
SESAME

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EXECUTIVE SUMMARY

The Netherlands is a small country and belongs to the 20 largest economies of the world, has one of the highest levels of labour productivity and is consistently ranked among the top-10 of the World's most competitive economies. The Netherlands is experiencing a gradual economic recovery and the moderate revival of the Dutch labour market in 2014 is expected to continue.

In 2013 the Netherlands were far behind other European countries in the attention, awareness and support available for social entrepreneurs. However, there were some slight positive developments and changes towards social entrepreneurship. These developments and changes have continued in the almost two years until today as social entrepreneurship is gaining more and more popularity in The Netherlands. In the past two years the topic social entrepreneurship has gained popularity by means of awareness raising, the establishment and development of networks and communities, development of academic courses and implementation of research.

On a national level, multiple countries such as Great Britain, France, Italy, Belgium and the US have developed initiatives, legal entities, and legislation for social entrepreneurship. Great Britain is the leading country in this. It has successfully established a legal entity for the social enterprise: the Community Interest Company (CIC). The Netherlands could learn from those countries. In the Netherlands, there is no official legal entity for the social enterprise, there is no quality label, there is little (academic) education in social entrepreneurship and social entrepreneurship is not commonly known by the wide public. However, since a couple of years, there is movement on the subject. Social enterprises belong to the fastest growing businesses in the Netherlands. The employment rate of social enterprises increased with 25% and on top of that, 90% of the social enterprises expects to keep on growing in the coming years, a significantly higher percentage than small or medium enterprises experience. The majority of Dutch Social Enterprises is active in six broad sectors: Biosystems, Cleantech, Economic Development, Civic Engagement, Health and Wellbeing, and Education. Examples of successful Dutch Social Enterprises today include: Specialisterren, Tony's Chocolonely and Dopper.

As mentioned before there is little (academic) education in social entrepreneurship. There are about 4 courses on Social Entrepreneurship. Those are optional courses which are usually part of larger courses or for example honours courses. A total different approach and education method is Social Innovation Relay which focuses on secondary school students. The Social Innovation Relay (SIR) is a global competition that challenges secondary school students to develop an innovative business concept that addresses a social need.

The most important network in the field of social entrepreneurship in the Netherlands is Social Enterprise NL. Since 2012, Social Enterprise NL serves as a platform that represents, connects and supports social enterprises in the Netherlands. Since its establishment in 2012 over 200 social enterprises have joined the platform and the number is growing steadily. The organization's mission is to accelerate social innovation by strengthening social enterprises in the Netherlands. This is done by identifying, making visible, connecting, representing and supporting them, which will give social enterprises the chance to scale up and increase their impact. Social Enterprise NL will make a great effort in representing social entrepreneurship towards the government, in order to create incentives for stimulating legislation, access to capital and the improvement of education on social entrepreneurship.

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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

This chapter gives some general information about The Netherlands. Information will be provided on demographics, economic situation, education system, political climate and culture in the Netherlands.

1.1. Demographics

The Netherlands is a small country with 16.8 million residents. The capital is Amsterdam. The Netherlands is located in North-West Europe. It is the 27th most densely populated country in the world, with 402 inhabitants per square kilometre. 49.6% of the population is men and the median age is 41.6 years.¹

1.2. Economic situation

The Netherlands belongs to the 20 largest economies of the world, has one of the highest levels of labour productivity and is consistently ranked among the top-10 of the World's most competitive economies. In terms of entrepreneurship The Netherlands has become the most entrepreneurial economy of all the innovation driven economies in the EU-28 over the last decade.²

The Netherlands is experiencing a gradual economic recovery mainly driven by domestic demand. Following the contraction in real GDP in 2012 and 2013, the Dutch economy returned to positive economic growth in 2014. Economic growth is expected to accelerate to 1.4 percent in 2015 and 1.7 percent in 2016. The economic recovery is increasingly being driven by domestic demand, based on real wage growth and better labour market conditions. Consumer confidence and households investment are also supported by the nascent recovery in the housing market. The Dutch labour market showed a moderate revival in 2014, which is expected to continue in the coming years. Inflation is expected to remain muted, supporting real wage growth in the short term but limiting deleveraging. Government finances are expected to improve in 2015 and 2016.³

1.3. Unemployment

The moderate revival of the Dutch labour market in 2014 is expected to continue. Well after the start of the financial crisis, the Dutch labour market performed relatively well. In the period 2009-12, the Netherlands had one of the lowest rates of unemployment in the EU, as employers engaged in labour hoarding on a large scale. After 2012, however, the unemployment rate increased significantly, peaking at 7.3 percent of the labour force in February 2014. Over the course of 2014, the number of new vacancies increased and employment growth picked up. In December 2014, the unemployment rate stood at 6.7%, more than 0.5 percentage points lower than at the beginning of the year. These trends are expected to continue, in line with the broader recovery of the Dutch economy. Employment growth (in full-time equivalent) is expected to increase by about ½pp in the coming

¹ <http://worldpopulationreview.com/countries/netherlands-population/> , consulted: 03-03-2015
<http://country-facts.findthedata.com/l/30/Netherlands> , consulted: 03-03-2015

² http://www.ondernemerschap.nl/sys/cftags/assetnow/design/widgets/site/ctm_getFile.cfm?file=A201417.pdf&perId=0 , consulted: 03-03-2015

³ http://ec.europa.eu/europe2020/pdf/csr2015/cr2015_netherlands_en.pdf , consulted: 03-03-2015

years and the unemployment rate is estimated to decline gradually to 6.6% in 2015 and 6.4% in 2016, respectively.⁴

1.4. Education system

1.4.1. Primary and secondary education

Children are allowed to begin school at the age of four, but are not legally required to do so until the age of five. Primary education lasts eight years (of which seven are compulsory), in the last year of which pupils are advised as to the type of secondary education they should pursue.

Secondary education, which begins at the age of 12 and is compulsory until the age of 16, is offered at several levels. Vmbo programmes (four years) combine general and vocational education, after which pupils can continue in senior secondary vocational education and training (mbo) lasting one to four years. The two programmes of secondary education that grant admission to higher education are havo (five years) and vwo (six years). Pupils are enrolled according to their ability, and although vwo is more rigorous, both havo and vwo can be characterized as selective types of secondary education. The vwo curriculum prepares pupils for university, and only the vwo diploma grants access to wo (research-oriented education). The havo diploma is the minimum requirement for access to hbo (professional higher education).

1.4.2. Senior secondary vocational education and training (mbo)

Senior secondary vocational education and training (mbo, middelbaar beroepsonderwijs) is offered in the areas of economics, technology, health, personal care, social welfare and agriculture. Mbo programmes vary in length from one to four years as well as in level (1 to 4). Graduates of vmbo programmes are eligible for admission to mbo, and completion of mbo programmes at level 4 qualifies pupils for access to hbo.

