

# YOUTH COOPS C1

## FROM SOCIAL NEEDS TO SOCIAL INNOVATION

The training is focused on providing participants with skills to identify and analyse social needs in their community and meet those needs with social innovation strategies.

### ***Learning objectives***

Participants learned how to:

- Analyse and “understand” the context in which they work and live;
- Identify needs and generate business ideas;
- Design social community-based business projects through analytical steps and strategic planning;
- Identify innovative solution for addressing community challenges;
- Use of all the information and materials of the training target groups.

### ***Contents***

- 1) Analysis of community needs (SWOT analysis, problem tree analysis, analysis of objectives);
- 2) Social innovation and strategic planning;
- 3) The social economy sector and the social cooperative enterprise;
- 4) Co-development of social community-based projects;
- 5) Assessment and follow-up.

### ***Expected outcomes:***

- 1) equip participants with skills in identifying community issues and challenges that can be addressed with innovative solutions;
- 2) provide knowledge related to the social economy sector, its main features and principles, the main legal forms of social economy organizations (association, charity etc.) and the cooperative model of social enterprise;
- 3) present the tools that are necessary to start a social business, by:
  - starting with what is present in the community;



- need analysis, problem-solving, creativity and strategic planning;
  - focusing on innovative solutions to identified needs and problems;
  - stressing entrepreneurship, social innovation to efficacy and effectiveness of community based projects;
- 3) Equip participants with the necessary skills to transfer the acquired knowledge to young people and to aspiring youth entrepreneurs in general in their daily work through the E-Portal.

## DAY 1- PRESENTATION AND INTRODUCTION TO THE TOPIC

The first day of the training was mainly focused on team building and group cohesion in order to create a positive and comfortable atmosphere to work efficiently in groups as well as to starting strengthening or creating positive bonds.

### MORNING ACTIVITY

**Presentation and ice breaking games** were developed in order to strengthen ties and create a trustful and comfortable atmosphere to be able to openly express not only our thoughts but also our feelings and impressions, namely:

#### The Gran Bazar

People were asked to sit down and create a circle. One by one, the whole group had to say the same sentences as the facilitator while doing also the same movements. The sentences used were the following ones:

- Yesterday I went to The Gran Bazar and I bought a fan (while moving the right hand as a fan).
- Yesterday I went to The Gran Bazar and I bought some scissors (while imitating to be cutting with the left hand).
- Yesterday I went to The Gran Bazar and I bought a rocking chair (while swinging).
- Yesterday I went to The Gran Bazar and I bought a cuckoo clock (while saying cuckoo).

#### Heads up!

A piece of paper was given to each participant to make them write their name on the top of it. Then, they had to stand up and move around the classroom while following the music and looking at each other. When the music stopped, they had to change their piece of paper with the person in front of them. Once the paper was changed, the whole group had to follow the instructions given by the facilitator that were focus on making the participants create a cooperative caricature of each one.



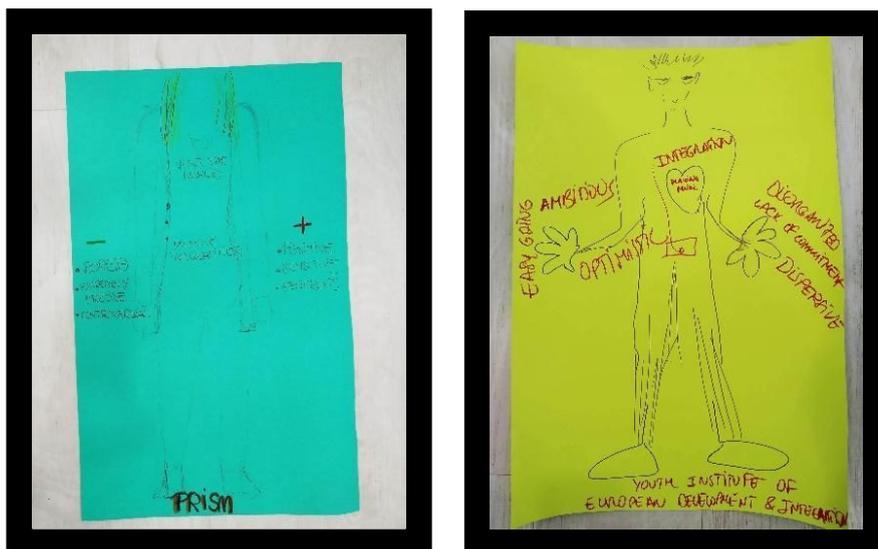


Body

Once all the participants had their own face caricature, they were given time to getting to know each other better. In other words, they were asked to work in pairs to draw a body caricature of their partner including the following information:

