Social Economy For The Young

Introduction

Present publication has been prepared by employees of **Europejski Dom Spotkań – Fundacja Nowy Staw** – Project Leader – in collaboration with representatives of Spanish organisation **OpenEurope** – Project Partner.

It has been executed as part of Erasmus+ programme: ***Mobility of youth workers*** financially co-funded by The European Union in the frame of the project "Social Economy for the Young" (No. 2022-1-PL01-YOU-000069843).

The superior aim of the project was professional development of staff of both organisations in terms of working with the young by an exchange of good practice and experience in the field of socioeconomic engagement of youth.

The aim has been realised by series of meetings and activities based on 4 milestones:

1. Study visit of employees of Fundacja Nowy Staw in Spain (April 2023)

2. Study visit of employees of OpenEurope in Poland (June 2023)

3. Methodological training for youth workers (September 2023)

4. Seminar combined with a webinar (October 2023)

The effect of all undertaken measures is an increase of knowledge and skills of staff in the field of:

- forms of social economy in Poland and Spain with respect to differences and similarities

- solutions and forms of supporting young people in terms of employment in social economy entities

- active coaching methods in youth work that aid their development and motivation

- work tools that develop entrepreneurial attitude and social competencies such as: teamwork, stress management and supervision of others in the team

Publication is a result of labour of parties to the project and consists of following chapters

1 Promotion of social economy in the young

2 Most attractive forms of social economy for young people

3 People management in social economy entities – communication with generation Z

4 Social competences – practical effective skills (class programmes).

I. PROMOTION OF SOCIAL ECONOMY AMONG THE YOUNG

Introduction

Almost every one of us, in their childhood, loved playing pretend shop, pretend cooking and numerous physical activities as jogging, football or cycling. Every activity made us learn new skills. Back then, we did not realise that these skills would soon become competencies that allow us to learn and work. It is the same for social economy. Our pretend shop, where sticks, sand and water would be products and tree leaves – a currency, is an instance of the very first manifestation of economy and entrepreneurship. Aforementioned example is a reflection of social economy since the shop play is not about obtaining endless profit, it is about fulfilling our needs such as need of contentment and having fun. As is the case with social economy. Our labour should be paid well but at the same time it ought to brings social integration, professional reintegration or engagement in society. In short, social economy is about making money but also about feeling fulfilled in good company.

From this essay you will learn various phrases regarding economy, including social economy. You will also learn about entrepreneurial and social activity of the young, as well as proper social economy practices.

Let's start!

Definitions

Social economy – 'an activity of a social economy entity for the benefit of local community in field of social and professional reintegration, creating workplaces for those in risk of social marginalisation, or rendering social services, realised by means of economic activity, public benefit activity or other activity of pecuniary interest'1 ;

Social economy entities distinguish:

• superiority of social goals over economic ones;

• superiority of rendering services for members, workers or communities over generating absolute profit;

• autonomous management and participatory decision process;

• conducting activity on a regular basis using economic instruments;

• taking economic risks due to the activity.

Social economy entity – should be understood as:

a) social cooperative,

b) occupational therapy workshop and professional activity institution,

c) social integration centre and social integration club,

d) worker cooperative, including disabled cooperative blind cooperative, and agricultural production cooperative,

e) non-governmental organization, referred to in art. 3 clause 2 of the Act of 24 April 2003 on Public Benefit and Volunteer Work (Dz. U./ Journal of Laws of 2022, item 1327 and 1265), excluding political party, European political parties, trade unions and employers' organisations, self-regulatory bodies, foundation established by political parties and European political foundations,

f) subject, referred to in art. 3 clause 3 item 1, 2 or 4 of the Act of 24 April 2003 on Public Benefit and Volunteer Work'2;

Social enterprise – 'is a specific type of economic entity, activity of which is concentrated not on income and its maximization but on social goals'3

'**Social enterprise activity serves local development and is aimed at:**

1) social and professional reintegration those in risk of social marginalisation

or

2) rendering social services'4

Social enterprise employs at least 3 persons under an employment contract or a cooperative employment contract. Every person is employed on at least 1/2 full-time basis.

2. The Act of 5 August 2022 on the social economy, art. 2 item 5

3. https://owies.eu/414/co-to-jest-przedsiebiorstwo-spoleczne

4. The Act of 5 August 2022 on the social economy, art. 4 item 1

ACTIVITY FORMS

Registered association 'is a legal form intended for a group of people who desire to realise collectively what is important to them – namely statutory purposes. It is an adequate legal form for those who desire to collectively, on equal terms decide how these purposes will be realised. In order to establish and then conduct the association the group must consist of at least seven persons, referred to as association members'[5] .

Foundation

'Foundation is also a non-governmental organization, governed by the act of 6 April 1984 on foundations. Foundation is formed by one or more persons who are later referred to as founders. Founders are persons for whom a social activity is important to the degree that they declared, with notary present, to allocate some amount of money or assets to establish the foundation which they want to conduct.

Every natural person, irrespective of citizenship or place of residence, can be a founder. Body corporate can be a founder as well, insofar an internal document (e.g. association statute) or declaration does not forbid it.

As far as foundations are concerned, it is important to emphasise the distinct role of founders. Founders enact statute which determines foundation conduct principles. In the statute, the founders can introduce regulations thanks to which they can apply changes to the statute, appointment or dismissal of the management board when they deem it conducts the activity against the initial execution plan they realised assets on'[6]

Country Housewives Association

'Country Housewives Association is a legal form governed by Act of 9 November 2018 on Country Housewives Association. Country Housewives Association is a non-governmental organization, thus is considered a social economy entity. It is also a reason why they meet the condition which any legal form must meet in order to be able to run a social enterprise once the subsequent conditions have been met.

Country Housewives Association is a type of organisation activity which must be concentrated on activity mentioned in art. 2 clause 3 of Act on Country Housewives Association. Any other type of activity is an additional activity of the association. Consequently, it is theoretically possible to form a social enterprise as part of Country Housewives Association, nevertheless it is hardly possible to consider it an 'additional' activity, if the extend of it allows to provide payment for couple of thousand people that work in the social enterprise' [7]

5. https://przedsiebiorstwospoleczne.pl/forma-prawna-przedsiebiorstwa-spolecznego-co-wybrac/
6. https://przedsiebiorstwospoleczne.pl/forma-prawna-przedsiebiorstwa-spolecznego-co-wybrac/
7. https://przedsiebiorstwospoleczne.pl/forma-prawna-przedsiebiorstwa-spolecznego-co-wybrac/

Church legal entities and association of the faithful

'Church legal entities and association of the faithful are governed by the Acts on "Relationship of the Polish State to the (name of the church or religious community)". There is several dozens of such Acts. Every of these has its own list of Church legal entities, as well as a list of association of the faithful.

Church legal entities are institutions that are part of the structure of the Church. Organisations such as Caritas can also be Church legal entities. Church structures do not, due to their characteristics, qualify as a social enterprise. It is theoretically possible but, for instance, Hospitaller Order of the Brothers of Saint John of God appoints other companies or foundations to conduct such activity'[8] .

Association of Local Government Units

'Associations of this type may be set up by municipalities (chapter 9, art. 84 and 84a of the Act on Municipal Self-Government), counties (art. 75 of the Act on County Government), and provinces (art. 8b of the Act on provincial government of 5 June 1998).Association of this type is not a non-governmental organization, it is, however, in the catalogue of entities that may conduct activities in the field of public benefit.

Social enterprise can be carried out by such an association. Since this kind of association is co-founded by at least three local authorities, this legal form is rarely chosen by the local authorities. With the exception of the provisions on who forms and is a member of such an association, the rules of operation are described in the Law on Associations'[9].

Social cooperative

'Social cooperative is the oldest legal form under which a social enterprise can be conducted.

The number of founders of a social cooperative cannot exceed three if the founders are natural persons. In which case, the cooperative must increase the number of employees in the cooperative to five persons within a year. Cooperatives can also be established by two legal persons. In this case, the cooperative must employ 5 persons within 6 months from the moment of registration in the KRS [National Court Register].

The concept of a cooperative is that the persons employed in a social cooperative are its members and co-determine its development and activities. Specifically in the case where the founders of the cooperative are legal persons referred to in art. 4 clause 1 of the Act on Social Cooperatives, after 12 months of employment, have the right to become members and to co-decide with the founders on the most important matters.'[10] .

8. https://przedsiebiorstwospoleczne.pl/forma-prawna-przedsiebiorstwa-spolecznego-co-wybrac/
9. https://przedsiebiorstwospoleczne.pl/forma-prawna-przedsiebiorstwa-spolecznego-co-wybrac/
10. https://przedsiebiorstwospoleczne.pl/forma-prawna-przedsiebiorstwa-spolecznego-co-wybrac/

Limited liability companies and joint-stock companies

'Limited liability companies and joint-stock companies are legal entities. A prerequisite for the establishment of a private limited company is the contribution of capital in the amount of at least PLN 5,000.00. In the case of joint-stock companies this amount is much higher and amounts to PLN 100,000.00. The capital contribution must be made within 7 days from the establishment of the company, i.e. on a day that almost always falls before the registration in the KRS [National Court Register], which makes it impossible to make this capital contribution from the funds for the establishment of a social enterprise.

Any natural person or legal entity, who has the capacity to do so, can be a shareholder. Their number is unlimited, however, if the owner of the shares is a single individual, he/she must pay contributions to ZUS [Social Insurance Institution] in accordance with the same rules as for a sole proprietorship.

In order for a limited liability company or joint stock company to be considered a social enterprise, appropriate provisions must be included in the articles of association or statutes. An acceptable form of entry specific to a social enterprise is the introduction of these regulations in the form of resolutions or some document adopted by the general meeting or the supervisory board.'[11] .

Worker cooperative, disabled and blind cooperative

'The legal basis for the activities of worker, disabled and blind cooperatives is the Act of 16 September 1982 Cooperative Law. Worker, disabled and blind cooperatives may, as is the case with partnerships, introduce restrictions and rules into their statutes in order to achieve the status of a social enterprise.

It is worth noting, though, that a worker cooperative with such provisions would become an entity operating under the same rules as a social cooperative.

Particularly closely bound to the idea of a social enterprise is art. 181a of the Cooperative Law, which reads as follows "The object of the activities of a disabled cooperative and a blind cooperative is professional and social rehabilitation of the disabled and the blind by work in jointly run enterprise"'[12] .

