

DIGITAL GUIDE ON SUSTAINABLE DEVELOPMENT GOALS AND SOCIAL ENTREPRENEURSHIP FOR YOUTH WORKERS

Erasmus+ Youth project "Social Sustainability Strategies for Young People" (YESSS)
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YESSS

Youth & Europe : Social, Sustainability, Strategy



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1. INTRODUCTION

1.1. DIGITAL HANDBOOK CONTEXT

The digital guide is part of an Erasmus+ partnership cooperation project entitled "Social Sustainability Strategies for Youth (YESSS)". This project is the fruit of the motivation of 7 partners involved in the Social Solidarity Economy (or social economy) and citizenship, led by the Maison de l'Europe des Landes Wipsee in partnership with structures mobilised on a daily basis to promote youth entrepreneurship: INNETICA (Spain), HORIZONTE XXII (Spain), FN-FORBUNDET (Denmark), KEPDER (Turkey), EGIInA (Italy) and The Hub Nicosia (Cyprus).

Through this project, we wanted to respond to the need to support the training of youth workers and the mobilisation of young people in the creation of social and sustainable projects, encompassing local, European and international impacts. This project stems from a common observation that socio-professional integration and the creation of entrepreneurial organisations are becoming increasingly complex, especially for young people. There is a major need to strengthen their knowledge, entrepreneurial skills and creativity. The general aim is to link professional, non-formal training on social entrepreneurship and the 17 Sustainable Development Goals (hereafter SDGs), and to make tools more accessible to young people in order to deal with the lack, overabundance or complexity of information on the SDGs and social entrepreneurship.

The emphasis on upskilling youth workers stems from the fact that informal learning focuses on the development of transversal skills, and they play a key role in facilitating their acquisition. They promote learning in an inclusive, accessible, social and intercultural environment that is adapted to the needs of young people.

We want to help young people enrich their understanding of social entrepreneurship and their know-how so that they can develop a critical awareness and have a lasting impact. In August 2023, the United Nations (hereafter UN) published an explanation of the importance of young people in the successful transition to a greener world (<https://news.un.org/fr/story/2023/08/1137587>). Today, young people are increasingly involved in sustainable development. According to the UN, they "show solidarity with the most vulnerable" and "demand that we act more quickly and boldly". The UN is calling on governments to support young people and listen to their voices for a better future.

1.2. WHAT ARE THE SUSTAINABLE DEVELOPMENT GOALS?

1.2.1. Definition And Basic Principles Of SDGs

The 17 Sustainable Development Goals were established by the UN as part of the 2030 Agenda, adopted in September 2015. The 2030 Agenda is organised around the planet, people, prosperity, peace and partnerships (5Ps). It includes the 17 SDGs broken down into 169 targets describing the desired future for 2030 of sustainable development around social justice, economic growth, peace and solidarity, and the preservation of ecosystems. They integrate the three main pillars of sustainable development: economic, ecological and social.



The goals that make up the Agenda 2030 are **universal**, as they apply equally to all countries that are members of the UN and have agreed to adopt them.

They are also **cross-cutting**, as they address all sustainable development themes. Each SDG refers to another, and they are **interconnected** in that the achievement of one goal is considered in terms of its positive and negative impacts on the other goals.

The SDGs are **structuring** because they enable us to build a global strategy by reconciling contradictory objectives. They provide a global framework to guide national and international action towards more sustainable and equitable development worldwide.

Finally, achieving these objectives requires the **collaboration and commitment** of all countries, governments, civil societies and individuals. All are encouraged to mobilise resources, share knowledge and reinforce the effectiveness of actions undertaken. **Responsibility is shared but differentiated**, taking into account the different capacities of countries.

The SDGs are also based on the **principle of inclusivity**, aiming to leave no one behind. Indeed, the aim is to ensure that the benefits of development are shared equitably, and that groups with fewer opportunities are taken into account.

1.2.2. The Role Of The SDGs On World Youth

The SDGs position themselves as a source of protection and support for young people, putting in place solutions to meet the needs, give voice to and empower the world's youth. The UN considers young people to be essential to the sustainable development of societies.

The UN Programme on Youth of the UN Department of Economic and Social Affairs (DESA) plays an important role in coordinating and raising awareness of youth issues. It is actively involved in promoting the rights and aspirations of young people, helping to strengthen their participation and influence in decision-making processes. DESA also coordinates the participation of youth delegates in the work of the UN General Assembly and the Economic and Social Council, while governments are increasingly including young people in their official delegations.

In 2013, the Secretary-General appointed a Youth Envoy, as well as a Special Envoy on Youth Unemployment in September 2016. They are working together to strengthen the presence and influence of young people within the UN.

The Office of the Secretary-General's Envoy for Youth offers this #YouthStats summary, which highlights the reality of young people worldwide. This data is compiled with the aim of informing discussions on the status of young people.

To find out more: [YouthStats](#)

The Department of Economic and Social Affairs is responsible for preparing the World Youth Report ([Rapport mondial de la jeunesse](#)), which is published every two years and highlights the main aspects of youth development worldwide.

The Youth Forum, organised by ECOSOC, is an annual event providing a unique platform for young people to express their needs and concerns in informal dialogues with other stakeholders, including Member States. One of its aims is to explore ways of promoting youth development at all levels. The Forum represents one of the most institutionalised mechanisms for youth participation in UN



deliberations and is an essential tool for mobilising young people in the implementation of the 2030 Agenda for Sustainable Development.

It also provides thematic fact sheets on youth: [Notes d'information sur la jeunesse des Nations Unies](#)

1.2.3. Linking Youth And The Sdgs: The Role Of Youth In Development

The UN recognises that young people have the skills and opportunities to be a driving force in supporting development and contributing to peace and security. The Organisation urges States and governments to make the necessary political commitments and resources available to young people, who have the potential to transform the world into a fairer and more sustainable one.

Young people are key players in achieving the SDGs as drivers of change and sources of innovation and creativity.



In 2016, the first class of 17 young leaders was born. Young people from diverse backgrounds, sectors and regions were selected based on their efforts to end poverty, tackle climate

change and reduce inequality. They work directly with the Youth Envoy to involve young people in implementing the SDGs. Every 2 years, a new class is selected.

The UN highlights the role of young people in achieving the SDGs:

- **Critical minds:** An essential element of youth is the ability to make sense of personal experiences and to question the world around us.
- **Agents of change:** Young people also have the power to take action and mobilise others. Globally, we are seeing an increase in youth activism, fuelled by increased connectivity and access to social networks.
- **Innovators:** As well as bringing new perspectives, young people often have first-hand knowledge of issues that adults sometimes miss. They have a better understanding of the challenges they face and can propose innovative ideas and alternative solutions.
- **Communicators:** Young people can play a crucial role in communicating the development programme to their peers and local communities, across countries and regions.
- **Leaders:** Youth-led organisations and networks, in particular, should be supported and strengthened, as they contribute to the development of the skills needed to play a leading role in civil society, especially for those who are marginalised.

Every 12 August, the UN celebrates International Youth Day, during which the Secretary-General and the UN Youth Envoy make a speech to remind everyone of the potential of young people.

2018 speech: <https://www.youtube.com/watch?v=mlbtpcojgkA>

A monthly newsletter has been created "Youth2030 Pulse" which is dedicated to young people with the aim of providing a single channel dedicated exclusively to compiling and streamlining youth-relevant updates from across the UN system. The newsletter will include updates on jobs, opportunities, events, tools, resources, campaigns and news;

For more information: <https://www.un.org/youthenvoy/>

1.3. SOCIAL ENTREPRENEURSHIP AND YOUTH

1.3.1. *The Concept Of Social Entrepreneurship*

Social entrepreneurship, which originated in the European cooperative movement of the 19th century, gained momentum in the 1980s and 1990s with the emergence of ideas and practices linked to social innovation and social enterprise. It is defined as entrepreneurial activity aimed at solving societal problems.

Although social entrepreneurship is taking place on a global scale, adoption rates vary significantly within and between regions. Measuring global and regional trends remains complex, mainly due to the lack of a widely accepted definition for the concept. This is partly due to an underdeveloped theoretical base and the influence of the surrounding context on the nature of social entrepreneurial activities.

For example, the European Union defines the social economy as an economy that "encompasses a wide range of entities with different business and organisational models that share the objective of systematically putting people first, having a positive impact on local communities and pursuing a social and/or environmental cause." (European Commission Social Economy Portal).

Little by little, it is developing tools to promote recognition of the social economy based on key principles:

- the primacy of people
- the reinvestment of most projects in the collective and/or general interest
- democratic and/or participative governance



In Europe, the indicators show that it is a lever for an ecological transition to meet the needs of a better and fairer future world. They also show that it promotes sustainable growth and job creation. The European Commission has gone a step further in recognising the social economy by presenting an Action Plan for the Social Economy in December 2021, the aim of which is to facilitate the emergence and scaling-up of social economy structures and the development of awareness and knowledge of the social economy.

To find out more: [COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS Building an economy serving people: an action plan for the social economy](#)

On the UN side, the World Youth Report 2020 "Youth Social Entrepreneurship and the 2030 Agenda" (World Youth Report 2020) defines social entrepreneurship as enterprises that generate profits while seeking to generate social impacts. The report highlights an analysis of how youth social entrepreneurship can help youth development and accelerate the implementation of the SDGs. Fundamentally, social entrepreneurship aims to add value or generate a positive impact on society by providing services or products that meet unmet needs or by proposing innovative approaches to solving social problems.

The absence of a universal definition of social entrepreneurship can be explained by the diversity of cultural, economic and social contexts around the world. There are 2 approaches to defining social entrepreneurship:

- On the one hand, according to the status of its 4 traditional components: cooperatives, mutual societies, associations and foundations.
- On the other hand, the social purpose pursued by the players involved.

1.3.2. The Importance Of Social Entrepreneurship For Young People

Harnessing the talents and skills of young people through social entrepreneurship can foster individual development and contribute to initiatives for change. Often excluded from the political decisions that affect their lives, young people find social entrepreneurship a way of expressing their opinions and influencing society. The growing demand from young people for greater inclusion and meaningful engagement is being translated into concrete action, notably through their active participation in development challenges, particularly through social entrepreneurship.

Unfortunately, social entrepreneurship is too often ignored by young people, despite its potential. In many countries, educational programmes do not place enough emphasis on social entrepreneurship. Conventional models of entrepreneurship are most often emphasised through financial profitability. In fact, between financial success and the idea of undertaking to solve social problems, young people are mostly guided towards the first choice. The very complexity of the concept is an obstacle for young people, as it involves economic and societal objectives that give the impression of limited accessibility.

Although complexity and unfamiliarity present obvious challenges, social entrepreneurship is attractive to young people, partly because it offers a unique combination of income generation and social impact. In essence, youth social entrepreneurship has the capacity to function as an inclusive development strategy. It acts both as a catalyst for youth development and as a means for young people to contribute to the achievement of the Sustainable Development Goals.

1.4. THE SDGS, SOCIAL ENTREPRENEURSHIP AND YOUTH

Social entrepreneurship is receiving increasing attention as a means of responding to the key challenges of sustainable development in both developed and developing countries. Sustainable Development Goal 17 highlights the importance of strengthening the means of implementation and revitalising the global partnership for sustainable development. Goal 17 encourages the promotion of effective collaboration between the public, private and civil society sectors, drawing on the experience and resource strategies of partnerships. In this context, social enterprises are positioned as additional partners for international organisations and national governments, thus intensifying efforts to achieve the objectives of the 2030 Agenda. Young people are the main beneficiaries of the 2030 Agenda, but they are also actively engaged in the processes that support the implementation of the Sustainable Development Goals and related targets. They can see social entrepreneurship as a model for contributing to social change and sustainable development.

Engaging young people in activities that contribute to the implementation and achievement of the 2030 Agenda is essential to achieving global sustainability, inclusiveness and stability, and to averting the worst threats and challenges to sustainable development. The UN recognises the importance of young people's contribution to achieving sustainable and inclusive development. UN Security Council [Resolutions 2250 \(2015\)](#) and [2419 \(2018\)](#) recognise the potential of young people as agents of change in promoting peace and security. They also call for increased youth participation and

opportunities for meaningful youth engagement in decision-making at local, national, regional and international levels.

Social entrepreneurship involves the creation and management of businesses with a positive social and environmental impact, which contribute directly to the achievement of the SDGs by addressing issues such as poverty, hunger, education, gender equality, etc. As young people are seen as the drivers of change, they are helping to find innovative solutions to global challenges while achieving the SDGs, through social entrepreneurship, which enables them to reconcile their professional aspirations with social and environmental objectives.

Encouraging young people to become involved in social entrepreneurship fosters a generation of socially responsible entrepreneurs who make a positive contribution to society. They become active agents of change, encouraged to take initiative, develop leadership skills and positively influence their environment.

Clearly, social entrepreneurship by young people can play a crucial role in achieving the SDGs by addressing social and environmental issues while promoting sustainable development.

1.5. DIGITAL HANDBOOK OBJECTIVES

The guide is aimed at youth workers who support young people in the design of social, community, educational or entrepreneurial projects. By creating a non-formal, professional training course, we hope to meet the need for increased skills in the SDGs, SE and digital technology. In a context of war, inflation, climate change, the migratory crisis and political crisis, there is a need to understand how the 17 SDGs and SSE contribute to having a positive impact on our environment. SSE and the SDGs play a role in the development of a more sustainable and just world in which young people have their rightful place.

This guide is divided into several sections to meet the need for accessible information on the SDGs, SSE and the link between them:

- Section 1: The 17 SDGs and their sub-goals
- Section 2: Social Entrepreneurship and Youth
- Section 3: The link between the 17 SDGs and SSE
- Section 4: Digital resources and tools
- Section 5: Project management for social entrepreneurship
- Section 6: Inspiring success stories
- Section 7: Resources and communication

In this guide, you will find useful information to pass on to young people to help them understand the SDGs and SSE as key to tackling global challenges. It offers an in-depth and popularised understanding of each concept and the link between them. Each section of the guide complements the others in order to understand the connections between the two concepts around sustainable development. Each section is illustrated with relevant resources that are accessible to everyone for use in presentations, talks, etc.

