



Regional CSO platform advocating social innovation under employment policies that guarantees security for youth at risks, an EU-funded project. This document has been produced by financial assistance of the EU funds of Civil Society Facility Operating Grants to IPA CSO Associations.

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# EU INSPIRATIONAL PRACTICE – SOCIAL INNOVATIONS

**YOUSEE! – PLATFORM FOR SOCIAL INNOVATION IN YOUTH EMPLOYMENT**

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## FOREWORD

The research on EU practice is an inspirational desktop research within the project "SEE YOU! - A platform for social innovation in the field of youth employment, implemented by civil society organizations in the Western Balkans and Turkey. The project is funded by the European Commission through the IPA Civil Society Facility, operational grants - support the regional thematic networks. YOU SEE! - A platform for social innovation in the field of youth employment is a regional response to tackle the challenges posed by unstable and changeable labor market where there is a large deficit of jobs.

The project with its outputs should contribute to the realization of the main objective, which refers to the building of a strong and inclusive civil society development in the Western Balkans and Turkey, which is able to implement EU standards of participatory democracy and to cooperate with the government on an equal partnership basis in policy, guaranteeing socio-economic security, inclusion and participation in the society.

The contribution to the achievement of this goal we will provide through realization of the specific objectives of the project, which will ensure that civil society organizations to strengthen regional cooperation, representativeness and political participation in advocacy of effective reform of the employment policies that articulate the interests of young people who are at risk of poverty according to their socioeconomic status and place of residence.

This goal is based on three strategic pillars that should ensure its fulfillment, which are:

- Establishment of "ALL IN ONE" service to facilitate development of future policies and measures of employment of young people - the collection of new and existing research on specific groups of young people who face discrimination in the employment. All documents will be available in one place, the easier it will be to do comparisons and monitor trends.
- Promotion of social innovation as a functional means for some reduction of unemployment - collecting practices, knowledge, testing existing practices in our cultural context in the field of the social innovations.
- Establish a dialogue with all social actors - young people, decision makers, policy makers, the business sector, colleagues from the non-profit sector, etc.

The program is applied by:

Association for democratic prosperity – Zid (main applicant) - Montenegro

Beyond Barriers – Albania

SEEEYN Secretariat – Bosnia and Herzegovina

Lens – Kosovo

Youth Cultural Centre Bitola – Macedonia

NAPOR – Serbia

TOG - Turkey

## WHAT TO EXPECT OF THIS PUBLICATION?

INTRODUCTION – The most sensitive period in the life of young people is a transition from the education system to labor market, regarding the fact that the transition in a great deal determines their career as well as their professional development. It has been proved that unemployment itself does not affect the future career development of an individual. However, it is a fact that social and economic effects arising from unemployment could affect the regular, healthy and satisfactory career development. The research carried out in Finland for the purposes of the Advisory Council for Youth Affairs proved that 40% of youth who were permanently unemployed at the very beginning of their careers later had problems in career development. This situation was conditioned by long- term influence of the various socio-economic marginalization factors that appeared as a consequence of unstable society.

The question is: What is a marginalization and what are its dimensions?

“Marginalization is at the core of exclusion from fulfilling and full social lives at individual, interpersonal and societal levels. People who are marginalized have relatively little control over their lives and the resources available to them; they may become stigmatised and are often at the receiving end of negative public attitudes.”<sup>1</sup>

Marginalization has got two dimensions that define it and its appearance is alarming for the determined group/individual. The first dimension makes a negative change of social status resulting in social isolation and the other is a poverty resulting in economic isolation of a group or an individual.

The statistics of the youth unemployment in Europe is devastating if we take into account that 7.5 million young people in Europe are neither employed nor in education or training system and that about 5 million of youth between 15 and 24 years age are unemployed. With these figures there should be compared high employment insecurity among today generation of young people and these things make the whole picture of their status undignified.

The unemployment of young people has reached worrying dimensions and it is necessary to take urgent and concrete measures to reduce the harmful consequences of this condition. The institutions that are aware of the long termed consequences of such statistics take concrete measures and invest in young people. All society actors and the young people themselves should take a part of responsibility and to act together in the sense of unemployment reduction. The complexity of the issue warns that it is necessary to create a platform for different social actors who will equally and with full recourses fight with coming challenges.

OVERVIEW OF THE SECTION CONTENT - YOU SEE! - Platform sees the exit from the current situation and alarming conditions in the social innovations. We believe that the solution to a problem is only possible to find in the society trough constant cooperation and communication of all actors and social innovations are those that enable that kind of approach.

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<sup>1</sup> M. Burton and C.Kagan (2004). Marginalization. in I. Prilleltensky and G. Nelson. Community Psychology: In pursuit of wellness and liberation. London: Macmillan/Palgrave

The purpose of this publication is to highlight the functionality of the use of the social innovations as effective tools in reducing unemployment, first of all marginalized groups. After reviewing the situation in the employment policy at the European level, readers may be familiar with the concept, characteristics and typology of the social innovations. In this publication it was used TEPSIE SI typology by which we share them in the SI that develop new products, services, markets, organizational forms, business models and workflows. In the presentation it was explained the role of the public, profit, non-profit and informal (self-organized citizens) sectors in the process of creation of the innovations where we can anticipate and identify their connection points and possible overlapping and the cooperation. It should be noted that there is no clear distinction between the roles that different sectors can play in the development and application of SI, as well as between different types of SI, since their determination may depend on the different point of view. The accelerators can be understood as services carried out by the business sectors, if we look at the activities they perform, and on the other hand they are the traditional businesses whose core business profit is to innovate if we consider the way in which they are registered, so as to fall within the SI that create new organizational forms.

The adoption of policies and the creation of programs and initiatives that contribute to the development of the social innovations, created a serious base that confirms the attitude of our platform that the SI are one of the powerful weapons to combat the growing youth unemployment. The paper provided an overview of all policies that contribute to the development of the innovations which indicates the seriousness of this strategic orientation of the EU. At the end of the publications there are listed examples of the social innovations at TEPSIE typology with an explanation of the basic concepts and the proposal for the study of examples that occur and were to effectively implemented in Europe.

We hope that to readers of this document we will explain concisely the purpose and nature of social innovation and the necessity of advocacy to invest in their development in the region of the Western Balkans and Turkey.

Best regards,

YOU SEE! Research team

# **PART 1 – UNEMPLOYMENT AND MARGINAL RISKS OF THE YOUTH POPULATION IN EU**



# ***1. CHALLENGES FOR YOUNG PEOPLE TODAY***

## **1.1. MARGINALIZATION AND SOCIAL EXCLUSION**

The social marginalization is a slippery and multi-layered concept which effects can be increased or decreased in time depending on changes in the surrounding and in the individuals themselves or in groups who are marginalized. To a certain extent, marginalization is a phenomenon that is basically tightly linked to a social status. If in some moment of time we are positioned high in the social ranking, due to social leavening and changes, it is possible that we could lose that position and transfer to a marginalized group. That is exactly the reason that warns us to talk and to have in mind, not only the marginalized groups but those who are in potential risk to become marginalized.

The phenomenon of marginalization is followed by social exclusion, alienation and limited access to the resources and it never remains within the groups but it represents the trigger for negative social manifestations and reactions of the groups and individuals towards the state they are in. Shortly, marginalization affects on conduct disorder and psycho-social stability of the marginalized groups who with their acting could harm even non-excluded once. This progressive negative trend in marginalization direct us to do preventions, having in mind that these ranges of consequences of the marginalization and social exclusion are immeasurable and later can be difficult to handle.

On the basis of these quotes we can conclude that marginalization has got two dimensions which determine it and its appearance is worrying for determined group/individual. First dimension is a negative change of social status resulting in social isolation and the other is poverty resulting in economic isolation of a group or an individual.

The marginalization definition that will lead us trough this publication that pictures above mentioned quotes is as follows:

“Marginalization is at the core of exclusion from fulfilling and full social lives at individual, interpersonal and societal levels. People who are marginalized have relatively little control over their lives and the resources available to them; they may become stigmatised and are often at the receiving end of negative public attitudes”.<sup>2</sup>

In most countries of Western Balkan and Turkey there isn't a typology of marginalized groups or at least in small numbers of cases it isn't complete or clear. From that reason we allude on the two international divisions that cover most or almost all marginalized groups in our countries.

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<sup>2</sup> M. Burton and C.Kagan (2004). Marginalization. in I. Prilleltensky and G. Nelson. Community Psychology: In pursuit of wellness and liberation. London: Macmillan/Palgrave

Millennium development goals, even criticized many times in the content, possess measures referring to reduction of poverty among youth and taking actions in the field of youth unemployment rate reduction. In 2014 on the world conference there were presented guidelines for taking measures to strengthen youth who are marginalized or at risk to be marginalized. In that document that should have completed the agenda of the Millennium development goals up to 2015 there is quoted typology of marginalized people. As marginalized there are recognized the following groups:

1. Persons with disabilities,
2. Indigenous youth,
3. Youth from rural areas,
4. Young key affected population,
5. Young from conflict zones,
6. Young members of minority and ethnic groups,
7. Youth with low social- economic status
8. Immigrants,
9. Internally displaced persons and refugees,
10. Girls and young women.

According to the division given in EU program Youth in action (2007-2013) marginalized youth groups were simply called youth with fewer opportunity. This division is taken from new programme Erasmus + and according to it youth with less opportunity are those groups or individuals that face some of the following deficiencies and/or barriers:

1. **Youth facing social obstacles-** discriminated on grounds of sex, ethnicity, religion, young with limited social skills or anti-social and risky sexual behavior , ex addicted and offenders, young and single parents, orphans and young from dysfunctional families,
2. **Youth facing economic obstacles** – young people that depend on social help and have low living standard, small incomes, homeless or in depth.
3. **Youth with disabilities-** mental (intellectual, cognitive), physical and sensory disabilities and other disabilities and disorders.
4. **Youth with educational difficulties** – young people that left school with low qualifications, with difficulties in learning and young with bad grades in school.
5. **Cultural difficulties** – young emigrants and displaced persons , dissidents of emigrants and refugees families, young members of different ethnical and religious minorities, young that do not understand language of a country they are living in and have reduced adaptive power for integration into new cultures
6. **Health problem** – young people with chronic health problems and young with mental problems
7. **Youth facing geographical barriers** – young people from rural areas and remote areas, isolated islands, young from troubled neighbourhood in urban zones or young from zones that are not well built to offer good quality and dignified life.

