution of higher quality professional material, hereby improving quality of service for the end-user – especially living rural areas.

**5<sup>th</sup> enterprise** – was created and is managed by professional care providers, to expand their job opportunities. Its not-for-profit form allows (and requires) the organisation to reinvest profits in its own services: in consequence, care providers' wages are higher in the cooperative than in other comparable private care provider companies.

Family has a special status in Spain, considered as individuals' core identity and social network. Trust is thus an essential element for care givers, who will provide assistance to the most vulnerable family members. Cooperatives such as they have a strong advantage on this aspect, being recognized as traditional and locally-embedded care providers putting people (care givers and care receivers) at the centre of service provision.

They coordinates the work of professional care givers, who get paid in accordance to the amount of time spent. The cooperative provides home care services to 300 beneficiaries, and manages a day care centre hosting 50 users. It also provides accredited professional training, especially in the field of elderly care where a certificate is required for professional providers. These training sessions are also open to unemployed people aiming to get a job in this field.

As results of the interviews we would to underline that in few cases the enterprises described, started as business and just in a second phase decided to convert their governance in a social enterprise.

Sometimes they are still under pressure from regulations encouraging low-cost public tenders, favourable to aggressive and large-scale marketing strategies. From a broader prospective, it provides an inspiring preview over potential economic and social benefits generated on a territory when communities adopt and experiment cooperative models to address challenges related to health care.

Although cooperative movements are unequally developed and active in the sector of health care, it is noteworthy that cooperatives experiment new ways and solutions to improve the provision of care services.

The setting up of small-scale cooperatives is often motivated by a willingness to create innovative organizational mechanisms ensuring sustainable local jobs, addressing a scarcity

of investment in this field, and to encouraging self-help among a community in order to improve the living conditions of people.

Nevertheless, it is still needed an advocacy activity together with local authorities and municipalities, towards national and European policy-makers to create a legal environment more respectful of locally-embedded organisations such as cooperatives and social enterprises.



## Italy

ICSE&Co is an association for the promotion of social development, it is a NGO based in the University of Florence. The long experience of work on social issues and the many relations with local actors, has given us a complete and deep perception of the problems and the opportunities for many local social actors.

Our goal is to promote sustainable social development, in particular in the Mediterranean area, especially through the instrument lifelong learning. We carry forward projects in social and education sector in order to produce change in society and to its participants.

Since 2010 we have worked in three main sectors:

- Social Researches: analyze and promote opportunity of development for civil societies in Europe.
- Youth: offering young people opportunities to develop their professional and personal skills
- Public institutions: we offer support to institutions (municipalities, schools, universities) in the presentation and management of European projects.
- Enterprises: provide services for professional training and support internationalization of businesses and development cooperation between countries

## Research findings

### Results of online questionnaire

#### *Demographic data*

Through the online questionnaires to young people and the interviews to the five social organizations, we can define a small and clear knowledge context on social business activities. First, we submitted the questionnaires to a defined target group of about 15 persons, then we share the questionnaire to other young people to have a broaden knowledge framework on young people opinions on social business issues. We reached 32 young people in total. Most part of the involved young persons are of age 25–39 (the 90,6%), while just the 9,4% are of age 18–24. Nobody from the range 40–60 and 60+. In the total

group of young people involved, females and women are more reactive and participatory. The people who answer the questionnaire were female for the 71,9% and male for the 28,1%.

The biggest part (87,5%) of who answer the questionnaire have a University degree (bachelor or master); 1 person have an education higher than University master, as Phd (which represents the 3,1% of the total). The 3,1 have a High School education level while 2 persons (6,3%) have the certification of attendance of compulsory school in Italy.

### *Knowledge about social entrepreneurship*

The majority of people included in the survey, have an education in Politics, Public Administration and Civic Education; but the percentage doesn't represent by itself the absolute majority of the whole sample. In such a small sample we have a large number of many different education path, moreover there are people with a high education level (bachelor, master degree...) and also people with professional education (machinery) and even in the same field we can have different level of education. For instance, we can have people who studied education at high school and also people who studied education as well at University.

This mixed composition of level of education and of the occupational status allows us to have a transversal vision on the topic. Just about the 20% of the considered sampled tried, in past, to open an enterprise; while the rest never had the opportunity or the willingness to start a new business.

But, in the future, the 62% of the people agree that entrepreneurship could be a good opportunity of employment and personal grow. At the same time, the 12,5% of the sample think that wouldn't never be an entrepreneur.

About the 50% of the interviewed can't give an appropriated definition of social business. They also haven't a clear idea if social business can represent a god job opportunity for them. Who have a basic knowledge on social business rarely perceive the importance of such organizations in the social and health sector. Many people have written that their basic knowledges are not sufficient provide a clear opinion and also that volunteering associations and public companies are the main actors in the sector.