11.   https://przedsiebiorstwospoleczne.pl/forma-prawna-przedsiebiorstwa-spolecznego-co-wybrac/

12.   https://przedsiebiorstwospoleczne.pl/forma-prawna-przedsiebiorstwa-spolecznego-co-wybrac/

Entrepreneurship among young people

Entrepreneurship is a term that is primarily associated with the physique and characteristics of individuals who may (or may not) be entrepreneurial. For most people the first association with entrepreneurship is use of one's knowledge and skills. The hallmark of an entrepreneurial person is the acquisition of knowledge and new competencies literally everywhere, not only within education. Properly utilised knowledge and skills turn out to be more important characteristics of an entrepreneurial person than the fact of earning money.

Young Polish people are very favourably disposed towards entrepreneurship. Running their own business is the most desirable career path. They are more interested in running their own business than individuals from other age groups. In the international GEM 2020[13] survey, the percentage of Polish adults considering their own business as a proper career path was 78%. The survey also shows that among people under 30 years of age, these opinions are shared by as many as 93% of people.

Admittedly, the percentage of under-30s who run their own business or have this type of experience is relatively low (both groups accounted for 15% of the sample), but as many as 62% of respondents are considering setting up a business in the future. Running a business or having such plans is influenced by the experiences of others in the immediate environment. Those with such role models in their family or community are more likely to do so.

A study was conducted for the Citi Handlowy Foundation and the Knowledge Society Development Foundation 'Think' to better understand Polish youth's perception of entrepreneurship.
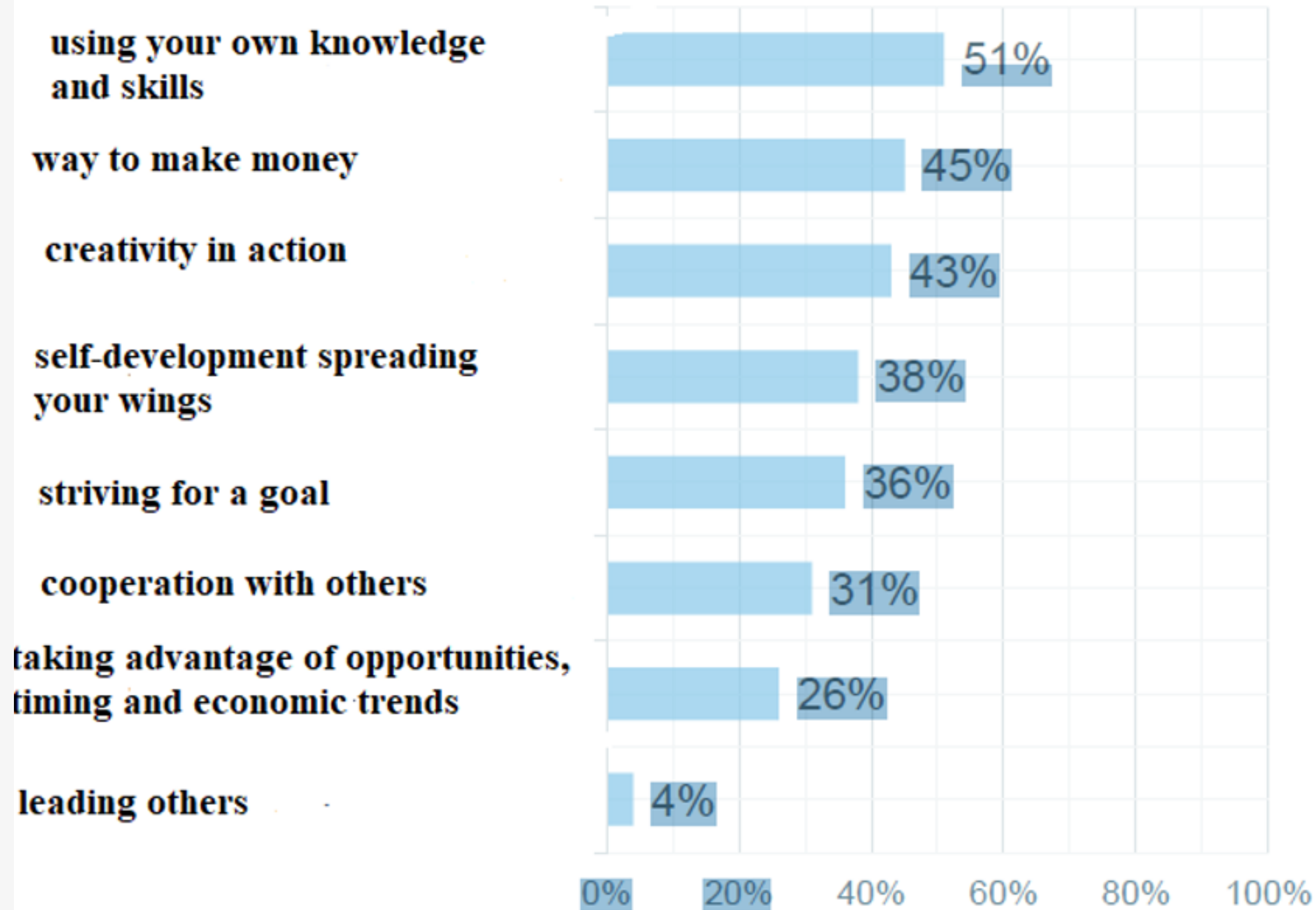
Result of the study:

What encourages one to set up their own business is not necessarily the earnings. While these are important, they are more attracted by the possibility of self-realisation and self-determination (even if this will mean severely limiting their free time). For the respondents, entrepreneurship is more defined by the characteristics of the individual than by relationships with others. Very few indicated an association with leading others, relatively few with cooperation.

13. https://www.parp.gov.pl/storage/publications/pdf/Raport-z-badania-GEM-2020

Entrepreneurship is based more on the characteristics of an individual than on his or her relationships with others

Category	Percentage
using your own knowledge and skills	51%
way to make money	45%
creativity in action	43%
self-development spreading your wings	38%
striving for a goal	36%
cooperation with others	31%
taking advantage of opportunities, timing and economic trends	26%
leading others	4%

0%   20%   40%   60%   80%   100%

1. Knowledge and skills (51 %)

- According to the young, an entrepreneurial person is distinguished from others by the creative use of their knowledge and skills.

- As the interviewees point out, success without knowledge is possible (through luck, opportunity or prosperity). Nevertheless, none of these factors can be fully trusted. Compared with others, knowledge is the most deserving to be regarded as a 'guarantee of success'.

- Textbook, academic knowledge is valued quite highly. During the interviews, it was mainly indicated as crucial by those who themselves have a secondary education.

- There were also prominent voices of those who regarded education as less important, indicating that school or university cannot be sufficient as the only source of knowledge about entrepreneurship.

Entrepreneurs should be curious and seek knowledge in many different places – listen to experts in various areas, look at new trends, broaden their specialisation. Regardless, solid foundation of financial and management knowledge should not be forgotten, after all. It doesn't mean it must be acquired by means of formal education; it can also be gained in practice, by learning from experts in the field.

2. Way to make money (45%)

• In the quantitative survey, the association of entrepreneurship with earning money and generating profit already appears as the second indication. In the course of the interviews, this aspect of being entrepreneurial was mentioned by all groups, not in the first place, nonetheless. The purely financial aspect of entrepreneurship had to be reached by each group at their own pace, usually after a longer discussion.

• However, this seems to be mainly due to perceiving the financial dimension of being entrepreneurial as self-explanatory, which should not even be mentioned first.

3. Creativity in action (43%)

• Many interviewees pointed out that an entrepreneurial attitude often means being creative and imaginative. Coming up with new solutions, cleverly combining elements, standing out – all of these can prove to be prerequisites for a successful entrepreneur.

• Many interviewees were keen on the idea that the more creative is the approach to reality, the greater the chance for an entrepreneur to succeed.

• Such a perspective excludes many economic activities that rely on established and repeatedly replicated business patterns in their (often successful) entrepreneurial activities.

4. Self-development (38%)

• Entrepreneurship, as far as interviewees are concerned, is becoming the domain of polymaths: people with versatile interests and specialisations, focused on continuous broadening of their horizons and self-development.

• This particular view on entrepreneurship not only does lead to financial benefits, strengthening the entrepreneur's position in the market, but is also an opportunity to achieve personal life satisfaction.

5. Striving for a goal (36%)

• Many of those interviewed compared entrepreneurship to a path: long, usually winding, sometimes going steeply uphill. In order not to lose one's way on this path and to persevere to the end, it is necessary to set good milestones – long-term and short-term goals that are pursued with all one's might.

• Goals should be stuck to, but also one needs to be open to revising them on an ongoing basis as circumstances and realities change.

• Pursuit can have a purely profit-making dimension, which is understood as the realisation of the successive goals of the business plan. Nevertheless, many interviewees referred to it more broadly in terms of how one functions in one's professional life, education and family.

6. Cooperation with others (31%) and leading other (4%)

• Entrepreneurship can also be seen in the context of interpersonal relationships. Depending on the circumstances, it will be a partnership or hierarchical relationship.

• Cooperation, indicated not very often in the quantitative survey, was identified during the interviews as a key skill for teamwork and sharing responsibilities in team tasks.

• Entrepreneurship was also sought in less formal aspects of the surrounding, such as social activities and social life.

• Entrepreneurship is also sometimes understood as managing other people and possession of leadership skills. These may be expressed not only in managing a team of employees and subordinates, but also in the ability to win others over to one's cause. This dimension of entrepreneurship was mainly highlighted by participants in the interviews.

The metaphor of entrepreneurship as a machine: of great complexity, involving the collaboration of many people, specialists or simply individuals who are knowledgeable in a particular field or who present divergent views and desire to find a golden mean.
Entrepreneurship is associated with a person who has respect for other people, especially their employees. Indeed, the very basis of success, is to get along with your employees.

7. Taking advantage of opportunities (26%)

• Consistency, diligence is a matter of not giving up when creating a business, for example, you must not give up after a week, two, three. You have to be thorough about it and keep trying.

• An entrepreneurial person should also gradually work towards the goals he/she has set, take into account his/her character traits, situation and all adversities in order to achieve success.

• Entrepreneurship means spotting an opportunity before others do. Entrepreneurial people have the commitment and determination to catch this opportunity and use it to their advantage.

• Opportunities can happen on a business level (e.g. entering the market at the right time, finding a product or service that is currently in demand).

• For other interviewees, examples of seizing an opportunity would be signing up for a language course, going abroad, acquiring a flat, negotiating a promotion at work, investing in yourself or simply indulging yourself.

• During the interviews, this dimension of entrepreneurship was frequently indicated and discussed at length by the interlocutors. By contrast, in the qualitative study it was indicated relatively rarely.