## 1.2. MARGINALIZATION AND YOUTH UNEMPLOYMENT

The most sensitive period in the life of young people is transition from the education system to labor market, regarding the fact that the transition in a great deal determines their career as well as professional development. It has been proved that unemployment itself does not affect the future career development of an individual. However, it is a fact that social and economic effects arising from unemployment could affect the regular, healthy and satisfactory career development. The research carried out in Finland for the purposes of the Advisory Council for Youth Affairs proved that 40% of youth who were permanently unemployed at the very beginning of the career later had problems in career development. This situation was conditioned by long termed influence of the various social-economic marginalization factors that appeared as a consequence of unstable society.

When we talk about the destabilization of the labor market it should be mentioned that it is tightly connected with destabilization and socio-economic crises in the country. Countries with sudden and frequent changes are considered to be instable and there is a strong fear from new social factors that will influence the marginalization of citizens and young as special vulnerable group.

In youth the consequences of unemployment and marginalization are frequently expressed through reduced self confidence, development of mental problems, creating the sense of insecurity and reduced faith in their own potentials, and on the other side it leads to problematic behaviour and use of psycho active substances. Finnish researcher Kari Vähätalo defined 3 different types of marginalization conditioned by pre-recessive and recessive state in the society:

New marginalization caused by recession – this division refers to long-term unemployment that is a result of recession, and people still do not have symptoms of marginalization because before it the labour market was stable for a long time.

1. **Marginalization aggravated by the recession** – long term unemployed have already been seized by different socio-economic factors that become deeper as the recession grows and make new side effects of such a state
2. **Existing marginalization independent of the recession** – refers to those groups of unemployed who independently from recession are on the high level of marginalization and they are users of social help and other programs of support to vulnerable groups.

According to the definition of the EU, individuals at risk of poverty are those whose income is under 60% of total average income of a household in their country. This definition brings with itself the fact that in Europe great number of youth is at risk from poverty and their welfare, security and existence are jeopardised. In literature it is often used term “lost generation” for today generation in accordance to their weak adaptive mechanisms and inability for inadequate response to the existing position they are in.

The reason for it is their marginalized position that limits access to social capital and to the resources that should make them stronger in order they could react on instable and changeable labour market and new trends that characterise them.

The current statistics is not promising and it indicates possible breakdown of the generation that in the last 10 years has been in the process of transition from the educational system to the labour market. The researches don't go only in the direction to estimate effects on the youth, but to estimate effects on the national economies due to these devastating data. All together, it will influence the low growth and in the most cases fall of the GDP, that will slow down the exit from the crisis and stimulate the appearance of new geostrategic regrouping of the power centres and the creation of world instable region.

### **Statistics:**

- About 7.5 million of youth in Europe are NEET youth;
- Employed youth are at greater risk to lose the job comparing to other age groups : 42% have temporary contracts ( comparing to 13% in all working population) and 40% work with part time or half time contracts (comparing to 19% in other working population)
- Under the influence of economic crises, in the last 3 years, the employment of youth has fallen down 3 times more than in other age groups
- More than 33% of youth from 15-24 years are unemployed longer than a year:
- Comparing to the number of EU youth from 15-24 years old more than 5 million youth is unemployed – it means that one in 5 European youth cannot find job in the market.

To these devastating data can be added disproportion in the youth unemployment rate in different countries – members of EU in Germany 7, 5% on one side and Spain with 53, 5% on the other side.

**Causes-** There are different causes for Youth unemployment. Besides the general status on the labor market in the EU, as important factors influencing unemployment can be mentioned education, labor market and employment policy and stratification and possibilities to get employed in a community. As things are now, the raising youth unemployment rate in many European countries can be attributed to global economic and financial crisis and its modalities in the current crisis of the European economic and monetary union. Restrictive policies austerity measures dominating as the popular measures of crisis management in recent years in the EU, can be considered the main cause of increasing rates of youth unemployment in Europe..

The above mentioned research, quoted as reference framework for the comparison with the state in Montenegro, tried to define the phenomenon of youth unemployment from the economic, social and political point of view. It is based on empiric research of increasing youth unemployment rate samples up to 25 years old, in the last decade, with the goal to identify who are youth affected by the unemployment, as to be understood the concept in the very economic cycle, demographic differences as well as some regulations, that is forms existing in the employment policy.

Although the results show that the global economic crisis is a dominant factor affecting the youth unemployment, the data vary regarding the situations in the countries where the research was being done. These differences were affected by many factors: different starting points and national specificities so one cannot talk about universal and common model for solving the youth unemployment problem in Europe, whether in the sense of prevention or unemployment

reduction or in terms of active measures for employment improvement or national employment policies – the experiences vary from country to country.

Numerous researches have dealt with the issue of how business cycle<sup>3</sup> influence youth. However, the effects of business cycles are not enough to explain the differences between countries in youth unemployment rate and the increase intensity of unemployment rate, being the consequence of business cycle development. In the early studies on employment causes, the structural components prevailed as basic explanations – structural changes of dominant industries, incompatibility of educational offers and market demand, specify of unique groups, but after 2000, business cycle and institutions were appeared as a focus in macro-analytic interpretation of the unemployment samples. The youth unemployment as a phenomenon is much more sensitive on the business cycle conditions than it is case with adult unemployment. However, beside the business cycle the population growth has been distinguished as a significant factor. Variations in the cohort size depend on natural increment growth as well as on regional motilities and migrations.<sup>4</sup>

From 2000 and up the researches are mainly focused on researches of institutional effects of the unemployment. There have been researched the specifics of labour market of the individual countries as well as social protection systems and their influence on youth unemployment. A broad spectrum of institutional factors was found to hinder youth to come into labour market or at least it increases the risk of youth entrance into unemployed categories. These factors include: lack of working experience and service, combined with short-term contracts and other types of temporary employment. In these causes, shifting from education to employment becomes the chain of temporary trainings, specialization, obligatory and willingly military or civil service, participation in activities that state offers trough active measures for youth employment, that are temporary or short-term, and mostly are part of institutional measures with limited time and they are totally out of employment market and its regulations.

Youth participating in these processes and activities succeed to get a little working experience and don't know how to look for a job and they don't get the real picture what kind of job and salary they are supposed to look for and what are their prospective in the future. Besides all this, youth have fewer resources than employed adults, and in some countries they are totally dependent to their families and because of it less mobile. Looking into available figure on youth unemployment both on European level and in individual countries participating in the cited

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<sup>3</sup> <http://www.investopedia.com/terms/b/businesscycle.asp>

The business cycle is the fluctuation in economic activity that an economy experiences over a period of time. A business cycle is basically defined in terms of periods of expansion or recession. During [expansions](#), the economy is growing in real terms (i.e. excluding inflation), as evidenced by increases in indicators like employment, industrial production, sales and [personal incomes](#). During recessions, the economy is contracting, as measured by decreases in the above indicators. Expansion is measured from the [trough](#) (or bottom) of the previous business cycle to the peak of the current cycle, while [recession](#) is measured from the peak to the trough. In the United States, the [National Bureau of Economic Research \(NBER\)](#) determines the official dates for business cycles.

<sup>4</sup> Bell, D., Blanchflower, D., (2011): Young People and the Great Recession. IZA discussion paper 5674. Prema Dietrich, H., *Youth Unemployment in Europe: Theoretical Considerations and Empirical Findings*, Berlin, Friedrich Ebert Stiftung, 2012.

research, get us notice big jumps in the unemployment rate in the last two decades with huge variations in some countries. For example in Finland in the early 90-ies the unemployment rate was 9,3% and in 1994 it had its peak with 34% with oscillations of 21% in the early 2000 and it reduced to 16% before a big recession and it went up again to 21% in 2010.

Similar situation is in Spain: in 1999 in Spain the youth unemployment was 45% and it reduced to 22% in 2000 and then it went up to 46% in 2010.

In Denmark it was a little different, for in 1999 the youth unemployment rate was 13% and it went down to 7% in 2000 and it went up again to 13% in 2010.

Comparing to adult unemployment, the phenomenon of youth unemployment in general and youth unemployment rate are much subtle phenomena. In publications there can be seen that specificity of youth unemployment was examined from different dimensions as they are youth participation on the labour market, social exclusion<sup>5</sup>, social disconnection<sup>6</sup> and the relation between unemployment and mental health. We give only the most striking findings for all cited research areas.

- **Youth participation in the labor market**

Youth unemployment and youth unemployment rate are in direct connection with **youth participation in the labor market**. It is especially referred to youth under 25 years and the significant number of them hasn't reached the labor market yet. The shifting period of youth from the educational phase to employment phase became longer and more complex. The youth unemployment, in average, is at least twice bigger than the unemployment of the general labor, and the current economic crisis influence negatively the possibilities of youth on the labor market. The youth unemployment is in many cases the result of lack of skills or experience. The entrance forms at the labor market and average age of the labor market entrance are in the direct relation with qualification level and national system of general and vocational education. The results of unemployment analyses in Europe indicate the different individual strategies of unemployment overcome as for example reduced participation level in job search with extended education and return to educational system or inter-region mobility.

The continuing education in certain countries increases average age of youth who enter the labour market for the first time.

- **Youth unemployment and social exclusion**

Social exclusion is defined<sup>7</sup> as the process in which individuals or entire communities of people are systematically blocked from (or denied full access to) various rights, opportunities and resources that are normally available to members of a different group, and which are fundamental to social integration within that particular group (e.g., housing, employment,

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<sup>5</sup> Sealey, C., *Social Exclusion and Young People: A Critical Realist Strong Late Modern Analytic*, Birmingham, Institute of Applied Social Sciences, College of Social Sciences, University of Birmingham, 2009.

<http://etheses.bham.ac.uk/391/1/Sealey09PhD.pdf>

<sup>6</sup> Sealey, C., *Social Exclusion and Young People: A Critical Realist Strong Late Modern Analytic*, Birmingham, Institute of Applied Social Sciences, College of Social Sciences, University of Birmingham, 2009.

<http://etheses.bham.ac.uk/391/1/Sealey09PhD.pdf>

<sup>7</sup> <http://www.inkluzijakurs.info/modul.php>

healthcare, civic engagement, democratic participation, and due process). On the same way there can be excluded the whole geographic areas – villages, city quarts, towns, cities even regions. These regions are excluded from the various development processes, market flows, roads, services provided by different institutions (education, health insurance, and social protection) and that is why their inhabitants become excluded as well. In the very base of social exclusion, the deprivation in a dimension of life can lead to deprivation and exclusion in more aspects, not only in an aspect initiating the exclusion process itself. Berghman<sup>8</sup> in his study “Social exclusion in Europe: policy, context and analytical frame” extends the term of social exclusion from the prospective of financial deprivation being the consequence of long-term unemployment, towards nonfinancial life aspects, as well as shifting from statistic point of view based on poverty towards the multi-process oriented character of the social exclusion phenomenon. However, the mentioned studies didn’t succeed to describe the process character of social exclusion and to compare effects of an unemployed group who went through certain compensatory program with effects of a controlled group of unemployed not being treated at all. Although, despite the methodological comments, debuts on social exclusion youth unemployment have shown that exclusion from “quality life” doesn’t represent the main problem for the unemployed youth. What is to be considered relevant to expect from life of a young person is a qualification level.

