CLAIM YOUR FUTURE

Intellectual Output 1

Training Method

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1. Introduction and Brief Description

The main aim of the IO1 - "Training Method 'Social Enterprise with Impact" is to design and implement training activities that create awareness for social entrepreneurial mind-set and active citizenship among participating young people in a regional as well as in a European context.

The Innovative aspect of the training is that students will be able to learn to recognise the needs of their region as the basis for the creation of social enterprises and social innovation. Through the training activities, students can discover the possibilities of creating their own impact.

This Output is also based on the previous work developed under the project **SESAME, Social Enterprise by Synergy and the Added value of youth mentoring in Europe**. The project was based on the following facts:

- There is a world-wide movement where businesses and individuals aim at changing the world for the better.
- Attention for innovative enterprises that have a primary social mission is growing. These so-called social enterprises do not aim for financial gain in the first place but for having a meaningful activity;
- Young adults are increasingly expressing the wish to offer an added value to their local society and region.

On the other hand, the situation of young adults in Europe asks for further innovation and the development of a supporting network. As proven, intervention policies at the individual level provide a support mechanism that is tailored to young people's needs which work best. One way of intervention is mentoring which focuses on the personal development of young adults. It binds generations in the activity of sharing experience and knowledge. SESAME, Social Enterprise by Synergy and the Added value of youth Mentoring in Europe, combined social entrepreneurship with mentoring in order to accelerate social inclusion of young adults, and enable them to utilise their full potential on their way to the labour market.

Building upon the knowledge and experience developed in the SESAME project, the **Claim your Future** partnership has now the objective of effectively raise the ambition level of students and create better chances through a powerful regional impact and transnational learning in the context of social enterprise.

The training activities to be developed under the IO1 will have the following features:

- The training activities will occur with a **multilevel focus**, regionally and transnationally, with the aim at achieving a broad impact on the participating students. In the course of the regional, online and transnational training, they will develop their personal and professional skills such as: presentation and communicational skills, social entrepreneurial mind-set, collaboration skills, networking skills and more.

- In terms of sectors, the **multisector** feature will be privileged among the student groups, so all sectors will be considered.

- The training activities will include **blended mobility**: 5 days of physical mobility with virtual mobility (i.e. the use of information and communication technologies such as collaborative workspaces, live streaming, videoconferencing, social media, etc.) to complement/prolong the learning outcomes of physical mobility. The virtual mobility will be used to prepare, support and follow up the physical mobility phase.

2. Training Method – Social Enterprise with Impact

2.1. Main Objectives

The CYF project presents the following general objectives:

- **GO1.** Inspire young people at regional and international level;
- **GO2.** Create the first generation of students to start change;
- **GO3.** Raise awareness on steer change and innovation;
- **GO4.** Enable students to influence decision-making at regional level;
- **GO5.** Promote students' social entrepreneurial skills.

In line with these general objectives, specific objectives were defined for the training activities:

- **SO1.** Raise awareness on social entrepreneurship;
- **SO2.** Foster social entrepreneurship mind-set;
- **SO3.** Foster active citizenship;
- **SO4.** Discover students' own impact through regional and transnational activities;
- **SO5.** Enhance social and cultural competences of young people.

2.2. Target groups of the Training Activities

The "Claim your Future" project sets the ambition to inspire students to steer change and innovation in their region. In the actual rapidly changing and globalising world, there is a need to be financially and economically independent. This independence asks for developing new skills such as personal leadership, creativity and entrepreneurial mind-set. Young people recognise this need, along with the urgency to develop their ambitions and a sense of belonging in an inclusive society. In order to achieve this aim the following target groups were settles for the IO1 - Training Method "Social Enterprise with Impact":
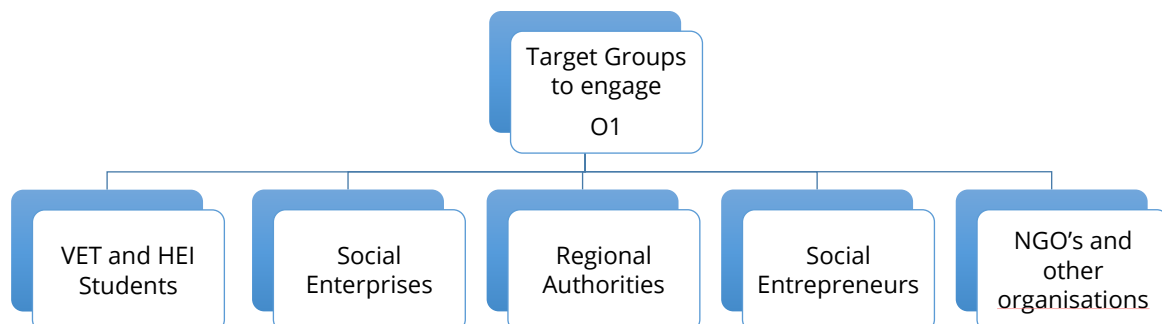

