

**SIVSEN**

# **Social Enterprise Programme Framework**

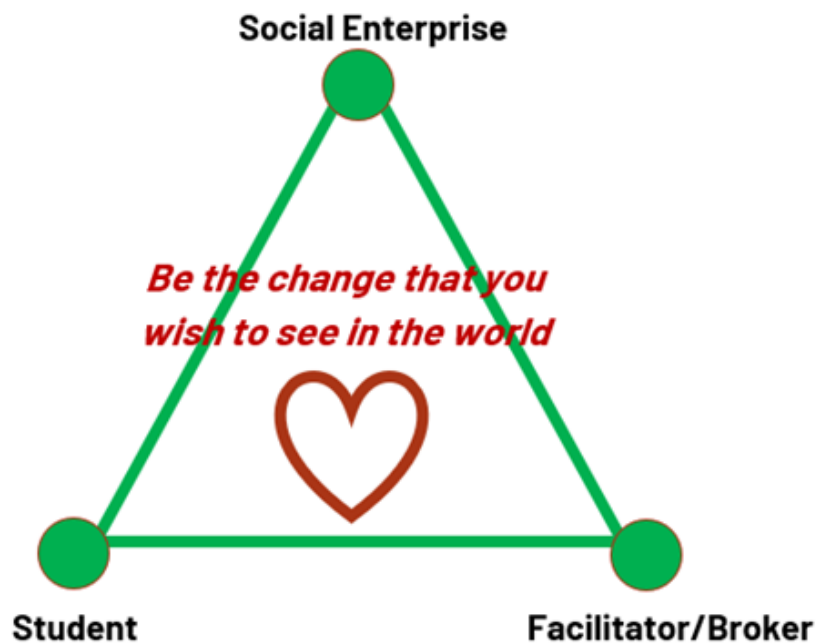
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# Social Innovation through VET and Social Enterprise Networks

## I02 Social Enterprise Programme Framework



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# **SIVSEN –Social Innovation through VET and Social Enterprise Networks (SEN)**

This framework was developed under **Erasmus+ programme** by five partner organisations based in the **UK, Italy, Sweden and Romania**





## **Background**

We created this **Social Enterprise Programme Framework** as part of **SIVSEN, an Erasmus+ Key Action 2** project. This takes learnings and experience from the social enterprise sector to ensure that the knowledge, skills, and mindsets applicable to working in a social enterprise is embedded in Vocational Education to create enhanced opportunities for the growth and internationalisation of social enterprises. The different target groups, people and organisations designed to bring together through the overall SIVSEN project outcomes and specifically this framework include:

**VET/HE educators:** building on competences/understanding of SEN opportunities and a positive attitude towards embedding EU values, reducing the distance between these sectors and the educational world.

**Social Enterprise network employers:** encourage/enable VET/HE organisations to work more effectively to internationalise their work experience programme through an accredited provision in sectors that belong to the “new economy” and “social innovation” where this educational approach is missing.

**Work placement participants:** who will then become ‘ambassadors’ for the programme providing case studies demonstrating the positive impacts that participation has had on their professional/personal development to raise the profile/appeal of the programme to the wider stakeholder cohort, demonstrating the opportunities for work/ travel in the wider EU SE Network.

City College Plymouth established a two year Erasmus+ funded Strategic Partnership project with the Plymouth Social Enterprise Network (UK), Foreningen Urkraft (Skelleftea, Sweden), Materahub (Matera, Italy) and Fundatia Danis (Cluj-Napoca, Romania).



We worked within an established partnership that recognises that the economic recovery that needs to happen once the Covid 19 crisis abates will have the opportunity to prioritise social wellbeing and combat social isolation.

The social enterprise sector already has a strong track record in doing this, with successful businesses delivering on social and environmental objectives whilst prioritising the wellbeing of their staff and communities. Therefore, this project learnt from the social enterprise sector, to ensure that the knowledge, skills, and mindset applicable to working in a social enterprise was embedded in Vocational Education to create enhanced opportunities for the growth and internationalisation of social enterprises.

This allowed the transfer of knowledge, enhancing the most engaging working practices and aspects of working in the social enterprise sector for work placements which will benefit young people's health and wellbeing as well as advancing VET staff knowledge/Continuing Professional Development (CPD) to embed innovative provision.

Evidence shows that people, particularly young people, want to work in socially responsible businesses. A social purpose at work leads to a higher level of engagement and higher levels of productivity. Unfortunately, people are not always made aware of the opportunities that exist in the social enterprise sector and social enterprises do not do enough to spread the word.

All of this has led to talent becoming a bigger issue for social enterprises, particularly larger employers. VET colleges, as well as schools and universities should work with social enterprises to ensure that young people entering the workforce are aware of the opportunities to work in social enterprises on both a local, regional and international level.

## **Framework Objectives**

To support the provision of innovative transnational opportunities for a global economy, to include:

- Combined training/development based approach of the Vocational Education and Training sector of all partners with the social and environmental aims/culture of the Social Enterprise sector.
- The take-up of future paid employment opportunities by providing a work placement exemplar to enhance the attractiveness of opportunities to young people and of young people to leaders in this sector.
- The enhancement of new and existing opportunities and work placement frameworks through the development of effective partnerships between employers and educational institutions to support the internationalisation of working in this sector.
- Relevant local/national and international economic plans encouraging innovation and internationalisation of young persons within this sector.
- Productivity through the transfer of best practices of the European social enterprise sector including work placement delivery into mainstream training in VET on an international platform.
- Acting as intermediaries that could bridge VET and SE - partners have a large reach of partners in the educational sector as well as in the corporate and government sectors across all countries.

**Social enterprise activity can impact positively on mental health, self-reliance/esteem and health behaviours, reduce stigmatisation and build social capital, all of which can contribute to overall health and well-being of young people.**



## **How the Framework Works**

Before providing you with the methods and tools of organising a workplace experience framework, we must first outline the general principles of such a programme.

The work experience framework is composed of a set of modules and that can be adapted and enriched as appropriate. The modules can be stacked to structure a traditional 2-day placement or spread out over time through face-to-face, blended or even through a full virtual delivery in which some or all elements may be delivered in college or home. Considering the international intention of this work experience programme, this is a vital element as current and ongoing Covid-19 pandemic restrictions are experienced.

This programme can be used as a simple work experience programme, or by adapting some of the proposed activities, a more detailed and longer programme can be created incorporating workplace based projects/activities to enhance the young person's experience and allow for employer flexibility.

The young people taking part in the program would be named 'participants', while the persons responsible to support their professional development in the Social Enterprise employer host organisations will be called 'mentors'.

The facilitator or broker acts as the initiator/organiser of the framework - setting the programme for both the participants and the employer mentors, providing services to both parties and bringing their interests together whilst matching motivations.

The matching of participants to employers also depends on the financial resources available for implementing the programme and on the criteria of potential funding opportunities to cover costs for international placements.