1.4.3. Higher education

Since September 2002, the higher education system in the Netherlands has been organized around a three-cycle degree system consisting of bachelor, master and PhD degrees.

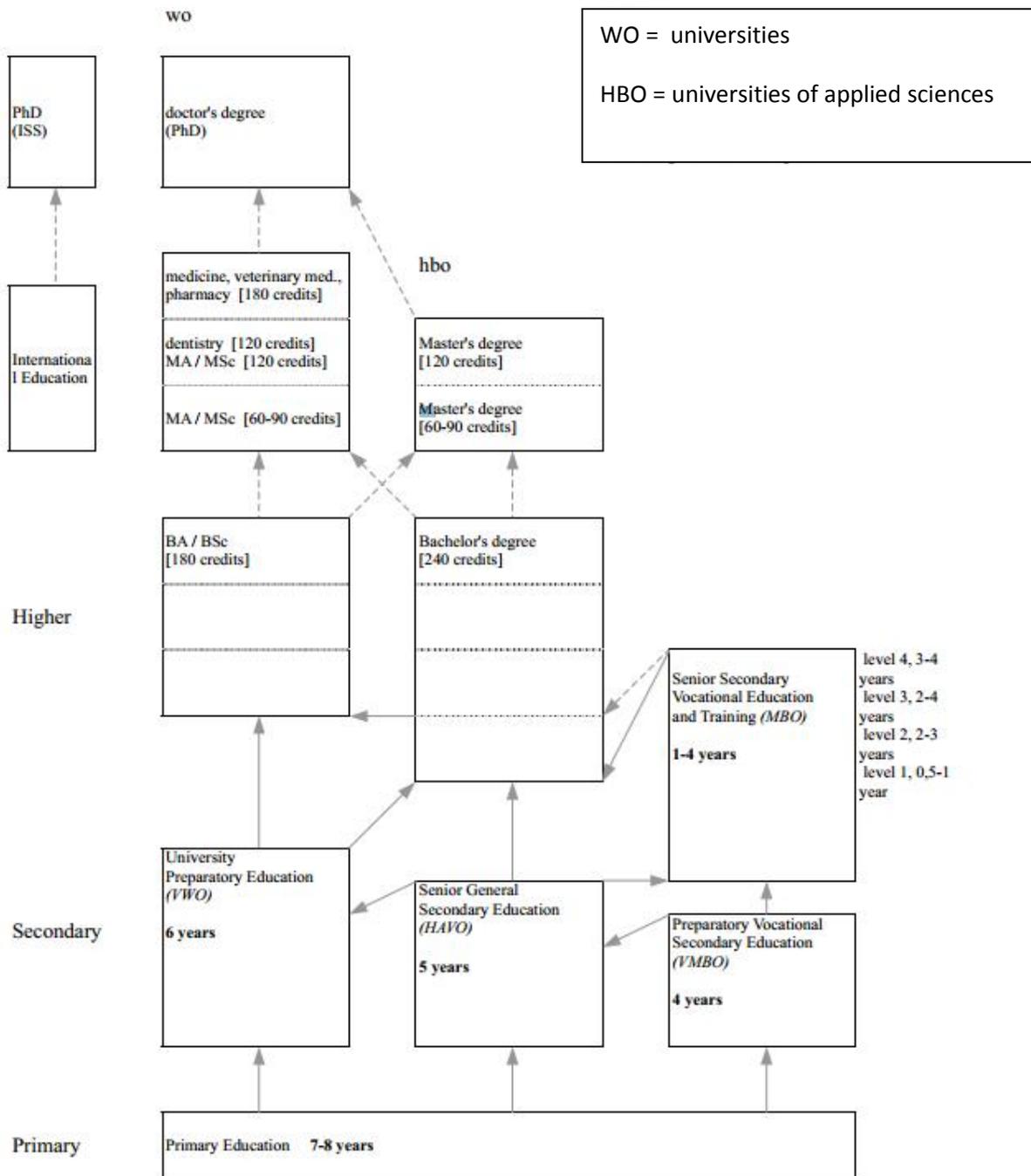
The Netherlands has a binary system of higher education, which means there are two types of programmes: research-oriented education (wetenschappelijk onderwijs, wo), traditionally offered by research universities, and professional higher education (hoger beroepsonderwijs, hbo), traditionally offered by hogescholen, or universities of applied sciences.⁵

The Dutch education system is visualized on the following page.

⁴ http://ec.europa.eu/europe2020/pdf/csr2015/cr2015_netherlands_en.pdf , consulted: 03-03-2015

⁵ <http://www.kempel.nl/dekempel/documents/educationsysteminthenetherlands.pdf> , consulted: 03-03-2015

Diagram of the Dutch Education System



—> a solid arrow indicates a right to access

-----> a dotted arrow indicates that some form of selection or bridging requirement may be applied

1.5. Political climate

The Netherlands is known as a welfare and democratic state. Since 1815 The Netherlands has been a constitutional monarchy. Since 1848, the Netherlands is also a parliamentary democracy. Dutch monarch has no real political power, but serves as representative head of state and a symbolic person uniting the divided parliamentary politics. King Willem-Alexander van Oranje-Nassau is the nominal head of state of the Netherlands. The Netherlands is usually governed by a coalition of different political parties. Due to the multi-party system, no single party has held a majority in parliament since the 19th century, and coalition cabinets had to be formed. Since suffrage became universal in 1919, the Dutch political system has been dominated by three families of political parties: the strongest family were the Christian democrats, currently represented by the Christian Democratic Appeal (CDA), second were the social democrats, of which the Labour Party (PvdA), and third were the liberals, of which the People's Party for Freedom and Democracy (VVD) is the main representative. Prime minister is the head of the government and is usually coming from the party, which won the most seats in the elections. In 2012 people chose a new parliament. A winner of the elections was the political party VVD, along with the PvdA. This made Mark Rutte of the VVD the Prime Minister of the Netherlands.⁶

1.6. Culture

The Netherlands is a culturally very diverse country, with inhabitants from all over the globe. Especially in the large cities: Amsterdam for instance has people from 170 and more nationalities living there. The original inhabitants are (in)famous for being straightforward, very direct and speaking their minds, which foreigners sometimes might could interpret as rude. The Dutch are very open to other cultures; something that reflects on the cuisine as well. As it being such an open and internationally orientated country, almost everyone can make him- or herself understandable in English and/or another language, besides Dutch.

Geert Hofstede has played a major role in developing a systematic framework for assessing and differentiating national cultures and organisational cultures. His most notable work has been in developing the cultural dimensions theory. According to Hofstede, the individualism is very high in the Netherlands. The high individualism ranking for the Netherlands is indicative of a society with more individualistic attitudes and relatively loose bonds with others. The population is more self-reliant and looks out for themselves and their close family members. This individuality is integral to in the daily lives of the population and must be considered when travelling and doing business in their country. Privacy is considered the cultural norm..