2. ABOUT THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS

The UN's Sustainable Development Goals are the world's common agenda to eradicate poverty and hunger, ensure education, decent jobs and equality, reduce inequality, ensure sustainable production, infrastructure and energy, and fight climate change.

The Global Goals consist of 17 goals and 169 targets. The goals serve as a common global direction for both governments, business, but also for individuals.

Government leaders from all the UN member states adopted the Global Goals at a UN summit in New York in 2015 – and everyone is therefore obliged to fulfil them, although without legal binding. However, every year, the UN member states take turns presenting a status report about the achievements of the goals (Voluntary National Reviews).

The Global Goals were preceded by the 2015 goals, where great progress was made in many areas such as education and health, but unfortunately not in the environmental sector.

Furthermore, the 2015 goals mostly addressed symptoms of poverty. The Global Goals build on this by also addressing the causes of poverty such as inequality and climate change.

The Global Goals are universal and are therefore not only about changes in the developing countries, but in all countries and for all people. As each of the 17 goals is rooted in human rights, one of the main principles is therefore: Leave No One Behind.

Acute crises, humanitarian disasters and pollution are global challenges and therefore they must be solved globally – and in partnerships.

In short, The Global Goals are the plan to be able to live a proper life now and in turn pass the world on in suitable condition to future generations.

Goal 1: No poverty

"Eliminate all forms of poverty in the world"



Global Goal 1 is about reducing extreme poverty and halving the proportion of people who live under each country's poverty line. It is also about introducing social safety nets for the poor and other disadvantaged groups, to give equal rights to ownership of basic services. And to build resilience against disasters that can, for example, be climate related. It is also about mobilizing resources and creating policy frameworks to end poverty – for all genders.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal1#overview>

Goal 2: Zero hunger

"End hunger, achieve food security and improved nutrition, and promote sustainable agriculture"



Goal 2 is about ending hunger and ensuring that all people have access to nutritious and sustainable food all year round. After decades of decline, the number of people going hungry is now on the rise. We need to allocate resources and take better care of the food we produce than we do today. The goal is also to end all forms of malnutrition, increase the productivity of small food producers, make

food production more sustainable, preserve genetic diversity in food production, invest in agricultural infrastructure and technology, make food markets more stable and provide access to information.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal2>

Goal 3: Health and well-being

"Ensure a healthy life for all and promote well-being for all age groups"



The goal is about everyone being able to lead an active and healthy life, a prerequisite for achieving sustainable development. By 2030, reduce global maternal mortality to less than 70 deaths per 100.000 live births. Preventable deaths of newborns and children under 5 years of age must be stopped, and epidemics of AIDS, tuberculosis, malaria and hepatitis, waterborne diseases and other infectious diseases must also be combated. The goal is also about the prevention and treatment of substance abuse, including drug addiction and harmful use of alcohol. The number of deaths and injuries from road traffic accidents must be halved. Universal access to sexual and reproductive health services must also be ensured - and universal health coverage must be achieved.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal3>

Goal 4: Quality education

"Ensure equal access to quality education and promote all opportunities for lifelong learning"



A good education is the foundation for improving peoples' lives. That is why boys and girls must have equal access to quality education and it must be free. Before that, all boys and girls must be ensured access to quality early childhood education to prepare them for primary school. Furthermore, all women and men should have equal access to high-quality and affordable technical, vocational and higher education, including universities. Gender inequality in education must be eliminated – this also applies to vulnerable groups, including people with disabilities, indigenous peoples, and children in vulnerable situations. All students must acquire the knowledge and skills needed to promote sustainable development. The number of scholarships to developing countries is significantly increased globally – and the number of trained teachers must increase.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal4>

Goal 5: Gender equality

"Achieve gender equality and empower women and girls' rights and opportunities"



Gender equality is a human right. It is about giving both genders equal rights and opportunities to make decisions concerning their own lives. Women's access to education, healthcare, work and legal rights are necessary to create development in a country. All forms of violence against all women and girls must be eliminated, including human trafficking and sexual exploitation. Child marriage, forced marriage and female genital mutilation must be eliminated. Unpaid care work and domestic work must be recognized and valued. Equal opportunities for women's leadership in public life must be ensured as well as universal access to sexual and reproductive health and reproductive rights. Women must have equal rights to economic resources and in access to technology and communication technology.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal5>

Goal 6: Clean water and sanitation

"Secure, sustainable access and management of water and sanitation for all"



To achieve sustainable development, everyone must have access to clean water and good sanitation at an affordable price for all. The goal is also about improving water quality by reducing pollution. The efficiency of water use must be significantly increased, and the sustainable extraction and supply of freshwater must be ensured - this requires cooperation across national borders. Water-related ecosystems, including mountains, forests, wetlands, rivers, groundwater basins and lakes must be protected and restored. International cooperation and support for capacity building in developing countries must also be expanded.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal6>

Goal 7: Affordable and clean energy

"Ensure everyone has access to affordable, reliable, sustainable and modern energy"



Access to energy is at the center of almost every challenge and opportunity we face today. Whether it's jobs, security, climate change, food production or opportunities for increased income. By 2030, universal access to an affordable, reliable and modern energy supply must be ensured. The share of renewable energy in the global energy mix must increase significantly. The global rate of energy efficiency improvement must also be doubled. International cooperation is strengthened to facilitate access to clean energy research and technology. Infrastructure must be expanded, and technology upgraded to provide modern and sustainable energy supplies to all those in developing countries.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal7>

Goal 8: Decent work and economic growth

"Promote continued, inclusive and sustainable economic growth, full and productive employment and decent work for all"



Decent work means work that is productive, work that provides a fair income, safety at work and social protection for families. Sustained economic growth requires that jobs are created for people while also taking care of the environment. Development-oriented policies that support productive activities, decent jobs, entrepreneurship, creativity and innovation must be promoted. Global resource efficiency in consumption and production must be continuously improved, and economic growth must be segregated from environmental degradation. Full and productive employment and decent work for all women and men, including young people and persons with disabilities must be achieved, with equal pay for work of equal value. Forced labor, modern slavery and human trafficking must be eliminated, and workers' rights protected. A safe and stable working environment for all workers, including migrant workers, especially women migrants, and those in precarious employment must be promoted. Trade-related assistance to developing countries must be increased.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal8>

Goal 9: Industry, innovation and infrastructure

"Build robust infrastructure, promote inclusive and sustainable industrialization and support innovation"



Investments in transportation, irrigation systems, energy and information technology are crucial for sustainable development. Infrastructure is an underlying structure that must be in place for a society to function. The goal is to develop high-quality, reliable, sustainable and resilient infrastructure. Inclusive and sustainable industrialization must be promoted. Access to financial services for small industrial- and other- businesses must be increased, especially in developing countries. Infrastructure must be upgraded and made sustainable. Scientific research must be strengthened and national technology development, research and innovation in developing countries supported, including by ensuring an enabling policy environment. Access to information and communication technology must be significantly increased with affordable access to the Internet provided for all in the least developed countries.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal9>

Goal 10: Reduced inequalities

"Reduce inequality within and between countries"



Economic growth has contributed to more countries becoming richer, but this does not automatically lead to less poverty. Poverty and inequality are a source of social and political unrest. We must reduce inequalities within and between countries in order to create sustainable development. Goal 10 is about reducing inequality within countries and ensuring that the poorest 40% of the population achieve a greater increase in income than the population average. Everyone, regardless of age, gender, disability, race, ethnicity, origin, religion or economic or other status, must be more involved in social, economic and political decision-making with equal opportunities ensured for all. Developing countries must be ensured increased representation and a voice in decision-making in international economic and financial institutions. The provision of official development assistance and financial flows to countries must be encouraged where the need is greatest.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal10>

Goal 11: Sustainable cities and communities

"Make cities, communities and settlements inclusive, safe, resilient and sustainable"



The world is urbanizing at an unprecedented rate. More than half of the world's population currently live in cities, and this number will continue to rise. Cities are responsible for 75 percent of all greenhouse gas emissions and large slums hinder good living conditions. Goal 11 is about ensuring access to adequate, safe and affordable housing. Access for all to safe, affordable, accessible and sustainable transportation systems must be ensured with urban development made more inclusive and sustainable. Efforts to protect and preserve the world's cultural and natural heritage must also be strengthened. The number of deaths, the number of people affected and the reduction in direct economic losses in relation to global gross domestic product must be significantly reduced, with a focus on protecting the poor and people in vulnerable situations. The negative environmental impact per capita must be reduced and universal access to safe, inclusive and accessible green and public spaces, especially for women and children, older people and persons with disabilities must be provided. Climate change mitigation and adaptation plans must be adopted and implemented.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal11>

Goal 12: Responsible consumption and production

"Ensure sustainable consumption and production"



Sustainable consumption and production is about doing more with fewer resources. It involves reducing resource consumption, environmental degradation and greenhouse gas emissions when producing. In the long term, this will lead to economic growth, limit climate change and increase the quality of life for people on earth. Global food waste at retail and consumer level per capita must be halved and food losses in production and supply chains, including post-harvest crop losses must be reduced. Environmentally sound management of chemicals and waste throughout their life cycle must be achieved. Waste generation must be significantly reduced through prevention, reduction, recycling and reuse.

Businesses, especially large and transnational companies, must be encouraged to adopt sustainable practices and to ensure sustainable public procurement practices. It must be ensured that people everywhere have the relevant information and knowledge about sustainable development and developing countries are supported in strengthening their scientific and technological capacity to move towards more sustainable consumption and production patterns.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal12>

Goal 13: Climate action

"Act fast to combat climate change and its consequences"



Climate change is a global issue and knows no national borders. Therefore, we must also find global solutions. In addition to reducing and storing CO₂, we need to invest even more in renewable energy and other clean energy. Goal 13 is about strengthening the resilience and adaptive capacity of all countries in relation to climate-related risks and natural disasters. Action on climate change must be integrated into national policies, strategies and planning. Education, awareness raising, and human and institutional capacity must be improved. The commitment of developed countries as signatories to the UN Framework Convention on Climate Change must be fulfilled. Mechanisms to enhance capacity for effective planning and management related to climate change in least developed countries and small island developing states must be promoted with a focus on women, youth, and local and marginalized communities.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal13>

Goal 14: Life below water

"Conserve and ensure sustainable use of the world's oceans and their resources"



It's the oceans - their temperature, chemistry, currents and life - that drive the global systems that enable humans to live on Earth. Rain, drinking water, weather, climate, much of our food, and even the air we breathe is regulated by the ocean. Goal 14 is about preventing and significantly reducing marine pollution in all its forms. Marine and coastal ecosystems must be protected and sustainably managed with the impact of ocean acidification minimized. Fisheries must be effectively regulated, and illegal and destructive fishing practices must be stopped. Fish stocks must be restored - and at

least 10% of coastal and marine areas protected. The economic benefits of sustainable use of marine resources for Small Island Developing States and Least Developed Countries must be increased. Protection and sustainable use of the oceans and their resources must be increased by implementing international law as reflected in the UN Convention on the Law of the Sea (UNCLOS).

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal14>

Goal 15: Life on land

“Protect, restore and support the sustainable use of terrestrial ecosystems, promote sustainable forestry, combat desertification, halt land degradation and the loss of biodiversity”



Goal 15 is about the conservation, restoration and sustainable use of terrestrial and freshwater ecosystems. Sustainable management of all types of forests must be promoted, deforestation halted, degraded forests restored, and afforestation and reforestation significantly increased while combatting desertification. The loss of biodiversity and the extinction of endangered species must be prevented. Fair and equitable sharing of benefits arising from the utilization of genetic resources and equitable access to such resources, as agreed internationally must be promoted. Poaching and illegal trade in protected animals must be stopped. Financial resources from all sources must be mobilized and significantly increased to protect and sustainably use biodiversity and ecosystems.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal15>

Goal 16: Peace, justice and strong institutions

“Justice and strong institutions. Support peaceful and inclusive societies. Provide access to the rule of law for all and build effective, accountable and inclusive institutions at all levels”



Ensuring international peace and security has always been the main task of the UN. Therefore, Goal 16 is dedicated to creating peaceful and inclusive societies. Peace is a prerequisite for sustainable development. Goal 16 is about reducing violence and violence-related deaths everywhere. Abuse, exploitation, human trafficking and all forms of violence and torture against children must be stopped. The rule of law at national and international levels must be promoted and equal access to justice ensured for all with illicit financial and arms flows significantly reduced, as well as all forms of corruption and bribery. Effective, accountable and transparent institutions at all levels must be developed. Developing countries' participation in global intergovernmental institutions must be expanded and strengthened with a legal identity for all provided, including birth registration. Public access to information and protection of fundamental freedoms must be ensured with non-discriminatory laws and policies in support of sustainable development promoted and enforced.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal16>

Goal 17: Partnerships for the goals

“Revitalize the global partnership for sustainable development and strengthen the means to achieve the goals”



For the SDGs to succeed, new and strong partnerships are essential. Governments, businesses and civil society must work together to achieve sustainable development. The SDGs must serve as a common, global direction and prioritised effort over the next 15 years. Experiences from the 2015 goals showed that this type of targeted action works, which is why funding for the goals must be put in place as soon as possible. Long-term investments must be made in clean energy, infrastructure, transportation and information technology - especially in developing countries. There is enormous potential for the business industry to get involved and for national authorities to present a clear strategy for good collaborations and sustainable mechanisms for control and security of partnerships. At the same time, the richest countries must contribute funding. The goal is for the so-called "developed" countries to spend at least 0.7 percent of GNI on aid.

Read more about the goal, targets and indicators here: <https://sdgs.un.org/goals/goal17>

3. SOCIAL ENTREPRENEURSHIP AND YOUTH

3.1. THE FUNDAMENTALS OF SOCIAL ENTREPRENEURSHIP

3.1.1. WHAT IS SOCIAL ENTREPRENEURSHIP?

Social entrepreneurship offers young people a tool to face social issues while building sustainable entrepreneurship. Youth projects cover different areas, let's see some examples:

Education for all:

- Develop affordable online educational platforms.
- Create mentoring programs for students in underserved communities.
- Design accessible educational tools for people with disabilities.

Technology for social good:

- Develop applications that address specific social problems.
- Create accessible technologies for people with disabilities.
- Technological solutions to improve the efficiency of social services.

