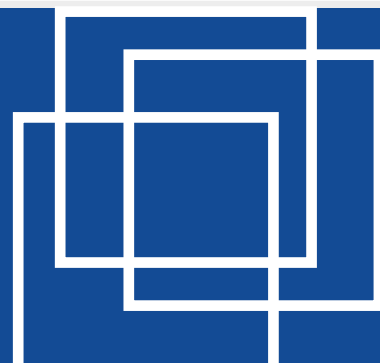




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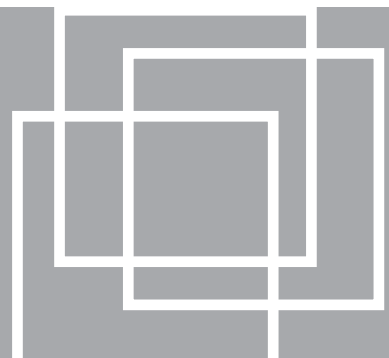


# Promoting Social Entrepreneurship and Social Capital



**A Practice Guide to Supporting Social Entrepreneurship  
and Inclusiveness in Rural Communities**

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and Inclusiveness in Rural Communities**

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## FOREWORD

The ILO Cairo Office's mission is to promote decent jobs for all Egyptian men and women. In our efforts to live up to this mission we always ask ourselves how best to use the resources that we have to create social impact that is inclusive and benefits most Egyptians in living dignified lives under decent employment conditions.

With this mission in mind, the ILO joined the "Human Security through Inclusive Socio-economic Development in Upper Egypt - Hayat" project, which started in June 2013 as a joint effort of UNIDO, ILO, UN Women, UN-Habitat and IOM; and its government counterpart, the Ministry of Local Development (MoLD). The project aimed to strengthen economic security in five Upper Egyptian mother villages (districts of Edwa and Maghagha in Minya governorate) through creation of more and better employment opportunities and increasing employability of the local labour force, while enhancing community security through activities to develop communities' social capital and enhance cohesion and inclusiveness.

ILO's role in the Hayat project targeted a place where youth saw little opportunity to develop themselves, contribute to society and make a difference in their communities. In rural Minya, youth are often removed from societal participation and meaningful community engagement. In order to counteract these challenges, the ILO pioneered social entrepreneurship and fostered inclusiveness. As found by several independent evaluations, we are pleased to say that the approach yielded important results. We are delighted with this and duly recognise that the success achieved would not have been possible without the commitment and competency of the officials, social workers and NGOs that collaborated with us.

The initial methods and assumptions, drawn from the existing literature and relevant experiences, were revisited and refined based on actual findings and experience. It has not always been easy or straightforward. Furthermore, we should not assume that the route that we ended up taking was the most appropriate or efficient.

This manual intends to capture a model for further work by all interested stakeholders to the benefit of youth in difficult, marginalised areas in Egypt and beyond, drawing from actual practice. It does not merely present what has been done, but rather attempts to define a model that builds on what has worked well and not that well, with the benefit of hindsight.

The guide is designed with the community development practitioner in mind, and does not presuppose any particular learning in development economics or social sciences. We hope that all those committed to socio-economic development at local level will find this work of some value.



Peter van Rooij  
Director, International Labour Organisation  
Cairo Country Office

## ACKNOWLEDGMENTS

*This guide was prepared by Michelle Sweet (external collaborator). Amir Obeid (ILO Hayat project manager) and Luca Fedi (ILO specialist) designed and piloted the model in the field, and supervised the Guide preparation. Daria Ofman (external collaborator) helped in the Guide launching and promotion.*

*The ILO project that this Guide builds upon would not have been successful without the outstanding contribution of local implementing partners, in particular the Jesuits and Brothers Association for Development (JBA). We also recognise the contributions of the UN organisations - UNTFHS, UNIDO, UN Women, UN-Habitat, and IOM - that collaborated in the wider local development initiative in which the ILO model took part.*

## ABBREVIATIONS

CBOs	Community-based organisations
HAC	Honey Care Africa
ILO	International Labour Organization
IOM	International Organisation for Migration
JBA	Jesuits and Brothers Association for Development
LVEP	Living Values Education Programme
MFIs	Micro Finance Institutions
MoLD	Ministry of Local Development
MOU	Memorandum of Understanding
NGO	Non-governmental Organisation
ROE	Roots of Empathy
SE	Social Entrepreneurship
SEP	Skills Enhancement Programme
SSE	Social and Solidarity Economy
UN-Habitat	United Nations Human Settlements Programme
UNIDO	United National Industrial Development Organisation
UNTFHS	United Nations Trust Fund for Human Security
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
YSEP	Youth Social Entrepreneurship Programme
YVG	Youth Volunteer Group
YVP	Youth Volunteering Programme

# INTRODUCTION

Nurturing the energy and creativity of youth in economically depressed environments is a challenge across the world and the development spectrum. This guide delineates a practice model to building social and economic capital through meaningful youth engagement and the promotion of social entrepreneurship.

In Egypt, a consortium of United Nations agencies<sup>1</sup> worked with government stakeholders, international and local non-governmental organisations (NGOs) to address stark economic and community insecurity in two districts in the Upper Egyptian Governorate of Minya. The “Human Security through Inclusive Socio-economic Development in Upper Egypt – Hayat” project was designed to strengthen economic security through job creation and increased skills within the local labour force. At the same time, the project enhanced community and personal security through development of social capital and enhanced cohesion and inclusiveness. The ILO component of Hayat focused on the role of youth, particularly in light of high rates of unemployment among those 18 to 35 years of age. This component’s unique design sought to create new opportunities for decent work for young women and men through a combination of vocational and entrepreneurial skills training with activities designed to waken their engagement in community building, thereby creating an enabling environment for nurturing potential social entrepreneurs.

This Guide has been developed to share the ILO’s experience in introducing the concept of social entrepreneurship in a challenging environment, highlighting opportunities, success factors and lessons to be learned. Here you will find strategies, approaches, tools and guidance to foster social entrepreneurship in unlikely places. It was developed through a combination of desk and field research related to both theoretical concepts and the practical experience of the ILO component of the Hayat project. The team, which included a rural development expert and an entrepreneurship specialist, carried out a literature review and studied key project documents. Visits to impoverished areas in rural Egypt (Minya governorate) allowed the team to collect information and assess the impact of the project through focus group discussions and interviews with key stakeholders – youth leaders, youth volunteers, social entrepreneurs, directors of youth centres and ILO’s implementing partners.

Section one of the Guide provides an overview of current theories of social entrepreneurship in order to define the concept in way that can support inclusion of young people in marginalised communities as social entrepreneurs. This section also explores the role of social capital in establishing an enabling environment for the development and success of social enterprises. In Section Two, you will find a model with practical guidance, strategies and tools to highlight how an enabling environment for youth engagement and social entrepreneurship can be fostered. Section Three outlines the model in practice and its results through the ILO component of the Hayat project.

It is our hope that development practitioners from all sectors – governments, international institutions and civil society organisations – will find a model that they can apply and adapt in order to help young women and men access decent work while realising their potential as agents of change.

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<sup>1</sup> UNIDO, ILO, UN Women, UN Habitat and IOM



## THE SOCIAL AND SOLIDARITY ECONOMY

Today's challenges - unemployment, exclusion, inequality, economic shocks, poverty and global warming - oblige us to rethink the way we do business. The needs of large groups in society in industrialised as well as developing countries are not being met effectively by conventional markets nor by the state. One product of this rethinking has been the emergence of social enterprises - businesses with primarily social objectives - as part of a growing 'Social and Solidarity Economy' (SSE) that also includes the economic activities of community and voluntary organisations. Social and solidarity economy enterprises complement other channels of providing goods and services. This includes the reintegration of vulnerable groups into working lives and the extension of social protection.

The social and solidarity economy has grown over the past decades to become a significant economic factor in many parts of the world; for example, it is estimated that over 100 million people around the world are employed by SSE. In the European Union, about 10% of companies and 6% of total employment are estimated to be within the social and solidarity economy.

**The Social and Solidarity Economy (SSE)**

"A concept designating enterprises and organisations, in particular cooperatives, mutual benefit societies, associations, foundations and social enterprises, which have the specific feature of producing goods, services and knowledge while pursuing both economic and social aims and fostering solidarity."

ILO Regional Conference on Social Economy, Africa's Response to the Global Crisis, October 2009.

## SOCIAL ENTREPRENEURSHIP

Social entrepreneurship is a relatively recent concept and a strong emerging phenomenon. In Europe and in North America, the phenomenon emerged in the crisis context during the late 1970s as a response to unmet social needs and the limits of traditional social and employment policies to tackle social exclusion (Nyssens, 2006). This phenomenon grew from the will of some voluntary associations to create jobs for people excluded from the traditional labour market and from individual entrepreneurs who wanted to run businesses but with pronounced social purposes.

Social entrepreneurship is promoted by many networks and organisations such as the Ashoka Network and the Schwab Foundation, which have been launching major initiatives for several years to identify and encourage social entrepreneurs and social enterprises. Their approach of social enterprises is, to some extent, more open than other approaches (e.g. the European approaches) or legal frameworks since they mostly stress the role of individual social entrepreneurs and their social purpose without other criteria related to the collective ownership or the distribution of surpluses that are particularly important from a social and solidarity perspective.

**Social enterprises** refer to a variety of situations. Different definitions are proposed. According to Thompson & Doherty (2006), social enterprises are "organisations seeking business solutions to social problems". For the International Labour Office (ILO), social enterprises are defined as:

- Having a primary social purpose, which is clearly stated as its core objective;
- Using a financially sustainable business model, with a realistic prospect of generating sufficient income to exceed costs and of having a significant proportion of its income from earnings (as opposed to grants or donations);
- Being accountable to its stakeholders, with an appropriate mechanism to ensure accountability to beneficiaries and to measure and demonstrate its social impact.

