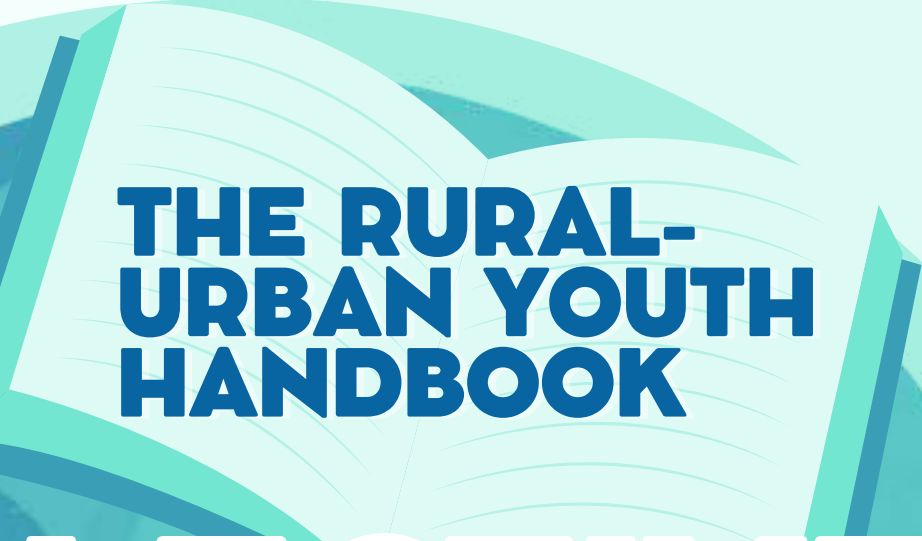




Intercultural urban-rural
youth dialogues for
collective entrepreneurship

An illustration of an open book with white pages and a dark cover, set against a background of a stylized globe with green and blue continents. The book is positioned in the upper right quadrant of the cover.

**THE RURAL-
URBAN YOUTH
HANDBOOK**

For

**COLLECTIVE
and GREEN
ENTREPRE-
NEURSHIP**



Co-funded by
the European Union

THE RURAL-URBAN YOUTH HANDBOOK FOR COLLECTIVE AND GREEN ENTREPRENEURSHIP

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1

INTRODUCTORY TEXTS



1.1 THE YURI PROJECT



The project “**YURI - Intercultural urban-rural youth dialogues for collective entrepreneurship**” is an 18-month Erasmus+ strategic partnership in the field of youth involving seven organisations in six countries: **CEPAIM (Spain), CESIE (Italy), Élan Interculturel (France), KMOP Policy Center (Belgium), La Xixa (Spain), Xwhy / Agency of Understanding (Lithuania) and YEU Cyprus (Cyprus).**



YURI was created to **give answers** to a **set of needs** detected by the consortium during the first months of 2021. According to our findings, which were the result of a **desk research** in each national context and of 8 interviews with youth workers (2 in Cyprus, 1 in France, 1 in Italy, 2 in Lithuania and 2 in Spain) and 16 interviews with youngsters living in rural (9: 2 in Cyprus, 2 in France, 1 in Italy, 2 in Lithuania and 2 in Spain) and urban areas (7: 2 in France, 1 in Italy, 2 in Lithuania and 2 in Spain), in all partner countries there is a significant amount of NEETs and high **youth unemployment**, with increased rates of both in rural areas, aggravated by the escalating climate crisis and the consequences of the Covid-19 pandemic¹. In this framework, it appeared urgent to promote **innovative forms of social and collective entrepreneurship** among young people, particularly those who are facing difficulties and/or **fewer opportunities**, and actively involve them in the fight against climate change from an intercultural, systemic, and skill building perspective, while fostering green self-employment collective strategies based on urban-rural collaboration. However, belief systems, lack of policy support, ways of life and insufficient skills hinder young people from engaging in professionally promising and socially much-needed practices, both in **rural and urban areas**.

In an attempt to respond to these needs and promote inclusion, dialogue and diversity, while fostering the spirit of initiative of young people and action on climate and sustainability, the

1 Eletti, D. et al. (2021). Yuri Intercultural Urban-Rural Youth Dialogues For Collective Entrepreneurship: Needs and analysis. Erasmus+ KA2. Cooperation Partnership in Youth 2021.

YURI project set a number of **objectives** and **activities** that were implemented between January 2022 and March 2023. The objectives of the YURI project are the following:

1. To critically address **belief systems**, prejudices and stereotypes regarding identity in rural and urban settings.
2. To promote the development of the necessary competences and **social-emotional skills** to successfully engage in collective green social entrepreneurship.
3. To foster advocacy to share and debate common **alternatives** to the current **climate crisis** from a perspective of rural-urban collaboration and youth collective entrepreneurship.

This was made possible by the joint work of all project partners and the implementation of the following **activities** carried out at the national and European levels:

1. Pilot training with youngsters and youth workers: "**Belief systems and intercultural rural-urban youth dialogues**" to critically address belief systems, prejudices and stereotypes regarding rural and urban settings from an intersectional point of view.
2. Pilot training with youngsters: "**Competence development for collective green entrepreneurship**" to work with participants on the necessary competences and social-emotional skills to successfully engage in collective green social entrepreneurship projects.
3. International training with youngsters: "**YURI blended training for young people**" in Brussels (Belgium) to: critically address belief systems; work on competences and skills necessary to promote social, green and collective action; promote ideas, action plans and policy-engaging dialogue in favour of rural-urban collaboration and social, green, collective entrepreneurship².



2 Yuri project Application. (2021). Intercultural Urban-rural Youth Dialogues For Collective Entrepreneurship. KA22-YOU-ID-KA220-YOU73890EC7.

1.2 THE YURI METHOD

The **YURI method** brings together methodologies such as **Theatre of the Oppressed**, **Participatory Action Research**, **Process Work**, and **Study of Cases** in the field of social entrepreneurship, collective action and climate action. These are successful methods for the work with youth and are useful to foster critical thinking and help develop new competences and socio-emotional skills.

THEATRE OF THE OPPRESSED

The **Theatre of the Oppressed** was developed in the 1970s by the Brazilian playwright Augusto Boal, and it has been one of the main tools for participatory communication and for popular education movements in Latin America. The Theatre of the Oppressed is a political theatre, a collective essay of emancipation. Based on the epistemology of the Pedagogy of the Oppressed, the Theatre of the Oppressed uses theatrical games that help de-mechanize our perceptions, making us aware of our cultural filters and belief systems by making explicit and collectivising our own conflicts and experiences. The collectivization of individual problems, and subsequent extrapolation to a group history, allows us to look for collective alternatives to situations that are often difficult to solve from an individual position.

The **Forum Theatre** is the main tool used within the Theatre of the Oppressed and it is based on staging and performing a conflict which the audience is invited to “solve” by proposing and acting alternatives. Forum Theatre is a powerful tool to rehearse real-life situations and conflicts, helping us to give them visibility, recognise, discuss and confront them. The structure of Forum Theatre is based on presenting a short play, which is stopped at the moment of maximum conflict. At this point, the facilitator (Curinga or Joker) stops the play and invites the audience to join the debate and go on stage to replace the protagonists in order to change the situation. The situation is reinterpreted as many times as the audience's many interventions. Each alternative suggestion is debated and analysed in order to determine its viability³.

PARTICIPATORY ACTION RESEARCH

Participatory Action Research is an approach to research that aligns with the principles of Paulo Freire's popular education. Freire believed that education should be a process of critical inquiry and dialogue and that it should involve the active participation of learners in the construction of knowledge. Similarly, Participatory Action Research emphasises the

3 Fernández-Aballí Altamirano, A. (2014). Searching for horizontality: key variable and converging methodologies in the “art d kambi” project. A proposal for the creation of glocal participatory communication projects. *IC. Revista Científica de Información y Comunicación*, 11. E-ISSN: 2173-1071. pp.103-143. Retrieved from: https://ipena44.files.wordpress.com/2014/12/fernandez_aballi_selecta.pdf

collaboration between researchers and community members to address issues of social justice and promote social change.

According to **Paulo Freire's Popular Education**:

- A. All agents are capable of teaching and learning.
- B. All agents own some knowledge.
- C. All agents are subject and never object to the process.
- D. All agents have the same right to speak and be heard.
- E. All agents have the same right to propose problems, options, contents and solutions.

Participatory Action Research is a process that involves **collective inquiry, reflection, and action**, and that prioritises the knowledge and experiences of those most impacted by the issue being studied. Through this process, community members become co-researchers and active agents in the transformation of their own lives.

Participatory Action Research and Popular Education share a commitment to the **democratisation of knowledge and power**. Both approaches seek to challenge existing power structures and empower those who have been historically marginalised. By involving community members in every stage of the research process, from problem identification to solution implementation, Participatory Action Research creates a space for critical reflection and collective action. This collaboration can lead to more meaningful and sustainable outcomes than traditional research approaches, and it can help to build a sense of community ownership and agency over the research process and its outcomes⁴.

PROCESS WORK

Process Work or **Process Oriented Psychology** provides a model that integrates and uses contributions from various disciplines to **facilitate transformation and growth** both individually and collectively. Its methodology is applied in different areas: community and organisational development, training in diversity and leadership, individual and family psychotherapy, relationship consulting and group facilitation.

Process Work focuses mainly on developing a state of **consciousness**; that is, helping people and groups realise how they perceive and live their experiences, learning to change their approach, and discovering information that they do not notice or marginalise, and that limits their ability to respond. Much of the information we need to transform and grow is not perceived because it challenges our ordinary consciousness. Without realising it, we marginalise certain aspects of our daily experience: emotions, desires, dreams, intuitions, fantasies, moods, etc., because they are in conflict with our basic belief system or with the dominant culture to which we belong. Therefore, we do not allow ourselves to hear or talk about experiences that are out of the range of our ordinary consciousness and to be able to perceive signals and information from a non-ordinary reality. Process Work teaches us to connect with our deeper selves and learn to flow creatively in the midst of extreme

4 Fernández-Aballí Altamirano, A. (2020). The Importance of Paulo Freire to Communication for Development and Social Change. In: Servaes, J. (eds) Handbook of Communication for Development and Social Change. Springer. https://doi.org/10.1007/978-981-15-2014-3_76

circumstances. Process Work uses several tools, such as **Open Forums, Group Facilitation and Forum Oriented Processes**⁵.

STUDY OF CASES

The **Case Study Methodology** is a research approach that is widely used in social sciences, business, and other fields to investigate a particular phenomenon in-depth. Case studies involve analysing contexts, situations, organisations, with the aim of gaining insights into a specific problem or research question, but also to finding inspiration from those cases that show innovation, sustainability and evidence of success.

The first step in conducting a case study is selecting a case or cases to investigate, according to the criteria and objectives of the research. Once a case has been selected, researchers typically collect data through a variety of methods, including desk research, observations and interviews.



5 Trabajo de Procesos. (2022, September 19). Trabajo De Procesos. <https://www.trabajodeprocesos.net/es/>

1.3 THE YURI HANDBOOK

What is it?

"*The rural-urban youth handbook for collective and green entrepreneurship*" aims to critically address, with a hands-on practical approach, the overlap among climate action, social economy, and youth inclusion from a holistic, systemic, skill-building and proactive perspective.

It includes the results of the **desk research, study of cases/best practices and interviews** conducted by the partner organisations, the **learning path and activities** to create a dialogue between rural and urban youth and for competence development of collective, green, social entrepreneurs that were tested by the partners during their pilot training, an overview of support policy, funding and social **entrepreneurship support** institutions at local, national, European levels, together with the digital tools available for young people who would like to start a green, social and collective initiative and finally a series of **policy recommendations**.



Who is this handbook for?

The handbook is targeted to **young people** from both urban and rural areas, **youth workers, organisations** and **policymakers** working in the field of youth, sustainability, environment, social economy and climate.

Anyone can use this handbook, **get inspired by its content and activities**, which can be **adapted to different needs** and contexts as well as serve as inspiration to create new ones.



What will you learn by reading the handbook and carrying out the activities described?

The objective of the YURI handbook is to promote ***inclusion and diversity, a sense of initiative and entrepreneurship, and climate action***, by providing young people and youth workers with the ***resources*** and ***inspiration*** to:

- Critically address ***belief systems***, prejudices and stereotypes regarding rural and urban settings, identity, climate and collective action, among other relevant categories that affect the way young people see themselves in relation to their professional projects, their communities and to the environment.
- Promote the development of the necessary competences and ***social-emotional skills*** to successfully engage in ***collective green social entrepreneurship*** projects taking into account the importance of urban-rural interconnectedness, the potentiality of digital contexts to breach distances, and the know-how to search for and identify the necessary resources to support entrepreneurial initiatives.
- Foster advocacy, exchange and mutual learning among young people, youth workers, and organisations, and generate fertile ground for ***dialogue*** with policymakers at local, regional and European levels, to share, debate and find common ***alternatives*** to the current ***climate crisis*** from a perspective of youth collective entrepreneurship.



What should I take into account when planning my workshop?

Before carrying out the activities described in the handbook, we recommend you to carefully read the rest of the handbook to fully understand the **framework** and approach on the bases on which the activities were created and tested.

While carrying out the activities, it is important to take into account the number of participants, their **background** and language skills, together with their needs and expectations. Some of the activities are meant to be carried out **face-to-face**, others in **online** settings, and others can be adapted to **both**. Read carefully the description to know which is the most adequate setting and feel free to adapt the activities to satisfy the needs of your group and the objectives you have set for the session/s.



Do I have to follow a specific order of activities?

When carrying out the activities you will find in this handbook, there is no need to follow the order provided, but to be aware of their scope. In fact, you will find **get-to-know-each-other, team-building activities and energisers** which you can use at different stages of the training/workshop, and more specific activities related to addressing prejudices or fostering competences that you can mix and match depending on your needs and objectives.

A set of aspects to be taken into account when carrying out a workshop/training with youth are:

1. **Opening and closing rituals** are important for a positive and fruitful group dynamic, as they enhance group cohesion, presence, sense of belonging, safety and comfort. These types of rituals are usually short routines that do not take up more than five minutes at the beginning and a couple of minutes at the end.

Opening rituals can include:

- Listening to a song suggested by participants and combining it with dancing, free movement and/or stretching to get the participants warmed up.
- Self-massage and breathing exercises.
- One-word circles for participants to share how they feel.
- Energy thermometer asking participants to stand in an imaginary line on the floor, where one side is "no energy at all", and the other side is "full of energy", according to how they feel.

Closing rituals can include:

- Repeating the one-word circle or the energy thermometer.
- Short group cheer.

Whatever rituals are chosen, it is important that the facilitator participates actively and that they are consistent.

2. The **training sessions** should always include ice-breakers and energisers to be implemented at the beginning of the session and at any time in which the energy of the group or topics change.
3. After carrying out each activity, it is important to assess **how participants feel**. The following questions can be used for this purpose:
 - *What was difficult?*
 - *What was easy?*
 - *What did you like?*
 - *Is there anything that you did not like or made you uncomfortable?*
 - *Did you discover anything new?*



2

IDENTITY AND BELIEF SYSTEMS CONNECTED TO URBAN AND RURAL LIFESTYLES



2.1 RURAL-URBAN INTERCONNECTEDNESS, IDENTITY, CONTEXT, AND UNDERLYING BELIEF SYSTEMS: PUSH AND PULL FACTORS

Rural-urban interconnectedness refers to the complex and dynamic relationship between rural and urban areas. It recognizes that rural and urban areas are not isolated or independent entities, but rather interconnected and interdependent in various ways.

This **relationship** can be observed in several aspects:

- From an **economic** point of view, rural and urban areas are interconnected through several economic activities. Rural areas often provide essential resources, such as agricultural products, raw materials, and energy, which are consumed in urban areas. Conversely, urban areas typically provide markets and services that support rural economies, such as transportation, processing, distribution, and marketing.
- If we take into consideration **labour mobility**, we can argue that there is a continuous flow of people moving between rural and urban areas, driven by employment opportunities and lifestyle choices. While in the past, mostly rural residents migrated to urban areas in search of job opportunities and higher wages, and improved living standards, during and after the Covid-19 pandemic an opposite flow has been registered, as people living in urban areas would look for more freedom and contact to nature, while most of the jobs could be carried out remotely.
- Rural and urban areas rely on each other for **infrastructure** and **services**. Urban areas typically have more developed infrastructure, including transportation networks, power grids, and communication systems. These systems often extend into rural areas to facilitate the movement of goods, services, and information. Conversely, rural areas may provide resources such as water, food, and energy to support urban infrastructure and sustain urban populations.

The relationship between rural and urban citizens is influenced by various factors, such as **identity**, **context**, and underlying **belief systems**. Identity is a crucial factor that affects rural-urban interconnectedness. Identities are shaped by social and cultural backgrounds, from belief systems and experiences, and they influence the way people perceive and interact with each other, but also the prejudices they might have. For example, people from rural areas are thought to have a strong attachment to their land and community, while people from urban areas are often considered to have a more fast-paced lifestyle and more opportunities in terms of both employment and leisure time. The geographical and morphological context also plays a role, in fact, the specific historical, social, and economic conditions of a region can affect the nature and intensity of rural-urban interactions. For example, in some regions, rural areas may be more economically integrated with urban centres, while in others, they may be more isolated and self-sufficient. Context can also

shape the availability and accessibility of resources and opportunities, which can influence the decisions of individuals and communities to move between rural and urban areas.

The rural-urban interconnectedness can give rise to various **stereotypes** or assumptions about both rural and urban areas and their inhabitants. It is important to note that these stereotypes are generalisations and may not be true for every individual or community, however, they are present and ingrained in the European and global North mainstream vision. We dedicated the first months of the YURI project to investigating (through interviews, questionnaires and workshops) and subsequently working on the stereotypes existing among rural and urban youth.

Main stereotypes and prejudices about rural areas

- Rural areas are often portrayed as outdated or **less developed** compared to urban areas. People living in rural areas are often thought to be less educated, less informed on social issues, less open-minded and more conservative.
- Rural areas may be perceived as having a **simpler**, more boring and **traditional** way of life, with a focus on agriculture, close-knit communities, and a slower pace of living.
- Rural areas are associated with **limited employment** prospects, career options, and access to healthcare and services, leading to assumptions of lower quality of life and fewer opportunities for personal growth.

Main stereotypes and prejudices about urban areas

- Urban areas are often characterised as **fast-paced**, crowded, noisy, stressful, and impersonal, causing the fact that people living in cities are more **individualistic** and superficial, and less friendly and caring of other people.
- Urban areas are typically seen as centres of **innovation**, modernity, and economic development. There can be assumptions of better infrastructure, educational institutions, cultural diversity, and job opportunities.
- Urban areas are often associated with **higher costs of living**, expensive housing, and a focus on material wealth and consumerism. There can be assumptions of higher social stratification and a greater emphasis on status and appearance.

Recognising the existence and nature of these (and other) assumptions, stereotypes and prejudices is necessary to **understand** the **complexity** of the interconnectedness between rural and urban areas and of the push and pull factors that might affect this relationship.

During the **piloting** phase of the **YURI project**, the partner organisations had the opportunity to explore the specific local contexts and gathered information about the identity and belief systems of their participants regarding the topic. The consortium very soon in the project came to realise that the concept of rural and urban was quite **diverse depending** on the **country**: if Spain, France and Italy have quite similar realities and criteria to distinguish them, that was not the case for Lithuania and Cyprus. For instance, it was noticed that according to the mainstream conceptualisation of what is rural and what is urban, Lithuanian towns are considered to be somewhere in between.

The inhabitants of the two towns where the YURI pilots were carried out, Kintai and Trakai - once the Lithuanian capital city, showed **ingrained beliefs** that bigger urban areas in Lithuania and abroad would help them to meet their expectations and needs, although Trakai is very well positioned as it is next to the biggest city in the country, Vilnius, while Kintai is a quite isolated and remote town, quite distant from the major urban centres.

In the context of Cyprus, rural and urban were found to be two concepts with very blurry boundaries, which overlap and whose very definition is often subjective depending on one's experiences and background. This is largely due to the fact that up until the middle of the 20th century, the economy of the country was mostly rural and the villages were more lively than now. Another factor affecting the locals' understanding of rural and urban is the short distances between the two extremes of the **spectrum** meaning that often, a **stereotypically** rural area is just 30 minutes drive from an urban centre. What was found in the two pilots is that many participants struggled to choose the environments they belong to, because either what they considered urban, for others was considered rural, and/or because they were commuting between the two for work or studies. In the discussions, it was observed that those who had ties with rural areas, although they would criticise somehow the **lack of opportunities** and close-mindedness of people living there, they seemed to embrace that aspect of their identity. On the other hand, youngsters with little or no ties to rural areas seemed to have a more romanticised view of the "life in the village". Overall, there was a good understanding of the **need for improvement** in both environments citing the lack of employment, educational and entertainment opportunities in rural areas and the lack of sufficient green areas in the urban centres.

The fact that the interconnectedness between rural and urban areas depends highly on **one's perception** of their own living environment emerged also in France and Spain, especially while working with participants originally from the African continent. Some participants living in smaller towns considered themselves as living in urban areas, mostly



because they originally came from much smaller places. On the other hand, while cities are assumed to count on better services, some French participants living in Limoges, a city of about 130.000 inhabitants, complained about the lack of healthcare services and job opportunities. Therefore, when talking about rural and urban interconnectedness and push and pull factors that might determine the mobility from one area to another, one should take into account that there might be a big difference between smaller and dominant cities, or settlements that are close to big urban hubs, where economic, political, cultural and social capital is concentrated.



During the pilots, it was also observed that currently in countries such as Italy and Spain, young people have actually a more positive perception of rural areas than urban ones. They particularly value the presence of natural and **environmental resources**, the possibility of reconnecting with nature, the tighter relationship with the local community and generally what they consider a less expensive and better quality of life. The assumption that young people's ambition is to live in the city appeared, in general, to be false and outdated, questioning the conventional urban-rural dichotomy.

Deepening the knowledge about the push and pull factors that affect rural-urban interactions is crucial for **developing policies** and programmes that support collaborative, sustainable and equitable development in both rural and urban areas.

At the European level, it can be said that the concept of rural-urban interconnectedness

in the **European Union** has evolved over the past few decades, with deep territorial changes blurring the traditional boundaries between these areas. This change is largely due to urbanisation, transport, and increased movements of people, goods, and services. This has led to the formation of functional regions that are no longer defined by traditional administrative boundaries, but rather by their economic and social links. However, the traditional division between rural and urban areas still exists, and Europe retains clearly recognizable rural and urban areas⁶.

To address the rural-urban interconnectedness at the EU level, multiple policies have been developed. Among them, is the **Cohesion Policy** which focuses on reducing disparities in economic, social, and territorial aspects among the different regions in the EU. This policy has specific measures to support rural areas, including the: 1. European Agricultural Fund for Rural Development (EAFRD), which finances rural development programmes and initiatives; 2. the Cohesion Fund (CF), which invests in environment and transport in less prosperous EU countries; 3. the European Social Fund Plus (ESF+), which promotes employment and social inclusivity in EU countries; 4. and the Just Transition Fund (JTF), which supports regions most affected by the shift towards climate neutrality⁷.

Another policy that tackles the rural-urban linkage is the **EU's Urban Agenda**. The goal of this agenda is to establish better links between urban and rural regions, specifically in the fields of innovation, environment, and mobility. The Urban Agenda is implemented through partnerships between the EU, Member States, and cities. In the years 2021-2027, the European Urban Initiative will provide support to the Urban Agenda for the EU⁸. In order to make sure that rural areas can continue to fulfil their important functions, the European Commission has published a communication outlining its vision for the EU's rural areas until 2040. This communication highlights certain areas that require attention in order to make rural areas stronger, more interconnected, resilient, and prosperous. To achieve the objectives of this vision, a Rural Pact⁹ and an EU Rural Action Plan¹⁰ with specific initiatives and new tools will be put in place¹¹. Ultimately, the objective of these policies and initiatives is to promote a more balanced and integrated approach to regional development, where both urban and rural areas are considered, and sustainable development is encouraged in all regions of the EU.

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- 6 Augère-Granier, Marie-Laure. Author (2016). Bridging the rural-urban divide Rural-urban partnerships in the EU. EPRS - European Parliament: European Parliamentary Research Service
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- 11 European Commission (2021). Long-term vision for rural areas – Building the future of rural areas together. Retrieved from https://ec.europa.eu/commission/presscorner/detail/en/ip_21_3162

2.2 BELIEF SYSTEMS AND INTERCULTURAL RURAL-URBAN YOUTH DIALOGUES: LEARNING PATH AND ACTIVITIES

Between July and September 2022, the partner organisations carried out a blended 12-hour training for youngsters and youth workers called: *“Belief systems and intercultural rural-urban youth dialogues”*. The main objective of this training was to critically address belief systems, prejudices and stereotypes regarding rural and urban settings, interculturality, gender roles, entrepreneurship, ecology, climate change, climate action, and collective action, among other relevant categories that affect the way young people see themselves in relation to their professional projects, to others, to their communities and to the environment. This pilot training was meant to first of all create a space for young people and professionals living in rural and urban areas to meet and start a dialogue, to express their ideas on their lifestyle, privileges and challenges in connection with the place where they live, but also to reflect on the prejudices and stereotypes that ones might have toward the others or feel that others have towards them.

In the months ahead of the pilot, the partner organisations created a *learning path and set of specific activities* that could be carried out during the online and face-to-face sessions of the training. They agreed that the work would include the following steps:

- 1 Create a *“safe space”* where participants feel that their ideas are welcome and listened to, without judgement. For this to happen, activities enhancing getting to know each other, team building and teamwork were proposed.
- 2 Guide participants in a process of *self-consciousness*. The guiding questions were: *What are my beliefs? What are my prejudices? What do I like and what do I not like about the place where I live? What are the pros and cons of living where I live? How do I connect with the other setting – the one where I do not live?*
- 3 Create a *dialogue* among participants living in different settings so that they get to know the “opposite” reality better.



Below you will find the **list of activities** that the YURI consortium created for this training and implemented in the local pilots.



Ice-breakers and energisers

[1, 2, 3 Bradford](#)

[Birthday line](#)

[Bubble game](#)

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Get to know each other and team building activities

[Blind drawing](#)

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[Identity triangle](#)

[Letters with the body](#)

[Round of names with movement](#)

[Story of my name](#)

[Three things about me](#)



Get to know urban and rural lifestyles activities

[Anti-stereotype memes](#)

[Cultionnary](#)

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[Myths under the microscope](#)

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[Urban vs Rural](#)

[World café](#)



Evaluation activities

[Camembert of evaluation](#)

[Evaluation with Dixit cards](#)

[Opinion line](#)

[The hand](#)



2.2.1 ICE-BREAKERS AND ENERGISERS



Activity 1, 2, 3 Bradford

By	La Xixa	Online/Offline	Online and/or Face-to-face
Number of participants	Minimum 6, there is no maximum (but the number of participants should be even)		
Objectives	<ul style="list-style-type: none"> ● To foster team building and confidence in the other participants ● To warm up the body and foster alternative communication tools ● To overcome the fear of mistake and include it in practice ● To foster concentration and go beyond our automatic behaviours, increasing spontaneity and improvisation 		
When to do this activity?	Anytime, at the beginning of a session or after a break	Duration	Between 10 and 15 minutes
Material needed	<p>Online version:</p> <ul style="list-style-type: none"> ● Laptops/phones ● Online meeting platform <p>Face-to-face version:</p> <ul style="list-style-type: none"> ● Big room or open space where participants can move freely 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles		

Step by step description

1. Divide the participants into pairs.
2. Ask each pair to find a space in the room so that they can move freely without bumping into other participants.
3. Ask the members of the pairs to face each other.
4. Ask the participants to count in a loop from 1 to 3 alternating with the partner: as to say one person will have to say 1 and 3 and the other 2. Give them a few seconds to try it out.
5. Now ask one participant to substitute the number 1 with a movement and sound, and to go back to counting. Invite them to make big movements and loud sounds.
6. Once they have practised for a few seconds, ask the other participant of each pair to do the same with the number 2.
7. Once they have practised for a few seconds, ask participants to now substitute the number 3.
8. Let the participants enjoy and play for a while and just see what happens.

Once you stop the activity, you can ask for volunteers (or all pairs) to show what they have created.



Activity 1, 2, 3 Bradford

>> Step by step description

Online adaptation:

You can divide participants into break-out rooms and come back together for the debriefing or keep them all in the same room but ask them to focus only on the pair.



Closing up

Guide the debriefing by asking questions about the story and how they felt about it but also using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?

Comments/hints for facilitators

This exercise aims to foster alternative communication tools and to experiment and accept mistakes while having fun.

Be aware that some participants may really enjoy this exercise, while others may find it frustrating.

How participants relate to their ambitions and expectations can be one of the topics that can be addressed during the debriefing

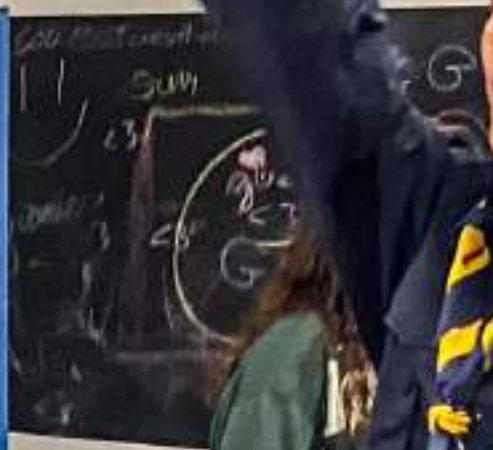


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Ice-breakers and energisers: 1, 2, 3 Bradford



Activity Birthday Line

By	Élan Interculturel	Online/Offline	Face-to-face
Number of participants	Between 10 and 30		
Objectives	<ul style="list-style-type: none"> ● To foster non-verbal communication and creation of a group communication code ● To foster mutual knowledge and understanding 		
When to do this activity?	Anytime, but preferably coupled with another icebreaker	Duration	Between 5 and 10 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely. ● You can decide to play music during the activity. In this case, you will need to make sure that you can count on the necessary devices (laptop, phone, speakers) 		
Preparation	Tell participants that the activity needs to be carried out without talking		

Step by step description

1. Tell participants that they have 5 minutes to create a line in which participants are arranged according to their birthday (only the day and month, not the year). Do not give them any other indication than this: "create a line according to your day and month of birth". During the activity, participants can make gestures but no sound.
2. Once the line is formed, you will have to check the order asking participants to say out loud their birthday (only the day and month, not the year). If there are any mistakes, ask participants to move so that they end up in the right place. And of course, if someone was born that day, wish them a happy birthday!

Adaptation: You can ask participants to create a line by the colour of their eyes, from the participant living in the most rural environment to the one living in the most urban context, etc.

Closing up

Once you have checked the line and recreated the correct order if there were any errors, you can clap your hands! Feel free to time how long it takes participants to create the line and to share the information with them. Guide the debriefing by asking the following questions (although you can add new ones according to what the group shares with you):

- What happened?
- How did you feel at the beginning, when you were told that you could not speak?
- How did you manage to understand each other? What codes did they use? Did everyone understand how these codes were used?



Activity Birthday Line

Comments/hints for facilitators

Normally, groups like to give feedback on their experience at the end of this activity. During the debriefing, you can underline the possibility of communicating beyond the use of words and reflect on the importance of group codes.

Note that (probably) the line starts in January and ends in December (this is not the case everywhere) and that other ways of understanding each other could have been found: for example, by using the bones of the phalanges to help find the month or by miming the season of birth, etc.

Explain that this activity is about learning to communicate in alternative ways and that it mainly focuses on cross-cultural communication and on how we adapt to understand each other. And sometimes, what seems obvious to some is not at all obvious to others.





Activity Bubble game

By	La Xixa	Online/Offline	Face-to-face
Number of participants	Between 10 and 30		
Objetives	<ul style="list-style-type: none"> ● To energise the group at the beginning of a session and/or when the energy is low ● To warm up the group and create an atmosphere that helps to work in group/s ● To stimulate cooperation, also introducing physical contact and closeness ● To reflect regarding dynamics of social inclusion and integration 		
When to do this activity?	<p>It can take place both early in the process or in more advanced stages. However, we recommend carrying it out at the beginning as it serves two main purposes: warm-up and team building.</p> <p>This activity can be used as the first one of a session or during a session when the facilitator perceives that the energy of the group is lower.</p>	Duration	Between 10 and 15 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles		

Step by step description

1. Divide the participants into groups of 3 to 5 members.
2. Ask the participants in each sub-group to create a circle and hold each other's hands.
3. Explain that the main goal of the game is to be the most numerous group, how? Stealing as many participants as possible from the other group/s in order to make their own group the biggest one.
4. Explain that each group can steal participants by surrounding them with their arms. As to say, while holding the hands of their fellow participants belonging to the same sub-group, the participants must try to bring other participants inside the circle they created. When one or more participants get entrapped in a circle they become part of it, leaving the hands of the old sub-group mates and holding those of the new ones. More than one participant can be stolen at the same time.

You as a facilitator can decide when the activity stops depending on the purpose and the debriefing you want to carry out. Here there are two ideas: the game ends when there is only one large group made up of all participants, or the game ends when there are only two circles left to face each other.



Activity Bubble game

Closing up

Guide the debriefing by asking the following questions (although you can add new ones according to what the group shares with you):

- How did you like the activity?
- Was there anything difficult?
- Is there anything that you particularly enjoy?
- How did you feel about stealing and being stolen and forced to be part of another group?
- How did the group decide which direction to move to?
- Is it possible to recognise certain roles within the group? Did you feel that some participants were leading the group and others were following? What was your role in the group? How did you feel?
- What was it like to fit into a new group? How was the feeling of being left out of/abandoning a group?

Comments/hints for facilitators

The facilitator should encourage participants to be aware of the space and to take care of themselves and the rest of the participants, in order to avoid accidents.

It is important, especially in the framework of the YURI project, to focus on identities, labelling, stereotypes and prejudices. Most likely, during our lifetime, we transit through different groups. Sometimes those groups are the ones we choose, while other times we are "forced" into them by others/society. Guide the participants in reflecting on how this might affect them.





Ice-breakers and energisers: **Bubble game**



Activity Follow the leader

By	CESIE	Online/Offline	Face-to-face
Number of participants	Between 5 and 30		
Objectives	To encourage the development of leadership, communication and teamwork skills.		
When to do this activity?	Beginning of the session or after a break	Duration	20 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely 		
Preparation	<p>Prepare the room/space so that it is as spacious as it can be, without obstacles</p> <p>Brief the group and explain the rules. Ask everyone to stand and arrange the group into a circle, facing inwards.</p>		

Step by step description

1. Ask participants to stand in a circle.
2. Explain the rules of the activity. All participants in the circle will make the same movement. A person will stand in the centre of the circle and will have to guess who is the leader guiding the movements of the rest of the group.
3. Ask for a volunteer to start and abandon the room until you call them back.
4. Ask participants in the circle to choose a leader, who will guide with their movements the group. Explain that while the leader moves, participants should try to make as little eye contact with them as possible in order not to be discovered. Explain also that at some point, the leader can change the movement/s.
5. Ask participants to start the movement while you call the volunteer/guesser to come back, stand in the middle and look for the leader. Once the leader is found, they will be the new guesser.

The activity continues until you decide depending on the session schedule and/or until the participants show interest.

Closing up

Guide the debriefing by asking the following questions (although you can add new ones according to what the group shares with you):

- What role was most difficult: leading, following or guessing?
- What did you enjoy most about each role?
- How well did you work as a team?
- How could you have improved?



Activity Follow the leader

Comments/hints for facilitators

The facilitator can invite participants to consider whether they normally think of themselves as leaders, followers, both, or neither.

Resources

Andy. (2018, December 3). *Follow the leader – team building activity*. Team Building Activities, Challenges | Venture Team Building. <https://ventureteambuilding.co.uk/follow-the-leader-team-building-activity/#.Y004X6jP23A>



Activity Hello with the body and de-mechanisation

By	La Xixa	Online/Offline	Face-to-face
Number of participants	Between 5 and 20		
Objectives	<ul style="list-style-type: none"> ● To energise the group at the beginning of a session and/or when the energy is low ● To warm-up the group and foster relation among the participants ● To foster attention and go beyond automatic movements and ways of thinking, increasing spontaneity and improvisation 		
When to do this activity?	Anytime, but it is recommended to be carried out at the beginning of a session or before an activity that requires using the body and non-verbal communication	Duration	Between 10 and 30 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles		

Step by step description

1. Invite the participants to walk around the space and explore it in silence.
2. Ask them to avoid walking in circles and to change direction every once in a while.
3. Ask them to greet each other once they meet, while they keep walking:
 - looking at each other's eyes
 - touching each other's right elbow
 - touching each other's left knee
 - touching each other's right ankle
 - touching each other's back

Feel free to add body parts and/or skip some of the ones suggested, according to the group and diversities present.

You can decide to end the exercise here or proceed with the following part.

4. Now that the participants have greeted each other, ask them to keep walking in the room. Call their usual pace "speed number 5".
5. Then, ask them to walk at different speeds between 1 and 10 (1 being the slowest and 10 the fastest).
6. While doing so, invite the participants to observe the rest of the participants.
7. Now explain that when one participant stops, the entire group should stop and when someone starts to walk again, the whole group should walk too.
8. Once the participants have tried this out a few times, invite them to fill the empty parts of the room.
9. Then, ask them to walk where the space is full of people.

If necessary, remind the participants to carry out the exercise without speaking. Ask them to not stop walking and to keep silent.



Activity Hello with the body and de-mechanisation

>> Step by step description

10. Now, tell the participants that you will give them a series of instructions they will have to follow.
- "When I say GO you go; when I say STOP, you stop walking." Try it several times then add new instructions.
 - "When I say NAME, shout your name; when I say CLAP, clap your hands".
 - Try, then to combine the previous instructions: "Go!...Name!...Stop!... Go!...Clap!".
 - Once the group masters all of the instructions, continue "When I say SKY, raise your hand to the sky"; when I say GROUND, squat down and touch the ground with your hand."
 - Try, then to combine the previous instructions: "Go!...Name!...Sky!...Go!...Ground!...Clap!".
 - Now you will reverse everything as follows:
 - "When I say GO, you will stop and when I say STOP you will walk again". Try several times.
 - "When I say NAME you will clap and when I say CLAP you will shout your name" or "When I say SKY you will touch the ground and when I say GROUND you will raise your hand to the sky".

Give the instructions at a progressive pace trying to push the game to its most difficult point and then returning to normal or even slow pace.

Closing up

Guide the debriefing by asking the following questions (although you can add new ones according to what the group shares with you):

- How did you like the activity?
- Was there anything difficult?
- Is there anything that you particularly enjoy?

Comments/hints for facilitators

When people are asked to walk freely in a wide space, they easily fall into patterns: they will tend to walk in a circle, follow the same path, and walk next to a person they already know. Frequently remind the participants to change their directions, avoid walking in circles and explore all the space. As a reaction to feeling uncomfortable, participants might tend to laugh or talk; remind them that the exercise needs to be carried out in silence.

Some people will feel comfortable with looks and touch with unknown people, but others can find it difficult and uncomfortable. The same applies to speed and slowness. During the activity and during the debriefing try to keep attention on these aspects, while welcoming and giving value to diversity.



Activity Moving in the frame

By	La Xixa	Online/Offline	Online
Number of participants	Between 5 and 20		
Objetives	<ul style="list-style-type: none"> ● To activate the group ● To break the ice between participants ● To move the body 		
When to do this activity?	Anytime, but it is recommended to be carried out at the beginning of a session or before an activity that requires using the body and non-verbal communication	Duration	Between 5 and 10 minutes
Material needed	<ul style="list-style-type: none"> ● Laptops/phones ● Online meeting platform ● Music 		
Preparation	Choose the song/s that you will play and make sure that the platform you are using allows you to share sound		

Step by step description

1. Explain to the participants that you will now play a song and will start moving within the frame of the screen.
2. Ask them to produce the same movements as you without stepping out of the screen frame.
3. Tell them that at some point you will say a name and that person will become the "choreographer" and guide the movements of the rest of the participants until this person will say the name of another participant that will take up the role, and so on until the music stops or every participant has had the possibility to be the choreographer.





Activity **Moving in the frame**

Closing up

Guide the debriefing by asking the following questions (although you can add new ones according to what the group shares with you):

- How did you like the activity?
- Was there anything difficult?
- Is there anything that you particularly enjoyed?

Comments/hints for facilitators

If at the beginning of the training, the group has created a playlist, you might want to use songs taken from it.



Activity Penguin Race

By	YEU Cyprus	Online/Offline	Face-to-face
Number of participants	Between 5 and 30		
Objectives	<ul style="list-style-type: none"> ● To activate the group ● To break the ice between participants 		
When to do this activity?	The activity is ideal to wake up the group either at the beginning of the workshop, after a break or at any time the energy level of the group is low	Duration	Between 5 and 10 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles		

Step by step description

1. Invite the participants to stand in a circle and ask them to observe your movement.
2. Show how penguins run by slapping your hands on your laps and running on the spot mimicking how a penguin runs.
3. Ask the participants to reproduce the movement, and feel free to vary the speed.
4. After trying this out a few times, you can add more instructions such as left bends, right bends and double bends, "waving at the queen", jumps, etc. which all include speeding sound effects and actions whilst still running on the spot.

Closing up

Guide the debriefing by asking the following questions (although you can add new ones according to what the group shares with you):

- How did you like the activity?

Comments/hints for facilitators

Modifications may be done to adapt the activity for participants with functional or mobility diversity. In the case of participants with disabilities or mobility difficulties. The facilitator is encouraged to come up with their own instructions if they like and repeat the commands as many times as they want.

Resources

Priestley, D. (2016, July 15). *Penguin race: Warm up game for sports activities kids*. Team Building Activities, Challenges | Venture Team Building. <https://ventureteambuilding.co.uk/penguin-race/#.YpjBlyhBzIU>



Activity Story around the circle

By	La Xixa	Online/Offline	Online and/or Face-to-face
Number of participants	Between 5 and 20		
Objectives	<ul style="list-style-type: none"> ● Stimulate creativity ● Foster active listening ● Promote teamwork 		
When to do this activity?	Anytime	Duration	Between 20 and 30 minutes
Material needed	Online version: <ul style="list-style-type: none"> ● Laptops/phones ● Online meeting platform Face-to-face version: <ul style="list-style-type: none"> ● None 		
Preparation	Tell participants that you will work on creating a common story, hence it is important to carefully listen to each other, with openness and without judgement		

Step by step description

1. Tell participants that you will share the beginning of a story and that they will have to continue it, one by one. You will say the name of the person that will continue the story, and then that participant will say the name of another person, and so on until everyone has spoken and the story can be considered finished.

Here you can find an example of how to start a story, however, feel free to change it according to what you want to work on with the group:

- Once upon a time, 5 young people living in a small village got together to solve all the problems of the world. They started with/by...



Activity Story around the circle

Closing up

Guide the debriefing by asking questions about the story and how they felt about it but also using the following questions:

- How did you like the activity?
- Was there anything difficult?



Comments/hints for facilitators

If participants get stuck at some point, you can help intervene to add elements to the story



Activity Year of the Coin

By	KMOP	Online/Offline	Online and/or Face-to-face
Number of participants	Between 5 and 20		
Objectives	<ul style="list-style-type: none"> ● To foster mutual knowledge ● To warm up the group 		
When to do this activity?	Anytime, mostly at the beginning of the session or after a break	Duration	Between 5 and 10 minutes
Material needed	Face-to-face version: <ul style="list-style-type: none"> ● A coin for each person Online version: <ul style="list-style-type: none"> ● Laptops/phones ● Online meeting platform 		
Preparation	None		

Step by step description

1. Randomly distribute a coin per person.
2. Ask each person to identify the year of the coin.
3. Taking turns, invite each person to share a story/memory/fact that they know about something that they experienced in that year. If the year occurs before the birth of the person holding the coin, invite them to share something they can remember about that year in history. It can be something significant or very insignificant - the whole aim is to learn something about each other.
4. Continue until everyone has shared.