Health & Wellness:

- Start mental health awareness programs.
- Develop applications for chronic diseases monitoring and management.
- Setting up mobile clinics or healthcare services in remote areas.

Economic empowerment:

- Create job training programs for disadvantaged youth.
- Establishing cooperatives or social entrepreneurship that generate local employment.
- Developing fair trade platforms for products manufactured by marginalized communities.

Environmental sustainability:

- Start recycling and waste management projects.
- Develop clean and renewable technologies.
- Create initiatives for biodiversity conservation.

Social inclusion:

- Establish projects that promote people with disabilities inclusion.
- Create safe spaces and programs for marginalised groups.
- Develop initiatives that promote gender equality and diversity.

Culture and art for social change:

- Start arts programs that face social issues.
- Create community cultural spaces to promote creative expression.
- Develop preservation and promotion projects for cultural heritage.

Sustainable food

- Start sustainable and community agricultural projects.
- Develop initiatives to combat food insecurity.
- Establish nutritional education programs in vulnerable communities.

Information technology for development:

- Implement technological solutions to improve public services efficiency.
- Develop applications that face specific challenges of local communities.
- Create platforms for citizen participation and government transparency.

Sustainable tourism:

- Develop tourism projects that benefit local communities.
- Promote ecotourism and cultural preservation.
- Create tourist experiences that generate income for social projects.

Young people can contribute to social change while building sustainable and ethical entrepreneurship. In addition, they can take advantage of resources such as grants, social incubator programs, and support from non-governmental organisations (NGOs) to boost their initiatives. In this sense, let's look at the definition of social entrepreneurship offered by an NGO like Action Against Hunger.

According to Action Against Hunger, “social entrepreneurship is the creation of a business opportunity that generates impact and focuses on solving social and environmental problems”. Social entrepreneurship is also known as the Fourth Sector, since it is in the middle of the public, philanthropic and traditional business sectors.

3.1.2. DEVELOPING SOCIAL ENTREPRENEURSHIP SKILLS FOR YOUNG PEOPLE

Example: SOCIALAB - Social entrepreneurship for skills development

Social entrepreneurship created by young people does not always have a productive purpose. This is the case of some of Socialab's projects, where young people are sought to be able to resolve conflicts or problems through social innovations, using games and gamification activities to develop problem-solving strategies. These games provide learning that promotes critical and creative thinking.

Examples:

- <https://socialab.com/> The network that works together with companies, governments, startups and creatives to solve the challenges that matter, through social innovation.

Play and social entrepreneurship.

Many organisations use games as part of skill development to improve the environment. Here you can find some of them:

FIRST LEGO LEAGUE <https://www.firstlegoleague.org/>: First Lego League is an international competition that seeks to awaken young people's interest in technology and science using robotics and engineering.

BLOCK BY BLOCK <https://www.blockbyblock.org/>: Block by Block is a UN proposal that is based on the Minecraft video game to promote the construction of more sustainable cities.

3.1.3. **SUCCESSFUL SOCIAL ENTREPRENEURSHIP PROJECTS**

Currently, numerous organisations throughout Spain support the social entrepreneurship sector considerably. These companies, with their proposals achieve social benefit, have a positive environmental impact and financial economic profitability.

Here we have some examples:

Specialisterne: <https://specialisternespain.com/>

Specialisterne is a company that promotes the labour inclusion of people with autism, taking advantage of their high power of concentration and passion for every detail, looking for people with specific talents to carry out tasks in the computer sector.

Auara: <https://auara.org/>

Auara is a social entrepreneurship company that seeks to end the lack of drinking water in the world, sells bottled water and allocates all profits to develop projects to access clean water for regions that need it.

Recycle: <https://reasaragon.net/project/recicleta/>

Recicleta is a store specialised in bicycles that emerged as a company for the insertion of young people seeking employment and as a vehicle for the dissemination of bicycles in the city and the recycling and reuse of disused bicycles. We work under the parameters of social and solidarity economy companies to try to break the logic of economic benefit in favour of social usefulness.

Illogical Youth Association: www.ilogica.es

The Illogical Youth Association promotes the development of youth through participation and mobilisation to achieve social transformation. Its objectives are to promote group contact and the autonomy of young people with disabilities.

3.2. **ENTREPRENEURSHIP SKILLS DEVELOPMENT**

3.2.1. **Innovation, Leadership, Problem Solving: The Importance Of Entrepreneurship Skills**

Tools for Social Innovation

The problems that arise when we develop a project require the use of innovative tools that allow us to develop business skills and achieve leadership as a social company.

In this sense, we can use tools to develop the project idea. Tools like CANVAS. To do this, we can use the guide offered by an entity called REAS Aragón (REAS: Alternative and Solidarity Economy Network):

<https://reasaragon.net/emprendes/wp-content/uploads/sites/3/2016/04/M01-Canvas-ESS.pdf>

Canvas is a strategic management template to develop new business models or document existing businesses. It is a visual graph with elements that describe a company's value proposition, infrastructure, customers, and finances. Helps companies align their activities by illustrating possible balances.

This tool allows you to work in depth and in a related manner on the fundamental dimensions of the project idea. At the same time, it facilitates the public presentation of the project and its comparison.

The Canvas tool allows working with different items:

- Customer and user segment
- Communication channels
- Relationship and communication with clients
- Income flow
- Value proposition of the product or service
- Key resources
- Key activities
- Key allies
- People
- Cost structure
- Environmental impact [positive/negative]
- Social impact [positive/negative]

3.2.2. Training Modules To Strengthen Young People's Entrepreneurship Skills

ACTION AGAINST HUNGER.

Guide to strengthen entrepreneurial skills in young people. Its purpose is to determine the extent to which a young person has the necessary skills to undertake a business. In other words, it is a diagnostic tool for entrepreneurial skills in young people.

- The tool consists of two parts: The first includes the factors that condition the ability to undertake (conditioning factors).
- A second one that includes the skills necessary to start a business (entrepreneurial skills).

The tool serves to measure the degree or level to which the entrepreneur has developed each of the competencies necessary to undertake and how each condition positively or negatively influences the person's ability to undertake.

In addition, the tool carries out a diagnosis of the specific skills necessary to undertake business in each of the emerging sectors identified in the report mentioned in the previous point.

This tool is available on the Action Against Hunger website:
<https://www.accioncontraelhambre.org/es>

Let's now look at the list of basic entrepreneurial skills.

BASIC SKILLS FOR ENTREPRENEURSHIP

Entrepreneurial skills

1. Self-confidence
2. Self-control
3. Communication
4. Compliance with standards and tasks
5. Mathematical reasoning
6. Flexibility
7. Attitudes
8. Leadership, initiative and decision making
9. Relationship capacity

10. Customer orientation

11. Management and execution

3.3. SOCIAL ENTREPRENEURSHIP PROJECTS

3.3.1. SOCIAL ENTREPRENEURSHIP OPPORTUNITIES FOR YOUTH PROJECTS

Let's look at some institutions that support youth entrepreneurship:

Start at school. Undertaking Virtual Club in Aragon

The Aragonese Development Institute and the Department of Education, Culture and Sports of the Government of Aragon have designed the initiative "Undertaking at school" with the aim of promoting in secondary and high school education the introduction of projects, methodology and teaching materials aimed at developing and enhancing the characteristics that make up the profile of an entrepreneur. Provide students belonging to Vocational Training Cycles with the necessary knowledge to develop a profession, but not exclusively as employed workers, but also as self-employed professionals.

With this objective, the so-called "Entrepreneurial Workshops" are organized. [Entrepreneurship in Aragon \(emprenderenaragon.es\)](https://www.emprenderenaragon.es)

Bancaja Young Entrepreneurs Program

It wants to contribute to the socio-economic development of its area of operation, enhance the entrepreneurial spirit, promote innovation and diversification, and support young people's business initiatives. It is aimed at business projects in the state territory, carried out by young people up to 35 years old (inclusive), whether individually or collectively.

Projects of different types are awarded: technology-based companies already in operation and that are producers of goods and services, traditional companies already in operation and that are producers of goods and services related to traditional sectors and/or focused on social improvement, or, Projects from companies with initiatives, from any sector, that have not started and that present a developed business plan: www.bancaja.es

Caja Navarra – EURECAN

This savings bank has a business unit that supports entrepreneurs and their new business ideas by offering an innovative management model and comprehensive entrepreneurship support. Advice and support are offered for launching the initiative, feasibility plans and information on subsidies and necessary procedures: www.cajanavarra.es

EDUCAIXA.Young entrepreneurs.

Program for the development of entrepreneurial competence.

<https://educaixa.org/es/programa-jovenes-emprendedores>

The Young Entrepreneurs program aims to awaken entrepreneurial initiative in students, proposing the creation of a socially responsible project in which, through observation of the environment, they are capable of devising and proposing solutions and/or improvements.

To achieve this, the program makes available to teachers and students a teaching program with resources and activities to carry it out, and a Technical Office that will accompany them in the application of the program.

ARAGONIAN YOUTH INSTITUTE (IAJ)

<https://www.aragon.es/-/nueva-asesoria-de-empresariado-para-jovenes-del-instituto-aragones-de-la-juventud-iaj->

The new Entrepreneurship Advisory for young people that the IAJ has launched offers solutions to resolve all possible doubts and makes available to the user all the resources available for Entrepreneurship in Aragon, with the aim of helping young people to build their business model business.

3.3.2. STRATEGIES FOR INFLUENCING COMMUNITIES AND CREATING SOCIAL CHANGE

Let's look at some strategies that young entrepreneurs can consider influencing their communities and contribute to achieving significant social changes:

1. Identify relevant social issues:

- Conduct research to identify relevant social problems in the community.
- Prioritize problems according to their impact and urgency.

2. Develop innovative solutions:

- Promote creativity and innovation to find effective solutions.
- Involve the community in the development process to ensure relevance and acceptance.

3. Create Strategic Alliances:

- Collaborate with local organizations, NGOs, and other companies with similar objectives.
- Build strong networks to expand impact and available resources.

4. Empower the community:

- Develop training and education programs to empower community members.
- Encourage active participation and inclusive decision making.

5. Technology use:

- Implement technological solutions to face social problems.
- Use digital platforms and social media to raise awareness and mobilise the community.

6. Awareness campaigns:

- Create awareness campaigns to educate the community about social issues and solutions.
- Use media, local events and social media to spread the message.

7. Sustainable business model:

- Develop a sustainable business model that combines profitability with social impact.
- Demonstrate that entrepreneurship can be a positive and sustainable force for the community.

8. Measure and evaluate impact:

- Establish clear metrics to measure social impact.
- Regularly evaluate progress and make adjustments as necessary.

9. Involve local leaders:

- Work with community leaders and local authorities to gain support.
- Demonstrate how initiatives can complement and strengthen existing efforts.

10. Mentoring and support:

- Seek experienced mentors and leaders for guidance and support.
- Create mentoring programs for young entrepreneurs in the community.

11. Persistence and resilience:

- Understand that social change can take time and require resilience.
- Overcome challenges with determination and adaptability.

12. Political participation:

- Get involved in local politics to influence decisions that affect the community.
- Advocate for legislative changes that support social initiatives.

By implementing these strategies, young entrepreneurs can make a difference in their communities and contribute significantly to creating positive social change.

4. SOCIAL ECONOMY AND THE 17 SDGs

The 2030 Agenda for Sustainable Development and the SDGs represent a global commitment to eradicate poverty and hunger and achieve universal social protection, reduce inequality, and promote environmental sustainability. To do this, we need fundamental changes in the way our economies work. The 2030 Agenda highlights the need to find alternative economic approaches that can maximise sustainability and inclusiveness. The social economy plays a crucial role in achieving the 2030 Agenda and the 17 SDGs by promoting inclusion and sustainable development through social, institutional and technological practices and innovations.

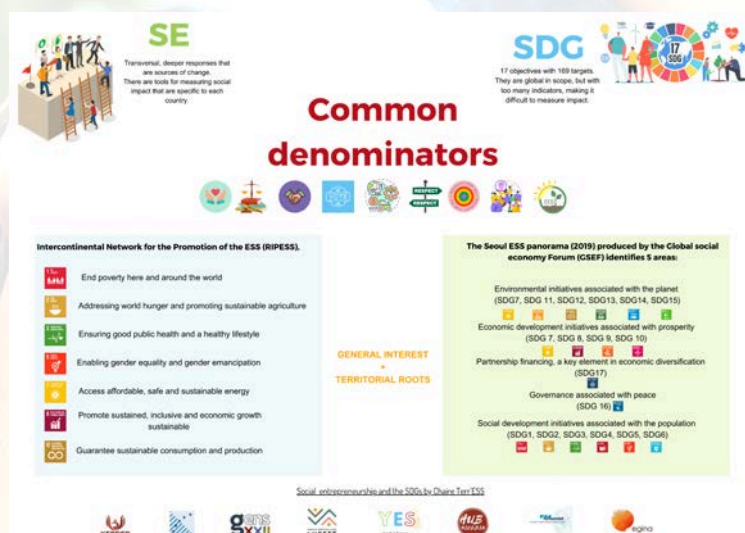
4.1. THE CONTRIBUTION OF THE SE TO ACHIEVING THE SDGS

Economically: it contributes to decent work and often facilitates the integration of disadvantaged people into the labour market. It promotes the development of the local economy and businesses by encouraging alternative approaches.

Socially: it anchors the economy in local social values and territories, involves vulnerable groups in reducing poverty, extends social protection and rights at work, and builds trust and social cohesion.

From an environmental perspective: it promotes sustainable and responsible production and consumption patterns through production methods that involve adapting to climate change and preserving natural capital.

Culturally and philosophically: it reaffirms the role of ethics, justice, democracy and participation in the economy, social relations and governance. It encourages cultural diversity and recognises the interconnection between human life and the environment.



4.1.1. *Eradicate poverty and hunger*

SE acts as a positive force that helps disadvantaged people become more economically independent. It not only provides material benefits such as income, access to food and social protection. It also creates enabling conditions that expand choices and opportunities for the individuals concerned. It plays an essential role in creating a more inclusive and equitable society. What SE puts forward is consistent with important aspects of SDG 1 "No Poverty". This includes raising the incomes of disadvantaged people, extending social protection and access to essential services, guaranteeing people's economic rights, and strengthening their ability to cope with shocks and disasters. In other words, SE aims to improve the lives of people in precarious situations by acting on these different facets, in line with global development objectives.