Since the 1990s, social enterprises are recognised legal forms in various countries. Some of these legal frameworks are clearly inspired by the cooperative type (e.g. the pioneer Italian law on Cooperative Sociali in 1991). Other legal frameworks were developed, such as the Community Interest Company in the United Kingdom and the Société à finalité sociale in Belgium. In Italy, the Consorzio Gino Mattarelli (CGM) gathers 1,100 social cooperatives and 75 local consortia. However, social enterprises differ from other types of social and solidarity economy, as they are not necessarily collectively owned<sup>2</sup>.

### **Social Enterprise Example: Roots of Empathy**

Roots of Empathy (ROE) is a programme developed in Canada that works with families and schools to help primary grade students develop empathy and social and emotional competence. The programme uses interactions with babies to help children learn to recognise feelings and emotional needs. A volunteer parent brings their baby to the classroom every three weeks along with an ROE facilitator. In the ROE model, the baby is the “teacher,” while the facilitator helps the students to recognise the lessons of feelings, growth and development as the children watch the baby grow during the course of the school year. This simple idea has been the focus of several psychological and neuroscientific studies, and has proven to reduce aggression, cruelty and bullying in participating schools. ROE programmes have received international recognition and are now offered around the world.

Unlike a traditional business, the success of a social enterprise is measured by the social value it brings to the community. At the same time the social entrepreneur relies on the same mind-set, drive and business acumen as any other enterprise owner. The traditional business is based on market research and a business plan. The owner will ask him/herself: “What demand is there for my goods and services?” and “How will I set prices and production levels in order to maximise profit?” The social enterprise, on the other hand, is based on problem research and a business plan. The social entrepreneur asks him/herself “What is the issue I want to address?” and “How will revenue streams be developed to ensure that my enterprise can make a difference?” The social enterprise operates with this double bottom line in view: success is measured not by profit alone, but by profit and social value.

In this way, a social entrepreneur is anyone who builds an enterprise with a view to addressing a social need. The social entrepreneur does not need to be highly educated, technologically savvy, charismatic or distant from the problem they wish to address. A social entrepreneur is anyone who gives their social mission equal or higher priority over profit margins. While much of the literature focuses on scaling up and global reach, solving local problems is just as meaningful and social entrepreneurs are not necessarily required to have large-scale ideas to have a positive impact. With this expanded understanding of what it means to be a social entrepreneur, we open the door to the possibility of people using social enterprise to direct and set the terms of their own development.

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<sup>2</sup> This section has been drawn from ILO, “Social and Solidarity Economy: Our Common Road towards Decent Work,” The Reader, 2011.

### Social Enterprise Example: Honey Care Africa

Honey Care Africa (HCA) was established to generate livelihoods and sustainable community development by working with smallholder farmers in Eastern Africa. HCA's business model is to support farmers to become producers of high quality honey, through training and technical support. When farmers have the skills to ensure the quality of their product, HCA buys the honey at a fixed and fair price, providing income stability that enables saving and even investment among producers. By focusing on quality throughout the value chain, HCA has developed brand recognition in the East African market. In the face of continuing food insecurity in South Sudan, HCA has expanded its model to include supporting production of groundnuts and sesame, in addition to honey, among smallholder farmers. These raw materials are used to produce a "super snack" sold as a low cost nutritional supplement in food scarce communities. HCA's model of supporting communities through fair and sustainable business practices has been recognized through many awards, including the Most Outstanding Social Entrepreneur Award from the World Economic Forum and the Schwab Foundation and the UNDP Equator Initiative Prize.

## SOCIAL CAPITAL

Regardless of size or scale, successful social entrepreneurs are civically engaged. Their enterprises rely on building credibility and relationships, both within target communities and among wider networks. There is an inter-dependent relationship between social entrepreneurs and the health of the target communities. In order to successfully operate and gain the trust of the community, the social entrepreneur works to strengthen social cohesion and relationships.

Understanding the role of social capital takes on a different meaning when we look at models for nurturing social entrepreneurs from within beneficiary communities. It is challenging to identify potential social entrepreneurs where rates of trust and engagement are low. In this environment, few people have an understanding of how their actions could contribute to their community, let alone the capacity to identify and address social needs. Programmes aimed at building social entrepreneurship among beneficiaries must therefore take into account and address existing social capital deficits within the community.

Like the concept of social entrepreneurship, social capital has been defined in a number of different ways. At its core, social capital can be understood as "the relationships, networks and institutions within a community, society or nation that enable cooperation and participation." When the intersections between families or kinship groupings, economic status, social status and religious or ethnic identity are strong, social capital contributes to social cohesion and inclusiveness. However, when these relationships and bonds exist only within each grouping, this points to low levels of social capital.

In healthy communities or societies, we find higher rates of civic engagement – participation in activities that contribute to improving community life. Another important indicator of developed social capital is the degree of trust and shared values that support cooperation and socially beneficial activities. On the other hand, widespread distrust among members of a community, lack of cooperation and low levels of civic engagement are indicators of a social capital deficit. This deficit can leave communities particularly vulnerable to breakdown of social bonds in times of economic or personal insecurity.

### Social Capital Definition

Social capital is made up of institutions, networks, social norms, values and relationships among and between different groups in a society that impact on the levels of trust and cooperation in social interactions.

At the same time, social cohesion and strong communities are important components of the enabling environment for business development and growth. Doing business is more costly and difficult when trust is low; conversely, businesses thrive when all economic actors are able to interconnect, buy, sell and associate among one another. It could be argued that this is even more critical in the case of a social enterprise, given that its success depends largely on the community trusting that the business is in fact producing a social good or benefit.

We can see a circular relationship between social capital and social entrepreneurship emerging from within a target community. Increasing social capital and building more inclusive and cohesive communities is necessary to create an enabling environment for all economic activities, and especially social entrepreneurship. At the same time, the development of social entrepreneurship increases social capital within the community. The model outlined in this Guide offers an approach to activating this virtuous circle.

### **Four Principles of Sustainable Development**

High levels of social capital contribute to economic development and creation of decent work. Building social capital in order to strengthen social cohesion, trust, cooperation and civic engagement should be predicated on four principles of sustainable development:

- 1- Equality of opportunity and fair allocation of resources in the community.
- 2- Empowerment of women and men to participate and have impact in their communities and society.
- 3- Good governance and accountability among public institutions.
- 4- Solidarity – across social, religious, ethnic, gender and generational identities – for the purpose of conserving natural resources for future generations and ensuring fair share of benefits among all.



## FURTHER READING

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Abu-Saifan, Samer, "Social Entrepreneurship: Definitions and Boundaries," *Technology Innovation Management Review*, February 2012: 22-27.

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Multiple authors, *The Guide to the Seven Questions all Social Entrepreneurs Should Ask Themselves*. Ashok Switzerland (undated).

Scrivens, K. and C. Smith, *Four Interpretations of Social Capital: An Agenda for Measurement*. OECD Statistical Working Papers, 2013.

### On the Web:

There are many portals to research on social entrepreneurship on the web. The most practical information can be found on the sites of those organisations and institutions that actively support and promote social entrepreneurship, such as:

The Schwab Foundation for Social Entrepreneurship: [www.schwabfound.org](http://www.schwabfound.org)

Ashoka: [www.ashoka.org](http://www.ashoka.org)

The Canadian Social Enterprise Foundation: [www.csef.ca](http://www.csef.ca)

The social entrepreneurship and social capital work that informs this document was implemented in particularly impoverished rural areas in Egypt (Edwa and Maghagha, in the Governorate of Minya). The socio-economic challenges affecting these areas are by no means unique.

The model is suited to help communities in addressing:

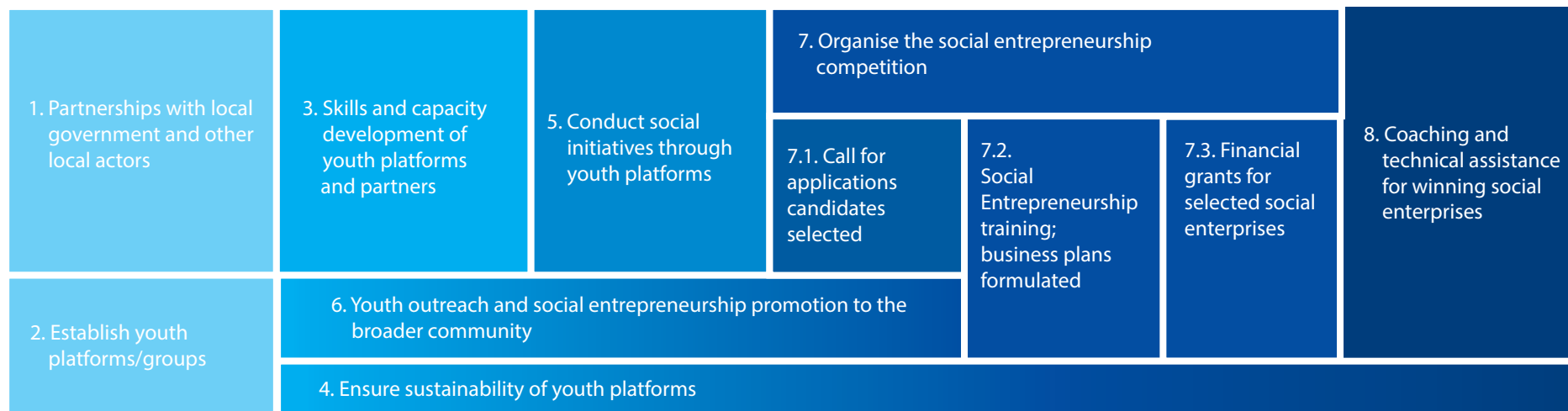
- (1) High rates of poverty and lack of employment opportunities;
- (2) Low levels of social capital and cohesion within the community, across age, gender, social or ethno-cultural divides;
- (3) Low levels of entrepreneurship among youth;
- (4) Social inequalities, gender-based and other forms of discrimination and bias; and,
- (5) Weak public sector capacities for service delivery, and key social service needs that are unmet.