Online adaptation

1. Ask everyone to take a coin from their wallet/purse/pocket. Alternatively, you can use a [random year generator](#) software.
2. You can split the group into smaller ones for sharing in breakout rooms.

Closing up

Guide the debriefing by asking questions about the story and how they felt about it but also using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?

Comments/hints for facilitators

It's a good ice breaker because it encourages people to talk and share feelings, values, thoughts and knowledge.

2.2.2 GET TO KNOW EACH OTHER AND TEAM BUILDING ACTIVITIES



Activity Blind Drawing

By	CESIE	Online/Offline	Online and/or Face-to-face
Number of participants	Between 4 and 30		
Objectives	<ul style="list-style-type: none"> ● To enhance creative thinking ● To improve verbal communication ● To foster active listening 		
When to do this activity?	Anytime during the session	Duration	20 minutes
Material needed	<p>Online version:</p> <ul style="list-style-type: none"> ● Laptops/phones ● Online meeting platform ● Jamboard <p>Face-to-face version:</p> <ul style="list-style-type: none"> ● Paper sheets ● Pencils/pens/markers 		
Preparation	If the activity is carried out online, a Jamboard needs to be prepared. Brief the group and explain the rules. Divide participants into pairs or small groups.		

Step by step description

1. Divide the participants into pairs or small groups.
2. Ask one participant per pair/group to think of an object related to the rural/urban world.
3. Once the participant has the object in mind, ask them to describe the object in order for the other participant/s to draw it. The instructions should be basic (e.g.: draw a line, draw a circle halfway up) and they can never say the name of the object.
4. The other person/s should draw the object based only on the descriptions, without letting the describer watch the drawing.
5. Once the description is finished, the drawer/s should guess what the object is.
6. The person who guesses the correct object becomes the next describer.

The activity continues until you decide depending on the session schedule and/or until all participants have described an object.

Online adaptation:

Divide participants into break-out rooms and come back together for the debriefing. Ask them to use the Jamboard for their drawings.



Activity Blind Drawing

Closing up

Guide the debriefing by asking the following questions (although you can add new ones according to what the group shares with you):

- How did you like the activity?
- What did you find difficult about giving instructions? What did you find difficult about receiving instructions?
- How did you communicate? How can you communicate better next time?

Comments/hints for facilitators

Give the group the opportunity to reflect on the fact that everyone might have a different interpretation of the same message.

Resources

Liza. (2017, April 7). *Blind Draw Team Building Activity*. Team Building Activities, Challenges | Venture Team Building. <https://ventureteambuilding.co.uk/blind-draw-team-building-activity/>



Activity Human Map

By	Élan Interculturel	Online/Offline	Face-to-face
Number of participants	Between 5 and 30		
Objetives	<ul style="list-style-type: none"> ● To foster awareness of identities and diversities present in the group ● To foster mutual knowledge and understanding 		
When to do this activity?	Beginning	Duration	Between 20 and 30 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles		

Step by step description

1. Ask participants to stand in a circle.
2. Determine the cardinal points (north, south, east and west) in the room with the group.
3. Explain to the group where the "world" is on the floor: move around to show everyone where each continent is.
4. Now tell participants that you will ask a set of questions and invite them to move into the room according to their answers:
 - Where were you born?
 - Where was (one of) your parent(s) born?
 - Where was (one of) your grandparent(s) born?
 - If you had no restrictions, where would you want to live for one year?

At every stage, ask the group to explain where they are in the "world".

Closing up

Guide the debriefing by asking questions about the story and how they felt about it but also using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?

This activity is meant to make visible the geographic/origin diversity that exists in the group, debrief on it with them!

Comments/hints for facilitators

Draw attention to the fact that some/all participants might have a migration experience or a desire to migrate. You can change the proposals at any time. You can create a smaller map (e.g. a city) and ask everyone to identify where they live or places that are useful or good for them / or even their favourite "urban place" and their favourite "rural place" for example.



Activity Identity Triangle

By	Élan Interculturel	Online/Offline	Online and/or Face-to-face
Number of participants	Between 3 and 30 - the number must be divisible by 3		
Objetives	<ul style="list-style-type: none"> ● To foster mutual knowledge and understanding ● To identify and value diverse identities 		
When to do this activity?	Beginning	Duration	Between 15 and 20 minutes
Material needed	<p>Online version:</p> <ul style="list-style-type: none"> ● Laptops/phones ● Online meeting platform ● Jamboard <p>Face-to-face version:</p> <ul style="list-style-type: none"> ● Paper sheets ● Pencils/pens/markers 		
Preparation	If the activity is carried out online, a Jamboard needs to be prepared. Brief the group and explain the rules. Divide participants into groups of three.		

Step by step description

1. Divide the participants into groups of three.
2. Give each group a piece of paper and a marker, or in the online version assign them a Jamboard.
3. Invite them to draw a triangle, writing at each angle the name of one of the group members.
4. Ask them to write along the sides something that is true for the two people that the side connects, but which is not shared with the third person
5. Ask them to write in the middle something that they all share.
6. Ask them to write next to their name something that makes them unique (which is not shared with the other two team members).

Once the activity is finished, invite the participants to come back to the big group and in turn present their triangle.



Activity Identity Triangle

Closing up

Guide the debriefing by asking questions about the story and how they felt about it but also using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?



Comments/hints for facilitators

This activity is very useful to investigate what the participants share and what makes them unique. It helps to recognise and give value to the diversity present in the group.



Activity Letters with the body

By	La Xixa	Online/Offline	Face-to-face
Number of participants	Between 5 and 30		
Objectives	<ul style="list-style-type: none"> ● To foster cooperation, team building and confidence in the other participants ● To discover the potentiality of non-verbal communication ● To increase attention among the group's members ● To go beyond automatic behaviours and thoughts, increasing awareness and spontaneity and improvisation 		
When to do this activity?	Anytime, at the beginning of a session or after a break	Duration	Between 15 and 20 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles, and make sure that the floor is clean		

Step by step description

1. Divide the participants into groups of minimum 5 members.
2. Ask the participants to follow your instructions in silence. Invite them to act spontaneously without thinking too much.
3. Ask the groups to create the letter "A" using their own bodies as their only tool. Participants in each group should place their own bodies in relation to those of the others to create the letter "A." The participants have a maximum of 1 minute to complete this task.
4. Now ask participants, as before, to create the letter R and Q, using their own bodies, in one minute. If they did not do this in the first step, remind them that they can use all space, including the ground and walls, and suggest that they explore different possibilities.
5. As a last step, ask the participants to form a star.



You can add one more step in which you bring more than one group together and ask all the participants to create something together (a flower, a tree, a house...)



Get to know each other and team building activities: **Letters with the body**



Activity Letters with the body

Closing up

Guide the debriefing by asking questions about the story and how they felt about it but also using the following questions:

- How did you like the activity?
- Was there anything difficult?
- How did they communicate?
- Did anyone take the lead? Could you identify the different roles present in your group?
- Did you discover anything new?

Comments/hints for facilitators

While the participants carry out the tasks, observe what happens:

- How do participants use the space?
- Are they able to organise themselves without talking?
- What solution do they find to carry out the exercise?
- Is there attention among groupmates or is everyone thinking for themselves?

It is not easy to give up control or verbal communication. During the activity, remind participants to avoid talking and to try to connect with the group, to understand each other in a different way.



Activity Round of names with movement

By	La Xixa	Online/Offline	Face-to-face
Number of participants	Between 10 and 30		
Objectives	<ul style="list-style-type: none"> ● To memorise the names of the participants ● To encourage corporal expression and creativity ● To warm up the body 		
When to do this activity?	Beginning	Duration	Between 10 and 15 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely ● Two tennis balls 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles		

Step by step description

1. Invite participants to stand in a circle.
2. Ask participants to say their names, one at a time, from the left to the right side.
3. Once all participants have said their name, ask them to make a new round of names, this time combining the name with a movement. The entire group will then make a step forwards and repeat the name and movement.
4. Ask if there is anyone that now remembers all the names and/or the movements combined with them.

Closing up

Guide the debriefing by asking the following questions (although you can add new ones according to what the group shares with you):

- How did you like the activity?
- Was there anything difficult?

Comments/hints for facilitators

Invite the participants to say their names out loud so that everyone else can listen to them. Also, invite them to make big movements if possible, but be aware that some participants might not feel very comfortable and make small movements or use a low tone of voice. Remember to welcome and value diversity.



Activity Story of my name

By	Élan Interculturel	Online/Offline	Face-to-face
Number of participants	Between 10 and 30		
Objectives	Between 2 and 20 If you want to carry out the activity with more than 20 participants, please read the "comments/hint" section.		
When to do this activity?	Beginning	Duration	Between 30 and 40 minutes
Material needed	<ul style="list-style-type: none"> ● Flipchart or whiteboard 		
Preparation	None		

Step by step description

1. Divide the participants are divided into pairs.
2. Explain that each person is asked to tell the other one the story of their first name, following those questions:
 - Why were you given this name and from whom? (Personal domain)
 - Do you like your name? (Emotional domain)
 - What does your name mean? (Universal domain)

Give them approximately 3 minutes per person/6 minutes per pair.

3. Ask the participants to come back to the large group.
4. Ask each person to tell the story of their pair's name. For example, if Mary was paired with Javier, she would present to the group the story of Javier's name and Javier would present the story of Mary's name

Closing up

Guide the debriefing by asking questions about the story and how they felt about it but also using the following questions:

- How did you like the activity?
- How was it sharing the story of your name?
- How was presenting the story of your pair's name?
- Can you identify similarities among the stories shared?



Activity Story of my name

Comments/hints for facilitators

During the debriefing, make the plurality/diversity of stories visible. This can start from the individual experiences but ultimately they can complement each other and evoke broader, more universal cultural elements. For example, a first name that was given in memory of a person in the family, a first name that evokes a religious character, a first name that means something, a first name given in reference to literary or cinematographic works, etc.

This activity allows the group to enter a little more into intimacy. Receiving a story such as a person's first name is linked with the concept of identity, and therefore intimacy. When participants are sharing the story with the group, notice how they take care of the story of their duo ("did I say everything correctly, did I forget anything?" etc.).

If your group is big (including more than 20 persons) you can split them for the final presentation, and/or adapt the activity so that duets will share their stories with other duets.

Resources

L'histoire de Mon Prénom. Alternative Ways. (2020, November 30). <https://www.alternativeways.eu/fr/lhistoire-de-mon-prenom/>



Activity Three Things about Me

By	Xwhy	Online/Offline	Face-to-face
Number of participants	Between 2 and 20 participants		
Objectives	<ul style="list-style-type: none"> To foster mutual knowledge and understanding 		
When to do this activity?	Beginning, at the beginning of the session or after a break	Duration	Between 5 and 15 minutes
Material needed	<ul style="list-style-type: none"> Paper sheets Pens 		
Preparation	None		

Step by step description

1. Explain that each person will get a piece of paper and a pen.
2. Once you have distributed the material, ask them to reflect on, choose and write on the piece of paper three events that happened to them in the past and to choose three life events. Inform the participants that the papers will be read out loud, hence not to include something that they do not feel comfortable sharing with the group.
3. Collect the papers, mix them up and give them back to the participants randomly. Check that participants have not received their own paper.
4. Ask the participants to read what is written on the paper they received one by one and out loud.
5. After this first round, ask them to read the paper again, this time guessing who might belong to. If the name is wrong, the guesser will have to wait their turn once everyone else has made the first guess.

The activity ends when all papers have been matched to the person they belong to.

Closing up

Guide the debriefing by asking questions about the story and how they felt about it but also using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did anything surprise you?





Activity **Three Things about Me**

Comments/hints for facilitators

Inform the participants that the papers will be read out loud, hence not to include something that they do not feel comfortable sharing with the group.

Make sure that participants do not receive their own paper.

2.2.3 GETTING TO KNOW URBAN AND RURAL AREAS



Activity Anti-stereotype memes

By	Élan Interculturel	Online/Offline	Online and/or Face-to-face
Number of participants	Between 2 and 20		
Objectives	<ul style="list-style-type: none"> ● To improve problem-solving skills by adopting different perspectives ● To stimulate collaborative thinking and teamwork ● To trigger creative ideas ● To stimulate critical thinking in order to generate innovative solutions ● To enhance decision-making skills 		
When to do this activity?	Middle or end	Duration	90 minutes
Material needed	<ul style="list-style-type: none"> ● Computers or phones ● Printer ● Post-its 		
Preparation	Together with the group, remember the definition of stereotype and find a few examples (those that might have already been mentioned in the previous activities)		

Step by step description

1. Divide the participants into groups of three.
2. Ask each group to find examples of stereotypes related to rural and urban areas.
3. Ask the participants to write each example on a post-it.
4. Ask the groups to go around and group the stereotypes provided by all of the participants.
5. At this point, divide the participants into pairs and ask each pair to choose two stereotypes to work on.
6. For each chosen stereotype, ask each pair to take a picture in order to create a meme that contradicts the stereotype. For example, for the stereotype: *"People in rural areas are low educated"*, they can imagine a picture representing rural youth with their diplomas or a picture representing a farmer showing their knowledge about nature and farming.
7. Ask each pair to accompany each picture with a sentence (typical of memes) to explain the aim of the picture. For the previous example, the sentence could be *"When people say a farmer is not educated"* or *"When people say, people from rural areas don't study."* The picture comes to support these statements and prove the opposite.
8. Ask pairs to print the picture and the statement.
9. Once everyone is done, you can hang all the memes and/or ask participants to present them.

Online adaptation:

The activity can easily be adapted to the online format, dividing the participants into rooms and asking them to save their creations in platforms such as Jamboard.



Activity Anti-stereotype memes

Closing up

After looking at all the memes, guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?

Comments/hints for facilitators

It is important that this activity follows a previous activity where you define what a stereotype is and in which you name a few.

Clarify that the meme is not about the stereotype but about the opposite. To unlock creativity, you can facilitate a previous activity about photography, for example taking pictures with certain constraints (1 picture where you can find 5 eyes, 3 ears and 3 times the colour yellow).

It is important that participants collaborate in order to create the photo, by asking people to pose, to hide, by using pictures inside the photo, etc.) or taking pictures that represent an emotion.





Activity Cultionnary

By	Élan Interculturel	Online/Offline	Face-to-face
Number of participants	Between 10 and 30		
Objetives	<ul style="list-style-type: none"> ● To work on our stereotypes and prejudices about others, in order to analyse them ● To understand how stereotypes work ● To generate creativity and spontaneous ideas from the group 		
When to do this activity?	Middle	Duration	Between 45 and 90 minutes, depending on the size of the group
Material needed	<ul style="list-style-type: none"> ● Paper sheets (1 per drawing) ● Pencils, pens and/or markers ● Paper tape 		
Preparation	<p>Set up tables for the groups. If you have 4 groups, set up 4 separate tables in the room.</p> <p>Also, prepare the words you will give to the participants. For example, you can ask them to draw: a city dweller; a peasant; an Italian; a teenager (or any other word to end with where you think the group does not have a stereotype)</p>		

Step by step description

1. Divide the participants into groups of 5.
2. Explain to them that they will be playing Cultionnary. There will be 5 rounds, and in each round one person from the group will be designated to be the drawer, and their team will have to guess the word they have drawn.
3. Ask each group to get sheets of paper and a pen/pencil/marker and to sit a bit away from the other groups.
4. Ask the participants of each group to choose the first drawer.
5. Assign to each group's drawer a word to be drawn.
6. Explain that in the drawing, words nor numbers can be included and that drawers cannot speak except to say that the guess is right or wrong. The rest of the group cannot ask questions to the drawer.
7. Ask the drawers to start representing the word that was assigned to them, while the rest of the group members will guess what the drawing is about.
8. When the right answer is found, the team announces it and a score is given to them.
9. Write the score on the board (for example you can give 5 points to the team that guesses first, 4 points to the team that guesses second, etc.).
10. Collect all the drawings, hang them up, and start the second round!
11. Let the teams choose another drawer and ensure that each team member draws at least one word.
12. At the end, ask the participants to look at the drawing and start a discussion about the images and interpretations associated with each word.



Activity Cultionnary

Closing up

Guide the debriefing by asking questions using the following questions:

- How did you like the activity?
- Was there anything difficult?

Then ask participants to look at all the drawings and compare the various images associated with the words and the variety of interpretations. Ask them whether or not these images are true to life and ask the artists about the images they chose to illustrate the words. Try to pay special attention to repeating patterns, for example, if several people have drawn the same elements. Explain that probably if the teams were, the results would still be very similar to the ones obtained.. However, for the word "Moldavian" (at least in France): it is very likely that the participants could not guess the word or drew a rather blurry map of Europe. Ask them why. The answer is that we don't share a stereotype about Moldavians, and therefore we don't have a ready-made image that allows us to recognise the information. Continue by discussing where the images come from, and whether they are positive or negative representations. What are their effects on our relationships with the people involved? What is the origin of stereotypes? Discuss the roles of the media, school education, society, family and peer group.



Activity Diversity Bingo

By	CESIE	Online/Offline	Face-to-face
Number of participants	Between 10 and 30		
Objectives	<ul style="list-style-type: none"> ● To foster mutual knowledge and understanding ● To foster active listening ● To get familiarised with rural-urban diversity 		
When to do this activity?	Beginning	Duration	Between 30 and 40 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely ● Printed bingo sheets ● Pens 		
Preparation	<p>Prepare the room/space so that it is as spacious as it can be, without obstacles.</p> <p>Prepare bingo sheets that contain statements concerning the urban/rural world.</p>		

Step by step description

1. Distribute the bingo sheets to the participants, one per person.
2. Explain that the objective of the activity is to find people that match the statements written on the bingo sheet. When they encounter someone who meets the criteria/statement, they will have to write their name in the corresponding box.
3. Ask participants to raise their hands when their bingo sheet is completed, hence when they have found at least one person per statement.





Activity Diversity Bingo

Closing up

Guide the debriefing by asking questions about the story and how they felt about it but also using the following questions:

- How did you like the activity?
- Were there any boxes that you found more difficult to fill?
- Have you discovered anything new (about yourself, the group, your idea of rural and urban)?
- Do the answers make you change your assumptions about other people and/or rural-urban diversities?

Comments/hints for facilitators

The facilitator can adapt the bingo sheets to the specific background of the participants.

Example of bingo:

Do you have chickens in your garden?	Do you feel confident to ask to borrow things from the neighbours?	Do you drive more than 30' to go to work?
Do you grow your own food (or at least some)?	FREE	Can you easily go out to a cafe or restaurant during workdays?
Do you know your neighbours?	Do you see the stars clearly from your window?	Do you need more than 10-15' to reach nature (fields, sea, etc.)?

Resources

UCCS students. Diversity Bingo. Retrieved from: https://fmac.uccs.edu/sites/g/files/kjihxj1806/files/inline-files/2_Bingo.pdf



Activity Image theatre: the statues

By	La Xixa	Online/Offline	Face-to-face
Number of participants	Between 8 and 20		
Objectives	<ul style="list-style-type: none"> ● To make participants think about the topics discussed during the activity ● To start to work with the body ● To introduce image theatre 		
When to do this activity?	Towards the middle	Duration	15 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles		

Step by step description

1. Ask participants to make a circle in the centre of the room facing out.
2. Explain that when you say a word, each person will have to make a statue with their bodies, expressing what the word makes them think about. The statue should be elaborated with their whole body, not only with their hands. The statue has to be thought of in silence and in a relaxed way. When each person is ready, they turn inwards into the circle and make a statue to show to the others.
3. Examples of words/statements to make the statue: young person, telephone operator, farmer, waiter/waitress, tractor, the first time I saw a calf, the first time I went to a discotheque, the first time I missed the bus.
4. After the few images, ask participants to look around and give titles to the statues that they see around.



5. After some statements, ask participants to sit in a circle and debrief.



Activity Image theatre: the statues

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?

Explain the aim of this exercise: free interpretation and corporal representation, and introducing image theatre. Explain there is no right or wrong answer, but that rather the power of the image is that everyone can see themselves in it somehow, like a mirror. The importance of the image is what it means to all of us individually and collectively, where no interpretation is left out.

Comments/hints for facilitators

Avoid commenting on participants' input, listen actively and provide support if needed.



Activity Image theatre: the carousel

By	La Xixa	Online/Offline	Face-to-face
Number of participants	Between 8 and 20		
Objectives	<ul style="list-style-type: none"> ● To make participants think about the topics discussed during the activity ● To start to work with the body ● To introduce image theatre 		
When to do this activity?	After "Image theatre: the statues"	Duration	45 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles		

Step by step description

1. Divide the participants into groups of 4.
2. Ask the participants of the small group to assign a number to each other, from 1 to 4.
3. Explain that you will assign each group a word/statement and that each group will have to create a group statue as follows: 1 starts by making a statue. 2 looks at the statue and builds their statue around it. 3 looks at the others and builds a statue. 4 does the same. At the end of the round, 1 leaves the scene, looks at the others and builds another statue. 2 follows, and so on.
4. Examples of words/statements to make the statue: cooperation, farm and metal industry
5. Let the participants make at least three rounds before you stop the activity.
6. Organise a round in which each group can show their last statue and ask other participants what they see and what is the word/concept that they think it represents. Start a discussion.

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?

Explain the aim of this exercise: free interpretation and corporal representation through collaboration.



Comments/hints for facilitators

Avoid commenting on participants' input, listen actively and provide support if needed.



Activity Myths under the microscope

By	YEU Cyprus	Online/Offline	Online and/or Face-to-face
Number of participants	Between 2 and 20 participants		
Objectives	<ul style="list-style-type: none"> To address and understand in-depth specific myths about rural and urban areas as well as about their residents, that are deeply rooted in the public consciousness. 		
When to do this activity?	Middle of the process, once a first discussion about the topic has been done and once the participants are more comfortable with each other.	Duration	45 minutes
Material needed	<p>Online version:</p> <ul style="list-style-type: none"> Laptops/phones Online meeting platform Jamboard <p>Face-to-face version:</p> <ul style="list-style-type: none"> Flipchart Markers 		
Preparation	Prepare the Jamboard or the flipcharts that will be used.		

Step by step description

1. Divide participants into pairs or small groups.
2. Give them 15 minutes to think of 2-3 myths about urban and rural areas (either life there or even the people who live there). They may be negative or positive and they may be in the form of beliefs, words of wisdom, proverbs, urban legends, or even fairytales and myths.
3. Ask participants to write the myths on a flipchart/Jamboard.
4. Once the myths have been identified, ask each group to dig into their roots and consequences of at least one of them. Guiding questions for this purpose can be:
 - Where does this belief stem from?
 - Is there any truth in it?
 - How is it deceiving?
 - How is this belief harmful?/What are the consequences?



Activity Myths under the microscope

>> Step by step description

5. As a last step, ask the group to replace the initial statement (belief, proverb, expression, etc.) with one that better reflects the real situation.
6. Ask participants to come back to the bigger group and share.

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- How do myths influence our social relations and experiences?
- How can false beliefs be turned around?

Comments/hints for facilitators

To trigger the storytelling you may use Dixit cards. They should emphasise that the myths they will share come from their lived experiences.



Activity Take a stand

By	CESIE	Online/Offline	Online and/or Face-to-face
Number of participants	Between 6 and 20 participants		
Objetives	<ul style="list-style-type: none"> ● To reflect on personal beliefs and values ● To share perspectives about urban and rural life 		
When to do this activity?	Middle, before the World Café	Duration	25 minutes
Material needed	<p>Online version:</p> <ul style="list-style-type: none"> ● Laptops/phones ● Online meeting platform ● Jamboard <p>Face-to-face version:</p> <ul style="list-style-type: none"> ● Paper tape 		
Preparation	<p>Prepare several statements about urban and rural lives.</p> <p>Prepare the room by sticking the tape in the middle of the floor. Place the sign "agree" on one side of the room and the sign "disagree" on the opposite side of the room</p>		

Step by step description

1. Ask participants to stand in line and to read your statements carefully.
2. Once the statement has been said, participants are asked to move on the line previously drawn with the tape, choosing one place or another according to their grade of agreement with the statement. Participants can stand anywhere between the two extremes, depending on the strength of their convictions. Participants can also stand in the middle if they are undecided or unsure.
3. Ask a few participants from both sides if they want to share the reason for their position.
4. Explain that after listening to each other's explanation, participants can change their position. If this happens, ask participants to motivate their change.





Activity Take a stand

Closing up

Guide the debriefing using the following questions:

- How did you feel during the activity?
- How did you feel when you had to justify and defend your point of view?
- Was there a time when you wished you had more information in order to choose?
- How do personal experiences shape opinions?
- How do others' opinions/experiences influence yours?
- Why do you think you had different opinions?
- How does the awareness of other participants' points of view change your approach to the matter?

Comments/hints for facilitators

The facilitator should encourage discussion among all participants.

When carried out online, the facilitator can draw a continuum on the Jamboard and ask participants to place a "sticky note" with their name on it. This variation is less interactive but it easily illustrates the range of agreement or disagreement within the group.

Resources

Barometer: Taking a stand on controversial issues. Facing History & Ourselves. (n.d.). <https://www.facinghistory.org/resource-library/teaching-strategies/barometer-taking-stand-controversial-issues>



Activity Urban - Rural Stereotypes

By	Xwhy	Online/Offline	Online and/or Face-to-face
Number of participants	Between 2 and 20 participants		
Objectives	<ul style="list-style-type: none"> To address stereotypes regarding urban and rural settings 		
When to do this activity?	Anytime	Duration	Between 15 and 30 minutes
Material needed	<ul style="list-style-type: none"> Photos that can be presented as a ppt presentation or printed out 		
Preparation	Collect photos of urban and rural areas. It is important to choose and present them in a way that can spark a discussion, questions and comments.		

Step by step description

- Tell participants that you will now share a series of photos and that they will have to guess if they were taken in rural or urban settings.
- During the discussions following each photo, it is important to first ask participants what they see in those photos, how do they identify the areas shown there, and what is similar or what is different from what they know.
- Secondly, ask participants to share what emotion/s the pictures suggest to them and if they want personal stories connected to what they see or the emotion they feel.





Activity Urban - Rural Stereotypes

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?

Comments/hints for facilitators

In order to have a more productive discussion, the recommendation would be to try to discuss different urban and rural contexts from different countries and regions. One of the aims of this activity is to show that urban in one country could be very different from urban in another country.



Activity Urban vs Rural

By	Xwhy	Online/Offline	Online and/or Face-to-face
Number of participants	Between 5 and 20		
Objectives	<ul style="list-style-type: none"> To foster mutual knowledge and understanding of rural and urban settings 		
When to do this activity?	Beginning	Duration	Between 5 and 15 minutes
Material needed	<p>Online version:</p> <ul style="list-style-type: none"> Laptops/phones Online meeting platform <p>Face-to-face version:</p> <ul style="list-style-type: none"> Big room or open space where participants can move freely 		
Preparation	Depending on the background of participants, one has to come with an idea about the questions to be asked and possible answers.		
Step by step description			
<ol style="list-style-type: none"> Ask participants to stand in a line. Inform the participants that they will be presented with a set of questions/statements/words presented and that they will move forward or back depending on their answer: if their answer is "urban" they will take a step forward, while if their answer is "rural" they will take a step backward. <p>Here you can find a list of words that you can use, however, you should feel free to adapt them to your group and context:</p> <p>- square (urban/rural) - green village (urban) - conurbation (urban) - suburb (urban) - parish (rural/urban)</p> <p>After each word and answer, ask the participants why they chose a certain answer, and if that same element can be found both in urban and rural areas. Give space for participants to interact and debate.</p>			
Closing up			
The activity is being closed by awarding the winner of the game (if there is one). If not, all the participants are being thanked for their participation and after everyone is thanked the organisers proceed with the following activities that have been planned.			
Comments/hints for facilitators			
<p>It is recommended that you adapt the words to your/your participants' context.</p> <p>The preference is to organise this activity in person, although it is also possible to hold this activity online through the use of hand gestures and/or emojis.</p>			



Activity World café

By	La Xixa	Online/Offline	Online and/or Face-to-face
Number of participants	Between 8 and 20 participants		
Objectives	<ul style="list-style-type: none"> ● To stimulate interaction, confrontation and mutual understanding ● To stimulate reflection and discussion ● To identify stereotypes and preconceptions 		
When to do this activity?	Middle	Duration	25 minutes
Material needed	<p>Online version:</p> <ul style="list-style-type: none"> ● Laptops/phones ● Online meeting platform ● Jamboard <p>Face-to-face version:</p> <ul style="list-style-type: none"> ● Flipcharts ● Markers <p>Participants can lay on the floor or you can provide two tables with chairs.</p>		
Preparation	<p>Prepare the papers/Jamboard with the questions the participants have to answer.</p> <p>FOR PEOPLE LIVING IN URBAN SETTINGS:</p> <ul style="list-style-type: none"> ● <i>What is rural?</i> ● <i>What do you consider to be rural?</i> ● <i>Which words would you associate with rural?</i> ● <i>List some characteristics of people living in rural areas</i> ● <i>Would you live in a rural area? And why?</i> ● <i>What are the pros and cons of living in an urban area</i> <p>FOR PEOPLE LIVING IN RURAL SETTINGS:</p> <ul style="list-style-type: none"> ● <i>What is urban?</i> ● <i>What do you consider to be urban?</i> ● <i>Which words would you associate with urban?</i> ● <i>List some characteristics of people living in urban areas</i> ● <i>Would you live in an urban area? And why?</i> ● <i>What are the pros and cons of living in a rural area</i> <p>In the face-to-face format, set the papers in two different points of the space, each one with some markers of two different colours.</p>		



Activity World café

Step by step description

1. Divide the participants into two groups: one made by those who live in urban settings, and the other by those who live in rural settings.
2. Assign to each group a (marker) colour. The participants of that group will write just using markers of that colour.
3. Ask participants to sit in front of the paper/ to open the Jamboard that contains the questions about the environment where they belong.
4. Using markers of the assigned colour, participants should answer the questions as a group, drafting answers that condense the opinion of all members or writing words and suggestions of their different views.
5. When finished, ask the two groups to exchange their position, reach the other sheet/Jamboard and answer the questions about the setting they are NOT from, still using markers of the assigned colour. At this stage, of course, the different groups can also read the answers that the previous participants wrote on the sheet.
6. Ask the two groups to come back together to read and discuss the inputs given.
7. Try to mediate the discussion by asking questions. For example, ask the participants if they agree with something that was said and, if not, what they see differently and why.
8. Let the participants do the talk, but conclude the activity with a summary of what was said.



Closing up

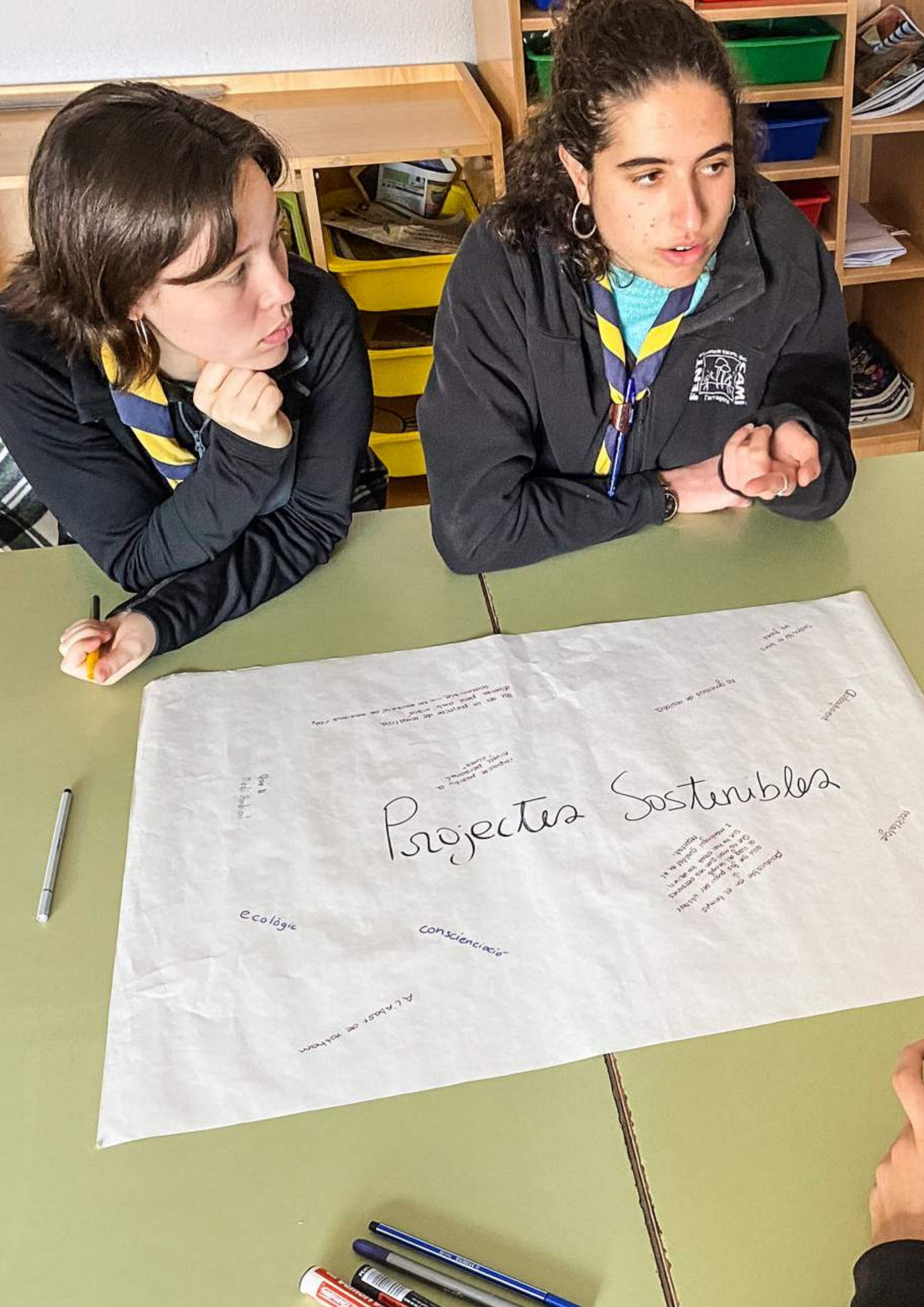
Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?
- Did you change your mind about something you thought before regarding the other setting/lifestyle?

Comments/hints for facilitators

During this activity, you can meet with participants that speak more than others, someone can get nervous or angry with the things that are said. Invite everyone to speak and express their point of view with respect.

During the writing part, invite the participants to be honest and to write what they think even if it's uncomfortable or it can create conflicts.



Projectes Sostenibles

ecològia

consciència

A l'abast de tothom

Producció de energia
que no sigui perjudicial
per a l'entorn i que
sigui renovable i
limpa.

Qualitat

reciclaje

Seu del projecte de treball
diversos per aconseguir
objectius comuns.

Implicar a tothom
en el projecte.

El projecte de treball

treball en
equips



2.2.4 EVALUATION ACTIVITIES



Activity Camembert of evaluation

By	Élan Interculturel	Online/Offline	Face-to-face
Number of participants	Between 5 and 30		
Objectives	<ul style="list-style-type: none"> To evaluate the session 		
When to do this activity?	End	Duration	20 minutes
Material needed	<ul style="list-style-type: none"> Flipchart Markers Colourful stickers 		
Preparation	None		

Step by step description

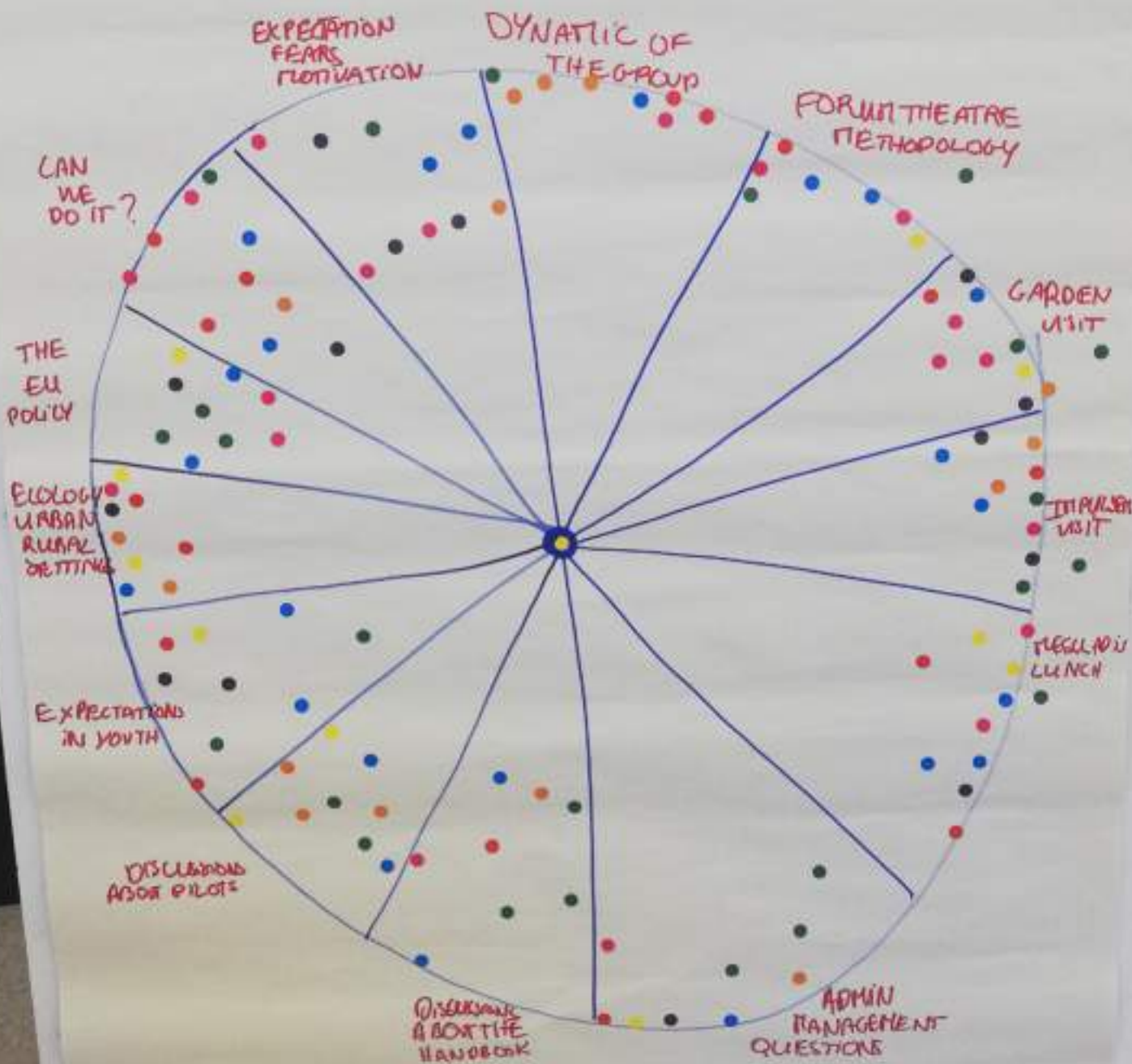
1. Draw a big circle on the paperboard
2. Ask participants what they would like to evaluate (for example, the satisfaction of the organisation, a specific activity, etc.)
3. For each question and thing to evaluate, draw a line from the middle of the circle to the edge, as if it was a "slice" of the Camembert.
4. At the end, add also "slices" for the questions you want to ask and the things you want to evaluate if they were not mentioned.
5. Ask participants to come to the flipchart and place a sticker according to their opinion, being the perimeter of the Camembert 100 and the centre 0.

Closing up

Read the answers in each "slice" and ask if anyone wants to share anything.

YURI

CAMEMBERT D'EVALUATION



Evaluation Activity: Camembert of evaluation

E+



Activity Evaluation with Dixit cards

By	Élan Interculturel	Online/Offline	Face-to-face
Number of participants	Between 5 and 30		
Objectives	<ul style="list-style-type: none"> To evaluate the session 		
When to do this activity?	End	Duration	20 minutes
Material needed	<ul style="list-style-type: none"> Cards from the Dixit game 		
Preparation	None		

Step by step description

1. Distribute the Dixit cards on the floor, face up.
2. Ask participants to choose one card that represents their state of mind/feelings at the moment.
3. Ask each person to show their card and explain their choice.





Activity Opinion line

By	Élan Interculturel	Online/Offline	Face-to-face
Number of participants	Between 5 and 30		
Objectives	<ul style="list-style-type: none"> ● To evaluate the session 		
When to do this activity?	End	Duration	15 minutes
Material needed	<ul style="list-style-type: none"> ● 3 sheets of paper ● Marker ● Paper tape 		
Preparation	Draw 3 faces of the papers: 1 smiling face on 1 paper, 1 sad face on 1 paper and 1 neutral face on the last paper. Stick the paper on a wall of the room at regular intervals.		

Step by step description

1. Ask participants to form a line, perpendicular to the wall where the faces are stuck. For example, they can form a line in front of the neutral face.
2. Ask questions about what you want to evaluate and ask participants to answer with:
 - "Yahooooo" if they are satisfied while moving so they become aligned with the smiling face;
 - "Hm" if they are neutral while moving so they become aligned with the neutral face;
 - "Huh no thanks" if they are not happy while moving so they become aligned with the sad face.
3. You can then ask if someone wants to share anything else.



Activity The hand

By	YEU Cyprus	Online/Offline	Online and/or Face-to-face
Number of participants	Between 5 and 30		
Objectives	<ul style="list-style-type: none"> To evaluate the session 		
When to do this activity?	End	Duration	Between 5 and 20 minutes, depending on whether the activity is done individually or in the whole group
Material needed	<ul style="list-style-type: none"> Piece of paper Pens/markers 		
Preparation	None		

Step by step description

- Distribute a piece of paper to each of the participants and ask them to trace the shape of their hands.
- Ask them to write on each finger:

- thumb:** something I liked
- index:** something I learned
- middle finger:** something I didn't like
- ring finger:** something I commit to
- pinky finger:** something I missed out



Closing up

Optional: the participants can share their thoughts with the whole group, in pairs or not at all.

Comments/hints for facilitators

This activity can be implemented in many ways. It can take place without actually tracing the palm verbally, especially in an online setting. It can be done in smaller groups, individually or in the plenary.

2.3 THE EXPERIENCE IN SPAIN - LA XIXA

La Xixa carried out the “*Belief systems and intercultural rural-urban youth dialogues*” pilot training with youngsters and youth workers with the collaboration of CEPAIM delegations of Barcelona and Olot in July 2022.

Organisation of the training and venue/s

The training was organised in three parts: one 6-hour face-to-face and two 3-hour online sessions. The face-to-face session was carried out in **Olot**, a rural area located more than 100 kilometres from **Barcelona**, where both La Xixa team and the participants living in Barcelona had to travel. In order for this to happen, the YURI training followed an outdoor activity that the participants had attended in the previous days nearby Olot. The chosen venue was particularly suitable for the face-to-face session, and it was highly appreciated by the participants from Barcelona as they were able to get in touch with nature and to get to know different experiences and lifestyles. As for the rural participants, they were happy to host people living in the urban area as usually they are the ones having to move to the city to attend training and meet new people. The online sessions were carried out through Zoom during the week following the face-to-face one. The participants from Olot got together in CEPAIM's office and connected from the same device; the same happened with the group from Barcelona, where they counted with two devices (a computer and a smartphone). The fact that participants could not count on an individual device made the sessions more challenging; however, difficulties were overcome through the adaptation of the activities.



