SESAME

Intellectual output Needs Analysis

UNITED KINGDOM

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EXECUTIVE SUMMARY

The social enterprise ecosystem in the UK is varied. The distribution is unequal across the UK, with some areas a higher density (eg London) of social enterprises than others (eg NE England). Social enterprises also vary in size, primary function, constitutional basis and the demography of their founders. The UK has a rich heritage of socially responsible capitalism eg Cadbury the chocolate manufacturer in Birmingham and Lever Bothers the household goods manufacturer in Port Sunlight. Today, social enterprises are a growing sector of in the UK economy and after some over 20 years there is a greater understanding of what social enterprises are – organisations which make money but reinvest their money into their community or to do more social good is the essence of it. There is still a sizeable proportion of the social enterprise sector which is 'enterprise' only in name, and basically are spin-outs from the public sector who do not inhabit the market.

Fortunately the dry, academic debate about what is a social enterprise has declined. There is some, but limited, limited support for aspiring social entrepreneurs and too much for the support is reliant on government grants and therefore is temporary rather than fixed. Some support is available on line and through short term programmes, but there is a lack of long term effective support and certainly little available and accessible high quality coaching and mentoring. Much of this lack of long term support for aspiring social entrepreneurs makes it more difficult for people from marginalised communities to develop trade based social enterprises.

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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.WHAT INSTRUMENTS CAN BE IDENTIFIED AS BEST PRACTICES?

1. What instruments (programmes, techniques, methods etc) can be identified as best practices for:
   a) Successful social enterprises
- Many of the techniques and methods for a successful social enterprise are by and large the same one would apply to any business. There must be a strong emphasis on customer needs and happiness, a strong emphasis on branding and target markets, good negotiating skills, and a high standard of customer service amongst other things.
- Branding is especially crucial for the success of social enterprise. The brand will be synonymous with everything the business stands for – which, for a social enterprise, is of paramount importance, because their non-for-profit ethos and focus on community development comprises the very heart of the business.
- In this way, a strong social media presence is another key component of any social enterprises' composition – especially one with programmes dedicated to helping the lives of young people, as this is the main medium within which to reach the target audience. The use of Twitter, Facebook and other social media sites is crucial to the success of a social enterprise – the clue is in the name!

In terms of specific programmes and guidance/methods, there are a variety of organisations that offer tailored support to help individuals and businesses achieve success. There is a wealth of free advice available for social enterprises – most notably, from organisations such as Social Enterprise UK (the national body for SE) and Inspire2Enterprise, the latter of which offers a free bespoke advice and guidance service (both organisations offer some fee-based services). These services are an invaluable

resource. Businesses and budding entrepreneurs can also make use of the services offered by their local Citizens' Advice Bureau. Knowledge is power, and social enterprises should research and make use of all opportunities that are available to them. For example, many local authorities 'give business rate relief to identifiable social enterprises, saving considerable costs to those that apply and qualify for it' (see PDF below).

There is also a range of specific funding available for social enterprises

- The Esmee Fairbairn Foundation is one such trust that funds the charitable activities of organisations 'that might otherwise be considered difficult to fund'.
  SEs should take advantage of and apply for any funding they can from these dedicated organisations.
- www.trustfunding.org markets itself as a 'directory of social change' – it provides a comprehensive and exhaustive search engine and database of the various funding organisations and opportunities available for charitable organisations. Use is based on an annual subscription. Peter Sharp, director of WorldWide Volunteering has labelled it 'an essential fundraising tool… no charity should be without it'.
- Start-up advice and funding is also available specifically for social enterprises, such as UnLtd and Social Enterprise UK. UnLtd offers individuals and businesses at all stages of development to apply for funding awards and coaching/advice to help further their business ideas and support growth.

http://socialenterprise.org.uk/uploads/files/2012/07/start_your_social_enterprise.pdf

This PDF produced by Social Enterprise UK provides an overview of the main funding and support bodies for social enterprises.

b) Best instruments for the successful mentoring of young people

The best instruments lie in the work of organisations dedicated to the career and personal development of young people. These organisations are a force for change within the UK, often working with young people from deprived areas and disadvantaged backgrounds.

- The Tower Hamlets EBP runs a business mentoring scheme for young people from the deprived London Borough of Tower Hamlets, although the initiative is now expanding across the UK. The partnership offers young people a chance to experience the world of business and have a positive role model in the form of mentor from a business. TH EBP is designed to tackle youth unemployment and raise aspirations. They also offer employability and financial education/enterprise programmes, language mentoring, apprenticeships and more. Partners include J.P. Morgan, Bank of America, KPMG and many more.
- The Prince's Trust is another organisation dedicated to helping young people which offers a similar programme. As part of their Enterprise Programme, businesses are invited to provide their support for the trust by mentoring young people, supporting them in the development of their business over a period of two to three years. The programme runs throughout the whole of the UK, subject to availability. TPT provides young people with ongoing support as part of the Enterprise business start up programme.

- Youth Business International (YBI) provides support packages for young people with business ideas. They provide financial support and training however they are also paired with a business mentor with years of experience, who guides them through the start-up and initial development of their business.
- UnLtd also provide a mentoring service for social entrepreneurs

2.HOW CAN THESE INSTRUMENTS BE INTRODUCED IN THE DIFFERENT PARTNER COUNTRIES?

- Free guidance and resources – such as downloadable files – can be easily shared or transferred over to partner countries. These include the manifold publications produced by Social Enterprise UK which are freely available. Not-for-profit advisory services are very important in terms of providing guidance for social enterprises and young entrepreneurs.
- In terms of specific advisory services, we would need to contact relevant organisations both in the UK to enquire as to the extent of their services for overseas businesses and research similar organisations in the partner country. Are there any existing organisations with similar models, or do the UK institutions have European branches, for example? Would we be attempting to create a similar organisation modelled on a UK one, or to employ the services of the UK organisation itself in an overseas location?
- The same therefore goes for the business mentoring idea. Some organisations, such as YBI are international by nature and so similar opportunities are available on a global scale as they have branches in lots of countries – for example Youth Business Spain, Russia and China and work with partner organisations to deliver their services. In terms of initiatives such as the Princes Trust or Tower Hamlets EBP, charitable bodies in other countries can follow the model provided by these organisations to implement similar programmes – many of them will no doubt already have similar programmes in place.

3.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?

What is the quadruple helix?

THE QUADRUPLE HELIX – CITIZEN ENGAGEMENT IN LOCAL INNOVATION

Steve Nimmons wrote of his 2012 research into the Quadruple Helox as follows: 'I am currently researching a number of Open Innovation and Social Networking hypotheses using a specific Tech Cluster as the research vehicle. This work is at a very early stage, but I did want to share some interesting resources related to emerging thinking.'

The Triple Helix model, designed by Etzkowitz and Leydesdorff (2000), focuses on the relations of universities, industry and governments. The CLiQ model promotes a Quadruple Helixinnovation approach which essentially adds the citizen engagement dimension to the Triple Helix of universities, industry and government.

This sets a challenge for public authorities and the design and provision of future public services. Nimmons wrote in mid December (2011) about the possibility of community led Corporate Social

Responsibility within 'smart clusters'. CSR Lippe (run by the GILDE Business and Innovation Centre Lippe-Detmold) is looking at this in terms of:

i)CSR

Consolidating the social commitment of individual companies and to motivate them to work together with other organisations and stakeholders to find solutions to regional challenges, such as the anticipated lack of skilled labour. The objective is to help companies to create a win-win situation, engaging with civil society in places such as schools, kindergartens, universities. Companies cooperate on a range of themes including:

- *Improving the transition from education to employment*
- *Developing proposals for reconciling family and work*
- *Improving the integration of employees with a migrant background*
- *Safeguarding the employment potential of older employees*
- *Improving the visibility of CSR activities*

Nommons believe there is great potential in local (and cluster driven) CSR. Innovation networks can act as catalysts, leadership is needed to drive consensus, and this could come from social enterprise, not-for-profits, think tanks, or Venture Capitalists (perhaps with seed funding from the Big Society Bank).

ii)Matchmaking

In the creation of dynamic Open Innovation ecosystems, matchmaking is a key function. The Sussex Innovation Centre New Product Network is an interesting example of this pattern in action:

Sussex Innovation Centre's New Product Network actively seeks out and matches potential buyers for the products of its tenant companies. The Centre staff has to understand the portfolio of SME products and think laterally about how to sell them. They identify and even create a demand from a network of established businesses by asking 'What are your problems/challenges?' When the team successfully matches what a larger business needs to expertise in the start-ups, there is a potential route through to the market. For example, in a meeting with British Airways it emerged that the airline was seeking IT solutions for baggage handling processes and social networking for the Executive Club. This intelligence was passed on to start-ups on site and introductions were made. These links enable start-up companies to get feedback on products at an early stage from potential buyers and even engage in joint development to adapt the product exactly to the buyers' needs.

SINC staff find ways to open doors in bigger companies. The Centre's credibility means companies in the network will listen, give a window and take the call, which may not happen for an unknown SME. Connecting start-ups to supply chains and getting the first customer is the biggest difference incubators can make to an SME.