Conclusion

The market success of any enterprise is primarily determined by adequate attitude of its employees. It undoubtedly depends on their skills and commitment as well as on their continuous development and motivation to work. Hence the important role of the company's management. It therefore becomes extremely important to develop and strengthen entrepreneurial attributes in employees. These translate into the ability to select and engage in risky business activities. Only entrepreneurial employees will ultimately contribute to the success that a company can achieve in the market. Research shows that young people have entrepreneurial potential within them. This already becomes apparent during education period where many of them achieve outstanding academic results. This allows them to develop the attributes that an entrepreneurial person should have. Young people are resourceful, creative and imaginative. They possess such attributes as ingenuity, originality, openness, individuality and empathy. When faced with the prospect of running their own business, young people analyse the factors that could contribute to success. They rely on knowledge and experience. Their commitment and adequate motivation play a crucial role, as well as the employment of highly competent people. It is also important to make connections and develop suitable network. Other advantages include: initiative, intuition, positive attitude. Analysis of these factors leads to many young people planning to set up their own company. When making such plans and management decisions, young people can easily adapt to changing conditions. Moreover, they are able to seize opportunities and look for new ideas. Young people move quickly from an idea to realisation of it, and when initiating new projects they are not hesitant to take risks. As a result, there are a number of motivators that push young people to set up their own business. They want to become independent; have the prospect of developing themselves and fulfilling their dreams. The desire to make money and to prove oneself in the market is also not insignificant. Often, setting up a business is the result of their passion. Sometimes, however, there are more mundane reasons, such as an uncertain financial or life situation, an excess of free time. At the same time, when young people decide to set up their own business, they already have a well-defined strategy. When planning their own business, they take into account its feasibility, customer needs, development potential, economic effect and professional experience. Correlations indicated that people who are constantly looking for new ideas are excellent at seizing opportunities and adapting to changing circumstances. In turn, employees who are able to take advantage of opportunities are, at the same time, characterised by ingenuity. This trait is very useful in moving quickly from an idea to its realisation.

Social activity among young people

The social activity of young people manifests itself on various levels. One should mention sports, charitable activities, youth organisations or religious practices. Any form of interaction with and for society can be counted as social activity.

In the opinion of the vast majority of Poles surveyed in April 2011, volunteering is an activity typically for young people. The research shows that among young Poles, 22% of those aged 15-25 and 12% of those aged 26-35 engage in voluntary activities. Among the youngest, this is more than the average for the whole (16%), but still not much considering the needs. The largest number of volunteers is recruited among students (29%). Enjoyment of such activities and interests are cited as the main motivation for young people's involvement in volunteering (43%). This is followed by the declaration that 'if I help others, they will help me' (29%). Among the most frequently mentioned reasons preventing involvement in volunteering are lack of free time (49%) and lack of knowledge and interest in this field of activity (42%). Other reasons mentioned include: focus on individual success (in life, in education, at work), lack of stimulation of pro-social attitudes in the family or at school. Young people are self-centred. They mature without a sense of meaning, need to act for the benefit of others and the common good. (Government Youth Social Activity Programme 2015-2016) project 2014.

ACTIVE YOUTH

Irena Kurzępa in her publication 'Social Activity and the Sense of Meaning in Life' presented the following areas of young people's activities on the basis of survey on 160 participants which, despite of it having been conducted in 2009, are still relevant and applicable to young people as a whole.

Chart 1. Areas of social activity

	Type of activity, type of organisation, association, club or foundation	Number	Percentage of active participants
1	Sport associations	32	20 %
2	Organisations involved in education	17	10,6%
3	Religious/church organisations	33	20,6%
4	Associations of allotment holders, growers, anglers, hunters	11	6,9%
5	Charitable activities towards children	15	9,4%
6	Charitable activities for adults in need	11	6,9%
7	Youth organisations /scouts, youth clubs, students/	40	25%
8	Volunteer Fire Brigade, Mountain Rescue Service WOPR	8	5 %
9	Artistic organisations /choir, orchestra, dance group, theatre/	34	21,2%
10	Scientific societies	9	5,6%

Irena Kurzępa 'Social Activity and the Sense of Meaning in Life'

10	Scientific societies	9	5,6%
11	Tourist organisations, associations	7	4,4%
12	Environmental organisations	8	5 %
13	Organisations, clubs of collectors, collectors, hobbyists	9	5,6%
14	Animal welfare associations	13	8,2%
15	Political parties or associations	7	4,4%
16	Local government organisations /district, village, university, professional/	17	10,6%
17	Friendship with other nations societies associations	6	3,8%
18	Associations of lovers of the city, the region	5	3,2%
19	Municipal, town, district authorities	4	2,5%
20	Other organisations, associations, movements, clubs or foundations	9	5,6%

Irena Kurzępa 'Social Activity and the Sense of Meaning in Life'

Non-governmental organizations themselves are reaching out to young people and so, as part of the Klon Jawor Association's report 'The Condition of NGOs 2021', organisations are working towards:

- children and youth- 74%
- residents of the area, local community-63%
- seniors – 44%
- patients, the disabled – 27 %
- organisations or institution – 25%.

As we can see, educating young people is the focus of action for more than ¾ of the third sector actors.

Examples of good practices

Practice makes perfect. The question is how can the social economy be promoted among young people. Precisely by playing and applying the experiences of childhood.

By promoting social economy, we achieve following results:

● increasing knowledge of social marginalisation (concept, cause and effects of social marginalisation, challenging the stereotype of the marginalised),

● encouraging reflection on the need to combat social marginalisation

● the ability to identify the potential of social capital – individuals and social groups,

● increasing awareness of the possibility of becoming economically active within a social economy entity,

● shaping an entrepreneurial attitude and developing interpersonal skills;

● creating opportunities for young people to compete nobly in development of talents and interests,

● showing the purpose and basic mechanisms of social economy entities' functioning,

● integration of the local community.

There have been numerous initiatives to promote social economy attitudes, one of which is the example below:

'PERFECTLY – OR NOT AT ALL' PROJECT – STUDENT COOPERATIVES

An idea….

WHO?

Bielsko-Biała Association of Professional and Personal Counsellors 'Aktywni', Jasienica 227, 43-385 Jasienica, stowarzyszenie@aktywni.bielsko.pl, Bielsko-Biała Entrepreneurship Centre Association ul. Cieszyńska 367, 43-382 Bielsko-Biała, owes@bcp.org.pl Kontakt: Ewelina Polak, initiator of Bielsko-Biała Social Economy Support Centre, ewelina.polak@bcp.org.pl / tel. 33 496 02 44;

FOR WHOM?

Secondary school students, teachers, local leaders, NGO representatives.

FOR WHAT PURPOSE?

Promotion of cooperative movements and entrepreneurship, group interaction, practical education among young people, dissemination of social economy concepts.
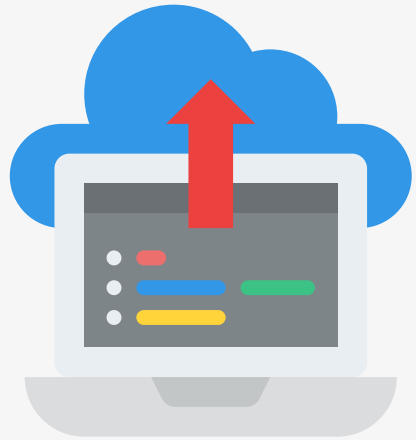
WITH WHOM?

Bielsko-Biała Entrepreneurship Centre Association running Social Economy Support Centre in the Bielsko-Biała region, Bielsko-Biała Association of Professional and Personal Counsellors 'Aktywni', secondary schools of Bielsko-Biała: Secondary School of Economics, Kopernik Secondary School, Vocational Training Institute, Secondary School of the Catholic Cultural Association.

…and execution.

DEPLOYMENT:

The topic of student cooperatives emerged at the Social Economy Support Centre in the Bielsko-Biała region on the initiative of the Bielsko-Biała Association of Professional and Personal Counsellors 'Aktywni' and employees of the Social Economy Support Centre (general counsellor Barbara Parzonka-Przybyło and initiator Ewelina Polak). The aforementioned Association, with the support of Social Economy Support Centre, developed the premises for the project 'Perfectly or not at all – student cooperatives'. The initiator participated in the Association's working team meetings, while the general advisor assisted the consultation of the project application that was submitted to the Civil Initiatives Fund in 2015. As part of the project 'Perfectly or not at all – student cooperatives', financed from the Civil Initiatives Fund, four student cooperatives were established in secondary schools of Bielsko-Biała, including student cooperative Economus at the Secondary School of Economics (branch: sale of coffee, rental of calculators, photocopier service, sale of greeting cards and Christmas decorations made by students); student cooperative Koperek at the Kopernik Secondary School (branch: organisation of exhibitions, events, sale of clothing with the school logo: T-shirts, sweatshirts screen-printed by students, sale of gadgets with the school logo: key rings, caps, etc.); student cooperative Tejstiszop near the Vocational Training Institute (branch: shop with office supplies and a photocopier); student cooperative Konsensus at Secondary School of the Catholic Cultural Association (branch: organisation of fairs, school events and running a school shop). As of today, out of the 4 student cooperatives established, 2 are still active i.e. Economus and Koperek.

By implementing the aforementioned project, around 50 students have been educated in social economy concepts, and over the course of four years more students from the aforementioned schools have been joining the initiative. The students had the opportunity to partake a study visit in Klucze, where student cooperatives are operating. Four student cooperatives have been established, where students are running a social enterprise, operating according to the developed statute and bylaw. After the implementation of the Civil Initiatives Fund project, Social Economy Support Centre continues to support the activities of the Bielsko-Biała Association of Professional and Personal Counsellors 'Aktywni' aimed at education and development of the social economy in schools. On October 10th 2017 the initiator of Social Economy Support Centre Ewelina Polak has carried out a workshop: 'From student cooperatives to social cooperatives – social economy for young people'. Participants of which were representatives of Bielsko-Biała Association of Professional and Personal Counsellors 'Aktywni' and representatives of Bielsko-Biała schools interested in creating social cooperatives. The main objective of the workshop was to familiarise participants with the possibilities of developing the social economy in secondary schools. It also familiarised participants with information on the tools of Social Economy Support Centre initiators, as well as legal and formal solutions that can be used to obtain external funding for such activities. The workshop programme included both a content and a workshop part. The participants were introduced to concepts related to social economy, student cooperatives and social cooperatives. The initiative group also had the opportunity to participate in a workshop with a board game 'Social Economy'. This game is available free of charge for school representatives at Regional Centre for Social Policy in Katowice, and the workshop participants were informed about it. During the workshop, assumptions were developed for further cooperation between the Social Economy Support Centre initiator and NGOs initiator in the field of promoting and expanding student cooperatives in schools as a prelude to the development of social entrepreneurship in the future. One of the outcomes of the cooperation between Social Economy Support Centre and the NGO Bielsko-Biała Association of Professional and Personal Counsellors 'Aktywni' was a trip on which a tool – an initiator package – was used. On 3. March 2018, an initiator trip 'Establishment and functioning of student cooperatives' was organised in Kraków. The participants of the workshop trip were an initiative group: representatives of NGOs, teachers from Primary School, Vocational Training Institute from Bielsko-Biała, business representatives, Municipal Social Welfare Centre employees interested in raising funds and initiing the creation of student cooperatives in primary and secondary schools. As part of the package, participants had the opportunity to attend a workshop on the basics of student cooperatives; cooperative bodies; model statutes, formal basisof student cooperative activity; diagnosis of needs; stages of establishment, related documents; simulation of the General Assembly; practical tips on organisation; information on keeping accounting records; presentation of selected student cooperatives. Classes were conducted in a workshop format by Anna Bulka of Krakow, an experienced trainer and practitioner in this field.