## Key Groups Involved

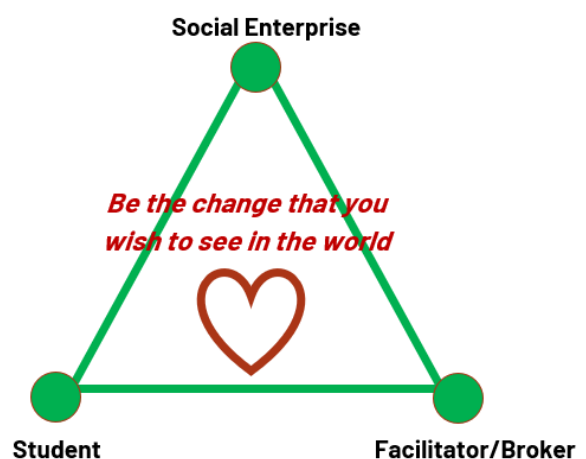
Participation is via the three key groups identified below and ensures:

**The Social Enterprise Network - Employers:** encourage/enable VET/HE organisations to work more effectively to internationalise their work experience programme through an accredited provision in sectors that belong to the “new economy” and “social innovation” where an educational approach is missing.

**Work placement participants - Students:** Participants undertaking the programme and experiencing the positive impacts that participation will have on their professional/personal development with an international experience.

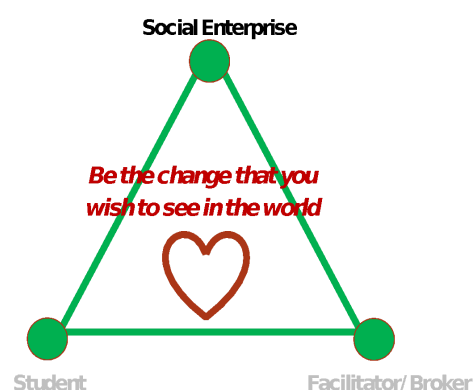
**The Facilitator or Broker - Vocational Education and Training (VET)/Higher Education (HE) educators:** build competences/understanding of SEN opportunities and a positive attitude towards embedding EU values, reducing the distance between this sector and the educational world through providing meaningful working experiences to participants whilst, developing their networks and internationalisation.

**All of which, in their own way, raise the profile/appeal of the programme to the wider stakeholder cohort, demonstrating the opportunities for work/ travel in the wider EU SE Network.**



## The Social Enterprise Network – Employers

*What can I offer? What is in it for me?  
What do I need to do?*



### **United Kingdom - SE Networks and Employers**

According to <https://www.socialenterprise.org.uk/what-is-it-all-about/> Social enterprises are businesses that are changing the world for the better. Like traditional businesses they aim to make a profit but it's what they do with their profits that sets them apart – reinvesting or donating them to create positive social change. Social enterprises are in our communities and on our high streets – from coffee shops and cinemas, to pubs and leisure centres, banks and bus companies.

By selling goods and services in the open market, social enterprises create employment and reinvest their profits back into their business or the local community. This allows them to tackle social problems, improve people's life chances, provide training and employment opportunities for those furthest from the market, support communities and help the environment.

Social enterprises exist in nearly every sector from consumer goods to healthcare, community energy to creative agencies, restaurants to facilities management. Well known examples include The Big Issue, Divine Chocolate and the Eden Project but there are over 100,000 social enterprises throughout the country contributing £60 billion to the economy and employing two million people.

They're creating jobs and opportunities for those most marginalised from the workforce, transforming the communities they work in and making the Sustainable Development Goals a reality. It's business for good and when they profit, society profits.



## Italy - SE Networks and Employers

The diverse trends across the various organisational types that make up the social enterprise spectrum are: (i) social cooperatives, (ii) entrepreneurial associations and foundations, (iii) limited liability companies, and (iv) traditional cooperatives and mutual aid societies.

Building upon a rather undersized non-profit sector that was traditionally focussed on advocacy activities, social enterprise has developed in different stages. In the first stage, voluntary organisations and social cooperatives were the crucial actors. Then, associations and foundations shifting towards a stronger entrepreneurial stance began to play an increasingly relevant role. Finally, limited liability companies qualified as social enterprises because pursuing explicit social aims and adopting inclusive governance have come into play. (*"Social enterprises and their ecosystem in Europe, Country report ITALY by Carlo Borzaga, March 2020*)

Italy has enacted Impresa Sociale in 2017, which recognises an organization as a social enterprise (regardless of the legal form) if they carry out commercial activity in order to pursue, mainly and permanently, "civic, solidarity or social utility objectives". The government has laid down a series of criteria for sectors which qualify as 'social'.

The social enterprise is allowed to share profits and operational surpluses in a limited form. The following enterprises do not qualify as social enterprises as per legislation: (1) companies established by a single shareholder who is a natural person, (2) public administrations and (3) entities whose articles of incorporation limit supply of goods and services to members or associates only.

Additionally, Italy also recognises companies as benefit corporations or 'Società Benefit', which is a company that combines the goal of profit with the purpose of creating a positive impact for society and the environment and which operates in a transparent, responsible and sustainable way. It is neither a social enterprise nor a not-for-profit company. As opposed to a social enterprise, a benefit corporation will not have limits on its commercial activities. The impact focus of these companies however be explicitly stated in their mission. They will be expected to measure and document the positive impact created by them and by nature be ESG compliant.

Networks of social cooperatives are well established in Italy. Social cooperatives often group together in consortia to be effective in the marketplace. The consortia play a fundamental role in the development of social co-operatives, supporting, advising and sometimes directly participating in the development of new business opportunities. For example, the creation of a national federation for social cooperatives in the late 1980s



(Confcoopertiva-Federsolidarietà) has played a key role in the institutionalisation of social cooperatives in Italy. The federation's objectives were to promote the development and consolidation of social enterprises by raising awareness of the general public and policy makers (Borzaga and Ianes, 2011).

When considering the entire range of social enterprises operating in Italy, regardless of their legal form, the phenomenon turns out to be significant in terms of numbers. Based on the available data on social cooperatives, ex lege social enterprises, and associations and foundations with market activity, the estimated number of social enterprises in 2017 amounted to over 102,000 accounting for almost 900,000 paid workers and an annual turnover of 42,700 million EUR.

### **Sweden - SE Networks and Employers**

The interest in social enterprises has increased rapidly during the last decades in Sweden as in many other countries. The use of the concept continues evolving and a commonly agreed definition has yet to emerge— 'different versions' provide points of reference for different groups in society as well as in policy initiatives.

Even if the concept of social enterprise remains relatively new in the Swedish context, the phenomena referred to as such today have a long history and must be understood in relation to the development and strong position of public welfare structures as well as their current transformation. Since the late 20th century, services provided by the public sector have increasingly been subject to competition, thus growing the market for private welfare services- including those sold by social enterprises. Policies, procurements and different client choice models have not been limited to certain types of private initiatives. Social enterprises do therefore compete on the same market as non-profit organisations (NPOs) and conventional enterprises.