Participants

18 people participated in the training, 9 being youngsters and 9 being youth workers. The group of young people was constituted by 4 young people living in the rural area, (Olot), and 5 living in the urban setting (Barcelona). In addition, within the group there was a lot of diversity in terms of origin, as participants were from Morocco, Mali, Spain, and Senegal. The age range of the young people was between 18 and 21 years old and most of the youngsters identified as males. Regarding their cultural background and native languages, various languages were represented: i.e., Arabic, French, Spanish and Bambara. Most of them were attending classes to learn Spanish and/or Catalan, as well as computing, gardening and cooking skills. The group of youth workers included 7 participants from Barcelona and 2 from Olot. 6 of them were from Spain, while 3 are originally from the African continent. The average age of these professionals ranged from 25 to 40 years old. In terms of gender, the group of youth workers was almost equally constituted by people who identify as females or males.

Content and assessment

It should be noted that all the young participants and at least three youth workers have experienced a migration process, which has been a very relevant factor for our pilot. In fact, the "journey" has represented the thread of the training, giving us the possibility to tackle the migration from rural environments in their countries of origin to rural (which are different) and/or urban areas in the country of residence. We have worked on recognising and valuing the diversities and commonalities present in the group, while becoming familiar with the different ideas of rural and urban according to the personal experiences of the participants, through an intercultural and intersectional approach. Having participants from rural areas of different continents made the discussion very valuable and complex.

The activities that were tested were ***"Round of names with movement"***, ***"Hello with the body and de-mechanisation"***, ***"Diversity bingo"***, ***"Bubble game"***, ***"1, 2, 3 Bradford"***, ***"Image theatre: the statues and the carousel"***, ***"Blind drawing"***, ***"Moving in the frame"***, ***"Urban-rural stereotypes"***, ***"Myths under the microscope"*** and ***"Story around the circle"***.



We consider the training to be successful, as we succeeded in meeting the objectives set for the pilot. We were able to create a safe and creative space that served as a base for dialogue between participants since they felt free to express and share their experiences, views, needs and dreams. We discussed the advantages and disadvantages, but also the opportunities and prejudices connected to living in rural and urban settings. After each session, participants were asked to assess the duration, content, methodology and dynamics, which gave us information to adapt the following session to answer to their needs and expectations. According to the participants' evaluation, the most useful elements of the face-to-face session were the opportunity given to think, reflect and share altogether with fellow participants and trainers. The interaction in the group made participants feel **comfortable sharing their personal experiences**, creating a bond between them. Other elements highlighted were the focus on diversity and the theatre exercises. As for the online sessions, the participants considered the activities as very useful to deepen the discussion on rural and urban lifestyles. Moreover, most of the participants felt that they were listened to during the sessions, which was one of the best aspects of the entire training that they underlined.



As for the training team, we consider the impact of the training to be very positive. The topics of the training were tackled in a deep and interesting way, fostering a dialogue among people who live/d in rural and urban environments, while also investigating the prejudices and stereotypes that one could have toward others. The experience was especially interesting and full of learning, as most participants had a migrant background and diverse experiences of living in rural and urban areas depending on the continent where they were living. We found it extremely interesting that while we considered Olot to be rural, most participants living there considered Olot to be urban as they compared it to the rural settings of their countries of origin. The entire workshop was built around the experience of the "journey" from countries of origin (mainly African countries) to Spain; however, the migration between rural and urban areas was also deeply discussed, together with its implications.

2.4 THE EXPERIENCE IN SPAIN - CEPAIM

CEPAIM carried out the “*Belief systems and intercultural rural-urban youth dialogues*” pilot training with youngsters and youth workers in September 2022.

Organisation of the training and venue/s

The training was organised in 3 parts: one 6-hour face-to-face and two 3-hour online sessions. The face-to-face session was carried out in **Almagro**, a rural area in the province of **Ciudad Real**.

Participants

15 people participated in the training, 10 being youngsters and 5 being professionals from different social entities. The young participants came from the towns of Bolaños de Calatrava with a population of around 12,000 inhabitants, Almagro with about 8,000 inhabitants, and Ciudad Real with a population of about 75,000 inhabitants. It should be noted that the young participants came from socio-economic backgrounds with high vulnerability and that their age range was between 16 and 21 years old. As for youth workers, they are employed in social organisations such as Mille Cunti and Asociación Lluvia Violeta. The age range of these professionals was between 29 and 37.



Content and assessment

During the pilot, we managed to create a space for young people and professionals/organisations to tackle prejudices related to rural and urban lifestyles and enhance their social skills through bodily expression, which would lay the foundations for future incorporation into the labour market and, why not, into rural youth entrepreneurship.

The activity was highly satisfactory, as the participants worked on their skills, competences and weaknesses, which we consider a great achievement, taking into account that the group did not have a previous relationship and the age range was very diverse. The most difficult part was the online one since it diluted the atmosphere and relationship among participants.

The young participants left eager for more activities based on the YURI method, as they were able to create bonds of union and cohesion in the group and came to the conclusion that this type of dynamics is very positive for the **integral development** of young people. Also, the professionals participating in the training were very satisfied and considered that they could include the YURI activities in their daily work with youngsters.



2.5 THE EXPERIENCE IN CYPRUS - YEU

Cyprus

YEU Cyprus carried out the "*Belief systems and intercultural rural-urban youth dialogues*" pilot training with youngsters and youth workers between July and September 2022.

Organisation of the training and venue/s

The training was organised in **three parts**:

1. A 6-hour face-to-face session which took place on the 23rd of July in **Deryneia**, a village located at the east coast of the island right next to the buffer zone separating the North and South parts of the country. The village is famous for its production of agricultural products, especially potatoes and strawberries. In order to attract the local population as well as participants from the Turkish Cypriot community we joined forces with a local informal group called Famagusta Avenue Garage who disseminated the event to their network and provided us with the training space which was located just a few metres from the crossing check-point.
2. The second part was carried out in the format of an independent study based on a small assignment that was given to the participants of the face-to-face session and which would serve as input for the online session. The participants were asked to choose one or more **social occasions** (family gatherings, meetings with friends or co-workers, etc.), look for stereotypes and misconceptions about rural and urban environments and take notes in order to be able to report them during the online session. This part took place between the 24th of July and the 14th of September. A total of 4 hours was allocated for this phase.
3. The third part took place on the 15th of September online using the Zoom platform and it lasted 2 hours.



Participants

14 people participated in the training, 9 identifying as females and 5 as males. 10 of them were youngsters, 5 of which living in rural areas and 5 living in urban areas. Of the 4 youth workers that took part in the training, 2 live in rural areas and 2 in urban ones. The majority of the participants were Greek Cypriots; however, there was one Turkish Cypriot and one Croatian who at the time was in Cyprus through a European-funded project. To our knowledge, most if not all of the participants either had a university degree or were studying at the moment.

The recruitment of participants was made difficult by the summer holidays and also due to the long distance from most cities to the venue. To mitigate this, we tried to use the fact that the broader area is a popular holiday destination, to attract people from the cities, also inviting them to an informal hang-out at the beach after the sessions. Additionally, although the venue was right next to the checkpoint, we were informed by our Turkish Cypriot participant that there was a very long queue at the crossing point which might have been a discouraging factor for the rest of the Turkish Cypriot participants that had initially signed up for the training. The participation in the last session was quite lower than expected, due to the fact that September is a busy period with many resuming their studies in the country or abroad and others returning from holidays and having to deal with increased workload and other personal responsibilities that were paused during the summer.

Content and assessment

The first part of the pilot included the testing of most of the activities. At the beginning and until all the participants arrived, we did the pre-evaluation activity by inviting the participants to write on flipcharts three words related to urban and rural as well as their expectations and fears/doubts regarding the session. This turned out to be a good opportunity for the participants to get to know each other a bit informally. Once the group was complete we did a name game which also served as an energizer. After that, we presented the project and the purpose of the pilot. The agenda continued with the team building activity "Three things about me" and "Birthday line" (with a "distance to the venue" variation) during which the topic of rural/urban was touched upon. We continued with the "Human map of Cyprus" and the "Diversity bingo", slowly switching from teambuilding to getting deeper into the topic. We continued with the "Take a stand" and "World cafe" activities where the participants engaged in deeper conversations regarding stereotypes and beliefs around rural and urban environments drawing from their own experiences and stories. The session ended with the evaluation activity "The hand", a general debriefing and the filling of the post-questionnaire. The participants were also informed about the assignment that corresponded to the second part and its link to the third part.



As mentioned before, between the first (face-to-face) and last session (online), participants were asked to complete an assignment, identifying stereotypes and misconceptions about rural and urban environments in their daily lives/news.

All the participants of the third part had also attended the face-to-face session. The session started with the activity "**Something precious**" and continued with "**Myths under the microscope**". The participants were split into two breakout rooms and were invited to share stories from their summer holidays where stereotypes about rural/urban environments were relevant for 15 minutes. The participants were then asked to briefly present their stories and then together we tried to define the stereotype or misconception behind each story. The participants were also asked to reflect on the perpetuation of such beliefs using some examples from pop culture (a Cypriot tv series and a song). Finally, we concluded the discussion by reflecting on what we can do once we recognize that a certain belief is not valid and when it is a fact.

The general assessment of the pilot was quite positive. The discussions were **fruitful** and insightful and participants had the chance to identify stereotypes, challenge their beliefs and explore contradictory views. They enjoyed the activities and the fact that they got to meet new people.

The feedback from the participants of the face-to-face session was very positive. In the evaluation questionnaire, most of the participants mentioned that their expectations were met and that they enjoyed the discussions and activities. Some also mentioned that they were **motivated** to go in more depth and/or talk about green entrepreneurship ideas. Overall the participants were engaged in the activities and eager to participate in the conversations often challenging each other's or even their own beliefs.

The overall evaluation of the online session from the participants was also positive. They were engaged in the conversation and open to exploring further their ideas, personal experiences and stories.

For the facilitators, it was very interesting to explore this topic in particular and to try out new activities tailored to the local context. In the context of Cyprus, the rural/urban dichotomy is not one of the most popular topics of debate in the realm of youth work, yet we could see that there is a need for more discussion.



2.6 THE EXPERIENCE IN FRANCE - ÉLAN INTERCULTUREL

Élan Interculturel carried out the “*Belief systems and intercultural rural-urban youth dialogues*” pilot training with youngsters and youth workers in September 2022.

Organisation of the training and venue/s

The training was organised in three sessions: one 2-hour online and two face-to-face sessions, in collaboration with **Mission Locale de Limoges** which accompanies minors and young adults on a professional inclusion path.

Participants

17 people participated in the training, 13 being youngsters between 16 and 25 years old and 4 being social workers. The group was constituted of 7 females and 10 males, 7 living in rural areas (5 youngsters and 2 professionals) and 10 in urban ones (8 youngsters and 2 professionals). The majority of participants had a family migrant background; in fact, most of them were born in France from at least one parent being from abroad. 9 participants were white while 8 BIPOC.



Content and assessment

Missions Locales is a wide network of institutions financed by the state, that accompany youngsters from 16 to 25 years old into their professional path. Very often, the youngsters who enter Missions Locales have fewer opportunities and join the programme because

they have finished (or dropped out) school and have decided not to undertake a higher education path for diverse reasons (lack of financial means, lack of opportunities, refusals from educational institutions, family issues, etc.). Missions Locales provides them guidance to build the next steps of their professional/student lives. Within the YURI framework, Élan Interculturel partnered with Mission Locale de Limoges, in the **centre of France**, and worked with a group of youngsters and counsellors.

The group was great, kind and motivated. They trusted the training team and the process. A nice and efficient group dynamic was created, which allowed deep thoughts about stereotypes and their consequences to be shared. The pilot started with team-building activities that contributed to creating a safe environment, followed by drawing and image theatre activities that led to identifying the vision that each one had of rural and urban areas. The next day was used to deeper tackle the stereotypes connected to 'urban' and 'rural' through comics. To add a creative and artistic touch, the participants were asked to create "memes" by taking pictures of themselves and their peers and then adding an anti-stereotype phrase. All the memes were exhibited in the classrooms of Mission Locale and some people were able to visit the "photography exhibition".



It was interesting to see how fast they would deconstruct stereotypes about rural and urban areas and how this led to further conversation about other types of stereotypes (based on gender, race, etc.) and the prejudices and discriminations they could lead to. The discussion was very rich. For each activity, the participants were **invited to identify a skill that they had developed** and that would be **useful** for their project at Mission Locale. During the evaluation, the participants admitted that they weren't expecting such fun and nice learning moments. They enjoyed meeting new people and getting acquainted with such creative methodologies.

2.7 THE EXPERIENCE IN ITALY - CESIE

CESIE carried out the "*Belief systems and intercultural rural-urban youth dialogues*" pilot training with youngsters and youth workers between July and September 2022.

Organisation of the training and venue/s

The training was carried out in two parts: a face-to-face session in **Santo Stefano Quisquina**, a rural area, 1h30 away from the closest main cities (**Palermo** and **Agrigento**) and an online session carried out in September.



Participants

Participants in the face-to-face session were between 16 and 30 years old, mostly from rural areas, although some of them were university students living in the city during the academic year and moving back to the countryside during the summer. Due to the distance of the training venue and lack of transportation from the closest cities, it was difficult to involve young people from urban areas in the face-to-face session. Even though participants were mainly local young people, many of them live in the city during the year, thus the group was constituted by a mix of urban and rural experiences.

Instead, the online session allowed the participation of young people both from rural and urban areas of the region and was attended also by new participants who couldn't attend the face-to-face meeting. The online session took place after the face-to-face session and this allowed to exploit the team spirit developed within the group

Content and assessment

The face-to-face session offered opportunities for discussion between rural young entrepreneurs and young people living in urban and/or rural areas. Thanks to the YURI activities, it was possible to address the different belief systems, prejudices and stereotypes regarding rural and urban settings and explore both the issues and the potential that these areas offer for the development of new business opportunities.



The online session consisted in a mix of non-formal activities - to reflect on the characteristics and the features of urban and rural areas and the relationship between them - and a part aimed at informing on the available opportunities in terms of rural-urban cooperation. In terms of activities, during the face-to-face session the "Myths under the microscope" and "Dixit card" were implemented, while during the online session "Urban vs Rural" and "Urban-rural stereotypes" were tested with great success and participation

We consider the training as being successful as participants felt free to express their opinions, concerns, expectations, ideas and experiences in regard to urban and rural lifestyles.

Participants also had the opportunity to have a **full immersion in a rural area and to discover successful stories of young entrepreneurs** who decided to live and work in this area. According to the feedback received by the participants, the meeting was inspiring and motivating. They especially appreciated the group dynamic, the non-formal methodologies used and the dialogue with their peers.

2.8 THE EXPERIENCE IN LITHUANIA - XWHY

Xwhy carried out the “*Belief systems and intercultural rural-urban youth dialogues*” pilot training with youngsters and youth workers in August 2022.

Organisation of the training and venue/s

The YURI pilot training was divided into three parts: two 6-hour face-to-face sessions, followed by a shorter online session in which the participants were asked to complete some 'homework', assessing their experiences and backgrounds related to the YURI project, as well as evaluating the training and reflecting on the activities they had participated in.

The face-to-face sessions were carried out at **Kintai Arts Residency**, in the quiet rural region of **Šilutės rajono savivaldybė (Šilutė District Municipality)**, thanks to the collaboration between Xwhy and Kintai Arts Residency, an organisation which (together with Xwhy) acquired an abandoned building in Kintai, with the aim of revitalising it through social and creative activities, workshops, training, etc. In parallel, Xwhy has been working with Kintų Kaitavimo Klubas (KKK) organising summer camps with youth coming from different urban and rural areas.



Participants

The YURI pilot training in Lithuania **exceeded the expectations**, as the number of participants was much higher than expected. In total, we had 46 participants, which mainly consisted of youth representatives, although youth workers were also part of the training. The participants came from different Lithuanian regions, and settlements, towns and cities of very different sizes, from the bigger ones with half a million inhabitants to smaller ones where around a thousand people live. The group was also quite diverse in terms of cultures and languages, with participants originally from Poland, Russia, Belarus and Ukraine. Diverse ethnicities and religions were represented as well: for instance, there was a group of pupils attending Vilniaus Šolomo Aleichemo ORT gimnazija, which is a Jewish gymnasium. In terms of age, the majority of participants were between 16 and 18 years old. Regarding gender, the group was pretty much balanced. Most participants were attending high schools or middle schools, but there were also a few that had already graduated from high school.

Content and assessment

The YURI pilot training went quite well: we registered **lots of interest from the youth**, there were a lot of participants with diverse backgrounds, we managed to try out several activities that were developed during the project, and to provide the participants with quite a different approach to urban and rural settings than the one they are used to.

The participants of the training were parallelly participating in a summer camp mainly dedicated to kite surfing, so the session schedule had to be continuously adapted according to the weather/wind conditions. Despite the challenges that this **constant adaptation** represented, we consider this as an enriching aspect of the training/group as it gave the possibility to youngsters living in the city to be in contact with nature and **explore the opportunities** that rural areas offer.



The biggest challenge was constituted by the unexpectedly large number of the group but despite the dimension of the group, everyone was given the opportunity to **express themselves freely and safely**. The YURI Pilot Learning Path was structured in a way it could be adjusted to different settings, needs and audiences, which was very helpful. However, some activities were hard to adapt for such a big group of people, while others did not work out as we had wished. The participants demonstrated interest, especially in the more active and creative activities. They really enjoyed the “Birthday line” activity, which required them to find a creative way to place themselves on a line according to their birth month and day, and the “Diversity Bingo”. It was very valuable to hear what they thought about the statements included in it, what was hard or easy to find, etc. The other activities carried out were **“Urban vs Rural”, “Three things about me”, “Myths under the microscope”** and **“Urban-rural stereotypes”**. Overall, it can be said that the pilot training helped the participants to start questioning the way they see the world, the way they see urban and rural youth, as well as themselves.

3

COLLECTIVE, GREEN AND SOCIAL ENTREPRE- NEURSHIP



3.1 GREEN, SOCIAL, COLLECTIVE ENTREPRENEURSHIP: A CONCEPTUAL FRAMEWORK

The term entrepreneur can be traced back to the French economy of the seventeenth and eighteenth centuries. In French, this refers to a person undertaking a major project or activity. In particular, it has been used to identify adventurous individuals who have spurred economic progress by finding new and better ways of doing things. According to Peter Drucker, "***the entrepreneur always searches for change, responds to it, and exploits it as an opportunity***"¹².

Entrepreneurship has been a fundamental driving force behind economic progress and innovation for centuries. Over the past few years, however, a new type of entrepreneurship-focused more on social and environmental sustainability has been developed. This chapter explores the concepts of green, social and collective entrepreneurship and how youth can capitalise on them to create ***positive change in their communities***.

Within the framework of the ***YURI project***, we do not only focus on entrepreneurship in general; on the contrary, the ***research and work conducted specialised in green, social and collective entrepreneurship***.

Green entrepreneurship

Green entrepreneurship focuses on ***producing environmentally friendly products and services while promoting sustainability*** in the process. However, the balance between profit and sustainability has been a challenge in the past and is still a challenge today¹³.

There are two main ways of looking at and understanding green entrepreneurship, the first being based on the output (products and services) and the second on the process of production. In fact, green entrepreneurs provide green and environmentally friendly products and services, such as waste management, sustainable agriculture, or renewable energy. However, within the green economy, high importance is given to the production process, according to which green entrepreneurs should produce their products or services through an environmentally friendly process or with the help of clean technologies, such as

12 Drucker, P. F. (1985). Innovation and entrepreneurship: Practice and principles. Harper & Row. p. 19.

13 Geoffrey, J. (2017). Profits and Sustainability: A History of Green Entrepreneurship. New York: Oxford University Press

14 ILO. (2015). Sustainable enterprises and green jobs: Challenges and opportunities for entrepreneurs. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/documents/publication/wcms_250688.pdf

eco-tourism or carbon-neutral manufacturing¹⁴.

There are a set of characteristics that help define and pinpoint green companies. In fact, they should satisfy all or at least some of the following criteria:

- Integrate principles of **sustainability** into their business decisions and actively monitor them.
- Pay their employees a **fair wage**, ensure a good **work-life balance** and **distribute benefits** fairly throughout the value chain.
- Maximise the **social benefits** of the business by, for instance, employing vulnerable groups.
- Provide **green** and/or **local products and services** that displace demand for non-green or imported products.
- Help the community become more sustainable by reducing **energy or water consumption**, waste, or pollution¹⁵.
- Strive to **reduce** the consumption of **energy, water** and **raw materials**, and to replenish, improve and replace the environmental resources they consume, for example through reforestation, soil fertility and the use of renewable energy.
- Make a **lasting commitment** to environmental principles in their business operations. These are often detailed in a publicly available and regularly updated Sustainability or Environmental Policy, which set the basic framework of the business' continuous effort to improve the economic, environmental and social value it creates, for those with a legitimate interest in its operation, as well as for society as a whole, and Annual Sustainability Reports describing their social, economic and environmental impact¹⁶.

In short, green entrepreneurship is a business model that emphasises environmental sustainability, social responsibility and economic viability. Through the integration of these principles, green entrepreneurs can contribute to a **healthier planet and a more just society, while** at the same time **being successful businesses**.

Social entrepreneurship

The idea of generating revenue (and sometimes profit) to sustain socially beneficial activities is at the heart of social entrepreneurship. Social entrepreneurship refers to those initiatives that base their work on identifying a social problem and using entrepreneurial principles and techniques **to achieve social change**. It involves creating **innovative solutions** to societal issues such as poverty, inequality, and environmental degradation, while also generating financial returns. The aim is to create sustainable and scalable actions that can improve people's lives and bring about positive social impact¹⁷. A social entrepreneur is therefore

15 Van Marrewijk, M. (2003). Concepts and Definitions of CSR and Corporate Sustainability: Between Agency and Communion. *Journal of Business Ethics* 44, 95–105. <https://doi.org/10.1023/A:1023331212247>

16 Global Green Growth Institute. (2019). Guide to green entrepreneurship in Kiribati: Chapter 2 – What is green entrepreneurship? Retrieved from <http://gggi.org/site/assets/uploads/2019/04/GGGI-Guide-to-Green-Entrepreneurship-in-Kiribati-Chapter-2-What-is-Green-Entrepreneurship-1.pdf>

17 Ibid. 3.

someone who explores business opportunities that have a positive community, societal or global impact.

“Social entrepreneurs play the role of change agents in the social sector, by: Adopting a mission to create and sustain social value (not just private value), recognizing and pursuing new opportunities to serve that mission, engaging in a process of continuous innovation, adaptation, and learning, acting without being limited by resources currently in hand, exhibiting heightened accountability to the constituencies served and for the outcomes created” (Dees, 2001, p. 4)¹⁸.

Social entrepreneurs are reformers and revolutionaries who are committed to achieving a social objective through innovative means. Their approach involves creating transformative changes in the social sector by **addressing the root causes of problems, instead of just managing their symptoms**. They strive to reduce the need for aid by implementing systemic changes that lead to sustainable and long-lasting improvements. Despite working on a local level, their actions can have far-reaching effects and can potentially spark global change in a range of areas, including but not limited to education, healthcare, economic development, the environment, and the arts¹⁹.

Collective entrepreneurship

Collective entrepreneurship combines entrepreneurial risk and capital investment with social value based on collective action and civic participation. This concept refers to the collaboration of individuals or organisations with the aim of creating a **sustainable business that meets both the economic and social needs** of its community²⁰.



18 Dees, J. G. (2001). The meaning of social entrepreneurship. In J. Nicholls (Ed.), Social entrepreneurship: New models of sustainable social change (pp. 1-18). Oxford University Press. P.3 Retrieved from https://centers.fuqua.duke.edu/case/wp-content/uploads/sites/7/2015/03/Article_Deas_MeaningofSocialEntrepreneurship_2001.pdf

19 Ibid. 5.

20 Connell, D. J. (1999). Collective entrepreneurship: In search of meaning. Retrieved from <http://www.djconnell.ca/papers.html>

The primary goal of collective entrepreneurship is **to create financial, social, or both types of value through the enterprise**, which is usually under the ownership and control of the collective²¹. A sense of shared ownership, decision-making and responsibility among the members of the group characterises this approach to entrepreneurship²².

One of the main benefits of collective enterprise is the possibility of pooling resources and knowledge among group members. This enables the group to create a more successful and sustainable business by drawing on the **strengths of each member**²³. Furthermore, shared decision-making and responsibility among group members can lead to greater commitment and motivation to make the venture succeed²⁴. This can lead to improved performance and greater **resilience** in the face of challenges.

Despite its potential benefits, collective entrepreneurship also presents some specific challenges which include balancing individual interests with the needs of the group and potential conflicts among group members²⁵. Effective communication, trust, and collaboration are crucial for achieving successful collective entrepreneurship. Nonetheless, with adequate resources and support, collective entrepreneurship can help foster economic and social development, especially in **disadvantaged communities**²⁶.

Green, social and collective initiatives represent different approaches to entrepreneurship, each with its unique set of characteristics and purposes. The aim of these approaches is to make a positive contribution to society and the environment, while at the same time generating economic benefits. The success of these forms of entrepreneurship is measured not only by their economic performance but also by their positive social and environmental impact. With society continuing to face challenges in terms of sustainability, social inequalities and economic justice, these concepts have become important means of addressing these issues.

21 Fischer, E., & Qaim, M. (2011). Linking smallholders to markets: Determinants and impacts of farmer collective action in Kenya. *World Development*, 39(5), 797-809. doi: 10.1016/2010.11.015

22 Bacq, S., Janssen, F., & Marth, R. (2013). The multiple faces of social entrepreneurship: A review of definitional issues based on geographical and thematic criteria. *Entrepreneurship & Regional Development*, 25(9-10), 757-775. doi: 10.1080/08985626.2013.862969

23 Ibid. 8.

24 Ibid. 9.

25 Ibid. 8.

3.2 COMPETENCES REQUIRED TO BE COLLECTIVE, GREEN AND SOCIAL ENTREPRENEURS

Entrepreneurship has emerged as a critical aspect of economic growth and development in recent years. It has become increasingly evident that entrepreneurs are crucial to creating jobs, generating wealth, and promoting innovation in society. In the European Union (EU), entrepreneurship has been recognized as a key driver of economic growth, and policymakers have been promoting policies to encourage and support it. The EU Entrepreneurship Competence Framework (EntreComp) was created as a tool to guide the development of entrepreneurship skills and competences. In this chapter, the reader will be able to read about the competences required to be a collective, green, and social entrepreneur, and based on the EntreComp framework.

EntreComp is a framework for entrepreneurial competences that was developed by the European Commission's Joint Research Centre in 2016. It was designed to provide a common language and reference for entrepreneurship education and training, and to promote and develop entrepreneurial competences across Europe. The framework is based on the premise that entrepreneurship is not just about starting and running a business, but it is a mindset and it requires a set of competences that can be applied in many different contexts. It covers 15 competences that are grouped into three areas: Idea Generation, Resources, and Into Action²⁷.

European Entrepreneurship Competence Framework - EntreComp

The European Commission has developed **EntreComp: the European Entrepreneurship Competence Framework** to support a shared and comprehensive understanding of entrepreneurship as a competence. EntreComp identifies the knowledge, skills and attitudes we all need to act upon opportunities and ideas and transform them into social, cultural, or financial value for others.

- Website: <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>

Innovation

EntreComp is innovative because it provides a comprehensive framework developed through a **participatory process**, that covers the full range of entrepreneurial skills and competences and provides a holistic, adaptable and flexible approach to the development and recognition of entrepreneurial skills and competences.

26 Ibid. g.

27 European Commission, Directorate-General for Employment, Social Affairs and Inclusion, (2018). EntreComp: the entrepreneurship competence framework, Publications Office. <https://data.europa.eu/doi/10.2767/762330>

Effectiveness

EntreComp provides a common understanding of what constitutes entrepreneurship and the knowledge, skills, and attitudes needed to be an entrepreneur. It serves as a tool for assessing entrepreneurial skills, providing **guidance** for the development of educational programmes and learning opportunities and allowing for the recognition and certification of competences.

Sustainability

Since its launch in 2016, EntreComp has been used in both **policy and practices** across **multiple sectors** to support active citizenship, innovation, employability and learning through entrepreneurial thinking and action. As this is an EU-backed framework, it can be further shared across the EU and beyond, and it will stand over time.

Replicability

The EntreComp is replicable as it can serve as a model for other frameworks, it can be **adapted** to different languages and cultures and it is flexible enough to be used by different types of organisations to design and deliver entrepreneurial education, training and support programmes.

Context

EntreComp was created in the context of the European Commission's long-standing policy objective to develop the entrepreneurial capacity of European citizens and organisations. In this context, the Entrepreneurship Competence study (EntreComp) was launched by the **JRC** on behalf of the **Directorate General for Employment, Social Affairs and Inclusion (DG EMPL)** in January 2015, with the key objective to develop a common conceptual approach which could support the development of entrepreneurship competence at the European level.

Resources

The development of EntreComp required funding from the **European Commission**, research and expertise from a consortium of partners, and input and feedback from a wide range of stakeholders, including entrepreneurs, educators, policymakers, and representatives from the business community. Time and personnel were also required to develop the framework.

Evidence of success

Since 2016, EntreComp has become an important tool and source of inspiration for **improving the entrepreneurial culture in Europe**. The user guide²⁸ demonstrates the inspiring level of use of EntreComp throughout different sectors, across European Member States, and beyond.

28 McCallum E., Weicht R., McMullan L., Price A., EntreComp into Action: get inspired, make it happen (M. Bacigalupo & W. O'Keeffe Eds.) , EUR 29105 EN, Publications Office of the European Union, Luxembourg, 2018. ISBN 978-92-79-79360- 8, doi:10.2760/574864, JRC109128

EntreComp has been effective in promoting and developing entrepreneurial competences in different contexts, including entrepreneurship education, skill development, innovation, and policy development. It has been widely used by educators, policymakers, and entrepreneurs in Europe and beyond to develop and assess entrepreneurial competences. Overall, ***EntreComp can inspire young entrepreneurs to pursue their entrepreneurial goals***²⁹.

The competences selected by YURI partner organisations as essential for collective, green, and social entrepreneurship, using EntreComp as a base, fall under four main categories: social and personal, communication, organisational and leadership skills.

Social and Personal Skills:

1. **Coping with uncertainty and risk:** Collective, green, and social entrepreneurs operate in a dynamic and uncertain environment. They must have the ability to cope with uncertainty and risk.
2. **Creativity:** Creative thinking is a critical competence for collective, green, and social entrepreneurs. They must have the ability to come up with innovative solutions to social and environmental problems.
3. **Climate awareness:** Climate and environmental awareness is a critical competence for green entrepreneurs. They must have a deep understanding of environmental issues and the impact of human activities on the planet.
4. **Ethical and sustainable thinking:** Social and green entrepreneurs must have a strong sense of ethics and sustainability. They must be able to consider the social and environmental impact of their actions and decisions.
5. **Learning from experience:** Learning from experience is a vital competence for all entrepreneurs. They must be able to reflect on their experiences and learn from their mistakes.
6. **Motivation:** Entrepreneurship is a challenging journey that requires a high level of motivation. Entrepreneurs must have a passion for their business and be committed to achieving their goals.
7. **Self-awareness:** Self-awareness is a critical competence for all entrepreneurs. They must understand their strengths and weaknesses and be able to always improve and adapt.
8. **Social awareness:** Particularly social entrepreneurs must have a good understanding of social issues and the needs of the communities they serve. They must be able to identify opportunities to create social value.

29 European Commission, Joint Research Centre, McCallum, E., McMullan, L., Weicht, R. (2018). *EntreComp into action : get inspired, make it happen*, (W.O'Keeffe, editor, M.Bacigalupo, editor) Publications Office. <https://data.europa.eu/doi/10.2760/574864>

Communication Skills:

9. **Conflict management:** Conflict management is an essential competence for collective entrepreneurs. They must be able to manage conflicts and resolve disputes among team members.
10. **Verbal and non-verbal communication:** Communication is a critical competence for all entrepreneurs. They must be able to communicate effectively with stakeholders through verbal and non-verbal means.
11. **Working with others:** Collective entrepreneurs must have strong collaboration skills. They must be able to work effectively with others and build strong relationships with stakeholders.
12. **Promotion:** Promotion is a critical competence for all entrepreneurs. They must be able to promote their business and communicate its value proposition to stakeholders.

Organisational Skills:

13. **Looking for and finding opportunities:** Entrepreneurs must be able to identify and seize opportunities quickly. They must have a good understanding of their context and be able to adapt to changing circumstances.
14. **Planning and management:** Planning and management are critical competences for entrepreneurs. They must be able to plan and manage their resources efficiently, including finances, time, and personnel.
15. **Financial and economic literacy:** Entrepreneurs must have a good understanding of financial and economic concepts. They must be able to manage their finances effectively and make informed financial decisions.

Leadership Skills:

16. **Decision-making:** Decision-making is a critical competence for all entrepreneurs. They must be able to make informed and timely decisions that impact their business/initiatives.
17. **Mobilising others:** Entrepreneurs must have strong leadership skills. They must be able to mobilise their team members and inspire and motivate them toward achieving their goals.
18. **Mobilising resources:** Entrepreneurs must be able to mobilise resources, including funding, personnel, and technology, to achieve their goals.
19. **Taking the initiative:** Entrepreneurs must be proactive and take the initiative to achieve their goals. They must be able to identify opportunities and take action to seize them.
20. **Listening and taking into account others' opinions:** Entrepreneurs, especially the ones involved in collective initiatives, must be able to listen to and understand the perspectives of others. They must be open to feedback and take it into account when making decisions.

In conclusion, collective, green, and social entrepreneurship require a specific set of competences that go beyond traditional business skills. By developing and applying these competences, entrepreneurs can create initiatives and businesses that not only generate economic value, but also contribute to social and environmental well-being.

3.3 RESOURCES FOR COLLECTIVE, GREEN AND SOCIAL ENTREPRENEURS

Entrepreneurship is an essential element for economic growth and social development within the EU. It provides opportunities for innovation, job creation, and wealth generation, and it contributes to the Union's overall competitiveness in the global marketplace. However, traditional entrepreneurial models often favour individual gains over social and environmental concerns, resulting in negative externalities and unsustainable practices. Lately, the **EU recognised the importance of fostering collective, green and social entrepreneurship**. This chapter looks at the different policies, initiatives and funding programmes in the EU that support these entrepreneurial models.

3.3.1. Overview of support policy, funding and social entrepreneurship support institutions at local, national, and European levels

EU policy perspectives on green, social and collective entrepreneurship

Public policies have a crucial role to play in supporting collective, green and social entrepreneurship for young people in the EU. These policies provide a framework for creating an environment conducive to the growth and development of these forms of entrepreneurship. Here we will detail some key EU policies focusing on green collective and social issues, including the **European Green Deal, the Circular Economy Action Plan, the Zero Pollution Action Plan, the European Pillar of Social Rights and the Social Economy Action Plan**.

Green Deal

The European Union acknowledges the importance of green entrepreneurship in attaining its environmental goals, particularly with the unveiling of the European Green Deal, proposed in 2019 as a comprehensive strategy aimed at transforming the bloc's economy into one that is **sustainable, resource-efficient, and low in carbon emissions**. The primary objective of the Green Deal is to achieve carbon neutrality across the EU by 2050 while simultaneously promoting economic growth and creating job opportunities³⁰.

The Green Deal encompasses various initiatives aimed at reducing greenhouse gas emissions, promoting renewable energy usage, and enhancing energy efficiency. Its focus on green entrepreneurship is prominent, with the plan providing financing options to support

30 European Commission. (2019). The European Green Deal. https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en

such ventures. Additionally, the Deal seeks to reduce administrative hurdles and streamline regulations to facilitate the establishment and operation of green businesses. The EU is also actively engaged in providing a range of support services, including training, mentorship, and networking opportunities to green entrepreneurs. In summary, the European Green Deal provides a supportive framework for green entrepreneurship, promoting sustainable economic growth and creating opportunities for innovative green businesses to emerge and thrive³¹.

A range of elements of the green economy concept is relatively well integrated into EU strategic documents, as key components of the Green Deal although the focus is mostly on achieving green/sustainable growth, rather than a 'green economy'.

Some key elements of the green economy are mostly addressed by sector-specific strategies and action plans such as the **Circular Economy Action Plan and Zero Pollution Action Plan**.

Currently, in eight of the ten sectors identified as key for a transition to a green economy (agriculture, buildings, energy supply, fisheries, forestry, industry, tourism, transport, waste management, and water), the EU is found to already have a policy framework in place, which would make these sectors more sustainable³².

Circular Economy Action Plan

The Circular Economy Action Plan is a significant policy initiative launched by the European Commission in 2020 aimed at promoting a more sustainable and circular economy in the EU. The policy measures proposed in the plan include promoting **eco-design and product standards** that encourage the development of sustainable products and business models, promoting sustainable consumption, and supporting circular entrepreneurship by providing funding, training, and supporting services to circular startups and small-to-medium-sized enterprises (SMEs)³³.

Circular entrepreneurship is a recent type of entrepreneurship that emphasises the creation of value through waste reduction, resource reuse, low environmental impact product and service design. The younger generations are becoming more interested in circular entrepreneurship since it aligns with their values and presents opportunities to contribute positively to the environment. The Circular Economy Action Plan acknowledges this trend and suggests policy measures to promote green entrepreneurship³⁴.

31 Ibid. 16

32 European Commission. (2021). Environmental strategies and actions plans. Retrieved from: https://ec.europa.eu/environment/strategy_en

33 European Commission. (2020). A new Circular Economy Action Plan. Retrieved from https://ec.europa.eu/environment/circular-economy/pdf/new_circular_economy_action_plan.pdf.

34 Ibid. 18

Zero Pollution Action Plan

In line with the implementation of the European Green Deal, the European Commission launched the Zero Pollution Action Plan in 2021. The plan presents a detailed strategy to eliminate pollution in the EU by 2050, targeting air, water, soil, waste, and chemical pollution. The plan outlines various policy measures and initiatives to achieve this goal, including a supportive policy framework for entrepreneurship, by promoting **innovation, sustainable production and consumption**, market access, as well as strengthened financing opportunities³⁵.

European Pillar of Social Rights

In addition to environmental actions, the European Union promotes social and collective entrepreneurship through a large number of actions, aimed to support the development of social enterprises and the social economy, because of its potential to address societal challenges and contribute to economic growth. Collective and social enterprises are also seen as potential solutions to issues that have been identified as EU priorities: **inclusive, smart and sustainable growth, regional economic development, addressing poverty and social exclusion**³⁶.

In 2021, the European Commission introduced the European Pillar of Social Rights (EPSR), which is a framework of **20 key principles** and rights designed to promote social rights and protections in the EU. The EPSR is meant to serve as a guide for Member States in developing policies and initiatives to promote social inclusion and equality, as part of the EU's 2019-2024 strategic agenda³⁷.

The Pillar incorporates various policy measures that focus on promoting social entrepreneurship and self-employment through funding and support services. The European Commission recognises the importance of these forms of entrepreneurship and encourages national, regional and local authorities to support entrepreneurship, including female entrepreneurship, and contribute to the creation of an enabling environment for the digitalisation, sustainability and resilience of SMEs³⁸.

The **Pact for Skills** is an important element of the European Pillar of Social Rights. The Pact, in fact, directly supports several of the principles and rights outlined in the EPSR, including principle 5 "*Secure and adaptable employment*", which emphasises the need to encourage entrepreneurship and self-employment. The Pact also supports the right to "*Education, training, and lifelong learning*" (principle 1), which includes the right to quality and inclusive

35 European Commission. (2021). Zero Pollution Action Plan. Retrieved from https://ec.europa.eu/environment/strategy/zero-pollution-action-plan_en

36 Dickinson, P., & Warhurst, C. (2019). Cooperatives and social enterprises: Work and employment in selected countries. European Foundation for the Improvement of Living and Working Conditions. Retrieved from: <https://www.eurofound.europa.eu/publications/report/2019/cooperatives-and-social-enterprises-work-and-employment-in-selected-countries>

37 European Commission. (2021). The European Pillar of Social Rights Action Plan. Retrieved from <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2021%3A102%3AFIN&qid=1614928358298>

38 Ibid. 21

education in order to maintain and acquire skills that enable citizens to participate fully in society and manage successful transitions in the labour market.

Pact for Skills

On the 10th of November 2020, the European Commission has launched the Pact for Skills, a shared engagement model for **skills development** in Europe. To support a fair and resilient recovery and favour the green and digital transitions of the EU Industrial and SME Strategies, the Commission invites public and private organisations to join forces and take concrete action to upskill and reskill people in Europe. The Pact is the first of the flagship actions under the European Skills Agenda and is firmly anchored in the European Pillar of Social Rights.

- Website Pact for Skills: <https://ec.europa.eu/social/main.jsp?catId=1517&langId=en>
- Website Green Deal: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en
- Website European Industrial Strategy: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/european-industrial-strategy_en
- Website SME Strategy: https://single-market-economy.ec.europa.eu/smes/sme-strategy_en
- Website European Skills Agenda: <https://ec.europa.eu/social/main.jsp?catId=1223&langId=en>
- Website European Pillar of Social Rights: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights-20-principles_en

Innovation

The EU Pact for Skills is considered innovative because it brings together a **multi-stakeholder partnership** to address skills challenges and needs in key sectors of the economy. It helps enhance the relevance and effectiveness of adult learning and it fosters the development of digital competences. It is an inclusive approach that aims to support economic recovery and the transition to a green and digital economy.

Effectiveness

It addresses needs through lifelong learning, partnerships, supply/demand monitoring, discrimination and inequality prevention, and providing **inclusive** and robust **support** for entrepreneurial skill development and recognition.

Sustainability

The Pact for Skills builds on other EU initiatives for cooperation that are already established such as: The Blueprint for Sectoral Cooperation on Skills, The reinforced European Alliance for Apprenticeships, and The Digital Skills and Job Coalition. With EU support and building on other initiatives, it makes it more reliable and **resilient over time**.

- Website Blueprint for Sectoral Cooperation on Skills: <https://ec.europa.eu/social/main.jsp?catId=1415&langId=en>
- Website European Alliance for Apprenticeships: <https://ec.europa.eu/social/main.jsp?langId=en&catId=88&eventsId=1443&furtherEvents=yes>

Replicability

The European Pact for Skills provides a framework for collaboration between governments, businesses, and educational institutions to develop and implement strategies for upskilling and reskilling workers. Young entrepreneurs can replicate the Pact's approach by engaging in **similar collaborations** with stakeholders in their own communities to identify and address skills gaps and promote lifelong learning opportunities.

Context

The EU Pact for Skills was created in **2018** to address skills challenges in the EU and its Member States. It was launched in the context of a changing digitalised economy.

Resources

Several EU funds, especially the **Recovery and Resilience Facility** and the relevant funding instruments under the Multiannual Financial Framework 2021-2027, can be utilised to assist in implementing the Pact.