The lowest Hofstede Dimension of the Netherlands is Masculinity. This relatively low MAS index value may be indicative of a low level of differentiation and discrimination between genders. In this culture, females are treated more equally to males in all aspects of society. This low Masculinity ranking may also be displayed as a more openly nurturing society.

⁶ <http://www.amsterdam.info/netherlands/political-system/> , consulted: 03-03-2015

2. SITUATION OF SOCIAL ENTERPRISE IN THE COUNTRY

This chapter assesses and evaluates the status of social entrepreneurship in the Netherlands. An article that was published in May 2013 by the Guardian (see article below) indicates that the Netherlands by then were far behind other European countries in the attention, awareness and support available for social entrepreneurs. It also stated that there were some slight positive developments and changes towards social entrepreneurship. As you will read further on in this report, these developments and changes have continued in the almost two years until today as social entrepreneurship is gaining more and more popularity in The Netherlands. In the past two years the topic social entrepreneurship has gained popularity by means of:

- Establishment and development of networks and communities
- Creation of academic courses
- Implementation of research
- Awareness raising

More information on the above points can be read further on in this report. Section 2.3 provides more information about the current status of social entrepreneurship in the Netherlands.

The social enterprise movement is finally gathering some momentum in the Netherlands

Fellow European policy makers have been referring to the Dutch social enterprise support system as a 'black hole'. With limited attention for the topic, the Dutch are indeed been far behind other European countries in the attention, awareness and support available for social entrepreneurs. To date the Dutch government has done nothing to support social enterprises, and do not yet officially recognise the term. Yet something has begun to change in the past year. It seems the social enterprise sector is finally gathering some momentum.

Repeatedly named as one of the most entrepreneurial countries in the EU, the Dutch seem to possess the right 'DNA' for social entrepreneurship; they are innovative, business savvy and socially engaged. So why is social entrepreneurship not a thriving sector in the Netherlands?

The report 'Opportunities for the Dutch Social Enterprise Sector', highlighted several barriers for growth. First of all, like in most countries, relatively unknown and ill understood by the general public. Social impact has traditionally been a non-profit or governmental affair, so there is an inherent distrust of any entrepreneur who tackles a social mission with a business model. Then there is the problem of access to capital. Patient growth capital has been scarcely available thus far. And finally, most importantly, the Dutch government has done very little to support the sector. Forcing social impact entrepreneurs to construct complicated entities to capture their social mission.

Yet change is underway and the glimpses of an emerging movement have become apparent in the last year. The visibility of the sector is slowly increasing. With no legal structure of mark to differentiate social enterprises from its commercial competition, recognition has to come from common branding. The newly established platform organisation Social Enterprise NL is bringing together social enterprises to provide support and lobby on their behalf. Since its inception last summer over 100 social enterprises have joined the platform and the number is growing steadily...

The entire article can be found on:

<http://www.theguardian.com/social-enterprise-network/2013/may/09/dutch-social-enterprise-sector>

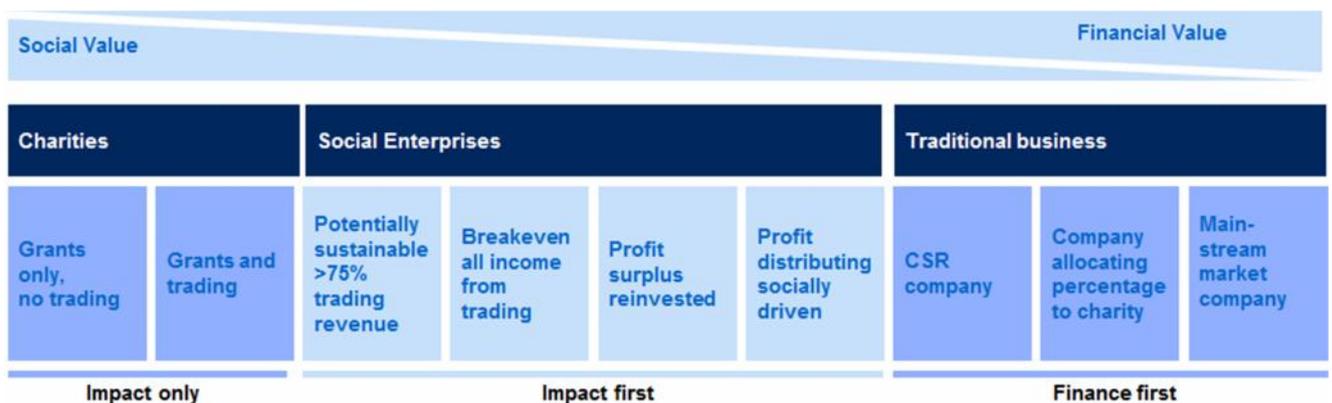
2.1. DEFINING SOCIAL ENTREPRENEURSHIP

Since 2012, Social Enterprise NL serves as a platform that represents, connects and supports social enterprises in the Netherlands (www.social-enterprise.nl). The organization's mission is to accelerate social innovation by strengthening social enterprises in the Netherlands. This is done by identifying, making visible, connecting, representing and supporting them, which will give social enterprises the chance to scale up and increase their impact. Social Enterprise NL will make a great effort in representing social entrepreneurship towards the government, in order to create incentives for stimulating legislation, access to capital and the improvement of education on social entrepreneurship.

Social Enterprise NL uses the following (European) definition⁷:

A social enterprise:

1. Has a social mission as its primary goal: impact first!
2. Realizes its goal as an independent enterprise which provides a service or product;
3. Is financially self-sustaining based upon trade or other forms of value-exchange and therefore (totally) independent of gifts or grants
4. Is social in the way the enterprise is governed:
 - Limited profit distribution, financial goals are always serving the social mission and bonuses are reasonable
 - Policy and management are based on equal shares of all stakeholders
 - The company is fair towards everybody
 - The company is aware of its ecological footprint
 - The company is transparent



⁷ <http://social-enterprise.nl/portfolio/wat-is-een-social-enterprise/>, consulted: 03-03-2015

2.2. DEFINING SPECIFIC ENTREPRENEURIAL QUALITIES, ATTITUDES EXPERIENCES, SKILLS AND POTENTIAL

In a report of the Social Enterprise Lab⁸ the results of an Expert Meeting were presented in which the competence profile of a young social entrepreneur was sketched by social entrepreneurship teachers and social entrepreneurs. The following competence profile was defined:

Social skills:

- Knowledge of human nature and self-knowledge
- Empathy
- Cooperation and communication
- Commitment

Professional skills:

- Investigative attitude
- (commercial) strength
- Problem-solving

Entrepreneurial skills:

- Creativity
- Adaptive capacity: flexibility and be aware of complexity
- Perseverance
- Self-reflection
- Responsibility
- Courage

But above all: find and follow your passion and dare to take risks.