WHAT MAY BE CHALLENGING?

Lack of willingness on the part of school headmasters, lack of free space in schools, unwillingness of teacher-guardians to commit to starting student cooperatives.

GENERAL INFORMATION ABOUT COSTS:

As part of the Civil Initiatives Fund project, each student cooperative has been given the opportunity to retrofit a newly established cooperative to the value of PLN 4,000; costs also include salaries for mentors, vocational counsellors, coaches, tutors at schools, study visit costs, etc. Dissemination of knowledge on the creation of student cooperatives, initiator trips, a game for students and people interested in creating student cooperatives take place as part of the Social Economy Support Centre project for the Bielsko-Biała area.

MORE:

https://www.youtube.com/watch?v=4oZWlMFvkOA&t=114s

http://www.aktywni.bielsko.pl/projekt-doskonale-albo-wcale-spoldzielnie-uczniowskie-2/

Means of social economy promotion:

– knowledge contests,

– showcase lessons,

– creating board games,

– simulations of setting up a social enterprise,

– business plan competition,

– animations, demonstration films on the social economy,

– social economy forums.

Summation:

As the saying goes: 'We are the sum total of our experiences'. – what does this mean? Our lives are essentially the skills we have acquired throughout our lives. These can include the knowledge acquired in this study. We learn from it that being entrepreneurial does not just mean blindly chasing profit, but doing what we like in accordance with our beliefs as well as respect and cooperation with others. Social economy is indicative of a society based on equality and justice. It provides opportunities through work and vocational activation for people who, due to their deficits, would not have the chance to work in the local environment.

The youth are the ones to be the engine of a balanced environment where everyone has a place and a chance to show their potential whatever it may be. It must be youth who are empathetic, creative and open to other members of the community.

II. MOST ATTRACTIVE FORMS OF SOCIAL ECONOMY FOR YOUNG PEOPLE

1. Activities in social economy entities provide a unique opportunity for young people to empower themselves by active participation in social and civic activities within their schools, universities and the local community. Below are some key aspects of this claim:

1) Developing social skills: Working in NGOs often requires working with other people with different views and experiences. By taking part in projects and initiatives, young people learn valuable communication, negotiation and teamwork skills.

2) Developing citizenship awareness: Activities in NGOs help young people to understand the importance of civic participation and their role in society. It also encourages them to follow and get involved in social and political issues.

3) Developing leadership skills: non-governmental organizations often offer young people opportunities for leadership. They can manage projects, coordinate teams of volunteers and make decisions. This is an excellent opportunity to develop leadership and management skills.

4) Networking: Working in NGOs enables you to network with a variety of people, including mentors, other community activists and professionals from different fields. These contacts can be a valuable source of support and inspiration in the future.

5) Influence on the local community: By participation in NGO projects and initiatives, young people can directly influence their community. They can get involved in educational projects, charitable activities or social campaigns, which allows them to feel the satisfaction of doing good.

6) Exploring passions and interests: NGOs are often active in various areas such as environment, education, health or culture. For young people, they provide an excellent platform to explore their passions and interests, while also serving a social purpose.
To sum up, activity in social economy entities not only does help young people develop their skills and passions, but also inspires them to active participation in social life, which is an important element of establishing responsible citizenship. We consider social and solidarity economy in Poland to be an important instrument of active socio-economic policy. The reintegrative function of the entities of social economy allows people at risk of social marginalisation to take up employment and participate more fully in family and social life. Thus, these people get the chance for professional independence and self-reliance which can improve their quality of life. Social and solidarity economy activates inhabitants, positively influences social cohesion and the sense of belonging to a local community, increases the activity of inhabitants in the local markets and thus stimulates socio-economic development.

2. The most attractive forms of social economy entities for young people in Poland that develop their passions, interests and giving them the opportunity to acquire professional skills, include:

1) **Associations** which offer the opportunity to develop their skills by participating in various projects or courses. Therefore, they can learn new skills that will not only enrich their CV but also help their personal development. Belonging to an association can allow one to make valuable contacts, both among peers and among the experienced. Networking is especially important for young people who are just entering the labour market. An association can offer a wide range of activities, for example by organising events, engaging in community projects, charitable or educational activities. This allows young people to choose the area they are most interested in and in which they would like to be involved. The association can give young people the opportunity to affect the reality around them. Through participation in the association's activities, they can get involved in various initiatives and projects that aim to improve living conditions or solve important social problems. Associations often provide a friendly environment where you can meet people with similar interests and passions. There, one can find support and motivation for action, as well as the opportunity to collectively create something of value. In addition, by actively participating in an association, young people have the chance to gain crucial experience that can serve them in their future careers. Working in an association allows them to develop management, organisational, teamwork or communication skills.

2) **Foundations** are attractive organisations for young people because they, especially those with a strong social commitment, are keen to get involved with organisations that have clearly defined goals and missions. Foundations often have specific social goals, such as supporting the needy, protecting the environment, fighting discrimination or promoting education. Such goals can attract young people who care about changing the world and helping others. Foundations often offer the opportunity to participate in volunteer projects. Young people who are willing to give of their time and skills for the benefit of others can find satisfaction and fulfilment by getting involved in such projects. Volunteering can be a valuable experience to develop soft skills such as communication, teamwork or organisation. Foundations also offer young people the opportunity to acquire valuable work experience. Working in a non-profit organisation can be an opportunity to improve skills such as project management, social communication or fundraising. By being active in a foundation, young people can also make contacts with other professionals and build their network.

Young people who are looking for a way to make an impact on the world may find the foundation an ideal place to act. Non-profit organisations often focus on solving social problems and bringing about positive change. By operating in such an environment, young people have the opportunity to influence reality and create a better world.

3) **Social enterprises** are a distinctive type of economic entity as their focus is not profits and their maximisation, but social objectives. Social enterprises operate under various legal forms: social cooperatives, associations, foundations, non-profit companies. In order to obtain the status of a social enterprise, an organisation must carry out business activities and meet a number of prerequisites under the Act of 5 August 2022 on social economy. Nevertheless, social enterprise is an attractive form for young people for a variety of reasons. Above all, it allows combining business objectives with a social mission. Social enterprises often focus on solving social problems such as poverty, unemployment or environmental protection. Working in such an enterprise, young people can feel fulfilled because they know that their work contributes to the good of society. Secondly, social enterprises offer new opportunities for professional development. In such an environment, young people can gain valuable business, management and leadership skills while engaging in activities of social relevance. This is an excellent opportunity for obtaining practical experience and career development. Social enterprises often promote innovation and creativity. By operating in such an environment, young people have the chance to use their ingenuity and outside-the-box-thinking to solve social problems. This can be very rewarding and inspiring. In addition, social enterprises can offer greater employment stability than traditional enterprises. Due to their social mission and support from various organisations, as well as departmental and EU programmes, such enterprises are often more resilient to economic difficulties. For young people, this can mean a greater sense of security and stability in their careers. To sum up, social enterprise is an attractive form for young people because of the possibility of combining business goals with a social mission, new career opportunities, promotion of innovation and creativity, as well as greater employment stability.

4) **For young people with problems** or those who cannot find their way in the labour market, Social Integration Centres and Social Integration Clubs are an attractive form. Social Integration Centre is a form of support for the long-term unemployed, the homeless, the disabled, those addicted to alcohol and drugs, the mentally ill, those released from prison and refugees. Social Integration Centre offers various services aimed at social and professional reintegration, such as social skills training, learning planning and income management, and acquiring new vocational skills. Social Integration Clubs are another form of support for people at risk of social marginalisation. Like the Social Integration Centre, clubs integrate socially and vocationally participants by organising a variety of activities, such as assistance in finding a job, public works or legal advice. In addition, in the case of young people with disabilities, attractive forms of activation are **Professional Activity Establishments, Occupational Therapy Workshops and Sheltered Employment Cooperatives**, where they can learn new skills and do activities appropriate to their abilities.

3. Management of a youth organisation

Efficient functioning of an organisation requires the use of many management techniques and systems, as well as commitment of the whole team. A youth organisation rarely includes people with managerial competence. Managing a youth organisation is challenging because it requires taking into account the specific needs and expectations of young people. Among the key areas of organisational management can be highlighted: organisational development and improvement, team management, financial management and communication, relationship building. The mission and objectives of the organisation should be relevant to the needs of young people and attract them to the activity of the organisation and enable to participate in decision-making process and influencing the direction of the organisation, as well as increase their involvement and sense of engagement. Young people should be given space to be creative and introduce innovative ideas, as well as prospects for personal development through participation in workshops, training and mentoring, which will enable young people to develop their skills, gain knowledge and grow as leaders. The financial management of the organisation should be conducted in a sustainable manner, ensuring transparency and meticulous use of resources. Effective financial management is crucial for the long-term functioning of the organisation. In addition, young people should be recognised and rewarded for their commitment, contributions and achievements which will motivate them to grow and perform.

4. Good practice

1) Entities founded in cooperation with the Social Economy Support Centre run by the Europejski Dom Spotkań Fundację Nowy Staw (European Meeting House New Staw Foundation):

- **Fabryka szczęścia i urody sp. Z o.o. non-profit** (Happiness and Beauty Factory non-profit LLC) was established in 2022 in Kraśnik by five young people. The scope of the company's activities includes the rental of a playroom for children, animation for children, a game room, organisation of birthday parties and special events, rental of a seminar room, virtual offices for companies, organisation of summer and winter camps for children, running a day care centre for children where they can spend their free time playing but also get help with their homework and actively participate in art and programming workshops. Additionally, there is a guest café where visitors can enjoy delicious homemade cakes and coffee. The range of provided services is for both private individuals as well as companies and institutions.