- Website Recovery and Resilience Facility: https://commission.europa.eu/business-economy-euro/economic-recovery/recovery-and-resilience-facility_en
- Website EU funding instruments for upskilling and reskilling: <https://ec.europa.eu/social/main.jsp?catId=1530&langId=en>
- Website Multiannual Financial Framework 2021-2027: https://commission.europa.eu/strategy-and-policy/eu-budget/long-term-eu-budget/2021-2027_en

Evidence of success

In just a few years, more than 450 organisations from all Member States have signed up and pledged to train 1.5 million people - and participation is growing.

<https://ec.europa.eu/social/main.jsp?catId=89&furtherNews=yes&langId=en&newsId=10098>

Social Economy Action Plan

In 2011, the European Commission launched the Social Economy Action Plan, which is a broad policy initiative aimed at promoting **social entrepreneurship and the social economy sector** in the EU. A revised version was released in 2021. The Social Economy Action Plan

includes a series of measures aimed at improving the legal and regulatory framework for social economy enterprises, increasing their access to finance and markets, and helping to develop social innovation and social investment. Its objective is to create a more favourable environment for social economy enterprises, such as cooperatives, mutuals, associations, foundations, and social enterprises³⁹.

Improving access to finance for social enterprises is one of the significant policy measures proposed by the Social Economy Action Plan to be carried out in the period 2021-2030. The Social Economy Action Plan aims to facilitate social innovation, further develop the social economy and enhance its social and economic transformative power. Social enterprises typically face hurdles in accessing finance because of their hybrid nature, which may deter traditional investors. To tackle this challenge, the plan suggests creating specific financial instruments and simplifying access to existing funding schemes for social enterprises. Additionally, the plan advocates for promoting the exchange of best practices, encouraging collaboration among social enterprises, and providing easy access to research and development funding to foster social innovation⁴⁰.

Overall, policies supporting collective, green, and social entrepreneurship in the EU are crucial for their development and growth, especially among young people. These policies encourage **social innovation, promote circular business models, and ensure fair working conditions**, which are crucial for achieving the EU's sustainable development goals.

EU Funding programmes

The European Union sets aside a significant amount of funding for green and social entrepreneurship as part of its **2021-2027 Multiannual Financial Framework (MFF)** which sets out the EU's spending priorities and includes several funding programmes specifically designed to support green and social entrepreneurship⁴¹.

Currently, several funding programmes are available to support startups and SMEs engaging in collective, green, and social entrepreneurship:

Horizon Europe

Horizon Europe is the EU's research and innovation programme for the period 2021-2027. It has a budget of €95.5 billion and supports research and innovation in various areas, including climate, energy, and sustainability. It provides financial assistance to startups and SMEs that develop innovative solutions to environmental challenges⁴².

39 European Commission. (2021). Social Economy Action Plan. Retrieved from <https://ec.europa.eu/social/main.jsp?catId=1537&langId=en>

40 Ibid. 23

41 European Commission. (2021). Multiannual financial framework 2021-2027. Retrieved from https://commission.europa.eu/strategy-and-policy/eu-budget/long-term-eu-budget/2021-2027_en

42 European Commission. (2021). Horizon Europe, the EU research and innovation programme 2021-2027 general overview. Retrieved from https://research-and-innovation.ec.europa.eu/funding/funding-opportunities/funding-programmes-and-open-calls/horizon-europe_en

European Regional Development Fund (ERDF)

The ERDF is an EU structural fund that aims to boost regional development and foster economic growth. It offers **financing** for **initiatives** that encourage sustainable and equitable progress, including initiatives for green infrastructures, circular economy, and social innovation. It operates alongside the Cohesion Fund (CF), which finances transport, environmental projects, and investments in energy efficiency and renewable energy⁴³.

European Social Fund Plus (ESF+)

The ESF+ is another **structural fund** of the EU that supports social cohesion and employment. It provides funding for projects that promote social inclusion, equal opportunities, and sustainable employment⁴⁴.

EUROPEAN SOCIAL FUND PLUS – EFS+

The **European Social Fund Plus (ESF+)** framework is an EU-wide funding programme that primarily issues grants at the level of Member States and which funds initiatives that contribute to the realisation of the goals listed in the European Pillar of Social Rights Action Plan, improve social innovation, and/or diminish Member State specific social issues.

- Website European Social Fund Plus:
<https://ec.europa.eu/esf/main.jsp?catId=62&langId=en>

Innovation

The ESF+ framework came into force in 2021 and merged the previously separated funding programmes: European Social Fund (ESF), Fund for European Aid to the most Deprived (FEAD), Youth Employment Initiative (YEI) and European Programme for Employment and Social Innovation (EaSI), into a single framework to **simplify** the use of these funds and ensure greater **flexibility**.

Effectiveness

The ESF+ focuses on funding European, **national and local initiatives in different areas** such as skills and education, youth, equal labour market opportunities, child poverty, deprivation, health, housing, and social innovation.

Sustainability

The European Social Fund Plus (ESF+) can be considered sustainable because it aims to have a **long-term impact on individuals, communities**, and regions by addressing issues such as poverty, social inclusion, and unemployment, promoting inclusion and equality and is designed based on evidence and implemented through a partnership-based approach.

43 European Parliament and of the Council. (2021). Regulation (EU) 2021/1058 of the European Parliament and of the Council of 24 June 2021 on the European Regional Development Fund and on the Cohesion Fund. Retrieved from: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021R1058>

44 European Commission. (2021). European Social Fund Plus. Retrieved from: <https://ec.europa.eu/european-social-fund-plus/en>

Replicability

Various types of financial support, including **grants** and **microfinance**, can play a key role in supporting inclusive young entrepreneurship. The EU and its Member States have developed a variety of similar tools and instruments, including EFS+. This latter and other tools of a similar nature could be used as examples to inform young people interested in investing in their own country.

Context

The European Social Fund (ESF) established in 1957, aims to **reduce disparities** in wealth, income and opportunities between regions and to promote economic and social cohesion across the EU. The ESF+ provides funding for activities such as training, education, and employment programmes, as well as initiatives aimed at reducing poverty, promoting social inclusion, and supporting the integration of disadvantaged groups.

Resources

To implement the European Social Fund Plus (ESF+), funding, staff, partnerships, technical expertise, monitoring and evaluation, communication, and administrative and logistical support are needed.

Evidence of success

On the **ESF website**, it is possible to find examples of funded projects funded by the European Social Fund (<https://ec.europa.eu/esf/main.jsp?catId=67&langId=en>).

Programme for the Environment and Climate Action (LIFE)

The **Life Programme** is an EU funding programme for environmental, nature conservation, and climate action projects. These funds have supported a range of green entrepreneurship initiatives, including renewable energy projects, circular economy innovations, and sustainable agriculture⁴⁵.

InvestEU Fund – SME window

The **InvestEU Fund** provides access to finance primarily for SMEs perceived as at high risk, including innovative businesses, those in cultural and creative sectors, the SMEs transitioning from resource and energy-intensive models towards more sustainable ones, and SMEs adopting digital business practices⁴⁶.

45 Regulation (EU) 2021/783 establishing a programme for the environment and climate action (LIFE) <https://op.europa.eu/en/publication-detail/-/publication/93a93a6b-12e3-11ec-b4fe-01aa75ed71a1/language-en/format-HTML/source-283859832>

46 European Commission. (2021). InvestEU Fund – SME window. Retrieved from https://single-market-economy.ec.europa.eu/access-finance/investeu/investeu-fund-sme-window_en#:~:text=The%20InvestEU%20SME%20window%20provides,and%20small%20mid%2Dcap%20companies

European Maritime, Fisheries and Aquaculture Fund (EMFAF)

The **EMFAF** provides financial support for projects that promote sustainable fisheries and aquaculture practices, as well as for projects that support the development of coastal communities⁴⁷.

In conclusion, funding programmes for collective, green, and social entrepreneurship at the EU level are essential to foster innovation and sustainability. These are some of the programmes that provide startups and SMEs with the necessary financial resources to develop and scale their businesses, as well as opportunities for networking and collaboration.

Currently existing digital tools at the EU level

In today's digital age, access to information and resources is vital for entrepreneurs and small businesses to thrive. For this reason, the **European Union** has created several **online platforms and initiatives to support entrepreneurship and innovation**. These digital tools provide entrepreneurs with information on funding opportunities, financial instruments, best practices, legal advice, and support services. They play a crucial role in creating a more business-friendly environment for small and medium-sized enterprises (SMEs) in the EU and promoting sustainable economic growth.

EU Funding and Tenders Portal

The **EU Funding and Tenders Portal** is the central online platform for direct EU funding opportunities. It provides information on funding programmes for entrepreneurs and businesses, including grants, loans, and other financial instruments⁴⁸.

EU Finance Portal

The **EU Finance** portal helps to promote the financing offered through local financial institutions such as banks, ventures or investors are available at this portal, which helps entrepreneurs to apply for loans and venture capital supported by the EU and search for local and national financial opportunities⁴⁹.

47 European Commission. (2021). European Maritime, Fisheries and Aquaculture Fund (EMFAF) . Retrieved from https://oceans-and-fisheries.ec.europa.eu/funding/emfaf_en

48 European Commission. *Funding & tenders*. Single Electronic Data Interchange Area (SEDIA). (n.d.). <https://acortar.link/6PdRoP>

49 Access to EU Finance - European Commission. (n.d.-b). Access to EU Finance. <https://europa.eu/youreurope/business/finance-funding/getting-funding/access-finance/search/en>

Small Business Act (SBA) - Database of good practices

The **SBA** is a policy framework that aims to create a more business-friendly environment for SMEs in the EU, and the Database of good practices is a tool that showcases successful initiatives and policies implemented at national, regional, and local levels to support SMEs. By sharing these best practices, the Database aims to improve the business environment for SMEs in the EU and promote entrepreneurship and innovation⁵⁰.

Your Europe Advice

Your Europe Advice is an online EU advice service provided by legal experts who cover all 24 official EU languages and are familiar both with EU law and national laws in all EU countries. Your Europe Advice replies to questions from citizens or businesses on their personal EU rights⁵¹.

European Cluster Collaboration Platform (ECCP)

The **ECCP** is an online community helping cluster organisations across Europe and beyond to connect, communicate and collaborate. It provides a unique one-stop shop for news, opportunities and collaboration for industrial clusters across Europe, boosting the visibility and showcasing the impact of European clusters in cutting-edge industries and expanding markets throughout the world⁵².

Enterprise Europe Network (EEN)

The **EEN** is a network of organisations that provides support services to SMEs, including startups. It offers a range of services such as business advice, access to finance, and internationalisation support⁵³.

Enterprise Europe Network - EEN

By bringing businesses together on a global scale, Enterprise Europe Network (EEN) helps them innovate and grow their businesses. It is the world's largest support network for SMEs with international ambitions, operating in more than 60 countries worldwide. It brings together 3,000 experts from more than 600 organisations, all of which are renowned for their expertise in supporting businesses.

- About the Enterprise Europe Network | Enterprise Europe Network. (n.d.-b). <https://een.ec.europa.eu/about-enterprise-europe-network>

50 Europa/Growth. (2009, February 10). *Small Business Act - Database of good practices - Enterprise and Industry - European Commission*. <https://ec.europa.eu/growth/tools-databases/sme-best-practices/SBA/index.cfm?fuseaction=practice.list>

51 Assistance service finder. (n.d.). <https://asfyoureurope.europa.eu/?lang=en>

52 Homepage | European Cluster Collaboration Platform. (n.d.). <https://clustercollaboration.eu/>

53 About the Enterprise Europe Network | Enterprise Europe Network. (n.d.). <https://een.ec.europa.eu/about-enterprise-europe-network>

Innovation

EEN offers support in **finding business partners** across the EU in two significant ways:

- by organising matchmaking events at international trade shows⁵⁴
- by publishing a regularly updated database of possible business partners, featuring profiles of companies from about 60 countries⁵⁵

Effectiveness

EEN provides a variety of business services: **international** partnerships, **advice** for international growth, support for business **innovation**.

Sustainability

The EEN was launched by the **Commission's Directorate-General for Enterprise and Industry** in February 2008. What makes it sustainable is that it is the world's largest and real one-stop shop for small businesses with around 3,000 experts waiting to provide in-depth answers to specific questions in nearly every language.

Replicability

The EEN can be an **inspiration** for young entrepreneurs needing expert services, networking contacts, and examples of successful projects and events.

Context

99% of all companies in the EU are small and medium-sized enterprises (**SMEs**), which account for 67% of jobs. The EU, therefore, supports small businesses by providing services tailored to them through the EEN, a cornerstone of the EU's drive for growth and jobs.

Resources

Enterprise Europe Network is co-financed by **COSME**, an **EU funding programme** designed to increase the competitiveness of European enterprises. These services are suited for SMEs, but they are also available for larger organisations, universities, and research institutions.

Evidence of success

The Enterprise Europe Network helps small and medium-sized businesses innovate and grow internationally. Their achievements are best shown through the **positive results** of the many businesses they have helped already⁵⁶.

54 Events | Enterprise Europe Network. (2030b, June 29). <https://een.ec.europa.eu/events>

55 Business, Technology and R&D Partnering | Enterprise Europe Network. (n.d.). <https://een.ec.europa.eu/about-enterprise-europe-network/advice-support/business-partnering>

56 Success stories | Enterprise Europe Network. (n.d.). <https://een.ec.europa.eu/success-stories>

In conclusion, the EU's digital tools and initiatives for entrepreneurs and small businesses provide access to crucial information and support services that are essential for success in today's global market. These initiatives play a significant role in fostering **innovation, entrepreneurship, and economic growth in the EU**.

Other tools and initiatives at EU Level that provide funding, training, and support services

In addition, there are various resources at the European level that provide further **tools, training, and support** services to **young entrepreneurs**. These opportunities include exchange opportunities, and entrepreneurship networks that offer mentorship, coaching, and access to finance for young entrepreneurs. They also provide access to networks of other entrepreneurs, investors, and policymakers, creating opportunities for collaboration and learning. Some of the tools and initiatives are:

Erasmus for Young Entrepreneurs (EYE)

EYE is a cross-border exchange programme that allows new or aspiring entrepreneurs to learn from experienced entrepreneurs in another EU country⁵⁷.

Erasmus for Young Entrepreneurs - EYE

Erasmus for Young Entrepreneurs is a programme initiated by the EU. It aims at helping **new entrepreneurs** to acquire relevant skills for managing a small or medium-sized enterprise by spending time in an enterprise in another EU country. It contributes to improving their know-how and fosters cross-border transfers of knowledge and experience between entrepreneurs.

- Website Erasmus for Young Entrepreneurs:
<https://www.erasmus-entrepreneurs.eu/index.php?lan=en>

Innovation

As the only cross-border entrepreneurship programme of its kind in the EU, EYE is available for potential **start-up** entrepreneurs and newly-established micro and small businesses from any sector.

Effectiveness

EYE aims to **boost Europe's entrepreneurial culture**. The programme:

- reinforces entrepreneurial attitudes by offering skills, knowledge and experience;
- increases the number of start-ups and boosts their resilience;
- fosters the cross-border transfer of ideas, knowledge and cooperation between small firms;
- helps small firms to network, innovate, and go international;
- helps to create jobs.

57 European business exchange programme - Erasmus for Young Entrepreneurs. (n.d.). <https://www.erasmus-entrepreneurs.eu/index.php?lan=en>

Sustainability

Since its launch in 2009, the scheme's number of applications from new and host entrepreneurs willing to participate in the programme has constantly **increased**. Over 19,000 entrepreneurs (new and host) have taken part in more than 9,670 exchanges.

Replicability

EYE can be an **inspiration** and informative element for young people who want to start their own entrepreneurship. An aspiring entrepreneur will get inspired from on-the-job training in a small or medium-sized enterprise in another Participating Country. By the same token, a host entrepreneur can benefit from fresh ideas from a motivated new entrepreneur in their business.

Context

The Erasmus for Young Entrepreneurs programme was established in 2009 by the European Commission as part of the Erasmus+ programme. The goal was to provide **opportunities** for cross-border exchange and learning between small business owners and aspiring entrepreneurs in Europe.

Resources

EYE is financed by the European Commission and operates across the **Participating Countries** with the help of the local contact points, competent in business support (e.g. Chambers of Commerce, start-up centres, incubators etc.). Their activities are coordinated at the European level by the Support Office of the Programme.

Evidence of success

EYE's website features a number of testimonies of **successful stories**, including the creation of new companies, jobs and networking possibilities across Europe as well as new commercial relations for European businesses

EIB Group (European Investment Bank + European Investment Fund)

The EIB Group, consisting⁵⁸ of the **European Investment Bank (EIB)**⁵⁹ and the **European Investment Fund (EIF)**⁶⁰, provides a range of financial products, such as loans, guarantees, and financing, to support businesses. They collaborate with financial intermediaries who specialise in products aimed at micro, small and medium-sized enterprises. The group

58 Small and medium enterprises overview 2022. (n.d.). European Investment Bank Group, 11/2022. https://www.eib.org/attachments/lucalli/smes_overview_2022_en.pdf

59 European Investment Bank. (n.d.). European Investment Bank. <https://www.eib.org/en/index>

60 European Investment Fund (EIF). (n.d.). <https://www.eif.org/>

offers support at all stages of development, with the EIB primarily assisting established small businesses and mid-caps, and the EIF focusing on innovative enterprises in early stages of growth, through its venture capital and guarantee instruments.

European Social Innovation Competition

The **European Social Innovation Competition** is an annual competition that was launched by the European Commission in 2012 to support and promote social innovation across Europe.⁶¹ The competition is open to individuals, groups, and organisations that are located in an EU Member State or an Associated Country to Horizon Europe⁶². The award recognizes that social innovation is a powerful method of addressing and solving societal issues.

European Resource Efficiency Knowledge Centre

The **European Resource Efficiency Knowledge Centre (EREK)** offers assistance to small and medium-sized enterprises (SMEs) in Europe to help them reduce their energy, water, and material expenses. They offer various resources, including tools, information, and opportunities, to promote more efficient use of resources and circular economy business models, which can convert waste into valuable assets. The organisation also collaborates with national, regional, and local groups throughout Europe that work with SMEs to enhance their environmental performance, with the goal of making them more resource-efficient⁶³.

European SME Week

The **European SME Week** is an annual campaign that aims to promote entrepreneurship and small and medium-sized enterprises (SMEs) across Europe. It is organised by the European Commission in cooperation with Member States, and other partners, and includes a series of events and activities such as conferences, workshops, and competitions. The goal of the European SME Week is to raise awareness on the support available to SMEs at the local, national, and European levels and to encourage more people to become entrepreneurs⁶⁴.

In conclusion, the EU offers a range of resources and initiatives to support young entrepreneurs, including funding, training, coaching, and networking opportunities. These tools and initiatives are designed to **foster entrepreneurship and innovation**, encourage **cross-border exchange** and learning, and promote **sustainable business practices**.

61 The European Social Innovation Competition. (2023, April 20). European Innovation Council. https://eic.ec.europa.eu/eic-prizes/european-social-innovation-competition_en

62 EU Grants: Horizon Europe. Programme Guide: V1.5. 01.02.2022 https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/programme-guide_horizon_v1.5_en.pdf

63 EREK - European Resource Efficiency Knowledge Centre. (2018, July 31). European Circular Economy Stakeholder Platform. <https://circulareconomy.europa.eu/platform/en/dialogue/existing-eu-platforms/erek-european-resource-efficiency-knowledge-centre>

64 European SME week. (n.d.). Internal Market, Industry, Entrepreneurship and SMEs. https://single-market-economy.ec.europa.eu/smes/sme-strategy/european-sme-week_en

4

INSPIRATIONS FOR COLLECTIVE, GREEN AND SOCIAL ENTREPRENEURSHIP: GOOD PRACTICES IN CYPRUS, FRANCE, ITALY, LITHUANIA AND SPAIN



4. INSPIRATIONS FOR COLLECTIVE, GREEN AND SOCIAL ENTREPRENEURSHIP: GOOD PRACTICES IN CYPRUS, FRANCE, ITALY, LITHUANIA AND SPAIN

As part of the **YURI project**, all partners were asked to **identify, contact and describe inspirational initiatives** connected to collective, green and social entrepreneurship. In order to do so, first of all, we had to agree on what we would consider to be "**good practice**" in the framework of the YURI project.

Generally speaking, a good practice is a process, methodology or initiative that has shown to work well, succeeding in the achievement of its objectives, and therefore can be recommended as a model and inspiration for others. **A good practice should meet the following requirements:**

- **Innovation:** it develops new or creative solutions to common and complex problems;
- **Effectiveness:** it demonstrates having a positive and tangible impact;
- **Sustainability:** due to its social, economic and environmental characteristics, it can be maintained over time and produce lasting effects;
- **Replicability:** it can serve as a model to develop policies, initiatives and actions in other places.

Within the YURI project, we searched for entrepreneurship initiatives and experiences that are:

- **green and/or**
- **social and/or**
- **collective and/or**
- **implemented/guided by young people and/or**
- **based on rural-urban collaboration.**

The essence of identifying and sharing good practices is to **learn from initiatives that already exist** in our local, regional or national contexts and get inspired by them. They help us to identify what works well, and maybe what does not, what are the competences and resources based on rural-urban collaboration that are needed for the implementation of successful collective, green and social entrepreneurship among young people. A good practice should not be viewed as prescriptive, but **adaptable to meet new challenges**, situations and contexts.

In the next pages, you will be introduced to **27 good practices**, which were identified in **Cyprus, France, Italy, Lithuania and Spain** and organised according to the problem they tackle, the service they offer and the specific sector they belong to. You will also find information about the country where the good practice is based and if it is a rural, urban or rural-urban collaboration initiative.

GOOD PRACTICES FOR COLLECTIVE, GREEN AND SOCIAL ENTREPRENEURSHIP



Agriculture

<u>Arran de Terra</u>	Spain	Rural-Urban
<u>Espigoladors</u>	Spain	Rural-Urban
<u>Fermes d'Avenir</u>	France	Rural
<u>Libera Terra</u>	Italy	Rural-Urban
<u>RescuedBox</u>	Cyprus	Rural-Urban
<u>Terres de Lien</u>	France	Rural
<u>VàZapp'</u>	Italy	Rural



Community garden

<u>Gardens of the future</u>	Cyprus	Urban
<u>Huerto urbano El Perchel</u>	Spain	Urban
<u>Idėjų lysvė - Ideas garden</u>	Lithuania	Urban
<u>Šilainių sodai - Šilainiai Urban Gardens</u>	Lithuania	Urban



Community building and social inclusion

<u>Briganti del Cerreto</u>	Italy	Rural
<u>La Recyclerie</u>	France	Urban
<u>Αγία Σκέπη Βιο - Therapeutic Community Agia Skepi</u>	Cyprus	Rural-Urban



Co-working

<u>Inovatorių slėnis - Innovators' Valley</u>	Lithuania	Rural-Urban
<u>Šiaurės stotis - the North Station</u>	Lithuania	Rural-Urban
<u>South Working Castelbuono</u>	Italy	Rural-Urban

GOOD PRACTICES FOR COLLECTIVE, GREEN AND SOCIAL ENTREPRENEURSHIP



Food

<u>La Ruche qui dit Oui</u>	France	Rural-Urban
<u>Pieninė</u>	Lithuania	Rural
<u>Restaurant Mescladís</u>	Spain	Urban



Recycling services

<u>Alencop</u>	Spain	Urban
<u>Carton Plein</u>	France	Urban
<u>Ruta de los silos: Titanes de la Mancha</u>	Spain	Rural-Urban
<u>Tiganokinisi</u>	Cyprus	Urban



Networking and accompaniment for social enterprises and entrepreneurs

<u>Addiopizzo Travel</u>	Italy	Rural-Urban
<u>Impulsem</u>	Spain	Urban
<u>Ruraltivity: Lanzadera de emprendedoras rurales</u>	Spain	Rural-Urban



4.1 AGRICULTURE

Eines per la Diversificació
Local Agroecològica

arran de terra



Arran de Terra

#Spain #Rural-Urban

Arran de terra is a non-profit cooperative that integrates the promotion of local initiatives of Agroecological Transition, which is a concept defined as “*the transition from economic, social and political systems that preserve privileges, promote inequality and are predators of nature to systems that are ecologically healthy and sustainable, economically viable and socially just*” (Sevilla i González de Molina, 1995)⁶⁵. They are located in different Catalan regions such as: Garrotxa, Conca de Barberà, la Selva, Central Catalunya Central and Barcelona Metropolitan Area.

- Website: <https://arrandeterra.org>
- Twitter: https://twitter.com/arrandeterra_

Innovation

Arran de terra is committed to promoting the transition towards fairer and more sustainable food systems and societies. They promote ecological production and local consumption, territorial and social cohesion, social and environmental justice, and the conservation of ecosystems and natural resources.

Effectiveness

In order to advance in this direction it is necessary to engage in local processes of Agroecological Transition. However, Agroecological Transition cannot be promoted from a unique and standardised model: *Arran de terra* helps each territory to define, through broad and transversal processes of citizen participation, its unique endogenous characteristics and strategies.

Sustainability

Agroecology and Food Sovereignty are concepts and proposals that have transcended the agri-food sphere to configure a new eco-social paradigm. This vision is shared by more and more social agents from all areas which ensures its implementation, continuity and sustainability.

65 Sevilla i González de Molina. (1995) El desarrollo rural de la “otra modernidad”: Elementos para recampesinizar la agricultura desde la agroecología. En *Praxis participativas desde el medio rural*. IEPALA Editorial. https://ilusionismosocial.org/pluginfile.php/1193/mod_resource/content/1/El%20desarrollo%20rural%20de%20la%20otra%20modernidad%20Eduardo%20Sevilla.pdf



Replicability

Arran de terra's work is replicable by complying with the processes of the Agroecological Transition and the Agroecological Local Dynamization (DLAe).

It is necessary, firstly, to analyse the problems faced at the local level by both food systems and communities as a whole. Secondly, comprehensive solutions to these problems need to be designed and implemented. In accordance with the DLAe, *Arran de terra* carries out tasks by means of a strategy of intervention in the territory which:

1. Is based on an integrated, participatory and transdisciplinary approach, structured in four phases: technical diagnosis, participatory diagnosis, action plan and evaluation and redesign of the action plan.
2. Gives the leading role in the process to local actors in general through citizen participation.
3. Promotes networking and collaboration among local actors.

Context

The primary sector and the rural milieu have been immersed in a deep crisis for decades that conventional agricultural and rural development policies have not been able to solve. At the same time, the current multidimensional crisis (social, economic, ecological, energy, climate) forces us to rethink the socioeconomic and development model that has brought us to this situation which is the result of the effects of capitalism and the lack of respect for the limits of the planet and social justice.

Resources

Collaboration among local actors and active citizen participation is fundamental for the development of the Agroecological Transition.

Evidence of success

In the last years, several local food networks have appeared in Catalonia and include production and food processing projects which include numerous social agents of the territory (consumers, restaurants, rural houses, etc.).



Espigoladors (Gleaning programmes)

#Spain #Rural-Urban

Espigoladors is a non-profit organisation created in 2014, which aims to develop a transferable model of food waste reduction, to enhance access to an adequate diet and to generate new opportunities for people at risk of social exclusion. They are located in El Prat de Llobregat (Barcelona), a strategic location, which allows them to be very close to the Baix Llobregat Agricultural Park, 10 km from Barcelona and 2 km from Mercabarna, the wholesale market of Barcelona. The Espigoladors central workshop, located in Sant Cosme, contributes to the social revitalization of the neighbourhood and provides job opportunities for young people and adults.

- Website: <https://espigoladors.cat/en/>
- Instagram: <https://www.instagram.com/espigoladors>
- Twitter: <https://twitter.com/espigoladors>
- Facebook: <https://www.facebook.com/espigoladors>

Innovation

Espigoladors recover fruit and vegetables that are discarded, because of a drop in sales, for aesthetic reasons, for production surpluses or because they are ripe and the consumer would no longer buy them. They channel 90% of the food they collect to social entities, thus facilitating access to fresh, healthy and nutritious food to people who usually cannot access it. Workshops, trainings, educational projects, campaigns and corporate social responsibility activities are some of their actions to attract more people to be part of the “#yotiro” community, which they’ve created.

Effectiveness

Espigoladors aim to dignify the ancient practice of ‘gleaning’, which refers to collecting leftovers after the harvest. They contribute to reducing food waste and losses, while raising awareness about the value of food.

Sustainability

Espigoladors’ model is closely bound up with the circular economy principles, aiming to extend the product’s lifespan and maximise their use, while reducing waste generation. 54.38% of their income comes from selling the food they collect and provision of services, 41.19% comes from grants and 4.43% from donations.



Replicability

This initiative is easily replicable since in each country there is food that is kept out of the market for different reasons, and the process of gleaning is an easy solution to reducing the food waste generated.

Context

Gleanin in Catalan ("*Espigolar*") is a traditional activity carried out by people with fewer resources who collected surpluses from the farmers' fields

Resources

When they receive a request from a farmer to glean a field, they activate their protocol: 1. field visit to determine the magnitude of the work to be done; 2. preparation of material; 3. dissemination and mobilisation of their volunteers; 4. contact with social entities and Food Distribution Points (FDP), which will come to collect the product on the site, to distribute it later.

Evidence of success

This initiative has created employment opportunities for people who are at risk of social exclusion: mostly young people and women over 45 years old. *Espigoladors* was a finalist in the sixth EUSIC Social Innovation Award competition and between 2015 and 2018 won several local and regional competitions for their sustainable and social activity.



Fermes d'avenir

#France #Rural

Fermes d'avenir is an association created in 2013 aiming to accelerate the agricultural transition by growing agroecological farms throughout France. It provides three main activities. Its *Agroecology Observatory* aims to study and document the challenges and models of triply performing agroecological farms (feeding humans with healthy products, while preserving natural resources, through a viable activity for farmers). It provides pedagogical content, a toolbox with articles, books and other sources in open access. It also leads a research programme, a podcast, creates videos and inspirational portraits. Its *Training Activity's* ambition is to train for free today's and tomorrow's farmers in order to succeed in viable installations and transitions. Its *Incubator* facilitates the installation and transition of farms through support, financing programmes and consulting missions. All 3 activities are financed by public and private funds.

- Website: <https://fermesdavenir.org/>

Innovation

Fermes d'avenir defines its vision of agroecology as "farms that allow us to feed the population with healthy and qualitative food, while preserving the planet's natural capital (water, soil, climate, biodiversity) and guaranteeing a viable, livable and resilient activity for farmers". It illustrates it with the *agroecology flower* which, through its petals, represents the twelve essential agroecological challenges to which agriculture and food production must respond.

- Economic approach: economic viability, working conditions, resilience, autonomy
- Environmental approach: biodiversity, soil fertility, climate and energy, natural resources
- Social approach: food security, public health, taste and tradition, territory connection

Effectiveness

The initiative provides support to six main actors of the agricultural and food transition:

1. it gives project leaders keys to successfully carry out their projects;
2. it helps farms to perpetuate or transition their model towards agroecology;
3. it accompanies communities in their land or territory transformation projects;
4. it accompanies companies in their project of transformation of land or sector;
5. it proposes to investors agroecological projects in which to invest;
6. and finally, it gives citizens the keys to commit to the agroecological transition.

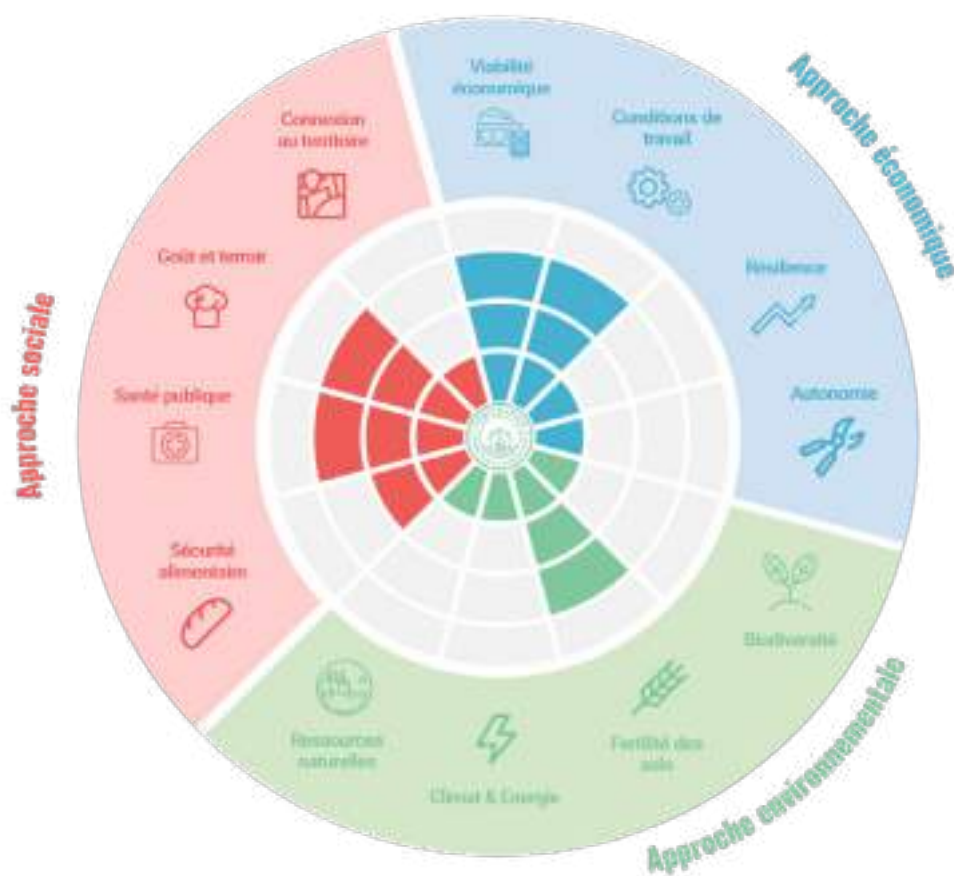


Sustainability

Fermes d'avenir proposes to farms that recognize themselves in its vision to become part of the *Fermes d'Avenir Network*, a community of farms committed to an agroecological approach. This network aims to bring together all those who are committed to progress in agroecology, whether it is in the context of a new installation, a step-by-step reorientation of their farm or an already exemplary activity.

Replicability

The model is replicable anywhere where people are in need of such training. The different programmes offered by this association can represent useful sources of inspiration, as they can show ways to implement pedagogical training as well as to find financial support to accompany young people, including rurals, in their ecological and sustainable projects.





Context

Fermes d'Avenir has existed since 2013 and has been in touch with more than 1000 agroecological projects.

Resources

Fermes d'Avenir receives support from different stakeholders like the French Ministry of Interior, the region of Paris, the environmental agency ADEME, Erasmus +, Pôle Emploi, etc. They have a diverse and multidisciplinary team including specialists in agroecology. They are part of a larger network of associations called Groupe SOS.

Evidence of success

Since 2013, *Fermes d'Avenir* has been in contact with over 1000 agroecological farms across France. They have trained 883 persons, accompanied 110 projects, included 300 farms in their network, and raised 9.3 million euros for ecological transition.



LE TERRE LIBERE
DALLE MAFIE



Libera Terra

#Italy #Rural-Urban

Libera Terra is a non-profit consortium established as a spin-off of Libera, an association that aims to fight the Mafia and spread the culture of legality in Sicily and the South of Italy. The mission of *Libera Terra* is to create social and economic value for the community by allocating the assets and estates confiscated to organized criminality to social initiatives. The consortium currently reunites 9 agricultural cooperatives that produce organic goods. To become part of the consortium, the companies need to certify their commitment against organised crime.

- Website: <https://www.liberaterra.it/it/>

Innovation

Libera Terra is the first agricultural cooperative operating on confiscated land in Southern Italy. By turning the properties confiscated to the Mafia into community assets, *Libera Terra* allows a more equitable redistribution of wealth in the community. The allocation of confiscated properties to projects with social aims results in the increase of local employment and entrepreneurship, the strengthening of local production and the social, cultural and economic development of the territory, establishing an ethical economic system based on legality and social justice.

Effectiveness

Nowadays, the consortium employs around 150 people, 30% of whom belong to disadvantaged categories, thus generating social value and inclusion for the local communities. *Libera Terra* has therefore a positive impact on the local economy (providing employment), the society (building a culture of legality and civic engagement) and the environment (using organic farming methods and no-till farming).

Sustainability

Libera Terra oversees the production processes of the cooperatives and puts their products on the market with the *Libera Terra* label. This allows its members to reach competitiveness and sustainability in a highly competitive market. Moreover, *Libera Terra* implements sustainable production processes, respecting the environment and its resources.



Context

The good practice was born under *Libera, Names and Numbers Against Mafia*, an association that fights against organised crime and advocates the culture of legality. Libera was founded in 1995 in Sicily, a territory characterised by the presence of a subculture with the values, principles and rules of criminal nature. The Mafia's presence has historically generated a negative impact on local communities, discouraging and preventing entrepreneurial initiatives and investments.

Resources

The main resources used are the lands confiscated from the Mafia. Thanks to law 109/96⁶⁶, which introduced the possibility to use these properties for social purposes, associations, cooperatives, municipalities, provinces and regions were able to give them back to the citizens through services, activities of social promotion and work.

Evidence of success

Libera Terra has succeeded to expand its network in other southern regions such as Calabria, Apulia and Campania and sells products throughout Italy. *Libera Terra* also achieved several awards at the national and international level.

66 PUBLIC LAW 109-96 U.S.C. (2005). To amend the Federal Food, Drug, and Cosmetic Act to provide for the regulation of all contact lenses as medical devices, and for other purposes. Nov. 9, 2005. <https://www.congress.gov/109/plaws/publ96/PLAW-109publ96.pdf>



RescuedBox is a small family business and social enterprise fighting food waste and helping families in need, based in Nicosia. It is a subscription-based service, sourcing, packing and distributing the so-called 'ugly' fruits and veggies that are rejected by supermarkets for aesthetic reasons. Interested customers need to subscribe for their weekly delivery of a box of seasonal fruit and vegetables. There are different fares depending on the quantity of the products- small, medium or large boxes.

The selection of products included in the box is local, fresh, seasonal and based on the availability of each week. If any customers have any allergies or don't like specific produce, *RescuedBox* accommodates their customers' needs. The products are also cheaper than in the supermarkets.

- Website: <https://rescuedbox.com/>
- More info: https://trepers.com/index.php?id=241&fbclid=IwARoT_SDt7YEJSn2OJmrK9PmdS4DLC63ZpQ1nosiOAJ1403S6lEbc_16miTw

Innovation

About 4000 tonnes of fresh products end up in landfills due to aesthetic requirements or surplus. *RescuedBox* saw this serious issue as a social and green entrepreneurship opportunity and decided to offer a more sustainable and responsible alternative to local consumers. This practice is innovative and unique for the national context and it contributes to the reduction of waste production while supporting local producers.

Effectiveness

So far, this initiative has been effective as it has rescued more than 133,200 kg of food in its first 2 years of activity and it has managed to reach 250 active subscribers.

Sustainability

RescuedBox is primarily environmentally sustainable as it actively contributes to the reduction of food waste, and is a good example of sustainable use of resources. At the same time, the initiative supports local producers and families in need by donating 10% of the rescued boxes to charity every week in order to fight hunger in Cyprus.



Replicability

RescuedBox is a great, and replicable, example for inspiration in the framework of YURI project as it brings together the rural and the urban context in the sense that local producers from rural areas benefit as they have an extra source of income while offering an alternative to the mainstream markets that usually dominate urban areas.

Context

RescuedBox is a small family business founded by Malvina Nicolaou. Following a career in digital marketing in London, she returned to Cyprus to pursue an entirely different career. Being an environment-concerned person she started an initiative in tackling the food waste problem.

Resources

With no external investment, *RescuedBox's* success so far has been the result of hard work by its small team.

Evidence of success

From day one the initiative was well received. In addition to saving more than 100 tonnes of fresh produce with the help of the community, *RescuedBox* offers 10% of the rescued produce to families in need.



Terre de Liens

#France #Rural

Terre de Liens is a movement born in 2003 from the convergence of several movements working on popular education, organic and biodynamic agriculture, ethical finance, solidarity economy and rural development. It promotes access to land for project developers while raising awareness among citizens on the issue of preserving agricultural land, as well as supporting local elected officials and structures working with communities. The regional association benefits from the support of 900 members and a hundred volunteers. The movement has invented new working tools capable of stopping the disappearance of land and facilitating access to farmland for new agricultural installations.

- Website: <https://soutien.terredeliens.org>
- Instagram: <https://www.instagram.com/terredeliens/>

Innovation

The innovation of *Terre de Liens* comes from a triple articulation within the initiative:

1. An associative network mobilised throughout France that accompanies farmers in their access to land, informs and gathers the public around land and agricultural issues, and anchors the *Terre de Liens* project in a local dynamic.
2. A community investment section called *La Foncière* allows everyone to invest their savings in a project. The accumulated capital is used to buy farms to set up diversified agri-rural activities. *La Foncière* then rents these farms to farmers who are committed to local, organic, human-scale agriculture.
3. The *Foundation* buys land that is in danger of losing its agricultural use and guarantees that the land will be used for agricultural practices that respect the environment in the very long term.

Effectiveness

The collective contribution of members, shareholders, donors, but also farmers, volunteers and employees allows this initiative to be efficient as it adapts its action to local contexts and actors' needs.



Sustainability

Terre de Liens protects the land by reinforcing preservation and care for the environment; mobilises citizens by promoting information and action to enforce land reappropriation; helps farmers to find land and/or to maintain their activity on it; connects farms thanks to their network; involves decision-makers by initiating and supporting public action; connects their network to international action.

Replicability

The project is replicable at places where various stakeholders are interested to come together to implement sustainable policies and promote inclusion in rural communities, while encouraging rural youth to develop projects or continue their activities in rural areas, allowing them to become part of a larger network.

Context

The *Terre de Liens* movement has its roots in these considerations:

1. Access to agricultural land is a problem that concerns all citizens.
2. Without agricultural land, in the future there will be no farmers or local agriculture, hence no local product.

Resources

The *Terre de Liens* project is inspired by the Habitat et Humanisme⁶⁷ model. It found its first supporters in ethical and bio-responsible stores (Biocoop, the ethical bank La Nef, the popular education movement Relier, the National Federation of Organic Agriculture and the Biodynamic Agriculture Movement).

Evidence of success

The regional association benefits from the support of 900 members and a hundred volunteers. In 2021, they registered 200 acquired farms and 700 hectares of preserved land.

67 Habitat et Humanisme : association de lutte contre le mal logement. (2023, May 10). Habitat Et Humanisme : Association De Lutte Contre Le Mal Logement. <https://www.habitat-humanisme.org/>



VàZapp'

#Italy #Rural

VàZapp' is a rural hub founded in Foggia (Apulia) by a group of young people with the aim of relaunching the agricultural sector through the creation of social relationships and job opportunities for young people. *VàZapp'* promotes the sharing of knowledge, ideas and projects in the field of agriculture, encouraging the development of entrepreneurial initiatives in rural communities.

- Website: <http://www.vazapp.it/>

Innovation

VàZapp' brings social innovation to the agricultural sector, revolutionising the idea that agriculture is only about hard work, individuality and competition. Instead, it is also about dialogue, socialisation and sharing. Thanks to this approach, *VàZapp'* has been able to meet farmers' social needs and instill trust among agriculture professionals, creating new opportunities for collaboration. In recent years, *VàZapp'* has launched the "Contadinner" format, an event that gathers different farmers and allows them to get to know each other, share their experience and knowledge on farming and discuss best farming practices and equipment. In addition to farmers, the meeting can host also entrepreneurs, representatives of farmers' associations and other local governmental institutions, in order to develop coordinated strategies to valorise the agricultural sector.