⁸ http://selab.nl/wp-content/uploads/2013/11/De-school-als-leverancier-van-maatschappelijke-waarde_def2.pdf ,
consulted: 03-03-2015

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

In this section the current status on social entrepreneurship in the Netherlands is elaborated. As stated in the article of the Guardian, The Netherlands has been referred to as the “black hole of Europe”. However, there is a growing attention for social entrepreneurship but the Netherlands is lacking behind and can learn a lot from other countries. That is why first a brief summary is listed that provides examples of initiatives and actions that are undertaken by other countries in the field of social entrepreneurship from which the Dutch can learn. After that some in-depth information is provided about the Dutch situation of social entrepreneurship.

2.3.1. Learn from other countries

On a national level, multiple countries have developed initiatives, legal entities, and legislation for social entrepreneurship. Here are some examples:

- Great Britain is the leading country. It has successfully established a legal entity for the social enterprise: the Community Interest Company (CIC). Legally, a CIC has to reinvest at least 70% of its income in the company, so that its profit is allocated towards increasing its social impact. Also, in January 2013 Great Britain introduced the Social Value Act. Under the Social Value Act, local authorities and other commissioners of public services are obliged to consider how their services benefit people living in the local community.
- In 1991, Italy was the first European country that created a legal entity for social enterprises.
- Belgium offers fiscal advantages in the form of a 6% lower sales tax (V.A.T.) on products and services provided by social enterprises.
- France has even appointed a Minister of Social Economy.
- In the United States, the Social Enterprise Alliance is an active enforcer of social enterprises. Furthermore, in the United States, businesses with a specific minimum score on social and environmental performance, sustainability and transparency receive the certificate B-Corporation, or in short: B-Corp. Being certified as a B-Corp has several advantages. Among others, it contributes to the company’s corporate identity in a positive sense, it gives the company financial advantages and it protects the company from short-term profit driven shareholders (www.bcorporation.net).
- In Canada, the Social Enterprise Council supports the social economy.⁹

2.3.2. Growing attention for social entrepreneurship in The Netherlands

In the Netherlands, there is no official legal entity for the social enterprise, there is no quality label, there is little (academic) education in social entrepreneurship, and, maybe even worse, social entrepreneurship is not commonly known by the wide public. Some say this is caused by the Dutch welfare state. Public services, healthcare, insurances in the Netherlands are very well provided for by the government, which is why there is almost no incentive among the public to start providing solutions to social issues themselves. However, since a couple of years, there is movement on the subject. Social enterprises belong to the fastest growing businesses in the Netherlands. The employment rate of social enterprises increased with 25% and on top of that, 90% of the social

⁹ http://www.iedereenwinst.com/wp-content/uploads/2014/07/Scriptie_Femke.pdf, consulted: 03-03-2015

enterprises expects to keep on growing in the coming years, a significantly higher percentage than small or medium enterprises experience. By far the most important development of social entrepreneurship in the Netherlands has been the establishment of the organization mentioned earlier: Social Enterprise NL. Since 2012, Social Enterprise NL serves as a platform that represents, connects and supports social enterprises in the Netherlands.¹⁰

2.3.3. Size & Markets

Currently the number of social enterprises in the Netherlands is still limited with approximately 4,000 – 5,000 companies in place. Not all of these companies truly fit the definition regarding the ambition to scale up and drive system change. In comparison with other European countries, there is still relatively little data available on the social enterprise sector. Therefore it is not possible to give an exact indication of the size of the sector in the Netherlands. The majority of Dutch Social Enterprises is active in six broad sectors: Biosystems, Cleantech, Economic Development, Civic Engagement, Health and Wellbeing, and Education. Based on a sample of 700 Social Enterprises, Biosystems is the largest segment consisting mostly of organic farmers. Cleantech is the second largest and highly diversified sector focused on new sources of energy and energy efficiency. Health and Wellbeing is the least diversified sector, with many care farms. In Economic Development there are a broad range of fair trade organizations. Education has only a limited number of Social Enterprises.¹¹

Sector	Examples of social issues	Estimate of share of social enterprises in sector
Cleantech	- Depletion of natural sources - Climate change	15%
Biosystems	- Careless handling of animals and nature - Waste pile-up	35%
Economic Development	- Unfair distribution of wealth in the value chain - Limited chances for bottom-of-the-pyramid - Social inequality in the Netherlands	10%
Civic Engagement	- Limited access to labour markets for vulnerable groups - Lack of social cohesion	10%
Health & Wellbeing	- Rising health care costs - Obesity - Welfare of seniors and chronically ill - Waiting lists	15%
Education	- Decreasing quality of education - Underutilizing students potential - Mismatch between education and labour market	<5%
Other	- Housing need - Diminishing interest in religion and meaning fullness	0%

¹⁰ http://www.iedereenwinst.com/wp-content/uploads/2014/07/Scriptie_Femke.pdf , consulted: 03-03-2015

¹¹ http://social-enterprise.nl/wp-content/uploads/2014/02/Social_enterprises_FINAL.pdf , consulted: 03-03-2015

2.4. IDENTIFYING BEST PRACTISES ON SOCIAL ENTREPRENEURSHIP

This section provides some examples of social enterprises in the Netherlands. Examples of successful Dutch Social Enterprises today include:

2.4.1. Specialisterren



This company offers young people with an autism spectrum disorder (ASD) a training, work placement and a job in the field of software testing. They are provided with the opportunity for social development and economic independence and get a labour contract for at least 24 hours. (www.specialisterren.nl).

2.4.2. Tony's Chocolonely

Tony's Chocolonely strives for a 100% slave-free chocolate industry. That is the reason why this company is created. The company was founded by Tony (English equivalent of the Dutch name Teun). When he discovered that (child) slaves were being used on cocoa plantations in West Africa he tried to discuss the problem with large chocolate makers they completely ignored him. He created a 100% slave-free chocolate brand to prove that it could be done. And because he felt like he was the only guy in the chocolate industry that cared about eradicating slavery from the industry, he named his chocolate "Chocolonely" (www.tonyschocolonely.com).



2.4.3. Dopper

Dopper is an initiative that promotes clean drinking water for everyone and reduces plastic waste. For this purpose, Dopper has developed the perfect reusable water bottle; durable, beautiful and incredible easy to clean. You'll immediately reduce plastic waste, because you'll never need a single-use water bottle again. The Dopper is real Dutch design, produced with a net zero carbon footprint, free of BPA and contributes to drinking water projects in Nepal (www.dopper.com).



2.4.4. Other examples

Other examples of successful social enterprises are: Greenchoice (provider of green energy), Fair Trade Original (Trademark for Fair Trade Products), Greenwheels (carsharing), Tendris (a.o. LED lightning), Triodos Bank (financier of Social Enterprises and socially responsible enterprises) and Ctaste (fully dark restaurant that employs visually handicapped staff). Furthermore, two examples of Social Enterprises have proved to be successful via replication: organic farms and care farms.