 - **Spółdzielnia Socjalna Brama Spotkań** (The "Meeting Gate" Social Cooperative) – was created by five young people in October 2022. It is located at ul Królowej Jadwigi 2 in Zamość and operates as a club-café with live music. The cooperative serves Italian cuisine, including many types of pizza from a wood-fired oven. Their venue is located in the Old Lubelska Gate near Zamość's Old Town. The co-op offers a range of activities such as live concerts and stand-up, and also organises special events, workshops and sports tournaments. It actively works to promote the city and motivates young people to take action. The founders have a number of future plans to organise events also outside the venue - concerts and open-air stand-ups organised together with the support of the city of Zamość.

- **4 POKOJE SPÓŁKA Z O.O. NON PROFIT** (4 ROOMS non-profit LLC) was founded in June 2022 by 4 young people from Chełm. The company was created for those looking for innovative and inspiring solutions that help with completing any interior spaces. Since the beginning of its activity, the business has been running a stationary shop with interior design products in Chełm and Warsaw. The broad pallet of products offers wallpapers, photo wallpapers, WET system wallpapers, vinyl floors, carpets, mouldings and stucco elements, as well as other decorative articles. In addition, the customer can choose from a variety of services offered by the company including installation of the company's products by specialised staff and their on-site purchase. At

2) Good examples of long-standing youth organisations

-**Młodzieżowa Spółdzielnia Mieszkaniowa "ENKLAWA"** z Poznania (Youth Housing Cooperative "ENKLAWA" from Poznań) has been active since December 1988. The cooperative operates autonomously and independently of state or local government bodies, while its property is owned by its members. The statutory bodies that govern and supervise the Cooperative are the General Meeting, the Supervisory Board and the Management Board. The main activity is the day-to-day administration of the buildings and the attached infrastructure, as well as carrying out investments aimed to increase the efficiency of the existing stock or the increase of the housing units.

- **Fundacja Inicjatyw młodzieżowych** (The Youth Initiatives Foundation) from Warsaw. Among the basic goals of the Foundation is educational work in the public space in the field of patriotism and Polish history, as well as the promotion of civic and social attitudes. By taking initiative, the Foundation broadly reaches out, above all to school and university youth, integrating them and engaging them in its activities. It initiates both its own actions and joins events hosted by other organisations, increasing their range and impact. These undertakings include, among others, various happenings, games and urban actions, educational and training events, exhibitions, debates, or even ad hoc assistance to Polish veterans or Poles living in the East. The Foundation's community members have so far organised events such as the Christmas Packet and civics lessons for high school students. The Youth Initiatives Foundation cooperates with those organising a wide range of social activities at their universities, in student or school communities, parish and youth groups. It undertakes joint initiatives with others - student councils, associations and other foundations - is involved in the exchange of information between them, initiating and coordinating joint projects. Members and associates of the Foundation participate in the organisation of many major student and youth events taking place periodically all across Poland.

III. MANAGEMENT OF PEOPLE IN SOCIAL ECONOMY ENTITIES - COMMUNICATION WITH GENERATION Z

I. Managing people in SEE (Social Economy Entities)

Managing people in SEEs is quite a challenge, as it requires both a high level of business competence and a lot of sensitivity to broadly understood social problems. The objectives and methods of management of social economy entities differ somewhat from typical business management.

Key aspects of people management in SEE:

1) **Mission and values.**
A key element of SEE management is to understand, promote and identify with the organisation's mission and values. All employees and volunteers should have a clear understanding of why the organisation exists and what goals it aims to achieve and by what methods.

2) **Engagement of volunteers.**
SEEs often rely on the work of volunteers. It is important to effectively recruit, train and manage volunteers in order to apply their skills and commitment to the organisation's mission. In this aspect, it is worth making use of available programmes e.g. the Solidarity Corps - Volunteering.

3) **Managing diversity.**
SEEs often work in areas associated with cultural, social and ethnic diversity. Diversity management is a key element in the work of NGOs, as diverse teams can bring more innovative solutions and a better understanding of the needs of different social groups.

4) **Participation and cooperation.**
PES często współpracują z różnymi grupami interesariuszy, w tym z lokalnymi społecznościami, innymi organizacjami i instytucjami rządowymi. Ważne jest, aby promować partycypację wszystkich zaangażowanych stron i budować partnerskie relacje. Sieciowanie, budowanie kooperatyw i partnerstw międzysektorowych ma znaczenie kluczowe.

5) **Sustainable development of the organisation.**
SEEs often have to deal with limited financial resources. Therefore, it is important to plan a sustainable development that takes into account both the short- and long-term goals of the organisation. Keeping an ongoing monitoring of the achievement of the goals and implementing any corrective plans is advisable.

6) **Project management.**
SEEs often carry out social, civic projects etc. An effective project management, including setting objectives, a plan for their implementation, monitoring progress and managing the budget, is a key element for success.

7) **Competence development.**
SEEs should invest in developing the skills of their staff and volunteers. Caring for skills development can help to achieve better results and increase the organisation's impact on its environment, business effectiveness, and reintegration activity.

8) **Transparency and accountability.**
SEEs often receive funding from donors, sponsors or public institutions. It is important to maintain transparency in the financial management and operations of the organisation and to provide reliable financial reports.

9) **Actions for the benefit of society.**
In the management of a SEE, it is important for the organisation to work primarily for the benefit of society. Decisions and actions should be directed towards the fulfilment of the mission and social objectives.

10) **Ethics and operating principles.**
SEEs should operate under high ethical standards and principles in order to gain the trust of the public and gain support (e.g. fundraising, sponsorship).
Good SEE management practice also includes promoting participation, equality and accountability in the context of the organisation's social work.

II. Management of people at risk of social exclusion in SEEs

Managing people at risk of social exclusion is an important task for SEEs. When working with the above mentioned group of people, special attention should be paid to the following elements:

→

1. Individual approach: people at risk of social exclusion often need an individualised approach. It is important to understand their unique needs, skills, experiences and challenges. It is useful to carry out an individual assessment and create an action plan tailored to the person's specific situation.

2. Psychosocial support: People at risk of social exclusion often face emotional and psychological problems. As part of their management, psychosocial support should be provided, including access to psychotherapy, counselling or support groups.

3. Education and skill development: Support the learning and skill development process that can help these people find employment or improve their life situation. This can include vocational courses, training, language learning or work activation programmes.

4. Cooperation with other institutions: Many people at risk of social exclusion may need the help of a number of different institutions and organisations, such as social assistance, health services, NGOs and others. Work with these institutions to provide comprehensive support.

5. Adjustment to different groups: People at risk of social exclusion may come from different social groups, in terms of ethnicity, culture, age, etc. It is worth taking these differences into account and tailoring support to the specific needs of these groups.

6. Progress monitoring and evaluation: Regularly evaluate the individual's progress and adjust the action plan if necessary. By monitoring, you can understand what is working and what is not and adjust the approach.

7. Responsive communication: Communicating with people at risk of social exclusion requires responsiveness and empathy. Try to understand their point of view, listen to their needs and respect their dignity.

8. Educate the public: Don't forget to educate the public and create awareness about social exclusion issues. This can help reduce stigma and improve understanding of the issues.

Managing people at risk of social exclusion requires a holistic approach that takes into account the diverse aspects of their lives and needs. Collaborating with other organisations, institutions and the community can also be key to effectively supporting these people and help them improve their lives.

III. A brief characterisation of Generation Z

Gen Z - or otherwise Generation Z - are those born between 1995 and 2012 (although these dates may vary slightly depending on the source).

Generation Z shows many characteristics that link its representatives to Generation Y. A distinctive feature of Generation Z is to be found, among other things, in its unique ability to freely move and function simultaneously in two worlds, online and offline. This trait can, of course, also be found in other generations, but it is noticeable that it is the representatives of Gen Z who best find themselves on this line between the virtual and real world.

The skills of generation Z, i.e. the intuitive ability to operate applications, rely on data and communicate online, have created a number of new opportunities. However, these result in a number of challenges for employers, e.g. in terms of workplace organisation, which should be based primarily on the Internet and new technologies.

Leading characteristics of Generation Z, include:

a) a high degree of self-confidence - both in the use of new technologies and in providing qualities valued by the employer,

b) just-in-time learning - generation Z wants to have and know everything immediately, and the vision of long-term career building seems overwhelming to them,

c) emphasis on 'work-life balance',

d) work and personal life must form a cohesive, complementary whole,

e) no fear of taking risks,

f) a strong need to be in a group - while noting that Generation Z transfers some of its relationships to the online environment.

IV.Managing Generation Z in SEEs

In terms of Generation Z it is worth considering some key points that can help to effectively manage them in social economy entities:

1. Diversity and inclusion.

Generation Z is known for its high ethnic, cultural and social diversity. It is therefore important for SEEs to be open to diversity and promote inclusion. This means creating a working environment where all employees feel accepted and respected.

2. Technology as a tool for communication.

Generation Z is the first generation to grow up in the digital age, so it is important to use up-to-date technology tools for internal and external communication. This can include the use of social media, mobile apps and other online platforms.

3. Participation and cooperation.

Generation Z is socially active and likes to participate in decision-making processes. Social economy entities can take advantage of this trait by involving younger staff in decision-making and problem-solving.

4. Developing soft skills.

Although Generation Z is proficient in technology, they may lack certain soft skills such as conflict resolution, empathy or interpersonal communication. Investing in developing these skills through training and personal development support is worthwhile.

5. The importance of social mission.

Generation Z is often engaged in social and environmental issues. It is important for SEEs to emphasise their social and environmental mission in order to attract and retain younger employees who are more likely to work for companies that operate with respect for social and environmental values.

6. Work-life balance.

Generation Z is valued for taking care of their work-life balance. SEEs should aim to provide flexible working arrangements and support employees to look after their mental and physical health.

7. Feedback and competence development.

Generation Z expects regular feedback and opportunities for their career development. It is important to provide them with opportunities to learn and develop their skills and to give them regular feedback on their work.

V. Communication with Generation Z at SEEs

Managing generation Z in SEE requires flexibility and an openness for change. The key to success is to understand and incorporate their values, expectations and needs into the management and communication process. Taking care of these aspects can help build sustainable and effective teams within social economy.

Generation Z is a diversified group, so it is important to tailor your communications to the particular segment of this population you want to communicate with. Not all people in this generation are identical, so it's worth knowing your target audience and adapting your messages to their needs and preferences.