Figure 1 – Target groups to engage in Intellectual Output 1

VET and HEI students

Students of Vocational Education and Training (VET) and Higher Education that participate will be involved in the project activities. The aim is that they will take the lead in their region and, also, in their personal development and growth. These will include students from different educational, social and economic background, levels, years and ages.

Social Enterprises

The concept of social enterprise was defined during the first transnational meeting in Leeuwarden by students from Netherlands, Germany, Portugal and Spain. Accordingly, social enterprise in the context of the project Claim Your Future is an:

> *Organisation that deals with social challenges using sustainable tools and balancing profit and non-profit models.*

The social enterprises to involve in the project will provide inspiration, motivation and drive to the students involved in the training activities. Again, these enterprises can be from several sectors and different regions/countries.

Regional Authorities

Regional Authorities and policy and decisions makers will be strongly involved in activities of the training but in particular in the activities foreseen in the Think Tank. They receive students and are open to their experiences and ideas.

Social Entrepreneurs

Consistent with participation of the social enterprises, the social entrepreneurs to involve will provide inspiration, motivation and can act as role models for the students, and can be from numerous sectors and different regions/countries. Regional (social) entrepreneurs will facilitate activities of CYF and share their knowledge and experience. They open their companies for visits and interviews. They make time for presentation and talks with students. On the other hand, they

also gain on input from the students for upgrading their own enterprise; talking to students takes away the blind spots entrepreneurs have to their own business.

NGOs and other relevant organisations

This group can include NGO's related with the social sector, educator´s associations, and organizations and in labour market, etc. They benefit specifically from the research result as they can provide important information useful for their associates and for policy making. On the other hand, they are important to involve, as they can also help the partnership accessing the educators.

2.3. Training Plan and Modalities

The Training Method "Social Enterprise with Impact" will be implemented according to the following training plan:

- Regional and Online Preparation;
- Transnational Training Activity;
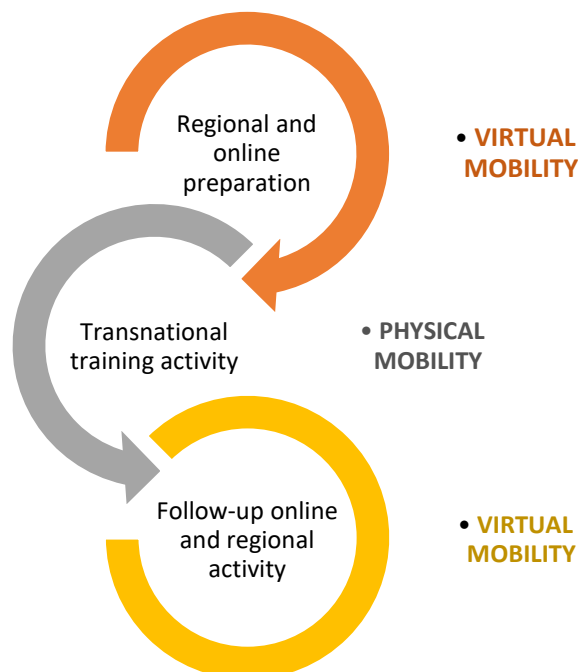- Follow-up online and Regional Activities.