Although none of these farms may be particularly well-known, aggregated they are certainly sizable.¹²

2.5. INVENTORY SOCIAL ENTERPRISE IN EDUCATION / VET

With regards to education in social entrepreneurship, the offer remains limited to an optional subject or (thesis) projects at a few universities and colleges (see next section). However, the need and interest for social entrepreneurship is growing which has led to a number of recent initiatives which are subdivided into communities, incubators/industry and universities:

2.5.1. Communities

- **Social Enterprise NL** serves as a platform that represents, connects and supports social enterprises in the Netherlands. Read more about this in section 2.7.
- **Public Space** is a Thinktank and Platform for social entrepreneurship. Read more about this in section 2.7.
- Platform for Social Entrepreneurship called **The Makers of Rotterdam**, which is an initiative of University of Applied Sciences InHolland. This platform promotes knowledge development and sharing with regard to entrepreneurial citizenship and social entrepreneurship in the city.
- **Epron** in Groningen which is established by students and is aimed at students who want to start social entrepreneurship. Epron advises, supports and guides companies and students on their way to social entrepreneurship.
- **ImaginHeroes** which is a community for professionals in training, creative pioneers, initiatives, companies, individuals and organizations that realize that the world needs young talents who want to give more of themselves for a better world.
- **Centrum voor Sociaal Ondernemerschap** (Centre for Social Entrepreneurship), established in 2013 by the Dutch School for Public Administration. This is a research centre and also provides courses about social entrepreneurship for persons who are active in the public sector.

2.5.2. Incubators / industry

- **SE lab** which is an incubator of the University of Utrecht which connects students, academics, professionals, experts and entrepreneurs to enhance social entrepreneurship.
- **Social Impact Lab**, the national challenge for starting social enterprises. Starting entrepreneurs who have a social mission, can apply for the Social Impact Lab 2015 (second edition). The winning start-ups will be intensively guided and supported by PwC. They are also allowed to make use of office facilities and their project will be financially supported.

¹² http://social-enterprise.nl/wp-content/uploads/2014/02/Social_enterprises_FINAL.pdf , consulted: 03-03-2015

2.5.3. Universities

- Scientific research centre **Erasmus Social Entrepreneurship Centre (ESEC)**. This is a joint initiative of researchers from ESE (Erasmus School of Economics) and RSM (Rotterdam School of Management) to carry out relevant research in Social Entrepreneurship.
- **Centres of Entrepreneurship** for the stimulation and promotion of (social) entrepreneurship education. It is a partnership between universities and industry.
- **Social Entrepreneurship Initiative** launched by the University of Utrecht in March 2013, which is housed at the faculty of Law, Economics and Governance. With this initiative the University of Utrecht combines her knowledge about social entrepreneurship with the expertise of external parties such as Social Enterprise NL.

2.6. EXISTING TRAINING METHODS FOR SOCIAL ENTERPRISE

There are few academic courses in the field of social entrepreneurship offered by 3 universities in the Netherlands. Most of them are optional courses. The educational offer in the field of social entrepreneurship in the Netherlands consists of:

- Academic optional course Social Entrepreneurship
- Academic course Social Dynamics in Entrepreneurship
- Academic Honours Course Social Entrepreneurship
- Academic Honours Course The Future Entrepreneur

In this section above mentioned courses are elaborated with regards to provider of the course, main content, objectives and workload. At the end there is described a different training method which is called Social Innovation Relay. This concept focuses on secondary school students.

2.6.1. Academic optional course: Social Entrepreneurship¹³

<i>Course:</i>	Academic optional course 'Social Entrepreneurship'
<i>Provided by:</i>	faculty Law, Economics and Governance of the University Utrecht
<i>Workload:</i>	30 ECTS credits

This optional course provides you legal, economic, administrative and organisation-scientific knowledge on social entrepreneurship and gives you the basic knowledge of this new form of entrepreneurship. This optional course consists of four parts which all have a workload of 7.5 credits:

1. Basic course about enterprise and organization.
2. Course: Social entrepreneurship as challenge. After completion of this course:
 - Students have an understanding of social entrepreneurship as social phenomenon, the way in which social enterprises differ from regular enterprises and/or NGO's
 - Students are able to use the acquired theoretical knowledge to solve concrete issues of social entrepreneurs and/or from the social context
 - Students can explicit their solutions in terms of value creation and value exchange

¹³ <http://students.uu.nl/rebo/sociaal-ondernemerschap> , consulted: 03-03-2015

- Students are able to give an indication of the social impact of their plans and translate those plans into a business case / business model together with their external client
 - Students are able to critical reflect on their own work and receive feedback from stakeholders
 - Students are able to reflect on their own development as a social entrepreneur both in the field of attitude and knowledge
3. Social innovation. In this multidisciplinary course social entrepreneurship as an interdisciplinary issue is the point of attention and examines how legal, economic and administrative and organization scientific perspectives complement one another and can be integrated.
 4. Optional choice from the following subjects:
 - Course Corporate entrepreneurship and innovation
 - Internship Entrepreneurship & Innovation

2.6.2. Academic course: Social Dynamics in Entrepreneurship¹⁴

<i>Course:</i>	Academic course 'Social Dynamics in Entrepreneurship' which is part of Master's in Entrepreneurship, a one-year programme that is allocated 60 ECTS credits
<i>Provided by:</i>	University of Amsterdam and VU University Amsterdam
<i>Workload:</i>	6 ECTS credits

Social Dynamics in Entrepreneurship (VU) 6 EC

Choose one:

New Venture Creation & Development (VU) 6 EC

Enterprising for a Better World (VU) 6 EC

Entrepreneurship, Institutions & Corporations (VU) 6 EC

Contents

The objective of this course is to teach students skills to observe and analyse organising processes and skills to translate that insight into strategies to align those processes with a particular entrepreneurial process.

Objectives

Upon having successfully passed this course, the student:

- will have gained profound academic knowledge of the background, nature, and central concepts of the research of organising processes, both theoretically and methodologically;
- will have gained academic knowledge of and insight into the social construction of the entrepreneurial identify and vice versa: the societal implications of that construction process;
- will have gained academic knowledge of and insight into the basic organising processes underlying entrepreneurial processes;
- will have obtained the academic knowledge required to deconstruct business ideas in terms of the underlying sense making processes;

¹⁴ <http://vu.nl/nl/opleidingen/masteropleidingen/opleidingenoverzicht/e-f/entrepreneurship/study-programme/course-descriptions/index.asp?view=module&origin=50968993x50968988&id=50968998> , consulted: 03-03-2015

- will have gained academic knowledge and insight (in combination with an analytical toolbox) to assess which organising processes are required to turn business ideas into (social) reality and to create sustainable value with them;
- will have acquired the ability to assess, produce, and develop innovative, viable, high-quality research-based ideas in the field of organising entrepreneurship;
- will be able to reflect on economic, business, ethical and societal dimensions and consequences of entrepreneurial behaviour from an organising perspective;
- will have developed an attitude where boundaries between disciplines form no burden and where knowledge, concepts, methods, and perspectives from a range of disciplines are employed to generate new insights;
- will have learned sufficient meta-cognitive and meta-affective skills to regulate the graduate's own learning process, in terms of self-development and interdisciplinary approach.