While each youth-oriented initiative should be built on a theory of change that responds to the local context and realities on the ground, this implementation model is appropriate to pursue the following results at community and local levels:

- Youth empowered to become successful social entrepreneurs;
- Improved trust and cooperation, and gender equality;
- Improved access to affordable social services for the most disadvantaged;
- Improved access to decent work opportunities for young women and men.

There are many examples of initiatives that have successfully rebuilt social cohesion through youth as agents of change. *What sets this model apart is its combination of change through youth with change for youth.*

## The Model Process Map



### Recommended timeline





As illustrated in the figure above, the intervention model builds the skills and capacities of youth to become engaged as agents of change and social entrepreneurs. It is organised by six intended results and eight main steps:

#### RESULT I: LOCAL BASE AND PARTNERSHIPS ESTABLISHED

Phase 1: Partnerships with local government and other local actors

Phase 2: Establish youth platforms/groups

#### RESULT II: CAPACITY DEVELOPED

Phase 3: Skills and capacity development of youth platforms and partners

Phase 4: Ensure youth platforms sustainability

#### RESULT III: SOCIAL CAPITAL DEVELOPED

Phase 5: Conduct social initiatives through youth platforms

#### RESULT IV: SOCIAL ENTREPRENEURSHIP PROMOTED IN LOCAL COMMUNITIES

Phase 6: Youth outreach and social entrepreneurship promotion to the broader community

#### RESULT V: SOCIAL ENTERPRISES FORMULATED AND ESTABLISHED

Phase 7: Organise the social entrepreneurship competition

7.1. Call for applications; candidates selected

7.2. Social entrepreneurship training; business plans formulated

7.3. Financial grants for selected social enterprises

#### RESULT VI: SOCIAL ENTERPRISES ARE RUNNING SUCCESSFULLY

Phase 8: Coaching and technical assistance for winning social enterprises

The Practice Model provides a step-by-step guide to each phase, supported by process guidance (PG) and model tools (MT).



Early childhood education prepares young children to succeed in primary school and contributes to healthy development. Throughout Upper Egypt, lack of access to quality early learning and childcare is an ongoing challenge. Aza, who had earned her Bachelor's degree, was a participant in the ILO Youth Volunteer Programme. Her volunteer work in her community made her aware that families and children could benefit from childcare services that focused on early childhood education, adding that the nearest childcare facilities are 30 km away from her village. Aza carried out research into early learning theories and methods and, with a loan from her brother and additional funding through the ILO project, opened her own nursery. Through participation in the YSEP, she gained access to business management training, as well as specialised training in early childhood education. Aza launched her marketing through social media and community outreach and was able to build strong interest in her approach among families in the community. Today, the Birds of Paradise Nursery provides quality childcare and learning, based on the Montessori Method, to between 60 and 65 pre-school aged children. Her enterprise also employs four teachers and a safety and hygiene specialist. Aza is proud of the trust parents place in her to provide safe, nurturing care for their small children.



## RESULT I: LOCAL BASE AND PARTNERSHIPS ESTABLISHED

### PHASE 1: PARTNERSHIPS WITH LOCAL GOVERNMENT AND OTHER LOCAL ACTORS

A critical success factor at this step is the ability to initiate and establish the right partnerships with local stakeholders.

The collaboration and support of local authorities and relevant ministerial directorates, such as social affairs, youth, and employment, is essential. Involving government partners will promote sustainability of results as they become enabled to support continuation of activities into the future. At the same time, outreach to local communities through civil society organisations and other formal or informal organisations, groups and fora further strengthens the local base from which to apply this model.

In Egypt, the project worked closely with Youth Centres under the supervision of the Ministry of Youth and Sport. These Youth Centres had facilities and established networks that helped the project to establish the Youth Volunteer Groups.



**Key elements in this phase of the model include:**

#### **(1) Conduct a mapping of local stakeholders and service providers, at inception. (PG R1.1)**

This activity will help development practitioners to:

- Gain a better understanding of the local context, potential partners and the local governance environment;
- Promote and strengthen ownership of the model by local stakeholders and empower local communities to realise development visions;
- Inform the model design through local participatory planning processes; and,
- Assess the relative capacities of potential local partners, such as youth centres, NGOs, scouting groups, etc. (MT R1.2)<sup>3</sup>

#### **(2) Partner with relevant government stakeholders with a role in youth development and community development, and ensure their active support and involvement.**

As relevant, this may include entering into formal arrangements, such as MOUs or Cooperation Agreements, which clearly define the relationships between the project and local authorities.

#### **N.B. Partnering locally**

The success of this model is highly dependent on the levels of trust that can be established between implementing agencies, institutional partners, young women and men and the community at large. Organisations should select implementing partners that have demonstrated capacity for participatory community building programmes in challenging environments and that understand the dedication and care needed.

<sup>3</sup> Caution is needed when using such tools. This is meant as an example to provide guidance for development practitioners.

## PHASE 2: ESTABLISH YOUTH PLATFORMS/GROUPS

When introducing and promoting volunteerism, formalising platforms that support youth engagement are critical. Partnerships with local entities in target areas, such as youth centres and NGOs, can support both the formation of youth platforms or groups, as well their sustainability by providing a stage for youth engagement in community building.

The first and most important key to success is to discover and identify youth champions - those that believe they can make a difference and are willing to take the lead - within target communities. Those selected youth can serve as lead coordinators for each youth volunteer group.

Another key to success is to allow for flexibility in the operation of each youth group. This will help to build spaces where youth can express their ideas, needs and plans to meet them, in addition to supporting them to develop and plan activities on their own.

### Key elements in this phase of the model include:

#### **(1) Develop a youth engagement strategy with partners.**

Based on the mapping done in the last phase, engagement strategies will take different forms and shapes, but should be designed to encourage youth to be heard, mobilise and interact around the objectives of the project. Where representative and sufficiently stable youth-led organisations are in place, a partnership with these is the best option. In other cases, projects will need to foster the creation of youth-led groups or platforms. Youth engagement strategies can include open meetings with local youth, election of group members and coordinators, and participatory definition of the groups' mandates and rules of procedures. (PG R1.3)

#### **(2) Identify youth champions in target areas and appoint them as the group leaders.**

#### **(3) Establish youth platforms/groups in target areas.**

When establishing youth platforms/groups, it is important to ensure that selection and representation is inclusive. Applying the youth engagement strategy, projects should actively seek participation among youth that represent all segments of the community, i.e., community leaders, vulnerable groups, young women, people with disabilities, etc. The involvement of local partners in this process will strengthen the ability to build inclusive and representative youth groups.

#### **(4) Work with each youth group and relevant local partner to establish their internal guidelines. (MT R1.4)**

#### **(5) Provide support in scheduling and conducting weekly/monthly meetings for planning and follow up.**

### **N.B. Promoting Gender Equality:**

Within each process – youth engagement, community outreach, skills training and social entrepreneurship support – a gender dimension should be identified, including:

- Ways in which women are excluded.
- Ways in which women achieve empowerment.
- Strategies to ensure equal access to initiative benefits and resources.
- Opportunities to increase women's access to participation and decision-making.
- Opportunities to increase women's access to economic benefits.
- Potential risks to status of women in their community.

## RESULT II: CAPACITIES DEVELOPED

### PHASE 3: SKILLS AND CAPACITY DEVELOPMENT OF YOUTH PLATFORMS AND PARTNERS

This phase targets both youth and local partner institutions. Young men and women in communities that lack social capital will likely have little experience with participation. This is addressed by integrating organisational capacity development, training and guided practice (learning by doing) into the establishment of the youth platforms/groups. Although the capacity development process will be highly dependent on local context, it must achieve two key objectives:

- A. Develop target groups' skills in community engagement and development such that they are able to apply the intervention model activities; and
- B. Develop youth core employability and life skills for sustainable results beyond the model.

Capacity development designed to meet these two objectives will result in youth members with the knowledge and skills to not only plan and organise community events, but also to help them in their day-to-day lives and in finding decent work. In the Hayat experience, it was reported that a significant number of the youth groups' members were able to find jobs in community development projects within local NGOs.

Examples of capacity development activities that will achieve these objectives include developing skills in: teamwork; planning; public speaking; networking and lobbying; problem solving; community needs assessment; participatory planning; and, resource mobilisation.

**Key elements in this phase of the model include:**

#### **(1) Conduct capacity/institutional development needs assessment.**

When conducting the capacity needs assessment, it is important to identify existing knowledge and skills, as well as learning needs, among participating youth and partners.

#### **(2) Develop and Implement capacity development plan.**

Based on the results of the needs assessment process, a capacity development strategy should be designed to address organisational development and learning needs of youth groups, their members and institutional partners. This strategy should reflect:

- Use of a range of learning methods and activities, such as formal training, on-the-job training, study tours, and exchange visits;
- Customised approaches that avoid 'one-size-fits-all' activities;
- Learning materials that are tailored and relevant to the local context;
- A combination of theoretical knowledge with methodologies and tools to be practiced, with an emphasis on opportunities for target beneficiaries to apply these tools along the model activities; and,
- Provision of equipment and facilities in order to strengthen the capacities of local partners to deliver more effective activities.



## PHASE 4: ENSURE SUSTAINABILITY OF YOUTH PLATFORMS

Sustainability should drive design and planning from the outset, and be reassessed throughout implementation. This model supports sustainability by using youth engagement in short-term initiatives – such as community events and social development activities – to build a foundation for more sustainable impact through social entrepreneurship.

Nonetheless, development practitioners need to assess other aspects of sustainability continuously throughout implementation of the model. This should include consideration of:

- The sustainability of the youth volunteer groups, on both the capacity and institutional levels;
- Opportunities to build on the results and impact gained through the social initiatives (Phase 5). For example, what begins as an idea for a one-day blood-donation event, can lead to an expanded community awareness raising campaign on blood diseases, aimed at changing harmful behaviours in the target communities;
- The viability of long-term initiatives; and,
- Delivery of capacity development activities that are specifically designed to enhance sustainability (Phase 3).