Effectiveness

By encouraging networking and collaboration among farmers, *VàZapp'* fosters innovation and increases social capital, bringing positive social, economic and cultural impacts. The *VàZapp'* events lead to new relationships, knowledge exchange and collaboration between young farmers and this change in the traditional agriculture paradigm has a positive impact on farmers' productivity and well-being.



Sustainability

VàZapp' is self-sustaining from an economic point of view thanks to the disintermediation in the supply chain, allowing the direct sale of products to the final customers through ethical purchasing groups. Farmers see in *VàZapp'* a possible marketplace where to find new opportunities and new sale channels. Moreover, some of the ideas developed within the '*Contadinner*' have been commercially exploited and new job opportunities have been created as a result.

Replicability

VàZapp' is easily replicable in other territories and is a valuable source of inspiration. By bringing people living in the cities to discover the countryside, the '*Contadinner*' format is an example of urban-rural cooperation, capable of raising awareness on the opportunities available in the countryside and attracting young people to the inner areas.

Context

The territory in which *VàZapp'* was born is characterised by high youth unemployment (58% unemployment rate in the age group 15-24) and depopulation.

Resources

The *VàZapp'* association was founded in 2014 with an initial capital of 250€. Today *VàZapp'* is formed by a team of 20 young people with diverse backgrounds: architects and designers, communicators and media content professionals, academics and data analysts, farmers and agronomists.

Evidence of success

VàZapp' is present in 20 different locations in the Apulia region, engaging more than 400 young farmers, and is planning to scale up its activities in other Italian regions.

The results of the data analysis conducted by the University of Foggia offer empirical evidence that the "*Contadinner*" format has been able to establish new and durable relations among farmers, allowing knowledge transfer and the sharing of experiences and competences.



4.2 COMMUNITY BUILDING AND SOCIAL INCLUSION



Briganti del Cerreto

#Italy #Rural

Briganti del Cerreto is a community cooperative based in the Tuscan-Emilian Apennines. In 2003, a small group of young residents founded the cooperative with the aim to revitalise the social and economic life of the territory and tackle the depopulation of the village.

- Website: <https://www.ibrigantidicerreto.com/>

Innovation

Briganti del Cerreto is a model of social innovation where citizens are at the same time producers and users of goods and services.

Effectiveness

Over the years, *Briganti del Cerreto* has grown, creating new jobs (in the agri-tourism sector) and services that improved the economic and social life of the community and attracted new residents to the village. Thanks to the strong participation of the citizens of Cerreto Alpi, it has been possible to develop new tourist attractions and restore some essential services (e.g.: school transportation, delivery of medicine) and facilities (grocery store, fuel station, etc.) for the benefit of all the community.

Sustainability

Along with the commercial activities, *Briganti del Cerreto* offers some services that are not profitable (such as the school bus service). Nevertheless, they play an important social role and are compensated by the profits made by those services that are monetizable. *Briganti del Cerreto* can therefore be considered a self-sustaining entrepreneurial model capable of revitalising the entire community.



Replicability

Briganti del Cerreto is a bottom-up initiative that can be replicated to tackle the process of depopulation of rural areas and to support the regeneration of local communities, creating jobs and new sources of income.

Context

Briganti del Cerreto took its first step in the Tuscan-Emilian Apennine, an area that has witnessed a progressive depopulation, as in the second half of the twentieth-century residents from that region migrated to Italy's urban areas in search of stable and better-remunerated employment. This eventually led public authorities to close the local primary school and stop the bus service. When the last shop of the village closed and the whole population was about to move to the valley, a group of young residents with a deep attachment to the territory constituted the cooperative with the aim to valorise the territory and to create new employment opportunities. Nowadays the services run again and the population of the village has returned to growth.

Resources

A group of young people started the cooperative with an initial budget of 1600€. Today the cooperative has annual revenues of about 400.000€.

Evidence of success

The cooperative has brought economic and social development in the village, creating new jobs, attracting both tourists and new residents and increasing their sense of belonging to the community. Over the years, *Briganti del Cerreto* workforce has risen to 10 units, in a village of 100 people and nowadays more than 1000 people visit Cerreto Alpi every year.



La Recyclerie

#France #Urban

Located in a former train station of the **Petite Ceinture** in Paris that was rehabilitated into a social place, *La Recyclerie* aims to raise public awareness on eco-responsible values, in a playful and positive way since 2019. Its approach is based on the 3 R's: Reduce - Reuse - Recycle. Collaborative initiatives and "do it yourself" are values that guide the place in its design, programming and catering offer.

- Website: <https://www.larecyclerie.com/>
- Instagram: <https://www.instagram.com/larecyclerie/>

Innovation

La Recyclerie offers a place of meetings, exchanges and sharing, in which citizens, companies, associations and communities come together to build a fairer and more sustainable world. *La Recyclerie* works towards zero-waste and zero-plastic environmental goals and promotes solidarity and intergenerational exchange. It hosts a restaurant that cooks fresh ingredients on the spot, offers cooking and DIY courses, exhibitions and rental of tools and equipment for DIY repairs. The place has taken over an old train station and its decoration is made from recycled materials. Even more unusual (for Paris), it includes a farm with 18 chickens, 1 rooster and 2 goats.

Effectiveness

The vegetation of the spaces favours the proliferation of birds, reduces rainwater runoff and creates natural thermal insulation on the roof. The animals in the henhouse help reduce the restaurant's waste and are real auxiliaries for the gardener.

Sustainability

La Recyclerie promotes more sustainable ways to consume through eco-responsible actions.



Replicability

La Recyclerie can be of inspiration as it allows to protect biodiversity, create social links and solidarity, and develop urban agriculture. It mobilises citizens but also startups, NGOs and local communities for social and ecological transition. It is also a good example of how the rural-urban alliance can work in environments where, at first glance, the rural has little or no place.

Context

La Recyclerie was created after entrepreneur Stéphane Vatinel bought the station in 2014. His intention was to create a space where recycling, "do it yourself" values and collaborative projects could find a home.

Resources

Financial resources to buy the station and a lot of experience were the main resources needed to start the project.

Evidence of success

La Recyclerie:

- is open 365 days per year;
- registers 200.000 visitors per year;
- counts on 500 members and 100 volunteers;
- has produced 450 kg of fruits and vegetables, 4,000 eggs laid by 16 hens, and 170 varieties of plants, using 1 vermicomposter and 5 compost bins;
- has offered 300 training in vegetable gardening techniques organised;
- includes a repair workshop;
- includes a cafe-canteen that serves a menu of home-made products;
- includes a waste sorting centre with a compost area;
- offers an eco-cultural programme and eco-awareness campaign, with 18,000 podcasts downloaded, video tutorials and 2 guides on responsible eating and zero waste.



Αγία Σκέπη Βιο - Therapeutic Community Agia Skepi

#Cyprus #Rural-Urban

Agia Skepi is a Cypriot non-profit programme and a social and green enterprise working in the psychological detoxification of long-term users of addictive substances. Its premises are located in the village of Filani, in the rural area around Nicosia. Apart from therapy sessions with specialists, patients carry out several activities that include organic farming, packaging, baking, cooking, gardening, and sports and acquire skills necessary for social reintegration. Work and relationship development is an integral part of treatment as they enhance the future employment prospects of the patients. In many cases, those who have completed the programme have been hired and/or continue collaborating with *Agia Skepi*.

- Website: <https://www.agiaskepi.org/>
- Facebook: <https://www.facebook.com/agiaskepibio>

Innovation

This is an innovative and unique practice in the context of Cyprus. Although there are other programmes that include therapy in combination with work, *Agia Skepi* is the only one that involves agricultural activities that are environmentally friendly. Organic farming is, according to the project's officials, in line with a lifestyle away from toxic and harmful substances which is also the overall purpose of the programme.

Effectiveness

Agia Skepi manages to help people who are addicted to substances to get clean and facilitates their integration into society and the labour market. Statistics show that 50% of those who sign up for the programme finish it and 75% of them stay "clean" for at least the following 5 years. During the implementation of the programme, not only do the users receive help from specialists; they are also engaged in meaningful activities that serve as a working experience which will allow their easier integration into the labour market. In the case of mothers, their children are also allowed to stay with them as it has been shown that it functions as motivation and makes the therapy more effective.



Sustainability

Agia Skepi is sustainable in different ways.

- The effect of their intervention is long-lasting as many of its patients manage to free themselves from addiction and stay clean in the long run.
- Many of the graduates of the programme become employees or volunteers of the organisation.
- The project is financially sustainable through the selling of organic and bio products and the support from local donors and other enterprises. Additionally, in a broader sense, the project endorses environmental sustainability through its engagement in the farming, packaging and selling of organic and bio food.

Replicability

The example of *Agia Skepi* can be inspiring for the development of projects in which vulnerable individuals are engaged in meaningful activities which aim to empower them and give them the skills and competences to get integrated into society and the labour market. Additionally, the project brings together the rural and the urban context.

Context

Agia Skepi is a project that started in 1999 after observing that many people who were facing drug addiction, would seek help and refuge in the Monastery of Macheras. The regional church decided to create a closed centre where people would get appropriate therapy. In 2011, it expanded and became a social entrepreneurship. They started off by making bread and pastries and they slowly started bio-farming providing their products to selected stores. Through time, and by investing their revenues back into the community, they managed to expand both their services that now include a centre for minors as well.

Resources

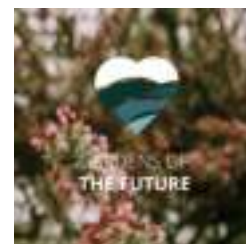
To kick off the project, the therapeutic premises as well as the land that is cultivated were provided by the church. The project is further sustained by the sales of bio-products, as well as by donations from companies and supporters.

Evidence of success

The project is one of the most successful social enterprises in Cyprus. It has managed to gain a very good reputation and has been embraced both as a social intervention project as well as a socially conscious product production which has seen increasing popularity.



4.3 COMMUNITY GARDENS



Gardens of the future

#Cyprus #Urban

Gardens of the Future is an award-winning collective initiative started in March 2020 as the first pilot community garden in the centre of the old Nicosia. Its main objective is to promote community building through the sharing of experiences in a communal garden, to embrace the circular economy and environmental sustainability while also endorsing agro-entrepreneurship through the creation of new work opportunities for the neighbourhood and beyond. It's a space where food can be grown responsibly, and where the community engages in cultivating garden plots, home gardens and balconies.

- Website: <https://gardensofthefuture.com/>
- Facebook: <https://www.facebook.com/enterthegardens/>

Innovation

Gardens of the Future is innovative as it is the first urban garden in Nicosia and it focuses on social and environmental impact and the interconnectedness of the two. Moreover, the fact that the garden is situated in the centre of the capital contributes to its outreach and, considering the bi-communal conflict that the city has historically witnessed as well as the population of migrant backgrounds that lives in the area, it offers a space for reconciliation and dialogue.

Effectiveness

Gardens of the Future has so far been an effective initiative providing the space and the context for social activities promoting dialogue and community building around a garden and a cause with environmental character. It has hosted several events fostering the debate regarding environmental and social issues and has collaborated with other local organisations and initiatives.



Sustainability

The way the project was conceived and carried out follows the zero-waste approach and includes pioneering structures that use digital technology to create renewable energy sources and construction materials that follow the philosophy of reuse. The *Gardens of the Future* serves as a model of cultivation for organic horticultural products such as herbs, fruits and vegetables, but also as a model for innovative organic farming (hanging gardens, vertical farming, new technological systems for water, air and sunlight management). The aim of the pilot project is to create a prototype and model garden, which everyone can visit to learn how to create their own garden with smart solutions, and this has already proved attractive to volunteers and supporting institutions.

Replicability

This practice creates a link between rural and urban settings bringing what is considered mostly rural activities (gardening and agriculture) to the centre of the capital. It aims not only to raise awareness about environmental issues and sustainability but also to empower and capacitate people to get involved in agro-entrepreneurship. Meanwhile, it also fosters the creation of a community around the garden through the sharing of experiences.

Context

Gardens of the Future was born in the context of the Global Climathon competition and developed further after winning second place and achieving the ranking of national finalist and international winner. Subsequently, they won the Pusulas Competition funded by the EU. The initiative has since then been endorsed by the Municipality of Nicosia and other local organisations.

Resources

The resources needed to start the *Gardens of the Future* initiative were found in the enthusiasm and contribution of the initial team of experts in architecture, sustainability, community engagement, technology and entrepreneurship and the overwhelming support of the numerous volunteers.

Evidence of success

Gardens of the future has attracted over 600+ volunteers so far and it has secured the support of the Nicosia Municipality and environmental institutions and organisations. Furthermore, it has received great support from the private sector (worth over 20,000 euros). In addition, the initiative has won the first prize for the best idea of 2020 in the Digital Participation Platform Competition Citizen Participation Platform, Pusoulas, funded by the EU, the World Bank and the Centre for Sustainable Peace and Democratic Development (SeeD) and has also received the 2nd National Award in the Climathon Global Competition 2019. They have already set up two satellite gardens, one in the Nicosia Buffer Zone and another one in the Larnaca Makerspace.



Huerto urbano El Perchel

#Spain #Urban

Huerto urbano El Perchel is an ecological garden located in the urban centre of Ciudad Real, in the Perchel neighbourhood. All the harvest is distributed among neighbours who voluntarily collaborate in the care and maintenance of the garden.

The first steps in the garden were taken by seven people in October 2016. The project's aims are:

- To offer a space for leisure to the neighbourhood, with special attention to the elderly.
- To provide free spaces to carry out physical activities in contact with nature.
- To promote citizen participation and sustainable development by creating spaces for biodiversity.
- To promote sustainable farming practices: waste management, water saving, organic farming, recovery of uses and customs of traditional agriculture, etc.
- To promote healthier dietary habits.
- To provide training and a recreational-therapeutic space, to groups in situations of social exclusion.

Innovation

Huerto urbano El Perchel has promoted the rehabilitation of an abandoned and dirty space of the city, transforming it into a space for social and intergenerational interaction, community building and growth. The *Huerto urbano El Perchel* has also served as a space for educational workshops during Children's Week when children could learn and live firsthand the process of production of the food they consume.

Effectiveness

Huerto urbano El Perchel has effectively promoted community building and awareness of sustainable farming practices and biodiversity.

Sustainability

Huerto urbano El Perchel represents a sustainable practice since everything collected is distributed among the volunteers and donated to local nursing homes and social organisations.



Replicability

It is definitely a replicable practice that helps connect people from different groups and with scarce resources, who get involved in green practices that help them have a more complete and more diverse nutrition.

Context

This practice was developed in Ciudad Real from the initiative of the municipality.

Resources

This practice is carried out through the town hall, which provides the means for the development and care of the garden.

Evidence of success

Huerto urbano El Perchel has promoted the rehabilitation of an abandoned and dirty space of the city, transforming it into a space for social and intergenerational interaction, community building and growth. Furthermore, the food collected is distributed among the volunteers and the rest is donated to local nursing homes and social organisations.



Idėjų lysvė / Ideas Garden

#Lithuania #Urban

Ideas Garden is an urban initiative, which was initiated by two young women in one of the newly built districts in the outskirts of Vilnius. Though the beginning of the project was challenging, now it has become an exemplary initiative, which is a mixture of social and green collaborative entrepreneurship.

- Facebook: <https://www.facebook.com/idejulysve/>

Innovation

Ideas Garden seeks to bring local residents together, involving students, families, seniors and other groups into an active, friendly and creative community sharing a common focus on the environment. A common public area was established in the territory of the gardens, where community members can meet, engage in discussions and solve neighbourhood-related issues.

Effectiveness

The project aims to involve young people, families, children and the most vulnerable social groups through social activation and gardening, as well as to promote professional, educational and scientific cooperation in the garden and beyond it. In the urban garden, participants are invited to experiment and co-create the space through bottom-up and DIY activities. All activities are proposed by the people taking care of the garden and are performed on a voluntary basis. These activities help to improve social and interpersonal skills, such as: teamwork, constructive thinking, problem-solving, creativity, tolerance, self-motivation and responsibility. Moreover, the things created by volunteers are then used in the garden.



Sustainability

Huerto urbano El Perchel represents a sustainable practice since everything collected is distributed among the volunteers and donated to local nursing homes and social organisations.

Replicability

One of the aims of the garden is to promote environmental reactivation, social inclusion and local knowledge sharing, as well as to create opportunities for the community to engage in creative placemaking and the process of building an organic and sustainable neighbourhood. When the garden was established, it made use of all available resources there, such as the premises of the Beepart cultural centre building. The cooperation with the community centre helped to attract people to the garden. Currently, the *Ideas Garden* sustains itself financially from project-related activities that are financed from Lithuanian or European funds.

Context

This initiative has a high potential to inspire people interested in gardening and community-building to start something similar. In the long run, this initiative forms a functioning community of people who share land, time, common interests and goals.

Resources

The project was created during the pandemic in the urban context of Vilnius.

Evidence of success

Ideas Garden was initiated in 2019 and until this day (2023) it functions as a public garden. Currently, the urban garden attracts a lot of families with children, as well as senior citizens. There also exists interest from outside, as residents from other parts of the city have been contacting the initiators of the *Ideas Gardens* asking either how to start gardening in their premises or how to start similar initiatives in other neighbourhoods of Vilnius. The success of this initiative is shown by the fact that the garden actively functions and is being taken as an example and inspiration to develop similar initiatives in other parts of Vilnius, as well as in other cities and towns in Lithuania.



DALINKIS

SODINK

KURK

AUGINK

Good Practice: Idēju lysvē / Ideas Garden



Šilainių sodai / Šilainiai Urban Gardens

#Lithuania #Urban

Šilainiai Urban Gardens is a community garden, which is based in the second largest city of Lithuania, Kaunas. It is located in the district of Šilainiai, after which the gardens were named. This good practice is a mixture of social and green, as well as collaborative entrepreneurship, as social collaborations are being emphasised by gardening activities.

- Facebook: <https://www.facebook.com/silainiusodai/>

Innovation

Šilainiai Urban Gardens are situated in a very specific sensitive location, as it is partly located in a NATURA 2000 protected area. Also, it is located next to a cultural heritage site of a former military fort, the 8th fort that is part of the Kaunas fortress system. The slopes of the fort have been used as a community garden since the Interwar period, which is a challenge and opportunity that locals have been exploring for decades.





Effectiveness

The environment of the fort is being actively used by the residents of the surrounding area who have been living in the district and practising gardening in this area for a very long time. The people who in the Soviet times moved into the district were mainly from rural areas, meaning that they knew how to perform agricultural practices. Today, it is an initiative that attracts many young people, as anyone interested can freely join and grow fruits, herbs and vegetables for themselves. Since it is a communal initiative, one of the main principles of the garden that is in place is to distribute the harvest among the community rather than to sell it or make a profit out of it.

Sustainability

The sustainability of the *Šilainiai Urban Gardens* is found in the cooperation of youth and seniors, i.e. intergenerational knowledge interchange. As the community garden has a very long tradition and history, most of the people gardening there are seniors that are getting older and starting to realise and recognise the need to pass on their knowledge and expertise to younger folk, in order to keep the garden alive.

Replicability

Šilainiai Urban Gardens have the potential to be recreated elsewhere. It can be of inspiration for people that want to promote intergenerational cooperation, capacity for youth activism and green practices trends.

Context

The initiative was developed in the urban context of Kaunas.

Resources

Šilainiai Urban Gardens land was already used as a garden even before the initiative took off. However, since the beginning of the gardens, everything was happening there at a slower pace compared to now. The way the gardens look now required additional finances and human resources, carpentry skills and competences.

Evidence of success

The *Šilainiai Urban Gardens* so far has succeeded in preserving the gardening culture, traditions and customs that existed in the Interwar period. Mostly senior citizens together with young families take an active role in the gardens and help to preserve this cultural heritage that started almost a hundred years ago.



Best Practice: Šilainių sodai / Šilainiai Urban Gardens



4.4 CO-WORKING



Inovatorių slėnis / Innovators' Valley

#Lithuania #Rural-Urban

Innovators' Valley was initiated by a group of young people and currently is based in the small town of Antalieptė in the Zarasai district. It is an example of social collaborative entrepreneurship, where green is also of importance, as one of the *Innovators' Valley* values is the connection with nature. This organisation also aims to open the door for working space in nature.

- Website: <https://inovatoriuslenis.lt/en/main/>
- Facebook: <https://www.facebook.com/inovatoriuslenis/>

Innovation

Innovators' Valley not only provides living spaces for innovators and creators, but it also focuses on slow living and openly discusses such topics as human rights, social exclusion, social innovations, youth education, and ecology.

Effectiveness

Innovators' Valley organises local and international activities, such as training or seminars, that are practice-oriented and seek to be effective. The activities mainly tackle human rights, media and computer literacy, social business and leadership. Guests are free to come either alone or with a group to work, create and relax.





Sustainability

The values of *Innovators' Valley* include empathy, a sense of community and a connection with nature. The organisation strives to reflect and multiply these values in the activities they organise and carry out. *Innovators' Valley* financially sustains itself by organising events, training and renting spaces.





Replicability

This practice could be replicated in different contexts and different countries. The most important thing in order to start this kind of initiative is to have a motivated team of people. *Innovators' Valley* could be an inspirational example of how young people can start doing something they truly care about.

Context

Innovators' Valley is based in a small town in a rural region.

Resources

The main resources necessary for *Innovators' Valley* to be created and continued were a team of highly motivated people, a financial basis and premises.

Evidence of success

In 2015 *Innovators' Valley* was initiated by a team of people from Nacionalinis socialinės integracijos institutas, or the National Institute for Social Integration in English. After eight years, *Innovators' Valley* still takes an active role in the development of social business and social innovation proving the success of this initiative.



Šiaurės stotis / North Station

#Lithuania #Rural-Urban

North Station is a comparatively recent rural-urban initiative, which was initiated by *Miško uostas*, a community of young creative people based in Švenčionėliai. *North Station* is the result of a social collaborative entrepreneurship, and today it mainly functions as a coworking space.

This coworking space was created in a railway station building, which was renovated by a team of young female architects called *Šilta šiaurė* using secondhand, green and reusable materials.

- Facebook: <https://m.facebook.com/SiauresStotis/?fref=tag>
- Website: <https://inovatoriuslenis.lt/en/main/>
- Facebook: <https://www.facebook.com/inovatoriuslenis/>



Innovation

The coworking space was created in the Švenčionėliai Railway Station building, which happens to be one of the oldest buildings in the town. The beginning of the town dates to the time when the railway Saint Petersburg - Warsaw was built in 1864. Even today you can feel the history of that building, as while renewing the spaces on the second floor of the railway station (where the coworking space is) authentic mosaics, wall fragments and even the original floor were preserved.





Effectiveness

The effectiveness of this good practice is hard to measure, as *North Station* is a very new player in town. By now, it seems that *North Station* is a place that attracts the people who live in Švenčionėliai, as well as those who live in Vilnius, which is a little bit more than one hour away by train.

Sustainability

North Station is an exemplary case of sustainability. The team of people that run *North Station* prior to opening the space moved to Švenčionėliai with their families, where they currently live, work and create. They also got in touch with people who were interested in starting a business or initiative.

Replicability

This good practice has a huge potential to be replicated in other towns, which have railway stations or other buildings that are partially neglected and have spare spaces open to new challenges and hosts.

Context

This initiative is located in a town in a rural region.

Resources

Human and intellectual resources, creative competences, event management and hosting skills were needed in order to start this initiative.

Evidence of success

The *North Station* initiative could be dated back to the time when the first flats were acquired in the former residency buildings of Švenčionėliai where previously the railway station workers were accommodated. As the community of *Miško uostas* was growing steadily, the next step was to expand. Expansion manifested itself in taking the initiative and renting out the second floor of the railway station building, where a coworking space was created. This growth experienced in the period of a few years proves the success of this initiative.



Best Practice: Šiaurės stotis / North Station



South Working Castelbuono

#Italy #Rural-Urban

South Working Castelbuono was established in 2020 by a group of young people (the association *Social Green Hub*) from Castelbuono, a small village of 9,000 inhabitants in the north of Sicily. *South Working Castelbuono* belongs to the South Working family, a national network that aims at promoting and facilitating remote working in Southern rural areas. *South Working* tracks co-working spaces and maps out the locations with access to a high-speed internet connection. So far, the group has counted 192 locations across rural Southern Italy.

- Website: <https://southworking.socialgreenhub.org/>

Innovation

South Working aims to stimulate the repopulation and the economic revival of Italy's less developed areas. The underlying idea is that increasing the number of people who live in peripheric towns or little villages can help to stop the depopulation of the inner areas of the country, bringing long-term benefits to the hosting community.

Effectiveness

South Working Castelbuono has been collaborating with the local municipality to regenerate under-utilised public spaces, creating the first public coworking space in Italy. Once hit by depopulation, nowadays Castelbuono offers long-stay accommodation to remote workers.

Sustainability

South Working Castelbuono sustains itself through self-financing and public subsidies. In particular, the municipality of Castelbuono outsourced to *South Working Castelbuono* the management of public spaces of historical and cultural value.



Replicability

Although remote working is not applicable to all sectors, there are enough reasons to think that *South Working* is set to expand over time if teleworking continues to be practised. This initiative is replicable not only in other regions of the South but in all the inner areas of Italy. Along with the provision of working spaces, the project can be enhanced through the offer of orientation and training, as well as the development of new forms of employment and self-employment for NEETs or people who want to relocate to rural areas.

Context

As the pandemic has forced the implementation of remote working, many workers - especially young Southerners who had previously moved to the north of Italy or abroad - have decided to relocate to the countryside or the South of Italy and to work from there. According to the research conducted by *South Working* in collaboration with *SVIMEZ*, 85.3% of those interviewed would go or return to live in the South of Italy if it was possible to keep their jobs remotely.

Resources

The project was initiated by a local association called *Social Green Hub*, which manages a public asset of historical and cultural value entrusted by the public administration.

Evidence of success

So far, *South Working* has managed to attract many young people to the South of Italy. Thanks to this initiative, many young people could keep their jobs while living on a permanent basis in other regions of the country, contributing to the economic and social rebirth of these territories.



4.5 FOOD

LA RUCHE  QUI DIT OUI !



La Ruche qui dit Oui

#France #Rural-Urban

With **La Ruche qui dit Oui**, farmers sell their products directly to customers who pick them up at specific locations called "hives" and at specific times. It works with nearly 10,000 farm producers, carefully selected for their know-how and the quality of their products, and who are based on an average of 60 kilometres from where their products are sold. A hive can be organised by anyone using the resources available on the company's website.

- Website: <https://laruchequiditoui.fr/fr>
- Instagram: <https://www.instagram.com/laruchequiditoui/>

Innovation

La Ruche qui dit Oui aims at helping people consume locally while ensuring that farmers are paid the right price for their products without a loss to a supermarket margin. There is only one intermediary who is *La Ruche qui dit Oui*, through their platform. A hive can be organised by anyone using the resources available on the *La Ruche qui dit oui* website.

Effectiveness

La Ruche qui dit Oui provides transparency to customers. It is a short-circuit economy system: that cuts the costs of intermediation and ensures farmers get paid fairly for their products and customers consume locally thus reducing the impact on the environment.

Sustainability

By reducing the number of intermediaries between producer and consumer, the short circuit can prevent the products from being wasted, reduce packaging and pollution, and ensure a fairer income for producers.

Replicability

This practice can be replicated in any area surrounded by farms and producers willing to sell their products locally and contribute to a more sustainable way of consuming. *La Ruche qui dit Oui* is a source of inspiration for the YURI project because it is a successful example of rural and urban populations working collectively.



Context

La Ruche qui dit Oui was created in 2011 in response to the fact that generally consumers have access to low-quality products with little information about where and how they are produced and that farmers are paid a price that is not fair because of supermarket margins, which is causing a drastic number of people interested in this profession. *La Ruche qui dit Oui* created a tool to connect these two ends (consumers and farmers) so both could satisfy each other's needs.

Resources

The resources needed for such an initiative are a study of the dynamic of the territory; a place to develop the activity with offices and rooms to store the material and products; a network of producers and customers; choosing the most suitable legal status (association or micro-business).

Evidence of success

La Ruche qui dit Oui currently counts on 10 000 producers, 1500 hives in all of Europe and 210 000 regular clients.

- Source: <https://nous.laruchequiditoui.fr/la-ruche-en-chiffres/>



Pieninė

#Lithuania #Rural

Pieninė is a rural initiative that was initiated by a young woman in Krūminiai village, in the district of Varėna. The initiative was born as a green individual entrepreneurship practice, which now has transformed itself into a collaborative entrepreneurship based on a rural-urban collaboration project.

- Facebook: <https://www.facebook.com/pienine/>

Innovation

Pieninė is a bakery situated in a remote village. In Lithuania, there are some tendencies of young people leaving urban centres for alternative forms of living with most of them deciding to keep their jobs and to continue working remotely. Very few people make the decision to start a locally-based business, which is oriented towards the supply of local populations, as it comes with risks and challenges at the same. The experience of *Pieninė* and the person who started this initiative is quite different, as the initiator did take a risk and started a locally based business in a remote place, where the initiator's parents own private property.





Effectiveness

The owner of the bakery is a young woman who moved from Vilnius to start a business in her father's childhood place. Moving to a village, which has given her the opportunity to start a baking business, can be seen as a good practice of effectiveness, as in Vilnius it would have been a much bigger challenge to start a bakery, because of more competition, as well as other factors that create hardships when starting similar business ideas.

Sustainability

The bakery uses natural and ecological products. It also employs local people.

Replicability

This good practice has a huge potential to become an inspiration to young people aspiring to start a business in a remote rural area. *Pieninė* shows that no matter what your age, gender or experience is with high motivation and family support it is possible to start a business in a place, which you have not taken into account before. As of recently (2022) *Pieninė* has succeeded to start a new branch of the bakery at Švenčionėliai Railway Station building.

Context

Pieninė is based in a rural village and has been providing products to other villages and towns nearby.

Resources

The main resources needed to start the project were the financial basis, baking skills and competences.

Evidence of success

In the district of Varėna, a small bakery called *Pieninė* was opened. Until this day this bakery is open for locals and village guests. Recently, in 2022, the initiator of *Pieninė* decided to expand her business and to open a cafe in the district of Švenčioniai, in the town of Švenčionėliai. The business growth and expansion into 'new territories' proves the success of this initiative.



Restaurant Mescladís - Cuinant Oportunitats (Cooking opportunities)

#Spain #Urban

Mescladís is an organisation founded in Barcelona, which works towards being a model entity in Immigration Management and a reference in Social and Solidarity Economy. They foster opportunities for people without documentation who, through training and employment, can regularise their legal status in Spain.

- Website: <https://www.mescladis.org/noticia/restaurante-escuela-mescladis>
- Instagram: <https://www.instagram.com/espaimescladis/>
- Youtube: <https://www.youtube.com/user/Mescladistv/videos>

Innovation

Mescladís is formed by a school and various restaurants in which their students receive training and improve their knowledge and skills during their internships. This model provides an optimal situation for training in a professional environment and supports their entry into the labour market.

Effectiveness

The *Cuinant Oportunitats* programme offered by *Mescladís* is carried out in spaces open to the public where students, while implementing what they have learned, raise awareness on issues related to immigration and diversity, making food a tool for intercultural encounters, social and labour integration. At the end of the training period in their school, students carry out internships in companies and restaurants. This reinforces their competences while providing them the opportunity to obtain an employment contract.

Sustainability

Mescladís is an economically sustainable project. The income generated by their economic activities is entirely destined for their social programmes, allowing them to offer job opportunities to students trained in their school and reinforcing the network with local suppliers. They have become a reference project in the field of catering in Barcelona, within a model of social and solidarity economy. Through their activity, they promote the consumption of local and sustainable products. They have also eliminated bottled water: in fact, the water served is filtered when served, which makes it free of chemicals and environmentally friendly.

They recently incorporated into the project the production of the craft beer *Birra Mescladís*, which will reinforce their economic sustainability and training programme even more.



Replicability

This initiative is replicable and based on the assumption that food is perhaps the main way to come into contact with different cultures. The potential of *Mescladís* is based on its vision of creating spaces for dialogue, debate and reflection around migration processes through food. *Mescladís* aims, on the one hand, to offer spaces for intercultural dialogue and awareness and, on the other hand, to act as an economic tool that contributes to the social inclusion of people in a situation of vulnerability.

Context

Mescladís was created as a response to the injustice and lack of rights of migrants considered 'illegal'. Through their actions, they want to address migration policies which lead to even more vulnerable situations trapping people in a paradoxical situation: they cannot regularise their situation in the new country unless they have an employment contract, but they cannot obtain employment contracts if they are undocumented.

Resources

The programme includes theoretical and practical classes for three months (for a total of 120 hours). For training in food handling and learning about different types of diets, the programme includes the collaboration of nutritionists. This technical training is accompanied by gastronomic culture classes, English and Catalan language classes and workshops that allow students to develop their transversal competences. During the training, the participants receive personalised guidance, accompaniment and follow-up. Last but not least, *Mescladís* serves as a mediator between students and companies where they can carry out internships, which is very important considering that most of those who participate in their itinerary often do not have the resources to enter the selection process within these companies.

Evidence of success

In the last 15 years, *Mescladís* has established itself as a recognized social project and a benchmark in the social and solidarity economy. In these 15 years, 920 students have participated in their programme as kitchen assistants and waiters/waitresses. 33% of the participants have obtained a contract with companies in the sector and regularised their legal status.



Best Practice Restaurant Mescladís - Cuinant Oportunitats
(Cooking opportunities)



4.6 NETWORKING AND ACCOMPANIMENT FOR SOCIAL ENTERPRISES AND ENTREPRENEURS



AddioPizzo Travel

#Italy #Rural-Urban

The cultural association **AddioPizzoTravel** was founded in 2009 as a branch of *AddioPizzo*, an anti-mafia association that was founded in Palermo by a group of young volunteers. *AddioPizzoTravel* works in the tourism sector, gathering different hotels, B&Bs, restaurants, agri-food businesses, transport agencies and other suppliers that decided to resist Mafia extortion. *AddiopizzoTravel* network is made by businesses that do not pay “pizzo” (slang word for protection money paid to the Mafia) or that operate on lands confiscated to the Mafia.

- Website: <https://www.addiopizzotravel.it/>

Innovation

AddioPizzo Travel is an innovative enterprise and an ethical business in the tourism sector since it built its business model around ethical consumerism and responsible consumption. The tourist offer focuses not only on the natural, artistic and cultural aspects of Sicily but it also aims to raise awareness on the story of the anti-mafia movement.

Effectiveness

Since its foundation, more than 18000 travellers have taken a trip organised by *AddioPizzo*. A share of the revenue is devoted to associations and organisations engaged in the fight against Mafia, in order to support their social commitment and to contribute to the development of an economy based on legality and solidarity. By leveraging the purchasing power of tourists, *AddioPizzo Travel* has created new opportunities for local businesses, contributing to the economic and social development of the territories.



Sustainability

Addiopizzo Travel finances itself through the sale of products and services, ensuring both environmental and economic sustainability. Over the years, many companies joined the *AddioPizzo Travel* network and an increasing number of consumers bought “pizzo-free” trips.

Replicability

Although *AddioPizzo* is closely connected to the territories in which it operates, this model is replicable in other areas. *Addiopizzo* extended its activities in three Italian cities and the network has been growing at a rate of 100 new businesses per year. According to the founder, tourists often take inspiration from *AddioPizzo* and organise similar ethical tourism initiatives in their territories.

Context

In Sicily, the Mafia has historically used racketeering to control the territory and entrepreneurs have often been forced to pay “pizzo”. According to the National Union of Enterprises, 70% of enterprises in Sicily are victims of Mafia extortion, which accounts for more than 160 million euros a year from shops and businesses in the Palermo region.

Resources

The association is managed by three people, assisted by some collaborators (including cultural mediators, tour guides and other professionals) working on a voluntary basis. The enterprises that belong to the network play an important role in the association, offering competitive prices and contributing to the development of new services.

Evidence of success

Addiopizzo Travel generated a turnover of approximately 18 million euros, which has been taken away from the Mafia and reinvested in the local territory.



impulsem



Impulsem

#Spain #Urban

Impulsem is a non-profit social initiative located in the Raval district of Barcelona. Since the 90's they have been working to improve the quality of life of the citizens, developing actions in the educational, social, labour and permanent training fields. Established as a cooperative in 2005, they are distinguished for their innovative vision in the social and economic development of the territory, making all the agents responsible and involving them in the search for new educational and occupational models.

- Website: <http://www.impulsem.org>
- Twitter: <https://twitter.com/impulsemsccl>
- Instagram: <https://www.instagram.com/impulsem>

Innovation

Impulsem promotes alternative educational models based on personalised itineraries aimed to foster social and labour insertion.

Effectiveness

Impulsem's practice is based on five steps:

1. Detecting needs
2. Capturing opportunities
3. Acting with the community
4. Building social network
5. Having a team of qualified professionals with wide experience and a broad background

Sustainability

Impulsem assists and accompanies young entrepreneurs in the development and consolidation of their idea. They promote lines of economic activity, taking advantage of the opportunities of the territory, to generate employment with a unique and innovative methodology that makes the practice sustainable.



Replicability

Impulsem offers experiential learning as a link between education and work, and it is replicable as it is an occupational centre where youngsters can be trained and put their learning into practice.

Context

Impulsem was born from the will of a team of workers of the *Associació Can Xatarra* willing to give continuity to their social inclusion activity.

Resources

Can Xatarra counted on a permanent team of 45 professionals and a group of collaborators, from the fields of pedagogy, psychology, economics and anthropology among others. This made it possible to create their own methodology applied to the projects they developed directly in their centres, as well as, to the different services provided by other entities or the administration. For 19 years, the organisation developed actions throughout Catalonia and other Spanish autonomous communities, as well as collaborated with international projects. Having consolidated its work in the province of Barcelona and with two centres opened in the city of Barcelona, in 1995, they opened a new centre in the city of Tarragona and, in 1996, a fourth centre in the town of Santa Perpètua de Mogoda. Since 2005, constituted as a cooperative, the team continued under the name of *Impulsem*, with the enthusiasm to work locally and open its doors to the citizens of the Raval.

Evidence of success

Up to now, *Impulsem* has implemented around 16424 hours of professional training in its 64 courses with a total of 1063 training beneficiaries.



RURALTIVITY : Lanzadera de Emprendedoras Rurales

#Spain #Rural-Urban

Ruraltivity is a platform for promoting self-employment initiatives and a support device for training, information and advice in the social field. Its work is organised in three phases:

1. Initial phase, when you have an idea that you want to implement but you have not yet done anything for it, or when you have several ideas and do not know which one to decide on.
2. Intermediate phase, when you are starting your self-employment or entrepreneurship activity, you have the idea and you have carried out some action.
3. Final phase, you have developed your idea but you still need specific support in some areas of your business: marketing, distribution, legal advice, rethinking the market environment, opening new lines, etc.

- Website: <https://www.ruraltivity.com/>

Innovation

This practice is innovative because it helps people of any age, with a business idea to shape it and promote its launching and development.

Effectiveness

Many entrepreneurial ideas have been implemented and are currently working thanks to the support provided by *Ruraltivity*.

Sustainability

The majority of entrepreneurship initiatives that have been accompanied by *Ruraltivity* take place in rural areas and follow ecological and sustainable principles.

Replicability

A similar initiative can be carried out in any territory, taking into account the resources of the area and the business opportunities.



Context

Relativity's activities have been carried out in the province of Ciudad Real and in other localities of Castilla-La Mancha

Resources

A specialised team and well as a platform are needed to set up similar initiatives-

Evidence of success

It is demonstrated that there are currently several businesses in operation, which have been accompanied in the process of entrepreneurship. *Ruraltivity* rural entrepreneurs grow by more than 54% in one year.

During the last year, *Ruraltivity* has grown to integrate 327 entrepreneurship projects in towns throughout Spain.

A meeting of rural women is held annually, in the year 2022 they have brought together more than 300 entrepreneurs.



4.7 RECYCLING SERVICES



Alencop

#Spain #Urban

Alencop was created for two main reasons:

1. To respond to a problem of waste collection in urban areas
2. To guarantee dignified living conditions to vulnerable groups of people

Alencop is a project aimed at Sub-Saharan people living in Barcelona and who are users of the *Office of the Irregular Settlements Plan (OPAI)*.

- Website: <https://alencop.cat>
- Facebook: <https://www.facebook.com/AlencopEconomiaCircular>

Innovation

Alencop matches social and environmental innovation standards. In fact, it generates employment for people in vulnerable conditions, facilitating the regularisation of the legal status of migrants from the Sub-Saharan area. At the same time, it promotes and carries out the collection of iron waste and other materials such as rubber and electrical devices, which can be reused or properly recycled.

Effectiveness

The addition of *Alencop* to the social association *Andròmines* (<https://andromines.net/>) is effective in boosting the waste reuse and treatment circuit, promoting circular economy and the inclusion of people at risk of social exclusion.

Sustainability

Alencop promotes sustainability by encouraging the reduction of waste, its reuse and ultimately its recycling.

Replicability

Alencop is an easily replicable initiative as waste is produced everywhere and often it is not properly reused or recycled. Among its activities, *Alencop* offers workshops and lectures to share their knowledge and raise awareness on waste production, reuse and recycling.



Context

Alencop was born to complement the work done by *Andròmines*.

Resources

Alencop was created based on the experience and installments of *Andròmines* which currently incorporates a third of *Alencop*'s senior staff.

Evidence of success

Alencop is part of: *Barcelona + Sostenible* (<https://www.bcnsostenible.cat/>), a map that gives visibility to the contribution of small social and sustainable initiatives that help improve the city of Barcelona. It is also included in the *Pam a Pam* (<https://pamapam.org/ca/>) collaborative map that shows points of responsible consumption and solidarity economy in Catalonia and in the *Solidarity Economy Network of Catalonia* (<https://xes.cat/>).



Carton Plein is an association created in 2012, that promotes the reuse of old boxes to avoid throwing them away unnecessarily when they are still in good condition. The prices offered are lower than new boxes, but *Carton Plein* also provides moving services carried out using electric bicycles, thus considerably limiting the carbon footprint compared to a traditional removal by van. *Carton Plein* also has a social aim, as it hires people in precarious situations and with professional difficulties among which a large number of individuals with migration backgrounds.

- Website: <https://cartonplein.org/>
- Instagram: https://www.instagram.com/cartonplein_asso/?hl=fr

Innovation

Carton Plein helps people move by applying an environmentally friendly and inclusive circular economy method. It avoids waste, it acts locally, and it trains job seekers.

Effectiveness

Carton Plein offers training in bicycle delivery and offers employment opportunities while promoting a more environmental way of moving.

Sustainability

Apart from the moving services offered, *Carton Plein* also has an online store of boxes. Nevertheless, the training component of *Carton Plein* is in expansion and is now engaged in two directions: an internal work of valorisation of the skills acquired by bikers and the creation of a major school for bicycle professions in partnership with *Etudes et Chantiers* (<https://etudesetchantiers.org/>) and *La Petite Rockette* (<http://www.lapetiterockette.org/>).

Replicability

This initiative can be replicated anywhere. It can be a great inspiration for those aiming at creating a social, sustainable and collective initiative.



Context

All the workshops of *Carton Plein* are situated in the urban context of Paris.

Resources

The resources needed to start and carry out such an initiative are an original idea, experience in recycling materials, a space, financial resources and social workers skills.

Evidence of success

Up to now, those are the numbers showing *Carton Plein's* success:

- 674 trained people;
- 174.535 km travelled by bicycle;
- 109.189 hours of work carried out by people at risk of exclusion;
- 4 workshops.