2.6.3. Academic Honours Course: Social entrepreneurship¹⁵

<i>Course:</i>	Academic Honours Course 'Social Entrepreneurship'
<i>Provided by:</i>	University of Amsterdam
<i>Workload:</i>	6 ECTS credits

Contents

The course consists of three interrelated parts and will be assessed based on the successful completion of 80 hours of community service and three different assignments.

Learning objectives

After completion of this course, you will have learnt/acquired:

- The basic concepts and insights in social entrepreneurship and its role in contemporary society;
- Basic knowledge about the place of social entrepreneurship in the local (Dutch/Amsterdam) social & entrepreneurial environment, including insight in the local needs of particular underprivileged target groups;
- Skills and knowledge necessary for assisting the underprivileged in helping themselves through social entrepreneurship;
- Improved networking and presentation skills through intensive contact with fellow students, the target group, (non) profit organisations, and other stakeholders;
- Improved entrepreneurial skills and skills in writing a business plan.

¹⁵ <http://studiegids.uva.nl/xmlpages/page/2014-2015/zoek-vak/vak/740053> , consulted: 03-03-2015

2.6.4. Academic Honours Course: The Future Entrepreneur¹⁶

<i>Course:</i>	Academic Honours Course 'The Future Entrepreneur'
<i>Provided by:</i>	Amsterdam Center for Entrepreneurship. In this center VU University (VU) and University of Amsterdam (UvA) collaborate
<i>Workload:</i>	6 ECTS credits

Content & Objectives

Current times require a fundamentally different view on entrepreneurship. The economic crisis, climate change, extortion of natural resources, and social diversity in the world cannot be dealt with without developing the traditional view on entrepreneurship into a new one. Changing external circumstances require adaption of our views on entrepreneurship. This course shows involvement by thinking critical about what is needed in the future with respect to entrepreneurship. Innovative concepts are dealt with and further developed in this course. Lectures will be given by well-known experts from different disciplines. First a broad introduction on entrepreneurship and innovation will be delivered. Then Corporate Social Responsibility (CSR), the economic crisis and public health are introduced as main drivers that shape the future entrepreneur. After this, the role of delivering knowledge and the phenomenon of the serial entrepreneur (who has started multiple firms) will be discussed with the aim to broaden the view of the students.

2.6.5. Social Innovation Relay

The Social Innovation Relay (SIR) is a global competition organized in collaboration with Nationale-Nederlanden (NN) and Hewlett-Packard (HP) that challenges secondary school students to develop an innovative business concept that addresses a social need. SIR provides young people with the hands-on skills and entrepreneurial expertise needed to start a successful career through a combination of virtual and face-to-face mentoring by experienced executives.¹⁷

Method:

1. Registration
2. Case studies
3. Quiz
4. HP Life course
5. Submit your team's initial idea
6. E-mentorship with e-mentors
7. National Online Finals
8. Global Online Final



As the project is introduced to the schools, a series of Social Innovation Case Studies are run by HP Volunteers, in schools or online, in order to give students a first understanding of the concept of social innovation. After they take part in the case studies, the students move to the online platform where the competition begins. The first leg of the relay consists of an interactive, web enabled learning platform, where students register and take the "Social Innovation Relay Quiz". This quiz is

¹⁶ <http://www.vu.nl/nl/opleidingen/bacheloropleidingen/vu-honours-programme/courses/interdepartmental-courses/the-future-entrepreneur/index.asp> , consulted: 03-03-2015

¹⁷ <http://sir.ja-ye.org/about-sir/at-a-glance/competition-steps> , consulted: 03-03-2015

meant to give them a better understanding on what the social innovation field is and how they can create a change. Once students pass the quiz, they are eligible to form teams and submit their socially innovative business concept. During the next part of the relay, the entries are reviewed by Junior Achievements' national office. The top 20 teams advance to the next round of the competition and are eligible for volunteer mentors from HP. Mentors counsel the student teams to help them refine and perfect their concepts, either in person and/or via the latest interactive meeting technology (HP MyRoom) and online resources. HP mentors provide counsel on improving the commercial viability of the ideas and how to boost the impact of concepts. The relay culminates in a global final round of evaluations of the national winners and the announcement of the global winner. Students go online to defend their idea to a panel of HP judges from around the world. The winning team receives a suite of the latest HP technology to help take their business concept forward.¹⁸

Learning aims & objectives

- Gain understanding of the field of social innovation/entrepreneurship
- Team-working to create a business concept
- Creative thinking and problem-solving skills
- Developing social innovations to address social needs
- Communicate and present ideas effectively
- Develop ICT skill

¹⁸ <http://archive.ja-ye.org/Download/DianaD/SIR%20Warwick%20evaluation%20Y4.pdf> , consulted: 03-03-2015

2.7. NETWORKS

In this section the most important networks in the field of social entrepreneurship is described. One big player is Social Enterprise NL. Another one is Public Space which is similar to Social Enterprise NL. These two networks are described in this section.

2.7.1. Social Enterprise NL (www.social-enterprise.nl)

Since 2012, Social Enterprise NL serves as a platform that represents, connects and supports social enterprises in the Netherlands. Since its establishment in 2012 over 200 social enterprises have joined the platform and the number is growing steadily. The organization's mission is to accelerate social innovation by strengthening social enterprises in the Netherlands. This is done by identifying, making visible, connecting, representing and supporting them, which will give social enterprises the chance to scale up and increase their impact. Social Enterprise NL will make a great effort in representing social entrepreneurship towards the government, in order to create incentives for stimulating legislation, access to capital and the improvement of education on social entrepreneurship.

Education & Community of Practice

All over the world top universities offer programmes for social enterprises including INSEAD, Yale, Harvard, Oxford. This is not the case in the Netherlands. The social enterprise sector has a strong need for knowledge, expertise and new talent. Also students show a great interest in social enterprise – and entrepreneurship. Social Enterprise wants to change this situation. This starts with the development of high quality teaching material that teachers can use, material that fits the Dutch context. Social Enterprise encourages research by setting up an agenda together with a number of universities and universities of applied sciences.

Social Enterprise NL has established a Community of Practice consisting of leading teachers in Social Entrepreneurship, the CoPSOO (Community of Practice Sociaal Ondernemerschap). They jointly develop and share high quality teaching materials and literature. This will be available on the platform www.socentexpert.nl. There you will also find teaching cases of Tony's Chocolonely and Ctaste. In the long term this website will include a complete overview of what is known about social enterprise and entrepreneurship.

Business Community & Support

Social Enterprise NL connects social entrepreneurs and builds a strong community of pioneers who can learn with and from each other. Social Enterprise NL supports them in different fields of business operations to help them grow and professionalize. It helps entrepreneurs with specific issues in the field of finance, measurement of social impact, finding new customers and outlining a (growth) strategy. This is done by the support of many partners in the network who are committed to support social entrepreneurs in all fields of business operations.