Even if there isn't a broaden knowledge on what social business means, the 68,8% of people think that social business could be a future relevant activity in their life. The 9,4%

consider social business a valid future activity and the 21,9% are not convinced of the opportunity represented by social business activities.

The biggest obstacle is without any doubt, the lack of information: the 96,8% of the sample answer “NO” to the question about if they know any public or private education programme on social business in their country and just two persons can indicate specific programmes.

### *Training on social entrepreneurship*

On our sample, the 53,1% on the total declare an interest in participation in a workshop or a training course on social business, the 34,4% have no enough motivation in taking part of such event. The main expectations are about a better knowledge on social business activities in a generic sense. They are interested in social business definition and specific issues and focused on managerial processes too. They also indicate the importance that they give to each proposed topic.

The results of the survey are:

The topic that are perceived as “extremely important” are:

- Introduction to social entrepreneurship and social innovation;
- Setting up and managing a social enterprise;
- Developing a social business model and a business plan;
- Seeking funding and attracting investors;
- Creating social value.

Just four topics have answer as “not important” and they are:

- Profile and skills of the social entrepreneur;
- Human-centered design in service provision;
- Creating social value;
- Measuring and scaling social impact.

A suitable number of people agree with the idea that the following topics are important:

- The health and social care sector (categories of services, opportunities, challenges);
- Creating networks and synergies with social actors (Communication strategies).

### *Results of focus group/interviews*

The organizations interviewed by ICSE&Co, are both social cooperatives and associations. In Italy the universal public health system and a good range of social services allows everyone to have access to essential services and helps.

The Italian welfare system, of course, is not perfect and the last year's tendency is to change public services into services provided by privates. Privatizations are dangerous especially for emarginated people and for those with less opportunities because services are, usually, more expensive.

Beside a developed welfare state, the diffusion of many charity organizations involves lots of people in volunteering activities. The Catholic Church, for instance. Help poor people and poor families though daily services. At the same time, volunteering is a very diffuse activity for Italians and, especially in environmental, social and health activities.

Private organizations, as those interviewed, are private organizations with social scopes. Except one of the organization interviewed, the other four organizations have a good number of volunteers who sustain the organization's activities.

Three of them are organizations providing services for people with handicaps. 2 of them are social cooperatives where people with handicaps are workers too or they have responsibilities in the daily organization's activities. The first enterprise promotes works and activities in the field of social agriculture while the second enterprise is almost a small atelier of handcraft products for home interior design.

The third is an association of Florence which mostly provides services for women and their child. It provide services and activities like: psychological assistance for post-partum depression, workshops and activities for child with genetic handicaps and their families too, pre-partum yoga courses, child massage, group therapy for mothers and women with social difficulties.

Finally, the last enterprise is an association from Pistoia (Florence, Italy) which aims to promote social business activities on its territory. The aim is to sustain innovative and social oriented proposals through training and tutoring activities.

All the five interviewed organizations agree on the lack of education and training on the topic. Usually who has a social-health background doesn't have any managerial skills, while who has social and managerial knowledges is lack of experience on the social and health sector.

The main risk is to create organizations which are not sustainable. Everyone should have his own role that must be defined by the governance system of the organization itself.

Programs and grants are not sufficient. Social business activities usually have specific requirements and issues that a commercial activity or a productive activity doesn't have. For instance: many enterprises sustain programs have special grants for furniture and machinery but no sustain on workers assumption.





## Overall conclusions and recommendations

Questionnaires and interviews reveal a diffused curiosity on the topic. While young people have not yet clear ideas on what social business means, the organizations have well defined objectives and activities but suffer of lack of social approval and understanding by institutions. Having a social enterprise is very different from promoting a volunteering activity or from productive and commercial activities. Institutions and social actors must recognize the differences to be more effective on the social business activities sustain.

The Promyse's training course will allow young people interested in social business to have information and to improve their knowledges on the topic. People who already have experience in health sector but don't have any managerial skill, will find also a great opportunity to acquire those skills.

Main challenges in building skills for social entrepreneurship were named as development of appropriate mind set first of all; social value alongside; deciding on legal status of enterprise, as then it has implications for acquiring support. Regarding the existence of other similar training programs, training programs to promote and develop social entrepreneurship are usually prepared by private bodies and incubators and unfortunately the health and welfare sector has not received relative attention and any training initiatives are sporadic.

Most important training topics are: Setting up and managing a social enterprise; seeking funding and attracting investors; Creating social value; Introduction to social entrepreneurship and social innovation; Profile and skills of the social entrepreneur; Developing a social business model and a business plan; Creating networks and synergies with social actors.

Additional needed topics are: Sales/marketing; Social marketing; Personal coaching – face to face and online; Tax issues & Financial Management; International and **European best Practices & examples** from countries with a similar socio-economic situation; Responsibilities of members of the board of directors in case of dissolution or liquidation of the social enterprise; **Promoting networking** with neighbor foreign players; **Equality and diversity**.