- **Youth unemployment and disconnected**

Terms as “gap youth” that is idleness” or “disconnected youth” indicate the shifting between educational process and labor market what is more important for young people than other age group. The idleness rate describes the number of youth being neither in educational process nor employed and only a part of them are called unemployed. The alternative term NEET is an acronym of “Not in Education, employment or training”<sup>9</sup>. These youth are neither in education process nor in training and they are not employed as well.

NEET population is at risk from the exclusion in most European countries. Statistic and ways of measuring differ, but there are estimations that more than a third of European youth belong to this group. In Great Britain there is the highest percentage of NEET youth in Europe 1 in 10 sixteen- year old teenagers are NEET, then in France 1 in 14, then in Germany 1 in 23. In some parts of Europe as it is in Hungary or in Romania NEET population is connected to Roma population. For example in Hungary in Nagykovács 70% of local NEET are Roma people<sup>10</sup>.

The basic assumption is that young people don’t have strong social relations i.e. contacts that will give them support in finding relation with business world and other ways of support like lodging and financial support. Without connection with work or school, disconnected youth could become vulnerable and sensitive for negative outcomes during the transition into the adult period. Furthermore, this definition includes according to the rule (deinstitutionalized)

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<sup>8</sup> Berghman, J., “Social Exclusion in Europe: Policy, Context and Analytical Framework”. In Room, G. (Ed.) *Beyond the Threshold: The measurement and analysis of social exclusion*. Bristol: The Policy Press. pp. 10-28., 1995

<sup>9</sup> DCSF, *NEET Toolkit: Reducing the proportion of young people not in education, employment or training*, London, Department for Children, Schools and Families (DCSF), 2007

<sup>10</sup> Goldring I., Guidoum, Y., *Inclusion through employability: Youth work approaches to employment*, Brisel, Salto-Youth Inclusion Resource Center, 2014

youth that are not in any kind of the institution (age range from 16-25) who are not employed, who didn't attend school in any time of the last year and they are not working or going to school. However, this definition doesn't include youth that were excluded from work at any time of the last year or are between two jobs or make prolonged pause after curtain school degree.

Generally speaking "disconnected youth" neither have a job nor enough contacts that would give them emotional or economic support .They have bad grades at school, have no emotional relations or they are unemployed and could face serious problems during transition into the adult period. The bigger problem, though undocumented, are the homeless and youth with illegal residence, who have neither personal documents nor access to social or medical protection, education or employment. It is a problem that these people don't appear in statistics figures, nor are included in the research data, so there are neither valid data nor systematic research on them.

- **Youth unemployment and mental health or "emotional effects due to unemployment status"**

There are many studies discussing the issue of unemployment effects at the beginning of a career on further success in finding a job. But results obtained in those studies are not quite clear. Therefore, we have to make difference between short-term and long-term unemployment, as well as the difference between the appearance itself and i.e. unemployment status and effects themselves, that is to say effects that the duration of each status does on an individual. The results of some studies show that the current unemployment doesn't have to lead to the continuous unemployment. People who stay active in a labor market, in sense they have at least some working experience, have bigger chances to find a job in future regardless how long they were unemployed. Some authors agree that similar ratio can be true for unemployment period. It is easy to annul the benefits of the previous job with the next period of unemployment.

Some author, however, quote the opposite results to above mentioned: in other words that unemployment or state without a job at the beginning of a career can really have the consequences on further chances to get a job. According to Arulanpalam<sup>11</sup> there are 3 mechanisms that can lead to negative effects: lack of working experience and losing basic skills, negative effects on the future salary and difficult transition towards the future jobs and losing social contact. There are evidences that unemployment in one moment in life can lead to unemployment even later in life and on that way it makes complicated the promotion process in the career during the lifetime. However, unemployment in adult period leads to more complexities in the career then it is a case with youth.

Disconnection with labour market has multiple effects. Health is one of the factors that unemployment effects. Mental health is one of the key indicators when it comes to the unemployment status and social exclusion effects.

Even if instruments for determination of problems with mental health and available studies cite connection between youth unemployment and weak mental health comparing to average values, empiric design of above mentioned studies on youth unemployment and social exclusion are characterized by serious limits, considering that their trough-sector design

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<sup>11</sup> Arulanpalam, W., " Is Unemployment Really Scarring? Effects of Unemployment Experiences on Wages", In: *The Economic Journal* 111: F585–F606., 2001



doesn't allow determining causal relations between mental health and unemployment. Some authors indicate the labour market position less important for the individual benefit: the main influence factors are financial worries and social support.

The study from 2010<sup>12</sup> on relation of general welfare and mental help confirms the connection between the mental health and untypical employment contracts. However, informal structure of the connection can't be checked by using trough-sectors data.

Referring to psychological literature it is known that many mental disorders are appeared in the early childhood and adolescence and it can be continued even in adulthood. These mental disorders can be connected to other spheres of the social life like career promotions, having partners relationships, and other social capitals but with a high level of combining symptoms of other disorders<sup>13</sup>. It should be mentioned that neither early diagnostic of symptoms nor their treatment are well developed. It is the same in unemployed youth to a certain extent. A German study<sup>14</sup> with clients of the centre for professional consultations with youth from 25 years old and up showed the systematic ignoring of the mental disorders in the process of career consulting.

These centres are poorly qualified for the identification of psychosomatic symptoms and other personality disorders in unemployed youth with whom they worked as well as to adequately deal with the found disorders.

From all the above we can conclude that youth unemployment is rooted in multi dimensional and above all in complex field of social and mental interactions. Our project is primarily focused on the second and third described connection, i.e. connection between unemployment and social exclusion, as well as disconnected youth that can be described as NEET- out of education, training and employment. However, we found it important to present the diversity of the focus in unemployment phenomenon research as well as his complexity.

## Documents at the European level

It is worth mentioning the documents at the European level that in a broad terms determine the frameworks for dealing with youth policy and thus the problem of youth unemployment, which in addition to participation by young people, is listed as one of the high priorities on the agenda of EU youth policy.

We have found good overview of the actual strategies and documents of our interests in the text "The analysis of the strategic, legal and institutional framework related to youth employment and participation"<sup>15</sup> applied in 2013 by UN System in Montenegro and we are going to refer to it in this chapter. The aforementioned European documents are given in the chronological order.

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<sup>12</sup> Langhoff, T., Krietsch, I., Starke, C., "Der Erwerbseinstieg junger Erwachsener: unsicher, ungleich, ungesund", In: *WSI Mitteilungen* 2010: 343–349., 2010

<sup>13</sup> Hoyer, J., *Bestandsaufnahme zur psychischen Gesundheit*, Dresden, Vortrag in Expertengespräch mit der SRH, 2006

<sup>14</sup> Reissner, V., Rosien M., Jochheim K., Kuhnigk O., Dietrich H., Holleder A., Hebebrand J., "Psychiatric Disorders and Health Service Utilization in Unemployed Youth", In: *Health Risk Behaviour in Adolescents and Capacity Building for Health Promotion, Journal of Public Health* 19, Suppl. 1), Berlin, Springer: 13–20., 2011

<sup>15</sup> Petković, S., *The analysis of the strategic, legal and institutional framework related to youth employment and participation*, Podgorica, System UN in Montenegro, 2013

- In 2001, the European Commission issued **The White Paper**<sup>16</sup> entitled “**A New Impetus for European Youth**”<sup>17</sup> representing a new framework for European cooperation and the first step in setting up a coherent youth policy framework in the European Union. Through the White Paper, the European Commission recognized that the area of youth policy is very diverse and primarily a responsibility of the respective member states. The policy document identifies four areas where the EU member states were invited to co-ordinate their policies in the youth field: participation, information, volunteering, and greater understanding of youth.
- **The European Youth Pact**<sup>18</sup> (2005) has introduced a strong youth element in the re-launched Lisbon process. At the level of politics and policy, the European Youth Pact, as an integral part of the Lisbon Strategy<sup>19</sup>, and one of the instruments for promoting growth and jobs, illustrates that young people and youth issues remain high on the European policy agenda. Within the document, a range of policy measures were introduced to address the following three strands: employment, integration and social advancement; education, training and mobility; and reconciliation of family life and working life.
- In 2009, the Commission presented a Communication entitled “**An EU Strategy for Youth – Investing and Empowering** – A renewed open method of coordination to address youth challenges and opportunities (2010-2018)”<sup>20</sup>. Following, the Council of Youth Ministers adopted a Resolution on a renewed framework for European cooperation in the youth field (2010-2018), based on the Commission’s Communication. The EU’s vision for young people is based on two approaches: investing in youth, which means “putting in place greater resources to develop policy areas that affect young people in their daily life and improve their well-being”, and empowering youth, which refers to “promoting the potential of young people for the renewal of society and to contribute to EU values and goals.”
- **The EU Youth Strategy**<sup>21</sup> from 2009 is based on a renewed open method of coordination, acknowledging that young people have a crucial role to play in meeting the many socio-economic, demographic, cultural, environmental and

<sup>16</sup> Commission White Papers are documents containing proposals for action to be taken by the European Union in a specific area . Each presents a detailed and well-argued policy for discussion and for decision and can lead to an action programme for the Union in the area concerned

<sup>17</sup> Commission of the European communities, *White Paper: A New Impetus for European Youth*, , Brisel, Commision of te European communities, 2001

<sup>18</sup> Council of European Union, European Youth pact, 6609/1/05 REV 1, Brassel , Council of EU, 2005

<sup>19</sup> Lisbon Strategy/ The Lisbon Strategy, also known as the Lisbon Agenda or Lisbon Process, is an action and development plan for the European Union . Its aim is to make the EU “the most dynamic and competitive knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion, and respect for the environment by 2010”. It was set out by the European Council in Lisbon in March 2000 .

