

WP2 - Social Action Toolkit

How to Build on Existing Provision

Learner Handout





Social Action Toolkit

How-To Guide

Title: How to Build on Existing Provision

Introduction:

Social action is defined as a selfless activity or action to do good for others. It is an act that has meaning for those who perform it, and which is done consciously and intentionally.

Although we can carry out social action activities alone, as individuals, a large number of people who are interested in social action participate in organisations, NGOs and non-profit associations. This fact means that there are thousands of options for thousands of approaches, which may have the same objectives, but different ways of working.

Knowing how to work as a team and in a network can only generate positive things in the world of social action, which is why in this manual we will talk about how to generate this network of support between entities.





Step 1: Identifying needs

Before starting to work with other entities or organisations, it is vital to identify the needs we want to work on.

There are thousands of ways of working on social action projects, thousands of possible approaches, so it is necessary for a group or organisation to decide what the focus of action is going to be before starting to look for collaboration.

If you already have a group that works together, you probably already have a common objective or a theme of action on which to carry out the analysis (children's rights, LGBTBIQ+ people's rights, women's rights...), so the analysis of the reality will be focused on this theme.

In order to analyse the needs we can use different methods:

1. **Surveys and questionnaires:** These are a valuable tool for collecting data from a broad sample of individuals in the community. Specific questionnaires can be designed to obtain information on needs, opinions and perceptions.
2. **Individual and group interviews:** Face-to-face interviews allow us to delve deeper into people's experiences and needs. Group interviews, also known as focus groups, can provide a broader view by allowing participants to interact and share their perspectives.
3. **Secondary data analysis:** Review and analysis of existing data and documents, such as government reports, statistics, previous studies and demographic data.
4. **Participant observation:** This involves embedding oneself in the community or target group to directly observe social dynamics, interactions and needs.
5. **Focus groups:** Meetings led by a moderator to encourage debate and discussion on specific issues. This allows for the identification of needs, priorities and potential solutions.
6. **SWOT (Strengths, Weaknesses, Opportunities, Threats and Opportunities) analysis:** This approach assesses both the resources and assets available and the problems and challenges facing a community or social group.





7. Environmental and context analysis: Understanding the social, cultural, economic and political factors that influence the needs of a community or group.
8. Public consultation and community participation: Involving the community in the process of identifying and prioritising social needs, enabling those affected to actively participate in decision-making.

Once the needs have been detected and the reality on which the group will work has been analysed, the search for collaboration and entities can begin.

Step 2: Entity mapping

Nowadays all entities and ngos have social networks or websites, this facilitates interaction between them and people who do not actively participate.

When it comes to finding collaboration between entities, it is also very useful as we can access their networks to investigate their objectives and actions beforehand.

Entity mapping is a process that allows us to identify and visualise the different assets present in a specific community or area and we can focus on a specific theme or focus of action. These assets can include non-profit organisations, government institutions, community groups, businesses, professionals and local leaders, among others.

To do a mapping, just follow the steps below:

1. Define the scope and purpose: Establish the objectives of the mapping and define the geographic and thematic scope. Decide what types of entities you want to include on the map and what the purpose of the mapping is, such as identifying resources to address certain social needs or promoting collaboration between organisations.
2. Conduct preliminary research: Research existing sources such as local directories, government websites, community reports and databases for an initial list of entities. This will give you a general idea of what organisations are present in the community.
3. Identify key actors: Conduct interviews with key actors in the community, such as community leaders, social workers, health or education professionals, and others with local knowledge. Ask about the organisations and services they know and consider important.





4. Design a data collection tool: Create a template or form to collect information about each entity. The template should include relevant data such as the name of the organisation, its mission, location, services offered, population served, contact details and any other relevant information.
5. Collect data: Collect information about each entity. You can conduct interviews, send out email questionnaires, or conduct online and face-to-face research to obtain the necessary information.
6. Organise and visualise the data: Once you have collected the information, organise it in a database or spreadsheet. Then use online mapping tools (such as Google Maps, ArcGIS or Mapbox) to visualise the data and create an interactive map.
7. Analyse the results: Examine the map to identify patterns, gaps or overlaps in the services and resources available in the community. This will help you better understand the strengths and weaknesses of the network of entities.