Social enterprises in Sweden consist of various types of organisations operating in diverse fields of activities. For a period of time, work integration social enterprises (WISE) fell into the focus of policy attention. But gradually, attention has diffused to social enterprises in other niches and in general. A predominantly positive connotation attaches to social enterprises, even if an understanding of the concept is not always clear. Many times it interlinks, even synonymously, with social entrepreneurship as well as idea based organisations, civil society and/or social innovation. Clear boundaries that separate social enterprises from conventional commercial enterprises and NPOs remain unclear. Social enterprises, as defined by the EU, can in Sweden take the legal forms of non-profit association, economic association or limited company. None of these legal forms do however automatically fulfill the criteria set by the EU. Adjustments of statutes and/or practices must arise on an individual basis. This means that

some of the organisations using these legal forms qualify as social enterprises, though not all. Policies aim to treat different types of organisations or enterprises neutrally. Social enterprises therefore receive no different treatment than other organisations. However, different types of support for social initiatives do exist, such as subsidies for employing people with reduced working capacity. Social enterprises and other types of organisations, enterprises or public actors can tap into these subsidies. Even if aspects of the EU definition of social enterprise, as defined in the Social Business Initiative, correspond with the view of several key stakeholders in Sweden, this definition is not directly coherent with legal and statistical structures. This therefore creates challenges in currently identifying social enterprises in a statistically reliable way in Sweden. Finally, several social enterprises and key stakeholders emphasise difficulties in developing long-term sustainable business models. They also stress the need for conditions that allow sufficient qualitative work for target groups that require extensive support. (SOCIAL ENTERPRISES AND THEIR ECOSYSTEMS IN EUROPE - Country report SWEDEN by Malin Gawell)

### **Romania - SE Networks and Employers**

The concepts of social enterprise and social economy were adopted in Romania after 2005, by the non-governmental sector, being then officially recognized by the Law 219/2015 on Social Economy. Thus, the social enterprises in Romania are in an early stage of development.

According to Social Economy law, the social enterprises are officially defined as organisations that fulfill four key criteria: 1) priority of a social aim rather than the bottom line of the organisation; 2) the allocation of the largest part of the profit to support the social goal of the enterprise; 3) solidarity and collective responsibility; and 4) democratic governance. The same piece of legislation establishes types of organisations that can be considered social enterprises if they meet these four criteria: cooperatives, credit cooperatives, non-governmental organizations (associations and foundations), mutual aid associations, agricultural societies and other private entities if they fulfill the social economy principle ([Social enterprises and their ecosystems in Europe. Country Report - Romania](#), 2020).

According to the same report, there are over 6,300 social enterprises in Romania, with more than 19,000 employees. Most of these social enterprises, approximately 5,300, are non-governmental organizations, associations or foundations, with economic activities. The social enterprises are active in very diverse fields from production of goods, such as furniture, toys, bakeries, textiles, constructions, etc., to services, such as education, training, data processing/car maintenance/repair, waste collecting, clearing, to trading organisations.



***Across all countries we define social enterprises as businesses that:***

- A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders.
- It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities.
- Have a clear social or environmental mission set out in its governing documents.
- Are controlled and owned in the interests of the social mission.
- Reinvests or gives away at least half their profits or surpluses towards the social mission.
- Are transparent about how they operate and the impact they have.

This work experience programme has been created to help make work experience opportunities easier for employers to host. We recommend that an easy to use online portal is set up for each programme identified, this will be 'hosted' by the facilitators/brokers to streamline marketing, recruitment and administration into one place, reducing the workload and providing clear data on employers involved and overall will ensure a clearer reach to potential participants. An easy to use online portal will make finding the right participants simpler. For a participant, work experience or completing a project with your Social Enterprise gives them real insight into your sector and into professional life. Experiencing the 'real world of work' albeit for a short period of time exposes them to experiences that can spark their interests for their future. Acting as a mentor, your guidance and support can help them get the most out of the experience.

**Intended framework outcomes include**

- A structure that can be used in its entirety or adapted to suit on a country or international basis.
- Accessible and meaningful activities for participants to support elements of employer engagement and develop wider employability skills.
- Easy to follow guides and the flexibility to allow virtual, face-to-face or blended engagement.



### **The social enterprise employer benefits through:**

- Connecting with young talent and shaping their future and sector workforce on an international platform.
- The opportunity to connect with other European markets and networks with the help of facilitators/brokers and participants, creating lasting professional networks.
- Developing and highlighting skills that employers require.
- Opportunity for mentors to develop their interpersonal, supervisory and leadership skills.
- Young people bring a new perspective to the business and solutions to potential business challenges.
- The programme enhances companies' profile and employer brand in the community.

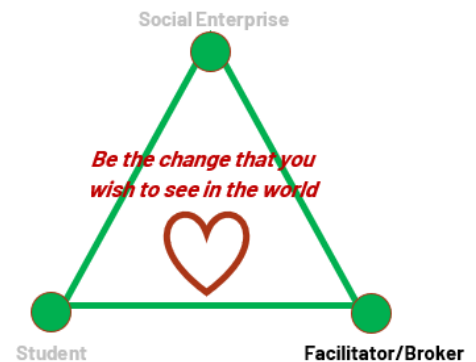
### **The considerations for social enterprise employers include:**

- Language levels if the participant is incoming from another country.
- Working together with the Facilitator/Broker with regards to housekeeping arrangements including travel plans and local accommodation arrangements for international, incoming participants, including the cost of such arrangements - on a placement specific basis the employer and the Facilitator/Broker will refer to the ROI Return on Investment Guide for exploring options on funding/associated housekeeping costs.
- Time and other commitments required from the workforce to ensure the experience is meaningful for all involved.
- Ensuring participants are sufficiently prepared for the experience if projects are involved, including working with the Facilitator/Broker in setting the challenge topic and collating briefing information to aid the participant with their preparation/any pre-work needed..
- Balancing fluctuating business demands with supervision of the participants.
- Identifying how the participant could undertake shadowing a member of staff.
- Being allocated a task or tasks for the duration of the work placement such as processing applications for a new course, staffing a reception desk, monitoring stock etc.
- Identifying areas where a participant could provide feedback to the business e.g. reviewing their online and social media activity and commenting from their own perspective.
- Implications relating to young person's health and safety or over 18's safeguarding.
- Providing participants with accreditation via Europass or Digital/Micro Badges and a written commendation/reference for their CV/Portfolio.

## The Facilitator/Broker

*How do I Make it happen?*

*How do I join it all together?*



In essence, the main role of facilitator/broker is to make the connection between participants and the SE organisations to include activities described as:

- **Promote Erasmus+ and the work experience programme to SE organisations** to identify work experience placement places within Social Enterprises and agree programme framework duration/timings and content with the employer whilst also confirming Induction and any Health & Safety/Safeguarding requirements, code of conduct and specific country Covid rules relating to travel planning.
- **Ensure that they themselves follow and that the employers demonstrate their commitment to diversity and inclusion** from recruitment through all stages of the process including checks undertaken during the work experience placement. Creating a diverse and inclusive workplace plays a critical role in creating a strong culture and a positive work experience placement.
- **Promote these work experience opportunities to potential participants** with detailed information and using an online platform and collect applications in a given time period with a fixed deadline for each opportunity. Prepare a work plan/work commitment, establishing together the learning objectives, the activities and tasks, and the estimated results relevant for both parties. You could also organise/host a promotion event in which companies/host organisations come and present the work experience positions they have to the potential participants that have applied.
- **Agree selection criteria** with SE for selection of work experience participants and **conduct the selection process** to match to opportunities. This would include



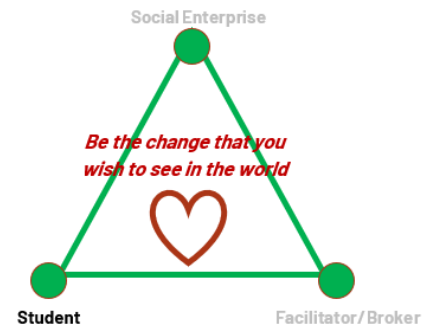
evaluation of applications, organising interviews and based on the SE companies' preferences selecting the final number of participants for each work experience opportunity available.