*"At first the community did not support the idea of blood donation. We have many car accidents near our community, and this is an issue that can touch anyone. So, we worked to raise awareness, how blood transfusions save lives and raise awareness on blood diseases. Through our efforts, people were glad to give blood and help others."*

- YVG members

### N.B. Capacity Development for Sustainability

Capacity development should not only address gaps with respect to model implementation, but also envision future roles for partners in maintaining and growing the initiative. Sustainability will require institutions and organisations with capacities to mobilise financial and human resources, manage activities and remain committed to the goals of community development and youth empowerment.

Most important is to ensure the engagement of participating youth and local stakeholders in identifying mechanisms to support sustainability throughout the model process.

**Key elements in this phase of the model include:**

- (1) Work with all stakeholders and target groups to develop a sustainability strategy and plan.**
- (2) Continuously review platform membership and replace inactive volunteers.**
- (3) Maintain outreach to ensure refreshed groups as members move on.**
- (4) Provide support to resource mobilisation and fundraising capacities of the youth groups.**





## RESULT III: SOCIAL CAPITAL DEVELOPED

### PHASE 5: CONDUCT SOCIAL INITIATIVES THROUGH YOUTH PLATFORMS

During the capacity development process (Phase 3), youth gain skills as well as confidence in their abilities to reach out to their communities. With guidance from development practitioners, youth groups can begin to identify opportunities to plan and carry out initiatives to raise awareness and mobilise communities towards specific community needs.

These social initiatives and/or community events must not be exclusive to the youth groups. On the contrary, the youth platforms or groups should be the vehicles to encourage, mobilise, and organise larger teams of volunteers from among their peers. Furthermore, consultation with community members and other youth is encouraged, and should be arranged to gain their support and ownership of the planned social initiatives.

While planning and implementing community events is valuable in and of itself with respect to building skills and self-esteem among all volunteers, these activities also will serve to build linkages and bridges within their communities, i.e. build social capital.

Development practitioners should allow young women and men to take ownership of their events. However, coaching and good community mobilisation tools should be made available to assist the youth achieve their desired results.

Some development approaches that could be helpful include Participatory Needs Assessment (PNA) and Participatory Planning (PA).

*MT available: Sample Activity Planning Orientation for Youth (MT R3.1).*

#### **N.B. Building Trust & Credibility**

The community work of the youth volunteers is critical to building credibility; it is important that the outreach activities address a meaningful issue in the community, and involve target groups.

They should be well planned and organised and achieve a wide reach.

#### **N.B. Empowering Youth**

Development practitioners should allow young women and men to take ownership of their events. These events need to be planned and implemented through youth with the coaching and assistance from the implementing partners.



## RESULT IV: SOCIAL ENTREPRENEURSHIP PROMOTED IN LOCAL COMMUNITIES

At this stage of implementation, the model should result in bringing youth closer to their society, to rediscover themselves and to envision their potential roles in their community. In other words, the model creates an enabling environment for youth to trigger their social business ideas.

Moving forward through the process, the intervention model utilises the enthusiasm and results achieved by the youth in order to introduce the concept of social entrepreneurship as a mean of doing good in the community while operating a business and earning income.

Development practitioners have a very important role to play in harnessing the ideas of young men and women, highlighting opportunities, and helping them explore how to transform their ideas into action.

### Practical Example from Hayat Experience

A youth member who participated in social initiatives with children noticed that children in his community had no opportunities to access cultural and educational knowledge outside their villages. With the help of development practitioners, this triggered an idea to start a social enterprise aimed at providing local children with the opportunity to visit cultural, educational, and entertainment facilities in other parts of Egypt.

## PHASE 6: YOUTH OUTREACH AND SOCIAL ENTREPRENEURSHIP PROMOTION TO THE BROADER COMMUNITY

This phase involves promoting enterprise culture and raising awareness of how to create more sustainable impact through social entrepreneurship. Most communities will be unfamiliar with the concept; development practitioners will need to plan and implement extensive awareness raising activities. These may include conferences, public events, and community awareness sessions. Building awareness and understanding of social entrepreneurship can also be integrated into the implementation of social initiatives (Phase 5).

This intervention model is based on the identification of a core group of social entrepreneurs for support as they pioneer the concept in marginalised communities. Widespread outreach and communication to the broader community is key to ensuring fairness and equal access to the opportunity. It is especially important that this activity not only targets members of the youth groups, but also reaches other youth in the community.



**Key elements in this phase of the model include:**

- (1) Organise awareness raising sessions to generate discussion of social needs;**
- (2) Hold special events to introduce the concept of social entrepreneurship and social business; and,**
- (3) Conduct social media campaigns.**

**PHASE 7: ORGANISE THE SOCIAL ENTREPRENEURSHIP COMPETITION**

As awareness and understanding of social entrepreneurship increases, a formal process for selecting promising entrepreneurs can be launched. This is an especially sensitive phase in the model; the way in which it is managed can serve to either attract or alienate youth in the community.

To achieve the desired results, there are two keys to success:

- A. Develop clear and transparent terms of reference for the competition with clear objectives, deliverables, process, guidelines and criteria.
- B. Manage expectations in the field with clear, reliable, and consistent messages.

**ILO Available Resources**

A guidance on planning and implementing a social business completion can be found online under the title:

**'ILO Social Business Plan Competition Handbook'**

Planning for a financial contribution from entrepreneurs as a condition for support will maximise the results. By requiring a contribution toward the costs of launching their social enterprises, this model supports applicants' engagement, ownership and empowerment. More importantly, this approach strengthens the prospects for business success, as supported entrepreneurs are more vigilant when contributing their own financial resources to the enterprise capital.

Although this model highlights the advantages of using a competition grant mechanism for promoting social entrepreneurship, this is not the only successful method to promote social entrepreneurship. In marginalised communities it is important, however, to support social entrepreneurs to gain access to finance whether through grants and competition or by sensitising and involving financial institutions (MFIs, commercial banks, etc.).

**7.1 Call for applications; candidates selected**

An effective approach to ensure that 'no one is left behind' is to conduct the call for applications in two stages. In this way, those who may have been unaware of the first announcement can still have the opportunity to apply during the second stage. This approach also helps to filter and screen candidates along the process.

The first call for applications can be announced at the launching of the competition, as well as during Phase 6. The objective of this announcement is to elicit ideas from potential youth entrepreneurs through a simple concept note. Applications submitted after the second call should demonstrate the potential social entrepreneur's ability to realise his/her idea through formulation of an in-depth business plan.

**Key elements in this phase of the model include:**

**(1) Develop competition terms of reference (TORs). (MT R5.1)**

**(2) Develop competition application templates and procedures. (MT R5.2)**

**(3) Release the first announcement of the competition. (MT R5.3)**

The above steps can be carried out before or in conjunction with Phase 5: social initiatives and/or Phase 6: youth outreach and enterprise promotion. This approach allows for synergy between community initiatives, outreach activities, and promotion of the competition launch.

**(4) Establish selection committee.**

**(5) Select promising candidates' applications to receive social entrepreneurship skills trainings and technical support.**

## 7.2 Social entrepreneurship training; business plans formulated

In most cases, youth will need skills training in core business development in order to produce a viable business plan for their proposed social enterprise. While this training is central to the competition process, it should be clear to applicants that their participation in training is not a guarantee that their idea will be supported. Training workshops should cover basic topics such as needs identification, business planning and budgeting.

**Key elements in this phase of the model include:**

- (6) Provide practical training in entrepreneurship and business skills.**
- (7) Provide technical support post-training to help youth formulate their business plans.**
- (8) Release the second announcement of the competition.**

### **ILO Available Training Resources**

The ILO has a number of training tools to support business start-up and growth that can be adapted for use with youth. Many of these tools can be found in other languages and are tailored to local contexts. Please check with the ILO country office of your country.

Examples of available training tools:

*Introduction to Social Enterprises-Learners Guide*  
<http://www.dpiap.org/upload/2013-05-14-04.pdf>

*Generate Your Social Business Idea: Learners Guide*  
[http://staging.ilo.org/public/libdoc/ilo/2011/111B09\\_54\\_engl.pdf](http://staging.ilo.org/public/libdoc/ilo/2011/111B09_54_engl.pdf)

*Generate Your Social Business Plan: Learners Guide*  
[http://staging.ilo.org/public/libdoc/ilo/2011/111B09\\_52\\_engl.pdf](http://staging.ilo.org/public/libdoc/ilo/2011/111B09_52_engl.pdf)

*Start and Improve Your Business – SIYB*  
<http://www.ilo.org/empent/areas/start-and-improve-your-business>

These packages includes modules that focus on:

- Basic enterprise management;
- Business management skills;
- Entrepreneurship skills;
- Creating a business mind-set;
- Managing people and risks; and,
- Grasping opportunities in the business environment.



### 7.3 Financial grants for selected social enterprises

#### (9) Select winning applications that best meet the criteria. (MT R5.1)

#### (10) Issue grants under clear formal agreement/contract to ensure commitment and avoid future disputes. (MT R5.1)

It is recommended that grants be released in two or three instalments, against clear milestones, to ensure that beneficiaries are serious and to support their motivation.

#### (11) Celebrate the end of the competition in the community.



Management of agricultural waste is a perennial challenge throughout Egypt. Traditionally, farmers burn their plant waste after the harvest – a significant source of air pollution. Ahmed is a high school graduate who participated in the ILO component's skills and entrepreneurship training. Ahmed was aware that his neighbours had to travel outside the village to buy their animal feed, and recognised the market potential of opening a feed business. He had also heard of a facility elsewhere in the district that was able to recycle agricultural waste to produce animal feed. Ahmed learned about the process and the equipment required to produce feed made up of plant waste supplemented with wheat and corn. He received a loan to purchase the necessary machinery, which was matched by financial and technical support through the ILO project. Today, Ahmed is contributing to a cleaner environment and supplying a demand for low-cost, nutritious cattle feed. Depending on the season, his small business results in the diversion of between 1,800 and 9,000 kilograms of agricultural plant waste per month.