There are undoubtedly interesting business models for dedicated matchmaking, and 'ad hoc' matchmaking. I am interested in how we can stimulate 'serendipity' either through virtual interaction, or Open Innovation spaces.

iii)Open Innovation Spaces

Munktell Science Park in Eskilstuna provides a case study about the 'importance of physical space' for Open Innovation. This makes for an interesting hypothesis as to whether virtual clusters are 'innovation disadvantaged'.

In Munktell Science Park in Eskilstuna the starting point for innovation is environment, culture and attitude. The people who rent space in the building are called "heroes", not tenants. As well as providing space, the Science Park runs a range of different innovation initiatives including idea competitions, business training, and 24-hour races for new business ideas. The onsite incubator helps growth-oriented companies, for instance by plugging them in to business coaching, aBusiness Angel network and a new internationalisation forum.

The Science Park is based in a converted factory, which has been beautifully re-designed to reinforce the open innovation ethos and to serve the function of a welcoming, interdisciplinary place that creates interactions and networks. Around 30,000 citizens and visitors are welcomed each year. The features of the physical space itself contribute to the culture inside. Open innovation spaces lead to open participation, open experience, open deliver.

Nimmons takes the view that 'online relationships' amplify offline relationships and trust is more easily established through face-to-face networking and proximity. Is the creation of a shared space in an innovation cluster critical to the success of Open Innovation? An interesting study would contrast pure-virtual, versus physical clusters and their Open Innovation outcomes.

iv)Citizen Engagement

The Quadruple Helix focuses on citizen engagement in the innovation ecosystem. This is critically important in terms of the localism agenda, citizen empowerment, personal choice, infrastructure and broadband services improvement, and as the technological sophistication of citizens continues to increase.

Government often acts as a enabler of innovation clusters, supporting their creation and helping to establish best practice and governance. Agile government recognises regional variation and at the same time the need for centralised shared services. The role of government in successful innovation clusters is important, and maximising innovation potential is an interesting topic in terms of delivering maximum value for money for tax payers. The citizen is often the 'expert user', underpinning the importance of this dimension of the Quadruple Helix.

CliQBoost

CliQBoost is an interesting approach to mapping out the innovation ecosystem and using this as a guiding factor in the stimulation of further relationships. There is overlap potential with Social Network Analysis and innovation outcomes, possibly driven by developments such as the Tech City Map (the Tech City cluster in Shoreditch, East London)

Insight Strategy Stakeholder (ISS) maps are a tool to describe the key innovation related features of a city or region to allow comparative analysis. They provide a quick snapshot of other partners for each of the CLIQ members. The Insight section includes a profile, strengths and the unique selling point,

sector specialisation and other defining characteristics. The Strategy section succinctly defines the main goals. The Stakeholder section maps the main stakeholder relationships in a diagrammatic representation, including stakeholders and other local actors who play a key role in innovation and entrepreneurship but with whom the partner has no (or only minimal) relationship. In essence, the stakeholder map aims to illustrate the local innovation ecosystem.

The ISS maps are a good tool to summarise key factors of the innovation systems in a readily understandable and comparable format, and to improve and drive forward connections between key stakeholders groups.

A comparison between CliQBoost analytics and the Tech City Map analytics (as one example) would provide interesting insight in best practices for profiling innovation cluster participants and potential. Maximisation of this potential (in terms of innovation and business success) would undoubtedly be of great interest to Business Angels and government 'investors'.

Nimmons sees a lot of potential for the use of the VPEC-T systems thinking framework in the Quadruple Helix. Citizen Engagement is fascinating to explore through the lenses of Values and Trust.

AN ALTERNATIVE VIEW OF THE QUARDUPLE HELIX

'The Triple Helix innovation model focuses on university-industry-government relations. The *Quadruple Helix* embeds the Triple Helix by adding as a fourth helix the 'media-based and culture-based public' and 'civil society'.[1]

The Quadruple Helix 'already encourages the perspective of the knowledge society, and of knowledge democracy for knowledge production and innovation. In a Quadruple Helix understanding, the sustainable development of a knowledge economy requires a coevolution with the knowledge society, and of knowledge democracy for knowledge production and innovation. In a Quadruple Helix understanding, the sustainable development of a knowledge economy requires a coevolution with the knowledge society.'[2]

The Quintuple Helix 'is even broader and more comprehensive by contextualising the Quadruple Helix and by additionally adding the helix (and perspective) of the 'natural environments of society'.[3]

CASE STUDIES OF THE EXPERIENCES (EVIDENCE) IN REACHING YOUNG PEOPLE AND YOUNG DISADVANTAGED PEOPLE AGED 16-25 IN THE FIELDS OF MENTORING AND SOCIAL ENTERPRISE

The Prince's Trust has helped 80,000 young people to set up their own businesses since 1983 – many of these are social enterprises. The programme has created more than £49.1 million in social value to the UK.

> '[The mentor] was crucial for me … If I wouldn't have had [my mentor] I think I would still be floundering. Primarily he helped me with my finances because it wasn't my strong suit, money,

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[1] Elias G. Carayannis et. al, 'The Quintuple Helix innovation model: global warming as a challenge and driver for innovation' *Journal of Innovation and Entrepreneurship* 1:2 (2012) [Online] Abstract
http://www.innovation-entrepreneurship.com/content/1/1/2

[2] Ibid.
[3] Ibid.

numbers and finances just completely confuse me. [My mentor] … made me realise it's not that confusing and is really simple if you break it down… I met with him every month for the first year and set up my accounts and he got me going steadily.'

(Previous participant)

'My business mentor has been amazing in helping me believe in myself and supporting my business.'   (Nathan Little)

Tower Hamlets EBP

Below are some facts and figures from TH EBP's 2013-2014 annual report:

In 2013-2014, 29 young people were placed on 12 month apprenticeships, with 11 offered permanent employment at the end of the apprenticeship
Currently over 350 business mentors working with over 600 pupils in 15 Tower Hamlets secondary schools and sixth form colleges.

Business Mentoring:

'My experience was great and my mentor was lovely and very helpful with all aspects of my work and future'. Year 10 student, George's Green School

'It has been a great experience and seems to have been very beneficial to the students'
- Mentor, Lloyds Banking Group

Other student feedback from the 2012-2013 report includes:
88% of students said they now have greater ambitions for the future.

http://thebp.org/content/uploads/BM-Evaluation-2012-13.pdf?ts=1378285704

Youth Business International

- 14,406 youth led businesses started in 2013
- 200,000 people given practical skills based training
- Currently have a community of 15,000 mentors worldwide.
- In research conducted by YBI, it was found that 55% of young entrepreneurs felt this non-financial support (the mentoring) was more successful as a result of having a mentor.
- 84% feel more confident in running their business as a result of the mentoring support they received.
- 60% of young entrepreneurs that had frequent face to face meetings with their mentors said that their business is more successful as a result of the support they received.

"I possess basic training in pharmacy, and had previously been employed in a chemist within Kibera. However, starting my own chemist was still scary as I was not sure how it would turn out! The presence of a business mentor has been very reassuring! My mentor has helped me see that I can make it on my own."

Entrepreneur, Nairobi, Kenya

4.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.

Within the UK, what are the regional and national actors that complement each other to deliver mentoring and social enterprise training/information/support?

Social Enterprise UK – National actors/partners

(Lots of international partners e.g. PWC, Johnson and Johnson, Deloitte)

UK Government partners (national):
- Department for Business Innovation and Skills – for example, working with them to ensure social enterprises are represented on 'a national business level'.
- Department for Education – Run programmes funded by the DfE alongside other national partners, including the National Youth Agency.
- CabinetOffice
- DEFRA
- Communities and Local Government

UnLtd – National Organisation
Huge range of associated national and regional actors – regional examples listed below

- The Eden Project
- Hull and East Yorks Community Foundation
- Lancashire Wildlife Trust
- Shropshire Rural Communities
- Bolton Interfaith Council
- A multitude of colleges and universities

b) Would these actors be able to act and perform on an EU level i.e. work with other EU countries?

Certain institutions or organisations, such as Higher Education institutions, would most definitely be able to. Many already hold numerous international links and programmes and universities are international hubs of activity by nature. They would be a great resource.
Government partners may also perhaps be able to do this.

Organisations such as Youth Business International again, by nature, are international and so this would definitely be possible.

Whether regional actors – for example wildlife trusts or community foundations – would be able to do so is less clear.

5.INFORMATION IS COLLECTED FROM ALL PARTICIPATING COUNTRIES ABOUT THE SITUATION OF

SOCIAL ENTERPRISE AND MENTORING IN THE COUNTRIES:

i)WHAT IS AVAILABLE IN EDUCATION?

1.   MyBnk.org offers training for young people for enterprise, see: http://mybnk.org/programme-types/enterprise-education/
MyBnk provides a range of enterprise education experiences for 11-25 year olds in secondary schools and youth organisations.