- Right arm: three positive characteristics to describe yourself.
- Left arm: three negative characteristics to describe yourself.
- Stomach: what you aim at.
- Heart: what you bring inside your heart.
- Feet: the organization you are coming from.

After completing the activity, they all had to introduce their partner to the whole group to share all the information acquired.





#### AFTERNNOON ACTIVITY

### *Coop talks*

Coop talks was an activity intended for present and discuss about different initiatives and projects promoting social cooperatives and social economy. Three Coop talks were developed by:

- Esther González Díaz from Magenta Consultoría and Mar Violeta Association.

**Magenta Consultoría Projects** is a gender consulting specialized in social areas and European Projects.

<https://magentaconsultoria.com/english/>

**Mar Violeta Association** is a non-profit organization aiming at promoting gender equality, social participation and volunteering.

<http://asociacionmarvioleta.org>

- Isabel Díaz from **Cooperativas Agro-alimentarias (Agri-food Cooperatives)**. Agri-food Cooperatives Spain is an organization that represents and defends the economic and social interests of the Spanish agri-food cooperative movement.

[http://www.agro-alimentarias.coop/5/uk/5\\_1\\_1.php](http://www.agro-alimentarias.coop/5/uk/5_1_1.php)

- Germán Lizaso González. **Fundación para el fomento de la economía social** (Foundation for the promotion of social economy). The Foundation for the Promotion of Social Economy is a non-profit foundation established in 1989 to promote the creation and management of enterprises, foundations and associations based on social economy.

<http://www.ffes.org/>





## DAY 2- EXPECTATIONS AND SOCIAL NEEDS

During the second day of the training we continued working on establishing a good atmosphere for team work as well as determining the common concerns to be sure we all were at the same starting point for the training path and, of course, to get the best from the whole learning activity.

### MORNING ACTIVITY

#### **Energizer- Playing roles**

An energizer called “Playing Roles” was developed to let the group start the second training day with positive vibes. A circle was created by the whole group and one person remained in its centre to be in charge of commanding the movements and roles to be developed. When the one in the centre pointed to someone, this person and the people on their right and left were the ones expected to create the role demanded. In other words, they were always three people involved in the development of each movement and role. The roles used were: mixer, washing machine, toaster, singer, palm and elephant.

#### **Reflexion activity**

In order to be able to better adapt the contents to the needs of the participants, we developed an activity aiming at having a better understanding of the expectations, aims and contributions of the participants.

#### ***Expectations***

Participants were given a pink post-it to reflect about what they expect to learn and do during the training.

#### ***Aims***

Participants were given a green post-it to write on it the personal/professional objectives to participate in the training.

#### ***Contributions***

The whole group was asked to reflect about the way they could contribute to the training. That is to say, to write about their background, experience and training.





***Theory input: What is a social innovation project – What are social needs.***

The first theory input was based on discussing about social needs. This activity was divided in two different stages:

- A) *Relay Brainstorming*. The group was divided in two small groups, creating two lines and facing a common flipchart. Doing a relay race, both groups had to get to the flipchart area and write on it an important social need that is being faced in their local or national contexts. All the participants had the opportunity to write down two different social needs.
- B) After doing the relay brainstorming, an *analysis* was made to underline to common needs and going on working on them. The four social needs considered to be more important in all the countries and local realities involved were:

- ✓ Youth unemployment
- ✓ Gender equality



- ✓ Medical care
- ✓ Inclusion

Considering these social needs four small groups were created to continue working on possible solutions to tackle the highlighted needs. All the solutions proposed had to be related to social economy and the creation of Social Cooperatives.