## RESULT VI: SOCIAL ENTERPRISES ARE RUNNING SUCCESSFULLY

### PHASE 8: COACHING AND TECHNICAL ASSISTANCE FOR WINNING SOCIAL ENTERPRISES

This is one of the most important phases; youth launching social enterprises, where this is a pioneering concept require extensive technical support and coaching. This technical assistance should be designed to support business success, demonstrating that social enterprise is a viable means of earning income. It is important to plan for sufficient time, human and financial resources to implement this phase. Ideally, new social entrepreneurs should have access to training, technical assistance and coaching throughout the crucial first year of operations as the start-up enterprise grows and matures. This will eventually boost their chances of success.

#### N.B. Avoid one-size-fits-all

A key to success in this phase is to plan tailored and relevant technical support for each type of social enterprise. At this stage, development practitioners should avoid off-the-shelf types of trainings.

Some examples of technical support can include:

- Study tours and exchange visits to successful businesses;
- Advanced enterprise development training (management skills, planning skills, human resource management, costing and pricing, sales and marketing, etc.);
- Core skills training for enterprise employees; Technical advice related to access to finance and market information; and,
- On-site coaching from industry experts.

**Key elements in this phase of the model include:**

#### (1) Develop technical support plan.

Training and technical support should be customised to meet the needs of each social entrepreneur.

#### (2) Implement technical support plan.

#### (3) Provide support to ensure that candidates whose applications were not successful, but who still have promising social enterprises business plans, can still pursue their dreams.

*"We are full of joy knowing that we can earn income, create jobs, and bring value to the community."*

*- Social entrepreneur*



A child's sense of opportunity and feeling of a positive place in the world can be nurtured through access to cultural and social activities. Yet, there are few such facilities and programmes available for children in rural areas of Upper Egypt. Hamed was a participant in the YVP, and saw this need through his interactions with the community and its children. Using the training he received through the project, he was able to envision and plan children's activities, organising cultural trips for local children to Minya City. Initially, these activities were supported through financial contributions from Hamed's family and donations from local business people. Later, Hamed was able to prepare a business plan for a children's social centre, which was supported through the YSEP. Today, Hamed's centre provides a range of social and cultural activities for more than 90 village children, as well as childcare facilities. In addition to enjoying business success, Hamed is gratified that his centre is creating opportunities for children to believe in themselves, and for the trust that he has built within the community through his work.

## REQUIRED TECHNICAL EXPERTISE

Development organisations and practitioners wishing to apply this model in their own programming should be aware of the technical expertise and knowledge required to achieve results.

This model combines a number of development approaches: from core employability, life skills, entrepreneurship and business development to youth engagement, volunteer mobilisation and community building.

A **key to success** is in engaging local partners. This will ensure better access to the local communities, outreach to target groups and, most importantly, will make the model implementation relevant, tailored and in harmony with the local context.

Because community engagement and participation are at the core of this model, at least one **local community development worker or local coordinator** needs to be located within each targeted area. The selected staff member(s) will need to have the ability to establish and maintain good working relationships with government partners, local civil society and the communities themselves.

A range of **technical experts** will be required to support the launch of social businesses, especially **Entrepreneurship and Community Development Specialists**.

The model implementation will also include trainers with expertise in entrepreneurship and business skills training and business advisors with knowledge of market research, sales and marketing, human resource management, commercial law, etc. These experts can be retained on a part-time basis, as short-term consultants or accessed through partnership agreements with specialised organisations.

Additional value can be added through access to specialised technical knowledge in gender responsive programming, management information systems, monitoring and evaluation, and complementary vocational education and training.

### Lesson to be learned: Where are the Young Women?

Housing the Youth Volunteer Groups (YVGs) within selected Youth Centres was an important element of the ILO model. By anchoring the Youth Volunteer Programme within the Centres, the project had a built-in mechanism through which to strengthen capacities and improve the relationships between the Centres and local youth.

Very early in the process, it became clear that the YVGs were almost exclusively made up of young men. Where were the women? The ILO learned that among the issues faced by the Youth Centres was a lack of female participation in their programmes. This was in part due to cultural norms within the targeted communities, and in part the result of a focus on sports – and in particular, football – to the exclusion of other social and recreational activities at the Youth Centres. In short, girls and young women did not see the Centres as their spaces.

The initiative thus became an opportunity to make Youth Centres more female friendly, and to encourage young women to become more active in their communities. The project reached out to young women in their homes, encouraging families to allow them to participate in the YVGs. At the same time, capacity-building support to the Youth Centres included helping them to activate cultural and social initiatives that would appeal to young women. As a result, over time the numbers of young women participating in the YVGs increased to at least 36%. More importantly, the impact of these female volunteers as role models in their communities was significant; through their leadership, youth-led initiatives and events achieved 50% female participation rates in almost all cases. In the context of the target communities' norms and attitudes related to women and girls' community participation, this represents an important gender equality result.

## SUMMARY OF DOS AND DONT'S

Do	Don't
<ul style="list-style-type: none"> <li>Plan capacity development from a holistic perspective: institutional, organisations, and individual.</li> <li>Integrate gender analysis and strategies for gender-responsive programming at every stage of the initiative.</li> <li>Select implementation partners with proven track records of building community trust and engagement in challenging environments.</li> <li>Remember that there may be resistance to the ideas of youth engagement, volunteerism and cooperation in communities with low social capital; continuously develop strategies to overcome mistrust and reluctance to participate.</li> <li>Provide the training and coaching that youth will need to undertake their activities.</li> <li>Let the youth lead.</li> <li>Work together with youth to identify an entry point to gain acceptance of and appreciation for youth volunteer activities.</li> <li>Integrate awareness raising throughout all components of the initiative.</li> <li>Ensure synergy with other development initiatives in the areas, including employment skills training, business development services and micro financing.</li> <li>Plan for adequate time and resources to introduce the concept of social entrepreneurship and social business.</li> <li>Financial support and competitions can be very sensitive; they have the potential to either attract or alienate youth in the community. Have clear and transparent terms of reference to the competition with clear guidelines and criteria.</li> <li>Ensure the management of field and community expectations with clear and transparent messages.</li> </ul>	<ul style="list-style-type: none"> <li>Apply "one size fits all" capacity development and training approaches.</li> <li>Assume sustainability of partnerships and mechanisms.</li> <li>Limit gender analysis to the design phase of the initiative.</li> <li>Underestimate the importance of building community trust and acceptance at all stages of the initiative.</li> <li>Let initial resistance to new ideas discourage partners and stakeholders.</li> <li>Push youth volunteers to undertake pre-selected initiatives.</li> <li>Allow confusion between the goals and objectives of different initiatives to grow.</li> <li>Proceed to the competition stage before youth and other community members have developed their understanding of social entrepreneurship.</li> </ul>

### RESULT I: LOCAL BASE AND PARTNERSHIPS ESTABLISHED

#### PG R1.1: DATA COLLECTION

All development initiatives require a deep understanding of communities. In the context of the intervention model, basic data is required for design and planning. As well, initial research should include comprehensive institutional mapping, including inventory of the following:

- Community based organisations;
- Non-governmental organisations;
- Charitable/philanthropic institutions;
- Schools;
- Health care facilities;
- Social/recreational facilities;
- Public services/government institutional presence;
- Religious institutions (mosques/ churches / temples); and,
- Industries/sectors of economic activity.

Collection of qualitative data is critical to inform the design of specific activities within the initiative. Through surveys, interviews and focus group discussions, the team should collect information such as:

- Attitudes related to economic/employment opportunities and prospects;
- Rates of participation in community-oriented activities;
- Levels of interaction/trust between and among various groups;
- Perceived levels of empowerment among young women and men;
- Gender roles; and,
- Women's participation in the community.

Finally, all data and information should be entered and organised through a management information system (MIS) to guide decision making throughout implementation and shared with all stakeholders. As well, it is important that the data be revisited periodically during the course of project implementation in order to measure change and results over time.

## MT R1.2 SAMPLE LOCAL PARTNERS' CAPACITY ASSESSMENT TOOL<sup>4</sup>

**Entity Name:**

**Community:**

**Evaluator:**

Capacity Area	Assessment Criteria	Score	Notes
Administrative Capacity (25 points)	Number of employees Active and effective board of directors Number of participating youth members (male/female)		
Entity activities and Technical Capacity (50 points)	Availability of monthly plan for the entity Entity achievements Capacity to implement community and youth activities The range of available activities (sports, cultural and social) Outreach and number and percentage of young people in the community using the entity The willingness of entity staff to work on the model		
Physical Capacity (25 points)	Accessibility and location of the entity within the community Entity and surrounding area are well maintained Facilities are available (meeting room, a playground and sports pitch, etc.) Entity has sufficient equipment, instruments and supplies to support activities		
<b>Total Score</b>	<b>/100</b>		

<sup>4</sup> Caution is needed when using such tools. This is meant as an example to provide guidance for development practitioners.



### PG R1.3 YOUTH ENGAGEMENT STRATEGY

Thinking about a youth engagement strategy should start as early as the data collection and stakeholder analysis process. In communities affected by lack of social cohesion or culture of participation, there will be initial resistance from youth. A youth engagement strategy can help organisations not only overcome resistance to participation, but also facilitate the ability of young women and men to gain ownership of the process.

Development practitioners should pay special attention to understanding the situations faced by local youth, including the factors that restrict their engagement, as well as positive steps that can be taken to encourage their participation.

Engagement strategies should be customised to address community-specific needs and challenges, but generally will include:

- **Strategies and methods for communication, outreach and awareness raising.**

This should include careful analysis and understanding of popular means of communication among young women and men, including social media, and messages that will appeal to young people.