Social Enterprise NL offers social entrepreneurs:

1. Workshops and trainings

Meetings, workshops, conferences and trainings for and by social entrepreneurs.

2. Finance

Social Enterprise NL tries to connect her members to potential financiers. Funding opportunities are amongst others: crowdfunding, funds, investment funds, Qredits, Social Impact Ventures NL, ABN Amro Impact Fund.

3. Business support

If you have a specific question or problem and you need help, there are some examples of tailored support.

- My project

Does your social enterprise need support or advice in the field of governance, strategy, taxes or insurances? PwC, a business service organization, has expertise and tries to provide a tailored solution. Because of the cooperation between PwC and Social Enterprise NL the members can get personal advice through the My Project route, in which PwC uses its expertise for social purposes. This advice is for free.

- Legal stop shop

CMS is the legal partner of Social Enterprise NL and supports social entrepreneurs in legal and notarial issues. CMS cares about entrepreneurs who aim to improve the world.

- Matchmaking professionals

Do you have a short term task in which you need some extra support? Social Enterprise NL asks Foundation Laluz to make a match. Laluz matches social enterprises with professionals who voluntarily offer their knowledge and expertise.

4. Coaching

Social Enterprise NL has a network of experienced coaches, mentors and entrepreneurs who are willing to help growing your social enterprise. The coaches work in different sectors and have experience in wealth & health care, business service, hospitality, international development or are experts in the field of marketing, employment and strategy. The coaches have a lot of experience in management or business development or are entrepreneurs themselves and would like to help other entrepreneurs. For a good match there may be needed one intake, but it can also be about a few months. Because it really depends on the needs and questions you have as an entrepreneur, it is useful to personally contact Social Enterprise and present the issue or question.

2.7.2. **Public Space (www.publicspace.nl)**

PublicSPACE is a Thinktank and Platform for social entrepreneurship. SPACE stands for Centre on Strategies for Public and Civil Entrepreneurs. Its mission is to bring social issues closer to a solution by stimulating and supporting social entrepreneurship and active citizenship. Therefore PublicSPACE stimulates and initiates innovation and creativity in concepts and policies, influences the societal arena, and supports social entrepreneurs and their specific ventures. Healthcare, Public Housing, Education, (sustainable) Energy and NGO's are the main focus.

3. MENTORING IN THE NETHERLANDS

3.1 DEFINING MENTORING in the Netherlands

Mentoring has been increasing in popularity in the Netherlands in the last two decades. Since the late nineties, mentoring programmes have been established to assist young people in their social progress. Between 1998 and 2002, an estimated 250 mentoring programmes were started in (or in collaboration with) Dutch secondary vocational education in order to remedy motivational problems and decrease drop-out rates, especially among youth from ethnic minorities.

That mentoring is a promising tool also emerges in the book '30 Plans for a Better Netherlands', an end product of the Social Agenda in which mentoring finished number one. After the publication of this book, mentoring gained immensely in attention¹⁹.

From 2008 to 2012, a large-scale national programme was initiated by the Oranje Fonds, in the field of mentoring for youth. Oranje Fonds is an endowed foundation and the largest in the area of social welfare in the Kingdom of the Netherlands. The Oranje Fonds supports social cohesion and social integration projects such as small-scale community initiatives, mentoring projects for young people, and language programmes. In the course of the 4-year period, 26 mentoring programmes were supported by the Fonds, spread all over the country, aiming at facilitating urban / regional cooperation structures that encourage education, welfare organizations, the business community and the local government. Central aspect was the broad involvement in society which increases the chance of survival of mentoring projects.²⁰

Many of these programmes are – or were - so-called 'classic' mentoring programmes. They aim at creating one-to-one interactive processes of guided developmental learning, between mentors and mentees. Programmes recruit successful adults, ideally from the local business life or follow-up studies. The mentoring relationship supports young people in their cognitive and social / emotional development. Mentoring plays a growing role in the 'regular' educational learning processes and support system of young people. There is a growing demand for mentoring programmes, by national and local government, policy makers, businesses and schools.²¹

Community, school-based and company mentoring

There are three types of mentoring programmes in the Netherlands.

Community-based programmes are mainly run by small-scale welfare organisations and social entrepreneurs. Their target group is vulnerable young people and youth at risk. Mentees are applied by youth, welfare and social organizations, and also schools. Mentors are volunteers from the society.

¹⁹ Social Agenda, Van Beek & Zonderop, 2006

²⁰ Evaluation report national mentoring programme, Oranje Fonds & University of Groningen, 2011

²¹ Frans Meijers, Mentoring in Dutch vocational education: an unfulfilled promise, British Journal of Guidance and Counselling, 2008

School-based programmes are coordinated within schools for secondary, vocational and higher education. They aim at matching young people in order to prevent dropout, as well as increasing the school-career chances. Mentors are recruited at businesses and among university students.

Company-based programmes are geared at employees, talent and leadership development. The number of programmes varies and grows all the time. Local government, Shell, ministries, and businesses stimulate internal or cross-company mentoring and coaching in order to stimulate and revitalize their staff.

Definition of mentoring in the Netherlands

Mentoring is an instrument with a broad variety of implementations in our society. It is a form of coaching and networking and makes an essential contribution to the growth and success of an individual. Mentoring provides recognition and acknowledgement. It provides role modelling, stimulus and personal attention to the participants. The participants - mentees - achieve their goals sooner when they feel supported and encouraged by someone who has travelled a similar path before. Students make use of the success strategies of the mentor.

The strength of mentoring lies in the fact that all parties benefit from it. The mentee gains confidence and has the feeling of not standing alone. The mentor develops skills as a leader, trainer and coach.

Mentoring brings an additional encouragement for participating youth to realise their career ambitions and life aspirations. If students lack a positive role model and personal attention in their existing private network, a mentor can help with dilemmas in the field of personal leadership, education or career. A mentor has the role of counsellor, guide, coach, teacher and sponsor.

These role models are a key factor for success. Due to the mentoring relationship, the mentees learn to see that study and work belong to real possibilities. They become motivated to continue rather than to give up. They make conscious decisions for their future.

The mentor methodology is a form of counseling between a more experienced person (a 'role model') and a less experienced person and entails an exchange of experiences and feedback. This methodology assists a young person with their social advancement and in improving their standing. Mentoring is then logically utilised in the realm of education and employment. On the one hand it stimulates students in continuing their education and helps prevent drop out. On the other hand mentoring may greatly assist young people in obtaining employment.

Research

There have been several researches conducted about the efficiency and results of mentoring programmes in the Netherlands. The Institute for Integration and Social Efficacy (ISW) of the University of Groningen executed the evaluation of the national mentoring programme 2008-2011, on behalf of the Oranje Fonds. Previous programmes were analysed by dr. Frans Meijers in several international and Dutch publications. In 2014, MentorProgramma Friesland conducted a research in

cooperation with the University of Groningen, about the long-term effects of mentoring for participants and the added value for the labour market.