- **Provide orientation information** for the confirmed work experience participants including a code of conduct/contract detailing the expectations for each programme through which they commit to follow the whole programme and respect the rules and procedures of the programme and of the hosting SE organisation. This also includes guides and detailed information relating to international programmes relating to hosting country/city/organisation information, travel guidance and accommodation options as relevant.
- **Prepare the mentors** from the host organisations with what to expect. This would include a programme contract with each SE company/host organisation, through which they commit to provide the agreed work experience program in full to the participants, assign appropriate mentors, and financially support the programme.
- **Support the participants and mentors** in the delivery of the framework. This would include any preparation meetings/sessions or other specific training modules/courses that may be available (such as Conflict Management/Project Based Learning Techniques) with a special focus on the companies' requests and interests.
- **Monitor and evaluate the programme** - Monitor both the participants and the mentors' activity, by staying directly in contact with both parties. Follow the work plan/work commitment made, and if it is needed, all parties can agree on adding or adjusting some of the objectives and tasks in accordance to their needs that could change during the implementation of the programme. Be ready to intervene in conflict or dropping out of the programme situations, as the impartial third party.

**At the end of each programme, recognise the employer mentors by providing a certificate of recognition.**

## The Work Placement Participant – Student

*Who me? - Can I do it?  
What can I offer?  
What do I need to do?*



The benefits to young people from engaging with employers and experiencing the workplace are well evidenced. These include:

- **Young people can explore careers** helping them to make more informed choices.
- **Develops their understanding of the workplace** and expectation of employers.
- **Contributing to Sustainable Development Goals (SDG)** which are the blueprint for the Global Goals to achieve a better and more sustainable future for all.
- Enables them to **identify and develop specific skills**.
- **Opens further opportunities** with employers.
- **Can lead to jobs**, apprenticeships and/or further training.
- **Working for a Social Enterprise** can be a really rewarding career choice leading to high levels of job satisfaction and wellbeing.

At an early age young people are already making life choices that will impact their careers for years to come. Yet too many students without a varied parental network do not have access to valuable work experience opportunities in the Social Enterprise sector at this crucial age. It is also true that those who need exposure to this sector the most may take work experience placements in other sectors that only reinforce existing assumptions of what is available to them.

Even with the amazing schemes on offer today, many employers recognise the



need to reach students earlier to change their current landscape of diversity and access into their industry or profession. Work experience is most students' first foray into the professional world which helps shape their perceptions about their own abilities and options for their future.

Broadening the horizons of students who do not have networks or contacts available to them through this work experience framework opportunity exposes them to Social Enterprises and entrepreneurs to help give them direction and inspiration. This demystifies this incredibly varied sector and opens up exciting possibilities about the different jobs available and how to enter/work in this sector. The amazing opportunities that foster the feeling of joining a cause and bringing the change that they would like to see in the community and world, whilst supporting Global Goals/Sustainable Development Goals.

Encouraging diversity in the Social Enterprise sector by inspiring a range of young people earlier in their decision making to consider this as a valid career choice is further enhanced by the internationalism of this sector across Europe.

This framework offers invaluable preparation to the world of work by giving students early exposure to the SE workplace etiquette and expectations such as punctuality and having a positive attitude. Soft skills such as self awareness, confidence, assertiveness and independence are often bought out alongside the professional skill gains made.

During the work experience, curiosity and career coaching increases the young person's understanding of practical pathways available to them in this sector which can include apprenticeships and training programmes.

Overall the work experience programme is designed to improve the overall prospects of young people by offering early exposure to the world of work and Social Enterprise related professionals, outlining key expectations and identifying transferable skills.

## The Work Experience Framework Model

The Framework is composed of different modules over 2 days to ensure pre-experience preparation, skill development, and if time allows for the programme to extend to 5 days a completion of a workplace challenge. Activities for participants have a suggested duration to support employer mentor planning of the experience. Similar to that of traditional work experience placements, participants could complete all modules in the extended version with sufficient time for independent / team working, additional employer mentor activities and breaks. The suggested schedule below at Figure 1, illustrates the 2 day sequenced framework from a student's perspective.

**Figure 1**

	<b>Day 1</b>	<b>Day 2</b>
<b>09:00</b>	What is a Social Enterprise? Goal setting	Problem Solving
<b>10:00</b>	Introduction to the Social Enterprise Sector Workplace Meeting	
<b>11:00</b>	Teamwork	
<b>12:00</b>		Effective Project Management
<b>13:00</b>	<b>Lunch Break</b>	<b>Lunch Break</b>
<b>14:00</b>	Being an Effective Employee	Short Workplace Challenge
<b>15:00</b>	International Awareness Session	
<b>16:00</b>	Reflection Career Guidance Options for the Future	Reflection & Evaluation

The next schedule at Figure 2, illustrates an extended delivery time over 5 days, where additional modules are incorporated to allow for a more detailed workplace challenge. Participants will spend an additional 3 days working through their solution/recommendations to the 'challenge' and will at the end of the 5 days present their findings to an audience and receive feedback from their employer mentor.

The additional time for this more detailed activity will be facilitated and supervised by the employer mentor, however activities are designed to be mostly self-led therefore require minimal planning / facilitation time.

**Figure 2**

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>09:00</b>	What is a Social Enterprise?  Goal setting	Problem Solving	Workplace Challenge Independent /Team working	Workplace Challenge Independent /Team working	Presentation Preparation & Practice
<b>10:00</b>	Introduction to the Social Enterprise Sector  Workplace Meeting				
<b>11:00</b>	Teamwork	Effective Project Management	Session with Employer Expert to Support Workplace Challenge Topic	Pitching & Presenting Coaching from Employer Expert	
<b>12:00</b>					
<b>13:00</b>	<b>Lunch Break</b>	<b>Lunch Break</b>	<b>Lunch Break</b>	<b>Lunch Break</b>	

<b>14:00</b>	Being an Effective Employee	More Detailed Workplace Challenge	Workplace Challenge Independent /Team working	Workplace Challenge Independent /Team working	Live Presentation
<b>15:00</b>	International Awareness Session				
<b>16:00</b>	Reflection  Career Guidance Options for the Future	Planning for Workplace Challenge	Employer Q&A Panel  Present & Talk Through Workplace Challenge Outline Plans	Open Session TBC/Participant Led  Reflection	Employer Feedback Session & Evaluation

The extended framework could support delivery of the modules over an extended period, where modules can be allocated to fit around existing lesson times or student timetables. It is recommended that where employer mentors will be interacting in modules such as Company Induction, Workplace Challenge, Employer Feedback and final presentations, the times and methods of interaction are agreed mutually by the facilitator/broker and the employer with sufficient notice for each interaction to take place.

### **Method of Delivery**

There is no doubt that face-to-face employer encounters have the greatest impact on young people and days 1 and 2 are designed to be held in the workplace.

Providing a meaningful work placement that is extended to 5 days can be a significant challenge for some employers. The use of technology to facilitate virtual meetings and engagement has become widely utilised during the pandemic and is now more accessible and can be considered as an effective method of blended delivery of at least part of a work experience in days 3 to 5.