- **Commitment to inclusion and equal opportunity in participation and engagement.**

When reaching out to and recruiting young women and men, it is natural for organisations to target motivated high achievers. This approach, however, limits the benefits to youth who are already to a certain extent advantaged, and can undermine messages of inclusion and equal opportunity. Organisations should ensure that their outreach targets youth who may feel marginalised for various reasons, including low academic performance, shyness, being differently abled or socio-economic status.

- **Let youth lead; provide support and guidance in the background.**

Recognise when young women and men have the capacity to initiate and lead, and then let them do so. Project teams may have clear ideas of the needs and challenges in the community, but rather than dictate, let the youth do their own thinking, and select initiatives that appeal to them.

The ideal model of engagement is that of youth initiating and leading activities; training and skills development should be directed at building young women and men's capacities that will support this.

- **Work to establish a good relationship between project team and the participating youth.**

Project teams should keep in mind factors that motivate youth engagement, including flexibility, legitimacy, ease of access, experience, variety, personal growth and fun.

Youth engagement should stress the needs and wishes of young women and men in the target communities, provide support to meet these needs and empower youth to establish the direction of their own participation.

Finally, if any form of financial compensation is planned – for example transportation or meal allowances – the project team should have a clear policy with respect to how such payments are administered and under what conditions. Special care should be given to ensure that there is no perception among volunteers or their peers that they are receiving wages or salaries.

## **MT R1.4 YOUTH VOLUNTEER GROUPS' INTERNAL GUIDELINES**

Internal guidelines can be used to organise work within the group and provide direction for its internal processes. Below is a sample structure for such guidelines:

### **INTRODUCTION**

- Introduction
- Objectives
- Target area
- Target groups

### **GROUP ACTIVITIES:**

- Community events:
  - Management and planning (How? by whom? When? Where? Costs?)
  - Budget management
  - Reporting
- Awareness raising sessions (sub-section as above)

### **GROUP MANAGEMENT:**

- Roles and responsibilities
  - Who is who? (organigram)
  - Who is doing what? (Brief job description)
  - Opening hours? Who?
- Meetings and planning management (How? By whom? When?)
- Assets management
  - Inventory list (Recording/who is monitoring/When?)
  - Assets maintenance (Who? How? Budgeting?)
- Financial management (Budget? Bookkeeping/accounting (Daily/Monthly)? Who?)
- Youth outreach and group visibility: Plan (Simple: 5Ws plan)
- Fundraising (How? By whom? Where? When?)
- Inactive group members' management (Definition? Steps? By whom?)



## RESULT III: SOCIAL CAPITAL DEVELOPED

### MT R3.1 SAMPLE ACTIVITY PLANNING ORIENTATION FOR YOUTH

#### 1. Identify Objectives and Changes

Once group members have completed collecting data, this information needs to be discussed and analysed. From this process, priority issues and community needs will become clearer and the group can begin to visualise what it can do to address these.

Every project or activity should have at least one clear objective – what you want to accomplish in your community. The group will need to agree on objectives, and on what will need to change in order to achieve them.

**Example:** After reviewing the results of a community questionnaire, the group decides that apathy is a significant issue. Several interview respondents mentioned that conditions in the community are bad and “why should I care about this place.” The youth group decided that they want to break this cycle of apathy. The objective of their project will be to make the village a better place to live.

Once the group has agreed on its objectives, the next step is to come up with creative ways to meet these. One strategy that is used in community development work is to think about all the changes that would lead to meeting the objective. This is sometimes called a “theory of change.”

**Example:** The group saw that for many people, the physical condition of the village – trash in the streets, lack of green space and dirt – was a symbol and cause of their apathy. Members began to see that by changing the face of the village, they could change the way people feel about their community. They decided that they wanted to make the village cleaner and more attractive (change), which would lead to more positive attitudes among people in the village toward their community (objective).

#### 2. Create a Work Plan

Once the group has identified the changes they want to make the next step is to decide what they can do to make the changes happen. Brainstorming within the group can be a great way to get ideas for activities. The most important part of this process is to make sure that there is a clear link between each activity and the changes the group has identified.

Once the group has agreed on key activities, it will need to finalise a work plan. This should break down the activities into steps, assign responsibility for carrying them out, and anticipate the resources that will be needed.

**Example:**

Community Clean Up		
Activity	Responsibility/Schedule	Resources Needed
1. Get permission and cooperation from local council	Name(s) Two and half months before the event	Booked meeting Copy of plan
2. Fundraising	Name(s) Two months before event	Lists of business leaders Lists of local NGOs

Community Clean Up		
Activity	Responsibility/Schedule	Resources Needed
3. Advertise event	Name(s) One month before event	Poster supplies Access to local authority notice board Social media Permission to place posters in public space and in businesses
4. Recruit volunteers	Name(s) One month before event	Poster supplies Social media Access to school notice board
5. Collect supplies	Name(s) Two weeks before event	Trash bags Work gloves for volunteers Trucks to remove trash bags Permanent public trash containers
6. Manage event on clean-up day	Names	Refreshments for volunteers Schedule Certificates of appreciation

### 3. Budget Planning

It is important to anticipate all costs for the group's activity. The items in the budget should match-up with the resources listed in the work plan. The budget should also help the group see what funds it will need to raise in order to carry out the activity. Fundraising can include seeking in-kind donations from local government administrations or private businesses. This will not only reduce the group's expenses, but also help to build connections in the community.

Example:

Community Clean Up Day			
Item	Cost	Source of Funds	
		Project Grant	Fundraising
Poster supplies	25	25	
Printing posters	50	25	25 (in kind)
Trash bags	50	25	25 (in kind)
Work gloves	50	25	25 (in kind)
Trash containers	75	40	35 (in kind)
Trucks	75		75 (in kind)
Refreshments	25	25	
Printing (certificates)	25	25	
Transportation Allowances	25	25	
<b>TOTAL BUDGET</b>	<b>400</b>	<b>215</b>	<b>185</b>

#### 4. Monitor the Schedule

As soon as the group has the work plan in place, it will be important to regularly check in and be sure that activities are on schedule. Regular meetings to discuss the schedule are important. It is almost guaranteed that some activities will fall behind schedule; in these cases, the group will need to work through how to get back on track. A monitoring form can help to guide this process.

Example:

Activity	Due on	On time?		Action Required	Responsibility
		Yes	No		

## RESULT V: SOCIAL ENTERPRISES FORMULATED AND ESTABLISHED

### MT R5.1 SAMPLE COMPETITION'S TERMS OF REFERENCES (TOR)

#### GENERAL BACKGROUND

#### OBJECTIVES

#### METHODOLOGY and MECHANISM

##### A. Funding Methodology

Outline a funding modality that best reflects local condition and the needs of targeted youth. Examples include: seed funding; funding projected deficits within the financial plan; funding to cover capital costs only; or set ratio split between project and beneficiary.

Define the minimum contribution from beneficiaries.

##### B. Funding Awards & Rounds

Define the total amount of funds available to support social enterprises.

Define the total number of beneficiaries to be supported through the fund.

Outline fund instalments schedule and mechanism.

##### C. Monitoring & Evaluation

Outline overall monitoring plan, including how performance will be measured, indicators, data required to measure performance, who participates in monitoring and frequency.

Outline an evaluation framework, including anticipated results, indicators of achievement, data required to evaluate achievement, who will conduct the evaluation and frequency (formative or summative).

#### APPLICATION PROCESS

##### A. HOW TO APPLY

Outline full application process, including: deadline for submissions, application form(s); required attachments (CV, education records, etc.); where and how to submit applications (online, delivery of paper copies or both); where applicants can obtain necessary forms; who to contact for more information.

##### B. COMPETITION ANNOUNCEMENTS

Outline how the competition will be announced, including means and channels of communication and communication tools to be used.

#### APPLICATIONS EVALUATION AND SELECTION

##### A. SELECTION PANEL: MEMBERS AND RESPONSIBILITIES

It is recommended that the panel consist of an odd number of members; ideally between 5 and 7. Members should include representation from various local partners and technical experts.

## B. APPLICANTS ELIGIBILITY

Below is an example of eligibility criteria:

- Social impact
- Business idea
- Commitment
- Age and gender of applicant
- Geography/target area
- Feasibility
- Sustainability
- Scalability
- Number of jobs the enterprise will create

Below is an example of selection criteria scoring table:

Selection Criteria	Points
The extent to which the enterprise meets a demonstrated social need in the community	4
The degree of innovation reflected in the business plan	4
Technical and financial feasibility of the social enterprise	4
Potential for social impact	2
Business plan developed in accordance with labour standards	2
The extent to which the social enterprise contributes to a cleaner physical environment	4
<b>Total</b>	<b>20</b>

## FUNDING PROCESS & ADMINISTRATION

Provide details of the funding administration process and procedures, including: implementing organisations' financial policies and guidelines; mechanism for disbursing grant funds; contracting procedures; reporting and payment schedules; tracking and management tools; required supporting documentation; and, how results of the competition will be announced.

### COMPETITION IMPLEMENTATION PLAN

Simple work plan with clear timeline.

## TEMPLATES

### A. APPLICATION FOLDER

(Application Forms/templates).

### B. SELECTION PANEL TEMPLATES

(Scoring Table; selection minute sheet; Conflict of Interest declaration by members).

### C. FUNDING CONTRACTING TEMPLATES

- Contract or Agreement
- Terms and Conditions (accountability; use of grants; data collection and use; special conditions; misuse of funds; repayment conditions)
- Beneficiaries' Commitment Declaration.

## MT R5.2 SAMPLE OF COMPETITION APPLICATION FORM

Applicant Information
Full Name:
Highest level of education attained (including the name of the institution, field of study and degree earned):
Phone/Mobile:
E-mail:
Mailing address:
<b>Business Information</b>
Proposed Project Title:
Provide background information on the geographical area where the business will operate (150 words):
<b>Detailed Description of the Proposed Business</b>
What will be the main activities of the business? (150 words):
What factors were considered when developing your business idea? (150 words max):
Briefly describe how the proposed business solves a problem/improves conditions in the community (150 words):
How will the proposed business benefit people in the community directly? (150 words):
List the resources (human resources, raw materials, equipment, etc.) required to launch the proposed business (100 words):

Does the project have the ability to be replicated in other similar areas? (100 words)

Outline your plan for monitoring and evaluating the business through the various stages of its development (100 words):

### Financial Information

The total cost of the project in Egyptian Pounds:

Amount of financial and in-kind contributions from other sources (including applicant's own resources):

Provide a detailed budget for business start-up activities. Include fixed expenses and variable expenses and, if possible, project profit/loss for the first year of operation.