SE often works to guarantee fair access to food through agricultural cooperatives, and solidarity markets.... It supports sustainable and responsible farming practices to ensure stable, long-term food production. Reducing waste can also be part of SE's mission, with more efficient and sustainable production and distribution practices.

4.1.2. *Health and education for all*

Some social initiatives focus on the creation of health, welfare, education and training services (SDGs 3 and 4).



Different forms of education:

- **Popular education:** this approach to education focuses not only on knowledge and skills, but also on values, societal and economic alternatives, and emancipation.
- **Non-formal education:** SE can facilitate non-formal education programmes based on the development of practical skills; these activities can also focus on promoting the values of solidarity, cooperation and social responsibility.
- **Informal education:** informal education is learning by example and can be influenced by role models and social entrepreneurship. Individuals can learn by observing social initiatives.

4.1.3. *Toward equality*

They promote employment and improve access to economic and social services, while also having an impact on gender equality (SDGs 5 and 10). By promoting employment and improving access to economic and social services, SE is in a favourable position to combat different types of inequality. This concerns both "horizontal" inequalities, such as those linked to ethnicity, race, religion, gender and age, and "vertical" inequalities, linked to income and wealth. In short, SE helps to create equitable opportunities for all, while tackling disparities linked to various aspects of life.



SE offers women an important opportunity to earn a stable income and develop their skills, while strengthening their ability to create networks. Through training and practical advice, women can acquire new skills that make their profile more attractive in the labour market. Interestingly, SE organisations are often more inclusive than mainstream businesses, taking on women who may initially be disadvantaged and vulnerable, risking exclusion from the mainstream labour market.

4.1.4. *Decent work, innovation and sustainable growth*

It plays a crucial role in addressing the major problems facing countries around the world, namely the inability to absorb labour supply and



sub-standard forms of employment, characterised by limited wages, jobs, security and benefits, as well as low job satisfaction (SDGs 8 and 9).

In addition to creating jobs and caring about working conditions, the SE can also play a key role in promoting social dialogue, labour rights and social protection. In other words, it helps to foster open communication between workers and employers, guarantee fair working conditions, and ensure adequate social protection for all. In this way, the SE goes beyond mere job creation by actively working to improve relations within the world of work and strengthen workers' rights and security.

Today, social innovation is recognised as a key to sustainable growth that benefits everyone and promotes job creation. It is often seen from the angle of entrepreneurship or the development of socially-oriented businesses. However, it can also emerge from collaboration at the local level, aimed at solving unresolved social problems and empowering individuals economically, socially and politically. In summary, the government is increasing its support for SSE as part of an innovative approach that contributes to sustainable growth and improved employment by tackling social challenges collaboratively.

4.1.5. Sustainable cities and communities

SE has considerable potential for building sustainable cities and settlements and ensuring greater circularity in the economy. This is particularly evident in social housing, waste collection and recycling, care services, cultural activities and community-supported agriculture, all of which are areas where SE has a strong presence (SDGs 6 and 11).



4.1.6. A green and fair transition

SE makes a major contribution to the promotion of a green economy and the transformation towards a just transition (SDG 7, 12 and 13).



SE initiatives can promote community management of water resources, ensuring equitable and sustainable access to drinking water, or encourage the production of renewable energy locally, promoting energy accessibility in isolated areas. These initiatives can also promote the circular economy, reduce waste and promote recycling, as well as encourage the production and consumption of sustainable and fair trade products. They generally focus on raising awareness of climate change by promoting sustainable lifestyles and helping communities cope with the impacts of global warming.

4.1.7. Life on land and underwater

Today, there is a strong link between SE and the environment and ecology. Society is increasingly turning to more sustainable techniques such as agroecology, sustainable fishing, ecotourism, etc. (SDG 14 and 15).



Whatever the sector of activity of a social economy organisation (cooperative, company, etc.), it will promote sustainable activities: eco-tourism, sustainable fishing, preservation of marine ecosystems, sustainable forest management, preservation of biodiversity, organic and sustainable agriculture, etc.



4.1.8. Inclusive and democratic institutions

The very roots of the SE are democratic governance and participatory decision-making, sometimes public opinion is called upon to influence policy measures (SDG 16 and 17).

Social economy organisations encourage the active participation of citizens in decision-making and in the running of the organisation. They promote the equitable distribution of resources and benefits while ensuring transparency.

They often work in partnership, with a long-term focus on shared objectives. They are often drivers of social innovation, developing creative and sustainable solutions to social and economic problems.

4.2. RECOGNITION OF THE IMPORTANCE OF SE IN THE 2030 AGENDA

4.2.1. On the international scene



From 2020 to 2023, the OECD implemented the Global Action "Promoting Social and Solidarity Economy Ecosystems", funded by the European Union. The aim was to support the development and

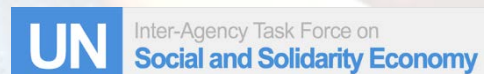
internationalisation of the social and solidarity economy. This initiative worked to increase visibility, carry out comparative analyses and formulate recommendations in key areas such as legal frameworks and the measurement of social impact.

On the website, it is possible to find various global action works on the legal framework of SE, social impact measurement, women and SE, and youth-led social enterprises...

To find out more, click here: [Global Action: Promoting Social and Solidarity Economy Ecosystems](#)

The OECD also published Recommendations in 2022 (<https://legalinstruments.oecd.org/fr/instruments/OECD-LEGAL-0472%20>) in which it refers to the need to develop favourable institutional frameworks by "Considering mainstreaming and building on the multiple contributions of the social economy to support key policies on ecological and digital transitions as well as global strategic objectives such as the Sustainable Development Goals and the Paris Agreement" and the need to encourage social innovation by "Encouraging social innovation to promote social and sustainable practices in line with the Sustainable Development Goals".

In 2016, the **United Nations Inter-Agency Task Force on the Social Solidarity Economy (UNTFSSSE)** issued a Statement on the contributions of SE to the SDGs, specifying the SDG targets corresponding to the SE sector. This declaration highlighted the need to recognise the role of SE in the 2030 Agenda as a fundamental means of implementing the SDGs.



The UNTFSSSE has made available an online platform "SE Knowledge Hub for the SDGs" (<https://knowledgehub.unsse.org/fr/knowledge-hub-2/>) in which it is possible to find various official sources that present SE in the context of the 2030 Agenda.

For example, you can find the summary of the Conference in Geneva on 25 and 26 June 2019, organised by the UNTFSSSE, on the implementation of the Sustainable Development Goals: What role for the social and solidarity economy? ([Implementing the Sustainable Development Goals: What Role for Social and Solidarity Economy?](#)).

On 18 April 2023, the UN General Assembly adopted a Resolution on the Promotion of the Social Solidarity Economy for Sustainable Development ([Resolution adopted by the General Assembly on 18 April 2023](#)).

It states that *"the social/solidarity-based economy can contribute to the achievement and local adaptation of sustainable development objectives, in particular about employment and decent work, the provision of social services such as health and care, education and vocational training, environmental protection, including the promotion of sustainable economic practices, the promotion of gender equality and the advancement of women, access to affordable finance and local economic development, strengthening the productive capacities of people in vulnerable situations, promoting social dialogue, labour rights and social protection, as well as inclusive and sustainable growth, establishing partnerships and networks at local, national, regional and international levels, and promoting governance and participatory policy-making and all human rights"*.

RIPESS, created in 1997, is also a key player in the recognition of the SE as a pillar of sustainable development. RIPESS is a global network of continental networks (Latin America and the Caribbean, North America, Europe, Africa, Asia and Oceania) committed to promoting the social economy. It has a strong territorial base through its intercontinental network, which brings together national and sectoral networks. This network highlights the transformative opportunities offered by the SE on themes such as the implementation of the SDGs through the social economy.



To find out more: <https://www.ripess.org/about-ripess/?lang=en>

On 22 July 2022, RIPESS was the moderator of the meeting "The role of the social economy in achieving the SDGs: A possible resolution of the General Assembly" which was organised by Spain at the UN. He has also been an observer member of the UNTFSSSE group since 2013.

SE is increasingly being taken into account in achieving the SDGs at the international level. It is supported by international organisations that recommend that governments encourage and promote the development of SE at the national level.

4.2.2. On the european scene

On 9 December 2021, the European Commission adopted the new Social Economy Action Plan ([European Commission Action Plan](#)) which puts in place concrete measures to promote the potential of the social economy. It aims to improve the European framework for the social economy by increasing its visibility and recognition, and by improving access to funding and to the market. It is a powerful lever for exercising a global social economy movement. The aim is to include all public and private stakeholders in the implementation of the SDGs.

In 2023, the Council of the European Union reiterated its desire to promote the social economy in the achievement of the SDGs in a Recommendation on the establishment of framework conditions for the social economy. It highlights the indispensable nature of promoting the social economy in achieving the SDGs.



The RIPESS network has already been mentioned, and there is also RIPESS Europe - Economie Solidaire Europe, which was created following various meetings organised by the Intercontinental RIPESS. RIPESS Europe was created in 2011 in Barcelona with representatives from networks in Belgium, Catalonia, France, Spain, Hungary, Italy, Luxembourg, Portugal, Romania and Germany.

To find out more about RIPPES Europe: <https://www.ripess.org/europe-ripess-eu/>

The European Social Economy Observatory is an information and analysis platform for the social economy and social entrepreneurship. It includes official resources such as articles, summaries, legislative texts, etc. It also features best practices by various players and publications on social economy issues.

To find out more: <https://www.ess-europe.eu/fr>

5. DIGITAL TOOLS AND RESOURCES

As the global landscape continues its rapid evolution, particularly in the realms of education, technology, and youth empowerment, Chapter 5 of our Digital Guide emerges as a beacon guiding youth workers through the transformative potential of digital tools and resources. In a world where the intersection of Sustainable Development Goals (SDGs) and Social Entrepreneurship holds immense promise, this chapter seeks to not only acknowledge the digital shift but also harness its power to enhance the capabilities of youth workers. By delving into the vast spectrum of online education platforms, mobile applications, webinars, and online communities, we pave the way for a comprehensive and dynamic approach to equip youth workers with the knowledge and skills needed to drive positive change.

The rationale behind dedicating an entire chapter to digital tools and resources stems from the understanding that the landscape of education and youth empowerment is experiencing a profound paradigm shift. In the face of this evolution, embracing digital technology becomes imperative for youth workers aspiring to navigate the complex terrains of SDGs and Social Entrepreneurship. Digital tools offer a unique opportunity to democratize education, making it accessible, adaptable, and inclusive for youth workers of diverse backgrounds and expertise levels.

The integration of technology into youth work aligns with contemporary trends and caters to the preferences and learning styles of the digital-native generation. By harnessing the potential of online education platforms, mobile applications, and virtual communities, we not only bridge geographical gaps but also foster an environment conducive to collaborative learning and innovative thinking.

Moreover, the rationale for emphasizing digital tools lies in their ability to provide youth workers with practical, real-world insights and experiences. The dynamic nature of digital platforms enables the creation of modularized, engaging, and evolving training programs. These programs, tailored to the needs of youth workers, extend beyond traditional boundaries, ensuring the knowledge gained is not just theoretical but applicable in the context of their work with young individuals.

In essence, the rationale is rooted in the belief that an empowered, digitally literate cohort of youth workers is better equipped to inspire and guide the next generation towards active participation in civic life, social entrepreneurship, and the pursuit of sustainable development. This chapter thus serves as a strategic roadmap, recognizing the symbiosis between youth work, digital tools, and the aspirations encapsulated in SDGs and Social Entrepreneurship.

5.1. ONLINE EDUCATION PLATFORMS - UNLOCKING EXPERTISE IN SOCIAL ENTREPRENEURSHIP AND SDGS

- Free and Effective Educational Resources
- Online Courses for Social Entrepreneurship and SDGs.

In the rapidly evolving landscape of digital education, leveraging reputable online platforms stands as a transformative strategy for empowering youth workers with essential expertise in Social Entrepreneurship and Sustainable Development Goals (SDGs). This chapter advocates for tapping into the vast resources offered by platforms such as Coursera, edX, and Khan Academy, each playing a distinctive role in providing a robust and diverse educational foundation.

Coursera: a pioneer in the field, serves as an invaluable resource for youth workers seeking comprehensive knowledge in Social Entrepreneurship and SDGs. With offerings from top-tier universities and institutions worldwide, Coursera provides courses that delve into various aspects of social innovation, impact assessment, and sustainable development. Notably, the platform often features courses that are accessible for free, making high-quality education inclusive and attainable.



coursera

Source: [Coursera](#)



edX: a collaborative venture between universities like MIT and Harvard, adds another dimension to the learning experience. It offers an extensive range of courses in social entrepreneurship, encompassing topics such as social impact strategies, business model innovation, and ethical leadership. With the flexibility to audit courses for free or pursue verified certificates, edX accommodates diverse learning preferences and financial capacities.

Source: [edX](#)

Khan Academy: known for its user-friendly interface and adaptive learning techniques, serves as an excellent entry point for youth workers exploring foundational concepts. While not exclusively focused on social entrepreneurship, Khan Academy provides a wealth of content related to economics, business, and sustainable practices. Its accessibility and simplicity make it a valuable resource for those in the early stages of their learning journey.



Source: [Khan Academy](#)

Key Features of Online Platforms:

- **Modularized and Adaptable Training:**
 - The emphasis on modularized and adaptable training aligns with the dynamic needs of youth workers. Online platforms allow learners to engage in bite-sized modules, enabling them to tailor their learning journey based on expertise levels, time constraints, and specific project goals.
- **Accessible Education:**
 - A core goal is to make education accessible to a diverse audience. The highlighted platforms offer a range of free courses, and in some cases, financial aid options, ensuring that cost is not a barrier to learning. This aligns with the overarching project goal of inclusivity.
- **Engaging Learning Experience:**
 - Incorporating concise video supports, illustrative concepts, and interactive elements enhances the overall learning experience. These features not only make the material more engaging but also cater to different learning styles, fostering a dynamic and impactful educational journey.