For the benefit of the employer mentor an overview of each module of the framework is set out below, the facilitator/broker and employer will work together to finalise each module to ensure relevance of each individual programme and this will detail:

- A module overview – a description of the module, with outcomes and associated additional resources,
- A participant resource pack – a structured set of mostly self-led activities, designed to give students a meaningful encounter of the workplace and develop skills that will prepare them for their placement and the future.
- A facilitator’s guide – to be used by the employer mentor depending on the format of delivery, to guide participants through modules. Guides provide instructions for how best to deliver the module as suggesting opportunities for employers to give relevant examples to students of real workplace scenarios from their business/environmental impacts.
- Resources are provided electronically so they may be accessed and either used digitally or downloaded to work through.

<b>Module Title</b>	<b>Overview</b>	<b>Outcomes</b>	<b>Associated Additional Resources</b>	<b>Facilitator Guide, Delivery and Tips</b>
<b>What is a Social Enterprise?</b>	<p><b>Purpose</b> – what is your social issue and what inspired the creation of your SE?</p> <p><b>Sustainable revenue</b> – what are your income sources?</p> <p><b>Motivation</b> – what are the organisational values – what else defines you as a social enterprise?</p> <p><b>Jobs</b> – what are the roles within your organisation?</p> <p><b>Sustainable Development Goals</b> – where does your SE sit in terms of the SDG’s? What is your global viewpoint?</p>	Participants are given sufficient overview and information to be able to fully understand the SE Employer and the types of jobs and roles available.	<p>Online resources.</p> <p>Workshop slides.</p> <p>Company literature.</p>	<p>Blended delivery through 1-1 discussion and team involvement.</p> <p>Hold a team meeting for participants to get a feel for current activity.</p>
<b>Introduction</b>	<b>Understanding Social</b>	Participants are	Online	Blended

<p><b>to the Social Enterprise Sector</b></p>	<p><b>Enterprise</b> Include: purpose, values, democratic orgs, wellbeing, impact and impact measurement.</p> <p><b>Industry and SE Sector</b> – what’s the difference?</p> <p><b>Social Enterprise vs. Social Entrepreneurship</b> – what’s the difference?</p> <p><b>Network and Structure</b> – what is your network on a local, regional, country and international scale? How is your SE structured?</p>	<p>given sufficient overview and information to be able to fully understand the SE sector and the opportunities for work that it can present.</p>	<p>resources.</p> <p>Company literature.</p> <p>Links to country specific additional reading about social enterprise.</p> <p>You Tube videos about social enterprise, or specific social enterprises. A worksheet for a mini research project encouraging the student to find out more about social enterprise in their country.</p>	<p>delivery through 1-1 discussion and team involvement.</p> <p>Include brainstorming activity of participants /wider team to break the ice/generate ideas.</p>
<p><b>Teamwork</b></p>	<p>Why <b>team building</b> is critical.</p> <p>How do you <b>invest</b> in the improved performance and well-being of the team?</p> <p>What <b>structure, work processes, and relationships</b> make the best use of your resources?</p> <p>What <b>collaborative projects</b> have been a success/are you working on? What is your experience of collaborative</p>	<p>First hand experience of open access to the current SE team in organisation.</p> <p>Shadowing a member of staff.</p> <p>Being allocated a task or tasks for the duration of the work placement</p>	<p>Staff survey results.</p> <p>Sight of appraisal documents used.</p>	<p>Blended delivery to cover this topic including 1-1 session and team time for open session.</p>

	virtual working?	<p>such as processing applications for a new course, staffing a reception desk or monitoring stock etc.</p> <p>Providing feedback to the business e.g. reviewing their online and social media activity and commenting from their own perspective</p>		
<b>Being an Effective Employee</b>	<p>Are social enterprises <b>better places to work?</b></p> <p>Business models in the SE sector are often focussed on <b>empowering and getting the best out of staff</b> through the creation of supportive, co-productive work environments.</p> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• Transferable skill sets</li> <li>• Adherence to organisation guidelines.</li> <li>• Working toward the organisations goals.</li> <li>• Treating everyone with respect.</li> <li>• Using your best effort.</li> <li>• Become an expert at your job.</li> <li>• Offering value to your workplace and employer.</li> </ul>	Participant to gain an understanding that an effective worker doesn't just attempt to complete their tasks as quickly as possible, but works to come up with inventive solutions to problems and continually improve their performance to achieve the best results.	<p>Sight of induction docs used.</p> <p>All relevant organisation 'HR' related process/policy and procedure to demonstrate examples of discussions/topics.</p>	Blended delivery to cover this topic including 1-1 session and team time for open session.

	<ul style="list-style-type: none"> <li>• Focussing on solutions.</li> <li>• Being open to change</li> </ul>			
<b>International Awareness</b>	<p>Is there a <b>global movement</b> - what is the <b>world view</b> on Social Enterprise?          What are your <b>future plans</b> and <b>opportunities</b> for <b>international collaboration</b>?</p>	Participants are given sufficient overview and information to be able to fully understand the international platform for SE.	Real examples that fit this topic.	Blended delivery to cover this topic including 1-1 session and team time for open session.
<b>Problem Solving</b>	<p>Challenges and problems crop up in the workplace as they do in our day-to-day lives.  <b>Proactively resolving issues</b> that have the potential to derail teamwork.</p> <p>How do Social Enterprises provide <b>creative and innovative solutions</b> to existing problems?</p>	Understanding the basics of problem solving and how to approach challenges logically with a positive approach can help you arrive at solutions or recommendations and see how well you can handle yourself.	Presentation on 'Conflict Management'	Blended delivery to cover this topic including 1-1 session, presentation and team time for open session.
<b>Effective Project Management</b>	<p>Outline an <b>example</b> of scope, budget, resources, personnel, and timeline dedicated to a <b>real project</b>.</p> <p>Discuss how an <b>effective project manager</b> is able to manage unplanned issues while keeping the ball rolling on company goals and tasks in progress.</p>	Participants will gain an understanding of what is needed to succeed in the workplace and which skills can be transferred, or moved, from one setting to another - whether that's from one job to another or a different sector/industry	Tools and tips used at current organisation	Blended delivery to cover this topic including 1-1 session and team time for open session.
<b>Workplace Challenge</b>	A great way to learn how to handle pressure is by	Listening and problem solving	Depending on the	Blended through initial

	<p><b>tackling and resolving the challenges</b> sometimes faced at work.</p> <p>The exact <b>challenge 'topic' will be pre-agreed</b> with the Facilitator/Broker and employer at an early stage so as potential participants have sight of the programme at application stage.</p> <p>This will be a shorter or longer challenge depending on whether you are offering a 2 day or 5 day placement.</p>	<p>skills are essential in the workplace, you will work through a given scenario.</p> <p>Present learnings, outcomes, solutions to organisation.</p>	<p>challenge set the participants will need to have access to people, a desk, equipment, information, data etc.</p>	<p>1-1 to define the task and explore the topic. A mix of independent and team working with coaching sessions.</p>
<p><b>Career Guidance /Options for the Future</b></p>	<p>Discuss <b>growth mindset</b>:</p> <ol style="list-style-type: none"> <li>1) Embrace feeling uncomfortable</li> <li>2) Look ahead</li> <li>3) Know you haven't failed</li> <li>4) Look after yourself</li> </ol> <p>Discuss participants' <b>placement experience</b> and give them <b>feedback</b>.</p> <p>Explore their thoughts on <b>what they will do next</b> to reach their career goal and start working in their chosen job.</p> <p>Discuss <b>support available</b> to them which will be confirmed by the Facilitator/Broker.</p>	<p>Participants are encouraged to use a 'growth' mindset rather than a 'fixed' mindset.</p> <p>Participants can pinpoint their skills and strengths.</p> <p>Participants have a reference from their work placement.</p> <p>Participants explore step by step action plan to achieve their next steps, be it FE/HE or career.</p>	<p>Facilitator/ Broker to be present for this session.</p>	<p>1-1 session</p> <p>Agree on any follow up actions.</p> <p>Provide certification/ and contact details for employer/ training establishment references that the participant may need in the future.</p>

## **Promoting the Work Experience Framework**

The promotion methods to employ for this programme will depend on where and how to get the greatest reach to the audience of the young people and of potential SE employers. We propose that a combination of methods are used as set out below:

**A dedicated website for the program** will allow all the information about the programme to be available in one place, such as the rules of the programme, the specific conditions and benefits of the programme, information about Social Enterprises and the employers involved, the facilitators/brokers, the type of work experience placements available, the recruitment process alongside case studies and reports of previous placements with photos and testimonials. Additionally, promote the website through all other promotion tools used, as you will want to attract both employers and young people to investigate the website and apply to participate in the programme.