With the information extracted from the mapping you can decide with whom it is interesting to collaborate or create a link to work together.

Step 3: Existing resources

Thanks to the mapping you will be able to identify public resources, private resources and existing organisations that work on the same topic or have the same or similar objectives to the ones that the group has detected and marked.

This should be seen in a positive way, the fact that resources already exist means that the need has been detected and that means have been put in place to cover it. This does not mean that the group that has made the analysis cannot generate a new resource, but perhaps it is more positive to contact the public and private entities or organisations that already offer resources to work together before generating a new resource that may be the same or similar to the existing ones, as they all arise from the same need.

By working together, economic and personal resources are better invested and objectives can be better achieved, without repeating resources or stepping on the work of others.





Step 4: Network of entities

Networking involves establishing collaborative relationships and connections between different organisations, institutions, groups and individuals who share common interests and objectives.

Once you have identified needs, defined objectives and analysed existing organisations and resources, follow the steps below to create your own network of organisations:

Establish points of contact: Identify key people in each entity who can act as points of contact to facilitate communication and coordination among members.

Organise meetings and events: Convene an initial meeting with interested entities to introduce the idea of the network and discuss the objectives and benefits of working together. Provide a space for members to express their ideas and expectations.

Define roles and responsibilities: Clearly establish the roles and responsibilities of each entity within the network. This will ensure that all members understand their contributions and know what is expected of them.

Encourage communication and collaboration: Establish effective communication channels so that network members can share information, resources and experiences.

Develop joint projects and activities: Identifies opportunities to work on collaborative projects and activities that address common needs and challenges.

Continually evaluate and adjust: Conducts periodic evaluations to measure the progress of the network and the impact of actions undertaken. Based on these results, adjust strategy and activities as necessary to improve the effectiveness of the network.

Promote commitment and participation: Motivates members to become actively involved in the network and to participate in its activities. Recognises and values the contributions of each entity to foster a sense of belonging and commitment to working together.

Maintain a culture of trust and respect: Building relationships based on trust and respect is fundamental to the success of the network. Encourage transparency





and openness in communication, and work to resolve any conflicts or challenges that arise in a constructive manner.

Building a network of organisations is a process that takes time and effort, but can be highly beneficial in addressing social problems and bringing about positive change in the community.

Conclusion:

- **Step 1: Identifying needs:** Identifying needs before starting a project is a crucial step in ensuring that the project is relevant, effective, efficient and sustainable.
- **Step 2: Entity mapping:** It is a valuable tool for understanding the social infrastructure and resources available in a community. It facilitates collaboration, improves efficiency in the use of resources and helps to address social problems more effectively.
- **Step 3: Existing resources:** Knowing the existing resources allows us to assess whether it is necessary to generate a new resource or whether the best option is to collaborate to join forces.
- **Step 4: Network of entities:** Collaboration between organisations and groups with common interests is a key element to address social problems in a comprehensive and sustainable way.





Troubleshooting:

It is important to remind the young people you work with that the work between entities depends directly on their dedication and involvement, even if the objective is common, if there is no good communication and people are not involved and participate actively, the network will be useless.

It is also important to understand that although the network allows them to generate joint projects and actions, the entities that participate in it have their own internal projects and objectives and that they are not going to forget them or leave them aside because of the network, this is not a problem as long as there is good communication and minimums are established so that everyone has the same expectations.