2.   Young Enterprise is an AS-level that teaches students to be entrepreneurial, within it they will also learn about social enterprise. For info, see: http://www.young-enterprise.org.uk/what-we-do/secondary-programmes/company-programme/
Delivered across an academic year, young people make all the decisions about their company, from raising the initial share capital through to designing their product or service to selling directly to customers and ultimately winding up the company and paying their taxes. All this takes place with the support of a Business Adviser who brings a wealth of business knowledge and expertise to the team. The programme has run since 1963 and in that time, over a million 15-19 year olds have taken part.

3.   The National Enterprise Challenge is available to all secondary school students. For full details, see: http://www.socialenterprise.org.uk/news/the-national-enterprise-challenge
The National Enterprise Challenge gives schools the opportunity to harness their pupils' key employability skills. Along with Alan Sugar, the Challenge inspires students to be involved with social entrepreneurship. TNEC is an inter-school competition that is available to all secondary schools in the UK. The Challenge is divided into 2 age categories: Key Stage 3 (Year 7 & 8), and Key Stage 4 (Year 9 & 10).

4.   Social Enterprise is entering into universities whether it be through education or initiatives; http://www.universitiesuk.ac.uk/highereducation/Documents/2012/UniversitiesEnablingSocialEnterprise.pdf
There are many examples of extra-curricular social enterprise societies supported by the university, students' union or both. Social enterprise initiatives managed or supported by universities complement the work being done by numerous student enterprise societies such as Student Hubs, Students in Free Enterprise (SIFE) and the National Association of College and University Entrepreneurs.

5.   There is funding for those coming out of higher education looking for support to start a social enterprise: http://www.hefce.ac.uk/whatwedo/kes/society/entrepreneur/
We are supporting higher education institutions (HEIs) to explore the potential of social enterprise activities, and to raise the profile of this work throughout higher education (HE). We are doing this through a programme that aims to encourage individuals at institutions who have entrepreneurial solutions to social problems. Working with UnLtd, trying to create a culture of social entrepreneurship across the higher education sector.

6.   Social Enterprise in Education (http://www.socialenterprise.academy/scot/social-enterprise-in-education)
Social Enterprise in Education gives students hands-on experience of running a business.

By building on strengths and confidence, it also develops students as responsible citizens with more understanding of social justice and community.

7.	http://teeg.co.uk/

A fusion between Entrepreneurs, Business and **Education** with the aim of embedding a more entrepreneurial mindset to the world of work.

Summary:

There are a variety of initiatives that work with students aged between 11-25, some are more accessible than others, some work specifically with schools (Young Enterprise) and some are linked to universities but not directly (Universities enabling Social Enterprise).

ii)HOW ARE YOUNG PEOPLE STIMULATED TO BE ENTREPRENEURIAL?

HOW ARE YOUNG PEOPLE:

a) STIMULATED,

b) MOTIVATED,

c) SUPPORTED,

d) TRAINED

TO BE ENTREPRENEURIAL IN THE UK?

a.	Stimulated

1.	20 suggested books for young people to read if they wish to become entrepreneurs: http://www.lifehack.org/articles/communication/20-must-read-books-for-young-entrepreneurs.html
The list of books for young entrepreneurs is designed to help you grow both in life and in business in order to become a successful entrepreneur. The list provides books that will give you basic knowledge about being an entrepreneur but also share advice on what happens while on the journey to entrepreneurial success.

2.	International Labour Office document titled "Stimulating Youth Entrepreneurship": http://www.ilo.org/youthmakingithappen/PDF/WP76-2006-Rev.pdf
The study attempts to provide a clearer and more comprehensive picture of youth entrepreneurship in general and of the concrete barriers and incentives to youth enterprise start-ups in particular. In this context we examine a range of key constraints that impede young people in different countries from starting and maintaining a successful business and at the same time we identify incentives, initiatives and measures that could improve this situation.

b.	Motivated

1.	Business Dictionary's document on motivation techniques for young people: http://www.businessdictionary.com/article/559/motivation-techniques-for-a-young-business-person/
The article gives 6 key suggestions for young people to learn and succeed.

2.	Tech.co's outlook on what young people claim motivates them: http://tech.co/startup-fuel-10-sources-of-motivation-according-to-young-entrepreneurs-2012-11
10 answers from the Young Enterprise Council on what motivates them and how best to progress.

3.   Under30ceo.com's 'teaching' of what motivates young people:
http://under30ceo.com/lessons-in-developing-and-motivating-a-young-entrepreneur/
Explanation of how to hone the mind of a young entrepreneur and how to keep him/her motivated.

c.   Supported
1.   The Princes Trust "The Enterprise Fellowship" is a great support for youth entrepreneurship:
http://www.princes-trust.org.uk/about_the_trust/the_enterprise_fellowship.aspx
The Enterprise programme helps young people interested in self-employment to explore and test their ideas, write plans and start their own businesses, or achieve alternative outcomes in education, training, volunteering or work.

2.   Nibusinessinfo.co.uk providing a list of support for people under 30 wanting to start a business: https://www.nibusinessinfo.co.uk/content/what-support-available-young-entrepreneurs
This page offers 4 supporting initiatives for people under 30 who are looking to start their own business.

3.   New government start-up scheme for young entrepreneurs:
http://www.buttleuk.org/news.php/65/new-government-scheme-for-young-entrepreneurs
The UK Government has announced a new loan scheme to help young entrepreneurs who want to start-up their own businesses. The Government has made almost £80m available to help these new businesses. The loans are available to 18 to 24-year-olds who need cash to help them realise a plan or business idea. The average loan will be around £2,500 which the young people will have to pay back within five years.

4.   Startup.co.uk offer a variety of different articles and sites for young entrepreneurs to look at to motivate, stimulate and support them: http://startups.co.uk/being-a-young-entrepreneur/
The list of articles provided offer some relevant and helpful insights into the world of being a young entrepreneur in the UK today. This section is to help those with a start-up business or business ideas to understand what it is like to be a young entrepreneur.

d.   Trained
1.   Bteg.co.uk offers a list of sites that provide training and advice for young entrepreneurs:
http://www.bteg.co.uk/content/useful-websites-young-entrepreneurs
A list of 32 useful websites for young entrepreneurs and underneath the list, there is a summary of each website/company.

iii)ARE THERE NETWORKS OF MENTORS FOR THEM?

Are there networks of mentors for them?

Produce a detailed account of:

        * An analysis of mentoring and young people:
http://www.nfer.ac.uk/nfer/PRE_PDF_Files/02_27_06.pdf

a.   **What is meant by 'mentoring for young people' in the UK?**
1.   Infed.org provides a detail analysis of mentoring for young people. See:
http://www.infed.org/learningmentors/mentoring.htm
2.   A lit review done at the University of Glasgow on "Mentoring and young people":
http://www.educationandemployers.org/wp-content/uploads/2014/06/mentoring-and-young-people-hall.pdf

It states that "Mentoring remains an ill-defined concept" but "There is evidence of positive outcomes from mentoring (though the effects are not large); and there are definite features associated with successful – and unsuccessful – mentoring schemes"

3.   The Wikipedia definition of "Youth Mentoring":
http://en.wikipedia.org/wiki/Youth_mentoring
Youth mentoring is the process of matching mentors with young people who need or want a caring, responsible adult in their lives.

4.   A report whether Youth Mentoring is a good thing:
http://www.cps.org.uk/files/reports/original/111027170001-
20080911SocialPolicyYouthMentoring.pdf

Explanation of when mentoring works, the recruitment of mentors, how it works, the skills needed to do it successfully, and recommendations on how to improve.

5.   A research piece on the necessity for mentoring young people in the UK: http://www.e-space.mmu.ac.uk/e-
space/bitstream/2173/14199/2/Mentoring%2520for%2520NEETs,%2520Nuffield%252014-19.pdf
What is mentoring, mentoring specific to young people, case study, mentoring young people who have previously been excluded from society.

b.   **What are the mentoring organisations for young people in the UK?**
1.   CSV charity offering mentoring and acquiring both mentors and mentees:
http://www.csv.org.uk/volunteering/mentoring-befriending/young-people
Looking for both volunteer mentors and professionals.

2.   Roundhouse.org offering a mentoring scheme:
http://www.roundhouse.org.uk/blog/2014/12/supporting-young-people-through-mentoring-/
Defining a mentor and explaining what it is that they do as an Arts Council Associate Bridge organisation.

3.   XLMentoring.org.uk is a project to help mentor young people: http://xlm.org.uk/
XL-Mentoring is a community mentoring project which pairs trained volunteer mentors with young people who need help realising their potential.

4.   The eXcel Project is designed to mentor and teach young people in the UK:
http://www.xlp.org.uk/
XLP now serves young people in schools and communities across 7 inner-London boroughs (Southwark, Lewisham, Greenwich, Newham, Tower Hamlets, Camden & Islington).

5.   Reach Out helps young people from disadvantaged communities in Manchester and London through 1-to-1 mentoring: http://www.reachoutuk.org/
They provide academic support and character education to help young people get a better start in life and go on to achieve future goals.

6.   Mentor UK helps young people achieve the very best with their lives:
http://mentorinternational.org/uk
Mentor UK is working to help children and young people make the most of their lives. By giving them the skills and knowledge to assess risks, we help them to build resilience to complex social pressures around alcohol and drugs.