**A dedicated Facebook page** will allow the building of a community and ensures the presence of the work experience programme on social media. It will take time to build a new community and attract likes/followers, so to speed this up use already established social media channels to promote the new programme and ask partner organisations/stakeholders of the programme to promote this page to young people, and to SE companies' representatives as well.

**Other social media channels.** Find the social media channel that is more popular for young people and the platform where young people would expect to find information about such programmes. Open a dedicated Twitter account or Instagram account for the programme. Keep all of these up to date with lots of posts, images and adapted promotion campaigns allowing sufficient time for promotion. Link these to other social media channels to maximise visibility. This can also help in developing a direct contact with the audience who can reach your programme through direct contact.



In all online instances **tag @erasmusplusuk** on Twitter when sharing information and use the **hashtags #epluspeople** and **#ErasmusPlusUK** for other platforms.

**Offline methods** - we recommend the use of direct **emails, phone calls and face to face meetings** to present, explain and promote the programme.

To reach young people directly, organize **open promotional events** to present the programme, introduce the partner companies/organisations, introduce the work experience placements available and to brainstorm the benefits as well as any questions. Social Enterprise employers would be interested in participating in such events, as these could be perceived as nice great opportunities of promoting themselves as employers among the future workforce. They may be holding their own events, where a stand or scheduled talk on the programme could be included. These events are successful in terms of developing and maintaining the relations with the employers and also in terms of information gained by young people, who can directly ask questions about the placements they are interested in, about the employers, as well as actually meeting people from the social enterprise sector.

**The length of the promotion campaign** should be adapted to the cultural customs of your country, and should take into consideration that the promotion campaign has two steps:

- 1st step - in which you promote the programme to the host companies/employers. This is done most probably directly, targeting each partner individually through emails, phone calls and meetings.
- 2nd step - in which you promote the programme to the young people to apply for the placements that host companies and employers have already committed to in the 1st step.

## **Evaluation**

**Evaluation is a systematic and objective assessment of an ongoing or completed programme. The aim is to determine the relevance and level of achievement of programme objectives, development effectiveness, efficiency, impact and sustainability. Feedback will be sought from both participants and employers to find out whether, why and how the work experience programmes have achieved their goals and to determine if any changes or improvements can be made to enhance the experience.**

There are many different ways of evaluating each programme and information gleaned in the early stages builds a picture during development and in early implementation. However, in order to assess programme effectiveness, outcomes and impact we propose that a mixture of surveys, observations, case studies, focus groups and interviews are utilised depending on the participant numbers with each employer. Where single work experience placements take place online or printed evaluation and feedback forms may be used. In all instances it must be clearly stated what is being evaluated so that the person completing the feedback is clear on the different aspects on which information is being asked.

A **variety of evaluation techniques** should be used for a comprehensive evaluation, these include:

- Daily or weekly (depending on the programme duration) emails to participants asking about their activity, such as the highlight of the day, the things learned, things less appreciated, any problem they might encounter, and open questions.
- Preparing the participant to gather detail/information and record their time on the placement so they can prepare a case study - ask them to record pictures from the workplace, (if the employer allows) along with short comments with key words/emojis describing their experience and how they feel about the host organisation and the programme.
- Ask also for pictures and longer feedback by email, so that you can collect from the implementation phase data needed in the final report and evaluation of the program. You could also use this longer feedback, as quotes coming from young people when you have the monitoring meetings with the companies.

- For any problem that the participants mention, try to have a face-to-face meeting or a phone intervention. Do not let the problem grow bigger, intervene right away and collaborate closely with the mentor to solve it. The concerns most often encountered are related to communication issues, not enough or not interesting enough tasks, not enough new knowledge/skills or the participant does not see the relevance of the work he/she is doing for the learning objectives he/she has.

You should also **monitor the work experience placement** with the support of the employer mentors in the host company. The monitoring objective would be to make sure the commitment plan is respected, and that the parts are working towards reaching the objectives and the estimated results, while the learning experience is valuable for both parties. Monitoring that works successfully includes:

- Personalised emails to the employer mentors - send them updates and feedback from the participants, and ask for feedback as well. Always thank the mentor for the time and effort they make to provide work experience opportunities to the young people.
- Phone calls with the mentors to touch base and check all is well.
- Face-to-face meetings with the employer mentors or the companies' representatives, if they prefer to give you direct feedback about the programme.

For the **final evaluation of the program, evaluation surveys** (the free services from Google forms can be used) for both the participants and the employer mentors. The survey for the participants could include questions about:

- The value of the programme, if they would recommend the program to other young people.
- The effort they made to stay involved in the program.
- The level of involvement of the mentors and the host organisation in supporting the young person.
- The relevance of the program for finding a future job or for making important career decisions or for choosing a social enterprise/entrepreneurial career path.

- The new knowledge and skills gained through the program, with a special focus on the entrepreneurial knowledge and skills they gained.
- The things they most appreciated in the programme, and the aspects they less appreciated in the programme.
- The main things learned during the programme.
- The main aspects they most appreciated in the interaction with the employer mentor and with the host organisation.
- What they discovered about themselves through participating in the programme, such as what soft skills they were able to use in a work environment and also what they now feel they may need to focus on improving.
- If relevant, how did they find the travel to another country, getting about abroad and their ability to navigate a different language.

The **survey for the employer mentors** could include questions about:

- The main aspects they most appreciated from working with the young people.
- The main aspects they less appreciated from working with the work experience participants.
- The new knowledge and skills the participants gained through the programme, with a special focus on the social enterprise and entrepreneurial knowledge and skills they gained.
- The main benefits gained by the mentors and the company at the end of the programme.
- The things they most appreciated in the programme, and the aspects they less appreciated.
- The effort they made to support participants during the programme, as individuals and as an organisation.
- The relevance of the programme for the participants for their future jobs or future career decisions.
- Specific and relevant questions if participants were from another country.

Once you have collected all the data from the evaluation forms and from the monitoring phases, **prepare a report** that can be shared by email or on the programme platform and social media easily. The report should include at least the following information:



- The number of young people that applied to the program, that were interviewed, then selected, and in the end the number of participants of the programme.
- The number and the name of companies involved in the programme, with the specific areas of work for the places they made available.
- Quotes and testimonials about the experience, from the participants and from employer mentors.
- Main statistics results from the evaluation forms, about the relevance of the program for participants and for the companies, about the aspects they appreciated or less appreciated, about the concrete impacts/benefits gained by the participants and the employer mentors/companies.
- Recognition and thank you to all the relevant parties.
- Cumulative data and figures of the programme - the main organisers, the aim of the programme, and the total number of young people and employers taking part so far.