In summary, the online education platforms recommended in this chapter serve as dynamic gateways to knowledge, providing youth workers with the tools and insights necessary to drive positive change in the realms of Social Entrepreneurship and SDGs.

5.2. MOBILE APPLICATIONS FOR YOUTH EDUCATION AND AWARENESS PROJECTS - NURTURING ENGAGEMENT AND TECH LITERACY

- Mobile Applications for Youth Education and Awareness Projects
- Social Entrepreneurship Mobile Application
- Reviews and Recommendations

In the dynamic realm of mobile applications, a trio of versatile tools—Duolingo, Quizlet, and Kahoot! - emerge as instrumental resources for youth workers engaged in education and awareness projects, particularly in the spheres of Social Entrepreneurship. Each application, though originally designed for distinct purposes, showcases adaptability that aligns seamlessly with the goals of youth education and community engagement.



Duolingo: renowned for its gamified language learning approach, extends its utility beyond linguistic education. Its interactive and engaging design makes it adaptable for educational projects. By leveraging its game-like features, youth workers can transform learning into an enjoyable experience. Duolingo's versatility contributes to fostering a tech-savvy and enthusiastic youth community.

Source: [Duolingo](#)

Quizlet: emerges as a powerful tool for creating interactive quizzes and flashcards, elevating the learning experience. Youth workers can leverage Quizlet to design engaging content that aligns with the project's objectives. The platform's collaborative features facilitate knowledge-sharing, contributing to the development of a connected and informed youth community.



Source: [Quizlet](#)

Kahoot! renowned for its interactive quizzes and surveys, stands out as an invaluable resource for promoting active participation. Its engaging format encourages youth workers to create quizzes related to Social Entrepreneurship and SDGs. By incorporating Kahoot! into training programs, youth workers can enhance participant involvement and cultivate a sense of community among learners.

Source: [Kahoot!](#)

Key Features of Mobile Applications:

- Adaptability for Educational Projects:
 - The highlighted applications exhibit adaptability, allowing them to transcend their original purposes. This flexibility enables youth workers to integrate these tools seamlessly into educational projects tailored to the objectives of Social Entrepreneurship and SDGs.
- Engaging Learning Experience:
 - The gamified approach of Duolingo and the interactive features of Quizlet and Kahoot! enhance the overall learning experience. This engagement factor not only

captures the attention of youth but also promotes a positive and dynamic educational environment.

- Contributions to Tech Literacy:
 - Beyond their educational role, these applications contribute significantly to the development of a tech-savvy youth community. By incorporating these tools, youth workers not only impart knowledge but also cultivate essential tech literacy skills among the younger demographic.

5.3. WEBINARS AND ONLINE COMMUNITIES - FOSTERING COLLABORATION AND INSPIRATIONAL LEARNING:

- Participation in Live Events and Related Online Communities
- Inspirational Talks and Experience Sharing

In the realm of real-time engagement, the utilization of platforms such as Zoom, coupled with the dynamic networking potential of LinkedIn Groups, provides youth workers with a robust avenue for hosting webinars, participating in live events, and cultivating a thriving online community. The strategic inclusion of inspirational talks from platforms like TED further enriches the training program, fostering a mindset aligned with the project's core values of innovation, inclusivity, and sustainability.



Zoom: stands out as a leading platform for hosting webinars and virtual meetings, offering a seamless and interactive space for youth workers to engage in real-time.

With features like screen sharing, breakout rooms, and participant interaction tools, Zoom provides an immersive environment for exchanging ideas, sharing experiences, and building a sense of community. This platform's versatility makes it a go-to solution for fostering collaborative learning and facilitating dynamic discussions.

Source: [Zoom](#)

LinkedIn Groups: the recommendation to leverage LinkedIn Groups emphasizes the importance of ongoing discussions, networking, and resource sharing. By creating or participating in dedicated groups related to Social Entrepreneurship and SDGs, youth workers can extend the learning beyond formal training sessions. The collaborative nature of LinkedIn Groups serves as a catalyst for fostering a community of practice, enabling members to support each other, share insights, and collectively navigate challenges.



Source: [LinkedIn Groups](#)



TED Talks: incorporating TED Talks into the training program introduces an additional layer of motivation and insight. TED Talks feature influential speakers sharing innovative ideas, experiences, and perspectives. By

including talks related to social entrepreneurship, sustainability, and inclusivity, youth workers are inspired to think creatively and develop a forward-thinking mindset. These talks become catalysts for sparking discussions, encouraging participants to explore new perspectives and solutions.

Source: [TED Talks](#)

Key Features of Webinars and Online Communities:

- Real-time Engagement and Collaboration:
 - Platforms like Zoom enable real-time engagement, providing youth workers with a dynamic space to exchange ideas, share experiences, and collaborate. The interactive

features of these platforms contribute to the creation of an immersive learning environment.

- Ongoing Discussions and Networking:
 - Leveraging LinkedIn Groups ensures that the learning experience extends beyond formal training sessions. The continuous nature of discussions and networking opportunities fosters a vibrant online community where youth workers can actively participate, seek guidance, and share valuable resources.
- Inspirational Learning Through TED Talks:
 - TED Talks offer a curated selection of inspirational talks, providing youth workers with diverse perspectives and insights. By integrating these talks into the training program, a culture of continuous learning and innovative thinking is nurtured among participants.

In conclusion, the strategic use of webinars, online communities, and inspirational talks elevates the training program, creating an environment that not only imparts knowledge but also nurtures a community of engaged and forward-thinking youth workers.

In navigating the multifaceted landscape of youth empowerment, education, and sustainable development, the comprehensive approach outlined in this guide aims to equip youth workers with the knowledge, skills, and inspiration needed to foster meaningful change. The exploration of online education platforms, mobile applications, and dynamic online communities underscores the transformative potential of digital tools in cultivating a generation of socially conscious and engaged youth workers.

Digital Learning Platforms: The integration of reputable online education platforms like Coursera, edX, and Khan Academy serves as a cornerstone for providing accessible and adaptable training. These platforms not only offer a wealth of courses in social entrepreneurship and SDGs but also emphasize the importance of modularized learning. The incorporation of concise video supports and interactive elements amplifies the engagement factor, fostering a dynamic and effective learning experience.

Mobile Applications for Innovative Learning: The versatile application of tools like Duolingo, Quizlet, and Kahoot! signifies the evolving nature of technology in education. Beyond their traditional uses, these applications contribute to youth education and awareness projects, cultivating both educational resources and a tech-savvy youth community. By featuring reviews and recommendations in the training program guide, youth workers gain valuable insights into the most effective tools for their specific projects.

Real-time Engagement and Inspirational Learning: The emphasis on webinars and online communities, facilitated by platforms such as Zoom and LinkedIn Groups, highlights the significance of real-time engagement and ongoing discussions. These spaces become vital for youth workers to exchange ideas, share experiences, and build a supportive community. The integration of TED Talks as inspirational resources adds a layer of motivation and innovative thinking, aligning with the overarching project goals of promoting innovation, inclusivity, and sustainability.

The guide presents a comprehensive strategy for empowering youth workers, it is essential to acknowledge potential challenges. The digital divide remains a concern, as accessibility to these tools may vary across different regions and socio-economic backgrounds. Future iterations of the project should strive for inclusivity by addressing accessibility barriers and tailoring resources to diverse contexts. Additionally, ongoing evaluation and feedback mechanisms should be incorporated to

ensure the relevance and effectiveness of the training program. Continuous updates to the guide, incorporating emerging technologies and trends, will be crucial in maintaining its efficacy in an ever-evolving digital landscape.

In conclusion, the integration of digital tools and resources in youth worker training positions itself as a catalyst for social change. By fostering a culture of continuous learning, innovation, and community building, this guide strives to empower youth workers not only as educators but as catalysts for positive, sustainable, and inclusive development in their communities.

6. SOCIAL ENTREPRENEURSHIP PROJECT MANAGEMENT

6.1. WHAT IS SOCIAL ENTREPRENEURSHIP ?

Social Entrepreneurship is one of the types of entrepreneurship gaining popularity in the business world. This type of entrepreneurship is a business approach that focuses on solving social and environmental problems, unlike the traditional business model. Social entrepreneurs aim to create social benefit with their entrepreneurial skills.

Entrepreneurs interested in this type of enterprise generally realise their business ideas to solve a specific social problem such as social, environmental or health. In addition, they also work to support sustainability.

Social entrepreneurship and social change projects are business approaches that aim to build a bridge between business and social responsibility. Such projects are developed to generate sustainable and effective solutions to social problems. Social entrepreneurs aim to create social impact by establishing non-profit organisations or businesses.

Social change projects are business projects that focus on a specific social problem and offer solutions to solve this problem. It is possible to develop projects in areas such as education, health, environment or combating poverty by creating social change projects. These can be categorise as :

6.1.1. Environmentally friendly social entrepreneurship and green technologies

Environmentally friendly entrepreneurship and green technologies encompass business models that adopt sustainability principles and offer solutions to environmental problems. In this field, various environmental issues such as protecting natural resources, increasing energy efficiency and combating climate change are addressed. In general, the main issues related to environmentally friendly entrepreneurship and green technologies are as follows:

- Renewable energy
- Green construction and design
- Waste management and recycling
- Agriculture and food
- Biodiversity Conservation
- Smart city technologies



Environmentally friendly entrepreneurship has an important role in terms of economic and social sustainability as well as environmental advantages. Innovations in these areas are aimed at both protecting the environment and offering new opportunities to the business world.

6.1.2. *Social entrepreneurship focused on improving human welfare:*

Entrepreneurship in health, education and people-oriented sectors aims to increase the welfare of society and improve the quality of life of individuals. Entrepreneurship in these areas encompasses key criteria such as innovation, access and social impact. Health, education and people-oriented entrepreneurship models are as follows respectively:

Health Sector Entrepreneurship

- Digital health technologies
- Biotechnology
- Drug development
- Mental health interventions



Education Sector Entrepreneurship

- E-learning
- Education technologies
- School management



Entrepreneurship in People-Oriented Sectors

- Social responsibility
- Sustainability
- Innovation in the social field
- Equality

Entrepreneurs working in this field attach importance to social and human-oriented values as well as economic criteria. In this way, it becomes possible to create a more comprehensive and sustainable impact.

6.1.3. *Who is a social entrepreneurship ?*

A social entrepreneur is a person who creates sustainable and innovative solutions to social or environmental problems and aims to create a positive social impact by implementing these solutions. Instead of seeking profit, they work for the good of society or the environment and aim to create sustainable change.

Social entrepreneurs solve problems by using innovative business models instead of the traditional business model and bring together different resources to meet the needs of society. Social entrepreneurs often establish non-profit organisations or social enterprise companies and through these organisations they seek to create social impact while ensuring their sustainability.

The priorities of social entrepreneurs are to improve the quality of life of people, to help disadvantaged groups, and to make improvements in areas such as education, health and the environment. Social entrepreneurs carry out their projects using project management skills such as planning, resource management, risk analysis, sustainability and effective communication.

The process of developing a business idea in entrepreneurship can be defined as a stressful process of adapting to changing market conditions. Therefore, social entrepreneurs need to feel mentally well and be in a good mood in order to achieve both personal and professional success.

Intense Work Tempo and Stress in Entrepreneurs

Many entrepreneurs try to cope with the fast-paced working process and the associated stress in the process of realising their business idea. At this stage, they have limited communication with other people while focusing on business processes. Entrepreneurs going through this process feel lonely and may lose motivation after a while. To cope with such situations, entrepreneurs should have an

effective support system. Steps such as participating in various activities for good mental health, receiving professional support and resting by taking a break will help to cope with stress.

The Effect of Mental Health on Entrepreneurial Success

Entrepreneurship is the process of operating in a constantly changing market with intense stress. Mental health is one of the important criteria affecting entrepreneurial success. Entrepreneurs need to feel mentally well to be successful. At this point, the importance of a good mental state for success is as follows:

- Creativity
- Decision making process
- Work performance and productivity
- Coping with stress
- Crisis management
- Team management

Emotional Difficulties and the Need for Support from Others

Entrepreneurs run their business alone, as they have to constantly make decisions and fulfil various responsibilities. This can lead to a feeling of emotional loneliness. Support from others can reduce emotional loneliness and help entrepreneurs to share challenges. Entrepreneurs often need support in dealing with uncertainties about the future. Unplanned situations cause anxiety. In this case, support from a mentor, counsellor or business partner can help entrepreneurs to improve their ability to cope with uncertainty.

In entrepreneurship, coping with emotional difficulties and receiving support from others is critical to achieving a healthier balance in business as well as social life. This support network can help entrepreneurs overcome challenges more effectively and achieve long-term success.

6.2. PROJECT PLANNING

Project planning is the process of creating a roadmap for the successful completion of a project by determining the objectives, processes, resources and risks of a project in advance. In this process, elements such as project scope, objectives, activities, timeline, resource allocation, risk management and communication plan are considered. Project planning ensures agreement between stakeholders, ensures effective utilisation of resources and provides a basis for monitoring and controlling the progress of the project.



Project planning in social entrepreneurship is a fundamental step for the successful management of projects focused on solutions to social problems. This process aims to identify social impact objectives, resource management, strengthen stakeholder relations, ensure impact measurement and support sustainability. The important steps of project planning in social entrepreneurship can be listed as follows:

- ***Determining Social Impact Targets:*** Social entrepreneurs develop projects that focus on solutions to social problems. Project planning helps to clarify social impact objectives. This enables the social entrepreneur to identify strategies to achieve the project's goals and increase the potential for impact.



- **Resource Management:** Social enterprises aim to produce solutions to social problems while working with limited resources. Project planning ensures that these resources are managed effectively. This ensures that financial, human and other resources are properly allocated and effectively utilised.
- **Stakeholder Relations:** Social enterprises often interact with many different stakeholders. Project planning facilitates identifying stakeholders and ensuring effective communication and co-operation with them. In this way, the social entrepreneur's partnership and support with stakeholders increases the success of the project. 
- **Measurement and Evaluation:** It is important to measure and evaluate the impact of social initiatives. Project planning helps to identify appropriate indicators and collect data for impact measurement. In this way, the social entrepreneur can monitor the impact of the project and adjust strategies as needed. 
- **Sustainability:** The long-term sustainability of social enterprises is important. Project planning helps to identify strategies to ensure the financial and operational sustainability of the social enterprise. This increases the effective utilisation of resources and the potential for income generation.