We have offices in London and Edinburgh and work across England and Scotland with children and young people, families, local groups and schools, youth workers, GPs, police, specialist agencies and national organisations.

c.   **What types of mentoring are there in the UK?**
1.   The University of Sheffield trying to distinguish the different kinds of mentoring and the differences between mentoring and coaching:
https://www.shef.ac.uk/polopoly_fs/1.110468!/file/cipd_mentoring_factsheet.pdf
The document explains: what mentoring is and how it differs from coaching. It introduces some of the ways in which mentoring can be beneficial. It describes the qualities and characteristics required for a productive mentoring approach. It briefly introduces some case studies of successful mentoring. It explains the role HR plays in managing mentoring activities, and it includes the CIPD viewpoint.

2.   NIBusinessinfo.co.uk offering a comprehensive explanation of the different kinds of mentoring: https://www.nibusinessinfo.co.uk/content/types-mentoring
Explanation of the 4 different types of mentoring: 1-to-1 mentoring, Group mentoring (or mentoring circles), Peer learning alliances, and remote mentoring.

3.   University of Oxford guide to setting up a mentoring scheme and within it are various case studies of different types of mentoring:
http://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginstitute/documents/supportresources/Guidance_on_setting_up_a_mentoring_scheme.pdf
The document covers the following topics: Considering whether you need a mentoring scheme or something else instead. Establishing the aims for your scheme. Deciding who will be eligible to participate as mentees and mentors. Considering what type of mentoring is appropriate. Thinking about resources. Matching mentors with mentees. Dealing with the practicalities of a scheme. Monitoring and evaluating a mentoring scheme

d.   **What mentoring is available to young people in schools, Further Education (FE) and Higher Education (HE)?**
1.   A learning mentor (job description provided):
https://nationalcareersservice.direct.gov.uk/advice/planning/jobprofiles/Pages/LearningMentor.aspx
The job description is as follows: As a learning mentor, you could work in schools or colleges, and would support students of all abilities with issues such as: poor attendance, lack of self-confidence, self-esteem or motivation, failure to achieve their full potential, behaviour or emotional difficulties, difficulty settling into school or college, personal difficulties, for example due to bereavement, bullying or problems at home.
The person works with students on a one-to-one basis outside the classroom. You may also provide group activities such as anger management sessions, and you may be involved in out-of-school activities like before and after school clubs, and homework clubs.

Your work would include: developing one-to-one mentoring relationships with pupils, visiting parents at home to give them advice about dealing with issues and concerns, developing action plans for students and monitoring their progress, working closely with teachers and other professionals, like social workers, educational psychologists and education welfare officers.

2.   Lifeline project "VIP Mentoring":
http://www.lifelineprojects.co.uk/young_people/vision_identity_purpose

Mentors help the young people they work with to make good choices and to see their real identity aside from their issues and behaviour.

3.   Joseph Rowntree Foundation mentoring for vulnerable young people:
http://www.jrf.org.uk/publications/mentoring-vulnerable-young-people
This report analyses a range of planned mentoring schemes for vulnerable young people. It explores the value of mentoring, which has become a key element of youth policy within the UK. The report explores whether paid mentors are as effective as volunteers, which young people find mentoring most supportive, and what young people themselves learn from being mentored. The research also investigates the influence of young people's backgrounds and experiences. The study outlines the opportunities and challenges facing mentoring in the UK today.

4.   Young Lives Foundation mentoring scheme that goes into schools when necessary:
http://ylf.org.uk/what-we-do/mentoring-and-befriending/
Our trained volunteer mentors **motivate, guide and assist** young people considered to be at risk of offending, socially excluded or in need of support. There are a number of reasons why a young person and their family may benefit from having a mentor.

5.   Mentoring Plus goes into schools and helps young people: http://www.mentoringplus.net/
We train and support adult volunteers to mentor 12-21 year olds needing extra support with family, education, emotional needs and employability. We need the help of our community to look after our young and most vulnerable.

6.   Teach First offers mentoring for young people to decide on their career:
http://www.teachfirst.org.uk/what-we-do/helping-young-people-decide-their-future
We are committed to ensuring young people from low-income communities get an excellent education and opportunities in life. One of the ways we are working towards narrowing the gap in access to higher education is through our outreach programme for sixth formers, Teach First Futures (previously named Higher Education Access Programme for Schools).
Our Futures programme aims to support and inspire students to make ambitious and informed choices about where they want to get to in life during sixth form, where they are on the cusp of making big and lasting decisions about progressing to university.
7.   AQA's scheme "Unlocking Potential" pairs young people with high achieving athletes to motivate and support them: http://www.aqa.org.uk/supporting-education/unlocking-potential
AQA Unlocking Potential is run jointly with the Dame Kelly Holmes Trust. The programme motivates and inspires young people aged between 14 and 19 by providing them with eight months of dedicated support from high-achieving athletes. As well as receiving in-depth mentoring, the young people plan and deliver a project in their local community.
Our programme is not aimed at developing the potential of future sports stars, but at any young person who needs an inspirational helping hand.
8.   Kicks – a football orientated mentoring scheme which sees huge football clubs work with young people to motivate and mentor them: http://www.premierleague.com/en-gb/communities/2011-12/kicks/
The aim was is to use football to bring communities together and engage with young people.
The vision was to "build safer, stronger, more respectful communities through the development of young peoples' potential", getting to youngsters who had previously proven difficult to reach and guiding them towards a range of healthy and constructive activities.

e.   **Is there any evidence of mentoring for young people for careers? (This might be termed 'guidance' or 'advice' as well but try to find examples of these different types)**

1.   See point 6 in d. (Above) – Teach First

2.   Social Mobility "Aspiring Professionals Programme". It is free, and it's open to motivated, ambitious students from less privileged backgrounds in Birmingham, Glasgow, Leeds, Liverpool, London, Manchester and Nottingham: http://www.socialmobility.org.uk/programmes/aspiring-professionals-programme/

The APP is designed to support hard working students who might not have family members with the relevant educational or career experience to guide them. If you're bright and determined, but not sure how to get to where you want in terms of university and jobs, we can help. We want to give you the opportunities to show your potential no matter what your background is.

3.   CIPD "Steps Ahead Mentoring" helps those aged 18-24 who have never worked before improve their chances with 6 1-to-1 mentoring sessions: http://www.cipd.co.uk/publicpolicy/mentoring-steps-ahead-initiative.aspx

Young jobseekers (aged 18-24) are referred to Steps Ahead by Jobcentre Plus advisers, and other selected partners. To date, 73% of those who have completed the programme go on to find work or work experience – proof of the fantastic impact CIPD members can have! Steps Ahead Mentoring is currently operating across the whole of England, with plans in place for pilots in Scotland, Wales and Ireland.

4.   Inspire Motivate and Engage offer career advice to young people: http://inspiremotivateandengage.com/career-advice-and-career-support-ime-mentoring-programme/

If you are a young unemployed person in need of career support, age 16-24 and living in the UK, our mentoring programme can help you. It's completely free of charge and the great thing is we match your career aspirations to the mentor's field of expertise, so you will learn from a corporate executive working in the industry you wish to get into. Your mentor will share their inside knowledge of the role and industry and discuss available career paths to you. They will also review and help you improve your CV, and prepare you for interview. Mentoring can take place online or face to face depending on what you and your mentor prefer, making it easy to take part.

f.   **In the UK, are there any 'mentoring networks' for young people?**

1.   Mentoring + Befriending Foundation has a list of good suggestions: http://www.mandbf.org/useful-links

List of mentoring organisation, support groups and business specific mentoring organisations.

2.   Mosaic is a network that also enters into schools and disadvantaged communities: http://www.mosaicnetwork.co.uk/

Mosaic's mentoring programmes in schools and prisons are delivered by volunteers and lift the aspirations of young people and close the gap between those aspirations and their attainment.

3.   Plus One mentoring helps those in Scotland aged 8-14: http://www.plusone.uk.com/

Using a replication model based on a franchise arrangement, Plusone Programme Managers are recruited to 10 areas across Scotland and based in trusted community organisations. Plusone seeks to build the capacity of local communities to respond to young people in their local setting at a time that is right for the young person.

4.   UK Youth reaches almost 700,000 young people in the UK and supports and mentors them: http://www.ukyouth.org/about-us#.VOM2ovmsWB4

UK Youth is a leading national charity that reaches 693,000 young people every year through the largest network of youth clubs and projects. For over 100 years we have been enabling young people to learn and succeed. We support young people through a range of innovative programmes to gain life-skills that build confidence, resilience and make them more employable.

With almost a million under 25s unemployed today, the work we do has never been more important. What we do enables young people to develop the tools they need for life, work and a better future.