For presenting the report, use a PowerPoint presentation, or different free apps for infographics/posters (such as Canva) or for storytelling reports (such as Adobe Spark - for great videos and report pages), or any other app or software that could help you in making good looking and powerful reports for the stakeholders of the program.



**Useful Resources** - ( note this can be online or a video application as deemed appropriate)

## **Participant Application Form including Code of Conduct**

 <b>SIVSEN</b>	
<b>Workplace Experience Application</b>	
<b>Which workplace opportunity are you applying for?</b>	
<b>Your Details</b>	
<b>Surname:</b>	
<b>Forenames:</b>	
<b>Date of Birth:</b>	<b>Gender:</b>
<b>Nationality:</b>	
<b>Address Line 1:</b>	
<b>Address Line 2:</b>	
<b>City/Town:</b>	<b>Postcode:</b>
<b>Email:</b>	
<b>Home Telephone No:</b>	<b>Mobile No:</b>
<b>Emergency Contact: (Name, relationship to you and Tel No)</b>	
<b>Your Personal Statement (please keep to a maximum of 200 words)</b>	
	

<b>What would you hope to gain by undertaking this workplace experience opportunity?</b>
<b>Describe the skills and qualities that you would bring to the work placement</b>
<b>Write of a time when you worked positively with others e.g., peer support, team working and this can be as part of a club, personal situation, at work or at school/college etc.</b>
<b>Please state any other information that may support your application:</b>

## Code of Conduct

All applicants must read and agree to the following Code of Conduct at application stage.

1. Participants are accountable to the responsible adult(s) at all times.
2. Participants are expected to behave in a mature and responsible manner at all times, this being reflected in a positive and professional approach to all activities.
3. If this placement is away from home, then during free time participants should take all reasonable safety precautions including keeping employers informed of their whereabouts (where applicable).
4. For participants over 18 years of age, alcohol may be consumed during free evening time in line with the laws of the country they are visiting - it is inappropriate to undertake daytime activities even after having consumed only a small amount of alcohol. During free evenings, each participant has a responsibility to ensure that their intake level of alcohol is reasonable and will certainly allow him or her to remain in full control of their actions and to continue behaving to the standards required of them.
5. Any reports of inappropriate behaviour, noise, inconvenience or lack of consideration for others, damage to property, etc. may result in a participant being returned to their home country at their own (or parent/guardians') expense.
6. Any participant involved in serious misconduct will be sent home at parents' or their own expense.
7. Any participant who becomes aware of any activity or conduct which may put others at risk in any way, is required to report the matter immediately to the Facilitator/Broker and /or Employer.
8. Participants will be expected to fully meet the requirements of the work placement. They will be expected to go to work when asked, they should be on time and complete tasks set in an enthusiastic and responsible manner in line with the standards and expectations outlined by the Facilitator/Broker.


**I agree to follow the Code of Conduct presented in this form in full.**

<b>Signature of applicant</b>	
<b>Date:</b>	



**Useful Resources** - ( note this can be online as deemed appropriate)

**Sample Participant Agreement**



**PARTICIPANT AGREEMENT**

**DETAILS ON THE PARTICIPANT & FACILITATOR/BROKER**

Name of the participant:

Field of vocational education:

Sending institution (name, address):

Facilitator/Broker contact person (name, function, e-mail, ~~tel~~):

**DETAILS OF THE PROPOSED PROGRAMME ABROAD**

Receiving organisation (name address):

Contact Person (name, function, e-mail, ~~tel~~):

Planned dates of start and end of the work placement period:

**Knowledge, skills and competence to be acquired:**

**Vocational:**


Work experience in the Social Enterprise sector including a set workplace challenge

Social skills, teamwork and communication

**Personal:**

Understanding and accepting other cultures. Communication skills and flexibility – on a personal level and in a working environment.

Gaining self-confidence, learning how to budget (staying away from home), decision-making and language learning.





**Detailed programme of the training period:**

To be agreed between the Facilitator/Broker and the Employer and inserted here along with the topic of the workplace challenge.

**Tasks of the participant:**

- Follow Health & Safety rules & regulations.
- Follow instructions given by the Facilitator/Broker and the employer.
- Be punctual and a good team player.
- To work as part of the team, complete project work, work shadow and challenge.
- Develop communication and language skills.
- Complete a report and evaluations of their experience for the programme.

**The participant is expected to:**

- Be mature enough to face the difficulties of adapting to life in a foreign country.
- Have an open mind towards new experiences and situations.
- Take an interest in the culture and language of the host country.
- Communicate effectively with the employer in order to successfully complete project work.
- Take part in induction and follow company procedures.
- Act appropriately in a work environment, respect and adhere to employer orders and requests.
- Comply with timekeeping.
- Keep in regular contact with the Facilitator/Broker.

**Monitoring and mentoring of the participant:**

Emergency telephone numbers for all parties will be available to all parties.

The Facilitator/Broker will be the first point of call for any questions/problems which may arise and which can't be solved locally with the host organisation.



**Evaluation and validation of the training placement:**

Evaluation will consist of progress updates during the work placement which will cover timekeeping, attitude, enthusiasm to work and learn, acceptance of instruction, quality of work, self-confidence/initiative, ability to work and communicate with others, sense of responsibility and integrity.

- The progress monitored throughout by the host organisation.
- Assessment by host organisation.
- Debriefing/feedback at the end of programme to the participant .
- Formal feedback completed to the Facilitator/Broker.

**COMMITMENT OF THE PARTIES INVOLVED - By signing this document, the participant, the Facilitator/Broker and the receiving host organisation confirm that they will abide by the principles set out below.**

**THE PARTICIPANT**

..... Date

**THE FACILITATOR/BROKER - We confirm that this proposed work experience programme agreement is approved.**

..... Date:

**THE RECEIVING/HOST ORGANISATION - We confirm that this proposed work experience programme is approved and on completion of the training programme the organisation will issue [...a Certificate ...] to the participant**

..... Date:





## PROGRAMME OUTLINE

### Attendance

Should an illness occur, a medical certificate must be produced by the Participant to validate the absence. Illness must always be reported to the Host organisation immediately.

### Health

Participants must have an EHIC card/suitable insurance to ensure that they are entitled to the same cover as nationals of the destination country. In order to be reimbursed for any medical expenses incurred, all receipts for prescriptions, etc. must be kept in order to seek reimbursement on return to their home country.

### Insurance

The Participant will be required to take out private insurance cover for travel.

### Luggage

The Participant should not take more than is absolutely necessary as storage space in accommodation could be fairly limited. Participants should have enough money on departure to cover any additional over-weight charges.

### Attitude

Participants should:

- Be mature enough to face the difficulties of adapting to life in a foreign country.
- Have an open mind towards new experiences and situations.
- Take an interest in discovering new ways of life in different surroundings.
- Completing the tasks set out in the work experience programme.
- Comply with the dress code of the receiving organisation which will be confirmed below:

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### Anti-Social Behaviour

It is of extreme importance that participants conduct themselves in a sensible and restrained manner, showing respect for the host country's customs and beliefs. Anti-social behaviour of any description, including alcohol or drug abuse, will not be tolerated and may result in the removal of the individual from the programme with the loss of any entitlement without notice. In the event of these circumstances occurring, it will be the individuals own responsibility to meet with the extra expense incurred for the return journey. The participant shall refund all associated costs with the programme.