6.2.1. Effective project planning steps

The following steps should be followed for effective project planning:

- **Determination of Project Scope:** The objectives, boundaries and outputs of the project should be determined and stakeholders should be contacted.
- **Determination of Project Objectives:** The purpose and objectives of the project should be clearly identified and defined with measurable criteria.
- **Defining Work Packages:** Project works should be divided into small parts and each part should be planned separately.
- **Sequencing of Activities:** Activities within the work packages should be ordered and dependencies should be considered.
- **Allocation of Resources:** The resources required for the project should be identified and time and budget allocations should be made.
- **Creating the Timeline:** The project timeline should be created using the durations and dependencies of the activities.
- **Assessment and Management of Risks:** Project risks should be identified, their possible impacts should be analysed and a risk management plan should be developed.
- **Preparation of Communication Plan:** Communication between project stakeholders should be planned, communication channels and frequencies should be determined.
- **Defining Project Monitoring and Control Processes:** Project progress needs to be monitored, performance needs to be evaluated and corrective measures need to be taken when necessary.

- **Project Closure:** When the project is completed, the results should be evaluated, experiences should be shared and the project closure process should be completed

6.2.2. Determination and monitoring of project objectives

Social entrepreneurship is an approach that develops solution-oriented projects for social problems. In order for these projects to be successfully completed and have an impact, it is very important to identify and monitor the project objectives. This process aligns the purpose and objectives of the project, ensures agreement among stakeholders, and evaluates success by monitoring the progress of the project. In this way, social entrepreneurship projects can provide effective solutions to social problems and achieve sustainable social change.

- **Identification of Project Objectives:** Determining project objectives in social entrepreneurship projects is a critical step to clarify the purpose and goals of the project. These objectives define how the project will produce solutions to social problems and what results it aims to achieve. The objectives **should be measurable, achievable, realistic and time-bound**. This provides a basis for monitoring the progress of the project and evaluating success.

The setting of objectives in social entrepreneurship projects also aims at achieving an agreement between the stakeholders of the project. Stakeholders should understand the objectives of the project and contribute to its outputs and impact. Clarifying the objectives increases stakeholders' commitment to the project and increases the project's potential for social impact.

- **Monitoring Project Objectives:** Monitoring project objectives in social entrepreneurship projects is important to track the progress of the project and to assess how close the objectives have been met. This monitoring process enables to determine that the project is progressing on time and on budget, that it meets quality requirements and that progress is being made towards achieving the targeted results.

Monitoring of project objectives is carried out using performance indicators and metrics. These indicators ensure clear communication between the project team and stakeholders and make it possible to objectively assess the progress of the project. The monitoring process is important to ensure the smooth progress of the project, to identify possible risks and deviations and to take corrective measures when necessary.

Monitoring project objectives also plays an important role in project management. This process ensures that the project proceeds as planned and provides guidance to the project team. Monitoring also enables corrective measures to be taken as necessary for the success of the project. This ensures that the project is successfully completed on time, on budget and with the targeted results.

6.3. EVALUATION AND FEEDBACK

Evaluation and feedback is a process used in social entrepreneurship projects to assess the progress and impact of the project. This process is used to determine how close the project has come to its objectives, to assess the effectiveness of activities and to obtain important information for improvement.

Evaluation is a method used to objectively assess the performance and results of the project. In this process, factors such as the degree of achievement of the project's objectives, effectiveness of activities, utilisation of resources, management of risks and social impact are assessed. Evaluation is carried out to identify project strengths, identify areas for improvement and provide learning for future projects.

Feedback is the channeling of information obtained from the stakeholders of the project to the project. Stakeholders involved in the project provide feedback on the progress and impact of the project. This feedback is important for assessing how close the project is to its objectives, the effectiveness of the activities and the social impact. Feedbacks provide important clues and suggestions for the development and improvement of the project.

The evaluation and feedback process is important for the successful completion of the project and its social impact. This process objectively assesses the performance of the project, identifies areas for improvement and provides important learnings for future projects. In addition, feedbacks direct the information obtained from the project's stakeholders to the project and support the process of achieving the project's objectives.

6.3.1. *Effective evaluation of projects*

Effective evaluation of social entrepreneurship projects is a process used to objectively assess the performance of the project, the degree to which it has achieved its objectives and the societal impact, in order to measure the success of the project, identify areas for improvement and provide learning for future projects.

Effective evaluation of social entrepreneurship projects includes the following steps:

- **Performance measurement:** The performance of the project is measured using the objectives and indicators set in the project. This step is important to determine how close the project is to its objectives.
- **Effectiveness evaluation of activities:** The effectiveness of the activities carried out in the project is assessed. This step is important to determine how successfully the planned activities of the project were realised and how much they contributed to the objectives.
- **Evaluation of resource utilisation:** The resources used in the project (financial, human resources, materials, etc.) are assessed. This step is important to determine whether resources are used effectively and the cost-effectiveness of the project.
- **Risk management assessment:** The management of risks arising in the project and the effectiveness of the measures are assessed. This step is important to determine the project's resilience to risks, the impact of risks and the effectiveness of risk management strategies.
- **Evaluation of social impact:** The social impact of the project is assessed. This step is important to identify the impact of the project on the community, the benefits to the target group and the potential for sustainability.

6.3.2. *Creating a feedback culture in young people*

Creating a feedback culture among young people in social entrepreneurship projects is an important step to help young people evaluate their performance in projects and help them improve themselves. The following steps can be followed to create this culture:

- **Raising awareness of feedback:** Informing young people about the importance and benefits of feedback is important to motivate them to engage in the feedback process. Making them realise that they can improve themselves through feedback is an important step in building this culture.
- **Providing a safe environment:** It is important to ensure that young people feel comfortable receiving feedback and support them to accept criticism in a positive way. A safe environment enables young people to express themselves and get the most out of the feedback process.

- **Using the right feedback techniques:** It is important to use the right techniques in giving and receiving feedback. Using positive and constructive language, providing concrete examples and suggestions can be effective when giving feedback to young people. At the same time, it is also important to give young people the opportunity to express their thoughts by asking open-ended questions while receiving feedback.
- **Make feedback continuous:** Providing continuous feedback to young people is important to follow and support their development. This means continuously implementing the feedback process at different stages of the project and activities. Actively involving young people in the feedback process and organising regular feedback meetings can help sustain this process.
- **Encouraging learning from feedback:** Encouraging young people to learn from the feedback process enables them to continuously improve themselves. Emphasising that feedback is a learning opportunity encourages young people to respond positively to feedback and take steps to improve themselves.

6.3.3. *Financing and investment strategies in entrepreneurship*

Financing and investment strategies **in entrepreneurship play an** important role in the process of starting a new business or expanding an existing business. It is necessary to determine the right financing and investment strategies to provide the capital necessary to realise or expand your business idea, to sustain your business and to gain competitive advantage. At this point, financing is extremely important for both angel investors and entrepreneurs.

Angel Investors and Venture Capital Financing

Angel investors and venture capital are two important sources of financing for entrepreneurs. Both options provide investment financing for entrepreneur candidates who want to realise their business idea and allow their business to grow.

Angel investors usually provide lower amounts of capital because they invest individually. They usually receive a return on their investment in the form of shares of stock or a share of the increase in the value of a business. In addition, angel investors tend to take higher risks because they often invest in innovative projects at an early stage.

Crowdfunding and Entrepreneurship

Crowdsourced financing is often used by entrepreneurs to realise their business idea and finance their projects at an early stage. This financing model is particularly favoured by entrepreneurs when they have limited access to traditional sources of financing. Entrepreneurs use crowdsourced financing to launch new products or projects. In this way, entrepreneurs have the opportunity to promote and market their products or services to potential customers at an early stage.

Grant and Incentive Programmes for Innovative Projects

It has an important role for entrepreneurs to prepare a business plan before coming to the incorporation stage. With this plan, the goals are determined and the process that will increase the probability of achieving these goals is determined. After a business model emerges, it is necessary to make a financial plan. In order to realise the developed idea, it is important to solve criteria such as making sales, acquiring customers, adapting to companies, finding investment. Therefore, grant and incentive programmes have an important role for innovative projects.

Grant and incentive programmes exist in many countries to support innovative projects. These programmes focus on research and development projects, new technologies, sustainability projects and innovative business models.

7. INSPIRATIONAL SUCCESS STORIES

7.1. ITALIAN SUCCESS STORIES

7.1.1. Social Hackaton Umbria #SHU

The Social Hackathon Umbria, known as #SHU 2016, originated during the final event of the Generation0101 project and has witnessed remarkable success over the past six years. Beginning with 80 participants in 2016, it has now expanded to over 360 participants in 2023. Throughout this period, participants underwent a 3-4 month program encompassing training, skill-building, and networking activities.

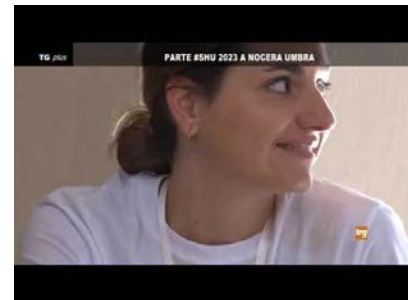
Over the last four years, #SHU has catalyzed positive outcomes. Young participants, particularly those not in school or employed (NEETs), discovered improved job and educational opportunities. Notably, refugees showcased their technological skills, contributing to the event's success.

The initiative's growth and strength stem from providing social hackers with increased opportunities each year.

How does it Work

To host an event with sustainable outcomes benefiting all participants, we organize effective training and information sessions tailored to engage four key target groups:

- **10 Projects**
- **10 Teams**
- **350+ Participants**



Types of Participants

- **Social Hackers:** Social hackers form the core of our co-development teams, guided by an experienced team manager throughout the event.
- **Organizations:** Solution givers ensure that the developed solution effectively addresses the identified challenge.
- **Experts:** The team manager serves as a liaison between the chosen organizations' representatives and the participants.
- **Partners:** This includes technical and financial backers, mentors, judges, as well as those offering special awards with incubation programs for winning ideas, among others.

The primary participants of #SHU include:

- **Young learners:** Undergoing a structured training program to acquire digital skills, acting as junior hackers during the final hackathon.
- **Individuals from public or private organizations:** Passionate about addressing social issues, participating as challenge givers actively involved in the event.

#SHU distinguishes itself by leveraging the collaborative learning experience, benefiting participants regardless of their technological proficiency or background. Each year, diverse groups are invited to partake in the final event, concluding a comprehensive process that leaves everyone feeling enriched, irrespective of tangible rewards.

Mission

The Social Hackademy plays a part in **creating a democratic and sustainable civilization process for the digital aspect of our planet**. Moreover, its goal is to cultivate a **new perspective** that allows us to see the **full reality** of the world around us.

A Social Hackademy is created **to make it easier to build an ethical vision of the world**. It sees the world as an interactive space where things are always changing, and we need to handle them responsibly. The goal is to **make planet Earth a better place for everyone**. A Social Hackademy helps speed up the development of what we call "digital thought" and combines it with "object thinking".

7.1.2. *SEMPREVERDI*

SEMPREVERDI methodology has been designed during the implementation of the project SWEDA – Sustainable Wellbeing Entrepreneurship for Diversification in Agriculture (<https://www.swedaproject.eu/>), an Erasmus+ KA2 lasting 36 months that started the 01/09/2022 and ended on 31/08/2023. Enrolled students followed a blended course consisting in a series of online classes, supported by an online platform (<https://www.swedaproject.eu/moodle/?lang=en>) and a series of Learning Teaching Training Activities (LTTA) organized in each country of the consortium that lead to the ideation, development and implementation of transnational group projects. SEMPREVERDI stems from the SWEDA experience valorising the development of an on-field, qualitative and transnational research enquiry that has been useful for the articulation of its foreseen activities, targeted at combating the lack of wellbeing of the elder society and their relevant potential toward a positive and active enhancement of the Landscape and Public Spaces.



Given the fact that the prolonged pandemic emergency has forced the most vulnerable people to stay at home and avoid contact with the outside world as much as possible, the elderly have been particularly affected, even those without serious illnesses or health problems.

As a result, this fragment of the population has been progressively excluded from the communities' socio-economic context, has lost enthusiasm for even the most common daily activities and experienced a sort of estrangement from the instances of Social Contact, Interaction with the Landscape and Interconnection with Outer Space and Urbanism. According to the Italian Society of Geriatrics, the people who suffered most from the effects of the pandemic were precisely the elderly, in particular the over-65 age group, in relation to their more frequent situation of physical and cognitive 'fragility'. The need to limit social interactions has dramatically reduced the 'living space' of many elderly people, having a negative impact not only on their physical health but also on their mood and sometimes on their cognitive performance. Home isolation has led to a significant reduction in activity levels, particularly in individuals suffering from pathologies or neurological diseases such as Parkinson's, diabetes mellitus, and cardiovascular diseases. In this context, this project aimed to encourage actions capable of giving the elderly back their role within the community, mending and strengthening the social relations that have been compromised in recent years, stimulating opportunities in order to avoid isolation and social detachment. It is worth to

mention two of the several piloting activities that have been implemented in order to properly define SEMPREVERDI's objectives and on-field actions:

● **ELDERS BIOPHILY GROUP**

A series of activities hosted by the Greenhouse for Tropical Crops – University of Kassel, involving the international research group of the SWEDA course and sempreVerdi's research group in collaboration with Italian experts in agriculture and rural landscape, aged from 65 to 70.

Title of the activity was "Education for Sustainable Development focused in Landscape and Agriculture, consisting in a confrontation upon the fostering of SDGs based activities in favor of education and society as a whole.



sempreVerdi research group

● **FESTA DELL'ALBERO**

Workshop held in Italy on 21/11/2022 consisting in a series of qualitative enquiries focused on the design of the SEMPREVERDI's toolkit. Such an experience allowed the definition and evaluation of general means, useful tools and, practically speaking, the visual design of an accessible gardening handbook that will enrich the main element that will be presented to the target group: the AgriBox. Moreover the "Festa dell'Albero" hosted the first test of the activity "Vermicomposting" that is included in the future implementations of the project.