#### AFTERNOON ACTIVITY

### **Energizer- Clapping**

The group was asked for creating a circle around a table. Each person had to put their right arm over the left arm of the person on their right, being sure that their left arm was under the right arm of the person on their left. The facilitator started the beat (clapping the table) and one by one all the people in the circle had to follow it (clapping the table too). If someone clapped twice (instead of once), that meant that the sound changed direction. If someone failed, that means that they “lost” their hand (the one used when failing).

### **Presentations of the initial ideas created**

After the investigation stage, all the groups had the opportunity to present their results in the whole group, emphasizing the social need to be resolved and the target groups reached. For doing that, they created some presentations using several marketing tools, such as: PowerPoint, Canva, etc.

Before closing the session, we watched the Ted Talk: Why business can be good at solving social problems, analysing the power of cooperatives to face social needs.

<https://www.youtube.com/watch?v=0ilh5YYDR2o>

#### DAY 3- LET'S START OUR COOPERATIVES!

During the third day of the training we went on working on developing our cooperatives and discussing important concepts within the social economy, such as: social innovation, social entrepreneurship, technological innovation and commercial entrepreneurship.

#### MORNING ACTIVITY

### **Energizer- Toma tomate tómallo**

Participants were asked to create a circle and learn a song: *toma tomate, tómallo, ia ia oh plof, toma tomate, tómallo, ia ia oh plof. Pasa el tren por la estación y grita...Plof!*

Once they knew the song, the game started. They had to put their right hand over the left hand of the person on their right, being sure that their left hand was under the right hand of the person on their left. One by one they had to clap on the other's hand but trying to avoid the clap during the “plof”.

The group worked again in their small groups and went on working on the researches about:



- The characteristics of the chosen market at international level.
- Competitors within the sector.
- Special added value of their cooperatives (diversification from others, unique selling points...).

#### AFTERNOON ACTIVITY

##### **Energizer-The director of the orchestra**

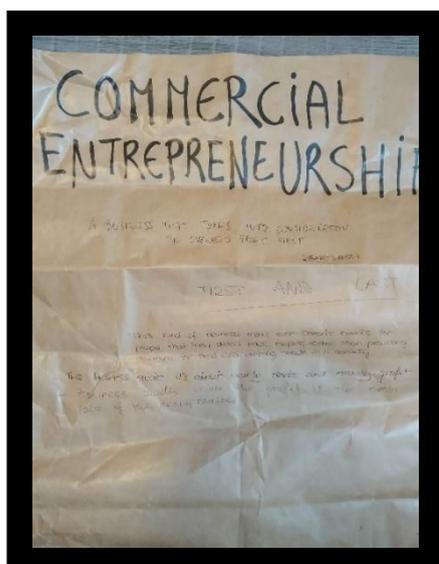
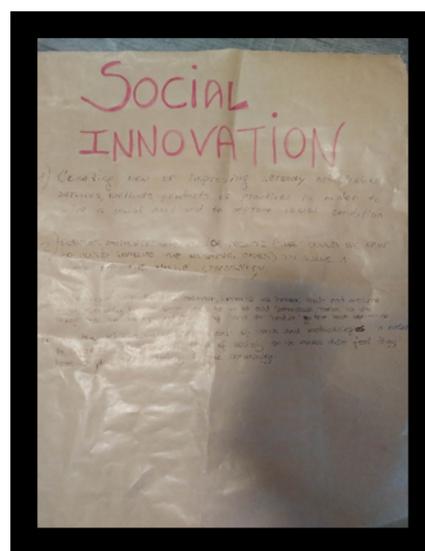
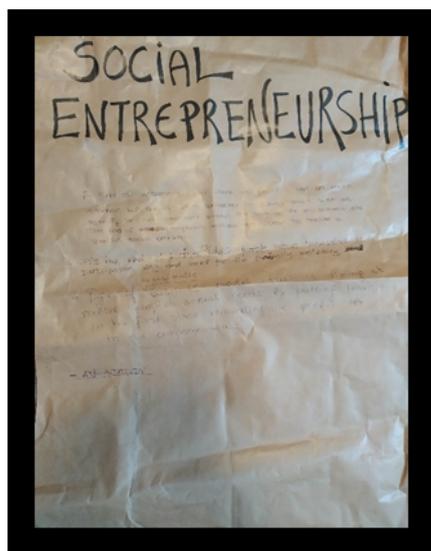
The facilitator asked for a volunteer and the one selected was requested to leave the room. Once the volunteer was out of the room, the rest of the group created a circle and chose a leader (the director of the orchestra). The all had to create a rhythm and the volunteer had to discover who is the director (the director is the one responsible for deciding the different rhythms and when to change them).