Ruta de los Silos: Titanes de La Mancha

#Spain #Rural-Urban

The “**silos**” are buildings where farmers used to store the grain of the crops. Since 2019, the Asociación Laborvalía (<https://laborvalia.es/>) and Ink and Movement (<https://inkandmovement.com/>) joined forces to promote the social inclusion of around 450 people with different abilities, who collaborated with a team of fourteen international artists, led by Okuda San Miguel (<https://okudasanimiguel.com/>), one of the most internationally recognized Spanish urban artists, with the objective of promoting urban art and the recovery of rural heritage (*silos*) of Castilla-La Mancha.

- Website: <https://iamtitanes.com/>
- Further info: <http://www.recorriendoemoto.es/2019/08/titanes-de-la-mancha.html>

Innovation

This practice is innovative because it has helped old buildings to become sites of tourist interest. A total of 10 *silos* were redecorated and are now part of a route that can be done by bicycle, motorcycle or car, making stops to enjoy the scenery and the interior of the silos.

Effectiveness

This practice combines the redecoration of cities and towns with the inclusion of people with different abilities. It has an economic impact because it generates employment and at the same time attracts people from other territories to enjoy the landscape and the richness of the towns where the silos are located.

Replicability

This initiative can be replicated anywhere there is a heritage that needs to be revalued, and where synergy can be created among actors with different expertise (social inclusion of people with intellectual, cognitive and functional diversities and artists).



Context

This practice has been developed in different towns in the province of Ciudad Real: Calzada de Calatrava, Ciudad Real, Corral de Calatrava, Herencia, La Solana, Malagon, Manzanares, Porzuna, Villanueva de los Infantes. In each of these places, there is a painted silo that can be visited.

Similar initiatives have been carried out in other places, where building facades and garage doors have been painted.

Resources

The initiative was promoted by the Province Council.

Evidence of success

This initiative was successful in generating social inclusion, rehabilitation of local heritage and tourism in rural areas.



Tiganokinisi

#Cyprus #Urban

Tiganokinisi (frying pan movement in Greek), is an educational environmental programme that collects used cooking oil (UCO) to provide a source of income to schools and promote investments in sustainable practices and education. It is implemented by the NGO AKTI Project and Research Center (www.akti.org.cy) and the Pedagogical Institute of Cyprus under the auspices of the Ministry of Education, Culture, Sport and Youth. *Tiganokinisi* is structured as follows: public schools express their interest to install a collection barrel in their premises and their students are asked to bring UCO from home. AKTI collects and sells the UCO to conversion factories to be transformed into biofuel. The profits from the sale of the UCO are proportionally distributed back to schools through the Pedagogical Institute of Cyprus and the Ministry of Education to be invested in environmentally friendly practices and green infrastructure. Part of the income goes to fund the environmental education activities that are offered through the *Tiganokinisi* project. Local authorities and businesses are also engaged as they donate their UCO (or part of their UCO) as part of their corporate social responsibility programmes to schools.

- Website: <http://tiganokinisi.eu/>

Innovation

The innovation of the *Tiganokinisi* lies within the ability to combine the management of harmful waste with providing funds for the practical application of sustainable technologies to schools. It also offers innovative tools to raise awareness, educate students and involve local society in finding solutions to societal challenges.

Effectiveness

Since 2012, over 85% of Cypriot Schools have been involved in *Tiganokinisi*, and 800 tons of UCO have been collected and converted into biodiesel so far. More than 500.000 euros have been returned to schools to be invested in green infrastructures and sustainable practices and educational activities. More than 800 sustainable practices have been adopted by schools revolving around greening of the school environment, purchase of sustainable infrastructure and technologies, and awareness-raising activities.



Sustainability

Tiganokinisi is a self-sustained practice since it covers all administrative costs through the sales of UCO. It is supported by governmental institutions and other stakeholders. The programme provides the funds for practical application of sustainable technologies in schools and offers innovative tools to raise awareness, educate students and involve local society in finding solutions to societal challenges.

Replicability

From a pilot project involving 10 schools in 2011, the project has grown into a nationwide initiative, with the participation of 400 schools across the whole country. The simplicity of the action – collecting oil from your home – makes the project transferable to other countries in Europe, where waste remains a key concern and environmental sensitivity is on the rise. A key condition of such a transfer would be political support and partnership with relevant educational authorities.

Context

In 2012, the NGO *AKTI Project and Research Centre* in collaboration with the *Pedagogical Institute* decided to address the problem of domestically used cooking oils with the design, development and implementation of a social project, and with a solution-oriented approach, to prove that a harmful waste can be transformed into a source of income and innovation for the most vulnerable group of our society: children.

It began as a pilot experience in five schools in the school year 2011–2012, but currently it includes over 85% of Cypriot schools.

Resources

The project received all the necessary permissions and was launched in collaboration with the *Pedagogic Institute*. A collection vehicle and equipment were purchased and collection drums were placed in participating schools. Human resources to initiate the programme were provided by *AKTI* and the *Pedagogic Institute*.

Evidence of success

Tiganokinisi is a very successful example of social entrepreneurship and it has been embraced by communities in both urban and rural areas through schools. Since its launch in 2011, it has become one of the most important examples of environmental and social interventions in Cyprus. It is included in the official *Analytical Programme of the Pedagogic Institute of the Cypriot Ministry of Education* and it has received several international acknowledgements.

5

LEARNING PATH AND ACTIVITIES FOR COMPETENCE DEVELOPMENT OF COLLECTIVE, GREEN, SOCIAL ENTREPRENEURS



5. LEARNING PATH AND ACTIVITIES FOR COMPETENCE DEVELOPMENT OF COLLECTIVE, GREEN, SOCIAL ENTREPRENEURS

Between November 2022 and April 2023, the partner organisations carried out a blended 20-hour training for youngsters called: "**Competence development for collective green entrepreneurship**". The main objective of this training was to help participants build the necessary competences and social-emotional skills to successfully engage in **collective green social entrepreneurship projects** (ie. identification of vocation, cooperation and teamwork, intercultural competence, leadership, learning to learn, critical thinking, social sensitivity, territorial awareness, problem-solving, identification of own and community needs, engaging with local stakeholders, etc.), taking into account the importance of urban-rural interconnectedness, the potentiality of digital contexts to breach distances, and the know-how to search for and identify the necessary resources to support entrepreneurial initiatives.

In the previous months, the partner organisations selected the specific competences that they considered useful to work on, based on the **Entrepreneurship Competence Framework (EntreComp)**⁶⁸, and subsequently built a learning path and a set of specific activities that could be carried out during the online and face-to-face sessions of the training. They agreed that the work would need to follow those steps:

1. Create a "**safe and creative space**" where participants feel that their ideas are welcome and listened to, without judgement. For this to happen, we need to propose activities that enhance team-building and have the group agree on basic rules that need to be followed during the pilot.
2. Guide participants in a process of **self-consciousness**: *What are my beliefs? What are my prejudices? What do I like and what do I not like about the place where I live? How would I make it better?*
3. Guide participants while they **define/discover their objectives, talents, desires, competences** and create **proposals** of collective social and green entrepreneurship.

Below you will find the competences selected and the corresponding activities created for this training and implemented in the local pilots. Keep in mind that you can also use the Get to know each other activities, team buildings, ice-breakers, energisers and evaluation activities described in [Chapter 2](#).

68 European Commission. Entrepreneurship Competence Framework (EntreComp). Employment, Social Affairs & Inclusion. <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>



Introductory activities

How are you with a statue

Expectations and fears

The ideal entrepreneur



SOCIAL AND PERSONAL SKILLS

Competence	Activity
Coping with uncertainty and risk	<u><i>Spaghetti tower</i></u>
Creativity	<u><i>Idea generator</i></u>
	<u><i>Make it big</i></u>
Climate awareness	<u><i>What am I wearing</i></u>
Ethical and sustainable thinking	<u><i>Sustainable Development Goals (SDGs) in Practice</i></u>
	<u><i>Unusual paperclips</i></u>
Motivation	<u><i>In Search of Success</i></u>
Self and social awareness	<u><i>Chest of ideas</i></u>
	<u><i>Image theatre: from real to ideal</i></u>
	<u><i>Welcome to diversity</i></u>



COMMUNICATION SKILLS

Competence	Activity
Conflict management	<u><i>Chairs</i></u>
	<u><i>Non-violent communication</i></u>
	<u><i>The orange</i></u>
Promotion	<u><i>The main character</i></u>
Verbal and non-verbal communication	<u><i>Broken phone</i></u>
	<u><i>Looking for oranges</i></u>
	<u><i>Plasticine Art</i></u>
	<u><i>Poet and translator</i></u>
	<u><i>Rainbow of communication</i></u>
Working with others	<u><i>Memory Game</i></u>

ORGANISATIONAL AND DIGITAL SKILLS



Competence	Activity
Decision making	<u><i>Mines</i></u>
Mobilising resources	<u><i>Entrecomp - Treasury of competences</i></u>
	<u><i>SWOT Analysis</i></u>
Looking for and finding opportunities	<u><i>Recipe for success</i></u>
	<u><i>Think a business</i></u>
Planning and managing	<u><i>Stairs of ambition</i></u>
Taking the initiative	<u><i>Long sticks</i></u>
TRANSVERSAL	<u><i>Creation and presentation of stories through the Theatre of the Oppressed</i></u>
	<u><i>Dream it, Create it, Promote it</i></u>

5.1 INTRODUCTORY ACTIVITIES

Activity How are you with a statue

By	La Xixa	Online/Offline	Face-to-face
Number of participants	Between 8 and 20 participants		
Objectives	<ul style="list-style-type: none"> ● To generate focus and break the ice ● To express how we are feeling with our body 		
When to do this activity?	At the beginning of a session	Duration	Between 15 and 30 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles		

Step by step description

1. Ask participants to stand in a circle.
2. Each person has to ask the person facing them across the circle how they feel. The answer has to be in 3 words (for example: happy, motivated, tired). The person that asked the question takes a step forward and has to express one of the 3 words with a statue or corporal figure. The two people standing next to the statue, have to represent the other 2 words.
3. The person who has said the 3 words can get closer and modify the statues until they are happy with the result. When the person feels the three statues represent how they feel, they clap their hands in approval and the 3 people stop doing the statue, release the statue and go back to the circle.

Repeat until everyone in the circle has expressed their 3 feelings.

Closing up

Thank everyone for their participation and welcome the diversity of feelings/states present in the room.

Comments/hints for facilitators

With this activity we awaken the body, but we also practise listening, interpreting and welcoming the different approaches and feelings present in the group. We also take a moment to listen to ourselves and perhaps recognise ourselves in what others say, we listen to our body, to its memory and wisdom.



Introductory activities: How are you with a statue



Activity Expectations and fears

By	La Xixa	Online/Offline	Online and/or Face-to-face
Number of participants	Between 8 and 20 participants		
Objectives	<ul style="list-style-type: none"> To share expectations and fears connected to the participation in the workshop/training 		
When to do this activity?	Beginning	Duration	Between 16 and 20 minutes
Material needed	<p>Online version:</p> <ul style="list-style-type: none"> Laptops/phones Online meeting platform Jamboard <p>Face-to-face version:</p> <ul style="list-style-type: none"> Flipcharts Post-its Pens or markers 		
Preparation	Prepare flipcharts/Jamboard: one for expectations and the other for fears		

Step by step description

1. Explain to the participants that there are two flipcharts/Jamboards: one for expectations and the other one for fears.
2. Ask participants to take 5 minutes to think about their expectations and fears connected to the workshop/training and write them on post-its: 1 expectation and 1 fear per post-it, and to place them on the corresponding flipchart/Jamboard.
3. When they are done, group the expectations and fears collected and then read them aloud asking the participants if they want to share anything.

You can add a third flipchart/Jamboard to ask participants which topics they would like to address during the workshop/training

Closing up

Thank everyone for their participation.



Activity The ideal entrepreneur

By	Élan Interculturel	Online/Offline	Face-to-face
Number of participants	Between 3 and 30 people		
Objectives	<ul style="list-style-type: none"> ● To identify the resources necessary for entrepreneurial initiatives ● To foster team building 		
When to do this activity?	Beginning	Duration	45 minutes
Material needed	<ul style="list-style-type: none"> ● Flipcharts ● Markers ● Tables (optional) 		
Preparation	None		

Step by step description

1. Divide the participants into groups of 3 to 5 people and give them one flipchart per group and markers.
2. Ask each group to draw the silhouette of a person on a flipchart.
3. Ask the participants of each group to discuss and agree on the qualities that a person that wants to start an entrepreneurial initiative should have.
4. Once they have agreed on those qualities, ask them to represent every quality with a drawing or a symbol in a location of the silhouette (for example: if they want to represent the quality of being a good listener, they can draw more ears where the ears should go, or if they want to represent proactivity, they can draw arrows in the legs).
5. Then ask them to discuss and agree on what external resources an entrepreneur needs (money, support, computer, network, etc.) and to represent them around the silhouette.
6. Invite participants to present their drawing to the other groups. Every group presents their work.





Activity The ideal entrepreneur

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?
- Do you believe you have any of those qualities?

Comments/hints for facilitators

Take the chance at the end of the debriefing to make an as-complete-as-possible list of qualities and resources needed to start an entrepreneurial initiative. Try to focus on those specific qualities that are needed for collective, social and green initiatives. Write them down on a flipchart that will stay in the room throughout the whole workshop.



5.2 SOCIAL AND PERSONAL SKILLS

5.2.1 COPING WITH UNCERTAINTY AND RISK

Activity Spaghetti tower

By	CESIE	Online/Offline	Face-to-face
Number of participants	Between 4 and 20		
Objectives	<ul style="list-style-type: none"> ● To foster collaboration and teamwork skills, such as verbal and non-verbal communication, listening and valuing others' ideas ● To foster the ability to cope with uncertainty and risk: prototyping through trial and error 		
When to do this activity?	Beginning	Duration	Between 35 and 40 minutes
Material needed	<ul style="list-style-type: none"> ● 20 spaghetti per group ● Paper tape ● String ● Marshmallows ● Countdown Application or Stopwatch <p>You can substitute spaghetti with wooden barbecue sticks and marshmallows with modelling clay to make the material reusable and avoid food waste.</p>		
Preparation	Organise pairs or groups of 3 to 6 people. Give materials to the participants, explain to them the rules and set the timer.		



Activity Spaghetti tower

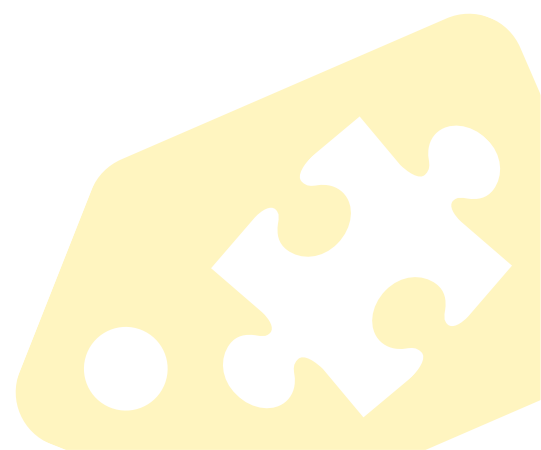
Step by step description

1. Divide the participants in groups of 3 to 6 members.
2. Give each group: 20 spaghetti and tell them that they can use the rest of the material that you will leave at the centre of the room: paper tape, strings and marshmallows.
3. Tell the participants that they have 18 minutes to build a standing spaghetti tower with a marshmallow at the top.



Variation:

You can leave the indication open and let participants decide what they want to build. Towards the middle of the exercise, you can add new material (glue, scissors, etc) and watch if the initial plans change once participants have more "resources".



Activity Spaghetti tower

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- What was the hardest part of the challenge?
- What would you do differently if you had the chance to redo the activity?
- How did you work as a group? Who took the leadership? What were the roles?

After the discussion, you may describe some of the key lessons of the spaghetti tower challenge: Researchers found that kids perform better at this task than business school students because the first spend more time playing and prototyping while the latter spend too much time thinking about what the perfect structure should look like and finally run out of time. The lesson here is that testing is fundamental in business design: to start a successful business, you need to test your product or service, collect feedback and make improvements. Many projects fail because they move too quickly from the planning phase to the final solution, without spending enough time experimenting and spending all their resources on something that does not bring the expected results. Any business should first identify the minimum viable product to receive immediate feedback, then implement the new learnings in the next prototype.



Comments/hints for facilitators

This activity can be used with different purposes: it can be used to start a reflection about skills and resources needed in collective projects or, for example, to trigger both creativity and teamwork.

Resources

Ramponi, A. (n.d.). The Marshmallow Challenge: Team Bonding and Building. in *Marshmallow Challenge. Facilitator Guide*. https://smile.oregonstate.edu/sites/smile.oregonstate.edu/files/marshmallow_challenge.pdf



SOCIAL AND PERSONAL SKILLS: Spaghetti tower

5.2.2 CREATIVITY

Activity Idea Generator

By	Xwhy	Online/Offline	Face-to-face
Number of participants	Between 2 and 20		
Objectives	<ul style="list-style-type: none"> ● To foster creative and critical thinking ● To learn how to generate and evaluate creative business ideas ● To enhance self-confidence 		
When to do this activity?	Beginning	Duration	60 minutes
Material needed	<ul style="list-style-type: none"> ● Paper sheets ● Pencils or pens 		
Preparation	None		

Step by step description

1. Explain to the participants that in the first part of the activity they will be asked to do a self-assessment. Ask them to use a paper sheet and a pencil or pen to list their talents, skills and knowledge and give them some examples that can help them:

Talents are things that come naturally to you, and they can be:

- Good communication
- Creativity

Skills are things that you have learnt, like:

- Speak a foreign language
- Programme in HTML

Knowledge is made of things that you are aware of through studies and experience:

- Knowledge of the health and fitness industry
- Knowledge of the banking and financial services sector



Activity Idea Generator

Step by step description

2. While the participants are working on their self-assessment, ask them to include more information about:
 - Their personal and social life, passions, hobbies and interests;
 - What are you passionate about?
 - What interests you?
 - What do you do in your free time?
 - What do you wish you could do for a job?
3. Once they are done, ask the participants to form pairs and exchange their paper sheets. Ask them to check if there is anything missing in the other participant's list and to add it. In order to do that, they may ask each other questions, which may help to have a better idea of each other's talents.
4. Now ask each pair to come up with a "business" idea that combines items from both lists. For example, the couple of participants may be good at foreign languages, digital communication and have in-depth knowledge in the fitness field, therefore their business idea could be to start a fitness consultancy company providing its services online to different audiences in different languages.
5. Once all the groups are finished, ask them to come back to the big group and present their business ideas.

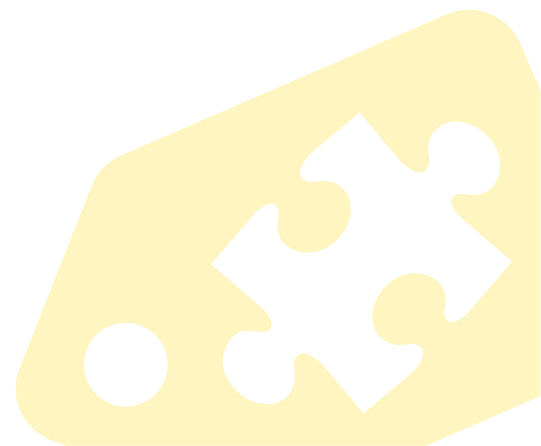
Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was it easy to make the self-assessment?
- If not, what was the most difficult part?
- How did you feel when your partner continued your list of talents, skills and knowledge?
- How was it to create a project based on the combination of your talents, skills and knowledge?

Resources

ETTE Training Programme <http://eteeproject.org/training-programme/>



Activity Make it big

By	La Xixa	Online/Offline	Face-to-face
Number of participants	Between 10 and 20		
Objectives	<ul style="list-style-type: none"> ● To share personal stories ● To foster verbal and non-verbal communication in a creative way ● To foster active listening and attention ● To foster imagination and crivity ● To foster the use of the body to interpret personal stories 		
When to do this activity?	Middle	Duration	15 minutes
Material needed	Big room or open space where participants can move freely		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles		

Step by step description

1. Ask participants to create two lines facing each other with the same number of participants in each one. Participants should stand in a way that each participant in row A has a pair in row B. Important: between A and B there should be around 3 to 4 metre distance.
2. Now ask participants in row A to tell a personal story in 1 minute (they will do so all at the same time). You can choose a topic (for example, ask for a story related to a childhood memory connected to an excursion/trip/visit in the urban or rural environment) or let each participant choose which kind of story they would like to share. The participants in row B will have to listen carefully to the story, without interrupting nor asking questions.
3. Once the time is up, ask the participants in row B to interpret their pairs' story through a dance. They have 1 minute to do so.



>> Step by step description

4. Now ask participants in row B to tell a personal story (it can be answering the same question as before or another one). The participants in row A should only listen to the story, without interrupting nor asking questions.
5. Once the time is up, ask the participants in row A to interpret their pairs' story, creating a musical (using voice and movement). They have 1 minute to do so.

Closing up

Guide the debriefing using the following questions:

- What was easy?
- What was difficult?
- How was it to tell/listen to a story while more people were speaking at the same time?
- How did you feel telling your personal story?
- How did you feel interpreting someone else's story?
- How did you feel while your story was being interpreted by another person?

Comments/hints for facilitators

The confusion determined by the participants telling their story at the same time is part of the activity and should be welcomed. This activity is meant to work, in fact, on various skills at the same time: active listening, attention, memory, creativity, use of the body and the voice. We usually start with the dance and then continue with the musical, to increase the difficulty since the musical requires both verbal and non-verbal communication. However, both lines of participants can be asked to dance, for instance.



5.2.3 CLIMATE AWARENESS

Activity What am I wearing

By	CEPAIM	Online/Offline	Face-to-face
Number of participants	Between 5 and 20		
Objectives	<ul style="list-style-type: none"> ● To raise awareness on responsible consumption ● To investigate the products we consume on a daily basis ● To assess the environmental impact of our choices ● To highlight the value of sustainable development ● To promote a space for dialogue and debate among participants 		
When to do this activity?	Middle	Duration	30 minutes
Material needed	<ul style="list-style-type: none"> ● Big room/space ● Tables ● Chairs ● Paper sheets ● Markers ● World map ● Selection of everyday items 		
Preparation	Place the tables and chairs in a U shape and the world map at the centre		

Step by step description

1. Ask participants to check the labels on the clothes they are currently wearing to see where they were made.
2. Once they have done so, ask them to point out those places on the map.
3. Start a discussion by asking questions:
 - Why are the clothes made there?
 - How many kilometres do they travel and what is the environmental cost?
 - How much oil is needed to bring them to us?



Activity What am I wearing

Closing up

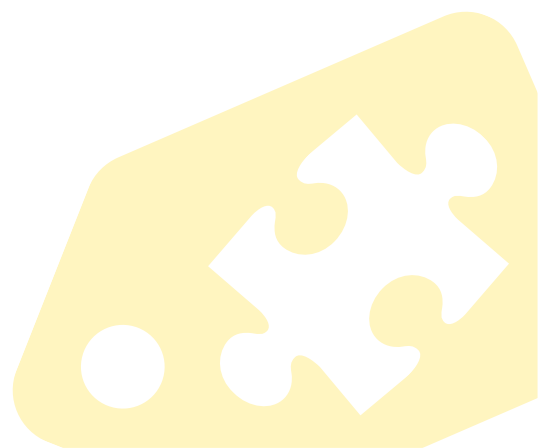
Close the activity raising awareness on the environmental impact of the clothes or appliances we wear/use and whether we can reduce this type of consumption through more sustainable purchases and by informing ourselves before purchasing a garment or product.

Comments/hints for facilitators

This exercise can be done with other goods, such as food, toys, electronic devices, etc.

Resources

Etapainfantil.com. World map <https://www.etapainfantil.com/wp-content/uploads/2015/11/Mapamundi.jpg>



5.2.4 ETHICAL AND SUSTAINABLE THINKING

Activity Sustainable Development Goals (SDGs) in Practice

By	Xwhy	Online/Offline	Online and/or Face-to-face
Number of participants	Between 5 and 30		
Objectives	<ul style="list-style-type: none"> To introduce to ethical and sustainable thinking, which could be found both at individual and organisational level, as well as to the UN 17 SDGs goals 		
When to do this activity?	Middle	Duration	Between 45 and 60 minutes
Material needed	<ul style="list-style-type: none"> Pens Post-its Phones or computers with Internet access Paper sheets SDGs template (to be found below) 		
Preparation	<ul style="list-style-type: none"> Print out SDGs templates 		

Step by step description

1. Divide the participants into groups of 4-5 members.
2. Assign a company to work on to each group. Examples of companies: Vinted, Patagonia, Airbnb, Nestle, Coca-Cola, Zappos, Netflix, Shopify. You can come up with different companies or ask the groups to choose companies they want to work on.
3. Distribute one SDGs template per group.
4. Ask each group to carry out a 15-20 minute research and answer the following questions:
 - Which SDGs are followed by the company?
 - Which other SDGs could be directly related to the company's mission?
 - What measures/practices are implemented internally (e.g. employee health promotion) and externally (positive impact on communities, stakeholders, environment)?
5. Ask the participants to come back altogether and share their findings.





Activity Sustainable Development Goals (SDGs) in Practice

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?
- Did anything surprise you?
- What is your personal relation to sustainability and what would be your preferences if you were looking for a job? Which SDGs of the company you are applying for would be something you would take into account?

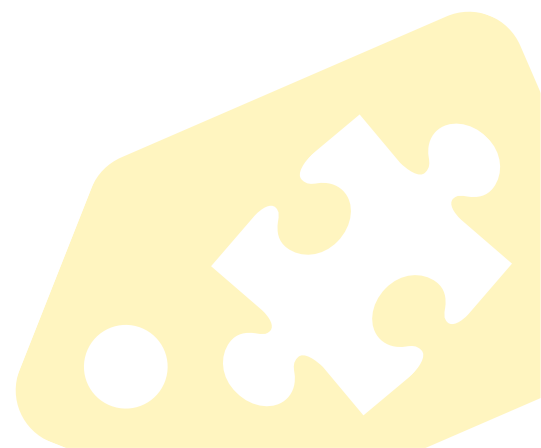
As the activity is aimed at working on financial stock companies, which in some cases tend to be purely capitalistic, it is important to have a reflection on the analysed companies while taking into account small and medium-sized enterprises, social initiatives at which the participants may look differently after this exercise.

Comments/hints for facilitators

Before you carry out this activity, it is important that you get yourself acquainted with SDGs. It will be helpful at the beginning of the task when explaining the activity, as well as at the end during the participants' presentations.

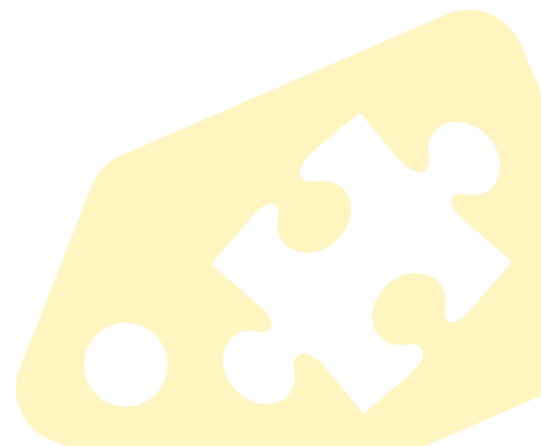
Resources

THE 17 GOALS | Sustainable Development. (n.d.). <https://sdgs.un.org/goals>



SDGS TEMPLATE

<p>Which SDGs does the company aim to contribute to fighting for? <i>(for example, no poverty, zero hunger, good health and well-being, etc.)</i></p>	<p>What are the measures related to the SDGs that are implemented within the company? <i>(for example, employee mental and physical wellness promotion)</i></p>
<p>Which other SDGs could be directly related to the company's mission? <i>(for example, no poverty, zero hunger, good health and well-being, etc.)</i></p>	<p>What are the measures related to the SDGs that are implemented externally? <i>(for example, positive impact on the local community, stakeholders, environment)</i></p>





Activity Unusual paperclips

By	CESIE	Online/Offline	Online and/or Face-to-face
Number of participants	Between 5 and 30 participants		
Objectives	<ul style="list-style-type: none"> To boost creativity and divergent thinking 		
When to do this activity?	Beginning	Duration	15 minutes
Material needed	<ul style="list-style-type: none"> Paperclips Paper sheets Pens 		
Preparation	None		

Step by step description

1. Explain that the task is to think about what you can do with a paperclip beyond merely holding papers together.
2. Distribute a paperclip per participant.
3. Ask them to make a list of as many things that one can do with a paperclip (Releasing a sim card from a mobile, fishing small objects out of tight spaces, Unclogging small holes, etc.)
4. Ask participants to come back to the big group and present their list.

Closing up

Guide the debriefing using the following questions:

- What was the most common prototype?
- What were the most surprising ones?
- What does a paperclip have to do with creativity?

Lead the participants to reflect on the thought process that allowed them to draw connections and associations between different or previously unrelated ideas, to generate new possible solutions. Participants will see that it becomes easier to generate more and more interesting ideas as they progress through the task.

Comments/hints for facilitators

The activity can be carried out individually or in a group.

Encourage participants to be creative and innovative. For example, encourage them to transform, shape, or destroy the paperclip.



5.2.5 MOTIVATION

Activity In Search of Success

By	Xwhy	Online/Offline	Face-to-face
Number of participants	Between 2 and 30 participants		
Objectives	<ul style="list-style-type: none"> ● To introduce entrepreneurial role models with the aim of increasing participants' interest in entrepreneurship and the value that it can bring to society ● To support the development of entrepreneurial intentions ● To help develop self-awareness and cultivate entrepreneurial aspiration. ● To foster self-confidence 		
When to do this activity?	Beginning	Duration	60 minutes
Material needed	<ul style="list-style-type: none"> ● Paper sheets ● Pencils or pens 		
Preparation	None		

Step by step description

1. First and foremost, explain to the participants that they will try to define what success is.
2. Divide the participants into groups of 4 - 5 members and tell them that all work will be organised in groups.
3. Ask the members of each group the following questions in the different categories:
 - Identify themes:
 - Share entrepreneurial stories and examples of success that you know (it can be entrepreneurs that you know through the media, for example);
 - Agree on what being a successful entrepreneur is;
 - List the qualities and themes that are important for you in terms of success.

Now, as you have heard some entrepreneurial stories, agree on what it means to be a successful entrepreneur and listed the qualities and themes that are important for you in terms of success, the next step is to familiarise yourself with other entrepreneurial qualities and traits. Therefore:

- Analyse the entrepreneurial qualities and traits (GIBB, 2002) and compare them to your own categorization. You may adapt the entrepreneurial qualities and traits (in the context of what is important to you in terms of success):



Activity In Search of Success

Step by step description

- Entrepreneurial skills:
 - Creative problem solving
 - Persuading
 - Negotiation
 - Selling
 - Proposing
 - Holistically managing business/projects/situations
 - Strategic thinking
 - Intuitive decision making under uncertainty
 - Networking
 - Entrepreneurial attributes:
 - Achievement of ambition
 - Self-confidence & self-belief
 - Perseverance
 - High internal focus of control
 - Action Orientation
 - Preference of learning by doing
 - Hardworking
 - Determination
 - Creativity
 - Entrepreneurial behaviours:
 - Opportunity seeking & grasping
 - Taking initiatives to makes things happen
 - Solve problems creatively
 - Managing Autonomously
 - Taking responsibility for and ownerships of things
 - Seeing things through
 - Networking effectively
 - Putting things together creatively
 - Using judgement to take calculated risks.
4. Now ask each group to create a summary drawing based on their understanding of success.
5. Once they are done, ask each group to present their drawing to the rest of the participants.

Closing up

Guide the debriefing using the following questions:

- What are the most important qualities of the role models that you discussed?
- What makes an entrepreneur successful?
- Was there anything difficult about the activity?
- Did you discover anything new?

Comments/hints for facilitators

During the debriefing, raise awareness about all of those entrepreneurs or small companies that are successful but that are not famous. Use also this opportunity to question success and underline the importance of mistakes and failure as learning opportunities. Discuss the phrase "Fail fast and often": what do they think about it?

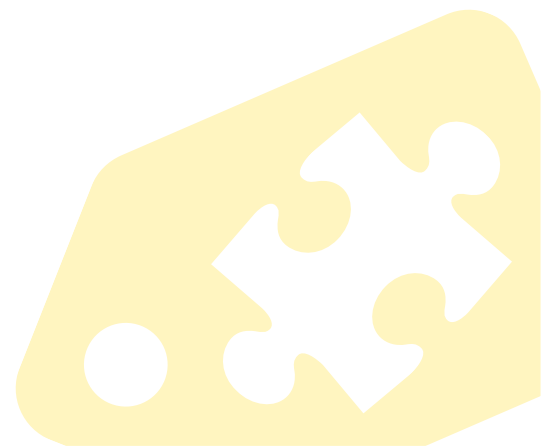


Activity In Search of Success

Resources

Training programme - Etee Project. (2019, November 25). Etee Project. <http://eteeproject.org/training-programme/>

Gibb, A. (2002). Creating Conducive Environments for Learning and Entrepreneurship. Living with, dealing with, creating and enjoying Uncertainty and Complexity. Published in Industry and Higher Education June 2002. p.137-147. https://www.researchgate.net/profile/Allan-Gibb/publication/233523901_Creating_Conducive_Environments_for_Learning_and_Entrepreneurship_Living_with_Dealing_with_Creating_and_Enjoying_Uncertainty_and_Complexity/links/0f317534ef206cdc5a000000/Creating-Conducive-Environments-for-Learning-and-Entrepreneurship-Living-with-Dealing-with-Creating-and-Enjoying-Uncertainty-and-Complexity.pdf



5.2.6 SELF AND SOCIAL AWARENESS

Activity Chest of ideas 1: Choose a project

By	CESIE, Élan Interculturel and La Xixa	Online/Offline	Face-to-face
Number of participants	Between 6 and 20		
Objectives	<ul style="list-style-type: none"> ● To foster team building and trust in the other participants ● To trigger creativity ● To improve problem-solving and decision-making skills ● To define an idea for a future project 		
When to do this activity?	Middle, before " Chest of ideas 2 ". After having done de-mechanisation and theatre exercises (Examples can be found in Chapter 2 : 1, 2, 3 Bradford; Hello with the body; Moving in the frame; Story around the circle; Letters with the body; Round of names with movement; Image theatre: the statues; Image theatre: the carousel; and in Chapter 5 : How are you with a statue; Make it big; Image theatre: from real to ideal, poet and translator).	Duration	Between 120 and 240 minutes
Material needed	<ul style="list-style-type: none"> ● Documentary (of your choice), video projector and sound system OR newspaper ● Post-its ● Tables 		
Preparation	<p>Choose a documentary or a newspaper in advance: this material serves as an inspiration to "solve" environmental and social problems; if you choose a newspaper, make sure you have enough copies.</p> <p>You can bring any material of any form that talks about environmental and social issues.</p>		

Activity Chest of ideas 1: Choose a project

Step by step description

INTRODUCTION (30 minutes)

1. Divide the participants into groups of 3.
2. Watch the documentary or distribute the newspapers/the material you brought so each group can read them.
3. Ask participants to look for more articles about environmental issues.

INSPIRATION (40 minutes)

4. Ask each group to select 3 world environmental issues that they are interested in (for example: plastic in the ocean, waste and dirt in urban areas and competition in land occupation)
5. Ask them to look for a picture or image that represents each one of the selected issues.
6. Ask each group to present their pictures and issues to the rest of the participants.

NARROWING THE PROBLEM (60 minutes)

7. Ask each group to choose only 1 of the 3 issues and narrow it down to their everyday life, answering the following questions: *Where do you see this problem? How often? Who does it impact? When does it happen?* A useful tool to deconstruct the problem and look at it from different angles is the problem definition canvas: [here is one version](#) and [here is another](#). By filling in all the sections, participants become aware of all the aspects of the considered problem.
8. Ask each group to prepare a small theatre scene to represent the issue they chose.
9. Ask all groups to present their scenes to the rest of the participants.

WHERE DO YOU SEE THIS PROBLEM ?	HOW OFTEN ?
WHO IS IMPACTED ?	WHEN DOES IT HAPPEN ?

YUO



Activity Chest of ideas 1: Choose a project

>> Step by step description

WORLD CAFÉ (30 minutes)

10. Leave on each table a post-it with a chosen issue.
11. Ask the groups previously formed to move from one table to the other, discuss the issue they find on the table and write down possible solutions to the problem (1 idea per post-it).
12. Ask each group to finally go back to the table where "their" issue was placed and look at the solutions provided by the rest of the participants.
13. Ask each group to choose 1 solution, which will be the inspiration to create their project.

If you feel the need for the groups to change, redo them and tell each group to go around the tables and choose a theme and a solution (it doesn't have to be what they initially chose at the beginning of the activity as participants are not in the same groups anymore).

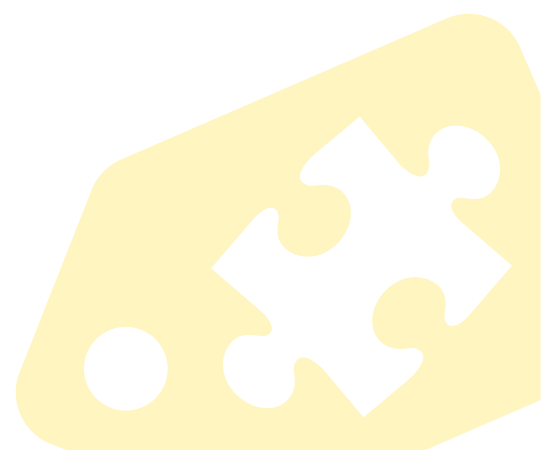
Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Which skills do you think you practised through this activity?

Comments/hints for facilitators

This activity allows participants to discuss and reflect together on world environmental problems, learning from each other and opening their eyes to new perspectives.



Activity Chest of ideas 2: Adapt your project

By	CESIE, Élan Interculturel and La Xixa	Online/Offline	Face-to-face
Number of participants	Between 6 and 20		
Objectives	<ul style="list-style-type: none"> ● To foster empathy ● To foster teamwork ● To continue working on a project idea previously defined 		
When to do this activity?	Middle/end, after " Chest of ideas 1 "	Duration	Between 120 and 240 minutes
Material needed	<ul style="list-style-type: none"> ● Flipchart ● Paper sheets ● Pencils or pens ● Big room or open space where participants can move freely 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles		

Step by step description

Once participants have identified a world environmental issue (for example thanks to the activity Chest of ideas 1 - Choose a project), ask them to start reflecting on who are the people affected by it.

DESCRIBING THE PERSONA (45 minutes)

1. Ask each group to define the potential beneficiaries of their project
2. For each different type of user, ask them to investigate their needs, behaviours, lifestyle, interests and motivations
3. Now ask the participants to draw the silhouette of a person on a flipchart and add drawings and words to visually represent their characteristics.



Activity Chest of ideas 2: Adapt your project

>> Step by step description

ADAPT THE CHOSEN SOLUTION (20 minutes)

4. Ask the participants to make the necessary adaptations to their project, depending on the target group and write them down in a sentence, for example: *"Our local products market is targeted at families with low income so we are proposing a market with free prices: customers who can pay more pay more and those who can pay less pay less"*.

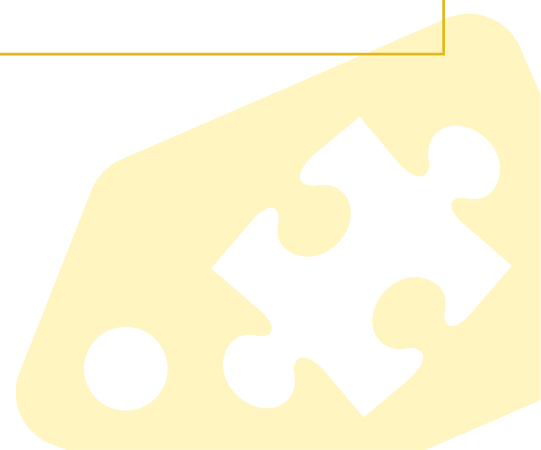
REPLAYING THE SCENE WITH THE SOLUTION (60 minutes)

5. Ask each group to continue the theatre scene in which they exposed the issue in Chest of Ideas 1, adding elements about the persona so the audience knows more about them and adding the solution at the end. It is a creative way of presenting their project.
6. Ask each group to play their scene in front of the others.

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- How "doable" are the solutions presented? What can we do so that those solutions become a reality?





Activity Chest of ideas 2: Adapt your project

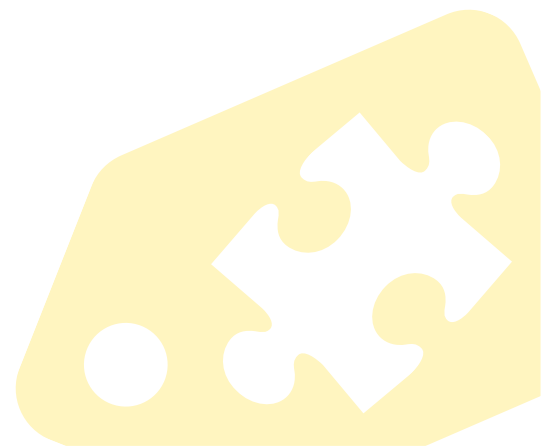
Comments/hints for facilitators

When creating the user persona, ask participants to picture it as if it was a real person, including name, age, catchy quote to capture their personality and dig into the character.

Resources

In case you don't want to hand-draw your user persona, you can use these tools:

- Free customizable user persona presentation templates | Canva. (n.d.). Canva. <https://www.canva.com/presentations/templates/user-persona/>
- Xtensio Templates. (n.d.). <https://app.xtensio.com/templates>



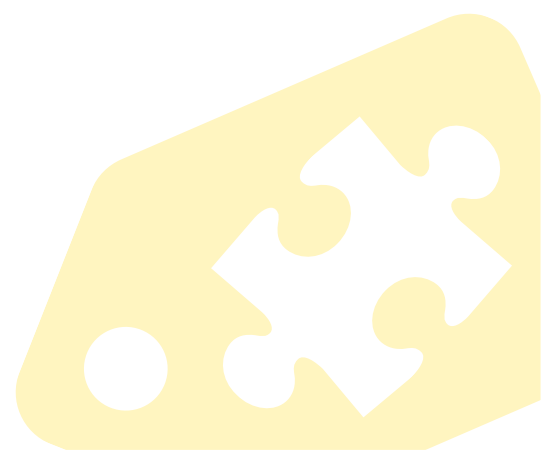


Activity Image Theatre: from real to ideal

By	La Xixa	Online/Offline	Face-to-face
Number of participants	Between 10 and 20		
Objectives	<ul style="list-style-type: none"> ● To stimulate reflection and discussion regarding the chosen themes ● To express and better understand life experiences, inner feelings and unconscious thoughts regarding the chosen themes ● To involve the body as a key to accessing our inner world and communicate with the others ● To explore solutions and alternatives to social issues 		
When to do this activity?	Beginning/First half	Duration	Between 40 and 60 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely. 		
Preparation	<p>Prepare the room/space so that it is as spacious as it can be, without obstacles.</p> <p>This exercise should be preceded by a de-mechanisation exercise (Examples can be found in Chapter 2: 1, 2, 3 Bradford; Hello with the body; Moving in the frame; Round of names with movement).</p>		

Step by step description

1. Ask participants to stand in a circle facing the centre.
2. Explain that in the following steps of the activity, you will say a few words that they will have to interpret (see examples below).
3. Ask them to turn and face the outside of the circle, close their eyes, listen to the word, and once they feel ready, they turn around (towards the centre of the circle) and make a statue with their body. Invite them to not overthink and trust their body, welcoming and making the first movement that comes and then freezing it in a statue.
4. Work with individual statues in 2-3 words, always inviting the participants to look around at the other statues, and try to give titles to them.



