
SESAME

Intellectual output Needs Analysis

(Spain)

Circulation:

Project partners

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Date:

20-3-2015

Doc. Ref. N°:

SESAME Intellectual Output 1. Needs Analysis, ES

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Consisting of:

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KSM College
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BURSA Provincial Directorate of National Education

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DOCUMENT HISTORY

| Version | Date | Comment |
|----------------|-------------|----------------|
| 01 | | First issue |
| 02 | | |
| 03 | | |
| 04 | | |

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INTRODUCTION

This report is part of Intellectual Output 1 of project SESAME. .

In the preparation of the project proposal, the regional, national and European situation in the field of social entrepreneurship and mentoring has been analysed. Partners are therefore aware of each other's strengths and needs. In this stage, the project therefore focuses on creating a clear image of the status quo in the partner countries. What instruments can be identified as best practices? How can these instruments be introduced in the different partner countries? What are the experiences in reaching the target groups of the project, and how far are the different project partners in developing a local network of the quadruple helix?

The output aims at creating synergy within the strategic partnership, and further to find the regional and national actors that complement each other on a European level.

The resulting analysis offers an image of the situation in 6 countries of Europe.

Information is collected from all participating countries about the situation of social enterprise and mentoring in the countries. What is available in education? How are young people stimulated to be entrepreneurial? Are there networks of mentors for them? What is available as for training entrepreneurial mind-set? All data is collected and presented within the SP and shared with the project network and outside during the dissemination of the project. The publication is a concrete product that remains of value after the project period, for all players in the field in Europe to gain ideas.

The conclusions of this report will, together with the conclusions in the other country reports form the basis for the overall EU report.

1. COUNTRY INFORMATION

Spain is located on the Iberian Peninsula in southwestern Europe. With an area of 505,992 km² (195,365 sq mi), Spain is the second largest country in Western Europe and the European Union, and the fourth largest country in Europe.

By population, Spain is the sixth largest in Europe and the fifth in the European Union with 46,507,760 inhabitants in 2014. Spain's population density, at 91/km² (235/sq mi), is lower than that of most Western European countries and its distribution across the country is very unequal. With the exception of the region surrounding the capital, Madrid, the most populated areas lie around the coast. Native Spaniards make up 88% of the total population of Spain. The immigrants originate mainly in Latin America (39%), North Africa (16%), Eastern Europe (15%), and Sub-Saharan Africa (4%).

Spain is a democracy organised in the form of a parliamentary government under a constitutional monarchy, with the capital in Madrid. The country is organisationally structured as a so-called *Estado de las Autonomías* ("State of Autonomies"); it is one of the most decentralised countries in Europe, all Autonomous Communities (17, plus two autonomous cities) have their own elected parliaments, governments, public administrations, budgets, and resources. Health and education systems among others are managed regionally, and in addition, the Basque Country and Navarre also manage their own public finances based on foral provisions. In Catalonia and the Basque Country, a full-fledged autonomous police corps replaces some of the State police functions. Autonomous communities are subdivided into provinces (50), which served as their territorial building blocks. In turn, provinces are integrated by municipalities. For this reason, despite of Spanish being the official language in all the territory, there are some co-official languages in determined areas, such Catalan in Catalonia, the Balearic Islands and in the Valencian Community; Basque in the Basque Country and Navarra; and Galician in Galicia.

Spain's capitalist mixed economy is the 14th largest worldwide and the 5th largest in the European Union, as well as the Eurozone's 4th largest.

Since the 1990s some Spanish companies have gained multinational status, often expanding their activities in culturally close Latin America. Spain is the second biggest foreign investor there, after the United States. Spanish companies have also expanded into Asia, especially China and India. This early global expansion is a competitive advantage over its competitors and European neighbours. Spanish companies invested in fields like renewable energy commercialisation, technology companies, train manufacturers textile companies, petroleum companies and infrastructure.

Spain's economy created more than half of all the new jobs in the European Union over the five years ending 2005. The bubble imploded in 2008, causing the collapse of Spain's large property related and construction sectors, causing mass layoffs, and a collapsing domestic demand for goods and services. By the end of May 2009, unemployment reached 18.7% and increasing to 23.4% in 2015 (50.9% in youth people under 25 years old).