<sup>20</sup> Commission of the European Communities, Communication from the Commission to the European Parliament, The Council, the European Economic and Social Committee and the Committee of the Regions, *An EU Strategy for Youth – Investing and Empowering* , A renewed open method of coordination to address youth challenges and opportunities, Brussels, 27.4.2009,

<sup>21</sup> The EU Youth Strategy was endorsed by the Council through the Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018). This followed the release of the Commission Communication “An EU Strategy for Youth – Investing and Empowering”, COM (2009) 200 final, 27 April 2009.

technological challenges and opportunities facing the EU. It calls for greater cooperation between youth policy and relevant policy areas, and promotes the *social and professional integration of young people* as an essential component to reach the objectives of Europe's Lisbon strategy for growth and jobs, promoting at the same time personal fulfillment, social cohesion and active citizenship. It is action-based, and focuses on eight policy areas or 'fields of action', among other: Employment and Entrepreneurship, and Participation. The aim of Field of Employment and Entrepreneurship - is that: "Young people's integration into the labour market, either as employees or as entrepreneurs, should be supported. The transition from education and training or from unemployment or inactivity, to employment should be facilitated and supported. Opportunities to reconcile working life with family life should be also improved.

- Finally, **the Europe 2020 strategy**<sup>22</sup> (the successor to the Lisbon Strategy of 2000), proposes seven flagship initiatives that will improve growth and employment. The overall goal of Youth on the Move flagship is "to unleash the potential of young people to achieve smart, sustainable and inclusive growth in the European Union". The one of the biggest priorities of the Lisbon strategy of growth and employment and European youth pact is to promote strategic initiatives in education and employment of young people. Therefore, the strategy emphasizes the necessity of the initiative while on the other side financial and economic crisis on the labor market seek for urgent solving of the issue. With the strategy it is also emphasized the significance of providing possibilities for short-term and long-term youth employment in accordance to labor mobility what is very important for the youth at the beginning of their career. The necessity of adopting a system for directing and consulting related to qualifications and possible employment is also very important issue.
- The main goals of the "**Erasmus plus**"<sup>23</sup> (earlier/Youth in Action)<sup>24</sup> is to unleash the potential of young people to achieve smart, sustainable and inclusive growth in the European Union" (EC, 2010). It promotes strategic initiatives in education and employment of young people, entrepreneurship through mobility programs for young professionals, recognition of non-formal and formal education, and development of new youth policies encouraging apprenticeships, internships and other types of work.
- The new EU Youth employment package – **The European Youth Guarantee**<sup>25</sup>, builds on Youth on the Move flagship, established through the Youth Opportunities Initiative, ushering in a more pro-active role in youth employment. Among other things, it promotes youth guarantee scheme, which will guarantee that all young people (which remained 3 - 6 months to complete their education) must provide work, internships, volunteering or further training and experience.

<sup>22</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>

<sup>23</sup> ADP-Zid is a fokus point for the program Youth in Action od 2006, contract renewed in 2014. With the same program ,but under the title „Erasmus plus“

<sup>24</sup> "Youth on the Move flagship initiative"

[http://ec.europa.eu/europe2020/europe-2020-in-a-nutshell/flagship\\_initiatives/index\\_en.htm](http://ec.europa.eu/europe2020/europe-2020-in-a-nutshell/flagship_initiatives/index_en.htm)

<sup>25</sup> <http://ec.europa.eu/social/main.jsp?catId=1079>

- **European Acquis**<sup>26</sup> for alignment in youth employment field includes Youth White Paper (2001), The European Youth Pact (2005), as well as EU Youth Employment Package.
- In 2012 it was adopted **EU Employment package**<sup>27</sup> is a set of measures and initiatives related to how to provide conditions for the youth employment mobility and successful transition of youth from the education system to labor market (Youth Guarantee program, Internships quality framework, working training within vocational education).
- Ten-year old EU development strategy („Europe 2020“), kao i South-eastern Europe 2020 (SE 2020), have the goal to unleash the potential of young people to achieve smart, sustainable and inclusive growth in the European Union.
- For the purpose of successful fulfillment of the targets EU started two important initiatives:
  - **Agenda for new skills and jobs** particularly highlights flexibility as an important principle in the inclusion growth context, especially flexibility of contract terms, all- life learning, active measures of the labor market and adequate social protection.
  - **European platform against the poverty** that trough economic, social and territory cohesion plead for the respect of the basic rights of the poor and socially excluded people trough incentives to be more active participants in the community.(helping them with clothes, to get a job and social protection).

In the world of fast acting and systematic solutions of burning social-economic challenges that Europe facing, the system institutions invested in measures that could contribute to change of the current situation and to improve the quality of the youth.

One of the measures that can certainly contribute to reducing the unemployment rate of young people is investing in the social innovations and to empower young people to act proactively and utilize their creative capacity and from those who are looking for work, they become actors who offer new jobs and jobs to young people from marginalized groups.

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<sup>26</sup> The acquis (EU acquis) in the field of education and culture generally involves cooperation framework, the use of the program and the open method of coordination (OMC) for the convergence of national policies and the achievement of common objectives in the area of education, training and youth. Member States need to have legal, administrative and financial framework and existing capacities necessary for implementation to allow good management of decentralized programs of the European Union, including the financial management.

<sup>27</sup> <http://ec.europa.eu/social/main.jsp?catId=1039&langId=en>

## **PART 2 – INTRODUCTION TO SOCIAL INNOVATIONS**

## **1. DEVELOPMENT CONTEXT OF THE SOCIAL INNOVATIONS**

In 2008 the world economic system faced the crisis that, according to authors, with its character and nature isn't a cyclic crisis but the same as the one in 1929. The problem depth the global economy is currently in and its ultimate consequences can't be measured and perceived.

The crisis indicated the problematic parts of the neoliberal economy doctrine based on liberal market subjecting to self-regulation without the state intervention. Looking into broader picture and taking into consideration the fact that economy isn't a separate system but being the part or being with different systems as it is social system it was necessary to predict the effects of the mutual interactions. In short, self-regulatory financial system and irresponsible financial speculations of the financial sector led to the liberal market idea downfall becoming the purpose for itself and fell into the unsustainability trap. The critics of the self-regulatory liberal market idea call this cause the "moral hazard of the financial sector"<sup>28</sup> the state should intervene in order to help the exit from the crisis.

The common and unique European market is characterized by 4 basic freedoms: free circulations of goods, services, capital and people. The background of this concept of unique market is based on the assumption that the increase of the competition and specialism will improve the efficiency of resource allocation and that way foster economic integration in the EU.

In the self-regulatory surrounding where there is an unfair competition of the national economies of different size, the increase of the GDP in EU is put ahead of the social and economic cohesion meaning uneven division of goods, reduced working places and permanent blockage of the common economic system<sup>29</sup>. New conditions, therefore, dictate new trends in the liberal market politics. With the economic crisis, EU had to reassess this model of market functioning and refine it with measures that make sure the economy doesn't serve to itself but to the welfare of the EU citizens. This concept makes sure the market economy and social welfare don't exclude each other, but the capitalism with its market mechanisms should help the state in fulfilling its social function. In that light it appears the term social market economy, originating from the post war Germany considered a secret of their success and fast economy and state revitalization.<sup>30</sup>

Taking into consideration the facts that state by itself can't solve piled social problems (economic crisis, population ageing, social system collapse, climatic changes etc) it is necessary to take advantages of the today's phenomenon, inter-dependent surrounding and mobilise all resources in the community in order to find effective solutions. These are new development trends and occasions in the world are the impetus for the emergence of the social innovations in different areas and giving the humanity note to the market economy.

The social innovations in this context serve for fulfillment of the social and economic benefits in the sanation way of the today's burning problems. In the concept of the market economy, the

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<sup>28</sup> Nebojsa Katic, "The global economic crisis, realities, myths and lessons", Politika press, 2013

<sup>29</sup> Nebojsa Katic, "The global economic crisis, realities, myths and lessons", Politika press, 2013

<sup>30</sup> Agnes Hubert, Maria da Graca Carvalho and Pierre Goudin, Social Innovations - A decade of changes, Bureau of European Policy Advisers 2014

problems are perceived as an innovation and prosperity impetus in the development that in this case doesn't have necessarily to affect the current reduction of the GDP.

## **2. WHAT ARE SOCIAL INNOVATIONS?**

### **2.1. CHARACTERISTICS OF THE SOCIAL INNOVATIONS**

Depending on the type, social innovations show some mutual characteristics, as in the same time serve as indicators of their determination. By this key social innovations are:

**Cross-sectoral** – can exist and be developed in all 4 sectors (public, private, civil and informal) separately or synchronized. Informal sector is considered as self-organising of the citizens. As an example it could be taken career orientation service and program of the Employment Agency (public sector). By changing relations between employment policy actors, this service with different programs is offered by civil society organisations (civil sector) as well as by different employment agencies (private sector) that obtained new and improved the existing services of employment increase.

**Open and collaborative** – By the rule, social innovations, as desired process, consider inclusion of different actors that cooperate in finding, testing and implementation of the solutions. Social innovations encourage group inclusion and social cohesion. Trends of technological development are in favour of this characteristic as the internet technologies increase us cooperation possibilities and connection of different actors Social networks like "indiegogo" support this characteristic.

**Grassroots and bottom-up** – ideas on innovations parts from the local to a user with specific requests and challenges, and then include all actors that can be crucial for solution development.

**Presumption and co-production** – It is more and more difficult to determine the limit between a user and a producer. The whole idea lies on the presumption that people who use certain services present the rescores for improvement and enhancement of the services as well. If we want to create the employment program for delinquents, it is necessary to ask them about their opinion on the employment issues as well as employers.

**Mutualism** – Social innovations lie on the assumption that the individual and the collective welfare are only possible with mutual cooperation and exchange of goods. The good examples are social services including different actors that everyone individually has benefits from and it put them in the function of collective or on benefit of other vulnerable group.

**New roles and relations** – In creating social innovations, the relations resulting from them can be multiple and changed regarding the traditional approach – for example there are improved existing and created new participation mechanisms for marginalized and vulnerable groups and new mechanisms of management and cooperation are created.

With a centralized management system, for example the system of social services of the public sector shared management with the private sector and civil society in order to succeed to meet the needs of larger volume.

**Better use of assets and resources** -Through social innovation to recognize and use the tools and resources that would otherwise be unused. Social Innovations, therefore, ensure redevelopment and / or efficiency of existing resources and maximize their potential for the benefit of society.

**Develops assets and capabilities** – They listen to the potential of the community, develop them and put into operation of welfare (social, economic and environmental). This includes various programs to empower young people to transition from the education system to the labour market.