Figure 2 – Training modalities per implementation stages

Stage 1 – Regional and Online Preparation

Duration

The preparatory activities will occur for a period of 4 months prior to the physical mobility to be held at transnational level in the countries of the CYF partnership.

Description and Activities

The first step on the implementation of the training plan is the regional and online preparation. This stage includes:

- Introduction to the concept of social enterprise with a regional focus. Insight in social challenges and the state of the regional / local economy. In terms of activities to implement the following are suggested: desk research, interviews and company visits. The main purpose is to implement a set of activities that might offer an insight to best practices in the own regional context of the students. In this task students will also be guided to establish individual learning goals.

- National/regional analysis of the country and region that will be visited in the physical mobility: state of economy, educational system and living standards. What are the regional social challenges? What is the tradition and practice of social enterprise? Students make an inventory of the situation of the region. The information is gathered through desk-research as well as an online meeting with students of the receiving country. This contributes to forming an image of the region, the receiving organisations and the learning possibilities.

- Practical preparation for the training abroad and traveling experience: students plan and arrange the preparations of the upcoming activity through making practical arrangements, namely the hotel reservation, travel information, climate, printed information about their home country/region. They will divide the tasks among themselves, through coaching and support of CYF professionals in each country.

- Establishment and use of an online platform: students will make use of an online platform (like Facebook, Slack and Wiggio) and will create a closed community for the students involved in each year of the project implementation. They will be able to present their achievements in terms of preparatory efforts and share learning goals with each other.
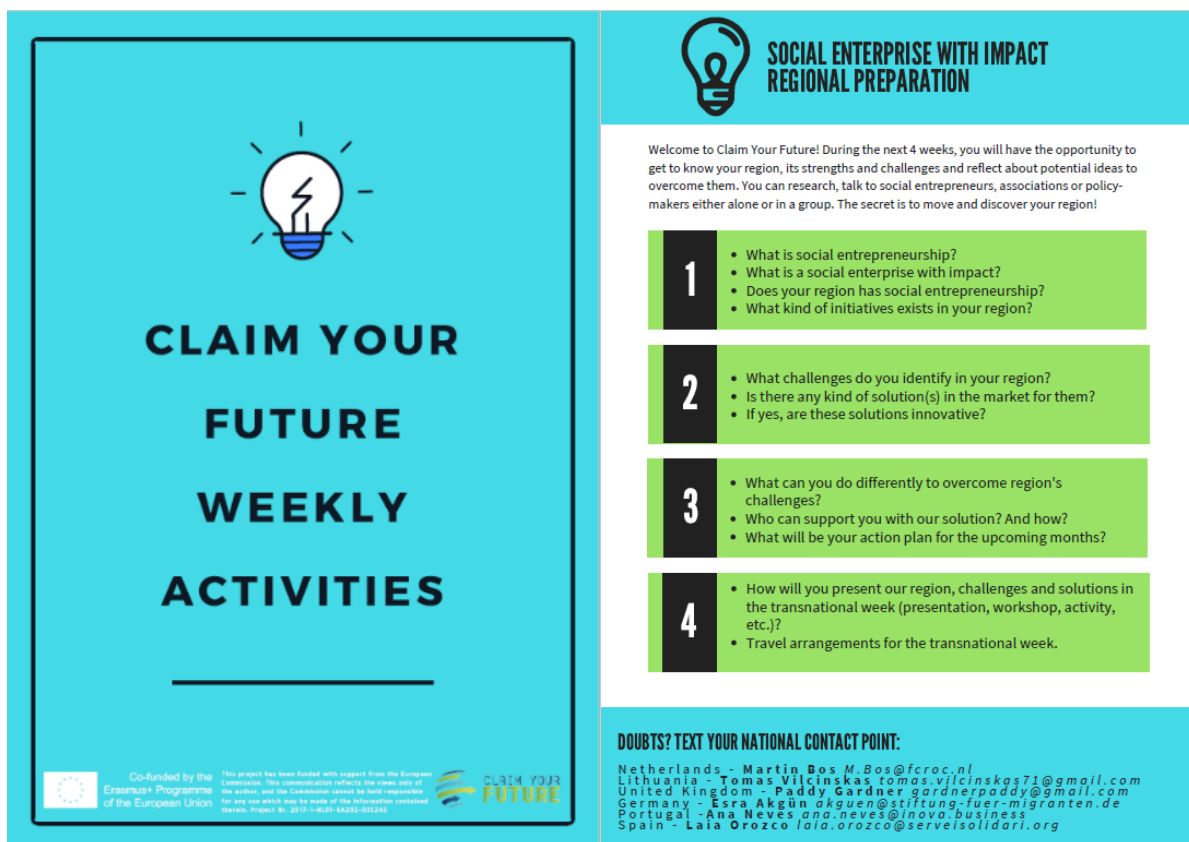
Suggested tools:

- Inspirational boards;
- Monthly and weekly challenges;
- Media research;
- Mind maps.

An example of a monthly or weekly challenge delivered to students is the following:

Figure 3 – Regional Preparation Challenge

The students participating in the Claim your Future project would work in smaller groups (or individually, if it was not possible to schedule a meeting) to get familiar with concepts such as Social Entrepreneurship, Social Enterprise with Impact and Innovation. Additionally, they would research about the problems or social challenges affecting the community and the region they are living in, as well as discuss about possible solutions to those issues.

Stage 2 – Transnational Training Activity

Duration

The Transnational Training Experience (physical mobility) will have a duration of five days and will be held in the countries of the partnership. The table below presents the foreseen transnational mobility activities to be implemented throughout the duration of the project:

Training and Hosting Country	Participants				Total
C1 – The Netherlands (NL)	8 students from PT	8 students from LT	8 students from DE	8 students from NL	32 students
C2 – Germany (DE)	8 students from ES	8 students from UK	8 students from NL	8 students from DE	32 students
C3 – The United Kingdom (UK)	8 students from PT	8 students from LT	8 students from DE	8 students from UK	32 students
C4 – Lithuania (LT)	8 students from ES	8 students from NL	8 students from UK	8 students from LT	32 students
C5 – Spain (ES)	8 students from NL	8 students from LT	8 students from PT	8 students from ES	32 students
C6 – Portugal (PT)	8 students from ES	8 students from DE	8 students from UK	8 students from PT	32 students

Table 1 – Participants in the Transnational Training Activities

Training and Hosting Country	Accompanying Persons	Total with Accompanying	Implementation Month
C1 – The Netherlands (NL)	4	36	February 2018 (M7)
C2 – Germany (DE)	4	36	March 2018 (M8)
C3 – The United Kingdom (UK)	4	36	February 2019 (M19)
C4 – Lithuania (LT)	4	36	March 2019 (M20)
C5 – Spain (ES)	4	36	February 2020 (M31)
C6 – Portugal (PT)	4	36	March 2020 (M32)

Table 2 – Complementary information about the Transnational Training Activities

Description and Activities

During the transnational mobility activities, the following tasks will be performed:

- Country Presentations: delegates will introduce themselves - who are they, their schools, their region and the best practices of social enterprise in their region. What are the most important economic and social interventions around them?
- Students' Presentations: who they are, their learning goals, what they aim to achieve.

In each week of Transnational Training Activities, 3 groups for:

- Workshop social enterprise: each group of student delegates prepare a workshop on the topic of social enterprise. They can make use of SESAME methodology as well as other instruments that partners have to offer, and they can also develop an activity themselves.
- Presentations about regional and social challenges in the receiving partner country. Meeting representatives of the regional government, enterprises and NGOs.
- Company visits: based on the regional preparation and online meeting, students make a selection for companies that they would like to visit to learn and gain inspiration.

- <u>Interviews</u>: based on personal learning goals and ambitions that each group and individual student has, interviews are planned. These are social entrepreneurs, as well as professionals from government, education, NGO's and other organisations. It is all about gaining inspiration for their own region and for themselves. The conversations form a basis for the guide for inspiration that is later part of IO peer workshops.

To perform the above activities the transnational training experience will make use of a set of varied and balanced tools and methods, namely:

- Games and ice-breakers;
- Exploratory visits;
- Group discussions and tools;
- Films and videos;
- Coaching/Mentoring;
- Case studies and good practices presentations.