It is becoming clear in which way mentoring can be integrated in educational, career and personal guidance. Programmes claim a position in the existing structure within the school and social support. Programmes that manage to embed mentoring as a regular offer to rely on alongside the existing methodologies, have a higher chance for existence. Part of the criteria that the Oranje Fonds has drawn was the creation of sustainable regional collaborations that are wider than just the connection with education. These factors also play an important role in the evaluation to determine whether participating institutions have been able to put up a successful project. In addition, projects should have a clear vision in how they, as an organization, are geared to bring young people forward and to improve their social position. It is important to have clear ideas about how to recruit mentors to achieve this goal. The proper use of mentors not only provides opportunities for the youth, but also a positive contribution to the development of the mentor. Being a mentor gives opportunities to further skills, to expand the own network and an improved sense of commitment and positive contribution to society.²²

Research results of MentorProgramma Friesland have indicated that in the long term, mentoring has made a valuable contribution to the development of self-confidence and specific skills that students need to continue into higher levels of education and eventual transfer into the labour market. The connection to the business world is further enhanced by requiring the specific skills necessary in a particular field to be focused on during the mentoring relationship. Mentors also fulfill an important ambassadorial function by being able to strengthen this connection.²³

1.2. CURRENT STATUS ON MENTORING (COUNTRY / REGION / LOCAL LEVEL)

It is difficult to state the current status of mentoring in the country, as for existing mentoring initiatives. Every day, mentoring programmes appear and disappear all over the Netherlands, in communities, around welfare organizations, by social entrepreneurs, businesses and schools.

National level

The Oranje Fonds maintains a central role in stimulating mentoring and strategic partnerships regionally, for the benefit of youth and social cohesion.

The taskforce Youth unemployment (headed by Mrs. Mirjam Sterk) has promoted mentoring and coaching as a powerful tool between young people and businesses. At the moment, her team of advisors are challenging the largest companies in the country to adopt mentoring in combating youth unemployment.

²² National evaluation mentoring programmes, Oranje Fonds, 2011)

²³ Enriching relationships, MentorProgramma Friesland and University of Groningen, 2014

Prevention of school dropouts is a topic to stay, for local and national government. Mentoring is a well-known tool to them which makes it easier for local parties to apply for a mentoring programme in the framework of a policy agenda.

Currently, some 100 school-based and community-based youth mentoring programmes are known. They are regionally organized. The average reach of the programmes is 100 matches per year (total national reach is approximately 10.000 matches per year)

Some national examples:

School's Cool – a national programme matching elementary school kids with a mentor in the phase of change to secondary school. They have 15 locations at the moment and still growing every month, due to a financial aid from the Rabobank Foundation.

Master of Mentoring – a national network of 5 mentoring programmes that aim at sharing good practices and knowledge with others in the field. The network is supported by the Oranje Fonds. Participating programmes are: Kans050 Groningen; Humanitas Match Enchede; MatchMentor Helmond; Benefits for Kids Rotterdam and MentorProgramma Friesland.

Shell Cross-company mentoring –female leadership talent development programme. Ambitious female high potentials of Shell can apply for a cross company mentor in order to develop personally and professionally. Shell aims at increasing the amount of female top-managers in the organization, through mentoring.

Regional mentoring programme: MentorProgramma Friesland

Real life is immensely more complicated than even the best textbooks can relate. With this in mind, the regional education institutions Friesland College and ROC Friese Poort along with Stenden Hogeschool and NHL Hogeschool have taken an important and challenging step. They are soliciting the help of socially successful citizens, men and women who have personally experienced how to find their way in social life, in education and in career. People who know what they should know, who know how to behave and even (when necessary) how to dress. In other words, people who can be seen as role models. In this manner, MentorProgramma Friesland was started in 1997. Originally intended to increase opportunities for multi-ethnic students, it soon encompassed all students in the participating institutions who wished to be supported by a mentor, an experienced person willing to assist them in their search for answers to important life questions.

MentorProgramma Friesland provides additional guidance to young people in vocational and higher education where participants are linked up with role models out of higher education or the work force. It is an addition to the regular support and counselling at school. It is a preventative programme that cannot be used as a problem-solving method. The basic principle is that the student has a learning need that can only be answered by an external personal mentor. The programme searches for the best match between supply (unique experience of the mentor) and demand

(learning goal of the student). After an initial interview between the mentee and mentor, they then decide amongst themselves the frequency and content of subsequent meetings.

Mentors are, just like students, from all walks of life. Some have had a brilliant career and some are just beginning. What binds them is the life experience, the expertise they have and the passion to share it with others. MentorProgramma Friesland supports the mentor during the initial contact with the mentee. There are also a number of informal and substantive meetings with fellow mentors to get acquainted and exchange ideas and experiences.

The programme is offered to all young people in the province of Friesland, in The Netherlands. In this manner it is effective as a preventative programme, as opposed to a problem-solving tool. Students are informed about the possibilities of mentoring by their teachers, councillors or through information sessions for mentees and student mentors. Based on their needs, choices and at their own discretion students may sign up for a mentoring relationship. There are no specific characteristics that lead to a detailed profile of the target group. However, there is one feature that binds all students applying for a mentor: the willingness to learn something new in order to reach their goals. They search for a helping hand, a positive role model and someone to listen to them. For this reason no distinction is made among students, whether they are at risk youth in secondary education levels or well performing post graduate level.

MentorProgramma Friesland was set up in 1997. It is an extracurricular coaching programme for students in the four participating partner institutions in Friesland: VET Friesland College, VET Friese Poort, NHL University of Applied Sciences en Stenden University of Applied Sciences. The activities are also beneficial for secondary school pupils in the province. The educational trajectory secondary pre-vocational - vocational- graduate is therefore complete. The programme is one of the longest running in The Netherlands.

1.3. EXISTING NETWORKS (COMMERCIAL / INDUSTRY NETWORKS (PROSPECTIVE MENTORING PARTNERS))

Regionally, MentorProgramma Friesland had built up an extensive network around mentoring for youth. Government, business networks, schools and society (quadruple helix) largely support the concept and practice of mentoring. The programme has been building the mentoring network for 18 years, step-by-step.

Some organization that MentorProgramma Friesland collaborates with:

- Schools: VET Friesland College and Friese Poort, Universities of Applied Sciences NHL and Stenden (founding partners); secondary education; University campus Friesland, University of Groningen;
- Business networks: Rotary clubs, Commercial Clubs, Lions, and other business networks of Friesland;

- SME's as well as larger companies such as Philips, WTC, insurance companies, banks;
- Regional news network, newssites, media;
- Local and regional government;
- Innovation Platform, network of European Cultural Capital of Europe 2018;

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