5.   Savethechildren.org.uk set up a mentoring scheme for young refugees in the UK: http://www.savethechildren.org.uk/sites/default/files/docs/mentoring_1.pdf

This guide is an introduction to mentoring and befriending schemes for young refugees.1 Mentoring is commonly seen as a way of supporting young people to meet their education, training and employment aspirations

6.   Race for Opportunity offer a mentoring portal called "Connect Me": http://raceforopportunity.bitc.org.uk/leading_change_mentoringportal_connectme

From the webpage, you have a list of options regarding the type of mentor you choose. They are all available and all explained. Some are business specific, others young people specific or even community focussed.

g.   **In the UK, are there any 'mentoring networks' for young people for being aware of enterprise and social enterprise?**

1.   Unltd.org offer a mentor scheme and the job description is here: https://unltd.org.uk/partners/mentoring-social-entrepreneurs/

We are currently looking for business mentors & coaches, industry experts and pro bono partners to support a brand new thematic awards programme around food – Appetite for Change.

UnLtd and our partners Local Trust, Zebra collective and the Eden project are offering funding a support for new social entrepreneurs developing food themed ventures in Devon and Cornwall.

We are calling for passionate people with professional skills, expertise, time and/or networks to share to join us.

2.   Unoy.org offer a service to connect mentors and social entrepreneurs: http://www.unoy.org/unoy/?p=9006

UNOY Peacebuilders is looking for 4 social entrepreneurs (either with a venture at an initial stage or in the planning phase) who are interested to participate in the social entrepreneurs International Summit that will take place in Amsterdam from 24 to 30 August 2014. What will you get out of it? Developing an international network of young social entrepreneurs in Africa and Europe. Personal mentoring from an experienced social entrepreneur. Study visits to relevant social enterprises in Amsterdam. Develop and improve your business model.

3.   Business in the Community offer a Mentoring Programme: http://www.bitc.org.uk/london/what-we-offer/social-enterprise-mentoring-programme

Social Enterprise Mentoring gives experienced business leaders the opportunity to use their skills to support social entrepreneurs to grow their businesses and help create the jobs of tomorrow.

4.   BSSEC offers a network and events to network at for mentors and social entrepreneurs: http://bssec.org.uk/category/social-enterprise-mentor/

List of events that are on offer in the West Midlands regarding mentoring and support for those interested in Social Enterprise.

5.   RBS have a scheme called Inspiring Enterprise: http://www.inspiringenterprise.rbs.com/inspiring-youth/grant-funding/our-impact

RBS Inspiring Enterprise has funded a number of not-for-profit organisations who have gone on to inspire thousands of young people to explore enterprise. It's these success stories that we hope will

motivate other young people to embark on their own entrepreneurial journeys. They have categories called: "Inspiring Youth", "Inspiring Women", and "Inspiring Social".

6.   National Youth Agency offering an insight into Young People and Enterprise: http://mya4e.com/content/uploads/2015/01/yp-and-enterprise-19-1-14-FINAL-1.pdf
The study gives context of Young People and Enterprise, it then goes on to explain its findings, and continues to offer recommendations and justifies everything with Case Studies.

7.   Bridge to Business offers students the chance to engage with entrepreneurial role models: http://bridge2business.org.uk/about.php
Bridge 2 Business is an interactive and engaging programme to inspire, connect and support college students into business.
The role models who are available are relevant to college students who have an interest in setting up their own business now or in the future or for those who are looking to take enterprise skills to their workplace.
Alongside the opportunity to meet and engage with role models the programme will help connect college students with the great networks that exist in Scotland to support our much needed start-up businesses.
In addition to inspiring and connecting our college students, we also offer the college students the chance to apply for a small grant to help test out their business ideas and will match those successful with a mentor from the local business community who will be able to assist as they progress with their business plans.

iv)WHAT IS AVAILABLE AS FOR TRAINING ENTREPRENEURIAL MINDSET?

a.   Definition of 'Mindset'
i.   Collins Dictionary defines mind-set as: "the ideas and attitudes with which a person approaches a situation, especially when these are seen as being difficult to alter"
ii.   As for the Cambridge Business English Dictionary, mindset is defined quite simply as: "a person's way of thinking and their opinions"
b.   Training the entrepreneurial mindset
i.   Book available by R. McGrath (2000), called "The Entrepreneurial Mindset: Strategies for Continuously Creating Opportunity in an Age of Uncertainty". Available from: http://www.amazon.co.uk/The-Entrepreneurial-Mindset-Continuously-Opportunity/dp/0875848346
The Entrepreneurial Mindset offers a refreshingly practical blueprint for thinking and acting in environments that are fast-paced, rapidly changing, and highly uncertain. It provides both a guide to energizing the organization to find tomorrow's opportunities and a set of entrepreneurial principles you can use personally to transform the arenas in which you compete.

ii.   The Entrepreneurial Learning Initiative (ELI): http://elimindset.com/
ELI is a social enterprise dedicated to expanding human potential through its entrepreneurial mindset education programs. Our programs are built around experiential education and blended learning methods, drawn from the experience successful entrepreneurs.

iii.   Summer Entrepreneurship Training course run by buisnessbooster. See: https://www.estiem.org/default.aspx?PageId=1500
The Summer Entrepreneurship Training (SET) is a three weeks long training for students with an entrepreneurial mindset. It consists out of three different modules, each taking place in a different location, a different university, a different country.
20 students from all over the world get the chance to experience a very unique event that provides information and knowledge about how to start-up. Through lectures and workshops from

international professors, trainers and business people, we ensure a high quality of education. In groups of 4 they work on their own business model, making their own ideas come true. A final presentation in the end of the event gives participants as well as investors the chance to connect with each other.

iv.   Quality Assurance Agency case study with suggestions for training: http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf It starts by defining enterprise, entrepreneurship and employability & enterprise. It then explains how to develop entrepreneurial effectiveness, as well as enterprising behaviours, and the task of the enterprise educator.

v.   Peacechild.org teaching entrepreneurship as a way to tackle youth unemployment: http://peacechild.org/teaching-entrepreneurship-as-a-way-to-tackle-youth-unemployment/ A personal piece on entrepreneurship and why it is so fascinating and great to be involved in.

vi.   Video on Youtube by Engineered Lifestyles: https://www.youtube.com/watch?v=6VCfHEpFvY4 In addition: http://www.engineeredlifestyles.com/webinars/success-mindset.html Explanation of 'mindset' and why it is vital to have the right one in order to succeed.

vii.   Because U Can; Entrepreneur Business Mindset Coaching: http://because-u-can.co.uk/ Many business people disregard the importance of getting into the right frame of mind when running their business. Having an entrepreneur mindset is completely different from the mindset of an employee. Each of these situations have their challenges, and at Because U Can we are determined to help you to get past the things that are blocking your progress. To help you cope with the challenges of any job, whether as an employee or business owner we offer entrepreneur mindset coaching and business coaching.
We can also help those of you who may suffer from anxiety or other stressful situations in your everyday life. Confidential and personal service is ensured.

viii.   The Virtual Assistant School – From Employee to Entrepreneur Mindset: http://thevaschool.com/mindset/ All of **The VA School™ courses** are taught in a **simple step-by-step non-techie approach**. They are a mixture of recordings of training courses taught to a live group using Go To Webinar and pre-recordings without an audience. Each course is hands-on, using the actual tools you are being taught so you can easily follow along and learn as you go.

v) **What is available as for training the social entrepreneurial mindset?**

i.   Imasocialentrepreneur.com offer an insight into how to achieve a social entrepreneurial mindset: http://www.imasocialentrepreneur.com/time-mindset-shift/ Article discussing the shift from normal entrepreneurial mindset to social entrepreneurial mindset.

ii.   Skollworldforum.org offers an explanation on how to train the next generation of social entrepreneurs: http://skollworldforum.org/2011/01/18/training-the-next-generation-of-social-entrepreneurs/ Article discussing how to train the next generation of social entrepreneurs.

iii.   Speakers explaining social enterprise and teaching you to have the mindset: http://socialentrepreneurempowerment.com/ Website with over 15,000 participants world-wide offering interviews and recordings regarding social entrepreneurism and the mindset to it.

iv.	The Guardian offers a variety of tips and snippets from entrepreneurs assisting in obtaining the social entrepreneurial mindset: http://www.theguardian.com/social-enterprise-network/2013/jun/12/open-door-social-enterprise-success
Discussion with a round-up of expert advice from the recent discussion on social enterprise training.

v.	Academia.edu offer a paper explaining how to make the transition from entrepreneur to social entrepreneur:
http://www.academia.edu/836753/How_to_turn_entrepreneurs_into_social_entrepreneurs_A_challenge_for_developing_countries
This paper is specific to the challenge for developing countries.

vi.	The School for Social Entrepreneurs (SSE): http://www.the-sse.org/
The SSE has been supporting individuals who are starting & growing social enterprises and community organisations via our unique action-learning courses.
We know that social entrepreneurs favour action over theory so our courses are dynamic, interactive and packed full of inspirational sessions that lift the lid on the key challenges faced when starting and leading a social enterprise.
From humble beginnings in East London our network of franchise schools now supports hundreds of social entrepreneurs a year across the UK, Ireland, Canada and Australia.

vii.	Skoll Centre for Social Entrepreneurship – in partnership with University of Oxford:
http://www.sbs.ox.ac.uk/ideas-impact/skoll
The mission of the Skoll Centre is to demonstrate and accelerate the impact of entrepreneurial activity that aims to transform unjust or unsatisfactory systems and practices.