By sectors, industry presents a gradual decline in its contribution to GDP, while the service sector has been growing in importance over time. In 2013 the services sector accounts for 72.1% of GDP (the international tourism industry stands out in this sector, in the last five decades, international tourism in Spain has grown to become the second largest in the world in terms of spending); industry

accounts the 17.5% (automotive, energy production and renewable energy; construction the 7.8% (before the crisis in the sector reached 11.6% in 2005) and agriculture the 2.6%.

Roman Catholicism has long been the main religion of Spain, and although it no longer has official status by law, in all public schools in Spain students have to choose either a religion or ethics class, and Catholicism is the only religion officially taught. According to an April 2014 study by the Spanish Centre for Sociological Research about 69% of Spaniards self-identify as Catholics, 2% other faith, and about 26% identify with no religion (9.4% of the total are atheists). Most Spaniards do not participate regularly in religious services.

State education in Spain is free and compulsory from the age of six to sixteen. The current education system was established by the 2006 educational law, LOE (Ley Orgánica de Educación), or Fundamental Law for the Education.[169] In 2014, the LOE was partially modified by the newer LOMCE law (Ley Orgánica para la Mejora de la Calidad Educativa), or Fundamental Law for the Improvement of the Education System, commonly called Ley Wert (Wert Law). Since 1970 to 2014, Spain has had seven different educational laws (LGE, LOECE, LODE, LOGSE, LOPEG, LOE and LOMCE).

In the current Spanish education system five major types of education are distinguished:

Early childhood education (between 0 and 6 years), non-binding.

Primary education (between 6 and 12 years, approximately, 6 courses), which is mandatory (character and therefore is free in public institutions, except for the purchase of books and educational materials)

Secondary education (known as "ESO"), 4 courses from 12 to about 16 years.

Upper secondary education: Baccalaureate (2 courses) or VET training (medium grade).

Higher education (different criteria for access depending on the chosen teaching), comprising university education, higher artistic education, vocational training studies (higher grade)

Although this general framework for the whole country, as it is said before the education systems is managed regionally in each Autonomous Community. For this reason, and also for the differences existing in the entrepreneurial culture in each region, this study of needs analysis is focused in the Autonomous Community of Catalonia.

Catalonia covers an area of 32,114 km² with an official population of 7,571 millions (2012), of which non-Spanish immigrants represent about 19%. It comprises four provinces: Barcelona, Girona, Lleida, and Tarragona. The capital and largest city is Barcelona, the second largest city in Spain, and the centre of one of the largest metropolitan areas in Europe. Catalonia is bordered by France and Andorra to the north, the Mediterranean Sea to the east, and the Spanish regions of Aragon and the Valencian Community to west and south respectively. The official languages are Catalan, Spanish and Aranese (an Occitan dialect).

In 2008, the regional GDP of Catalonia was €216.9 billion (\$314.4 billion), the highest in Spain, and per capita GDP was €28,750 – similar to that of countries such as the United Kingdom or France. It had the fourth per capita GDP in Spain, considerably behind the Basque Country (€34,100), Madrid (autonomous community) (€34,100) and Navarra (€32,900).[53][54] In that year, the GDP growth

was 3.7%. In the context of the 2008 financial crisis, Catalonia was expected to suffer a recession amounting to almost a 2% contraction of its regional GDP in 2009. Catalonia's debt in 2012 was the highest of all Spain's autonomous communities reaching €13,476 million, i.e. 38% of the total debt of the 17 autonomous communities. In 2011, Catalonia ranked the 64th largest country subdivision by GDP (nominal). Catalonia belongs to the organisation Four Motors for Europe.

In relation with entrepreneurship, Catalonia has a strong tradition in cooperativism, in agricultural and in the industry sector, but also in small business based in families, since XIX century. This could be a reason why in this region there are so many interest in social entrepreneurship.

2. SITUATION OF SOCIAL ENTERPRISE IN THE COUNTRY

2.1 DEFINING SOCIAL ENTREPRENEURSHIP

Social entrepreneurship is the attempt to draw upon business techniques to find solutions to social problems. This concept may be applied to a variety of organizations with different sizes, aims, and beliefs.

There is a certain consensus in Spain about the social orientation of any enterprise that claims to be “social”. However very different business models are working with this label. In fact, there is no legal model defined for these companies which are positioned between the traditional private sector and the public sector. A big amount of these companies in Spain have projects focused on helping special needs of disadvantaged groups.