A few general tips that can help the SEE Leader to haave an effective communication with Generation Z representatives:

● use social media:
Generation Z is known for its heavy use of social media, such as Instagram, TikTok, Snapchat and others. If you want to reach them, it is worth considering being on these platforms and publishing content that is of interest to them.

● create short, concise messages:
Because of the huge amount of information they face, the young people of Generation Z often prefer short, concise messages. Avoid too long and complicated messages.

● use video and pictures:
Visual content is often more appealing to Generation Z than long blocks of text. Use video, images and graphics to convey your message.

● be authentic:
Generation Z values authenticity in communication. Be sincere and authentic in your messages, avoid manipulation and exaggerated marketing.

● engage in dialogue:
Young people from Generation Z often like to participate in conversations and express their opinions. Encourage interaction, ask questions and listen to their opinions.

● be flexible:
Generation Z is very open to different forms of communication. Be flexible and adapt to different platforms and communication styles.

● understand their values:
It is important to understand what values are relevant to Generation Z, such as sustainability, diversity, equality and social justice. Your message can be more effective if it is in line with these values.

● online education:
It is worth investing in online education and online courses because generation Z is used to learning and acquiring knowledge via the internet.

● take mobility into account:
Generation Z uses mobile devices on a daily basis, so make sure your content is responsive and suitable for different types of devices.

● keep up with trends:
Keep up with current trends, cultural and technological, because generation Z is on the cutting edge and quickly adopts new ideas and technologies.

VI. What social enterprises does Generation Z establish?

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Examples of social enterprises from the Kraśnik county - Lubelskie voivodeship created and managed by people from generation Z:

● **SPÓŁDZIELNIA SOCJALNA TRIO (TRIO SOCIAL COOPERATIVE)**
A social cooperative founded by siblings. The cooperative's business area is the running of a playroom for children and the organisation of birthday parties, outdoor events. The "KINDEREK" playroom is a completely safe place which was created to provide children with great entertainment and unforgettable experiences. The address of the playroom is Jana Pawła II 4 23-300 Janów Lubelski. The cooperative also provides entertainment services and ozone treatment of rooms, which is a new service of the company.

● **A&D KRÓL SP. Z O.O. NON PROFIT**
The limited liability company was founded by a married couple. The hairdressing salon is located in the town of Wilkołaz, and offers a wide range of services that can make any person change their appearance in a matter of minutes. A professional haircut at the salon involves not only changing the length of the hair, but also styling, applying a new, fashionable colour and care that nourishes damaged hair and adds shine and volume. These people have been involved in the beauty industry for many years, particularly in hairdressing services. They have a degree in hairdressing and many years of professional experience. Over the years, they have worked with many hairdressing salons and have perfected their skills through practice. For the purpose of providing services, a property has been rented.

● **FUNDACJA CLEAN MENAGER (CLEAN MENAGER FOUNDATION)**
The foundation was established by young people from the village of Stróża in Kraśnik county. It offers cleaning services to individuals and companies. The Clean Menager Foundation also provides gardening services. The employees have a wide range of equipment necessary to provide this type of service, which was purchased with funding from the European Union.

IV. SOCIAL COMPETENCES - EFFECTIVE PRACTICAL LESSONS
(ACTIVITY SCENARIOS)

I. Introduction

Engaging young people in entrepreneurial and social activities is a challenge for educators, trainers, teachers and those who work with young people on a daily basis. Both practitioners and researchers in the field of education - be it formal or not - see the need for young people to develop not only hard skills that deal with performing specific duties, but also intra- and interpersonal skills.

What is more, or perhaps above all, this need is recognised by employers, who hire young people from Generation Z. According to the report "Generations on the Polish labour market", employers see Generation Z as one that learns new things quickly (63% of employers said so), is able to maintain work-life balance (68%), while a small percentage highlighted the ability to cope with stress (9.18%) or leadership skills (2.04%) as their strengths.

In our project work, we focused on the social competences that young people need in order to engage in social and business activities among which were:

- ability to adapt to different situations
- to communicate effectively with others
- cooperation in a group
- conflict resolution
- ability of self-presentation
- arguing one's own case
- dealing with emotions
- dealing with criticism and failure
- entrepreneurial skills

Exercises have been prepared in relation to these skills, which allow trainers/teachers to conduct activities to develop the mentioned skills.

Activity scenarios

Name of competence: **Arguing one's own case**

Description

1. Participants pair up.

2. Each pair is given a list of problems (theses) they have to get familiar with. IMPORTANT! At this stage, the pairs are not allowed to exchange their views on the issues listed.

3. Each person individually prepares two opposing theses to the issues identified. The opposing theses should be prepared in such a way that the receiver can see what standpoint the communicator takes.

4. In pairs, the participants present to each other two opposing theses to an issue. The first person presents and the task of the other person is to guess which position the first person is presenting. IMPORTANT! Remember that the communicator presents the opposition theses to his/her true position.

5. If the two opposing theses are not sufficient to guide the recipient to the right position, the communicator should prepare further opposing theses to argue his or her position.

6. The exercise ends when, in the pairs, all participants have defined their partner's position on the given issues.

Time/duration of activity

Duration 15 minutes (including 5 minutes for preparing the opposing theses and 10 minutes for guessing).

Materials needed

Proposed topics to be discussed:

● Should adopted children be told they are adopted?

● Should Europe have the death penalty?

● Will traditional letters be replaced by emails?

● What is more important: building highways or preserving the region's ecosystem?

● Should six-year-olds go to school?

● Should people over 75 have their driving licence withdrawn on the basis of age?

Source

Own elaboration based on - Source: ZINTEGROWANA PLATFORMA EDUKACYJNA (INTEGRATED LEARNING PLATFORM) https://zpe.gov.pl/a/tworzenie-wypowiedzi-argumentacyjnych-zgodnie-z-zasadami-logiki-i-retoryki/D14Uzaolh

Scenario 2:

Name of competence: **Arguing one's own case**
Description
1. Participants divide into two groups.
2. One group presents a thesis on a topic of interest/concern to them.
Examples:
- A nuclear power plant should be built in Poland
- Modern media is making society dumber
- The retirement age for men and women should be made equal
- Computer games are developing, not harming
- Internet helps with learning
The second group of participants is to present arguments 'against' the thesis.
3.The group that presents the thesis begins, which includes presenting arguments 'for' the thesis. Time: 5 min.
5. Then each participant from the group that is 'against' the thesis presents at least 1 argument and reasons for their statement i.e. why they disagree with the thesis. Time: 2 min.
6. The group that defends the thesis then has time to ask questions and respond to the opposing arguments presented by the group.
7. In the next step, the group that is 'against' the thesis has time to ask the opposing group questions.
8. As a final step, participants in both groups are asked which position they find convincing and the votes for and against the thesis are then counted.

Preparation for the game:
- Participants from both groups gather information and evidence. They research the topic, collect data and facts that support their arguments.
- Define your goals: Be clear about what you want to achieve by arguing your case. Do you want to convince someone of your position, solve a problem or trigger specific actions.
- Make your arguments clear and understandable: Express your thoughts clearly and understandably. Avoid complex language and advanced terms that may be difficult for others to understand.
- Present logical arguments: Make sure your arguments are logical and coherent. Use logic and reasoning to convince others of your position.
- Keep your emotions at bay: Try to remain calm and control your emotions when arguing your case.
- Listen to the remarks of others: Be open to comments and questions from others.
- Answer questions and objections: If someone has questions or objections, try to answer them in a factual and understandable way. Do not avoid difficult questions or try to hide information.
- Be flexible: If new evidence or arguments are presented, be ready to readjust your position. Do not be stubborn if there are strong counter-arguments to your own position.
- Respect others: Respect the views and feelings of others, even if they disagree with you.
- Summarise your arguments: Summarise your main points and conclusions at the end of your argumentation to make your position clear.
Time/duration of activity
Duration approx. 30 - 60 minutes.
Materials needed
Optional: Internet or other research aids.
Source
Own study initiated by artificial intelligence and participation in the Oxford debate.

Scenario 3:

Name of competence: **Conflict resolution workshop**

Description:

The idea is for all participants to pass through a "spider's web" without touching it. Our objectives are to facilitate the development of the collective capacity to make decisions and resolve conflicts. Encourage the need to cooperate. To develop the group's confidence.The group must pass through the spider's web without touching it, that is, without touching the ropes. We can tell the group that they are trapped in a cave or a prison and that the only way out is through this electrified fence. They have to find the solution to get through the first ones with the help of the others; then one by one they get out until they reach the new problem of the last ones.

Preparation for the game:

Using the rope, build a spider's web between two sides (trees, poles, ...) about two metres wide. It is convenient to make it, leaving many spaces of various sizes, the largest ones over one metre.

Time/duration of activity:

Depends on the group, it may be 20-30 min

Materials needed:

Rope and a space with two poles, two trees, ... between which the spider's web can be built

Source:

https://misdinamicas.com/dinamicas/resolucion-de-conflictos/3-dinamicas-de-resolucion-de-conflictos/

Name of competence: **Effective communication**

Description:

As part of the training, we want to improve the way we communicate, self-present as well as integrate the group.

The task is to create a short advertisement of oneself using available materials. Each participant has to present his/her qualities, characteristics, competences that he/she considers important. After the exercise, there should be a round of questions to get feedback. In this way, each participant will be able to verify whether his or her message was clear and achieved the intended effects and goals.

This exercise is a way of creating clear and transparent messages and, at the same time, observing what things to pay attention to when creating easy-to-understand messages.

Preparation for the game:

-

Time/duration of activity:

45 minutes

Materials needed:

Materials: writing utensils. Instructions for participants: I ask each of you to prepare an advertisement, a presentation of yourselves, and then present it to the group. Draw attention to your best qualities, skills and strengths. The qualities that make each of you unique. You can put together a plan, an outline of your presentation, to make it easier to present later.

Source:

Own elaboration

Name of competence: **Correct understanding**

Description:

In this exercise we form 5 teams of 3 people. Each participant in the group gets a piece of paper from the instructor with information about an object (e.g. knife, ball, house). The person who receives the information has to describe the object to the other team members in a way that does not give away the name of the object and its function, he/she can use shapes, colours, comparisons. The other team members draw on a sheet of paper an object which, based on the information received, they associate with. After the exercise, participants present what they have drawn.
We then give feedback so that we have the opportunity to verify our understanding of our words, to create a context for the information.

Preparation for the game:
-

Time/duration of activity:

30 minutes

Materials needed:

Stationery needed: paper, pencils.
Source:
Own elaboration

Name of competence: **Dealing with emotions**

Description:

The Mindful Moments workshop is a one-hour session designed to help adults reduce stress, increase relaxation, and promote overall well-being through mindfulness practices. Participants will engage in guided mindfulness exercises and discussions to discover the benefits of incorporating mindfulness into their daily lives.