We believe in entrepreneurial approaches to social change. We are guided by, and committed to, market-driven approaches aimed at finding solutions to poverty and environmental deterioration. We recognise that social entrepreneurship practice can be found in the public, private and citizen sectors and that the organisations created by social entrepreneurs can be legally constituted as non-profit or for-profit entities.

1. COUNTRY INFORMATION

	BIRMINGHAM	UK	EU
POPULATION SIZE	1,085,400	64,100,000	741,200,000
ETHNIC MAKE UP	See below	See below	
GDP/HEAD	20020.09	37955.11	222229.43
% ECONOMY PRIMARY SECTOR	1%	3.7%	5%
% ECONOMY SECONDARY SECTOR	16%	11.6%	26%
% ECONOMY TERTIARY SECTOR	83%	80%	69%
UNEMPLOYMENT	30,641	823,880	24,056,000
DEBT	£48 billion	£1.26 trillion	€11,550,457.5
YOUTH UNEMPLOYMENT	7,915	231,755	4,960,000
UNDEREMPLOYMENT	286,700	3,050,000	9.9 million
% WITH UNIVERSITY DEGREES	28%	38%	28%
% WITH SECONDARY SCHOOL CERTIFICATE		59%	74%
% UNQUALIFIED	15.9%	9%	
% ILLITERATE	11%	16%	20%
FACTOR X	?	?	?
FACTOR Y	?	?	?
FACTOR Z	?	?	?

Sources:

Population:

a) http://www.birmingham.gov.uk/cs/Satellite?c=Page&childpagename=Planning-and-Regeneration%2FPageLayout&cid=1223096353755&pagename=BCC%2FCommon%2FWrapper%2FWrapper

b) http://www.ons.gov.uk/ons/guide-method/compendiums/compendium-of-uk-statistics/population-and-migration/index.html

c) http://www.worldpopulationstatistics.com/population-of-europe-2014/

Ethnic Make Up:

	BIRMINGHAM	UK
White:	621,636 (57.93%)	55,010,359 (87.1%)
Asian:	285,640 (26.62%)	4,373,339 (6.9%)
Black:	96,360 (8.98%)	1,904,684 (3.0%)
Other:	21,804 (2.03%)	580,374 (0.9%)

a) http://en.wikipedia.org/wiki/Demography_of_Birmingham#Ethnicity

b) http://en.wikipedia.org/wiki/Ethnic_groups_in_the_United_Kingdom#Ethnic_Groups_-_2011_Census_data

GDP per head/capita:

a) p.179 - http://www.ljmu.ac.uk/EIUA/EIUA_Docs/UK_City-Regions_in_Growth_and_Recession_-_Final_Version_March_2014.pdf

b) http://www.tradingeconomics.com/united-kingdom/gdp-per-capita

c) http://en.wikipedia.org/wiki/Economy_of_the_European_Union

% economy primary sector

a) http://www.broadway-academy.co.uk/wp-content/uploads/2013/03/Birmingham-Revision-Guide.pdf

b) http://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/0273736906.pdf

c) http://ec.europa.eu/agriculture/statistics/rural-development/2013/full-text_en.pdf

% economy secondary sector

a) http://www.broadway-academy.co.uk/wp-content/uploads/2013/03/Birmingham-Revision-Guide.pdf

b) http://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/0273736906.pdf

c) http://ec.europa.eu/agriculture/statistics/rural-development/2013/full-text_en.pdf

% economy tertiary sector

a) http://www.broadway-academy.co.uk/wp-content/uploads/2013/03/Birmingham-Revision-Guide.pdf

b) http://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/0273736906.pdf
c) http://ec.europa.eu/agriculture/statistics/rural-development/2013/full-text_en.pdf

Unemployment

a) http://www.birmingham.gov.uk/birminghameconomy
b) Same as above
c) http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics

Debt

a) http://www.ukpublicspending.co.uk/total_spending_2015WMbn
b) http://www.ukpublicspending.co.uk/uk_national_debt_chart.html
c) http://ec.europa.eu/eurostat/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=teina225&language=en

Youth Unemployment

a) http://www.birmingham.gov.uk/birminghameconomy
b) Same as above
c) http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics

Underemployment

a) http://www.ons.gov.uk/ons/rel/lmac/underemployed-workers-in-the-uk/2014/rpt-underemployment-and-overemployment-2014.html#tab-Underemployment
b) http://www.bbc.co.uk/news/business-20509189
c) http://ec.europa.eu/eurostat/statistics-explained/index.php/Underemployment_and_potential_additional_labour_force_statistics

% with university degrees

a) http://en.wikipedia.org/wiki/Birmingham
b) http://www.ons.gov.uk/ons/dcp171776_337841.pdf
c) http://www.oecd.org/edu/EAG2012%20-%20Country%20note%20-%20European%20Union.pdf (p.13)

% with secondary school certificate

a) http://www.ons.gov.uk/ons/dcp171776_337841.pdf
b) http://www.oecd.org/edu/EAG2012%20-%20Country%20note%20-%20European%20Union.pdf (p.13)

% unqualified

a) http://en.wikipedia.org/wiki/Economy_of_Birmingham#Employment
b) http://www.ons.gov.uk/ons/dcp171776_337841.pdf

% illiterate

   a) Functional Literacy and Numeracy: A report from Overview & Scrutiny. Birmingham City Council, September 7th, 2010 (p.31)
   b) http://www.literacytrust.org.uk/adult_literacy/illiterate_adults_in_england
   c) http://www.dw.de/eu-laments-lingering-illiteracy/a-16224839

2. SITUATION OF SOCIAL ENTERPRISE IN THE COUNTRY

2.1 DEFINING SOCIAL ENTREPRENEURSHIP

a)There are many definitions of social entrepreneurship and social enterprises. In the UK there is some debate about what actually is a social enterprise and what is a social entrepreneur. The key ideas to understand are that:

b)there are three main types of social enterprise and social entrepreneur:

-an organisation which is a 'spin out' from an existing public sector activity and moves from public ownership to the social enterprise sector

-a person who sets up a business to trade in the market and provides 'social' services eg education, health care, social work

-a person who sets up a business to trade in the market – they trade in any sector but operate ethically, use their profit ethically and offer an inclusive approach to business.

c)the definitions of social enterprise include:

i) According to Wikipedia, a Social Enterprise is "an organization that applies commercial strategies to maximize improvements in human and environmental well-being, rather than maximizing profits for external shareholders."

ii)According to ClearlySo, a company that "helps social entrepreneurs raise capital", Social Enterprise is "a business that has both social and commercial goals. What makes it different from other enterprises is that it places a firm emphasis on tackling social problems. This positive impact is as important to its business objective as any financial bottom line." (http://www.clearlyso.com/what-is-a-social-enterprise.html)

iii)According to the UK government; "Social enterprises are businesses that trade to help resolve social or environmental problems and improve communities. Local enterprise partnerships (LEP's) are partnerships between local authorities and businesses. They decide what the priorities should be for investment in roads, buildings and facilities in their respective area."
(https://www.gov.uk/government/publications/social-enterprises-contribution-to-local-enterprise-partnership-growth-objectives)

iv)According to centreforsocialenterprise.com; "Social enterprises are revenue-generating businesses with a twist. Whether operated by a non-profit organization or by a for-profit company, a social enterprise has two goals: to achieve social, cultural, community economic or environmental outcomes; and, to earn revenue. On the surface, many social enterprises look, feel, and even operate like traditional businesses. But looking more deeply, one discovers the defining characteristics of the social enterprise: mission is at the centre of business, with income generation playing an important supporting role."

➢ They offer a second alternative definition stating that: "A social economy enterprise operates like a business, produces goods and services for the market, but manages its operations and redirects its surpluses in pursuit of social and environmental goals." (http://www.centreforsocialenterprise.com/what.html)

v)According to Nesst, "a catalyst for social enterprises in emerging markets"; "A social enterprise is a business created to further a social purpose in a financially sustainable way." (http://www.nesst.org/social-enterprise/)

vi)According to socailenterprise.org.uk; "Social enterprises are businesses that trade to tackle social problems, improve communities, people's life chances, or the environment. They make their money from selling goods and services in the open market, but they reinvest their profits back into the business or the local community. *And so when they profit, society profits.*" (http://www.socialenterprise.org.uk/about/about-social-enterprise)

vii)According to SocialEnterpriseMark.org (http://www.socialenterprisemark.org.uk/social-enterprise-definition/**); "**Currently, there is no UK-wide, legal definition of a social enterprise. In general, social enterprises are companies that use business to fulfil social purposes or meet a social need."

viii)According to the European Commission; "Social enterprises combine societal goals with entrepreneurial spirit. Launched by a group of citizens, these organisations focus on achieving wider social, environmental or community objectives. The European Commission aims to create a favourable administrative and legal environment for these enterprises in order to operate on an equal footing with other types of enterprises in the same sector."