In general, a social enterprise has different principles, which can be defined as:

- The main goal of a social enterprise is to have a social impact, instead of earning money.
- As a business (and not as a non-lucrative organization), and even though it has a social aim, it has economic and financial sustainability, and a business strategy.
- The investors of a social enterprise recover their investment, but they do not distribute dividends.
- Once the initial investment has been recovered, the benefits are reinvested in the company, to make the social impact bigger.

2.2 DEFINING SPECIFIC ENTREPRENEURIAL QUALITIES,, ATTITUDES EXPERINECES, SKILLS AND POTENTIAL

Different profiles are founded to define the social entrepreneur. In fact some of its qualities apply to any general entrepreneur.

As it is said in “El valor d’emprendre” (María Batet, 2011), there are some attitudes and qualities that every entrepreneur should have: leadership and group work, rationalization, planning, creativity, ability to create a multidisciplinary group of people (including people with economic thinking and people with social thinking), ability to create a multiplying effect, communication skills, ability to synthesize, and empathy.

Therefore a specific definition about social entrepreneur was sought through stakeholders opinion (those who participated in SESAME multiplier event):

- A social entrepreneur is someone who can respond to a market failure through a sustainable business and solving a social need. Thus, in this way, people who want to create a social enterprise and make it work, should have different qualities such as initiative, perseverance, commitment and energy.
- They should have contact with the environment; they should be observers of the environment and territory, and they should have curiosity.
- They should be well prepared, should have resistance to failure, strong enough if the business does not work, or if it has problems to consolidate.

- They have the ability to think and to analyze without judging, but they have to keep questioning everything in every moment. They have to be capable of self-assessing themselves, and they should have the ability to detect problems and opportunities, so they can make good questions and to give them good answers.
- They have a transforming will, sensitivity to the environment, and sensitivity to social change. They work with passion and eagerness. They have a proactive attitude.
- As a good way to describe this kind of people with a formula:
- (Knowledge + ability)*ATTITUDE and VALUES
- People who want to run a social enterprise look for an equilibrium between economy and social change, and try to find a convergence between entrepreneurship and social entrepreneurship. The mission is to solve a social need, but they should have market knowledge.

2.3 CURRENT STATUS ON SOCIAL ENTREPRENEURSHIP (COUNTRY / REGION / LOCAL LEVEL)

Nowadays, the social economy in Spain takes a lot of importance. As it is said in the annual report of CEPES (Spanish Business Confederation of Social Economy) there were 44.563 organizations in 2013 in the country, and more than a half were cooperatives. Catalonia has the 21.5% of these organizations in its territory.

So, even though it is an emergent and very innovative sector, in Catalonia there are quite some social initiatives. There is growing a good network of solidarity and social economy (enterprises of inclusion and cooperatives, among others). However, although there are some social enterprises, there are many others which are still to identify and recognize.

Moreover, this kind of business is the one that creates more occupation and destroy fewer jobs, so social enterprises generate a more stable source of employment. But there is still a lot to do to unite the network and to draw clear strategies and synergies among all the organizations.

Additionally, there are so many networks and actors from public or private initiative focused in promote and holding the social entrepreneur: 92 public, private and mixed actors to develop initiatives to support social entrepreneurship projects in any of its phases (idea, creation or growth) and in different geographical areas. For example: @EmprenSocial, driven by the autonomous government of Catalonia, XES (Social Entrepreneurship Network) promoted by the municipality of Barcelona, or Aracoop, specifically for cooperatives, as well as a lot of private enterprises specialized in this sector, like consultancies, or universities departments and bussiness schools like Esade. All of them can be consulted at: <http://www.emprenedoriasocial.cat/actors>.

The key aspects of the current status of Social Entrepreneurship in Catalonia based on the conclusions of the SESAME multiplier event performed in Barcelona with experts in social entrepreneurship for this need analysis are:

- It is an emerging sector, in which coexists with different social projects, not yet identified.
- The introduction of CSR is increasingly in traditional for profit companies.
- The introduction of themes of social economy in some curricula of economic studies.

2.4 IDENTIFYING BEST PRACTISES ON SOCIAL ENTREPRENEURSHIP

To know the criteria it is used to identify the best practices, success factors should be described. In first place, it is important that the social entrepreneur has a good social network, and the acceptance of its business by the others. Secondly, the dedication the entrepreneur gives to his enterprise and the expertise he can provide. Third, the ability to perform well in the market with his product or service, and the cooperation with other businesses. Finally, the composition of his work team (Curto, 2012).