Workshop Agenda

Introduction (10 minutes)

- Welcome and icebreaker activity
- Brief overview of the workshop's objectives

Session 1: What is Mindfulness? (15 minutes)

-Presentation on the concept of mindfulness

-Group discussion on the benefits of mindfulness in managing stress

 Mindfulness quiz: Assessing current mindfulness levels

1. When you eat a meal, how often do you pay full attention to the taste, texture, and aroma of your food?
a) Rarely or never
b) Occasionally
c) Most of the time
d) Always

2. How often do you find yourself preoccupied with thoughts about the past or the future, rather than being fully engaged in the present moment?
a) Almost always
b) Frequently
c) Sometimes
d) Rarely or never

3. When faced with a stressful situation, how well can you stay calm and collected, rather than reacting impulsively?
a) Not well at all
b) Somewhat
c) Fairly well
d) Very well

4. How often do you practise deep breathing or other relaxation techniques to help you stay present and reduce stress?
a) Never
b) Rarely
c) Occasionally
d) Regularly

5. How often do you take time to appreciate the beauty of nature, like a sunset, a blooming flower, or a starry night?
a) Rarely or never
b) Occasionally
c) Most of the time
d) Always

6. When having a conversation with someone, how often are you fully present and actively listening, rather than thinking about what to say next?
a) Rarely or never
b) Occasionally
c) Most of the time
d) Always

7. How often do you engage in mindful activities like meditation, yoga, or tai chi?
a) Never
b) Rarely
c) Occasionally
d) Regularly

8. How well do you handle moments of discomfort or pain by acknowledging the sensations without immediately trying to avoid or escape them?
a) Very poorly
b) Not great
c) Moderately well
d) Very well

9. Do you often find yourself rushing through daily tasks without fully experiencing them, such as eating, showering, or walking?
a) Almost always
b) Frequently
c) Sometimes
d) Rarely or never

10. How often do you intentionally set aside time for self-reflection and self-awareness, where you contemplate your thoughts and emotions?
a) Never
b) Rarely
c) Occasionally
d) Regularly

Scoring:

For each question, give yourself the following points:
a) = 1 point
b) = 2 points
c) = 3 points
d) = 4 points

Interpretation:

10-20 points: You have a low level of mindfulness and may benefit from incorporating mindfulness practices into your daily life.
21-30 points: Your mindfulness level is moderate, and there is room for improvement.
31-40 points: You have a relatively high level of mindfulness, but there is still potential for further growth.
41-44 points: Congratulations! You have a high level of mindfulness and are likely experiencing the benefits of being present in the moment.

Session 3: **Stress Reduction (15 minutes)**

Presentation on the relationship between mindfulness and stress reduction

- Guided relaxation audio recording (10 minutes)

- Group discussion: Insights gained from the relaxation exercise

Session 4: Integrating Mindfulness (5 minutes)

Tips for incorporating mindfulness into daily routines

Mindfulness resources and apps recommendations

Wrap-Up and Q&A

Note to Trainer:

Ensure a quiet and comfortable environment for the mindfulness exercises. Encourage participants to fully engage in the exercises and discussions, emphasising that mindfulness is a skill that can be developed with practice. Provide guidance on how to continue incorporating mindfulness into their daily lives beyond the workshop.

Preparation for the game:

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Time/duration of activity:

1-hour workshop

Materials needed:

● Yoga mats or cushions (optional, for mindfulness exercises)

● Whiteboard and markers

● Flipchart or poster paper

● Relaxation audio recordings (prepared)

● Handouts on mindfulness techniques (printed)

● Comfortable seating arrangement

● Timer or stopwatch

Source:

Own development with Internet's help

Name of competence: **Dealing with criticism and failure**

Description:

Divide the group into 3-4 smaller groups of 5 to 7 people. Their task will be to create a family portrait (10 minutes). Proposed versions are: a family of accountants, a family of POP stars, a family of very skinny people (very tall, short etc.). The task is to be able to say who is who in the family, who likes and dislikes who, who is the black sheep of the family, etc. The groups have five minutes and then they go to the centre and line up for the portrait. Advise those taking part in the exercise that success depends very much on how individuals in the group observe not only themselves, but especially others. Once the family has lined up, we can take a family photo as a keepsake. We then ask what helped and what disturbed. We also ask the others if they can say anything else about the family.

We hand out the first part of the exercise, i.e. a questionnaire on the personal requirements of criticism (attached). We divide the group into pairs and one interviews the other person in the pair carefully writing down their answers. It is important to set enough time for this and not rush but to answer fully and genuinely. Then swap.

In the second part of the exercise, one person recalls someone's criticism that has affected them and tells their partner about it. The partner, using the pre-prepared requirements for criticism, tries to convey this message while maintaining the rules. The person being criticised gives feedback on whether they feel comfortable or whether something needs to be changed. Then roles swap.

At the end, reflect on the exercise. We ask what participants learned about themselves, what surprised them, whether they can incorporate anything into their daily lives.

Preparation for the game:

The task for each team is to create a family portrait (10 minutes). The team decides what kind of family they are going to be, it could be e.g. a family of accountants, a family of POP stars, a family of athletes, a family of very skinny people (very tall, short etc.). Each team determines who is who in the family, who likes and dislikes who, who is the black sheep of the family, etc. and presents the family to the other participants of the workshop. A discussion may emerge between family members on the chosen topic to illustrate the relationships and roles of the different family members. The group comes to the centre and sets up for a portrait (a family photo can be taken). The "family" members then comment on what helped and what disturbed them as a family member. The workshop participants, for their part, comment on how they perceive the family and the role of individual family members, what they noticed.

Time/duration of activity:

60 minutes

Materials needed:

Copies of the activity instructions and a questionnaire of personal requirements on criticism for everyone.

Questionnaire on personal requirements for criticism (10 minutes per person)

When someone has to criticise you:
What should they avoid, what should they not do?
....
....
What attitude should they have towards you?
....
....
What reactions of yours should they pay particular attention to?
....
....
How should they formulate their objections?
....
....
What else might help you to accept criticism?
1...
2..
3..

Name of competence: **Ability of self-presentation**

Description:
What you have to do is to write the name cards before the participants come and once they have arrived, hand them out randomly and let the participants look for each other and at the end introduce themselves to the whole group.
Finding a partner
This dynamic is based on choosing well-known phrases, sayings or drawings that are divided in two and distributed among the members of the group. Each one must find the person who has the missing part of the phrase or drawing and when all participants have found their partner, they must introduce themselves fictitiously and truthfully.
For example:
Romeo & Juliet
Mickey & Mouse
Salt & Pepper
Black & White

Preparation for the game:
-
Time/duration of activity:
The activity lasts until the participants meet, for a group of 15 people it can be approximately 10 minutes.

Materials needed:
Blank papers and a pen for writing down names

Source:
https://psicologiaymente.com/social/dinamicas-presentacion

Name of competence: **Collaboration in a group**

Description:

THE GAME "IT'S NOT FAIR!"
Teams perform the same tasks with unequally divided items.

1. Ask the participants to divide into teams and take seats at the tables. Give them prepared and packaged beforehand sets of materials and copies of the task description form. When there are four teams, the materials can be divided as follows:

Team 1	Team 2	Team 3	Team 4
adhesive tape	adhesive tape	scissors	glue
aluminium foil	compass	white card	ruler
yellow card	yellow card	yellow card	blue card
white card	white card	two blue cards	two red cards
	two red cards		

2. Explain that each team will have to perform the same tasks, but with different items at their disposal. Materials that have been divided between teams allow
to actualise all the tasks. Teams can negotiate with each other, using their items in a way they like. The winning team will be the first to complete all tasks. There are no time limits.

3. Observe the work of individual teams carefully, but do not suggest any explanations or solutions to them. You can take an active part in the work if the group appoints
you a specific task.
4. When one of the teams has completed all the tasks, start a discussion about cooperation and competition between the teams, negotiations and ways of communicating.

Notes:

Before starting the exercise, explain the task in detail, specify the number of teams and the division of items. They should be divided unevenly, but no team should feel offended or discouraged by insufficient number of received materials. All items that could be used during the implementation of tasks should be removed from the room in which the workshops are conducted.

Modifiers:
1. Appoint participants who will play the role of observers and present their observations to the other participants.
2. Place items outside the prescribed list of materials in the room, which, however, can be used during the implementation of tasks.
3. Change the materials or tasks.

PARTICIPANT WORKSHEET
Each team should complete all the items listed below:
1. Aluminium foil cube with a side of 5 cm.
2. A paper airplane with a length of at least 50 cm, which will be able to fly.
3. Flag with measurement 8x12 cm, at least three-coloured.
4. Red hexagon with a side of 5 cm.
5. Paper chain, at least three-coloured.

Preparation for the game:
-

Time/duration of activity:

1 hour

Materials needed:
Copies of the task description form.
Two rolls of adhesive tape.
Three sheets of paper with measurement approx. 25 x 25 cm in blue colour.
Three sheets of paper with measurement approx. 25 x 25 cm in yellow colour.
Three sheets of paper with measurement approx. 25 x 25 cm in white colour.
Three sheets of paper with measurement approx. 25x25 cm in red colour.
A piece of aluminium foil with measurement of approx. 25 x 25 cm.
Circle, ruler, glue and scissors.
Tables and chairs should be placed in such a position that each team sits separate

Source:
Andy Kirby. Training games. Trainer Resources Set 2

Name of competence: **Collaboration in a group**

Description:
Integration game: RAFT
course: In the middle of the room there is a blanket that symbolizes the raft. Participants are invited to take a raft trip, i.e. get on the raft. Usually, the optimal number of people on the raft is 15-16 people. If the group is larger, you can create two rafts and lead the game in a spirit of competition between the two groups. During the trip, people standing on the raft are asked to turn the blanket over to the other side. They must not use their hands or allow anyone to fall from the blanket raft.
tip: After the game is over, summarize this game with the participants. Ask the participants what was the most difficult for them. In which way did they manage to win this competition? These questions will allow you to get a picture of cooperation in a group

Preparation for the game:
-
Time/duration of activity:

10 - 15 mins

Materials needed:
Blanket
Source:
Development of Games, Action Team of the 1st program "Youth in Action", Foundation for the Development of the Education System

Name of competence: **Build it! – building communication in a team, learning teamwork.**

Description:
This activity requires going outside. For this game you need at least 10 members for each team and a coordinator. The role of coordinator is to loudly inform the members of the team in what shape they must be formed. After hearing a name of the shape, for example "square", teams must quickly be formed into its shape (in a few seconds, with the time to be adjusted depending on the size of the groups). Starting from simple shapes, to warm up the participants, you can move on to more complex ones, like "a circle on a square" or "a square crossing a triangle." The team that is formed into the specified shape first wins. The victory is determined by good communication, teamwork and interpersonal skills. Namely, everything that team building games are based on. Therefore, the larger the group, the more difficult the game.