Poster of the Event, "AgriBox Lab"



In May 2023, The project was selected for the prestigious LivCom Awards for Sdg (<http://www.livcomawards.org/21stowards/index.html>) and recognised with a bronze medal in the Environmental Sustainability Project Awards Section.

In July 2023, the SEMPVERDI methodology was included as a participant challenge of the Social Hackathon Umbria 2023, with the aim of designing and producing digital tools in favor of professionals and people of care, involved with Elders in need.

On September the project has been valorised thanks to the article “Caring for both the Earth and the elderly” (<https://www.etf.europa.eu/en/news-and-events/news/caring-both-earth-and-elderly>), published by the European Training Foundation, ETF, and mentioned as “highly assessed in the European Training Foundation’s [Green Skills Award 2023](#).”

7.1.3. SCREEN2SOUL

Screen2Soul, a startup stemming from the Atlas Center association, finds its roots in a space dedicated to inclusion, growth, training, and research—the ATLAS Centre. This welcoming haven extends its embrace to both those considered 'typical,' navigating life's challenges, and individuals with severe intellectual and relational disabilities.

Leveraging the potency of creativity, the center facilitates a profound purpose discovery in individuals' life journeys, fostering growth within a relational context. Combining traditional art therapies with modern verbal and non-verbal communication techniques, the center employs a sensory-rich approach encouraging the integration of all five senses. Its primary objective is to aid verbal communication, particularly in individuals facing conditions such as psychosis and autism, where verbal communication may be challenging or absent.



For each guest, a personalized series of creative workshops is meticulously designed, considering their preferences, talents, and sensory characteristics. To realize these objectives, the Atlas Center actively organizes activities and forges robust partnerships with local authorities responsible for social and healthcare services, educational institutions, universities, and user families. This collaboration amplifies educational strides and enhances the overall success of rehabilitation and inclusion initiatives.

The ATLAS Center stands as a space for collective learning, growth, and research, navigating the shifts brought about by technology. It endeavors to ensure that technology becomes a conduit for improved connections and self-expression, steering clear of fostering isolation. In pursuit of this vision, the center developed the "Painteraction System."

"Painteraction" is an intuitive augmented reality tool enabling users to immerse themselves in their own images. Through simple body movements, individuals can create drawings and receive visual feedback on their actions and those of therapists, all while facing a screen. Inspired by Akira Kurosawa's movie "Dreams," the idea was conceived by Simone Donnari, the driving force behind the Atlas Center in Perugia.



This project, funded by the European Union, seeks to create a virtual reality to aid those facing challenges or affected by autism.

The software, developed over several years by a collaborative team of engineers and various Italian universities, aims to allow individuals to step into their own images.

The software's ultimate goal is to use technology as a source of creativity rather than isolation. Serving as a bridge between neurodiverse and neurotypical individuals, the software provides a means for autistic individuals to connect with others through indirect interaction via a screen, fostering mutual acceptance.

7.2. TURKISH SUCCESS STORIES

7.2.1. FAZLA (EXCESS FOOD)



Founded in 2016 as a social enterprise by two idealistic young people, Olcay Silahlı and Arda Eren, Excess Food operates with a mission to set an example for young people while working towards making an impact on the world. They focus on the Sustainable Development Goals and develop technology-based solutions to prevent food waste. Among Excess Food's stakeholders are some of Turkey's largest supermarket chains and brands such as CarrefourSA, Metro Market, Migros, and Nestle. Their journey began with a focus on Sustainable Development Goal 12.3: "By 2030, to halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains." While their core mission revolves around this goal, they emphasize that their work provides benefits aligned with various other objectives. Additionally, what sets Excess Food apart and inspires others is being the first Turkish initiative supported worldwide by the UN Development Programme (UNDP)

7.2.2. KIZLAR SAHADA (GIRLS ON THE FIELD)



The story of Girls on the Field can be best told through the interview with one of its founders, Melis Abacıoğlu, who grew up believing that being ambitious was frowned upon. However, in 2012, she and a friend decided to play soccer with boys. Melis scoring a goal in the match was a transformative moment for her, leading to the birth of the idea of empowering girls to break gender stereotypes through soccer. Alongside co-founders Kiraz Öcal, Öykü Attila, Seren Ayrın, and their ambassadors, they continue to expand the project, touching more lives every day. Under the Girls on the Field initiative, they organize Women's Soccer Tournaments, Soccer Schools, Player Development Programs, Soccer Camps, Volunteer Trainer Programs, and Corporate Training. Their goal can be succinctly expressed as: "Breaking societal gender stereotypes coded as 'YOU CAN'T,' empowering girls and women of all ages through soccer!"

To achieve their goal, they organize soccer schools for girls, tournaments for high school students and adult women, soccer and social development camps for mixed-gender groups, and corporate training for sports clubs, schools, and companies. They align their efforts with the Sustainable Development Goals, particularly focusing on Gender Equality, Reducing Inequalities, Quality Education, Peace, Justice, Strong Institutions, and Partnerships for the Goals.

7.2.3. KIZ BAŞINA (JUST A GIRL)



Alone Girl derives its name from rejecting the hate speech "You can't do it alone" and adopting the opposing "If you do it, you can do it alone" narrative. It is an activist community formed by volunteer activists and operates as a non-profit organization within the scope of its social ventures. In general, its transformative activity aims to change the normalization of

violence in society and empower women. Campaign activities under the transformational efforts include developing creative and innovative methods to understand, evaluate, express, empower, challenge, or mobilize the silent majority. At the Facebook Global Digital Challenge event, held at the Middle East Technical University in spring 2018, the Alone Girl Project ranked second. The project aims to inform the public about various fundamental social issues centered around women, encourage women to become activists supporting each other and the issues that concern them the most. Additionally, Alone Girl focuses on educating mothers and teachers to prevent child abuse. Currently, it has more than 5000 volunteers, 34 projects, and has won 11 international awards.

KIZ BİŞİNA

7.2.4. SOSYALBEN (SOCIALME)



SocialMe Foundation is a non-governmental organization that aims to enable children aged 7-13 living in disadvantaged areas to discover and develop their talents. To this end, it conducts national and international field and education studies that contribute to their personal development. The foundation contributes to the discovery, development, and guidance of children's talents through eight core workshop activities during fieldwork, including painting, music, dance, play, creative writing, short film and photography, sports, and invention. The SocialMe Foundation continues its activities with 1,282 volunteers, including 446 community volunteers and 836 e-Volunteers participating in SocialMe activities in digital media. Within the SocialMe umbrella, there are the SocialMe Foundation, e-SocialMe, SocialMe Store, and SocialMe Academy. The SocialMe Foundation has embraced the principles of World Citizenship, Volunteering, Respect for Differences, Transparency, Innovation, Social Entrepreneurship, Social Benefit, and Sustainability, and conducts its work in line with these principles.

7.2.5. HAKLAR PROJESİ (RIGHTS PROJECT)



The "Rights Project," aims to empower university youth in the discrimination and human rights context under the European Union's European Instrument for Democracy and Human Rights (EIDHR) program. The project is being implemented by the Youth Services Center Association (GSM), the Mardin Common Women's Cooperation Association (MOKİD), and the Uğur Mumcu Investigative Journalism Foundation (um:ag). The project aims to establish connections among university students aged 18-25 based on equality and zero discrimination through online and face-to-face activities. The Council of Europe sees the empowerment of young people on human rights as a preventive measure against the rise of violence, racism, extremism, xenophobia, discrimination, and intolerance. In this context, the Rights Project, created to develop and spread a culture of human rights in society, creates democratic spaces for young people to make their voices heard. The project targets two separate audiences: civil society organizations working with young people and university students aged 18-25. The Rights Project's networks and centers include rights monitoring centers, advocacy networks, civil journalism networks, youth news platforms, and education networks.

7.2.6. YOUNG GURU ACADEMY (YGA)



YGA, established in Turkey, is a non-profit civil society organization, where "being two-winged" means being both compassionate enough to design projects that are beneficial to humanity and equipped enough to implement radical solutions to problems, creating breakthroughs. Every year, over 20,000

high school and university students apply for the YGA Summit. Following a three-stage interview process, 30 students are selected. These selected young people draw from the experiences of YGA Dream Partners, which include scientists, academics, and senior executives such as Prof. Aziz Sancar, Ali Koç, Faruk Eczacıbaşı, Prof. Mehmet Toner, and Prof. Kristi Raube. They develop their conscience and skills by taking responsibility in YGA's Science Mobilization Project and other social ventures. Collaborating to design and implement technology-based social innovations, YGA's projects include WeWALK, the world's smartest cane; Dream Partner, a platform that facilitates the lives of over 200,000 disabled individuals, and the TWIN Science Set, which fosters a love for science. YGA has won ten international awards in innovation and technology so far, with Dream Partner being recognized twice as the world champion at the GSMA, considered the Oscars of the technology world.

7.2.7. **DERS ORTAĞIM (MY STUDY BUDDY)**



Now in its third year and continuing within the scope of MEF University, the My Study Buddy Project aims to provide equal opportunities to visually impaired students attending high school and university in Turkey, increase accessibility in education, and disseminate awareness gained through peer learning to wider audiences.

7.2.8. **YETKİN GENÇLER (COMPETENT YOUTH)**



Competent Youth, led by Prof. Dr. Erhan Erkut, is a consciousness-raising education program established with the support of MEF University and the Mehmet Zorlu Foundation in 2015.

7.2.9. **DARÜŞŞAFKA**



Darüşşafaka Society, one of Turkey's first civil society organizations in education, has been carrying on its existence since 1863 with the mission of "Equal Opportunity in Education." Meaning "home of compassion," Darüşşafaka takes custody of our talented children, whose fathers or mothers are no longer alive, and who lack financial means when they are ten years old, providing them with international standard education. It raises them as thinking, questioning, confident, socially responsible leaders aware of their responsibilities to society.

7.3. **FRENCH SUCCESS STORIES**

7.3.1. **Pop, an incubator for social economy businesses (Nouvelle-Aquitaine)**

POP is an incubator that has been helping project leaders to see things more clearly since June 2020. It offers a comprehensive range of support services to help new projects and activities emerge that address social and environmental issues. This project has been co-funded by the EU.

Link : <https://pop-incub.org/#qui-sommes-nous>

7.3.2. **Solid'R by the Solid'R youth group**

The aim of the Solid'R youth group is to help young people realise their ideas and offer them unique cultural, sporting, civic and even travel experiences. They implement projects whose aim is to promote rural areas to young people while raising their awareness of the 17 SDGs.

Link : [Comité Jeunes - Les Jeunes Solid'R](#)

7.4. DANISH SUCCESS STORIES

7.4.1. *The Danish United Nations Association School Service*

It is an initiative started with the purpose of spreading knowledge about the UN and making complex issues of the global world understandable to all. The School Service consists mainly of students and are represented throughout Denmark. We offer different kinds of games, presentations, and role-playing activities to both primary and secondary schools in order to give students a better understanding of the international community, the UN, and international relations in general.

Read more: <https://fnforbundet.dk/for-skoler/skoletjenesten/>

7.4.2. *UNESCO SDG Schools*

It is a worldwide school network focusing on education that puts global citizenship and sustainable development on the schedule. It is part of the global school network UNESCO Associated Schools Project Network. In Denmark, there are 80 educational institutions in the network, and it counts both primary schools, continuation schools, upper secondary schools, vocational schools and university colleges. The Ministry of Children and Education supports the Danish network with an annual grant. Students work with academic themes such as intercultural competence, human rights, climate and environment.

Read more: <https://www.unesco.dk/uddannelse/unesco-verdensmaalsskoler>

7.4.3. *The SDG Ambassadors*

The SDG Ambassadors are a network of young committed voices who are passionate about translating the SDGs from hope to action. The SDG ambassadors ensure that Danish young people get ownership of world development and that the young people sit at the table and are present where people meet and opinions are broken. As a SDG ambassador, you dedicate a volunteer year to the SDGs and subsequently join the network of SDG ambassadors. 65 SDG ambassadors have already been trained, who have engaged thousands of other young people across the country in acting on the SDGs.

Read more: [Verdensmålsambassadørerne | Verdensmål \(verdensmaal.org\)](#)

7.4.4. *Danish Youth Council*

Danish Youth Council annually sends 8 youth delegates to the UN eg. UN General Assembly and other multilateral fora. The delegates are representatives from Danish childrens and youth organisations who will give young people a voice in international decision-making processes. The UN youth delegates also contribute to the dissemination and anchoring of global agendas among Danish youth through information activities. The youth delegates work within 4 themes: Gender equality, climate and environment, democracy and partnerships, and skilled training and job creation.

Read more: [DUFs ungdomsdelegatprogram - Dansk Ungdoms Fællesråd](#)

7.4.5. *Social Entrepreneurs, Denmark*

Social Entrepreneurs in Denmark is a national association for everyone interested in social entrepreneurship, social innovation, social enterprise, co-production and other solutions to welfare issues across the civil, public and private sectors.

Social Entrepreneurs in Denmark (SED) is a networking forum where social entrepreneurs can find knowledge, get help and support, exchange experiences and ideas and mutually inspire each other -

in Denmark and internationally to the benefit of our members. Social entrepreneurship is seen in a larger holistic and sustainable perspective of the need for new models of environmental, social and economic change. Therefore Social Entrepreneurs in Denmark see the UN Sustainable Development Goals (The SDG's) as a natural framework for the work of the association.

Read more: <https://socialeentreprenorer.dk/fns-verdensmaal/seds-arbejde-med-verdensmaalene/>

7.4.6. The Youth House of Democracy (Ungdommens Demokratihus)

At Ungdommens Demokratihus, they work to create a new political debate culture and support young people's citizenship, social engagement and self-organised communities.

You can join if you are involved in an organization or are about to start a project that matches their purpose.

Read more: <https://ungdommensdemokratihus.kk.dk/>

7.4.7. Startup Central

Startup Central is an online network for entrepreneurs and the self-employed that has existed since February 2018. Startup Central takes care of members' interests and makes it manageable to be an entrepreneur and self-employed through an online network. Start ups are not only interested in economic growth. Instead and increasingly, the main focus is the interplay and reciprocity between the economic, social and environmental bottom line. Entrepreneurship, innovation, and new ways of thinking business are crucial elements in relation to sustainable development and for society to achieve the SDG's.