Once these factors are identified, the best practice on social entrepreneurship in Catalonia is “La Fageda”. This organization has disabled workers that make yogurts, and it is the second brand in yogurts in Catalonia. It has been working since 1982 in Olot (Girona), even when the concept of social enterprise did not exist. So, it is one of the most consolidated social organization in Catalonia.

Other known social enterprises are “Teixidors” a company which tries to employ people with difficulties in their learning, and they produce textile products, or “L’Olivera”, which is a cooperative of social inclusion that produces wine and oil.

2.5 INVENTORY SOCIAL ENTERPRISE IN EDUCATION / VET

There are some experiences nowadays about social enterprise in education/vet, for example Fundacio Taleia who contracts youth people studying in VET cooking courses to realize their professional practices.

The conclusions of the participants in SESAME multiplier event focuses in one hand on the reform of educational system to promote new talent, and in the other hand detection of social entrepreneurship in schools and universities.

These reform would involve:

Less academic and more participatory model: promote the concerns and ideas (space and place).

Incorporating elements such as work projects and / or classes focus on solving real problems and challenges.

To educate students about other alternatives and promote economic activities in different environments and situations.

Promoting interdisciplinary courses and networking (collaboration instead of competition).

2.6 EXISTING TRAINING METHODS FOR SOCIAL ENTERPRISE

There are two ways of training for social enterprise, it has to be distinguished between entrepreneurial skills and the expertise to develop social entrepreneurship. (Garau, 2014)

In the first case, general entrepreneurial skills such as teamwork, communication or proactivity are valued in schools and other educational centres. They try to improve them by working in groups or doing presentations (for example).

Entrepreneurship knowledge is gradually gaining importance in the catalan educational system. Social approach, however, is still a challenge.

In the first of years high school, there are some subjects about entrepreneurship, but it does not give any clues about doing it by a social means. The same happens in the last years of high school, when students have to choose their elective courses, there is one subject of economy, but it does not mention social economy.

Then there is college and VET, where there are whole careers about economy and business. This educational programmes may have more about social enterprises and social economy, but still there is little presence about these issues in the curricula.

Finally, in Master's level, it can be found more specialized programmes about social entrepreneurship, but only in a few centres. So it can be also improved in this way.

2.7 NETWORKS

In the world of social enterprises, being part of a network is an asset, offering the opportunity of creating synergies and establishing your business in a positive environment. Catalunya has a very rich networking map, fostered often by the public sector.

Some existing networks are:

@Empren Social → Promoted by the Enterprise Department of the autonomous government of Catalonia, it counts with a useful site where to find resources and agents to support the social entrepreneurs. <http://www.emprenedoriasocial.cat>

Xarxa d'economia social de Barcelona → Fostered by Barcelona municipality in order to promote the social economy in the city by promoting social entrepreneurship and social innovation. Its main purpose is to encourage labor integration of people at risk of exclusion, and to provide visibility to social enterprises and CSR companies good practices. <http://www.xes.cat/>

Agrosocial Network → Fostered by former banking foundation, this network is formed by social enterprises that promote employment of the disabled, mentally ill or at risk of exclusion and its main activity has some relation with the environment. <http://www.fundaciocatalunya-lapedrera.cat/ca/content/xarxa-agrosocial>

Social innovation network del Vallès → it is a regional network. An open project with the aim of transformation, aiming to establish a framework for cooperation between local stakeholders to emerge with ideas and support socio-economic projects that respond to societal challenges from innovation. <http://innovaciosocialvalles.cat/>

3. MENTORING IN THE COUNTRY

3.1 DEFINING MENTOR(ING)

Mentoring is a powerful tool which is applied in different projects in Catalonia. Two main mentoring definitions are commonly used according to the typology of projects: social mentoring and business mentoring.

Social mentoring:

Mentoring is an instrument of social intervention that promotes a relationship between a person that volunteers to provide individual support to another person that is in a situation of risk of exclusion. This relationship is motivated and guided by a professional.

All social mentoring projects share the same collective, that of boys, girls and youths in risk of social exclusion and the objective of favouring processes of educational, labour and social inclusion of these boys, girls and youths.

Business mentoring:

This mentoring aims at promoting employment in college students; consolidation of supporting networks among professionals; consolidation of startups and young entrepreneurs.