Activity Image Theatre: from real to ideal

Step by step description

- After a few rounds, once the participants turn and make the statue, ask them to look around and group with statues that they consider similar to theirs (if there is no similar statue ask them to find some very opposite ones).



- Unfreeze all group statues except for one and tell participants that now you are all together visiting an exhibition and that you need to interpret the statue. Ask them what they see, who the characters represented are, what might be the story behind such a statue.



- After a short discussion, ask the components of the statue to add a movement, passing from A (their initial statue) to B (their variant) and guide them while they repeat the variation three times. Ask the other participants if something changed in their perception of the statue, if they have new information.



Activity Image Theatre: from real to ideal

Step by step description

8. After a short discussion, ask the components of the statue to add a sound to the movement that they will reproduce three times in the variation from A to B. Ask the other participants if something changed, if they have new information.
9. Choose another group and repeat the steps from step 6 with that group.
10. After you repeat the same with all groups, explain that the groups have all been representing the "real world", and that in the second phase of the activity they will work on the ideal world. Ask them to pass as a group from the real world (a world where there is racism - an image where someone is discriminated against because of their origins) to their ideal world (a world where all people are treated equally and there is no racism - an image where participants look into each other's eyes, or they form a scale so to represent that they are equal, or hug), adding new movements and sounds. Give them 10 minutes to experiment.
11. Repeat the exhibition, asking participants what has changed for each group statue and how.

Example of words for individual statues:

- Family or Home
- School or Education
- Friendship or Love

Example of words for group statues:

- Diversity
- Migration
- Climate change

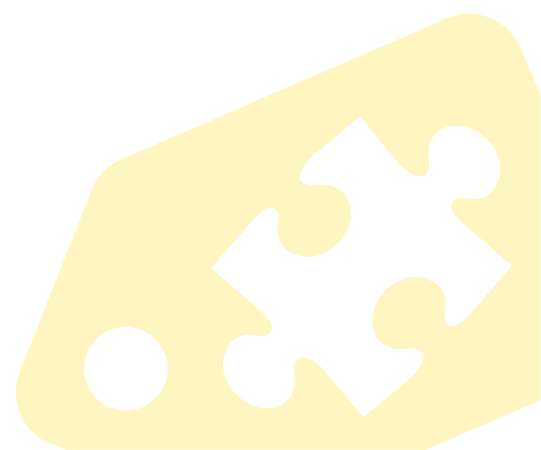
Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- What was easy?
- What was difficult?
- What can we individually and collectively do in order to transform what we do not like in society into something that we appreciate more?

Comments/hints for facilitators

It is important to have a clear idea of the words you want to propose before starting the activity.



Activity Welcome to diversity

By	La Xixa	Online/Offline	Face-to-face but it can be adapted to the online format
Number of participants	Between 10 and 20		
Objectives	<ul style="list-style-type: none"> ● To recognise and welcome the diversities present in the group ● To understand intersectionality, and how the axes/elements that constitute one's identity affect the way people interact and have an impact on society ● To understand roles and powers connected to identities 		
When to do this activity?	Beginning	Duration	Between 15 and 20 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely. 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles.		

Step by step description

1. Ask participants to stand in a circle facing the centre and looking at each other.
2. Explain that you are going to make a series of statements and that each time, those who agree are invited to take a step forward towards the centre, while everyone else stays still in the circle.
3. After each statement, invite the participants to look around and recognise both those who moved and those who stayed, without judgement. Remind them that there is no correct or wrong answer and that we are doing this exercise to recognise and give value to the diversity present in the group.





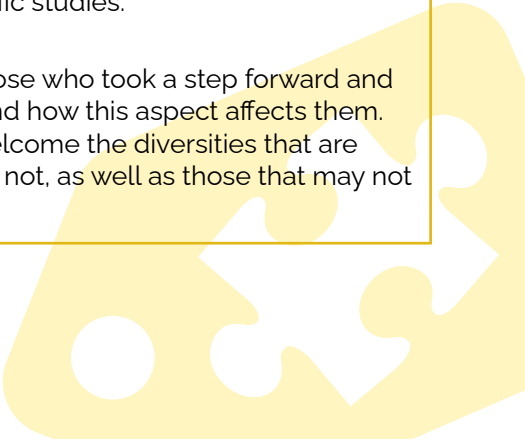
Activity Image Welcome to diversity

Step by step description



Examples of statements:

Please take a step forward if you:

- Feel tired.
 - Feel curious about the workshop/training.
 - Took more than half an hour to come to today's session.
 - Were born in the same place where you are living now.
 - Were born in the same place where at least one of your parents was born.
 - Were born in the same place where at least one of your grandparents was born.
 - Can speak more than 3 languages.
 - Would like to be addressed as "she".
 - Believe that living in a city is easier than living in a rural area.
 - Like to spend your free time in nature.
 - Consider yourself a creative person.
 - Are worried about climate change and think that you are doing something concrete about it.
 - Are able to give a definition of "sustainability".
 - Think that you are too young to start thinking about entrepreneurial projects.
 - Think that in order to create such projects you need to carry out specific studies.
4. Every time that you make a statement, ask some participants (both those who took a step forward and those who stayed) why they positioned themselves in a certain way and how this aspect affects them.
 5. At the end of the activity, thank everyone for their participation and welcome the diversities that are present in the room, both those that were named and those that were not, as well as those that may not affect the group but are also present in society.
- 



Activity Image Welcome to diversity

Closing up

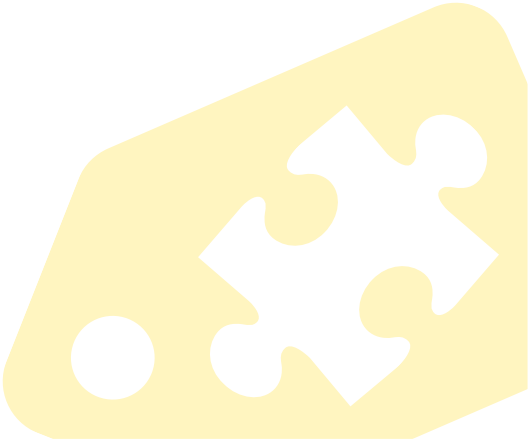
Guide the debriefing using the following questions:

- What was easy?
- What was difficult?
- Did you discover anything new about yourself?
- How does the way we position ourselves in the world or in life have a consequence in our relations in society?

Comments/hints for facilitators

This exercise is meant to welcome the diversity of the group and work on intersectionality which is the interaction between two or more social factors that define a person (identity aspects such as gender, ethnicity, race, geographic location).

In the description of the activity, you can find examples of statements. However, you can adapt them to the group in order to use this activity to work on intersectionality, identities and ask questions that can give you information about the view of the participants on the topics that are central to the workshop/training.



5.3 COMMUNICATION SKILLS

5.3.1 CONFLICT MANAGEMENT



Activity Chairs

By	La Xixa	Online/Offline	Face-to-face
Number of participants	Between 10 and 20		
Objetives	<ul style="list-style-type: none"> ● To foster reflection on conflicts and teamwork ● To find creative alternatives to cooperate ● To manage conflicts 		
When to do this activity?	Middle	Duration	20 minutes
Material needed	<ul style="list-style-type: none"> ● 2 adjacent rooms or 1 room + adjacent space as a corridor for instance ● As many chairs as participants ● Hat ● Paper with 3 sentences: ● Sit on a chair ● Make a circle with the chairs ● Take the chairs outside of the room 		
Preparation	<p>Distribute the chairs randomly in the room where you start the activity.</p> <p>Prepare a hat with as many papers as participants, equally containing three sentences (1 paper=1 sentence):</p> <ol style="list-style-type: none"> 1. Sit on a chair 2. Make a circle with the chairs 3. Take the chairs outside of the room 		

Step by step description

1. Ask participants to occupy the space randomly and without sitting on the chairs. (In order to avoid participants sitting on the chairs, you can ask them to start the exercise walking.)
2. Pass through the participants with the hat in your hands and ask each participant to grab one piece of paper.
3. Once they have grabbed the paper, ask them to read it without sharing what is written on it with the rest of the participants.
4. Once everyone has their paper, ask the participants to do what is written on their paper and clarify that participants cannot talk to each other.
5. Stop the activity after 5 minutes.



Activity Chairs

Closing up

Guide the debriefing using the following questions:

- What happened?
- How many different indications did you receive? What were they?
- How did you feel during the activity?
- What do you think was the general aim of the activity?
- Could you find a way to communicate with each other and manage the conflict peacefully?

Comments/hints for facilitators

During the activity, try to make sure that participants do not get hurt. If needed, stop the activity, bring awareness to safety and then restart it.





Activity Non-violent communication

By	Élan Interculturel	Online/Offline	Online and/or Face-to-face
Number of participants	Between 2 and 20		
Objectives	<ul style="list-style-type: none"> ● To raise awareness on one's emotions and their expression 		
When to do this activity?	Middle	Duration	Between 20 and 30 minutes
Material needed	<ul style="list-style-type: none"> ● Paper sheets ● Pens 		
Preparation	None		

Step by step description

1. Ask participants to think of a small conflict they have had recently (for example, they did not agree with their parents over something or their friend did something that upset them, they made a mistake and someone was mad at them, etc.). Tell them that they can take notes if they want to.
2. After a few minutes, make pairs.
3. Ask each person in the pair to share the story of their conflict.
4. Once they are done, ask each member of each pair to answer the following questions:
 - Re-describe the conflict objectively without judgement: what really happened? Try not to interpret. (Ex: My mom entered my room and ask me to clean it for the 3rd time.)
 - What emotions did you feel (angry, upset, sad, frustrated, guilty, etc.)? (Ex: "I felt angry and upset".)
 - Why did you feel that way? What is the need that wasn't satisfied? (Ex: "Because it made me feel like a child and I need to feel that I'm growing up, I need my boundaries to be respected.")
 - What could you ask the person that upset you in order to feel better (a realistic demand)? (Ex: "I could tell her: Mom, I understand that you need my room to be clean but I'm asking you to ask me maximum twice. And I'll do my best to clean it.)

The pair can help each other by asking questions.





Activity Non-violent communication

Closing up

Tell participants that this exercise was a mini introduction to a method created by Marshall Rosenberg (see reference below), an American psychologist who worked on conflict management. The essence of non-violent communication is to express what we feel, what our needs are and what we ask the other person instead of accusing them and upsetting them. If both parties do the job, this technique does wonders. Tell participants that they can practise this thinking whenever they feel a negative emotion and it will slowly become natural and much easier to communicate with others.

Comments/hints for facilitators

Make sure participants choose relatively light conflicts. You are not equipped to receive traumatic stories. Be careful with the frame you propose.

Resources

Reference of Marshall Rosenberg method:

(2015) Nonviolent Communication: A Language of Life. (264 pages) Third Edition. Encinitas, CA: PuddleDancer Press. ISBN 978-1892005281





Activity The orange

By	Élan Interculturel	Online/Offline	Face-to-face
Number of participants	Between 4 and 20		
Objectives	<ul style="list-style-type: none"> ● To develop listening skills ● To develop negotiation and argumentative skills ● To develop creative thinking 		
When to do this activity?	Middle or end of process	Duration	Between 20 and 30 minutes
Material needed	None		
Preparation	None		

Step by step description

1. Divide the group into 2 groups.
2. Go talk to each group, without the other group hearing what you will say. Tell group 1 that you have one orange only and that they have to convince you to give it to them because they want to make an orange cake. Tell group 2 that you have one orange only and that they have to convince you to give it to them because they want to make orange juice.
3. Let them now exchange and speak in front of the other group. Let them try to convince you. They will say things like "but my children are hungry, I need to make the cake", etc. They will use all sorts of arguments trying to trigger your empathy. The arguments will escalate into things like: "We have a business idea to end world hunger and we need that orange more than them, etc." Every time, say you are not convinced.
4. At some point they should arrive at a negotiation conclusion: both groups can share - group 1 takes the orange peel and group 2 takes the orange pulp. They can both reach their goal with only one orange.

Closing up

If participants arrive at the conclusion, ask them what was the process to get there. Do the same if they get to a different conclusion that actually works. Ask them what qualities are required to negotiate and solve problems.

If they could not negotiate a solution that would satisfy both groups, ask them what prevented them from doing so. Ask them what they would do differently if they had to redo the activity.

Comments/hints for facilitators

Make sure to mention that through this activity, the group has been working on different skills: listening, reflection, creativity, openness, empathy, collaboration, assertiveness.

5.3.2 PROMOTION



Activity The main character

By	CEPAIM	Online/Offline	Face-to-face
Number of participants	Between 5 and 20		
Objectives	<ul style="list-style-type: none"> ● To foster self-confidence and trust in the group. ● To develop emotional bonds between team members. ● To foster empathy, intuition and communication skills. ● To encourage the creation of shared memories. 		
When to do this activity?	Beginning	Duration	45 minutes
Material needed	<ul style="list-style-type: none"> ● Big room/space ● Tables ● Chairs ● Paper sheets ● Pens ● Boxes 		
Preparation	Place the tables and chairs in a U shape.		

Step by step description

1. Place a box at the centre of the room.
2. Ask the participants to write on a piece of paper, anonymously, an amusing or curious personal experience that no one in the group knows about. Tell them that later it will be presented to the group, so they should not write something that they do not want to share.
3. Ask the participants to fold their papers and place them in the box.
4. Now ask participants to come one by one to the box and pick a paper. If they pick their own, they should change the paper.
5. After reading what is written on the paper, each participant will present the anecdote (You can ask participants to simply read it out loud or to act it).
6. The rest of the participants will be asked to guess who the anecdote belongs to.





Activity **The main character**

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?

Comments/hints for facilitators

Make the participants aware that their stories will be presented to the group, so they should not write something that they do not want to share.



5.3.3 VERBAL AND NON-VERBAL COMMUNICATION



Activity Broken phone

By	La Xixa	Online/Offline	Face-to-face
Number of participants	Between 10 and 20		
Objetives	<ul style="list-style-type: none"> To foster observation and non-verbal communication. 		
When to do this activity?	Middle	Duration	15 minutes
Material needed	<ul style="list-style-type: none"> Big room or open space where participants can move freely. 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles.		

Step by step description

1. Ask participants to stand in a line, facing each other's back (one behind one).
2. Explain that you will ask the person at the end of the line to make a movement, which will be passed on to the rest of the participants one by one. The exercise needs to be done in silence and with only the person "receiving" the movement facing the "mover" (the receiver faces the mover, receives the movement then turns around to the next person. The next person turns around too, so they face the new mover, and so on).
3. At the end, ask the person at the beginning of the line and the one at the end to come to the centre of the room. Ask first the participant at the beginning of the line to share the movement they received, and then compare it to the initial movement started by the person that was at the end of the line.



You can repeat the exercise a couple of more times, changing the order of the participants in the line.



Activity Broken phone

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?
- Can you make sense of this exercise if you think about relationships, misunderstandings and conflicts?

Comments/hints for facilitators

Invite participants who initiate the movement, to be creative and make a complex movement, using different parts of the body.





Activity Looking for oranges

By	La Xixa	Online/Offline	Face-to-face
Number of participants	Between 10 and 20		
Objectives	<ul style="list-style-type: none"> ● To foster teamwork and alternative communication 		
When to do this activity?	Beginning	Duration	30 minutes
Material needed	<ul style="list-style-type: none"> ● Big room or open space where participants can move freely ● 6 oranges ● Box/container ● Scarfs or foulards ● Paper sheets ● Pens 		
Preparation	None		

Step by step description

1. Explain to the participants that you have 6 oranges that you will distribute around the space (it can be on the floor, but also on furniture, small pieces of walls, etc.). Ask them to observe carefully where you place them.
2. Place a box in the centre of the space.
3. Ask for two volunteers who will be the observers of the activity and give them papers and pens.
4. Ask the rest of the group to take a scarf/foulard with which they will cover their eyes.
5. Before covering their eyes, they have 5 minutes to make up a strategy so that they can find, pick up the oranges and put them in the central box without speaking (although sounds are permitted).
6. When the time is up, ask the participants to cover their eyes and start the activity, while the observers take notes on the group dynamic.



Activity Looking for oranges

Closing up

During the debriefing ask the participants that were blindfolded first:

- How did you like the activity?
- What was your strategy?
- Did you implement your strategy?
- Did your strategy work? - The observers should answer this question as well
- How did you/they communicate? - The observers should answer this question as well

Ask the observers to make any further comment they wish to, especially on the group dynamic and roles present in the group.

Comments/hints for facilitators

At the beginning of the activity you should ask if anyone has problems covering their eyes and being blindfolded. If so, ask those participants to be the observers.

It can be useful to prepare the participants for this by doing a warm-up activity in which they work in pairs, with one person blindfolded and the other guiding them through the space, in order to make them used to being blindfolded and building trust.

Stress the importance of not talking during the activity. However, sounds can be made.





Activity Plasticine Art

By	CEPAIM and Xwhy	Online/Offline	Face-to-face
Number of participants	Between 2 and 20 participants		
Objectives	<ul style="list-style-type: none"> ● To foster creativity ● To promote working with others ● To promote verbal and non-verbal communication 		
When to do this activity?	Middle	Duration	30 minutes
Material needed	<ul style="list-style-type: none"> ● Tables ● Chairs ● Plasticine <p>In case plasticine is not available, paper or napkins with a bowl of cold water would work. We very much support choosing materials that could be reused and/or are already reused.</p>		
Preparation	<ul style="list-style-type: none"> ● Prepare a story, which will be narrated during the activity (it could be any kind of a story, maybe it is something that you have read in a book, something from your own personal experience or some story made up by yourself). Feel free to use your creativity here. ● Place the tables in a line and distribute the materials to the participants. ● If you are working with a group with more than 6 participants, feel free to divide them into groups. 		

Step by step description

1. Explain to the participants that you will share a story that they should listen to carefully.
2. Read the story and then ask each participant for a word that they choose from the story. Ask the participants to choose only one word without sharing it with the rest of the participants.



Activity Plasticine Art

Step by step description

3. Ask the participants to represent their chosen word with the material at their disposal, without speaking and passing on the creation one by one to the rest of the participants (they will all work on the same creation although they will want to represent possibly different words). One person will start, and after 30 seconds, they will pass the creation to the person on their right and so on.



4. The exercise continues until all the participants have contributed.
5. At the end, participants could share what was their chosen word and how they tried it to give some tangibility to the chosen word.

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- What did you create? Does it look like the word you had chosen?

Comments/hints for facilitators

Stress the importance of maintaining silence during the activity.





Activity Poet & translator

By	Élan Interculturel	Online/Offline	Face-to-face
Number of participants	Between 4 and 30		
Objectives	<ul style="list-style-type: none"> ● To foster creativity ● To foster active listening ● To foster mutual interaction ● To raise awareness on one's verbal and non-verbal communication 		
When to do this activity?	Anytime	Duration	Between 10 and 15 minutes
Material needed	None		
Preparation	None		

Step by step description

1. Ask for 2 volunteers. One of them will be the poet and the other one will be the translator.
2. Ask the poet to tell a story, using an "imaginary" and incomprehensible language (like: blublublublublubloooyuuuu blablilii, etc.) The poet imagines a story and puts the tone in order to make it lively.
3. Ask the poet to stop after every sentence, to give the chance to the translator to translate and interpret in the language commonly used by the group. Depending on the poet's intonation and gestures, the translator has to be creative and imagine what the poet is saying.

Closing up

Guide the debriefing using the following questions:

To the translator and the poet:

- How did you feel and how did you manage to do the activity?

To the rest of the participants?

- What did you see?
- Do you think there was coherence between what the poet said and what the translator interpreted? - Ask the poet first and then let the others add.
- How did you like the activity?
- Do you think that you learned anything from it? If yes, what is it?

Comments/hints for facilitators

You can do this activity with as many duos as you like.



Activity Rainbow of communication

By	Élan Interculturel	Online/Offline	Face-to-face
Number of participants	Between 10 and 20		
Objectives	<ul style="list-style-type: none"> ● To foster verbal and non-verbal communication ● To raise one's self-awareness on own communication style ● To acquire different tools to introduce oneself or introduce ideas 		
When to do this activity?	Middle	Duration	60 minutes
Material needed	<ul style="list-style-type: none"> ● Printed document (1 per participant) - see below ● Post-its ● Pens 		
Preparation	<p>Prepare a document with the following explanation</p> <ul style="list-style-type: none"> ● RED - EMOTION (Stories, Love, Anger, Secrets...) ● YELLOW - JOY (Positive, solar, heat, relaxation) The present! ● GREEN - HOPE (Optimism, objectives, "Yes we Can", Us, You) The future! ● BLUE - VISION (Unique, singularity, personality, background) ● INDIGO - DEPTH (Structure, control, logic, numbers) ● VIOLET - SOUL (Intuition, Imagination, Receptivity) Timeless <p>Print this document (1 per participant)</p>		

Step by step description

1. Divide the participants into pairs.
2. Ask participants to think about a story with an obstacle, a difficulty they had to overcome, and to share it with their partner (ex: "I went to a new school and I felt very isolated and like no one was like me. I had to adapt but also stay true to myself until I made friends, etc.")
3. Now, distribute the rainbow document. Explain to the participants the concept of the rainbow speech by reading the document together. The colours represent certain aspects of the speech: a good speech should have a balance between all colours.
4. Ask each pair to work on both stories and to "colour" them with the rainbow colours: *How can I add more emotion? How can I add hope? etc.* The participants re-write their stories (pairs help each other).
5. Invite each person to share their story with the rest of the participants - 2 minutes per story.
6. While the person tells their story, ask the others to write on post-its the elements/colours ("*Because I am such an obsessive person, I needed to know*" = *singularity, unique = blue*, for example)
7. Each person then takes their post-its from the audience and reads them for themselves.



Activity Rainbow of communication

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- What was easy?
- What was difficult?
- Do you agree with the need of having a full rainbow in a story? Why or why not?

Comments/hints for facilitators

Participants might not understand the activity at the beginning and raise questions. Make sure you prepare examples, you can even do the activity yourself, tell a story and then change it by adding the colours.



5.3.4 WORKING WITH OTHERS



Activity Memory Game

By	Élan Interculturel, KMOP and YEU	Online/Offline	Face-to-face
Number of participants	Between 10 and 30 participants. If you have a big group, we suggest dividing the participants into smaller ones.		
Objectives	<ul style="list-style-type: none"> ● To explore and reflect on different communication styles ● To analyse the creation of a team and the different roles in it ● To observe and reflect on conflict situations and working under stress ● To discuss and reflect on fair play and ethical competition 		
When to do this activity?	Beginning/middle	Duration	Between 60 and 90 minutes
Material needed	<ul style="list-style-type: none"> ● Printed and cut out memory cards (see Annex) ● Rope or paper tape, etc. to define the boundaries of the "team space" 		
Preparation	<ul style="list-style-type: none"> ● Print and cut out the memory cards and arrange them mixed in several rows and columns. ● The cards should be placed in a space where participants cannot see them (in a separate room or space, behind a wall, behind a curtain, etc.) ● Create a "team space" using rope or tape. 		

Step by step description

1. Divide the group in two teams and explain that they will be playing a memory game against each other.
2. Explain that the team members are only allowed to speak when standing within the boundaries of their team space.
3. Each team member will go to the space where the cards are and check two. If they match, they need to take them to you (the facilitator) for verification and if they are correct, they will keep them. If not, they will need to replace them and communicate to their team which cards they saw so that the next participant of their team can build on what they know.
4. Each time, a different participant from each team should go.
5. The two teams play at the same time and therefore they need to hurry and be strategic.
6. The activity continues until there are no more cards to be matched.





Activity Memory Game

Closing up

Guide the debriefing using the following questions:

- What happened?
- How did you like the activity?
- Was there anything difficult?
- How did you manage to collaborate? What was your strategy?
- How did you act?
- How did you feel?
- Were there any cheating moments? Did you cheat? Why? Why not? How do you feel about you or the others cheating? (optional)
- Can you think of a similar situation in real life? Which contexts are similar to this one?
- What made this situation difficult?
- What helped you succeed?/What impeded you from succeeding?
- What could you have done differently in such an activity? How can you apply this in real life?

Comments/hints for facilitators

The aim of the activity is to encourage team building, collaborative work and communication skills especially when under pressure.

You may or may not choose to address the issue of fair play and fair competition by "not observing carefully enough the participants and not preventing them from cheating and bending the rules". Make sure this is not too obvious as this would create tension mid-game and may ruin the fun of the game. If you notice that, remind the participants to comply with the rules of the game. If you plan to allow the participants to cheat a bit, then you need to address it during the debriefing and draw attention to the topic of fair competition.

Resources

Find the memory cards in [annex](#).



5.4 ORGANISATIONAL AND DIGITAL SKILLS

5.4.1 DECISION MAKING



Activity Mines

By	Élan Interculturel	Online/Offline	Face-to-face
Number of participants	Between 10 and 20		
Objetives	<ul style="list-style-type: none"> ● To foster team building and encourage collaboration ● To train on strategy development ● To foster leadership and listening to each other ● To promote decision-making 		
When to do this activity?	Any time	Duration	20 minutes
Material needed	<ul style="list-style-type: none"> ● Paper sheets or other material to put on the floor 		
Preparation	<p>Make a grid using paper sheets.</p> <p>The grid should have the same number of columns and rows (depending on the number of participants, if they are 15, make a grid with 6 rows and columns, for example).</p> <p>Place the grid on the floor: rows and columns of paper sheets.</p>		

Step by step description

The purpose of this game is to go across a minefield represented by the grid of paper sheets. Under each paper sheet, there might or might not be a mine.

1. Explain to the participants that they are all part of the same team.
2. Ask them to designate a captain.
3. As team captain, this person must draw the same grid that's on the floor on a sheet of paper and decide where to put the mines (without telling the rest of the participants where the mines are). The captain draws the grid and indicates where the mines are (for himself/herself).
4. As a second step, ask the captain to draw a path on the sheet of paper to go from one side of the grid to the other avoiding the mines.
5. Invite participants, one at a time, to try and cross the grid. The first participant steps on a sheet of paper and waits to see if the captain will say something or not. If the captain is silent, they go to another sheet of paper. The options are as follows: you can only move forward or on the sides so either step into the square in front of you, or to your right or left. When the person on the grid steps on a mined square, the captain says "BOOM!". The person steps aside and goes back to the end of the line behind the other participants.



Activity Mines

Step by step description

6. A second person tries: they step where the first person stepped and where there was no mine. Arriving where the person was eliminated, they need to choose another path / another sheet of paper so as not to be eliminated also. If they are eliminated, they go to the end of the line and a 3rd participant tries and so on.
7. Be careful, they have to wait until the previous participant has succeeded or not.
8. The game is over when the whole group, as a team, has reached the other end of the grid.

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- What made it easy or not to take a collective decision ?
- What kind of skills are needed and developed in this activity?

Comments/hints for facilitators

Throughout the exercise, encourage the team to communicate and to help the person who is on the grid.



5.4.2 MOBILISING RESOURCES



Activity Entrecomp - Treasury of competences

By	YEU Cyprus	Online/Offline	Face-to-face
Number of participants	Between 5 and 20		
Objectives	<ul style="list-style-type: none"> ● To develop an understanding of how competences are resources for entrepreneurship ● To familiarise participants with the different competences necessary for entrepreneurship 		
When to do this activity?	Middle/end	Duration	Between 45 and 60 minutes
Material needed	<ul style="list-style-type: none"> ● Pieces of paper with 15 Entrecomp competences (make two sets of cards if the group is too big so they can work in two groups) ● Projector ● Laptop ● Internet connection 		
Preparation	Prepare the cards with the 15 competences		

Step by step description

If you have more than 15 participants, make 2 groups that will do the activity separately.

1. Give each participant one competence card and ask them to go around and try to group themselves according to how they would group the competences.
2. Ask them: How did you think about it? What is the common element or title?
3. Present the ENTRECOMP framework and give some background information. You can show the video included in the references.





Activity Entrecomp - Treasury of competences

>> Step by step description

4. Ask the participants to now classify the competences according to their opinion about how important they are for civil society, small NGOs, initiatives, etc. If you have more than 15 participants, create 2 groups that will do the activity independently.
5. Guide the debriefing asking: Why did you choose those positions for each competence? Encourage the participants to elaborate on each of the competences.

Closing up

The debriefing takes place after each step.

Comments / hints for facilitators

If some of the participants are already involved in some initiative or entrepreneurial idea, encourage them to share their experience.

Resources

European Commission. (n.d.). *The European Entrepreneurship Competence Framework (EntreComp)*. The European Entrepreneurship Competence Framework (EntreComp) - Employment, Social Affairs & Inclusion - European Commission. Retrieved April 19, 2023, from <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>
 Downloadable brochure: <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8201&furtherPubs=yes>



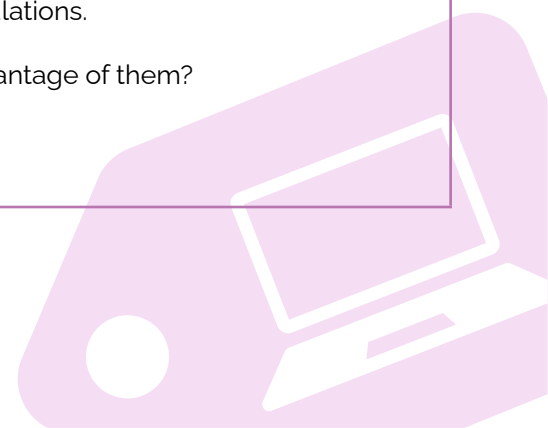


Activity SWOT Analysis

By	Xwhy	Online/Offline	Online and/or Face-to-face
Number of participants	Between 4 and 20		
Objectives	<ul style="list-style-type: none"> ● To develop an understanding of the key factors and organisations, frameworks and policies that influence our work and consider how our activities can achieve real entrepreneurial outcomes ● To learn about the key factors, organisations and policies that positively influence the environment ● To encourage reflection on how to exploit one's strengths and opportunities and address weakness and threats 		
When to do this activity?	Middle/end. Ideally, this activity should take place once the participants have an idea for a project or an entrepreneurial initiative. Typically, after Chest of ideas 1 and 2.	Duration	60 minutes
Material needed	<ul style="list-style-type: none"> ● Paper sheets ● Pencils or pens 		
Preparation	In order to ease up your job and that of the participants, it is recommended that there would be a blackboard where you could present question by question. Also, it would work if you would present every question aloud. It is not very recommended to present all the questions together (on the blackboard, for example), as it could scare the participants a little bit from the exercise.		

Step by step description

1. Ask participants to come up with an entrepreneurial idea, taking into consideration:
 - Who are your competitors?
 - What are their strengths? What can you learn from them?
 - What are their weaknesses? What can you learn from them?
 - What are your strengths? Take into consideration: people, talents, knowledge, innovation, resources, network.
 - What do you offer that does not exist yet?
 - What are your resources?
 - What are your weaknesses? Take into account competitors and regulations.
 - How can you address your weaknesses to improve?
 - Which opportunities does your context offer? How can you take advantage of them?
 - Which are the threats you might have to address?
2. Ask participants to present their analysis results to the group.





Activity SWOT Analysis

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?

Comments / hints for facilitators

This activity may be performed individually or as a group.

Resources

Training programme - Etee Project. (2019b, November 25). Etee Project. <http://eteeproject.org/training-programme/>



5.4.3 LOOKING FOR AND FINDING OPPORTUNITIES

Activity Recipe for success

By	CESIE	Online/Offline	Online and/or Face-to-face
Number of participants	Between 2 and 20		
Objectives	<ul style="list-style-type: none"> ● To analyse the business model canvas of successful startups ● To get inspired and motivated from best practices in the field of social and green entrepreneurship 		
When to do this activity?	Middle	Duration	60 minutes
Material needed	<ul style="list-style-type: none"> ● Business model canvas template (see an example below in "Resources") ● Paper sheets ● Pencils 		
Preparation	Find successful and sustainable start-up companies and do online research about their business model.		

Step by step description

1. Present your best practices (the examples you worked on) to the participants.
2. Ask them to answer the following questions:
 - What product/service do they offer?
 - Who are their customers?
 - How do they deliver their product/service to the customers?
 - What kind of relationship do they have with their customers?
 - What are their strengths and advantages? What makes them successful?
 - What challenges do they have or do they potentially face?

By answering these questions, participants will develop the most important building blocks of the business model canvas

3. Provide participants with the business model canvas template and ask them to fill in the different parts.
4. Compare in plenary the business model canvas created by participants with the real business model canvas and discuss differences and similarities.



Activity Recipe for success

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?
- How do you think this activity can help you?
- Can the best practices shared serve you as inspiration? Why? How?

Comments / hints for facilitators

This activity may be performed individually or as a group

Resources

[Here](#) you can find a template of the social business model canvas

You can find different examples of famous social business model canvas online (e.g.:

Strategyzer AG. (n.d.-b). Patagonia Business Model. <https://www.strategyzer.com/business-model-examples/patagonia-business-model/>; Brown, A. (2022, August 1). 3 Social Impact Business Models for Your Startup to Consider - Causeartist. Causeartist. <https://causeartist.com/social-impact-business-model/>)





Activity Think a business

By	CESIE	Online/Offline	Online and/or Face-to-face
Number of participants	Between 2 and 20		
Objetives	<ul style="list-style-type: none"> ● To foster entrepreneurial spirit ● To identify and seize opportunities 		
When to do this activity?	Middle	Duration	Between 20 and 30 minutes
Material needed	<ul style="list-style-type: none"> ● 20 images representing different objects. Alternatively, you can visit a website⁶⁹ that generates random images of objects. 		
Preparation	Prepare a set of images representing different objects		

Step by step description

1. Divide the participants into small groups of 3-4 people.
2. Assign to each group a different trio of cards.
3. Give each group 10 minutes to think of a business idea that includes the three elements of the cards. For example: a coffee shop service with live music for passengers of long-distance trains.
4. Ask each group to present their business idea to the rest of the group in 1 minute.
5. At the end, the participants can vote for the most innovative and original idea (optional).

Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?

Comments/hints for facilitators

Stress the importance of using imagination to establish new connections and identify new opportunities for creating value.

When choosing the images, opt for objects that can lead participants to spot new social, cultural and environmental opportunities.

Resources

Think Links. Icebreaker Game. Play Online. (n.d.). <https://www.thinklinks.cards/>

Youcoope. (2021, November 15). Youcoope - Cooperative entrepreneurship for educators. <http://youcoope.eu/>

5.4.4 PLANNING AND MANAGING

Activity Stairs of ambition

By	Élan Interculturel	Online/Offline	Face-to-face
Number of participants	Between 5 and 30		
Objectives	<ul style="list-style-type: none"> ● To practise organisational skills ● To identify and set realistic objectives ● To plan first actions in a project 		
When to do this activity?	Middle/end, after having chosen a project to work on or a goal to reach	Duration	30 minutes
Material needed	<ul style="list-style-type: none"> ● Paper sheets ● Markers 		
Preparation	None		

Step by step description

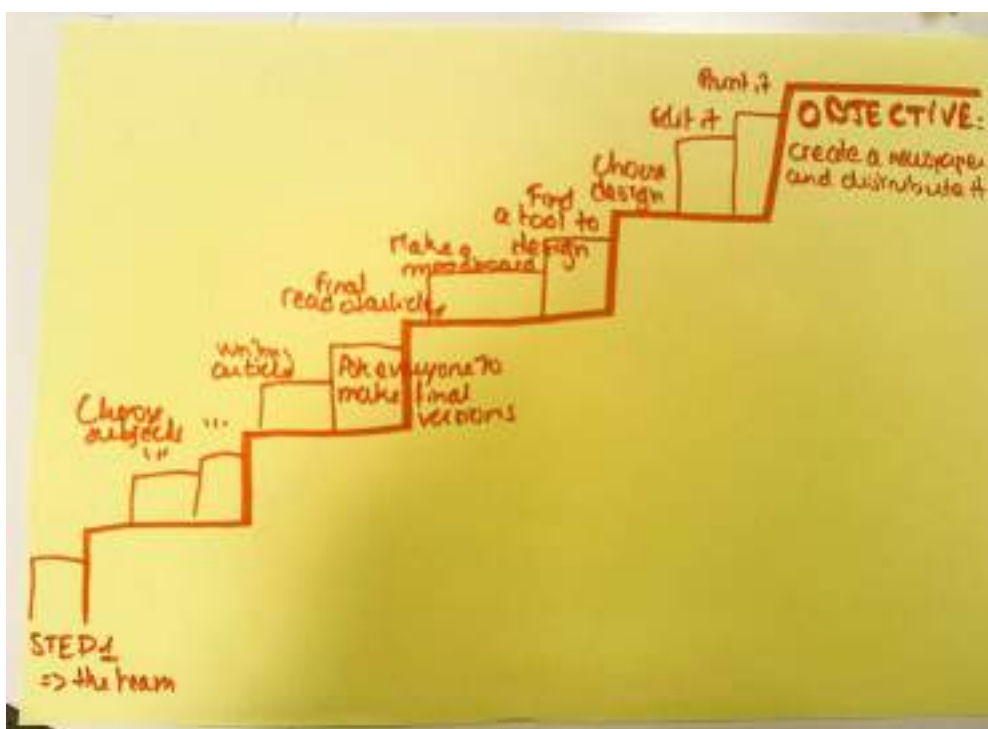
1. Divide participants into groups (if there are already groups working on a certain project, work with those groups). At this point, you should have groups willing to work on a project or on reaching an objective (for example: creating a magazine about local initiatives or collecting leftovers of bread in bakeries to make breadcrumbs and sell them, anything).
2. Ask each group to draw stairs on a sheet of paper, like this:



Activity Stairs of ambition

>> Step by step description

3. Ask them to write the name/aim of their project on top of the stairs. Point out that there are lots of steps to take before reaching the top of the stairs.
4. Ask each group to decompose their main objective into a lot of little objectives. Invite them to take the main objective and reflect on what should be done right before reaching it, for example, to distribute a newspaper, you need to print it and find places to distribute it. For each new sub-objective, tell the group to draw a new step on the stairs as shown below. Go on with the groups until they reach the down part of the stairs AKA the first step they would need to take from now.



Closing up

What is the first step you need to take now? What is a concrete action you need to do?

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you find it helpful? Why?
- Did you discover anything new?

5.4.5 TAKING THE INITIATIVE

Activity Long sticks

By	Élan Interculturel	Online/Offline	Face-to-face
Number of participants	Between 8 and 30		
Objectives	<ul style="list-style-type: none"> ● To foster active listening ● To foster creativity ● To foster teamwork 		
When to do this activity?	Any time	Duration	10 minutes
Material needed	<ul style="list-style-type: none"> ● Long wooden sticks (around 2 metres) ● Big room or open space where participants can move freely 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles		

Step by step description

1. Divide the participants into groups of 4-5 people.
2. Ask 2 groups to face each other, making 2 lines, about 50 cm from each other. If you have more than 2 teams, ask the other teams to do the same next to the first teams.
3. Ask each person to put their index fingers in front of them at the height of their waist in a horizontal manner as shown in the picture below.
4. Tell them that you will now lay down the stick on their indexes and that they are not allowed to grab the stick by any means. Their indexes should remain straight and every index should touch the stick from below.
5. Explain that their goal as a team is now to bring the stick to the floor.

Stay around them and make sure they don't grab the stick. Let them figure it out. Observe the dynamics.

The activity continues until all the sticks have reached the floor.



Activity Long sticks

Closing up

Collect the sticks and sit down in a circle.

Guide the debriefing using the following questions:

- What happened? What did you observe?
- How did you make decisions? Was there a leader?
- What did you learn through this game?

Comments/hints for facilitators

As soon as you lay down the stick, the participants will automatically raise it instead of lowering it...it's a natural response, you'll see because they are trying to make contact with the stick by raising their indexes, so the stick moves upward instead of downward. And this confuses them because they think it's so easy initially. Encourage them, tell them "Yes, I know it's confusing, now bring it down".

Check that they don't grab the stick. If it gets messy, take the stick away and start again.



5.5 TRANSVERSAL

Activity Creation and presentation of stories through the Theatre of the Oppressed

By	La Xixa	Online/Offline	Face-to-face
Number of participants	Between 10 and 20 participants		
Objetives	<ul style="list-style-type: none"> ● To raise awareness on power dynamics that we use or that are used over us and how to bring them to the stage ● To question power dynamics that can rise within collective projects and understand how they can affect their outcomes ● To debate on obstacles and conflicts that can arise during an entrepreneurship project ● To try out alternatives to solve conflicts that are difficult to manage 		
When to do this activity?	Middle/ end In the implementation of the YURI pilot, this activity was preceded by the Spaghetti tower activity, which offered situations/ projects/conflicts that could be worked on.	Duration	180 minutes
Material needed	<ul style="list-style-type: none"> ● Paper sheets ● Pens ● Big room or open space where participants can move freely 		
Preparation	Prepare the room/space so that it is as spacious as it can be, without obstacles		

Step by step description

INDIVIDUAL STORY (20 minutes)

1. Ask participants to write on a piece of paper a personal experience related to collective, social and sustainable initiatives that have affected them personally; it can be because it was unresolved because they felt bad about something because they could not react to something that they feel they should have reacted to, etc. It is important that the story is as detailed as possible:
 - When did it happen? Month? Day? Time?
 - Where?
 - Who was involved? How? What did they do?
 - How did you feel about it? Why?

Activity Creation and presentation of stories through the Theatre of the Oppressed

>> Step by step description

COLLECTIVISATION OF INDIVIDUAL STORIES (20 minutes)

2. Divide the participants into groups of 3 to 5 people (if the activity is preceded by Spaghetti Tower, we suggest maintaining the same groups). Ask each member of the group to share their individual story

COLLECTIVE STORY (30 minutes)

3. Now ask each group to create a collective story on the basis of the individual stories that have been shared (if the activity is preceded by Spaghetti tower, they can create a story based on the previous exercise). They can choose how to do so: maybe use one of the stories as a basis and enrich it with characters from the other stories, or mix up the day and time, space, conflict. Each new collective story should be detailed in such a way that the following elements are clear:
 - Context: when and how did it happen? Why there and at that moment?
 - Characters: who was involved? In which way?
 - Conflict: what is the detonator? How do the characters act around it?

Take the chance to explain some theory about the Theatre of the Oppressed (please find more info in [Chapter 1](#)), the characters (oppressed, oppressor, allies, neutral) that should appear and the fact that the story should end at the highest level of conflict (before it is solved).

CREATION OF THE DIALOGUES AND REHEARSAL OF THE PLAY (30 minutes)

4. Tell participants that they will play the story like a theatre play. Ask participants to detail the story, create the dialogues and rehearse the interpretation. Tell them to think also about non-animated elements that they might need for the scene (tables, chairs, dresses, etc.). Those elements can be represented by objects they find in the room or by actual actors (participants of the group) who can symbolise those elements through image theatre (Examples can be found in [Chapter 2](#): Image theatre: the statues; Image theatre: the carousel; and in [Chapter 4](#): How are you with a statue; Image theatre: from real to ideal, poet and translator).