Introduction:

Social action can play a significant role in supporting employability skills (also known as “soft skills”) development by providing individuals with opportunities to enhance their abilities, gain relevant experience, and develop essential qualities that employers seek. Here are some ways in which social action can contribute to employability skills development:

- 1. Leadership Skills:** Engaging in social action often involves taking on leadership roles, whether it's organizing a community project or leading a team of volunteers. This experience can help individuals develop leadership skills, such as decision-making, communication, and problem-solving, which are highly valued in the workplace.
- 2. Communication Skills:** Social action requires effective communication with diverse groups of people, including team members, beneficiaries, and stakeholders. By participating in social action, individuals can improve their verbal and written communication skills, making them more adept at conveying ideas and collaborating with others in professional settings.
- 3. Time Management:** Balancing social action commitments alongside other responsibilities, such as work or studies, requires effective time management. Developing this skill during social action can translate into better time management in a professional context, enhancing productivity and efficiency.
- 4. Adaptability and Flexibility:** Social action often involves dealing with unexpected challenges and situations, requiring individuals to be adaptable and flexible in their approach. These traits are valuable in the workplace, where change is constant, and the ability to adapt is essential.





5. Teamwork and Collaboration: Participating in social action projects frequently involves working within a team environment. By collaborating with others to achieve common goals, individuals can cultivate strong teamwork skills, which are highly sought after by employers.

6. Problem-Solving and Critical Thinking Skills: Social action initiatives may require individuals to identify and address community issues creatively. It requires to build capacity to analyze situations, identify challenges, and propose effective solutions. Through this experience, participants can develop problem-solving skills, which are crucial in finding innovative solutions to challenges in a professional setting.

7. Initiative and Self-Motivation: Engaging in social action demonstrates initiative and self-motivation, as individuals voluntarily choose to participate and make a positive impact on their communities. This proactivity is attractive to employers seeking candidates who can take initiative and drive projects forward.

8. Networking Skills: Social action brings individuals into contact with a wide range of people, including community leaders, professionals, and volunteers. These networking opportunities can lead to valuable connections in the professional world, potentially opening doors to job opportunities and career advancement.

9. Emotional Intelligence: Social action often involves interacting with people from different backgrounds, cultures, and experiences. This exposure can enhance emotional intelligence, making individuals more empathetic, understanding, and culturally sensitive, which are critical qualities in a diverse work environment.

10. Work Ethic: Engaging in social action showcases an individual's dedication to making a positive impact on society. Employers value candidates with a strong work ethic, as it reflects their commitment and dedication to their roles and responsibilities.

Materials Needed:

- Flip chart paper
- Markers
- Arts and Crafts materials
- Food and snacks for the young people

Step 1: Identify different examples of social action

Hand out a **List of examples of youth social actions** (see infographics to this chapter) to youth and invite them to make mark those that they would be attracted to join.





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| | <p>In case they have not found a social action on the list that interests them, invite them to add it.</p> |
| Step 2: Explain the types of skills that can be developed through social action | <p>Ask the youth a question: What skills for your CV and for your interviews can you develop through social action?</p> <p>Communication, empathy, teamwork, passion, resilience – can youth think of any others? You can use the list of employability skills below for inspiration.</p> |
| Step 3: Group sharing | <p>Divide the young people into smaller groups and invite them to share what they have found out for themselves.</p> |
| Step 4: Use social action to plan for your dream job | <p>Get students to think about their dream jobs and the next steps they'd need to take to achieve them. Spend a few minutes getting them to map out each step:</p> <ul style="list-style-type: none">• The core transferable skills required• How these skills can be developed via other social action-related activities <p><u>Here's an example:</u></p> <p>My dream job: Journalist</p> <p>Key next steps:</p> <p>Pass the university exams</p> <p>Complete a degree in journalism and communications</p> <p>Get an internship in local media</p> <p>Core transferable skills required:</p> |





writing skills, research skills, interviewing skills, critical thinking, resilience, time management, team work, communication, networking skills, curiosity and initiative, digital and multimedia skills, ethics and integrity

What social action can help?