In both lines of intervention it is considered a good mentor that which listens, recommends, questions, helps, guides, supports and raises the talent and ability of the mentee.

Mentor networking it is also considered as an asset, whether in its social or business domain

Must know how to manage failure and uncertainty.

Sets a win-win relationship with the mentor, exchanging energy and experience (experiential connection). The mentor is a referent.

According to Multiplier Event participants some specific qualities are to be found in a social entrepreneurship mentor profile :

Experience in entrepreneurship (must know the economic needs of the market), it is very practical and has social sensitivity.

It has an affinity with the social sector and is connected to its network.

Specifically, in order to encourage social entrepreneurship through mentoring:

New mentoring programs should be promoted by working with schools, universities and social organizations

A deep a comprehensive research should be done in order to identify the unmet needs.

3.2 CURRENT STATUS ON MENTORING (COUNTRY / REGION / LOCAL LEVEL)

Some current projects in Catalonia related to social mentoring are:

- REFERENTS: a project fostered by the non-profit Organization Punt de Referència. Offers youth who have been in foster care a mentor who provides support in the day-to-day life, in reference to practical matters as well as emotional ones. A relationship of 1 youth + 1 adult is established.

- YOB Project, fostered by Fundació Èxit. In YOB Project, the Mentor is a figure accompanying the young while they are hunting a job. The mentor advises and supports, encouraging their autonomy and responsibility for the actions carried out to achieve your career goal. The meetings will be face to face and also online. Previously, the mentor receives training from an expert on mentoring and coaching techniques and professional team of Fundación Exit.

- Nightingale scheme in Girona University and Nightingale scheme Barcelona (Servei Solidari) : It promotes the social inclusion of minors coming either from immigrant families and/or low social and income levels. In turn, it aims to make the young Catalan university students aware to involve them in a common social project. Mentors (students) regularly accompany a child in their leisure time in order to discover new and different areas of the city, places of entertainment and fun, fields of cultural production, etc.

- A relationship of 1 youth + 1 university student is established.

(more info in www.mentoriasocial.org/en)

Current projects in Catalonia and or Spain, related to business mentoring are:

- Startup School project

<http://www.escolaemprenadors.org/startup/>

Partnership between Barcelona municipality, Gild International, fundació Escola d'emprenadors, Lasalle Technova and Esade. This alliances includes actors from public ,educational and social sector.

Start3Up School program seeks to promote the entrepreneurial spirit and the the business knowledge between high school students by identifying good business ideas through mentoring of a group of entrepreneurs and business professionals.

However, no special "social" approach is foreseen.

- Youth Business Spain: fostered by Youth Business International and local partners in Spain

<http://www.youthbusiness.es/>

The YBS Mentoring Program is based on the collaboration of entrepreneurs and professionals with entrepreneurial experience, who act as volunteer mentors to accompany young entrepreneurs in building their business projects. Mentors encourage, support and accompany young entrepreneurs, creating a space of trust and mutual understanding to analyze the problems that arise in business management, identify and evaluate possible solutions, in order to enhance their self-confidence and strengthen the process of decision making, enhancing their personal and professional growth. Mentoring relationships have a duration of one year, during which mentor and entrepreneur meet on a biweekly or monthly, usually in the business of the entrepreneur, until it is ready to run your business for himself.

- m2m mentoring network:

<https://www.upc.edu/igualtat/genere/dona-2.0-upc/xarxa-de-mentoria-m2m>

It aims to promote the professional development of women technologists in academia and business. Its final goal of the project is breaking the so-called "glass ceiling": an invisible barrier that hinders the access of women to high levels of responsibility and control.

It is fostered by the UPC (universitat politècnica de Catalunya)

Mentors are either businesswomen and female executives; or professors, department heads and other managers and / or decision of the UPC.

Mentees are young PhD students and / or master UPC aiming to develop their career in the public or private sector.

3.3 EXISTING NETWORKS (COMMERCIAL / INDUSTRY NETWORKS (PROSPECTIVE MENTORING PARTNERS)

SOCIAL MENTORING PLATFORM: Started in 2012 (Servei Solidari being one of its board members) , Its mission is to strengthen the mentoring programs of the entities, so they may become an efficient method for reducing marginalisation and the exclusion of boys, girls and youths in situations of social risk (more info in: <http://mentoriasocial.org/>)

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