The table below presents some suggestions of the implement to the foreseen activities through the 5 days' training:

Day 1	Day 2	Day 3	Day 4	Day 5
Register and Welcome	Social Enterprise	World Café with regional/local representatives	Expert Workshop	Feedback Map
Students' Presentations	Energiser	Energiser	Energiser	Energiser
Energiser	Regional/National Challenges	Speed dating with Social Entrepreneurs	Visits	Start and Stop
Country Presentations	Visits	Letter to myself activity	Inspirational workshops simulation	Wrap-up and final message
Collective dinner	Collective dinner	Collective dinner	Collective dinner	Collective dinner

Table 3 – Example of a Transnational Training Activities Agenda

Suggested tools:

- Energisers;
- World Café;
- Speed dating;
- Letter to myself;
- Expert workshop;
- Inspirational workshops simulation;
- Feedback Map.

Stage 3 – Online Follow-up and Regional Activities

Duration

The follow-up activities will occur for a period of 6 months after the physical mobility.

Description and Activities

In order to offer the transnational training experience a larger impact, the transnational experience is connected to different follow-up activities. These activities are planned by the partners to occur in their own context, for students and other stakeholders of the project.

Inspired by the transnational training activities, participating students will create a workshop of inspiration, give presentations and talk to students and professionals in their own region. These follow-up activities partly result in peer workshops of inspiration (Intellectual Output 5) that will offer students the chance to become role models, to share experience and inspire others. These activities will deepen their own insight in social enterprise, regional impact reaction and personal leadership.

2.4. Training Methodologies

The training methodologies involved in the transnational training activities are the following:

- Theoretical explanation;

- Demonstration;

- Simulations.

The text below will describe the training activities in more detail comprising objectives and how they should be facilitated by the trainers.

Theoretical Explanation

Objectives

- Provides knowledge and information and support about the main issues approached in each module;
- Promotes the knowledge and the sharing of experiences between trainers and learners.

Brief description

Involvement of participants on face to face sessions based on presentations, videos visualisation, demonstration, research studies, books, papers or other resources or supports displayed by the trainers in the e-learning platform. Participants' are free of managing their participation on the virtual lessons, once they will be asynchronous.

The virtual lessons will provide the main information, knowledge and references related to the topics of each one of the modules and in addition participants shall have access to other supports, case studies and assignments, enabling their expertise consolidation and knowledge increment. Participants' shall have the means to establish contact with the trainers and other participants through the platform/website/email.

Demonstration

Objectives

- Generate a positive attention to the approached issue;
- Promote a real image of the implementation or use of specific skills, competences or tools;
- Support the participants on the reflection of future implementation or application of the skills, competences and tools on-the-job.

Brief description

Demonstration involves showing by reason or proof, explaining or making clear by use of examples or experiments. Through demonstration, participants are set up to potentially conceptualise and materialise training knowledge, skills and competences more effectively. Demonstrations allows participants to have a clearer connection between theories and actual practice and a better understanding of the application of theories.

Simulations

Objective

- Allow participants to put into practice and in an "artificial" context, the knowledge, skills and competences developed or consolidated through the theoretical explanation and assignments.

Brief description

Based on hypothetical situations for DT applied to education and training, participants will be invited to test their knowledge, skills, and competences.

2.5. Assessment of Learning Outcomes

The assessment of the learning outcomes will be done through a longitudinal measurement tool that is being developed by the project partners.

2.6. Preparation and Implementation of the Training Activities

Group Discussions

Description: Opportunity to pool and test ideas, experience and knowledge.

When Used: Any time greater group participation is desired.

Procedure: Requires pre-planned outline. Facilitator encourages and guides participation.

Limitations: Practical only with no more than 20 participants. Becomes disorganised without careful planning of material to be covered and skilful direction from the facilitator.

Buzz Groups

Description: Allows total participation by group members through small subgroups of participants, followed by discussion among the entire group.

When Used: Use in conjunction with other group methods when participation from every group member is desired.