- **Starting a community newsletter or blog** about local events, issues, and stories that matter to youth and their peers.
- **Organizing a media literacy workshop** for other youth to raise awareness about critical thinking when consuming news and information.
- **Creating a social media campaign** to highlight important social issues or promote local events.
- **Starting a podcast** to discuss relevant topics, interview community members, or share inspiring stories.
- **Establishing a community journalism club** at school or in the neighborhood. Members can collaborate on reporting local news and events, allowing them to learn from each other and build teamwork skills.





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| | <ul style="list-style-type: none"> ● Offering to write press releases or create content for nonprofit organizations. |
| Step 5: Final sharing | Invite individuals to share their insights from both individual exercises and peer group sharing. |

Annex 1: Infographics - List of examples of youth social actions - link to CANVA:

https://www.canva.com/design/DAFppbe8abo/dCL7kfJj0BBU4UXgI9_f2Q/edit

Conclusion:

Social action helps to develop a range of core transferable skills such as communication, leadership, resilience and problem solving to help young people move forward into the world of work and showcase examples on their CV. Social action can be a great way to give students access to hands-on work opportunities. Evidence suggests that taking part in social action boosts employability by expanding social and professional networks. A trial found that young people taking part in social action were: 3x more likely to be invited to an interview if volunteering was on their CV and 10 % more likely to be successful in an interview (The Behavioural Insights Team, 2016).

Additional Resources:

Outward Bound International

Outward Bound International represents the global network of Outward Bound Schools across the world. All founded on the same educational philosophy that by having the opportunity to develop skills such as; resilience, self-confidence, compassion, understanding of others and environmental responsibility we can learn to thrive. There is also a [Czech](#) and [Slovak](#) branch. Check the list of all 34 countries [here](#).

<https://www.outwardbound.net/>

Association of Non-Formal Education





Association of Non-Formal Education (ANEV) is a Czech organisation created in January 2013 as an initiative of people previously involved in the European Commission's programme Youth in Action in various roles. Youth in Action was designed to support non-formal education of young people between 2007-2013, then it was transformed into Erasmus +: Youth. ANEV group experienced youth workers, trainers, project managers or coaches. They support quality of youth work by educating youth workers, bringing innovations and European trends in non-formal learning and by combining approaches of non-formal and formal education. Non-formal learning means to learn voluntarily, intentionally and from experience.

<https://www.anev.cz/en/>

Barclays LifeSkills

LifeSkills works with teachers, parents and businesses to help young people:

- Build a job-hunting toolbox

Find out how social media can supercharge a CV, get tips for creating strong covering letters and LinkedIn profiles, and practice interview techniques.

- Identify skills

Interactive challenges help identify and develop personal skills – with useful advice on selling these skills to employers.

- Gain experience

Offered by businesses, organised by teachers and driven by young people – by working through LifeSkills online, they'll unlock valuable work experience.

For teachers, educators and youth workers they offer free curriculum-linked lesson plans to help teachers inspire their students to build the vital skills they'll need.

<https://barclayslifeskills.com/>

Resources for this unit:

Barclays Social Action Toolkit

<https://barclayslifeskills.com/help-others/lessons/social-action-toolkit/>

National Youth Social Action Survey 2019

[Normal dot \(Rev02 January 2009\) \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/391212/ny-sas-2019-report.pdf)





Does social action help develop the skills young people need to succeed in adult life?

<https://www.bi.team/blogs/does-social-action-help-develop-the-skills-young-people-need-to-succeed-in-adult-life/>

Case Study

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| Module Title | Networking and collaboration | | |
| Case Study Title | Consell Valencià de la Joventut (Valencian Council of Youth) | | |
| Type of resource | Case Study | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | | Learning Outcome | <ul style="list-style-type: none"> • Understand the role and importance of partnership working. • Identify the key points for inter-organisational work and for good communication and participation. |
| Aim of Activity | <p>The Valencian Youth Council is a space for cooperation and participation of 38 different entities from all over the Valencian Community. It is a space of union where they work together to guarantee the rights of young people in all their diversity.</p> <p>As an independent, critical, pluralist and democratic platform, the Council has four fundamental objectives:</p> <ol style="list-style-type: none"> 1. To defend the interests and rights of young people and to contribute to the promotion of effective equality of opportunity for young people in their political, social, economic and cultural development. 2. To encourage young people to form youth associations so that they can work as a group to solve the problems that affect them. | | |