Activity Creation and presentation of stories through the Theatre of the Oppressed

Step by step description

PRESENTATION OF THE PLAYS AND FORUM (80 minutes)

5. Once the groups have created the plays, they will be asked to perform in front of the other groups, who will be the audience (spect-actors and spect-actresses). Give each group 10 minutes to present their play and then dedicate 10 minutes to the forum/debate. For each play, ask the audience:
 - What did you see?
 - It is something that you recognise? Has it happened to you or have you witnessed a similar scene in real life?
 - Is there anything that can be changed? Which character could do something to change the situation?
*Please take into consideration that in the Theatre of the Oppressed, the oppressor is the only character that usually is not replaced, as changing it, the story changes completely and the oppression disappears, which is unlikely to happen in real life.

Ask the audience for opinions and also if they want to substitute a character and see how the scene could be different. Once the spect-actor/actress has realised the change of character, remember to thank them and ask them how they feel.

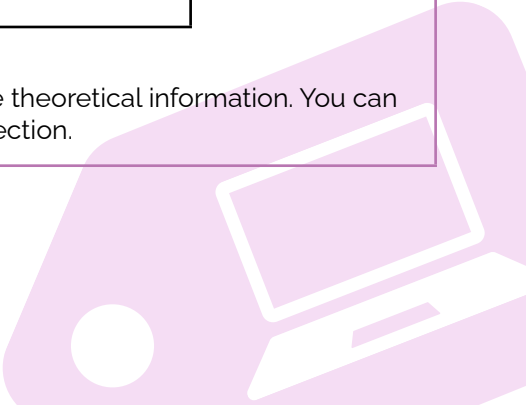
Note: do not ask the audience if there was a change in the situation or if the replacement solved the conflict, because this might cause judgement in the person that decided to be exposed and that could propose a small change but probably could not take the oppression away.





Activity Dream it, Create it, Promote it

By	La Xixa	Online/Offline	Face-to-face																										
Number of participants	Between 10 and 20 participants																												
Objectives	<ul style="list-style-type: none"> ● To create an individual project ● To transform individual projects into collective initiatives ● To promote individual and collective initiatives 																												
When to do this activity?	End We suggest carrying out this activity after the Creation and presentation of stories through the Theatre of the Oppressed	Duration	180 minutes																										
Material needed	<ul style="list-style-type: none"> ● Paper sheets ● Pens ● Coloured markers 																												
Preparation	<p>You might want to prepare activity sheets to help participants in their task. The activity sheet we used is the following:</p> <table border="1" data-bbox="622 1243 1252 1848"> <tr><td>Name of the group</td><td></td></tr> <tr><td>Name of the project</td><td></td></tr> <tr><td>Duration of the project</td><td></td></tr> <tr><td>Venue</td><td></td></tr> <tr><td>Problem / Need</td><td></td></tr> <tr><td>General objective</td><td></td></tr> <tr><td>Specific objectives</td><td></td></tr> <tr><td>Target group</td><td></td></tr> <tr><td>Activities</td><td></td></tr> <tr><td>Results expected</td><td></td></tr> <tr><td>Resources</td><td></td></tr> <tr><td>Risks</td><td></td></tr> <tr><td>Evaluation strategy</td><td></td></tr> </table> <p>Before starting the activity, make sure to provide some theoretical information. You can find more info in the Comments/hints for facilitators section.</p>			Name of the group		Name of the project		Duration of the project		Venue		Problem / Need		General objective		Specific objectives		Target group		Activities		Results expected		Resources		Risks		Evaluation strategy	
Name of the group																													
Name of the project																													
Duration of the project																													
Venue																													
Problem / Need																													
General objective																													
Specific objectives																													
Target group																													
Activities																													
Results expected																													
Resources																													
Risks																													
Evaluation strategy																													



Activity Dream it, Create it, Promote it

Step by step description

PART I TO BE CARRIED OUT INDIVIDUALLY BY EACH PARTICIPANTS (30 minutes)

1. Distribute paper sheets and pens to the participants.
2. Explain to them that in the first part of the activity, you will be asking questions that they should reflect on and answer on a piece of paper.
3. Ask the group:
 - Think about a project, connected to social and green economy that you would like to see realised. What is it about? Which problem is it confronting? What do you think that can be done to "solve" this problem?
 - Now imagine that you are the one in power to carry out such a project. What do you need in order to do so (think about economic resources, human resources, competences, etc.)?
 - Now try to describe your project with as much detail as possible: give it a name/title, an or more objectives, and explain what would be the results.
 - Now imagine that you are looking for funds or people to support your idea, or imagine that you need to "sell" the project, how would you describe it in a few words?

PART II TO BE CARRIED OUT IN SMALL GROUPS (30 minutes)

4. Make groups of 4 people and ask them to share their ideas. While one person is sharing the idea, the other participants can ask questions (this can help the person to have a clearer idea and learn how to present it more accurately).

PART III TO BE CARRIED OUT INDIVIDUALLY BY EACH PARTICIPANTS (30 minutes)

5. Ask participants to go back to working individually and to think about how to promote their project, thinking about:
 - Who is the target group?
 - Where would you promote your initiative?
 - Which means/platforms would you use?
 - How are you going to present it? Are you going to create a flyer? Are you going to make a post? What are you going to write in it?



PART IV TO BE CARRIED OUT INDIVIDUALLY BY EACH PARTICIPANTS (20 minutes)

6. Ask participants to draw a poster to promote their project and write a post for their social media.

Activity Dream it, Create it, Promote it

Step by step description

PART V TO BE CARRIED OUT IN PLENARY (30 minutes)

7. Ask participants to sit in a semi-circle and invite them, one by one, to come to the centre and share their posters and post as if they were "selling" the project to the group. Give each participant 1 minute to do so.



PART VI TO BE CARRIED OUT IN SMALL GROUPS (40 minutes)

8. Ask participants to team up with participants whose initiative is similar or complementary, and ask them to combine the initiatives to create a bigger project. Once they have their collective project, they will have to draw a poster to promote their project and write a post for their social media. Ask them to think about the
 - economic and human resources that they would need to carry out the project;
 - who might be interested in supporting the project;
 - who is the main target group.

Here is a series of questions that might help the reflection:

- Do you know people who might be interested in the project?
- Do you know of organisations that are in contact with people that might be interested or that are doing something similar to your project? Think, for example, about community centres, organisations that offer volunteer opportunities, organisations that have a solid experience in working with the people you are most interested in. Make a list of potential supporting contacts.
- Now think about where you would promote your initiative (in person, by email, by social media...) and write down the main points that you would like to present. Bear in mind that depending on the profile of the target group/supporting contacts, you should carefully choose if using social media, emails, flyers, posters, entries on the websites of other organisations, offering an informative session, creating an advertisement in one or more neighbourhood newspapers or, a combination of some of these options. Make sure that you pay attention to how you are going to communicate the information. The medium, for instance, can determine the amount of text and the formality of language you need to use. For example, in an email you may include more information and you will probably use a more formal language than in a post on Instagram. In a poster or flyer, images play a fundamental role.

Activity Dream it, Create it, Promote it

>> Step by step description

- However, regardless of the medium or tone used, it is important that you provide useful information that is useful to your target group. It is advisable that one can answer the following questions:
- What does the project consist of?
- What is its purpose?
- What does it include (workshop, training, etc.)?
- Why should I support it and/or take part in it?
- Who can I contact to receive more information?
- I am interested, what is the next step?

Remind them that they should make sure that they can follow up with people who are interested, which means that they need to collect and register names and contacts. In this way not only will they know how many people they can count on, but they will also have the opportunity to send the interested people reminders, for example.



Closing up

Guide the debriefing using the following questions:

- What was easy?
- What was difficult?
- Did the exercise help you develop your idea?



Activity Dream it, Create it, Promote it

Comments/hints for facilitators

Before carrying out the activity, you might need to share some theory with the participants and prepare a flipchart with the theory below that participants can consult. You can also prepare a template to distribute for them to fill out during the activity.

Theory to be explained to the participants to start the exercise:

CREATION OF COLLECTIVE, SOCIAL AND COLLECTIVE, SOCIAL AND SUSTAINABLE PROJECTS

PHASE I: IDENTIFICATION OF NEEDS/PROBLEMS AND OPPORTUNITIES (based on the problem tree)

- I need to know the context in order to improve it. What information do I have about the context?
- What are the needs/problems?
- What is my motivation for wanting to improve the situation?
- What can I do to improve the situation?
- Do I know of initiatives that contribute to improving the situation? How do they do it? What still needs to be done?

PHASE II: CREATION OF THE PROJECT

- Description of who is submitting the proposal
- Project details: Name of the project, duration of the project and place where it is to be carried out
- Identification and description of needs/problems
- Description of objectives
 1. General objective/Vision/Dream
 2. Specific objectives -> each specific objective corresponds to an activity/action
- Identification and description of target group(s)
- Description of the activities
- Expected results -> arising from the objectives and activities foreseen
- Resources needed for the development of the activities
- Communication/Dissemination of the project
- Identification of the methodology and evaluation activities of the project (continuous and final evaluation)
- Identification and management of risks that could affect the good development of the project.

PHASE III: PROJECT DEVELOPMENT

- Internal planning and organisation: communication (how will communication work between the people running the project and between them and the beneficiaries?), decision-making and division of responsibilities (based on motivation and talents; it requires self-awareness and knowledge of others).
- Conflict and contingency management

PHASE IV: FINAL EVALUATION



5.6 THE EXPERIENCE IN SPAIN - LA XIXA

La Xixa carried out the “*Competence development for collective green entrepreneurship*” pilot training between January and March 2023 in collaboration with a scout association called “**AEG Fent Camí**”.



Organisation of the training and venue/s

The training was divided into seven sessions: four 4-hour face-to-face sessions, two 1-hour online sessions and one 2-hour online session.

As mentioned above, the training was organised in collaboration with a scout association called “AEG Fent Camí” located in the city of **Tarragona**, as when we presented the ideas they felt that the training proposal fitted perfectly with their values and responded to the needs emerging in the group, since they were in the phase of creating projects to be carried out until summer. For them, the training was a great opportunity to develop their social projects in a different, more creative and innovative way. Two of the face-to-face sessions were carried out in a primary school where the group usually meets on Saturdays. The other two face-to-face sessions were held in “AEG Gent de Mar” which is another scout association located in Cambrils, a rural area with around 36.000 inhabitants.

The chosen venue in Tarragona was particularly suitable for the face-to-face sessions, as we used the building where the participants normally meet and do their activities. It was comfortable for them to carry out the activities in a place they know. However, the participants also appreciated spending a weekend all together in **Cambrils**, a rural context nearby the sea that they could enjoy while feeling closer to nature.

Participants

19 **young people** took part in the training. The group was formed by young people living in both the urban and rural areas of Tarragona, which counts around 132,299 inhabitants. Some of the participants live in nearby rural areas, such as Altafulla (around 5.600 inhabitants), Catllar (around 4.300 inhabitants) and Nulles (477 inhabitants). In terms of gender, there were 11 people identifying themselves as female, 7 as males and 1 as non-binary. The age range of the participants was between 14 and 24 years old and in terms of cultural background, most participants were born in Spain, except for one who was born in Russia. The vast majority of participants are attending **secondary school or professional education**.



Content and assessment

The first face-to-face session was mainly dedicated to getting-to-know-each-other activities, team building and sharing expectations and fears for the training. The main activities carried out during this session were **“Round of names with movement”**, **“Welcome to diversity”** and **“Looking for oranges”**. Through those and other activities, participants

were able to reflect and share the topics that they wanted to tackle during the training and build their own definitions of “collective”, “sustainable” and “social” projects. Below, you can find the definitions given by the group:

- ***Collective projects:*** *A cooperative project is when more people or organisations come together to achieve a common goal and to work in an equitable way. We consider it to be contrary to capitalism, since the latter is more individualistic, and focuses on the good of the individual rather than the good of the group.*
- ***Sustainable projects:*** *The key words to define sustainable projects are: awareness, recycling and no waste. Although their main aim might not be environmental, those projects include sustainable actions and materials in all their phases. Sustainability is also taking care of the people involved in those projects.*
- ***Social projects:*** *Those types of projects take care of the wellness of the people that they are targeted at and of those who are involved in them. They are based on altruism, inclusion and diversity. Through those initiatives, employees and volunteers gain more than they give in terms of personal and social richness. They represent the antithesis of capitalism, as they aim to have a positive social and collective impact rather than an individualised one.*

During the second session, time was dedicated to defining the competences necessary for groups to generate and implement sustainable and social initiatives through the **“Entrecomp - Treasury of competences”** and **“The ideal entrepreneur”** activities. We also worked on fostering creativity, verbal and non-verbal communication and conflict management through the **“Broken phone”, “Make it big”** and **“Chairs”** games.

The third session was especially dedicated to the creation and presentation of **four Forum Theatre plays** inspired by the activities and discussions had before.

The last face-to-face session was used for the creation of four collective, sustainable and social projects that the participants will implement until the end of June 2023, through the implementation of the **“Dream it, Create it, Promote it”** activity.



Finally, the three online sessions were focused on reviewing the projects that had been created, clarifying participants' doubts, analysing difficulties and strategies to overcome them.

We consider the training as a **very successful experience**. The objectives of the training were met: we could work on the competences necessary to develop social and cooperative projects and, by the end of the training, the participants were able to create collective, sustainable and social initiatives. During the sessions, the participants felt that they could express themselves freely about their expectations and fears when it comes to developing new projects. The best aspects of the training highlighted by the participants through both formal and non-formal evaluations were the opportunity to have an open and honest **dialogue**, to think and share opinions, dreams and fear which made them feel closer to each other. Other elements positively highlighted were the focus on **diversity** and the **theatre exercises**. According to the participants, the training has helped them **understand** better which are the phases of creating, implementing and evaluating a project. They have also become more aware of the resources and skills they need, and which ones of them they already have, in order to carry out collective sustainable social projects. All participants said that they would **recommend the training to their peers** and that they would have liked the training to last longer in order to receive a follow-up and evaluation of their projects until the end of their implementation.

5.7 THE EXPERIENCE IN SPAIN - CEPAIM

CEPAIM carried out the “*Competence development for collective green entrepreneurship*” pilot training between November 2022 and March 2023.

Organisation of the training and venue/s

The training was organised in three sessions: two 8-hour face-to-face sessions and one 2,5-hour online session. It took place in **Bolaños de Calatrava**, a Spanish municipality in the province of **Ciudad Real** in the autonomous region of **Castilla-La Mancha**, 27 km from the provincial capital. The latest population data published gives Bolaños de Calatrava a population of 11.992 inhabitants.

Participants

21 youngsters took part in the training: 13 of them identified themselves as women, 7 as men and 1 as non-binary. In terms of nationalities, Colombia, Morocco, Spain and Venezuela were represented. In terms of age, the participants were between 18 and 30 years old. Most of the participants had also attended the YURI's first pilot training, so they knew the facilitation team, the project and the methodology.

Content and assessment

The activities carried out promoted the **interaction** between the participants, contributing to the creation of a safe space in which participants felt free to express and experiment.



The general evaluation of the pilot was **satisfactory**. The participants were very committed and different roles came out through the activities proposed: some of the participants were more open or had a tendency for leadership, while others were more introverted. All of the activities that required group work and handcrafts worked really well and the atmosphere was very good.

Most participants consider that by having participated in the two YURI pilots, they have acquired new knowledge and competences.



5.8 THE EXPERIENCE IN CYPRUS - YEU CYPRUS

YEU Cyprus carried out the "*Competence development for collective green entrepreneurship*" pilot training between January and April 2023 in different venues and with changing participants.

Organisation of the training and venues

YEU Cyprus carried out five sessions, four face-to-face and one online with different durations. The sessions were carried out in collaboration with the *Student Clubs of the University of Cyprus*, a school in the rural area of *Paralimni* and with the *Xenion School*.

Participants

The five sessions had different participants with very diverse demographic characteristics.

Session 1: We had 9 participants, 3 males and 6 females with an average age of 23 years old. Since the workshop was done in collaboration with the Student Clubs of the University of Cyprus, all of the participants except 2, were students (mostly undergraduate). They were all *Greek Cypriots* and although they were all staying in Nicosia because of their studies, they were from different regions of the island.



Session 2: The second session was carried out with 5 female participants whose average age was 24 years old. They had all graduated from their bachelor's and were interested in social issues and civil society focusing mostly on gender-related matters. All of them had previous experience in organising events and social interventions. This group was international as their countries of origin were Denmark, Germany, Italy, Portugal and Spain. Half of them were from rural or semi-rural areas, however all of them had been living in urban environments for the last few years.

Session 3: In the third session, we had 7 participants, 6 females and 1 male. The average age was 27 years old. They were all volunteers of our organisation and the majority had some experience and/or knowledge of the topic. They were all Greek Cypriots and some had migration backgrounds. One participant was a resident of a rural area and the rest were living in urban areas.

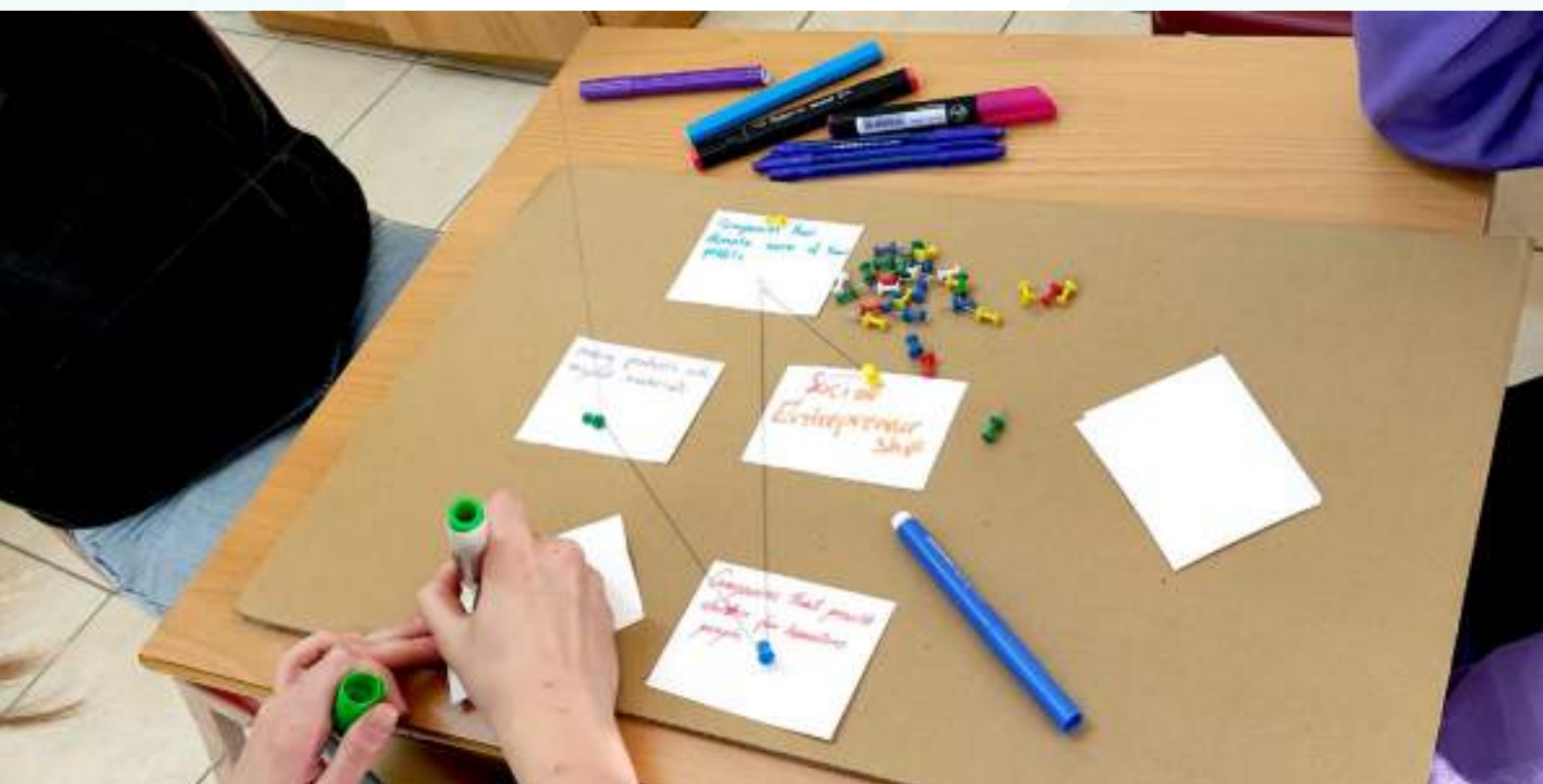
Session 4: In the fourth session, we had 7 participants, all female with an average age of 16 years old. They were all permanent residents of Paralimni, which although for many is considered to be a small town, one could argue is not different from rural areas in terms of available opportunities and/or their proximity to opportunities for young people. With the exception of one participant, the rest had a migration background or had one or both parents originally from other countries. They were attending the last two years of the private high school that hosted the workshop. They had no experience with non-formal education but some were familiar with entrepreneurship through other extracurricular activities of the school.



Session 5: The fifth session was attended by 3 participants with an average age of 31 years old. They were all residents of the urban area of Nicosia and 2 of them had a migration background.

Content and assessment

Overall, the training went very smoothly and the objectives were met. In all the sessions, the participants were engaged and participated actively in the games and activities proposed, which were mainly: “**Entrecomp - Treasury of competences**”, “**Think a business**”, “**Recipe for success**”, “**Plasticine Art**”, “**Idea generator**” and “**Long sticks**”.



We noticed that most of the participants were more interested in the social rather than the business aspect of entrepreneurship, probably due to their context (undergraduate students, high school students, recently employed). Although the activities were mostly the same in the different sessions, they were implemented slightly differently, shifting the focus according to the participants' previous knowledge and profile.

Without any doubt, the recruitment of participants was the most difficult part of the piloting experience, especially in terms of the amount of time each organisation we contacted was willing to commit to carrying out the training. Therefore we underwent five different recruitment processes, one for each session, targeting specific groups.

For the 1st session, we collaborated with the **Student Clubs of the University of Cyprus** who provided us with the venue and promoted the event to their mailing list and followers on social media. Many of those who had originally registered, finally dropped out because although it was the week before the beginning of the new semester, many professors were

already having informally introductory or supporting sessions. For the same reason, many of those who were present, either joined late or had to leave early causing disruption. Despite the difficulties, the participants were very engaged in the activities.

For the second session, we approached the **foreign** volunteers of our organisation as we knew that they were interested in the topic and had already some experience in designing and implementing small-scale projects of social character (events, interventions, workshops, etc).

For the third session, we approached the **local** volunteers of the organisation, which matched the YEU's desire to train them in social entrepreneurship in order to empower them and encourage creativity and the generation of new initiatives within the organisation.

For the fourth session, we approached a private school in the **Paralimni** area, mainly constituted by villages whose economy is based on agriculture and where very few opportunities for youngsters can be found. It is quite remote also due to the fact that it is close to the buffer zone. (the country has been divided since the war in 1974 and areas near the buffer zone that separates the country are largely remote)



The fifth session was designed to be a follow-up in which **participants of the previous workshops** would have the chance to get acquainted with concrete examples of green and social entrepreneurship while keeping a critical stance. The issue of greenwashing was extensively discussed.

The strongest point of the sessions was the choice of activities and the engagement and **excitement** of the participants. They were intrigued by the topic and overall they approached it both playfully and more seriously. Another strength of the training was the **diversity** in the profile of the participants. Although we would ideally have liked to engage the same people for all of its duration, approaching different groups allowed us to see how participants with different profiles react to the same activities. However, on the other hand, spending limited time with each group did not allow us to go as much in-depth as we would have liked. Another difficulty was the online part for which it was very difficult to convince the participants to commit.

Apart from exploring the topic of social, green and collaborative entrepreneurship, the sessions had added value, especially for the younger ones who experienced the non-formal education methodology for the first time. They were interested in other EU-funded opportunities and during the breaks, they asked for more information.

Overall, the sessions had a **positive impact** on the participants. The university students who participated in the first session mentioned that they found the process of developing an idea or project very insightful and although they would have intuitively followed a similar path, knowing the steps and their importance was very valuable. In the case of the volunteers of the organisation in the second and third sessions, they mentioned that the project helped them to **reflect** on their previous experiences and **improve** their organisational competences. As for the participants of the fourth session, they mentioned that they found the activities very fun and that they had the chance to explore their **creativity** in a non-formal and playful way. The participants of the fifth session mentioned feeling content that they got to approach the topic **more critically**.

5.9 THE EXPERIENCE IN FRANCE - ELAN

Élan Interculturel carried out the “*Competence development for collective green entrepreneurship*” pilot training in January 2023.

Organisation of the training and venues

The training was structured in four sessions: two full-day sessions and one half-a-day session for the face-to-face part; one half-a-day session for the online part. All of them were carried out over three consecutive days in the city of **Cognac**, which has around 19.000 inhabitants. The training was organised in collaboration with Mission Locale de Cognac, a social organisation that accompanies young disadvantaged people in their professional path. **Mission Locale** provided the venue and carried out the recruitment of participants.

Participants

12 participants between 16 and 23 years old took part in the training. The group was formed by 8 women and 4 men, mostly French, although two of them have European origins from other countries and one of them has Asian origins. In terms of education, some of them have abandoned the formal education system before finishing high school and most of them have *fewer opportunities*.



Content and assessment

During the pilot, several activities could be tested, such as *“The ideal entrepreneur”*, *“Chest of ideas”*, *“Mines”*, *“The orange”*, *“Plasticine Art”*, *“Poet and translator”* and *“Stairs of ambition”*.

The pilot went well and most participants were quite invested in the activities and discussions. During the debriefings they could make links between the activities carried out and competences we worked on. According to their evaluations, most participants felt that they had **improved** on the following **competences**: communication (verbal, non-verbal, talking about projects and ideas), self and social awareness, decision-making, and taking the initiative. Overall, the participants liked the training, were happy to meet new people and really bonded with each other. They created interesting projects and were surprised by what they had been able to accomplish during those 3 days. One group stated they were **very motivated** to continue their project in the future.

The activities that worked the best were “Chest of ideas” and “Plasticine art”, while the hardest part of the training was the online session as the participants were quite tired and weren't so keen to turn on their cameras.

5.10 THE EXPERIENCE IN ITALY - CESIE

CESIE carried out the “*Competence development for collective green entrepreneurship*” pilot training between December 2022 and January 2023, in collaboration with other organisations: a school⁷⁰ and an association called Progetto Terra Terra⁷¹.

Organisation of the training and venues

The training was divided into six sessions, five of them being face-to-face in **Palermo** and **Prizzi**, a town of 5,711 inhabitants, part of the Metropolitan City of Palermo, and one being held online.

Participants

Overall, 58 young people participated in the YURI workshops. Participants were young people between the ages of 16 and 30, half with **migratory backgrounds**, half from **rural areas**. They were recruited through an online call published on CESIE website and social media and through word-of-mouth.

Content and assessment

Participants had the opportunity to develop their entrepreneurial idea step-by-step throughout the workshop and to present it to the rest of the group during the final session. Additionally, two **entrepreneurs** with migratory backgrounds **were invited** to speak and share their experience of business in the cultural and catering industry, providing insights and inspiration to the participants. The mix of non-formal activities and testimonies of **innovative** entrepreneurs and **startuppers** worked very well and succeeded in **inspiring** participants.



70 I.I.S.S. Lercara Friddi – Via: Pietro Scaglione, 24 – 90025 Lercara Friddi (PA). (n.d.). <https://www.iislercarafriddi.edu.it/>

71 Progetto Terr@Terra. (2022, September 27). Progetto Terr@Terra. <https://progettoterraterra.it/>

The main activities that were carried out are: *“Unusual paperclips”*, *“In Search of Success”*, *“Chest of ideas”*, *“Poet and translator”*, *“Rainbow of communication”*, *“Think a business”*, *“Entrecomp - Treasury of competences”*, *“SWOT Analysis”* and *“Recipe for success”*.

According to the feedback received by participants, the workshop helped them understand better what entrepreneurship is and the skills that it requires. The workshop had a positive impact on participants' *self-efficacy* and motivation and enabled them to be more creative and self-confident. However, as the first two face-to-face sessions were held in a city and the last two were implemented in a rural area, it was difficult for some participants to attend the entire workshop. The final online session allowed the full participation of all participants.



5.11 THE EXPERIENCE IN LITHUANIA - XWHY

Xwhy carried out the “*Competence development for collective green entrepreneurship*” pilot training between December 2022 and January 2023 in collaboration with *Trakų Atvira Jaunimo Erdvė (Trakai Open Youth Space)*.

Organisation of the training and venues

The training was structured in the following way: an introductory face-to-face meeting at the beginning in *Trakai*, three pilot training face-to-face sessions in Trakai and the final pilot training session online.

Participants

35 participants attended the training. Age-wise the training was for the most part attended by teenagers between 13 and 17 years old, and quite balanced in terms of genders. There were three people who spoke Polish and one participant who shared that he has Polish and Romani background. Some participants also spoke Russian. One participant was born outside of Lithuania (in England). All in all, it could be stated that the cultural background of the participants was quite diverse although all of the participants were Caucasian. Religion wise most of the participants seemed to be culturally of Roman Catholicism (Christianism) or atheists.

Most of the participants are currently in *high school or middle school*. The majority of them are from the historic town of Trakai and only a small cohort of them was from nearby villages (Senieji and Šventininkai).

The recruitment process was a very challenging step. It took quite some time and effort in order to find a group of participants that would dedicate themselves to quite a long training. Firstly, we contacted youth organisations, based in cities and towns around the city of *Vilnius*. One of the youth organisations that we contacted, and that we ended up working with, was *Trakų Atvira Jaunimo Erdvė (Trakai Open Youth Space)*, as they host youth for after-classes activities.



Content and assessment

During the training, we managed to try out different activities such as **“Welcome to diversity”**, **“Make it big”**, **“What am I wearing”**, **“Sustainable Development Goals (SDGs) in Practice”**, **“Memory Game”**, **“Non-violent communication”**, **“The main character”**, **“Think a business”**, **“Stairs of ambition”** and **“Entrecomp - Treasury of competences”**.

Some of the activities focused on **social and personal skills**, while others offered the opportunity to work on communication, leadership and organisational competences. The sessions were structured so that in each one of them we would work on certain competences and/or topics. For example, one day we concentrated on sustainability, while the other day we mostly carried out activities on entrepreneurship.

The pilot training went well, although at the beginning the participants did not seem very interested. However, during the training, interest and **engagement grew**. Most of the participants were more participative during active, hands-on and creative activities, while they showed some reluctance towards the activities in which they were to write or research something and especially the ones where they had to use phones or other digital tools (laptops). Therefore, one of the biggest challenges was organising the online session, as they said they were tired of having online classes. And indeed, the online session was not very successful, as the participants were not very active and it was hard to make them talk.

Overall, the objectives of the pilot training were met. Surely, the training has contributed to **raising awareness** on social, personal, communication, leadership and organisational competences, as well as their development.

6

POLICY RECOMMENDATIONS AND CONCLUSIONS



6. POLICY RECOMMENDATIONS

Entrepreneurship is a powerful tool for driving economic growth and creating job opportunities, and it has become increasingly important to encourage more young people to pursue it as a viable career option. To achieve this goal, a comprehensive **support** system is needed that engages youth in policy design, builds a culture of entrepreneurship, provides better education opportunities, and offers financial support.

Engagement in the design and implementation of youth entrepreneurship policies

To effectively promote youth entrepreneurship, it is crucial to **involve young** people and youth organisations in the design and implementation of policies and programmes. This approach ensures that policies are tailored to the **specific needs and interests** of young people, resulting in more effective and impactful interventions.

One key aspect of this approach is **effective communication** with young people. This involves using channels that are accessible and relevant to them, such as **social media and online platforms**. By engaging with young people in a way that is accessible and engaging, policymakers can ensure that they receive valuable feedback and insights from the people they are seeking to support.

Another critical component is consulting with youth organisations in **policy design**. Youth organisations have deep knowledge and experience working with young people and can provide valuable insights on the unique challenges faced by youth entrepreneurs and opportunities that can derive from them. By leveraging this knowledge and experience, policymakers can design policies that are better aligned with the needs and aspirations of young people.

Comprehensive support system

Many youths may not consider entrepreneurship as a viable career option due to a lack of awareness or **misconceptions** about what it entails. To address this challenge, it is crucial to promote a **positive image of entrepreneurship** and build an entrepreneurial culture among youth.

One way to achieve this is by informing young people and society about the **potential** of youth entrepreneurship. Highlighting success stories and the positive impact that young entrepreneurs can have on their communities can be a powerful source of inspiration and motivation for other young people thinking about embarking on entrepreneurial journeys. Celebrating young **entrepreneurs as role models** can also encourage young people to pursue their dreams.

However, simply promoting entrepreneurship is not enough. It is also needed to ensure that young people can **access** the information and **resources** they need in order to succeed. This includes providing already existing information on how to seek **accessible support**. By doing so, young people can be empowered to take their ideas from concept to reality and to navigate the challenges of starting a business.

Promoting a positive image of entrepreneurship and **building a culture** of entrepreneurship amongst youth is essential for driving economic growth and creating opportunities for young people. By informing and celebrating young entrepreneurs, and providing them with the resources they need to succeed, a thriving ecosystem of young entrepreneurs who are making a positive impact on their communities and the world can be created.

Education

In order to set the basis for an entrepreneurial culture among youth, it is essential to provide high-quality and accessible **education opportunities** in schools, vocational training centres, and higher education through a **'holistic approach'** that supports schools and fosters stakeholder involvement. Encouraging an entrepreneurial culture in schools and involving the local community, including entrepreneurs, business people, chambers of commerce, and community organisations, can help to create a supportive ecosystem for entrepreneurship education.

It is also important to ensure that marginalised students are **included** in entrepreneurship education and are provided with the necessary support. This can be done by training teachers to integrate entrepreneurial learning effectively into their subjects and offering incentives for students who exhibit entrepreneurial spirit and competences. Using media to create visibility for activities, achievements, and success stories, as well as organising seminars or conferences in which entrepreneurs share their experiences with students, can be a great source of inspiration and motivation.

Finally, providing opportunities to **learn through experience** can help students to acquire hands-on skills and knowledge. By implementing these measures, we can create a supportive environment that encourages young people to pursue entrepreneurship and equip them with the tools they need to succeed.

Financial Support

Financial literacy and access to finance are critical elements in promoting entrepreneurship and economic growth, particularly among the youth. Despite the numerous initiatives by governments and the EU, young people still face **significant challenges in accessing capital** and managing their finances.

Policymakers should prioritise establishing **long-term and dedicated funding** for youth entrepreneurship programmes. These programmes should aim to provide comprehensive support for young entrepreneurs, including financial literacy education. Providing financial literacy education to all youth will empower them to make informed decisions and develop

the competences and skills necessary to manage their personal and business finances effectively.

In addition, **tax incentives** should be considered for businesses that support entrepreneurship education. This can include providing funding for entrepreneurship programmes, sponsoring business plan competitions, and offering mentorship opportunities to young entrepreneurs.

Moreover, facilitating access to finance is essential to support the **growth of small businesses and start-ups**. It is important to ensure that youth can access loans and microfinance to build their entrepreneurial ventures. Governments should collaborate with banks and financial institutions to develop specialised loan products that are tailored to the needs of young entrepreneurs. Furthermore, governments should encourage the use of instruments like **Horizon Europe and European Social Funds**.

We strongly believe that these **policy recommendations** are capable of fostering an enabling environment for youth entrepreneurship, helping young entrepreneurs to succeed, and leading them to economic growth and job creation in the long run.

7

CONCLUSION



7. CONCLUSION

YURI is an **Erasmus+** project aimed at young people and youth workers in which seven organisations from six countries collaborated: **La Xixa and CEPAIM from Spain, CESIE from Italy, Élan Interculturel from France, KMOP Policy Center from Belgium, Xwhy from Lithuania and YEU from Cyprus.**

The objectives of the YURI **project** are:

1. To critically address **belief systems**, prejudices and stereotypes related to identity in rural and urban environments.
2. To promote the development of the socio-emotional **competences** and skills necessary to successfully undertake **social, sustainable and collective initiatives**.
3. To foster the **political advocacy** of young people to share and debate alternatives to the current climate crisis from a perspective of **rural-urban collaboration** and collective youth entrepreneurship.

The **YURI method** brought together participatory and creative methodologies based on Theatre of the **Oppressed, Participatory Action Research, Process Work** and **Case Studies** in the field of social entrepreneurship, collective and climate action. These methods stimulate self-knowledge and social awareness, self-esteem and creativity, conflict transformation and initiative, critical thinking and social action. For these reasons, the YURI method has proven to be **successful** in accompanying young people in the development of new competencies and socio-emotional skills needed to undertake collective, social and sustainable initiatives.

Within the project, the partners carried out **two local pilots** and a **joint training in Brussels**. With the results of these experiences we have created this handbook addressed to young people from urban and rural areas, youth workers, organisations and policymakers in the field of youth, sustainability, environment, social economy and climate.

The YURI **handbook** includes:

1. The **results of research, good practices and interviews** carried out by partner organisations.
2. **Activities** to foster dialogue between rural and urban youth and facilitate the development of competences needed to undertake social, sustainable and collective initiatives.
3. An overview of **institutions, policies, tools and funding** that support youth entrepreneurship.
4. And finally, a series of policy **recommendations**.

Both in the theoretical part and in the description of the activities that we propose, the reader will find our answers to a series of important questions:

Why is it necessary to create dialogue and synergies between urban and rural youth?

In the framework of the YURI project, we conducted a **desk research** and then a **training** to critically address belief systems, prejudices and stereotypes related to rural and urban environments. Nowadays, more and more people (especially young people) are moving **between rural and urban areas and vice versa**. It is therefore important to create **dialogues** and synergies to foster social inclusion, collaboration and innovative collective, social and sustainable projects.

What is collective entrepreneurship?

In collective entrepreneurship, a group of people comes together to collaboratively create and manage a project. In this model team members have an active role in decision-making and management, in order to achieve a common goal that in most cases has a social value. It is interesting because:

1. It is based on the concept of **community** and harnessing **diverse** and complementary **skills** and knowledge.
2. **Shared decision-making** and responsibility can lead to greater **commitment** and motivation.
3. It can help **reduce start-up costs** and **increase** the chances of **success**.

What are social and sustainable projects?

Social and sustainable projects aim to address social and environmental problems in a sustainable manner. They focus on **improving the quality of life** of people and communities, **while caring for the environment** and promoting the responsible use of natural resources. Their potential to generate a positive impact on society and the environment is very high because they **address critical problems** such as social exclusion, inequality, climate change and environmental degradation, foster innovation and creativity, promote collaboration and multi-stakeholder participation, including local communities, non-profit organisations, businesses and governments, and contribute to sustainable development by balancing social, economic and environmental needs.

What are the competences and skills needed for entrepreneurship?

Within the framework of the YURI project, we carried out a **training for young people to acquire the socio-emotional competences and skills** necessary to participate in **collective, social and sustainable projects**. In order to design the activities for this training, we carried out prior research and defined a series of **key competences** and skills, which we divided into

three main categories:

1. **Social and personal skills** which include coping with uncertainty and risk, creativity, climate awareness, ethical and sustainable thinking, motivation, self-awareness and social awareness.
2. **Communication skills** including conflict management, advocacy, verbal and non-verbal communication, collaboration.
3. **Organisational and digital skills** including decision-making, mobilising resources, seeking and finding opportunities, planning and management, taking initiative.

Finally, we have drawn up a **list of recommendations** to promote youth entrepreneurship which includes:

1. **Involving young people** in the design and implementation of **new policies** and programmes, tailored to their needs. For this, it is necessary to use the media they use or frequent such as social networks, youth organisations and online platforms.
2. **Improving collaboration with youth organisations** in the design of policies as they can provide valuable insights into the challenges and opportunities faced by young entrepreneurs.
3. **Promoting a collective entrepreneurial culture** among young people by improving information, education and accessibility to existing initiatives, programmes and funding that support youth entrepreneurship, highlighting the positive impact that such initiatives have on society.

8

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9

PARTNERS INFO



9. PARTNERS INFO

LA XIXA - SPAIN



La Xixa is a non-profit organisation created in 2010, oriented towards the research, development and multiplication of theatrical tools and popular education as a means of social transformation. La Xixa carries out workshops for diverse groups, training of trainers and artistic actions at a local and international levels around five main axes:

- Coexistence and active citizenship
- Interculturality, racism, xenophobia and social inclusion
- Education, school dropout, prevention of risky behaviours among young people
- Gender, equality policies and sexual diversity
- Heritage, sustainability and the fight against climate change

The mission of La Xixa is to facilitate the creation of empowerment spaces through Participatory Methodologies, Artistic Mediation, Process-Oriented Psychology and the Theatre of the Oppressed to generate processes of individual and collective transformation.

www.laxixa.org

CEPAIM - SPAIN



CEPAIM is a foundation with the mission to promote an inclusive, cohesive, egalitarian and intercultural society that facilitates full access to citizenship rights for the most vulnerable people, especially people with migrant backgrounds. Through its work, CEPAIM promotes active participation, social transformation, human rights and empowerment.

www.cepaim.org

CESIE - ITALY



CESIE is a European Centre of Studies and Initiatives based in Palermo, Sicily. CESIE contributes to the active participation of people, civil societies and institutions through the implementation of projects on various thematic areas, towards the promotion of growth and development, always valuing diversity in respect of ethics and human development.

www.cesie.org

ÉLAN INTERCULTUREL - FRANCE



Élan Interculturel is a French organisation created in 2008 by psychologists, researchers, trainers - most of whom were immigrants in Paris - interested in the challenges of intercultural encounters to facilitate intercultural communication, collaboration and adaptation. The main objective of Élan is to contribute to intercultural dialogue to a better experience of cultural diversity.

www.elaninterculturel.com

KMOP Policy Center - BELGIUM



KMOP Policy Center was established in 2020 in Brussels as a spinoff of KMOP, one of the oldest civil society organisations in Greece, and focuses on research, policy design and social impact assessment. Capitalising on the organisation's long experience in the provision of social services, KMOP Policy Center analyses, designs and recommends policies that ensure social welfare and equal opportunities for every individual.

www.policy-center.kmop.org

XWHY / AGENCY OF UNDERSTANDING - LITHUANIA



Xwhy helps businesses and organisations to create new or improve existing products and services, enter new markets, innovate and grow. It also advocates, trains and educates on how to combine humanities and business into daily socially responsible practices. Xwhy provides qualitative research for sustainable development collaborating with experts from education, urbanism, business, anthropology, ethnography, creative industries and other fields.

www.xwhy.lt

YOUTH FOR EXCHANGE AND UNDERSTANDING - CYPRUS



YEU Cyprus is a non-governmental organisation based in Nicosia, Cyprus. It was established in 1995 with the aim to advocate for young people to raise their voices in society. The mission of YEU Cyprus is to provide young people with the opportunity to become social actors on a local and global level through a participatory and inclusive course of action. It focuses on establishing synergies to further raise awareness on important societal issues, advocate for youth

rights through a bottom-up approach and offer educational opportunities through non-formal education and experiential learning.

www.yeucyprus.org

10

IMPRESSUM



10. IMPRESSUM

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11

ANNEX



11.ANNEX

Memory Game: cards (in the next page) to be printed out (2 copies).



1. <https://www.rnz.co.nz/news/world/280544/bonobo-babies-ape-human-infants>
2. <https://www.ndtv.com/health/humans-did-not-inherit-kindness-from-chimpanzees-who-always-act-in-self-interest-finds-study-1640476>
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