Procedure: Prepare one or two questions on the topic to give to each group. Divide the members into small subgroups of four to six individuals. A leader is chosen in each subgroup to record and report pertinent ideas to the whole group.

Limitations: Thought must be given to the purpose and organisation of the groups.

Panels

Description: A discussion in conversational form among a selected group of persons with a leader, in front of an audience that joins in later.

When Used: As a technique to stimulate interest and thinking, to provoke better discussion.

Procedure: The leader plans with the four to eight panel members. The panel discusses informally without set speeches. The leader opens the discussion to the larger group and summarises.

Limitations: The discussion can get off-track. The personality of the speaker can overshadow the content of the discussion. A vocal speaker can monopolise the programme.

Symposia

Description: A discussion in which a topic is broken into various parts. Each part is presented by an expert or well-informed person in a brief, concise speech.

When Used: When you want to transmit specific information.

Procedure: The facilitator meets with three or four group members and plans an outline. The participants are introduced and give reports. The group questions the speakers. At the end of the discussion, the facilitator summarizes the main issues.

Limitations: Speakers and groups can get off track. The personality of the speakers can overshadow the content. A very vocal speaker can monopolise the conversation.

Debates

Description: A pro-and-con discussion of a controversial issue. The objective is to convince the audience rather than display skill in attacking the opponent.

When Used: When discussing a controversial issue on which there are fairly definite opinions on both sides to bring these differences out in the open in a friendly manner.

Procedure: The group is divided into sides of pro and con. Each speaker should be limited to a predetermined time followed by rebuttal, if desired.

Limitations: Members may not be objective about the subject.

Experience discussions

Description: A small or large group discussion following a report on the main point of a book, article, or life experience.

When Used: To present a new point of view or an issue, to stimulate thought and discussion.

Procedure: Participants plan how the review is to be presented, then have an open discussion on pertinent issues and points of view as experienced.

Limitations: Inability of some participants to relate to others and motivate thinking.

Concentric Circles

Description: A small circle of group members forms within a large circle. The inner circle discusses a topic while the role of the outer circle is to listen. The discussion is then reversed.

When Used: As a technique to stimulate interest and to provoke good discussion. It is especially good to get more response from a group that is slow in participating.

Procedure: The facilitator and planning group develop questions to be discussed by the concentric circle, then the larger circle.

Limitations: Much thought and preparation needed in preparing questions for discussion. A room with sufficient space and movable chairs is needed.

Reaction Sheet

Description: A method of reacting to ideas that are controversial, are new, really "hit home".

When Used: As a way to get the group to react. It can be combined with other discussion methods.

Procedure: Participants prepare a topic and reaction sheets. They then explain and distribute the reaction sheets with instructions to write as they listen, watch, or read. A group discussion follows.

Limitations: Topic needs to be somewhat controversial.

Phillips 66

Description: A spontaneous method where six people express their opinions for six minutes.

When Used: To add spice and variety to methods of presentation.

Procedure: Participants first define the topic of discussion. The facilitator selects six people and allows them six minutes for discussion. A group discussion follows.

Limitations: The group and topics of discussion must be used somewhat flexibly.

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Role Playing

Description: The spontaneous acting-out of a situation or incident by selected individuals.

When Used: As a basis for developing clearer insights into people's feelings, and the forces in a situation that facilitate or block good human relations.

Procedure: The facilitator or group chooses an appropriate situation or problem. The group defines the roles and general characteristics of each player, then enacts the scene. The facilitator observes and discusses specific behaviours, underlying forces or emotional reactions.

Limitations: Requires skilled facilitation, so actors play roles seriously, without self-consciousness.

Picture Making

Description: A way of bringing out ideas or principles on a topic by means of simple illustrations made by group members on a blackboard or large chart paper.

When Used: As a technique to stimulate interest, thinking, and participation. Very good for flowcharts and models.

Procedure: The facilitator and planning-group members select general principles or questions which would be suitable to illustrate. Facilitator divides the group into four or five subgroups. Each subgroup is given a statement or problem to illustrate. After completing the picture making, each group shows and explains its picture. This is followed by a discussion.