Activity	the cost	Contribution of the applicant or any other party	Funding required	total cost

By signing below you confirm the accuracy and validity of the information contained in this application. Please note that giving false information will result in the exclusion of your application from the competition.

Signature:

Date:

#### Attachments

- (1) Copy of the ID card
- (2) Copies of education certificates/diplomas/degrees
- (3) Applicant's CV

## Grants for Social Enterprises

The <name of organisation> announces the first Social Entrepreneurship Competition, open to young women and men between the ages of 20 and 35 who have a business idea that will meet an important social need in their community. The selected applicants will receive up to 75% of the costs of starting up their social business, to a maximum of <amount in local currency> .

### What is a Social Business?

A social business or enterprise earns revenue while making a positive difference in the community. Social enterprises use business principles to address needs such as health, education, and access to services and a cleaner environment. Social enterprises benefit both their owners and the community.

### Who Can Apply?

- Youth 20-35 years of age;
- Resident of <name of target community>
- Minimum high school diploma <or other as relevant to local context>

### How Does the Grant Work?

<Number> applicants will be selected to receive financial and advisory support to launch new social businesses. The amount of funding will depend on the nature and size of the proposed business, to a maximum of <amount in local currency>. The winning entrepreneurs will be required to contribute a minimum of 25% toward the total budget either as cash or in-kind (equipment, premises, etc.). A technical support plan, tailored to the needs of the new social enterprise, will be jointly developed by <name of organisation> and the selected applicant.

### How will Applications be Selected?

An evaluation committee made up of representatives of <name of organisation>, <partner organisations> and local business leaders will assess applications using the following criteria:

The extent to which the enterprise meets a demonstrated social need in the community.	4
The degree of innovation reflected in the business plan	4
Technical and financial feasibility of the social enterprise	4
Potential for social impact	2
Business plan developed in accordance with labour standards	2
The extent to which the social enterprise contributes to a cleaner physical environment	4
<b>Total</b>	<b>20</b>

### How Do I Apply?

The application form is available online at <web site> or at either the <name of organisation> Office <address> or <name of partner organisation> <address>. Using this form, applicants will provide the following information:

- A brief background on the community which the social enterprise will reach, and the need that the business will address;
- Overview of the product/services to be produced by the social enterprise
- Overview of the business plan, including resource needs, i.e. staff, equipment and raw materials and marketing plan;



- Personal information
  - a) Copy of the applicant's degree/diploma
  - b) Copy of the applicant's I.D, card
  - c) Applicant's CV

### **Where can I Learn More?**

You can find additional information on the competition at [\*\*<web site>\*\*](#) or by contacting:

[\*\*<Name of focal point>\*\*](#)

[\*\*<Detailed contact information>\*\*](#)

## SECTION THREE THE MODEL IN PRACTICE (RESULTS)

### CONTEXT

Like many rural communities in Upper Egypt, the districts of Edwa and Maghagha in Minya governorate are marked by low incomes and limited economic opportunities. Agriculture is the principal economic activity, with the majority of farmers owning less than five Feddan from which to earn their living. In addition to income poverty, many villages in these districts are isolated with minimal services or infrastructure to support local economic development.

These communities are isolated socially as well; social capital is especially weak with respect to institutional frameworks and organisations to build bridges and cohesion among various community groups. While there are community development associations, their activities are largely limited to provision of charity or faith-based programmes. There is a marked absence of community-based organisations (CBOs) or non-governmental organisations (NGOs) that provide social services or advocate for the interests of vulnerable groups such as women, children and youth. Social cohesion has been further weakened as a result of political instability and religious divisions; combined with limited opportunities to improve livelihoods, this has led to increased socio-economic insecurity.

The Hayat joint project was designed to strengthen both economic and social resilience. The project's theory of change was that by: 1) strengthening economic security through creation of more and better employment opportunities and increased employability of the local labour force; and, 2) enhancing community security and personal security through activities to develop communities' social capital and enhance cohesion and inclusiveness, the project would result in improved social and economic development of vulnerable households, youth, women and children. In an area that had no prior experience with international programmes, Hayat aimed to build economic opportunities through training and technical assistance in employment skills, agribusiness development, institutional strengthening and entrepreneurship. At the same time, the project addressed the need to build social cohesion as a good in itself, and as a key determinant in the sustainability of economic development initiatives. Creating opportunities for women to increase their earnings and social presence in their communities was an important crosscutting theme throughout the project.

#### Hayat project Partners

The Hayat project (June 2013-September 2017) was launched as a joint effort of UNIDO, ILO, UN Women, UN-Habitat and IOM, and its government counterpart, the Ministry of Local Development (MoLD). The project is funded by the United Nations Trust Fund for Human Security (UNTFHS), the Swiss Development Cooperation (SDC), and the government of Japan.



## THE INTERVENTION MODEL

Social capital cannot be built by external actors, nor by the community alone; it requires collective action and change at the community and societal levels. Developing a culture of volunteerism among young women and men can provide a catalyst for raising awareness of development challenges in society and unleashing potential for innovation.

The ILO component of the Hayat project developed a model based on the concept of the virtuous circle of building social capital by nurturing volunteerism and civic engagement. This, in turn, fosters the awareness and skills necessary to lay the ground for the introduction of social entrepreneurship as a means to expand opportunities for young women and men to earn income and contribute to their communities. This happened through the Youth Volunteer Programme (YVP), the Youth Social Entrepreneurship Programme (YSEP), and the Skills Enhancement Programme (SEP).

Building partnerships and a local base is a cornerstone of this model; the Jesuits and Brothers Association for Development (JBA) was the implementing partner of the ILO component. A relationship with the Directorate of Youth and Sports, the government body that supervises the youth centres system, was established. This relationship, and the support provided by the Directorate, played an important role of the sustainability of the initiative.

Through the YVP, ILO worked with six selected Youth Centres to establish Youth Volunteer Groups (YVGs). An important strategy that paved the way for these young women and men to lead volunteer initiatives was the introduction of the Living Values Education Programme. Living Values was developed to provide school-aged children with the opportunity to explore values and ethics in the context of their own lives. YVG members received training and coaching that enabled them to deliver the Living Values programme with children in their home communities. By creating a positive image through their work with children, the youth became well positioned to build trust and encourage volunteerism in their communities.

To this end, YVG members received support to build their organisational and leadership skills. Through a combination of formal training and learning by doing, these young women and men explored issues in their communities, and planned campaigns and events that would activate larger numbers of youth to participate in community building. These activities ranged from community clean-up and beautification, tree planting and blood donation drives to meeting the needs of vulnerable groups such as students falling behind in school, orphans and children with disabilities and their families. At the outset, many in the community were hesitant to participate, especially in activities such as tree planting and street cleaning that were seen as “menial jobs.” However, growing trust in the youth and the positive examples that they were setting through their volunteer work succeeded in breaking through this resistance. Over time, community leaders became more deeply involved and supportive, including contributing financial and in-kind resources to youth-led volunteer initiatives. Evidence of developing social capital began to emerge.

*“I was surprised to see the behavioural changes in my children; they used to be messy when they came home after school. Now they help me in cleaning and organising the house.”*

*- Mother of students who received LVEP*

### The Living Values Education Program

(LVEP) works with facilitators, parents and caregivers to help them provide the opportunity for children and young adults to explore universal values and social and emotional skills. The curriculum includes Living Values Activities for peace, respect, love, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity. Used in formal and informal settings, Living Values also has special materials for use with children affected by war, children in difficult circumstances (street children), young offenders and youth in need of drug rehabilitation.

JBA is the focal point for LVEP in Egypt. JBA trained members of the Youth Volunteer Groups to deliver the LVEP in local schools. The impact was almost immediate: the youth volunteers gained from the experience of mentoring and teaching young children important life lessons; and the children soon integrated these values into their daily lives. LVEP became an important entry point for introducing the value of volunteerism and showcasing the positive impact that engaged youth can have in their communities.

At the same time, the ILO facilitated employment and entrepreneurship skills training that targeted the same youth. The ILO model recognised that economic insecurity among young women and men had a direct impact on their attitudes toward civic engagement, community development and volunteerism. By addressing the number one concern of local youth – lack of economic opportunities – the Skills Enhancement Programme (SEP) training opened the door for positive thinking that, in turn, resulted in more active engagement among young women and men in events and campaigns organised by the YVGs.

**Introducing the concept of social entrepreneurship as a strategy to create sustainable social impact and promote decent work for local youth was the principal innovation of the ILO's model. By empowering young women and men to expand their commitment to community improvement, while earning an income, the project contributed to the overarching objective of strengthening both economic and community security.**

In parallel with the SEP, the Youth Social Entrepreneurship Programme (YSEP) introduced the social business model as one of many start-up options. In addition, with encouragement from the YVGs, young women and men participated in awareness raising workshops and seminars in order to gain a firmer grasp of the concept and generate ideas for viable social enterprises. The most promising of these received additional technical assistance and training to produce needs assessments and business plans. At the end of the process, ten social entrepreneurs were selected to receive small seed grants to support their start-ups. These funds were matched by the entrepreneurs themselves, either through loans from family members or local micro-finance institutions.

One year later, eight of these social enterprises continued to operate on a profitable basis, earning incomes for their owners and meeting social needs in the community – proving to be a sustainable community development model in a challenging environment.