**Useful Resources** - ( note this can be online as deemed appropriate)

## **Planning Checklist**

Activity/Area	Facilitator/ Broker	SE Employer	Participant/ Student	Timeline/Planning
Promote Erasmus+ and the work experience programme to SE organisations	✓			Ongoing programme to attract employer commitment
Confirm employer mentor and programme duration/dates	✓	✓		3 months before programme start
Confirm project topic/programme content and selection criteria with employer	✓	✓		3 months before programme start
Confirm financial arrangements needed/housekeeping/travel/accomodation	✓	✓		3 months before programme start
Promote these work experience opportunities to potential applicants	✓		✓	3 months before programme start
Recruitment and selection of participants	✓	✓		2 months before programme start
Provide orientation information to participants/distribute code of conducts/participant agreements	✓			1 month before programme start
Prepare the employer mentors	✓	✓		1 month before programme start
Support participants and employer mentors	✓	✓	✓	In all pre programme activity and throughout the programme duration
Monitor and evaluate the programme including certification/references	✓	✓	✓	In all pre programme activity and throughout the programme duration

## **Testing the Programme**

### **C2 Workshop - work experience in social enterprise**

Testing involved partner represented participants (from a selection of SE related backgrounds in Plymouth, UK). This was the first time a selection of SE specialists met together at one time to discuss the programme.

### **Event summary and feedback**

One day C2 event held at a Plymouth City Centre location: training space and social enterprise visit. Led by PSEN and CCP. Strong attendance (considering widespread levels of covid-related disruption) with six Social Enterprises and six areas of the College represented.

### **Benefits to students of SE work experience:**

- SE placements offer opportunities in this sector that may not otherwise be accessible and demonstrate “the art of the possible” - lived experience demonstrating potential positive futures
- Enabling students to explore their own values and true vocation and helping to shape career direction before making key decisions, e.g. University, employment
- Students can share a ‘young person's perspective’ on challenges faced by their host SE
- SE experts able to share wealth of experience and short-cuts to students considering start-up or employment in the sector

- Students develop personal and professional confidence in a work environment, new situations e.g. tackling interviews and work related bureaucracies, building experience for future careers
- Students gain novel experiences in SE enterprises not prevalent in 'mainstream' business, e.g. emphasis on wellbeing in the workplace, enabling social impact through business, experiencing democratic organisation structures

### **Feedback from 'speed-dating' of SEs and Tutors:**

- SEs present very diverse opportunities and needs, often with short lead-in times; demonstrable need for the value-added by a facilitator/broker to facilitate and accelerate the process to meet needs in a timely and appropriate way
- Strong emphasis on **collaboration** joining up creativity/arts/social purpose:
- Opportunities for collaborative work experiences with SEs (primary level) and their clients/customers (secondary level), e.g. Live Events team delivering a son-et-lumiere event to bring a Studio Skein renovated space back into public ownership; Art/Performance to promote Climate Emergency/Sustainable Power (Plymouth Energy Company)
- Collaborative Open Events e.g. Street Factory/College event for students, clients, stakeholders, that celebrate Plymouth's culture, its unique collaborations, geographic spaces; Dance Fusion, flash mobs, festivals (catering, music, dance...)
- Too much networking - not enough 'doing' - make it happen!

## **Feedback on IO2 Framework - what's useful? What's not?**

- Written application may be outdated and could be off-putting (excluding potential participants). Make application process multi-modal, e.g. videos, using avatars to demonstrate individual passions and USPs that a form may not evidence
- Critical to manage realistic expectations around the placement; ensuring timely liaison between SE & Facilitator/Broker to ensure appropriate level of placement for student
- Ensure a check-in/review at an early/mid-point in placement to allow for realigning of purpose, changing mentor, gathering feedback for continuous improvement
- Build in as much flexibility as possible to allow for adaptability/responsiveness to individual skills development and business circumstances

## **Further Information**

For further information and to read more about the project please see:

- ✓ The SIVSEN project website which includes the IO1 Comparison Survey and the SIVSEN IO3 Return on Investment Guide - [sivsen.eu](https://sivsen.eu)
- ✓ There are still a lot of myths about what social enterprises are (and are not) in the UK. There's still a traditional split between the idea of 'business' on one side and 'charity' on the other. However, that is changing and there is a lot of evidence that younger people are interested in pursuing careers in more 'purpose-driven' businesses. <https://www.socialenterprisemark.org.uk/>
- ✓ The latest UK-wide research into social enterprise is here (published last month):  
<https://www.socialenterprise.org.uk/state-of-social-enterprise-reports/no-going-back-state-of-social-enterprise-survey-2021/>
- ✓ And here is some research in Plymouth, UK:  
<https://plymsocent.org.uk/wp-content/uploads/2020/01/Report-Final.pdf>
- ✓ The latest research into social enterprises in Romania is part of the European research project *Social enterprises and their ecosystems in Europe*, through which national reports and a comparative analysis for 35 European countries were published in 2020. The National Report for Romania may be found here:  
<https://ec.europa.eu/social/BlobServlet?docId=20959&langId=en>
- ✓ One of the most active and well-known accelerator and network for social enterprises in Romania: <https://synerb.org/>
- ✓ Recent studies and statistics for Social enterprises in Italy are available in [SOCIAL ENTERPRISES AND THEIR ECOSYSTEMS IN EUROPE](#) by Carlo Borzaga report, which is part of the study "Social enterprises and their ecosystems in Europe" and it provides an overview of the social enterprise landscape in Italy based on available information as of December 2019. It describes the roots and drivers of social enterprises in the country as well as their conceptual, fiscal and legal framework. It includes an estimate of the number of organisations and outlines the ecosystem as well as some perspectives for the future of social enterprises in the country.



## **Acknowledgments**

The SIVSEN IO2 Framework was developed by Social Enterprise organisations and VET Educators working with young people, but it may be used by other organisations interested in developing such programs for young people, once they adapt it to their local context.

**The SIVSEN project is co-funded by the European Commission, through the Erasmus+ Programme, and it is an open education resource. Thus, the program is delivered under Creative Common Licence - any organisation or any individual can access this free resource and use it for supporting young people, as long as credentials are given to the SIVSEN partners, the editors City College Plymouth, and the European Commission, Erasmus+ Programme.**

**The material reflects only the author's views and the European Commission and UK National Agency are not responsible for any use that may be made of the information it contains.**

The organisations or the individuals using this program should contact the editors of this resource to announce their intent of using the SIVSEN IO2 Work Experience Framework as detailed below:

**City College Plymouth** in the UK [partnerships@cityplym.ac.uk](mailto:partnerships@cityplym.ac.uk)

**Plymouth Social Enterprise Network (PSEN)** in the UK [hello@plymsocent.org.uk](mailto:hello@plymsocent.org.uk)

**Materahub** in Italy [info@materahub.com](mailto:info@materahub.com)

**Urkraft** in Sweden [info@urkraft.se](mailto:info@urkraft.se)

**Fundația Danis** în România [office@fundatiadanis.ro](mailto:office@fundatiadanis.ro)