Limitations: The facilitator must clearly state the value of picture-making and supply adequate materials.

Brainstorming

Description: Technique of creative thinking in which group members think about a problem or topic and express their ideas.

When Used: To get new ideas and release individual potential in thinking about ideas.

Procedure: The facilitator and members of the planning group select suitable problems or questions on the topic selected by the entire group. The leader explains to the group the meaning of brainstorming and the following rules: critical judgments are ruled out; criticism is to be applied late; a large quantity of ideas is wanted; the more ideas generated, the better the chance of obtaining good ones; freewheeling is welcomed; the wilder the idea the better, since it is easier to

tame them down than to pump them up; and hitchhiking is legitimate, if you can improve someone else's idea. A recorder lists the ideas. As a follow-up, a copy of the list of ideas is distributed to group members before the next meeting in order to generate more structured discussions.

Limitations: Practical with no more than 20 persons. Becomes disorganised without careful planning of material to be covered and skilful direction from discussion leader.

Media and Audio-visual Material

Description: Media and audio-visual material is employed as a means of presenting information.

When Used: When information from various sources is available for group presentation. Students can also be asked to bring relevant newspaper clippings to class over a period of time which discuss or study a topic.

Procedure: The facilitator views the material in advance for appropriateness and to devise questions for participants. Specific methods include: television programmes, song lyrics, videotapes, audiotapes, pictures, slides, films, film strips, three-dimensional models, posters, demonstration objects, overhead transparencies, multi-media presentations using computers, photos, board displays and diagrams, flip chart papers. The class views the presentation and follows with discussion, role-play, etc.

Limitations: The facilitator must spend time reviewing the material prior to class presentation. Special equipment is often needed and must be arranged prior to class time.

Guest Speakers

Description: A way of bringing new ideas and people into the classroom.

When Used: When someone other than the facilitator is an expert in a field and is available for guest appearances.

Procedure: The class leader and guest speaker discuss the topic to be covered and details of the class time, how the topic fits into the course, etc. The guest speaker may appear virtually, through videoconferencing or on Sakai discussions.

Limitations: Guest speakers are often difficult to fit into the class schedule and often require travel expenses be paid.

Team Teaching

Description: A way of bringing new ideas and people into the classroom. Similar to guest speakers, but the speaker is involved in the class for more than one session.

When Used: When two or more facilitators can effectively combine their interests and areas of expertise, and share the class time and work.

Procedure: The facilitators decide who covers each topic and when sessions will be conducted. Each is responsible for a section; sections are taught independently except for discussion on how sections flow together.

Limitations: Requires a coordinated effort by the team members or it may be very disjointed.

Socratic Method

Description: A dialogue in which the leader asks leading questions of the group.

When Used: To vary the routine of a regular class and when class participation is desired.

Procedure: The facilitator prepares a topic for discussion, then leads the class through it by asking leading questions.

Limitations: The facilitator carries the responsibility for the progress of the discussion and must be well-prepared with questions.

Demonstrations

Description: A visual way of presenting information to a group; often supplements a written presentation or lecture.

When Used: When a topic or idea will have more direct impact if presented visually.

Procedure: The facilitator either prepares the demonstration or asks a guest to do so.

Limitations: All group members must be able to see the demonstration clearly. It must be rehearsed to work smoothly on the presentation day.

Case Studies

Description: An actual account of a particular incident and/or problem is presented to the class. How the matter was resolved is included.

When Used: When a specific example is the best means of illustrating a topic. This method is often used to supplement traditional lecture approaches to a topic. Can be used to synthesise ideas and apply theory to practical problems.

Procedure: The facilitator documents a case study, altering actual names and places if required. The case study is presented to the class and is generally followed by a discussion.

Limitations: Case studies require additional work by the facilitator to ensure that they are straightforward and appropriate examples of what is being presented.