➢ It continues saying: "A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities." (http://ec.europa.eu/growth/smes/promoting-entrepreneurship/we-work-for/social-economy/enterprises/index_en.htm)

d)What are the controversies/arguments over the definition of social enterprises?

1.In the UK there has been some controversy and debate about what is a social enterprise. Many commercial enterprises would consider themselves to have social objectives, but commitment to these objectives is motivated by the perception that such commitment will ultimately make the enterprise more financially valuable. Social enterprises differ in that, inversely, they do not aim to offer any benefit to their investors, except where they believe that doing so will ultimately further their capacity to realize their social and environmental goals.

2.The term has a mixed and contested heritage due to its philanthropic roots in the United States, and cooperative roots in the United Kingdom, European Union and Asia. In the US, the term is associated with 'doing charity by doing trade', rather than 'doing charity *while* doing trade'. In other countries, there is a much stronger emphasis on community organizing, democratic control of capital and mutual principles, rather than philanthropy. In recent years, there has been a rise in the concept of social purpose businesses which pursue social responsibility directly, or raise funds for charitable projects.

3.In the UK the accepted Government-backed definition of social enterprise used by the UK social enterprise sector bodies such as Social Enterprise UK comes from the 2002Department of Trade and Industry report 'Social Enterprise: a strategy for success' report as:[33]

A **business** with primarily social objectives whose surpluses are principally reinvested for that purpose.

4.The original use of the term *social enterprise* was first developed by Freer Spreckley in 1978, and later included in a publication called *Social Audit – A Management Tool for Co-operative Working* published in 1981 by Beechwood College. In the original publication the term social enterprise was developed to describe an organisation that uses Social Audit. Freer went on to describe a social enterprise as:[34]

5.An enterprise that is owned by those who work in it and/or reside in a given locality, is governed by registered social as well as commercial aims and objectives and run co-operatively may be termed a social enterprise. Traditionally, 'capital hires labour' with the overriding emphasis on making a 'profit' over and above any benefit either to the business itself or the workforce. Contrasted to this is the social enterprise where 'labour hires capital' with the emphasis on social, environmental and financial benefit.

6.Later on the three areas of social, environmental and financial benefits used for measuring social enterprise became known as the Triple Bottom Line.
Twenty years later Freer Spreckley and Cliff Southcombe established the first[35] specialist support organisation in the UK Social Enterprise Partnership Ltd. in March 1997.
In the British context, **social enterprises** include community enterprises, credit unions, trading arms of charities, employee-owned businesses, co-operatives, development trusts, housing associations, social firms, and leisure trusts.

7.Whereas conventional businesses distribute their profit among shareholders, in social enterprises the surplus tends to go towards one or more social aims which the business has – for example education for the poor, vocational training for disabled people, environmental issues or for animal rights.

8.Social enterprises are distinct from charities (although charities are also increasingly looking at ways of maximising income from trading) and from private sector companies with policies on corporate social responsibility. An emerging view, however, is that social enterprise is a particular type of trading activity that sometimes gives rise to distinct organisation forms reflecting a commitment to social cause working with stakeholders from more than one sector of the economy.

9.Three common characteristics of social enterprises as defined by Social Enterprise London are:
- Enterprise orientation: They are directly involved in producing goods or providing services to a market. They seek to be viable trading organisations, with an operating surplus.
- Social Aims: They have explicit social aims such as job creation, training or the provision of local services. They have ethical values including a commitment to local capacity building, and they are accountable to their members and the wider community for their social environmental and economic impact.
- Social ownership: They are autonomous organisations with governance and ownership structures based on participation by stakeholder groups (users or clients, local community groups etc.) or by trustees. Profits are distributed as profit sharing to stakeholders or used for the benefit of the community.

10.The biggest dilemma regarding the definition of social enterprise is that although the key theme is always the same, there is no one 'golden' definition. Everyone looks at the various different options (as seen on the other doc and in the links below) and there is still no single unique answer.

ii)The worry with this is that until a solitary definition can be agreed on, the sector will expand beyond control and will lose its key focus and appeal.

iii)http://www.ssireview.org/articles/entry/social_entrepreneurship_the_case_for_definition

"To understand what differentiates the two sets of entrepreneurs from one another, it is important to dispel the notion that the difference can be ascribed simply to motivation – with entrepreneurs spurred on by money and social entrepreneurs driven by altruism."

iv)https://yunusphere.files.wordpress.com/2008/05/the-case-against-social-enterprise-05.pdf

"Clearly, there is considerable scope for differing interpretations of what constitutes a social enterprise. For Pearce and many others whose roots are in the voluntary sector and the co-operative movement, social enterprise represents a radically different model – a vision of the way people and organisations might work together for the common good through democratic organisations and without the reliance on profit as traditionally perceived. Others see social enterprise as a way of maintaining social purposes through normal market mechanisms of profit."

11.Fortunately, most operators within the social economy ecosystem have moved on from the debate, preferring actions rather than words.

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

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.

POTENTIALQualities:

According to Lin Schreiber (http://www.whatsnext.com/content/six-qualities-successful-social-entrepreneurs), the 6 key qualities to have are:
Highly innovative
Persistent
Have found a cause that inspires them
Have boundless energy
Are exceptionally collaborative
Have a positive vision of the future

According to David Bornstein (http://unreasonableinstitute.org/blog/6-characteristics-of-successful-social-entrepreneurs/) & (http://www.thenonprofittimes.com/management-tips/6-qualities-of-successful-social-entrepreneurs/), the 6 qualities are:
Willingness to self-correct
Willingness to share credit
Willingness to break free of established structure
Willingness to cross disciplinary boundaries

Willingness to work quietly
Strong Ethical Impetus

According to ashoka.og
(https://www.ashoka.org/sites/ashoka/files/Criteria%20and%20selection%20guide.pdf), the defining
characteristics of a social entrepreneur are:
A knock-out initial idea
Creativity
Entrepreneurial quality
Social Impact of the Idea
Ethical Fiber

According to Forbes (http://www.forbes.com/sites/skollworldforum/2013/12/18/3-key-
characteristics-of-great-social-business-entrepreneurs/), the main attributes should be:
Passion
An ability to attract talented people

Experiences
According to (http://www.imasocialentrepreneur.com/social-entrepreneurship-2/), it is imperative
to have prior Business Experience
According to Forbes (see link above), it is key to have "an in-depth understanding of the community"

Attitude
According to topuniversities.com (http://www.topuniversities.com/student-info/careers-
advice/three-keys-becoming-social-entrepreneur), two key attitudes are:
Knowing how to find out how to turn a problem into opportunities
Learn from the failures of other entrepreneurs

According to The Guardian (http://www.theguardian.com/media-network/media-network-
blog/2014/jan/08/five-tips-social-entrepreneur-2014), you should:
Dream big but start small
Not lose sight of your mission
Not be deterred by constant change

Skills
According to talkdesk.com (http://blog.talkdesk.com/5-social-skills-that-increase-entrepreneurial-
success), the 5 skills needed are:
Social Perception
Impression management
Persuasiveness
Social Adaptability
Social Expressiveness

According to Stanford Social Innovation Review
(http://www.ssireview.org/blog/entry/teaching_the_key_skills_of_successful_social_entrepreneurs),
the 7 key skills are:

Leadership

Optimism

Grit

Resilience

Creativity & Innovation

Empathy

Emotional and social intelligence

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

a)Size of the Social Enterprise sector in the UK

According to SocialEnterprise.org.uk (http://www.socialenterprise.org.uk/about/about-social-enterprise/faqs#what history); "there are approximately 70,000 social enterprises in the UK contributing £18.5 billion to the UK economy (based upon 2012 Small Business Survey, 2013) and employing almost a million people."

In contrast, according to the UK government
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/205291/Social_Enterprises_Market_Trends_-_report_v1.pdf), it is estimated that there were "283,500 social enterprises in the UK in 2012. Allowing for sample error, there were between 217,400 and 349,500."

b)Growth of the sector
According to the UK government
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/205291/Social_Enterprises_Market_Trends_-_report_v1.pdf), there was a 1.3% increase in the number of SME social enterprises between 2006-2012.