## 2.2. DEFINITION

In the literature there are different definitions for the term of "social innovation" dating back to the year 1960 when this term implied experimental practice in the social sciences and humanities. Over time, the context of the concept of the social innovation changed and started to gain another meaning which was later affected by both the cultural context in which the term is used. In the past decade, the term has often been used to explain concepts such as:<sup>31</sup>

- Social transformation,
- Social economy (social entrepreneurship, cooperatives, etc.)
- Development of new products, services and programs,
- Organizational model of management,
- Models of governance, empowerment and capacity of its building

### DEFINITION: BOX<sup>32</sup>

***“Social innovations are new solutions (products, services, models, markets, processes etc.) that simultaneously meet a social need (more effectively than existing solutions) and lead to new or improved capabilities and relationships and better use of assets and resources. In other words, social innovations are both good for society and enhance society’s capacity to act.”***

<sup>31</sup> Caulier-Grice, J. Davies, A. Patrick, R. Norman, W. (2012) Defining Social Innovation. A deliverable of the project: “The theoretical, empirical and policy foundations for building social innovation in Europe” (TEPSIE), European Commission – 7th Framework Programme, Brussels: European Commission, DG Research.

<sup>32</sup> Caulier-Grice, J. Davies, A. Patrick, R. Norman, W. (2012) Defining Social Innovation. A deliverable of the project: “The theoretical, empirical and policy foundations for building social innovation in Europe” (TEPSIE), European Commission – 7th Framework Programme, Brussels: European Commission, DG Research.



### 2.3. *TYPOLGY OF THE SOCIAL INNOVATIONS*<sup>33</sup>

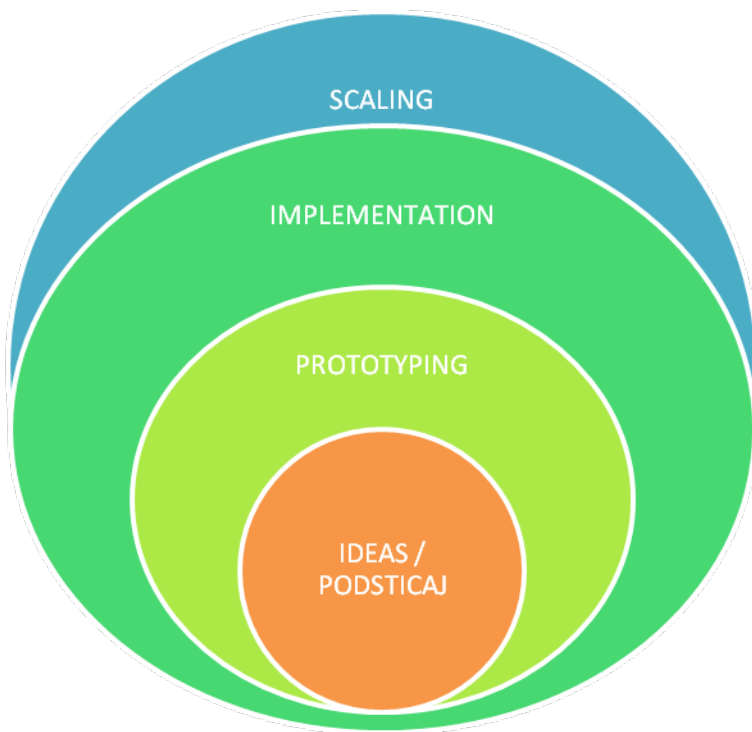
Based on these characteristics and the proposed definition of the social innovations there can be performed the certain typology, which is closer to explaining the different types of social innovations:

**Figure 1: Typology of social innovation with examples from the field of employment (TEPSIE)**

No.	TIP	PRIMJER
1.	<b>Creating of new products</b>	Technology designed for people with disabilities, which helps smooth integration in the business environment - young people with disabilities (Assistive technology for disable people)
2.	<b>New services</b>	Program to increase the employability and employment of young delinquents, NEET, dropouts etc.
3.	<b>New processes</b>	Crowd sourcing - the process of obtaining needed services, ideas or contents by soliciting contributions from a large group of people who are not traditional employees or suppliers in companies. <a href="http://www.crowdsourcing.org/">http://www.crowdsourcing.org/</a>
4.	<b>New market</b>	Organizing thematic fairs or so-called use. "Time bank" <a href="http://timebanks.org/">(http://timebanks.org/)</a>
5.	<b>New platforms</b>	The new legal / regulatory frameworks or platforms to improve the environment for the development and implementation of social innovation for example. Traineeship in Europe (European Quality Charter on traineeship) A platform for social entrepreneurship
6.	<b>New organisational forms</b>	Opening of the companies that are of social interest such as: hubs, and start-up incubators. <a href="http://www.hub387.com/">http://www.hub387.com/</a>
7.	<b>New business models</b>	The opening of social enterprises, social franchises, cooperatives.

<sup>33</sup> Caulier-Grice, J. Davies, A. Patrick, R. Norman, W. (2012) Defining Social Innovation. A deliverable of the project: "The theoretical, empirical and policy foundations for building social innovation in Europe" (TEPSIE), European Commission – 7th Framework Programme, Brussels: European Commission, DG Research.

## 2.4. Stage in the life cycle of the social innovations (SI)



**INITIAL STAGE OF IDEAS / STIMULUS** - stage of generating ideas coming from incentives from the environment. External stimuli can be the economic crisis, poverty, exclusion and so on. It is good at this stage to include as many participants from all four sectors (public, non-profit, for-profit, and informal) to ensure the diversity of options and views on the problem.

**STAGE prototype** - the stage where there are tested and piloted the ideas in order to eliminate the unintended irregularities and / or unintended negative effects.

IDEAS/IMPETUS

Figure 2 – Life cycle of the innovations

**STAGE APPLICATIONS** – stage where the idea becomes an everyday practice and it is applied to the general population.

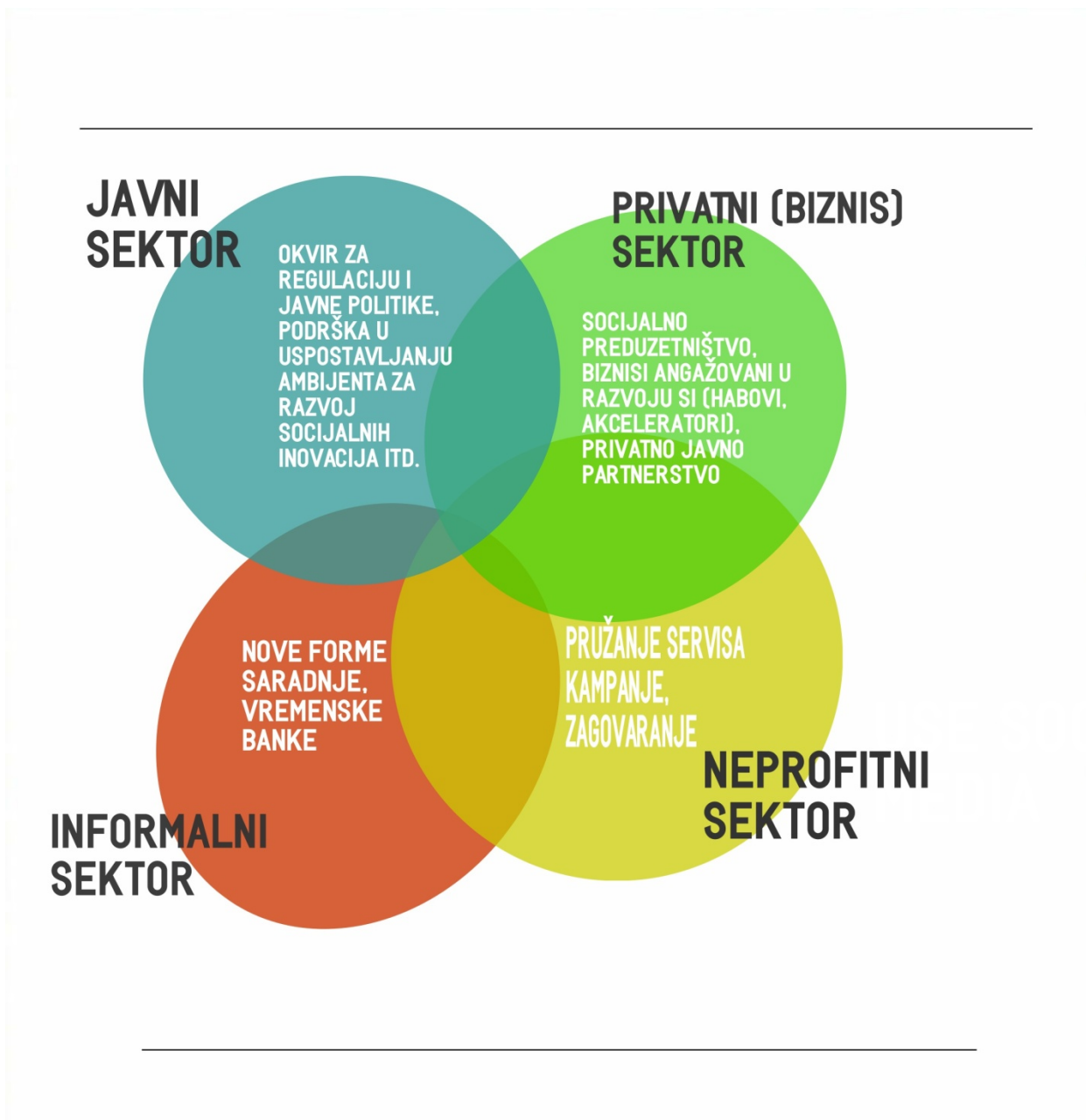
**STAGE Scaling (expansion)** - the stage where a real strategy of growth and expansion of innovation is made in order to achieve greater social impact. This stage represents the mass production of the social innovation.

## **PART 3 – SOCIAL INNOVATION THROUGH THE PRISM OF NON-PROFIT, PROFIT, PUBLIC AND INFORMAL SECTOR**

## 1. OWNERSHIP OF THE SOCIAL INNOVATIONS

Social innovation can be seen as an overall social engagement in finding solutions to the burning issues of the synchronized action, each player takes its share of responsibility in the field of their excellence. It is very important that all sectors communicate with each other and cooperate on equal basis in order to be complemented and jointly contribute to the achievement of a common goal and their own interests.

Figure 3 – The division of the social innovations by type of the sector of their implementation



**PUBLIC SECTOR – THE FRAMEWORK FOR REGULATION AND PUBLIC POLICY, SUPPORT IN ESTABLISHING AN ENVIRONMENT FOR THE DEVELOPMENT OF THE SOCIAL INNOVATIONS.**

## **PRIVATE (BUSINESS) SECTOR – SOCIAL ENTREPRENEURSHIP, BUSINESSES ENGAGED IN THE DEVELOPMENT OF THE SI(HUBS,ACCELERATORS) PUBLIC-PRIVATE ENTREPRENEURSHIP.**

### **INFORMAL SECTOR – NEW WAYS OF COLLABORATION, TIME BANKS.**

### **NON-PROFIT SECTOR - PROVIDING SERVICES, CAMPAINGS, ADVOCACY**

#### **1.1. NON-PROFIT SECTOR**

A field of excellence of a non-profit sector can be regarded the providing customer service in the community and the organization of campaigns and advocacy for solutions of different problems. In addition to these, it can be associated with social entrepreneurship, but these first two segments give the greatest results.