Preparation for the game:
-
Time/duration of activity:
approx. 30 min

Materials needed:
Human resources

Source:
https://commplace.pl/blog/zabawy-team-buildingowe-czyli-3-pomysly-na-udana-integracje/

Name of competence: **Puzzle Race – Skill Development: Planning, problem solving, communication**

Description:

Puzzles are associated negatively because they accompany all family holidays. However, they can be really fun to develop teamwork skills at work, especially if you make a race out of them. For this game, prepare several versions of the same puzzle. The team that solves it the fastest wins.

The most important thing in this game is communication. Teams need to develop a strategy and find a way to solve different parts of the puzzle. The team that solves the puzzle first receives a reward!

Preparation for the game:

-

Time/duration of activity:

3-4 hours

Materials needed:

Several copies of the same 1000-piece puzzle

Source:

https://preply.com/blog/b2b-team-building-dla-firm/

Name of competence: Organize a project competition – Developing skills: problem solving, creative thinking

Description:

Find an item that needs a significant change.

A creative team will like this contest! Find an item that needs to be significantly reworked and then organise brainstorm with the team on how it can be improved. Take an ATM, for example. Firstly, talk about problems (long queues, slow machines). How can you improve this item or the way you use it? Your team must demonstrate unconventional thinking and offer creative solutions.

While these exercises certainly strengthen cooperation between teams working in the office, remote teams must show an even greater degree of ingenuity in building ties.

Preparation for the game:

-

Time/duration of activity:

3 hours

Materials needed:

Human resources, paper, pen

Source:

https://preply.com/blog/b2b-team-building-dla-firm/

Name of competence: **Outdoor game that develops team spirit, teaches strategy and teamwork**

Description:

For the game contestants need to divide into teams. Contestants must pass the stick (or any object) to each other, running to the determined point and returning to pass the stick to the next participant.

Preparation for the game:
-

Time/duration of activity:
30 min

Materials needed:
Human resources, stick or other relay item

Source:
Own development

Name of competence: **Game "Airplanes"**

Description:
This game is based on the well-known rules of the tag, that the caught person is "frozen" and must stand still. The catcher tries to "freeze" all participants by touch. However, a frozen person can be "thawed" if another, still not frozen participant, passes under their spread legs. The game ends when all "airplanes" are "frozen". It's an exciting and dynamic game that promotes teamwork and strategy.

Preparation for the game:

-

Time/duration of activity:
30 min

Materials needed:
Human resources

Source:
Own development

Name of competence: **Entrepreneurship**

Description

Mission: money

Goal: To give participants a tangible example that funding can come from multiple sources – just being quick and flexible is enough. The more effort you put into looking for funding, the more you can get.

Course:

1. Hide the money in the room from the participants. You can leave them anywhere, even some next to each other, but try not to leave them in such a way that having found one location, the next one will be immediately seen.

2. At the beginning of the workshop, do not reveal that it concerns financing. However, tell them that there is money hidden in the room and give them about 30 minutes to find as much as possible. When all the banknotes have been found or when time is over, ask the participants to sit in a circle and be ready for discussion.

Questions to discuss: Ask participants to share their views on the following aspects: 1. Did you enjoy the workshop? Why? 2. What do you think the workshop was really about? (you can prompt them that it was about fundraising) 3. What emotions accompanied you when looking for and finding money? Was it possible to deduce from the sound that someone else had just found some money? 4. What do you think you can learn from this workshop?

Summary: End the workshop with, for example, the following words: "There is always money somewhere to finance your ideas. Sometimes you may feel that there is no longer possibility to raise money or get a grant. Even if one person manages to find some financing possibilities, the rest are usually convinced that there is no reason to apply for the same thing, because there would be nothing left for them. In this way, they give up before they even try. Remember that it is important not to make any assumptions on your own until the contributor tells you directly. You just have to look for everywhere and always try."

Time/duration of activity

60 minutes

Materials needed

Money in various denominations - banknotes and coins.

Source

One Step Ahead Toolkit Set of exercises for people working with youth and social entrepreneurship trainers, Caucasus Youth Nexus, 2020

Name of competence: **Entrepreneurship**
Description
Role Playing

Main goal:
Expanding knowledge and showing practical experience regarding the functioning of a social enterprise and its role in the process of social and professional reintegration of people who are at risk of marginalization.

Particular goals:
● deepening and increasing knowledge about the differences between standard business activity and social enterprise
● acquiring basic knowledge and skills of managing people with disabilities in a social enterprise
● understanding the concept of double risk relaited with the social and business aspects of running a social enterprise

Activity and time to perform it:

Course:

1. From among the participants, choose 9 people (depending on the size of the group) who will play role of employees of a specific social entrepreneurship.

2. The remaining one or two participants will be observers.

3. One of the participants will become the CEO of the organization by choosing one of the previously written sticky notes.

4. The other participants should prepare a coffee break in 15 minutes. It should be prepared for 20 people and consist of tea, coffee, cookies, cakes, milk (including alternatives for vegans), sugar (white and brown), salty snacks and premises (chairs, tables, etc.)

5. On the sheets of paper, the observers will write down the individual words that must be spoken during the role play, as well as the body language that must be played by the other participants.

Notes:

Before the workshop, the trainer should acquire at least basic knowledge about the functioning of social enterprises and people at risk of exclusion (types of disabilities, special needs, threats, etc.)

a) To perform the task, use the place where the workshop takes place (hall, restaurant, hotel room, etc.) and the objects present in it (glasses, cakes, fruits, tables, etc.) As a trainer, you can change the content of the coffee break task so that participants can use only items in the room, but remember that the content should refer to the preparation of at least six elements.

b) Depending on the size of the group, you can decide how many groups (2-3) to divide the participants into. The maximum number of people in a group is 9, the minimum – 6.

c) The trainer does not help with the task – the group itself must share responsibilities and decide who will perform the activity. d) Stop the task after 20 minutes, even if it is not completely performed.

6. Immediately after completing the "coffee break" task, the same group receives another task. It must prepare a training room for 20 people in 20 minutes, placing the chairs in the shape of a horseshoe. However, before the room is prepared, it is necessary to return the same arrangement in the room that was before the coffee break.

7. Before the next part of the workshop, divide the team into 6 smaller groups. Each team should discuss the difficulties associated with each exclusion they will later face (e.g. what does a visually impaired person have to face).

8. Each person chooses their role by taking out one of the previously prepared role cards (visually impaired person, deaf person who uses sign language, a person with an amputated arm, person with autism spectrum disorder, person addicted to alcohol and 3 people without significant social exclusion).

9. Observers may be the same people who played their role in the previous task.

10. Provide participants with the following advice: a) it is worth considering that social entrepreneurship is characterized by a democratic decision-making system. b) each person should be assigned to a task according to
the possibilities they have.

11. In order to receive money and receive credit for the task, social entrepreneurship must fit within the time limit.

Notes:

Before the workshop, the trainer should acquire at least basic knowledge about the functioning of social enterprises and people at risk of exclusion (types of disabilities, special needs, threats, etc.)

a) To perform the task, use the place where the workshop takes place (hall, restaurant, hotel room, etc.) and the objects present in it (glasses, cakes, fruits, tables, etc.) As a trainer, you can change the content of the coffee break task so that participants can use only items in the room, but remember that the content should refer to the preparation of at least six elements.

b) Depending on the size of the group, you can decide how many groups (2-3) to divide the participants into. The maximum number of people in a group is 9, the minimum – 6.

c) The trainer does not help with the task – the group itself must share
activities and decide who will perform the activity. d) Stop the task after 20 minutes, even if it is not completely performed.

Summary (topics for discussion) (30 minutes)

Ask the participants to sit in a circle. Analysis of the first part:
1. What emotions do you feel during the first part of the workshop? What went your way? What challenges did you face? How did the choice of the company's CEO affect the overall work? Was it a good or bad decision?
2. What did the observer's perspectives look like? Which moments were the most significant during the task?

Analysis of the second part:
1. How did you feel when you had to change the situation to such from a social enterprise?
2. How were you assigned tasks considering your role? Did you take the initiative? What difficulties did you encounter?

Note: Each person should answer only about their part of the task – about their role and about 1their emotions related to it.

Ending (20 minutes)

Ask the following questions to the group and write them on the board, along with the participants' answers:
1. What are the differences between social entrepreneurship and a standard company?"
2. What needs to be done in social enterprises so that they can fully use the skills and characteristics of people at risk of social exclusion? (e.g. hiring a sign language interpreter or knowledge of various types of exclusion, including disabilities)

Time/duration of activity
90 minutes

Materials needed

9 sticky notes (one with the inscription "CEO of the organization", and eight empty)

● Sheet with previously written text (included in the description of the workshop)

● Clock/timer for countdown – must be visible to all participants

● 8 sticky notes with the description of the following roles:

o Visually impaired person

o Deaf person, able to use sign language Amputee

o A person with autism spectrum disorder (a person isolated from emotions, carefully performing the tasks received, listening only to the "CEO of the organization")

o A person with schizophrenia (a person with a rapidly changing mood, who is alternately cheerful and sad)

o Migrant (a person who does not know the language, does not understand what others are saying, communicates only in their mother tongue)

o Person with alcohol addiction who came to work under the influence

o Ordinary employee who is not at risk of marginalization and social exclusion

● Role-playing accessories: a scarf to cover the eyes, paper earplugs, a lace or scarf to tie the arm at chest level, a sheet with previously written text (included in the description of the course of the workshop).

Source

One Step Ahead Toolkit Set of exercises for people working with youth and social entrepreneurship trainers, Caucasus Youth Nexus, 2020

ENDING

We hope that you have found this publication interesting and that it will assist you in your work with young people in involving them in social economy activities. We are also aware of the fact that it is not exhaustive - it is a challenge for us to continue to explore the topic of engaging and activating young people through various forms of training and coaching. At this point, we would like to thank all those involved in the project and the authors of the different parts of the handbook for their contributions. Above all, we would also like to thank the Polish National Agency of the Erasmus + Programme for their substantive and financial support for the project, which made the creation of this publication possible. We wish all the readers success and continued satisfaction in their work with young people .

Good luck!