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| | <ol style="list-style-type: none">3. To represent the Valencian youth movement in youth institutions.4. To collaborate with the Generalitat in the elaboration of youth policies. <p>Youth workers can learn from the different methods used to work together towards a common goal. These methodologies change according to the objectives set, but they are all based on active participation and non-formal education. We can take as an example their thematic working groups or their process facilitation sessions, among others.</p> |
| Introduction | <p>The Valencian Youth Council is a democratic platform of representation in which youth organisations from all over the Valencian territory have a voice. Member entities can be youth associations, local youth councils and territorial youth councils.</p> <p>It was founded in 1983, by decree, and its functioning is developed through the Law 15/2017, of 10 November, of the Generalitat, of Integral Youth Policies. This Law recognises us as the "highest representative body of Valencian youth organisations and the interlocutor with the Council and public and private institutions in the field of youth.</p> |
| Challenge | <p>The Consell Valencià de la Joventut has many fronts of action, but we can highlight the most important ones in relation to the collaboration and joint work of all its member entities to detect and work on the needs of young people throughout the Valencian territory.</p> <p>Some of the activities they carry out the last year are:</p> <ul style="list-style-type: none">● The Council participates in a series of meetings with the different Valencian administrations, from the regional to the local level, to deal with various issues related to Valencian youth.<ul style="list-style-type: none">○ Meetings with IVAJ (Valencian Youth Institute)○ Meetings and other relations with the Generalitat Valenciana (Valencian Regional Government).○ Meetings and other relations with the Valencian Parliament. |





- Awareness-raising campaigns on issues that matter to Valencian youth or on the demands that member organisations make.
 - European Sexual Health Day
 - Young Women's Network
 - World Art Day
 - International Labour Day
 - LGTBIQ+ Pride Day
 - International Youth Day
 - General Policy Debate
 - International Students' Day
 - International Volunteer Day
 - International Human Rights Day
- The Valencian Youth Council, according to Law 15/2017, of the Generalitat, on comprehensive youth policies, has the function of drawing up and promoting, on its own initiative or at the request of others, reports or studies on matters related to youth and its problems. In this sense, during 2022, the Valencian Youth Council has developed this function as follows:
 - Youth Emancipation Observatory
 - Study on youth participation in the Valencian Community
- The specialised commissions or working areas are bodies of the Youth Council with study and advisory functions. The function of the specialised commissions is to study specific situations for which they are convened, as well as to draw up documents and proposals for action. The participants are the entities that form part of the CVJ, which is why they work with all the realities together.
 - Non-Formal Education Working Group (WG)
 - WG Trobada Women's Network
 - WG Sustainability
 - WG Diversity
 - Socio-economic WG



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| | <ul style="list-style-type: none"> ● Another key action of the CVJ is to strengthen Local Councils and Member Entities. In order to do so, the following actions have been undertaken: <ul style="list-style-type: none"> ○ Training focused on the needs of local bodies and councils ○ Dynamisation of the internal facilitation processes of the entities. ○ Follow-up and support meetings in the process of own projects and subsidies. <p>All these actions are based on the needs that member organisations communicate to the CVJ. But not only these needs are taken into account, but also the entities are involved in all the possible processes, detection of needs, prioritisation of action topics, generation of campaigns and actions, implementation of concrete actions, dissemination of the campaigns...</p> <p>The work with the entities is approached from the methodology of non-formal education so that dynamics and personalised sessions are generated for each case, you can find examples of work methodology in the assignment.</p> |
| Assignment | <p>Examples of techniques to facilitate meetings, decision making and group reflections:</p> <ul style="list-style-type: none"> - Facilitation of discussions - Tips to facilitate teamwork |