##### **a) Provision of services**

Civil society organizations are increasingly appearing as partners of public institutions in the implementation of various services (social, developmental, educational, etc.). The purpose of this service delivery model is to increase the operational capacity of the service provider, more efficient and effective allocation of public resources where the existing money it has been tried to capture the largest possible number of needs of a particular community, while at the same time the quality of service does not suffer.

The governments in Sweden and the UK more and more make contracts with NGOs that provide education and empowerment of marginalized groups. These contracts are of limited duration for a period of 3-5 years, which are renewed on the basis of an impact, effects and quality of programs being offered. The advantage of this model is the fact that NGOs are closer to the citizens and that the more immediate and better way can be mapped to the real needs of the community, which entails a greater impact.

##### **b) Promotional campaigns and advocacy**

The civil sector can use the sophisticated methods of promotion and advocacy when compared with other sectors. CSOs use different platforms and channels to promote the community's needs, the need for reform of certain policies, etc. This characteristic of the non-profit sector creates conditions for the emergence of social innovation.

Through the search for alternative mechanisms for financing the programs and services offered, the organization saw the emergence of various online platforms that are commonly called "crowdfunding" and they represent direct social innovations. Crowdfunding is the practice of funding the project or endeavour of collecting funds from a large number of people, usually via the Internet. Examples are Indiegogo, gofundme, Kickstarter, etc.

The civil sector has also used unconventional methods of advocacy for the reform of certain policies. An example of the different viral content that is shared through the Internet with aims to draw attention to certain social challenges and to create a critical mass that can be a set problem on the agenda of decision makers and policy makers. Here again are highlighted the characteristics of the non-profit sector referring to the knowledge of the situation in the implementation of the policy on the ground, a better understanding of

community needs or specific target groups, as well as the speed of response to certain social changes. In this sense, the civil sector is the initial trigger in understanding the need for the emergence of the social innovations as it moves from the needs of the community (social demand innovations) and local (grassroots), and it is sent further to other sectors and levels of decision-making (bottom-up approach).

## **1.2. PUBLIC SECTOR**

The role of the public sector is mostly brought down to creating an environment for the development of social innovation, regulation and prevention of new models. Creating an environment for social innovation involves the adoption of legal regulations, providing tax incentives, access to public information, investment in services, pluralism in the policy process, the involvement of citizens in the decision-making process, etc.

In Europe traineeship began to emerge in the free market as an opportunity to increase the employability of young people to become more competitive in the labour market. While most stakeholders agree that this form of training at work has its multiple benefits for young people, it is also considered that it is a field that can lead to abuse and distortion of cohesion in the labour market. There is a fear, and practical examples have shown that the traineeship on the open market can be used by employers to hire young people indefinitely as cheap, and in some cases free labour. Traineeship as a concept is inherently a social innovation that responds to the problem of lack of practice during training. In this part, the role of the public sector is to bring the legal framework corresponding to the situation on the ground and to ensure the protection of young people from the exploitation. These complex challenges require innovation in the public sector with the adoption of effective solutions in practical policies, given that attempts to regulate an area that has relatively recently emerged as a growing trend in the labour market. For this purpose, the European Commission voted for the European Quality Charter on traineeship. This Charter was created through consultation with citizens, civil society organizations, trade unions and employers' associations. Using consultation as a mechanism of decision-making is also another innovation in the public sector, which should ensure a broad social consensus around the current challenges. In addition to these, the traditional mechanisms, it is now being increasingly advocated Policy experimentation, by which the created models in policies, before widespread application, are first being tested on a small sample of users. This approach is also part of the social innovations in the public sector.

It should be noted that the ambient creation for itself also works for the social innovations in the public sector if we take into consideration the changing relations between public and other sectors, and on the other hand it establishes new mechanisms of participation that lead to social well-being.

## **1.3. PROFIT SECTOR**

The traditional role of the profit sector is reduced to the creation and profit maximization, not linked to the creation of the social innovations. However, new technological and market trends

have influenced the profit sector to begin to think in a different way and to understand the entry in the social sphere as well as the ability to innovate its services, products and so on.

By social innovation in the profit sector are considered the various forms of social economy (social enterprises, cooperatives, etc.) followed by the emergence of business engaged in the field of social innovations and the creation of partnerships between business and non-profit sector.

#### a) The social economy (social enterprises and cooperatives)

The concept of social entrepreneurship is different from country to country; however, it could be classified as a 2 forms: the companies that through profit activities provide funds that invest in social programs and companies that in their work include various vulnerable groups.

The cooperatives are autonomous groups of people working together to achieve common economic, social and cultural benefits. These are companies jointly owned, engaged in the production or distribution of goods and services that is democratically managed by their membership for the sake of gaining mutual benefits, and are usually organized by consumers and farmers.<sup>34</sup>

#### b) Businesses engaged in social innovations

In addition to social enterprises and cooperatives even traditional businesses can generate social innovations, and with this we have businesses that their main activity is a development of social innovations, and on the other hand, those that in addition to their regular activities support and contribute to the development of the social innovations.

Businesses whose profit business is development of the social innovations can create new products (production tools for the integration of people with disabilities in the working environment), to provide services (accelerators), new ways of organizing (hubs), open new markets (AIRBNB service) etc.

Businesses, which in addition to the core business, invest in the development of social innovations, their interest primarily see in the potential expansion and innovation of products and services from which they obtain profit. These businesses often occur as investors and or mentors in business incubators and accelerators. By investing their businesses grow, and on the other hand, the social impact is reflected in the creation of new jobs.

#### c) Partnership of profit and non-profit sector

New trends in the development of social innovation, on the principle of cooperation between profit and non-profit sector, ensure that the business is closer to its customers through the exchange of information with the non-profit sector that understands the needs of the community in the field. From this collaboration emerge products of social innovations that have greater

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<sup>34</sup> Statement on the cooperative identity, International Co-operative Alliance, 1995

success than those that have traditionally been planned within the business itself. An example of such an innovation would be cooperation between business and civil society organizations (CSOs) of persons with disabilities in the creation of a new product that helps intergradations of people with disabilities into the workplace (specially designed keyboard, hearing aid, Voice Reader text on the internet etc.). Organizations understand what kind of obstacles encounter people with disabilities, and companies invest their capital in the creation and distribution of the products.

#### **1.4. INFORMAL SECTOR**

The informal sector consists of individuals or groups that are only organized to fulfil some common social benefit. Social innovations in the informal sector help people from different educational, cultural, economic and social fields of action to combine their knowledge to achieve benefits for the welfare of the community.

Social innovations made in this sector are considered to be a high degree of active citizenship and cooperation of citizens in the community. We have identified three trends that encourage social innovations in this sector as follows:

##### **a) Networks of care**

This trend allows the connection of people to help one another, and it is commonly used in the area of support services for elderly and addicts. One such example is the "San Patrignano - rehabilitation centre for addicts from heroin," created according to this principle. Addicts care of each other on the principle of an older addict takes care of newly arrived or that with less seniority, and on the other side the centre itself is sustainable as it deals with the production of food and other products that addicts need.

##### **b) Valuation of volunteering**

Out of the real economy, a resource that is very valued is the time. On this assumption we started the evaluation of volunteering as an important social resource that can stimulate the development of social innovations. An example of the social innovation is the online platform "Bank of time" in which you invest your time (the sharing of knowledge, competencies and attitudes), and in return you receive credits to get a favour from someone. This social innovation implies the exchange of information and competences among people, which can further lead to the creation of new businesses, social action, etc.

##### **c) New forms of collaboration**

Information and communication technologies have enabled citizens themselves to gather and initiate various actions in the community. So there are many online platforms as Fix your street, Public gardening, gardening Open source / housing, etc.



## ***2. ECOSYSTEM FOR THE DEVELOPMENT OF THE SOCIAL INNOVATIONS***

The term ecosystem is used to explain all supportive factors that influence the development of social innovations in any of the 4 sectors. SI ecosystem includes:

- Having a supportive policy for the development of SI,
- Adequate change management,
- recognizing the value of social innovation (annual prize, competitions)
- Establishment of diverse and innovative financing mechanisms for the social innovations,
- The existence and use of the mechanism for measuring the impact of exercise on SI users and economy - Impact measurement mechanism
- Having the opportunity to build capacity in the field of research and the creation of SI,
- creating of a knowledge base on social innovation, etc.

### **BOX – EKOSYSTEM FOR THE SOCIAL INNOVATIONS**

Today, the concept of the ecosystem for the social innovations is viewed as friendly to the construction of (supportive) environment for the development of the social innovations that represent a solution for solving today's challenges (unemployment, poverty, climate change, etc.).

## **PART 4 – POLICIES, INITIATIVES AND PROGRAMS SUPPORTING DEVELOPMENT OF THE SOCIAL INNOVATION IN EU**

## **1. POLICY FRAMEWORK FOR SOCIAL INNOVATIONS**

### **1.2. THE EUROPE 2020 STRATEGY**

The dominant policy, underlying the legal framework for the development of the social innovation at the EU level, is the European strategy Europe 2020 strategy. This ten-year old strategy was created in response to the current crisis, and its objectives promote smart, sustainable and inclusive growth. The strategy is to target the 5 fields where wants to influence the next 10 years through the implementation of specific measures, such as:

1. Employment
2. Education
3. Research and Innovation
4. Social inclusion and poverty reduction
5. Climate changes and energy

The adoption of the Europe 2020 Strategy represented a windfall to social innovations and the change in the earlier focus of attention has been turned to the socially sustainable economy that cares about the environment, but on the other hand benefits from the appearance of the digital age.

**The Europe 2020 Strategy follows the 7 flagship initiatives at EU level, which is the main base for the development of social innovations:** <sup>35</sup>

#### **1. An industrial Policy for the globalization era**

This initiative seeks to remove inefficiency in policy-making at European and national level. Ineffective policies prevent natural and smooth participation of all sectors in the process of economic development, new jobs, etc. Policies tend to be the insurmountable barrier to the work of innovators, implementation of new models and programs, and it is therefore necessary to take steps that will lead to a different approach to programming of funds. This initiative recognizes the non-profit and social sector as a potential promoter of the economic development, bearing in mind that in the EU of total 200 000 000 jobs, 14 000 000 are provided by the non-profit sector (6, 53% of total employment).