Social Media

Twitter

- Pedagogical Framework for using Twitter in the Classroom, Mark Sample
  - Source: http://chronicle.com/blogs/profhacker/tracking-moves-on-the-classroom-backchannel-with-storify/37458
- 28 Creative Ideas for Teaching with Twitter, Tina Barseghian
  - Source: http://blogs.kqed.org/mindshift/2011/07/28-creative-ideas-for-teaching-with-twitter

Flickr

- Improvisation with Flickr Images, Alan Levine's:
  - Source: https://pechaflickr.net

Wikipedia

- Using Wikipedia in Teaching Konieczny, Piotr. "Wikis and Wikipedia as a teaching tool: Five years later" First Monday [Online], Volume 0 Number 0 (25 August 2012).

Blogs

- Pedagogy and the Class Blog, Mark Sample
    - Source: http://www.samplereality.com/2009/08/14/pedagogy-and-the-class-blog
- Hub-and-spoke blogging with lots of students, Boone Gorges
    - Source: http://teleogistic.net/2009/08/hub-and-spoke-blogging-with-lots-of-students

Online Discussion

Description: Opportunity to pool and test ideas, experience and knowledge.

When Used: As a supplement or instead of a face-to-face discussion.

Procedure: Requires access to online discussion area, see Section on Educational Technologies and requesting a course in Sakai.

Limitations: Guidelines should be established early as to what the requirements for participation are. If expectations are for a certain level of response, then modelling and examples should be provided. If it is not tied to assessment, some students will not bother to participate.

Instruction Games and Simulations

Simulations or instruction games involve students in some kind of competition or achievement behaviour in relation to a specific objective. By placing the student in a learning situation, this strategy enables the student to contextualise the problem or situation in order to identify different solutions or alternatives. The advantage of such a strategy is that students are actively involved in the learning process and must react to the information instead of passively receiving the content of the course.

Tutoring

A tutor guides a student, usually individually, in a particular subject or for a certain purpose. This allows interaction with students who in large settings are uncomfortable about asking questions and seeking clarifications. Independent studies entail use of this teaching method.

2.7. Template for Reporting Activities

Preparation of the Training Activities

a) Describe the preparations for the training activities, namely: recruitment of participants, pre-events or dissemination events used to reach the potential participants.

b) Participants – what were the criteria used to select the participants.

c) Final list of students involved in the training activities.

Example of an Attendance List of Students

No	Full Name	Country	Organisation	Field of studies	Email Address	Authorisation to receive communications from the project
1						
2						
3						
4						
5						
6						
7						
8						

Table 4 – Example of an Attendance List of Students participating in the Transnational Training Activities

Implementation of the Training Activities

a) Describe the activities and tools used in the 3 stages of implementation of the training activity. As much as possible, include photos and videos of the activities implemented.

b) Describe the level of involvement and decision-taking process of the hosting/visiting students.

Follow-up of the Training Activities

a) Describe the assessment made by the students of the activities performed.

b) Include all the improvement recommendations made by all the students and other involved stakeholders.

3. Project Consortium

	Friesland College **The Netherlands**	www.frieslandcollege.nl
	INOVA+ - Innovation Services, S.A. **Portugal**	https://inova.business
	Bridging to the Future Ltd **United Kingdom**	www.bridgingtothefuture.co.uk
	KSPMC **Lithuania**	www.profcentras.lt
	Servei Solidari **Spain**	www.serveisolidari.org
	Hamburger Stiftung für Migranten **Germany**	www.stiftung-fuer-migranten.de
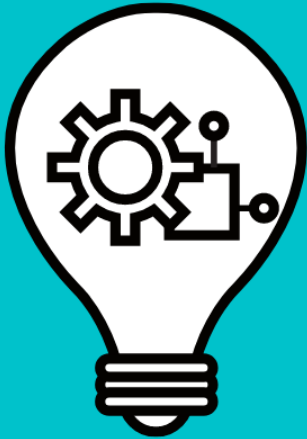
Social Enterprise with Impact

Visit our website for more information:

🌐 www.claimyourfuture.eu

Claim Your Future

Claim Your Future is an international youth movement where young people are central and in charge. The diverse intercultural groups of students work with organisations, as well as policymakers on themes that are considered important for the future of young people.

The project empowers students to find their own sound, to get inspired and to create impact together. Through action such as facilitating workshops, organising events, getting in touch with other cultures and networking, the youth can claim their future!