For people living in rural Egypt, obtaining basic government documents such as birth certificates or national identification cards can require traveling significant distances and lengthy waits. Vulnerable groups in rural areas can face even more barriers, and even fall victim to other people's greed when it comes to issuing official documents. At the time that Shaaban participated in the ILO YSEP training, the facility that issued government documents at the Edwa Council offices was closed. Shaaban learned that the Egyptian government was issuing permits for these services to be provided through the private sector. He saw immediately that this represented a chance to both meet a need in his community and start up a successful business. Many of Shaaban's clients are illiterate and unable to proceed with paperwork on their own. His business ensures that anyone in his community can attain basic government documents at a fair price and, with these, access public services. With support from the ILO project, Shaaban took training courses through the Ministry of Administration and Development in order to obtain a license to issue standard documents such as birth, marriage and death certificates as well as national identity cards. Shaaban's bureau in Edwa currently employs six people and he is planning to open similar offices in other villages without access to this service.

## RESULTS AND INDICATORS

The intervention model was designed to address the specific challenges faced by young women and men in the targeted communities. These youth faced difficulties as a result of high rates of unemployment and limited opportunities for advanced training or social activities. Most were disengaged from their communities and suffered from chronic discouragement and lack of hope for the future.

This multi-faceted strategy, resulted in increased social capital, cohesion and inclusiveness by empowering young women and men to become agents of change in their communities. At the same time, by supporting social entrepreneurship among youth, the model introduced an innovative approach to promote both economic opportunities as well as sustainable solutions to community development needs, resulting in the establishment of viable social businesses.

### SOCIAL CAPITAL, COHESION AND INCLUSIVENESS INCREASED

The intervention model achieved significant results, as measured by the number of young women and men volunteering to organise and carry out community awareness raising events, as well as the demonstrated outreach within the targeted communities.

Participants in post-project assessment workshops reported that:

- Communities saw increased levels of communication and trust – both among the young volunteers and between the youth and their communities.
- Community awareness around social issues was raised, which included a growing commitment to address the rights and needs of vulnerable groups, such as people with disabilities.
- Participation of youth in addressing the social welfare of their communities was increased.
- One year after the project's end, there was still an appetite for civic engagement among the young women and men in the targeted communities.

*"What Volunteerism! I'm a young grad, my priority is to find a job and save money!"*

*- Initial reaction by a young man who would go on to be a volunteer leader and social entrepreneur*





## SOCIAL BUSINESSES CREATED AND SUSTAINED

Ten businesses received support through the YSEP. As indicated by the degree to which these enterprises are making positive change in their communities, and the level of community support for the young social businesses, the results achieved through the intervention model go deeper. These include:

- Creation of ten social enterprises; one year after the completion of project activities, eight of these continued to operate as viable social businesses.
- The trust and bridges between families and groups built through the project contributed to an environment that supported the business success of these young women and men.
- Social businesses are providing an opportunity to showcase the energy, talent and commitment of young women and men and are fostering conditions that generate motivation and hope for the future.
- The enhanced skills and capacities that all of the volunteers gained in the areas of planning, organising, and implementing initiatives and collective action have also resulted in the confidence and forward-looking thinking that youth need to become entrepreneurs.
- Supported young women and men are making their communities better through their social enterprises. Examples include reduction of pollution from solid waste through innovative – and profitable – recycling businesses; providing quality early childhood education opportunities in remote communities; a roof top garden sustainably producing food with a reduced carbon footprint; and, a business that ensures equal access to government services among disadvantaged groups.

*"There is more trust in the community. Before, it would have been impossible that parents would let their children travel outside the village...I am very proud that parents see that my work is good and that they trust me with their children."*

*- Social entrepreneurs' focus group discussion participant*

## INCREASED OPPORTUNITIES FOR WOMEN AND GIRLS TO PARTICIPATE AND BENEFIT

As measured by the degree to which the project facilitated young women's access to training and by their increased participation in economic activities and community life, the intervention model achieved important gender equality results. In the context of the community norms and culture that were prevalent at the time of the project's inception, these results are significant, and include:

- Participating young women report that their families and communities are more accepting of their active roles in their villages.
- 1,700 young women (40% of total) participated as volunteers at community awareness raising events.
- 760 young women (40%) participated in social entrepreneurship awareness raising and training workshops.
- 600 young women (33%) trained in leadership, organising, community mobilisation and training of trainers.
- 23 young women (45%) owners or partners in social businesses supported by the project.
- 10 young women playing leadership roles in Youth Volunteer Groups.
- During the post-project assessment, female youth coordinators, Youth Volunteer Group members and social entrepreneurs demonstrated confidence and a high degree of engagement on par with their male counterparts.

*"You don't know Edwa; girls are not allowed to participate in public events. Their families won't allow this, you will fail."*

*- Local Youth Centre board member, when ILO introduced the project and its objectives.*

## OUTPUT-LEVEL RESULTS AND VALUE FOR MONEY

The ILO component of the Hayat project achieved significant reach among young women and men, as well as within the wider communities. Output-level results included:

6 youth volunteer groups and 163 youth members engaged in organising awareness-raising events in their communities.

8,023 community members participated and benefited from these events.

Capacity development delivered through 90 training days to 1,671 participants.

14 social entrepreneurship awareness-raising sessions held and attended by 1,527 youth.

195 young men and women trained on social entrepreneurship skills.

210 youth participating in the social entrepreneurship competition.

49 business-coaching days provided to 174 young women and men.

10 new social businesses received financial support, benefiting 51 owners/partners (28 male, 23 female).

**Total investment (2014-2016): US\$ 250,000** (including all direct costs, project personnel and overheads)



Performing art and storytelling can be powerful expressions of culture and community values. Mohamed learned that theatre could also be a tool for building community values. He was among the youth volunteers who delivered the LVEP to schoolchildren in his community. He found that one method of increasing children's engagement in the programme was to introduce interactive activities, especially role-play and storytelling. Mohamed then went on to participate in social entrepreneurship training through the ILO project. Combining his love for storytelling and newly acquired business skills, he developed a project for a traveling theatre company to raise awareness and education on social themes. Mohamed received technical advice from a theatre company based in Minya City to help develop his project business plan. He collected a team and started touring shows in Minya, Maghagha and nearby Beni Suef, and received additional technical support through an exchange visit with El Warsha Theatre Company in Cairo. Today, Mohamed's company includes 25 employees that travel throughout the governorate presenting shows that highlight gender, children's and moral issues. These are so successful that the other Hayat project's component hired the troop to develop and perform educational plays related to agriculture agribusiness opportunities among farmers.

## SUCCESS FACTORS

The ILO component faced a number of challenges during the implementation period. At the same time, sound decisions and nimble management helped to ensure achievement of results. Among some of the important factors that contributed to the project's success were:

- **Selection of partner organisation,** Jesuits and Brothers Association for Development (JBA). With a solid vision for community development and a long history of working with youth, the JBA was able to build community trust and achieve profound results.
- **Well-defined selection criteria for target groups,** including youth volunteers, beneficiaries of the social entrepreneurship projects, and the local partners.
- **The appropriateness of the training subjects, materials used and the methods** for developing the skills of young people in the areas of planning and organisation of initiatives, collective action, and the Living Values Education Programme (LVEP).
- **Planning for entry points for community engagement to build trust.** This included conducting LVEP in local schools delivered by YVG members as an entry point to showcase the positive contribution of youth and value of volunteerism in the community. This also helped to engage the community and gain their trust.
- **Putting theory into practice** with attention to building links between theoretical training, practical implementation and the direct practice of learned skills.
- **The community initiatives were implemented by and through the youth groups.** Flexibility in the design and implementation of community initiatives, driven by the ideas and views of both male and female volunteers, which reflected their understanding of their communities' needs and deepened their ownership of the community initiatives.
- **Modelling partnership and exchange of technical experience among volunteers.**
- **Clear plans for follow-up technical support to the funded social enterprises,** which supported social entrepreneurs to start, run and improve their business.
- **Synergies and links between the ILO component with other Hayat project components** and with projects funded by other bodies in the communities targeted by the social entrepreneurship component.



# Promoting Social Entrepreneurship And Social Capital Model



## Recommended timeline



More information of this Model Chart can be found in the ILO Practice Guide: 'PROMOTING SOCIAL ENTREPRENEURSHIP AND SOCIAL CAPITAL MODEL: A Practice Guide to Supporting Social Entrepreneurship and Inclusiveness in Rural Communities'

The Guide is also available in [Arabic]

# Promoting Social Entrepreneurship and Social Capital

**This Guide is a valuable resource for development practitioners** looking for an innovative and effective model for increasing the impact of their community development programmes. **Development practitioners** will find strategies, approaches, tools and guidance to foster social entrepreneurship in unlikely places. A simple, step-by-step implementation model is described.

**The intervention model** is meant to create an environment to alter short-term initiatives (i.e. social capital building & social initiatives) into more sustainable impact (i.e. social enterprises). In other words, to answer the question: *'why and how to promote social entrepreneurship and build social capital and inclusiveness in disadvantaged communities?'*

It is also of use to managers and decision makers among public and civil society organisations, to understand the potential and the suitability of interventions for social entrepreneurship and inclusiveness.

While each youth-oriented initiative should be built on a theory of change that responds to the local context and realities on the ground, **this implementation model is appropriate to pursue the following results at community and local levels:**

- Empowered youth to become successful social entrepreneurs;
- Improved trust, cooperation, and gender equality;
- Improved access to affordable social services for the most disadvantaged; and
- Improved access to decent work opportunities for young women and men.

**The model is suited to help communities in addressing:**

1. High rates of poverty and lack of employment opportunities;
2. Low levels of entrepreneurship among youth;
3. Low levels of social capital and cohesion within the community, across age, gender, social or ethno-cultural divides;
4. Social inequalities, gender-based and other forms of discrimination and bias; and,
5. Weak public sector capacities for service delivery, and key social service needs that are unmet.

The guide is based on international knowledge and experience on social entrepreneurship, as well as on ILO experience in implementing 'Hayat project' and other related work in Egypt (2013-2017).