This initiative will not include explicit mention of social innovation or measures, but it contains measures representing the base that allow the financing and development of the social innovations in all sectors

#### **2. Digital Agenda for Europe**

New technologies are changing the traditional principles of cooperation between profit, non-profit, public and informal sectors. This initiative has recognized that investing in the

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<sup>35</sup> Agnes Hubert, Maria da Graca Carvalho and Pierre Goudin, Social Innovations - A decade of changes, Bureau of European Policy Advisers 2014

development of digital technology opens new opportunities for job creation, expansion and / or the emergence of new online products, services and work processes. This initiative was also supportive for the development of social innovation in the online space.

### **3. Innovation Union**

This initiative explicitly advocate quality ecosystem for the development of social innovation in the EU. Measures taken in the framework of this initiative, which are directly related to the development of the social innovations, are:

- establishment of a virtual hub [www.socialinnovationeurope.eu](http://www.socialinnovationeurope.eu)
- creating a European platform for combating poverty and social exclusion
- establishing a program to fund social innovation in the field of social and employment policy
- financing of a significant research project which will be based on academic deal with social innovation including mapping SI in practice
- The creation and establishment of a network of incubators for social innovation to support evaluate and disseminate SI etc. throughout Europe.

### **4. Youth on the move**

This initiative has the task to improve education, increase employability and to increase the employment rate of young people in Europe. Given the high rate of youth unemployment in Europe, this initiative advocates that the challenges of today mainly affecting young people to be set as a high priority on the EU and its Member State. The initiative consists of four strategic pillars: a) reducing the rate of early school leaving, the modernization of higher education, encouraging young people to mobility (European passport skills, chart-first EURES job) and support youth employment (through measures guarantee package for youth). The point of the initiative is to establish a link between education and employment, to facilitate the transition of young people from one system to another and to empower young people to be able to independently create a job.

The social innovations play a major role in this initiative in the area of increasing employability and quality of education, as well as the opening of new jobs and employment for young people. The social enterprises are seen as a possible solution to the problem of youth unemployment and therefore it is invested a lot in this area.

### **5. The Agenda for new skills and jobs**

EU through the Europe 2020 Strategy seeks to raise the employment rate to 75% for the working population to 20 - 64 years of age, which represents the main goal of the initiative to create new skills and jobs. Rapid technological progress and the creation of new economic niche, that should be used and where there are employment opportunities, and job creation represent the challenge facing education and decision-makers. It is necessary to equip people

with skills what are in demand in the market and predict which skills will be to look for in the future to ensure full utilization of the economic potential offered by technological progress.

This initiative, therefore, supports social innovation in education that will provide multidisciplinary and flexibility in learning of the future labour that will use various resources to improve their knowledge and practice of the concept of lifelong learning

## **6. European platform against poverty and social exclusion**

The aim of this platform is to ensure conditions for the establishment of social, economic and territorial cohesion among the EU member states. This strategy tends to make 20 000 000 people go out of the poverty by the year 2020 across Europe through an integrated model that involves close cooperation among all sectors of society. The social innovations in this sphere are the main tool for combating poverty and social inclusion, and as such explicitly emphasize these measures.

## **7. Resource Efficient Europe**

This initiative needs to respond to environmental and climate challenges that Europe is facing and this initiative also supports the development of social innovations that contribute to quality of life with sustainable use of existing resources.

### ***1.1. SINGLE MARKET CONSOLIDATION***

The policy framework for the development of the social economy is given in:

- Previously mentioned leading initiative - the Union for Innovation,
- The Single Market Act I adopted in April 2011
- The Single Market Act II adopted in April 2012
- Employment Package Towards a job-rich recovery in 2012
- Social Business Initiative, adopted in 2011

This package supports the policy of self-employment of citizens and ensures conditions for creating a supportive environment for the development of social business and social innovation to reduce unemployment.

### ***1.3. SOCIAL INVESTMENT PACKAGE – SIP***

The social investment package supports the modernization of social and health policy, and it is complementary to a package of measures for employment in general and youth employment. Following the measures in this package, social innovations are the main tool for redefining the social and health policy.

This package supports and invests in spreading the practice of the Policy experimentation. According to this approach, every program and measures before the voting are firstly tested on

a smaller sample, in order to increase the influence of policies on the target group. If a single member of the EU should respond to some specific recommendations (High youth unemployment), then the assets of SIP are planned and activated during the European Semester.

The EU Member States are invited by the EC to continue using policies supporting the development of the social innovations that solve pressing challenges by making:

- As a priority the development of innovations in the social policy;
- Develop concrete (not horizontal) policies that support the development of SI at the national level;
- ensure adequate financial support for the development of SI;
- explore and develop innovative ways of providing additional finance to support various social and development services, etc.

#### **1.4. THE ENVIRONMENT AND RESOURCE EFFICIENCY POLICY**

Bearing in mind that social innovation should respond to different social, economic, and the challenges posed by environmental protection, it is not surprising to promote them through this type of policy.

Sustainable development and efficient use of resources, in addition to the reduction of poverty and unemployment is one of the main challenges they encounter in the new era, so that social innovation is considered an effective means in solving them.

#### **1.5. PROGRAMS THAT SUPPORT ENFORCEMENT POLICY FOR SOCIAL INNOVATIONS**

The dimensions of the above policies are incorporated into a variety of programs that are budgeted during the preparation of the MFF 2014 - 2020 - Multiannual Financial Framework. In this way, the funds provided for the implementation of these policies. Funds supporting social innovations are:

- European Structural and Investment Funds (ESIF) - this includes the European Social Fund (ESF), European Regional Development Fund (ERDF) and the European Agricultural Fund for Rural Development (EAFRD);
- Horizon 2020;
- Programme for Employment and Social Innovations EaSI;
- Other programs and action plans (COSME, Erasmus for young entrepreneurs, Erasmus +, Creative Europe, eco-innovation, etc.).

## **PART 5 – EU INSPIRING PRACTICE OF SOCIAL INNOVATIONS IN YOUTH EMPLOYMENT**

# ***1. INSPIRATIONAL PRACTICE OF THE SOCIAL INNOVATIONS THAT MAY CONTRIBUTE TO EMPLOYMENT AND / OR INCREASING EMPLOYABILITY OF YOUTH***

## **1. CREATING NEW PRODUCT**

### **Assistive technology for work of persons with disabilities**

Assistive technology for persons with disabilities is a common term for all support, adaptive, rehabilitation devices and / or tools that facilitate the inclusion of people with disabilities and to increase their labour productivity and independent living.

We'll take the example of the challenges faced by people with limited mobility with in wheelchairs, while using the computer. Most computer tables with its height and width are not adapted for people in wheelchairs. On the other hand not even classic computer equipment - keyboard, mouse, screen and so on are not functional considering that most of these people are not able to use the full capacity of their hands. In this case, social innovations would be desks adjusted for people with limited mobility, as well as the so-called rugged keyboard.

Another example of the social innovations aimed at visually impaired and blind persons is a screen reader and / or creating mobile phones with Braille and screen reader. Thanks to these technologies, we have many examples where visually impaired and / or blind people work in administration and in some cases even edit newspapers.

### **Internet applications / software, online tools and platforms that contribute to increasing the employability of youth**

With the advent of the Internet and the development of digital technology, knowledge has become available to everyone, regardless of socio-economic status, race, religion or any other determinant indicators. In addition to entertainment and communications, virtual space on the Internet is also an inexhaustible resource for the constant improvement of the competences that can make young people to be more competitive in the labour market. In the sea of information, it is necessary to choose the right ones that are legitimate and credible, which is a new challenge for social innovators, but no doubt the Internet has immeasurable advantages in socio-economic progress of the society.

One example of the social innovations of the educational type that contributes to increasing the employability of young people is Coursera and platforms that are commonly referred to as MOOC (Massive Open Online Course). This product contributes to the development of multidisciplinary nature in young people, which in today's world is one of the preferred competences, that greatly increases their employability. On this virtual platform can be found various courses on how to learn to play guitar, through management, research techniques, improvement of soft skills, to those from the field of quantum mechanics, molecular biology, etc. The organizers of these courses are mostly educational institutions from different countries, and lectures are given by university professors. In addition to video lessons, each course has its hub for training and exchange of information on a particular topic, discussion, and preparing and sending tasks. Depending on the wishes of the users, it is possible to get a certain certificate which requires the final exam but a candidate may decide to attend a course without a diploma



and any additional tests.

**resources:**<https://www.coursera.org>

## 2. CREATING NEW SERVICES

In various European countries, there are many services for employment and increasing employability of the most vulnerable groups of young people. They are most frequently implemented by non-profit sector alone or in partnership with a public institution, but they may also be provided by both profit and public sector. Services are mostly specialized in working with underrepresented young people and vulnerable groups such as young people from the streets, the former offenders, young people from rural areas, former addicts, the homeless, young people at risk, young people who are neither employed nor in education system and training (NEET youth) etc.

### **Services to increase the employability and youth employment**

An interesting fact is that all the services of education and employment of vulnerable groups, are followed and closely connected to support services that act in the direction of psychological empowerment of users, the implementation of social housing policy for specific target groups and the provision of health services to young people. This approach provides a complete youth support and a complete change from the roots of their former pattern of life into a healthier attitude towards life and the creation of mature and basic life aspirations.

The United Kingdom is the European leader in the organization of services for different social groups of young people, such as young people from the streets, offenders, drug addicts, etc. Services have been created in a way that ensures the empowerment of young people that with their efforts, work and education can provide themselves a decent life and livelihoods.

#### **Resources:**

<https://www.princes-trust.org.uk>

<http://larkinstreetyouth.org>

<http://www.youthbusiness.org>

<http://youngfoundation.org>

<http://www.socialincubatoreast.org.uk>

<http://www.socialinnovation.se>

<https://dl.dropboxusercontent.com>

<http://ceoworks.org>

<http://bolt.eu.com>

## 3. NEW PROCESSES

*Crowdsourcing process* is such kind of process that involves more people of its community work, ideas and individual expertise contributing to the realization of a large and complex project. This way of cooperation large groups of people usually occurs on different internet platforms and is very different from the traditional approach of engaging employees. Engaging in crowdsourcing projects will not necessarily be paid activity, but can be used as an opportunity to young and unrecognized people their idea performances future employer. One example might be using Microsoft online community for testing their products without charge. The members of these online communities have the opportunity to give their comments on the

product and propose solutions for its improvement. In addition to outstanding platform as crowdsourcing platform, there are those where employers pay for their services, which include different freelancer platform, which is also a real departure from traditional people employed in companies.