Call to Action Activity

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| Theme | How to Build on Existing Provision |
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| Activity Title | How to create a partnership between entities | | |
| Type of resource | Call to Action Activity | | |
| Photo | | | |
| Duration of Activity (in minutes) | 75 minutes | Learning Outcome | <ul style="list-style-type: none"> • Learning to use collaboration tools. • Learn how to generate a good relationship between different entities |
| Aim of activity | <p>The collaboration of entities is fundamental for many social action projects, but it is not always easy to collaborate.</p> <p>Each organisation has its own point of view, its own objectives and its own interests, so it is essential to generate a good communication and a good relationship between all of them, in order to avoid misunderstandings and problems.</p> | | |





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| | <p>In this session they will learn to communicate effectively and to use tools that facilitate collaboration between two or more entities to generate social action projects.</p> |
| <p>Materials Required for Activity</p> | <ul style="list-style-type: none">• Paper and pen• Projector• Laptop |
| <p>Step-by-step instructions</p> | <p>Dynamic 1: Effective communication. (45 min)</p> <p>This activity is especially useful in teams or groups that need to improve coordination and communication between different parts or departments of an organisation.</p> <p>Divide participants into small groups, representing different entities. Each group should consist of at least 4 or 5 people.</p> <p>Assign each group a task that requires the collaboration of all entities. The task can be a realistic scenario that reflects the challenges of communication.</p> <p>Each group has its own separate room or workspace to carry out the assigned task.</p> <p>The dynamics unfold in several stages:</p> <ol style="list-style-type: none">1. Planning stage: Each group has some time to plan their part of the task and establish how they will communicate with the other entities.2. Communication Stage: The groups meet in a central room or communicate through electronic means (such as emails or messages) to coordinate their actions and share information with the other entities involved.3. Implementation Stage: Groups carry out their tasks according to the established plan and communicate with the other entities as needed. |





4. **Evaluation Stage:** At the end of the task, all groups meet to evaluate the experience. They discuss challenges encountered in communication and coordination, as well as lessons learned.

Conduct a group discussion after the exercise to reflect on the importance of effective inter-agency communication and how they can improve it in real situations.

Dynamic 2: Tips for a good relationship (30 min)

To improve relationships between entities, whether they are organisations, teams, or different groups, it is essential to use a variety of tools and approaches. Here are some of the tools and strategies that we will introduce to participants:

1. *Define roles and responsibilities:* Make sure each entity understands its roles and responsibilities in the relationship. This helps to avoid conflicts and misunderstandings.
2. *Regular evaluation and feedback:* Implement mechanisms to collect comments and evaluations from all parties involved. This may include surveys, periodic reviews, or feedback sessions.
3. *Collaboration tools:* Use online collaboration tools, such as project management software, chat applications and video conferencing platforms, to facilitate communication and collaboration between entities.
4. *Mediation and conflict resolution:* Proactively address conflicts when they arise. You can hire a neutral mediator or establish an internal conflict resolution process to address issues in a fair and equitable manner.
5. *Develop interpersonal relationships:* Encourage the building of strong relationships between key people in the entities involved. Organise social events, team building activities or even mentoring programmes to strengthen personal bonds.





6. *Shared goals and objectives*: Identify common goals and objectives that all entities can support. This helps align interests and keep all parties focused on a common purpose.
7. *Transparency and trust*: Foster an environment of trust and transparency. Keep your promises and show integrity in all interactions.
8. *Continuous learning*: Establish a continuous improvement process in which all entities regularly review their relationships and look for opportunities to improve them.
9. *Documentation and follow-up*: Keep a record of communications, agreements and agreed actions. This helps to avoid misunderstandings and provides a reference for future interactions.
10. *Adapting to changing needs*: Recognise that entities' needs and priorities may change over time. Remain flexible and willing to adapt as circumstances evolve.

Remember that each entity relationship is unique and may require specific approaches. These tools and strategies can be adapted according to the situation and the needs of the parties involved. The most important thing is to maintain a focus on effective communication, collaboration and building strong relationships.





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