##### **Speed- dating debate**

Speed-dating debate is a technique to promote discussions in small groups. It is based on debating in smalls groups for a short period of time. They all had to discuss the meaning of the following terms:

- Social entrepreneurship
- Social innovation
- Commercial entrepreneurship
- Technological innovation

To start the activity each topic (written in a piece of paper) was delivered in a different table (one table for each group and topic and each group was sited down to discuss it during 10 minutes. Once the minutes finished, the topic in which each group was working on changed to let all the small groups discuss the proposed topics.



The session finished with a video to go deeper on the innovation concept:

<https://www.youtube.com/watch?v=jNoYwJiL6mw>

DAY 4

**Energizer- house-guest-earthquake**

The group is given two different roles: houses and guests. It is necessary to have an odd number of participants. Houses are made by two different people holding their hands and creating a ring, and



guests are in the ring created by the participants developing the role of houses. There is a guest without house (the one responsible) and wanting to have one.

#### MORNING ACTIVITY

After the energizer, we presented the SWOT tool and analysed the Strengths, Weaknesses, Opportunities and Threats of our 4 cooperatives.

Moreover, we went deeper on constructing our cooperatives through the use of the Canvas Business Model, so we could underline some other elements such as the Customer Segments, Value Propositions or Key Resources to be used.

To close the session, each group presented their own SWOT analysis and Canvas model and received feedback from the other groups.

#### AFTERNOON ACTIVITY

In the afternoon, we met a member of a cooperative called EcoUltravioleta, who shared with us his experience on creating a cooperative and his point of view regarding the main obstacles to be faced and the skills required to do it efficiently.

#### DAY 5- STUDY VISIT TO LA HABITACIÓN PROPIA

The last day of the training was aimed at closing the event and drawing consequences for establishing the future steps not only for the next training but for the whole project.

As we did during the whole training, we started the day with an energizer to allow people to move around and encourage them to participate in the activities for the rest of the day.

#### **Energizer- Crossing the river**

The group is divided in two different groups. They were given three pieces of paper to “cross the river” (to arrive from the exit point to the finish line). The two groups created had to find a strategy to be able to cross the river using only the three pieces of paper and considering that they couldn’t touch the “water” (the floor) and they had to be in constant contact between them.

#### VISIT TO LA HABITACIÓN PROPIA



La habitación propia is a bookshop & café set in the city centre and based on promoting feminism and make women visible through literature and cultural activities. This way, it is an enterprise focus on promoting gender inclusion and social change.

Despite the fact that La habitación propia is not a social cooperative but a private enterprise, it was a great opportunity to discover a good practice on how to create a social enterprise from a social need, for instance gender discrimination.

After visiting the bookshop, we had an interview with the owner in which she explained to us the motivations to open the business, the obstacles confronted during the first steps of the project and the challenges to be faced.



#### EVALUATION AND FAREWELL GOODBYE

In order to close the training, we carry out an activity aiming at evaluating the training from the emotional point of view. Apart from that, a questionnaire will be filled in by all the participants involved. The evaluation activity was called “prestome/disgustome” and it was based on underlining one positive and one negative point of the training. In other words, each participant had to say what they most like of the training and what they didn’t like.

Furthermore, we developed a concrete action plan to be done during the next training and summarized what participants expected to do on it. Moreover, the certificates of attendance were delivered.

Finally, we carried out an intercultural closing activity where some Bulgarian and Asturian dances were developed.