Social innovations include the new processes also apply to the restructuring of the relationship and interaction between the existing 4-for-profit sectors, for-profit, public and informal sectors. If from the start weave multidisciplinary nature and diversity of interests of different social actors in the development of an innovation, the greater are the chances that this innovation expand, succeed and respond to the currently social needs. In this type of innovation, the traditional relations between the actors completely change and in these new relationships, each player sees his interest in the development and understanding of the phenomenon of interdependence and quality multidisciplinary.

Examples of social innovation, which include the creation of new process, have been specially designed conference (CEO Academy, Spark.me etc.) That bring together relevant actors across all societal activities and sectors that joint action does not attempt to answer the current needs of society and find sustainable solutions to existing societal challenges. In addition to conferences, there are organizations that, in addition to using a special methodology for dealing with the development of ideas and scaling of existing innovations, including all social actors to work together to set the challenges.

**Recourses:**

<http://www.crowdsourcing.com>

<https://www.upwork.com>

<https://www.elance.com>

<https://www.ashoka.org>

<http://spark.me>

<https://openideo.com>

<http://be-novative.com/hackathon>

## 4. NEW MARKET

Opening new markets with it necessarily entails the creation of new jobs and creating greater opportunities for employment and hence falls within the social innovation. By discovering and opening new markets give a concrete mechanism to solve unemployment as one of the popular social demands. With the development of technology, be able to perform better integration between people, and created a new phenomenon, and facilitating new Social Structure, which offered some new types of engagement and participation in social conditions, thereby implying the creation of the new relationships and access to its involvement in the community.

The concrete example of this mechanism that created an entirely new market is a world-known platform for rental accommodation Airbnb. Everyone in the world who owns the property is able to rent at the same conditions and in accordance with the rules of platforms, of which the company itself takes a certain amount for their services connectivity and support during the process of searching for accommodation. The platform also has a mechanism for evaluating guests and hosts, which is based directly on their testimony firsthand and cooperation, which is also a new form of valuation in the market. In addition to Airbnb and similar platforms for trade and services via the Internet, the last time the current and bazaars that promote handicrafts and creative industries, which is another aspect of new markets and social innovation that allows people with no initial capital to present their works and create conditions for self profit.

The initial capital for the opening of social enterprises or launch specific initiatives can be allocated through campaigns that can be run on popular online platforms that are used for these purposes. This method of fundraising is known as "crowdfunding" and lately more and more popular among young people who want to put their ideas into action.

New markets include not only the development of financial markets, but also those where you can share any kind of values among the users. In this type of social innovation include the so-called. "Time banks" where people trade their time and competence and the whole model operates on the principle of providing its balance and use other resources. This type of innovation but not directly contributes to the generation of new jobs and employment, can be used to increase the employability of young people, and it uses as a platform for professional upgrade.

**Recourses:**

[www.airbnb.com](http://www.airbnb.com)

<https://www.kickstarter.com/>

<https://www.indiegogo.com/>

<http://www.crowdfunding.com/>

<http://timebank.org.uk/>

## 5. NEW PLATFORMS

It has already been mentioned as a necessary the synchronized development of social innovation through all four sectors in order to react on time to the possible anomalies in the development of new products, markets, services, business models, etc. The main role of the public sector in the field of social innovation is regulatory, protective and affirmative. This would mean that the public sector is developing new mechanisms of actions to the new phenomenon in the market and society, ensuring fair and correct conditions for the functioning of the innovations and scaling of the social interest. In addition to the above, the public sector has a role in protecting the society from the possible misuse of SI and provides support in financing the research and creation of stimulating legal and financial environment for the development of the social innovation so-called ecosystem of SI.

Since in the previous section has been in details analysed the legal and financial framework for the development of the social innovations, in this section we are not going to deal with it in details, but mention some of the policies that the EU has brought in SI and youth employment, such as: Europe 2020, Social Economy in Europe, Quantitative Traineeship Framework, Initiative for the creation of new jobs in Europe, Youth Guarantee and etc.

In addition to socio-economic policies that support the level of development of social policy innovation, there are also specialized platforms at European and national levels to advocate for better conditions for the development of SI, and consist of representatives from all four sectors and the scientific community. **Recourses:**

<https://webgate.ec.europa.eu/socialinnovationeurope/en> Social innovation Europe

<http://www.danone.com/en> Danone platforma

<https://ec.europa.eu/programmes/horizon2020/en/h2020-section/collective-awareness-platforms-sustainability-and-social-innovation-caps> Collective Awareness and SI platform

## 6. NEW ORGANIZATIONAL FORMS

This type of the social innovations is developed and implemented by companies that have a traditional way of business functioning, or their products and / or services are the social innovations or socially desirable. These companies are known as 'traditional businesses engaged in the SI ". The previous text elaborated that the ratio of business to the social needs of society at the present time has changed from the root. Businesses no longer see the investment in the social challenges as a non-refundable investment, but this investment as an opportunity to earn and increase their own business and capital.

An example of such companies are hubs and "co-working" spaces, and accelerators can be in this group as well since, as previously noted, some innovations may fall into different types of TEPSIE depending on whether this is viewed from the SI angle and/ or organization and customer relationships. Hubs are spaces that can be physical and online where a growing number of people from different industries and companies works and cooperates. They are usually used by start-ups and IT experts in order to strengthen or to associate in the realization of large projects that do not have internal resources. Hubs may be thematic like impact hub, research and evaluation hub and etc.

In addition to the above mentioned, in this type of innovations there are the innovations of new types of organizational culture and structure that encourage employee innovations towards resolving social challenges that increase the profits and products of the companies. A classic example is the Google organizational form, where employees have some time during the working time that they can use to work on their own projects, using the company's resources.

**Recourses:**

<http://www.atworkhubs.co.uk/>

<http://www.impacthub.net/>

<http://www.forbes.com/sites/laurahe/2013/03/29/googles-secrets-of-innovation-empowering-its-employees/>

## 7. NEW BUSINESS MODELS

The new business models are of different manifestations of the social economy in the form of social enterprises and cooperatives. These models invest their profits in programs that contribute to the prosperity of various target groups, including young people and vulnerable groups, and on the other hand, can employ the representatives of these groups and thus fulfil their social mission in the community. Examples of that in Europe mostly deal with young addicts, delinquents, street children, minorities, etc. For social enterprises that employ young people from these vulnerable groups, there is always a component of education and empowerment for independent and quality life, which coincides with the approach that organizations have in providing services. So employment and education always go hand in hand with the programs of health, social housing and psychological counselling as well.

**Recourses:**

<http://specialisterne.com>

<http://www.socialenterprise.org.uk>

<http://bouncebackproject.com>

<http://www.homelesshub.ca>

<http://edgarandjoes.ca>

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Regional CSO platform advocating social innovation under employment policies that guarantees security for youth at risks, an EU-funded project. This document has been produced by financial assistance of the EU funds of Civil Society Facility Operating Grants to IPA CSO Associations.

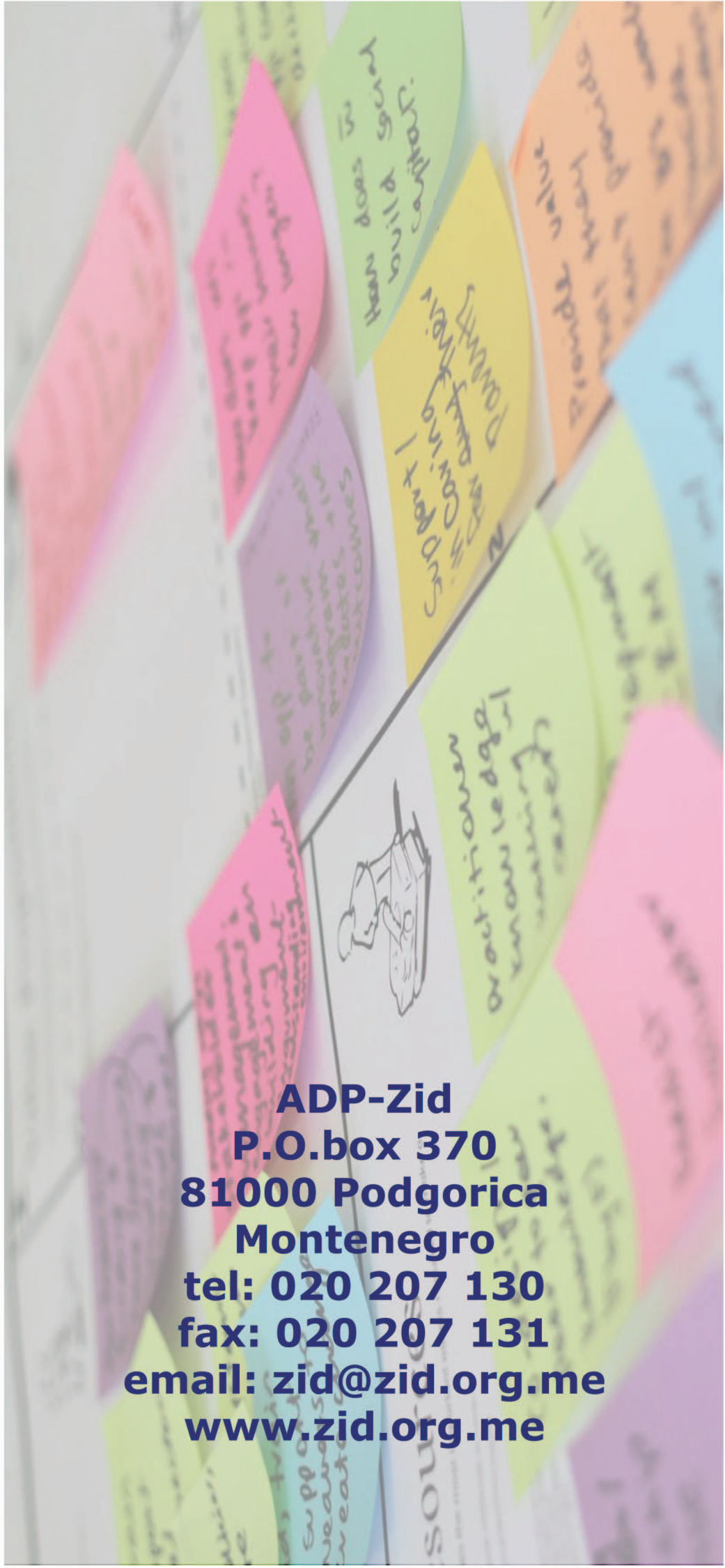
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