Read more: <https://www.startupcentral.dk/om-os/>

7.4.8. Global Compact Denmark

The UN's Global Compact Denmark is a part of the world's largest voluntary initiative for responsible companies and sets a common framework for communication about your company's progress and commitment within responsible corporate management. The Global Compact's mission is to mobilize a global movement of responsible companies to create a better world.

The global goals are an opportunity to develop and implement business-driven solutions and technologies to address the world's largest sustainability challenges. Among other things, they have published The SDG COMPASS, which is a guide for companies' work with the World Goals.

The global goals set the global agenda for the development of our society, and therefore makes it possible for leading companies to demonstrate how they contributes to promoting sustainable development. Both know to minimize the negative impacts and by maximize the positive impacts on as well people like Earth.

Read more: <https://globalcompact.dk>

https://globalcompact.dk/wp-content/uploads/2020/04/SDG_Compact_Guide_Danish.pdf

7.5. CYPRUS SUCCESS STORIES

7.5.1. Ecophysis

Ecophysis is a family business that offers experiential/educational tours for small groups of visitors with special interests in the natural environment, rural lifestyle and traditional products of Cyprus. Additionally, environmentally-sensitive guests have the opportunity to visit the region all year round, enjoy the natural beauty of the area, and develop and improve certain skills needed in the field.

Workshops are also organized for groups with focused interests, such as beekeeping, the study of nature (e.g. birdwatching), taking photos of landscapes and harvest, and workshops on the production of traditional product.



Ecophys is a success story as it follows many SDGs such as Goals 2, 3, 4, 12 and 13; they do ethical bee keeping, the honey never goes bad, they collect herbs and show to the public how nature has so much to offer and how our yards can offer something nutritious and edible, they give workshops on how to create your own balms, ointments and other products, their workshops are very affordable etc. It also reaches goals 8, 11 and 15 as this is a developed project in a rural village with only 30 inhabitants, hiring employees from nearby villages and adding to the growth of the area and its communities. It connects people with nature and shows how important it is to keep natural vegetation for bees to be able to produce, it shows the possibilities of everyone's yard and what nature has to offer when we respect it. Some other goals it reaches are goal 5 (with an admirable female CEO, and Goal 17 with their partnerships with other local producers, retailers, associations etc.

7.5.2. *Gaia Olea*



gaia olea

Gaia Olea was born out of love for essential oils, herbs, vegetable oils, clays and other natural ingredients in Kalavassos, a small village in Cyprus. After studying and experimenting with these natural ingredients for a few years, in 2013 they decided to start sharing their products with the rest of the world.

They offer handmade soaps, balms, healing salves, therapeutic oils, lotions and other body care products, made exclusively with natural ingredients and in small batches, filled with metta vibrations.

This project reflects their love for mother nature and their need to ensure that their products do not harm people, animals or the environment, so every effort is being made to source organic, fair trade, sustainable, ethically and locally produced ingredients when possible.

Main ingredients used are olive oil, beeswax, pure essential oils and hand picked herbs from Cyprus, as well as some selected ingredients from around the world.

Most of the packaging used is recyclable and/or reusable and none of the products has been tested on animals. All of the products contain exclusively 100% natural ingredients and do not contain any palm oil, parabens, petroleum, silicones, sulphates, phthalates, synthetic preservatives or fragrances.

The main SDGs they reach are Goals 3; Good Health and Well-Being, Goal 14; Life Below Water, Goal 15; Life on Land.

7.5.3. *Ygea Farm*



Ygea Farm is a family-run bio farm in the fertile foothills of central Cyprus, allowing their hens to enjoy plenty of open space, sunshine and fresh air, as well as an excellent, fully-certified organic diet. They are committed to local farming, organic foods, humane treatment of animals, and nature conservation. Their view is that this provides a better balance between nature and food.

They welcome visitors to their farmstead to see the hens, nature and the organic way of egg farming. Visitors can book an appointment for a tour to the farm and its different sectors.

Ygea Farm is fully bio. The land does not contain any pesticide residues or environmental pollutants. Their bee colonies collect pollen and nectar from naturally grown flowers and herbs. Meanwhile, they follow organic management, with minimal processing, no other added substances/additives; producing only raw honey.

Sage and oregano are two native herbs of Cyprus, and the wider Mediterranean region. Both have a long history of medicinal, health and culinary uses, dating back to antiquity. At Ygea Farm, their organic sage and organic oregano is used as feed and for health remedies for the hens, as well as food for the bees.

Their principles include: Fully certified organic chicken feed, no GMO; No synthetic growth or breeding hormones; Bio Land using only natural and organic deterrents to pests; Free range lifestyle for always comfy and happy hens.

7.6. SPANISH SUCCESS STORIES

7.6.1. MONDRAGÓN



Mondragón is a well-known success story in Spain. It started as a humble cooperative producing paraffin heaters and has now become the sixth largest business in the country. Mondragón's success lies in its scalable and commercially successful enterprises that have a strong social focus. The Mondragón

Corporation brings together more than 250 cooperatives and enterprises all over the world and is considered the second largest social economy group in Spain. Founded by the priest José María Arizmendiarieta in 1955, the group preaches that its corporate values are inter-cooperation, participation in management, social responsibility, innovation, democratic organisation, education and social transformation, among others. Thus, the corporation is based on commitments to solidarity and is committed to a sustainable society, promoting the participation and integration of people in the management, results and ownership of its companies. The Corporation is internationalised with a presence on five continents and has a total workforce of 70,000 people.

7.6.2. COCOPE



Cocope is a cooperative in Peñafiel, central Castilla. It raised €9 million in 2010 to build a 7,500 m² care residence. Despite the economic crisis, Cocope managed to unlock significant funding to provide housing for elderly people and disabled individuals.

Cocope was founded at the end of the 1990s as a distillery of aromatic plants, with up to 70 members at the beginning. In 2006 they approved the statutes of their Foundation, which achieved the objective of providing a residence with medical rooms and all the necessary care services for elderly people from the rural areas of the area.

That same year they were recognised as the best co-operative company in the first awards for Co-operativism and Social Economy by the Junta de Castilla y León.

Nowadays, they continue to carry out all kinds of activities aimed at making the best use of their members' farms and improving the agricultural population and the development of the rural environment.

7.6.3. GOTEIO

Goteio is a crowdfunding platform based in Spain that focuses on social, cultural, and educational projects. It enables individuals and organizations to raise funds for their initiatives while engaging with a community of



supporters. Goteo has successfully funded numerous social entrepreneurship projects in Spain.

It is a tool for generating resources for a community of communities made up of more than 120,000 people and with a funding success rate of more than 70%.

Among its objectives, they state that they want to contribute to a society in which the value and recognition of the commons, guarantors of fundamental rights, is protected and broadened. Thanks to its philosophy of open source and free licences, it has replicas and alliances in several countries, as well as being recognised and awarded internationally since 2011. Its social and pro-commons approach has led it to design tools such as matchfunding, which allows public and private institutions to support and promote social projects by doubling the amount of the contributions received.

7.6.4. ALGAENERGY



AlgaEnergy is a company aimed at creating products derived from microalgae. It leads R&D&I projects in microalgae biotechnology. Its products can be used to extract a variety of substances and materials with high levels of quality such as: biostimulants, foods rich in Omega 3, natural cosmetics or 3rd generation biofuels. Through its activity, it contributes to 11 of the 17 SDGs set by the UN.

They define their mission as contributing to alleviating three main social challenges: food security, environmental sustainability and energy efficiency.

They are based on a business conduct that promotes and integrates not only economic, but also social and environmental criteria in the evaluation of their results.

7.6.5. AUARA



AUARA is the first Spanish social enterprise with the Social Enterprise Mark certification. It plants projects for access to drinking water in developing countries.

It is a brand of mineral water based on social and environmental values that works with 100% recycled and recyclable packaging.) It is one of the most relevant social projects in Spain, led by Antonio Espinosa, who takes drinking water to all those regions of the world that need it.

They work in individual projects with partners and organisations with proven experience in water projects, who know the population and their needs, who are able to report, measure impact and follow up in the long term.

Through its website, AUARA discloses all the information about the projects it develops. In line with their policy of total transparency, they publish the costs of the projects, their implementation status and monitoring, and consumers can also find out for sure which projects they are collaborating with through the QR code printed on the bottle's label.

8. RESOURCES AND COMMUNICATION

8.1. International resources

8.1.1. Organisation for Economic Co-operation and Development (OECD)

It is a global institution dedicated to crafting improved policies to enhance the quality of life worldwide. The organisation has also compiled a wealth of data on the social economy to support its dissemination. Studies can be found on the site.

Link : <https://www.oecd.org/cfe/leed/social-economy/oecd-global-action/>

8.1.2. United Nations

The UN, founded in 1945, aims to foster peace, security, cooperation, and development among nations. Serving as a platform for member states, it facilitates discussions and actions on a wide range of global challenges, including resolving conflicts, upholding human rights, promoting economic growth, safeguarding the environment, and providing humanitarian assistance.

Link :

- Official website : <https://www.un.org/en/>
- UN Sustainable Development Group : <https://unsdg.un.org/>

8.1.3. UNESCO

UNESCO is the UN Educational, Scientific and Cultural Organization whose programmes contribute to the achievement of the Sustainable Development Goals defined in the 2030 Agenda, adopted by the UN General Assembly in 2015.

Link : <https://en.unesco.org/sustainabledevelopmentgoals>

8.2. European resources

8.2.1. EU Social Economy Gateway

It is a website where anyone can find information about the social economy : action plan, european programs, initiatives...etc.

Link : https://social-economy-gateway.ec.europa.eu/index_en

8.2.2. Social Economy Europe

Social Economy Europe (SEE) is an organisation that represents and promotes the social economy sector in Europe whose members are European and national organisations, present at regional and local level, which brings a local dimension to their European work.

Link : <https://www.socialeconomy.eu.org/about/>

8.2.3. European Commission

The European Commission pledges to consistently monitor the Sustainable Development Goals (SDGs) within the EU, utilizing its designated indicator framework as a reference.

Link : [Voluntary Reviews of SDG implementation](#)

8.2.4. Eurostat

Eurostat is the statistical office of the European Union.

Link : <https://ec.europa.eu/eurostat/web/sdi/>

9. SOCIAL ECONOMY AND SDGS GLOSSARY

9.1. SUSTAINABLE DEVELOPMENT TERMS AND CONCEPTS

9.1.1. Explanations of Basic Terms Related to SDGs

- **Agenda 2030:** global action programme adopted by all UN member states in 2015 to implement the SDGs by 2030.
- **Climate change:** all the variations in climatic characteristics in a given place over time (warming or cooling).

- **Sustainable development:** development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
- **Sustainability:** the ability to maintain something over the long term without depleting resources or causing damage.
- **Commitment:** commitment implies active and voluntary involvement, in the case of the SDGs, and recognises the need to take account of the social, economic and environmental dimensions.
- **Interconnection:** The goals are interconnected, recognising that progress in one area can influence and be influenced by the others.
- **SDGs:** A set of 17 global goals adopted by all UN member states in 2015, aimed at solving pressing global problems by 2030.
- **Global partnership:** Involvement of all countries, governments, the private sector, civil society and citizens.
- **Universality:** The SDGs apply to all countries and recognise the need for global action and partnership.

9.1.2. Sustainable Development Jargon Youth Workers Need to Understand

- **Equality:** Promoting equality between individuals, groups and nations by ensuring equitable access to the opportunities, resources and benefits of development (gender equality, access to education, employment, justice, health, etc.).
- **Social innovation:** creative and innovative ideas and projects developed by individuals to solve social and environmental problems.
- **Social justice:** The pursuit of equity and fairness in the distribution of resources, opportunities and benefits.
- **Sustainable mobility:** Use of environmentally friendly modes of transport (cycling, public transport, etc.).
- **Citizen participation:** engaging and actively involving citizens in the development process to ensure that people's perspectives and needs are taken into account.
- **Equitable participation:** encouraging the active participation of all individuals, including marginalised groups, in the decision-making process at local, national, European and/or international levels.
- **Youth participation:** active involvement of young people in decision-making processes and the development of society.
- **Raising awareness:** Informing and educating people about important issues.

9.2. SOCIAL ENTREPRENEURSHIP TERMS AND EXPRESSION

9.2.1. Key Terms and Definitions Used in Social Entrepreneurship

Social entrepreneurship is part of a **social economic** model based on managing income and creating social impact. This model involves **social innovation** around new ideas, products and/or services that respond in innovative ways to social and environmental challenges.

The resulting action brings about a significant change that resolves or at least addresses injustice and social challenges, what we call **social impact**. This is really the sum total of the consequences of an organisation's activities on society in general.

Social enterprises, for example, pursue both social and economic objectives to solve social and environmental problems. Through **social entrepreneurship**, a sustainable and viable economic activity is created to meet social and environmental needs.

We believe that youth workers have an indispensable role to play in the **social entrepreneurship** of young people. According to the European Union, youth workers are professionals who work directly or indirectly with young people, particularly in non-formal or informal educational settings.

9.2.2. A Glossary to Help Youth Workers Understand Social Entrepreneurship Concepts

- **Associations:** a grouping of at least 2 people who pool their activities or knowledge for a purpose other than the sharing of profits between the parties.
- **Empowerment:** strengthening individuals by giving them the means to develop their skills
- **Volunteering:** free commitment to carry out a non-salaried activity, outside one's professional and family time. It is considered to be a voluntary and free gift of time.
- **Cooperation:** actors with similar interests working together to achieve a common goal.
- **Cooperative:** a group of individuals who choose to pool their resources to meet their needs.
- **Sustainability:** the ability to meet needs without compromising the ability of future generations to meet their own needs.
- **Informal education:** learning that takes place outside educational institutions, often through practical experience and social interaction.
- **Equity:** ensuring that all individuals have fair access to opportunities
- **Social inclusion:** the process of ensuring that all people, regardless of their background, socio-economic status or other characteristics, have equitable access to opportunities and resources
- **Collective intelligence:** the ability of a group to share and use its knowledge, skills and ideas collectively to achieve common goals.
- **Collective interest:** a set of advantages or benefits that can be enjoyed by all members of a group.



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