According to the Financial Times (http://www.ft.com/cms/s/0/8b2c00ac-e59a-11e2-ad1a-00144feabdc0.html#axzz3Rune74m6), in 2013:
i)In the past 12 months, 38 per cent of social enterprises surveyed saw an increase in their turnover compared with 29 per cent of SMEs, Social Enterprise UK, the umbrella body, found.
ii)According to The Guardian (http://www.theguardian.com/social-enterprise-network/2013/jul/09/survey-suggests-social-enterprises-outperform-business), a phone study showed that:
-38% of social enterprises surveyed saw an increase in their turnover in the last twelve months with -
-29% of SMEs surveyed by the Department for Business. More than half of social enterprises (56%) developed a new product or service, compared with 43% of SMEs.
-Two-thirds (63%) of social enterprises expect their turnover to increase in the next two to three years, almost double the number of SMEs (37%).

c)Types of business in the sector
According to the UK government
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/205291/Social_En

terprises_Market_Trends_-_report_v1.pdf), the main sectors for Social Enterprise in 2012 were as follows:

1. Membership organisations (50.2%)
2. Accommodation (21.3%)
3. Sports & Leisure (21.0%)
4. Social Work (19.6%)
5. Food Service (15.3%)
6. Food manufacturing (15.1%)
7. Creative arts (14.5%)
8. Residential Care (12.8%)
9. Human Health (10.8%)
10. Computer manufacturing (10.6%)

* For full table, see page 19 of document – p.23 of link.

d)Spatial distribution of social enterprises in the UK

According to the UK government (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/205291/Social_Enterprises_Market_Trends_-_report_v1.pdf), the spatial distribution of social enterprises in the UK (in 2012) was as follows:

North East – 5.4%

Yorkshire and the Humber – 5.5%

North West – 11.3%

West Midlands – 10.0%

East Midlands – 3.8%

East of England – 7.0%

South West – 19.7%

South East – 14.7%

London – 22.6%

For more info, see http://www.birmingham.ac.uk/generic/tsrc/documents/tsrc/working-papers/working-paper-35.pdf. For variants in the South East, it states that:

County	Number of Social Enterprises	Population	Population per Social Enterprise
Buckinghamshire	890	493,200	554
Hampshire	2294	1,286,000	561
Oxfordshire	1203	693,700	577
Surrey	1315	1,109,700	844
Kent	1663	1,406,600	846
West Sussex	895	781,600	873
East Sussex	1216	509,800	913

Source: Adapted from CEEDR (2008).

e)Size of individual social enterprises

According to the BBC (http://www.bbc.co.uk/news/uk-17104953):

One in seven of all social enterprises in the UK is a start-up

For full details of the new tax relief for individuals investing in Social Enterprise, please see:
http://www.socialenterprise.org.uk/news/social-investment-tax-relief-explained

f)Age of social enterprises
According to SocialEnterprise.org.uk (see link in a); "The pioneers of social enterprise can be traced at least as far back as the 1840s, in Rochdale, where a workers' co-operative was set up to provide high-quality affordable food in response to factory conditions that were considered to be exploitative.
In the UK, a resurgence of social enterprise started in the mid-1990s with the coming together of different organisations, including co-operatives, community enterprises, enterprising charities and other forms of social business, all united by the prospect of using business to create social change.

According to the UK government (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/205291/Social_Enterprises_Market_Trends_-_report_v1.pdf), in 2012, 66.9% of SME social enterprises had been in existent for over 10 years, 22.8% had been running for 4-10 years, and 10.3% had been running for 0-3 years.

g)Ownership of social enterprises
According to the UK government (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/205291/Social_Enterprises_Market_Trends_-_report_v1.pdf), age of respondent is as follows:
Under 35 – 6.5%
35-44 – 16.9%
45-54 – 34.5%
55-64 – 29.5%
65+ - 11.2%

As for the gender of respondent, it is as follows:
Male – 62.0%
Female – 38.0%

According to the BBC (http://www.bbc.co.uk/news/uk-17104953);
Social enterprises are more likely to be led by women and young people

h)Social Enterprise sector in the UK
Success
According to the BBC (http://www.bbc.co.uk/news/uk-17104953):
➢   57% of social enterprises are predicting growth in the next 12 months, compared with 41% of Small and Medium-sized Enterprises (SMEs)
➢   39% of all social enterprises are working in the most deprived communities in the UK, in comparison to 13% of SMEs

Failure

According to Matthew Cain (http://www.theguardian.com/social-enterprise-network/2013/jun/28/five-reasons-social-enterprises-fail-business), the 5 reasons a Social Enterprise may fail are:

➢ Lovestruck founder – don't be blinded by innovation
➢ Wrong sort of founder – having an idea is not always enough
➢ Perfecting the business plan – good plan does not necessarily mean good business
➢ Waiting to make money – make sure you scale the business
➢ Working too hard – don't reduce creativity

Challenges

According to **Neil Stott, Chief Executive of the Keystone Development Trust (**http://www.jbs.cam.ac.uk/media/2014/the-challenges-for-social-enterprise/**),**

the biggest challenges are the Social Enterprises remembering:

➢ **Who are my customers?**
➢ **What is the problem we're trying to solve with the business?**

2.4 IDENTIFYING BEST PRACTISES ON SOCIAL ENTREPRENEURSHIP
Case studies of successful young social entrepreneurs.

CASE STUDY 1 Aaron Jones – Fikay (http://fikay.co.uk/)

A lifestyle brand all about successful living and giving. It produces fashion accessories using recycled cement bags, employs co-operatives and members of fair-trade organisations and, for every purchase made, Fikay donates to educational building projects in South East Asia. Fikay has already helped to build one school in Cambodia with plans for many more to follow. "Why," says Aaron, "do some children have the right to an education while others don't? Fikay is my adventure and mission to change this."

Source: http://www.theguardian.com/social-enterprise-network/2014/feb/05/young-tech-savvy-doing-good-new-generation-social-entrepreneurs

CASE STUDY 2 Blessing Maregere (http://www.blessingm.com/about/)

Originally from Zimbabwe, Blessing came over to the UK (Leeds) in 2006 and, at the age of 16, set up his first company "Essential Cleaning Company". He then went on and set up a social enterprise called "Not Just a Youth Enterprise".
Not Just a Youth Enterprise is an innovative youth led fair trade social enterprise made up of young people who are there to raise awareness of fair trade issue and they believe that awareness of ethical and fair trade issues has not yet fully reached many marginalised communities in the UK. From here 'Not Just a Youth Enterprise' has launched their own brand of fair trade products ranging from rice, coffee, tea, chocolate bar and hot chocolate.

1.   Social Enterprise Academy – based in Scotland

Social Enterprise in Education

scotland@socialenterprise.academy

www.socialenterprise.academy

•   Social Enterprise in Education 'gives students hands-on experience of running a business. By building on strengths and confidence, it also develops students as responsible citizens with more understanding of social justice and community.'

•   Education Co-ordinators oversee the projects

•   Student led, real-life learning

•   Opportunities for students to win awards with their community projects

•   Ranges from primary school age through to college and university level – the academy comes in and educates students on social enterprise and encourages them to develop their own.

College level Case Study

Forth Valley College – Social Enterprise Access and Progression Course

Campus Crafts Social Enterprise business – forms part of a two-year college course. Sells products made by students and locals. Has offered a way back into work for many locals. Nurtures business and employability skills. Several students have gone on to develop their own social enterprises.

2.   Plymouth University – Truro and Penwith College partnership (studied at college but university level qualification awarded)

•   BSc (Hons) in Community, Social Enterprise and Management – Specialist Degree

Two year part time course. Covers: Exploring Social Enterprise, Managing in the Third Sector, Welfare and Citizenship, The Individual in the Social Enterprise Sector and a Dissertation.

•   https://www.plymouth.ac.uk/courses/undergraduate/bsc-community-social-enterprise-and-management-2

3.   Ruskin College – Open University Approved

Foundation Degree in Business Social Enterprise

•   'In the programme you will learn about the fundamentals of business and social enterprise, business ethics, marketing and the historical and contemporary issues in social enterprise. This will be alongside developing your critical skills and personal strengths.'

•   Students cover a range of modules including Fundamentals of Business and Social Enterprise, Intro to Business in an SE Context, Business Ethics, Corporate Social Responsibility and SE, Marketing and SE, Financial Management of SE, Issues in SE, Leadership, Strategy, Networks etc…

•   http://www.ruskin.ac.uk/course/99/1/Summary

B.ONLINE SERVICES/INFORMAL EDUCATION/SPRINGBOARDS

1.   Social Enterprise UK

www.socialenterprise.org.uk

•   Advice and Services Section – Wealth of learning resources

Offers a Beginners Guide – Social Enterprise Explained PDF resource.

•   Starting a Social Enterprise Guide

They offer an online 25 page practical guide to starting a social enterprise – a valuable learning resource, covering all aspects of of social enterprise start-up including the defining characteristics of a social enterprise approach, establishing who the competition is, business models, branding, money issues etc. Drawn up in partnership with RBS. Also provides examples of Case Studies – e.g. Women Like Us, a multi award-winning social enterprise set up by Emma Stewart and Karen Mattison in

2004, and examples of successful sales pitches. A great learning resource covering all the basics and providing a succinct overview of the social enterprise sector, written by 'serial social entrepreneur Craig Dearden-Phillips MBE.
http://www.socialenterprise.org.uk/uploads/files/2012/07/start_your_social_enterprise.pdf

- Further online guides and case studies (all in Advice and Services section) including Social Impact Measurement, Guide to Social Finance, Supply Chains and Procurement.
- http://www.socialenterprise.org.uk/advice-services/publications

Wealth of information provided in their many publications which are free to access online: reports, guides, case studies, news articles, resources and tools.

- SEUK has details on Starting a Social Enterprise and they offer both free and paid for bespoke services and advice.
- Social Enterprise Explained – free online overview/explanation with case study examples. Sponsored by Unity Trust Bank

http://www.socialenterprise.org.uk/uploads/files/2012/10/social_enterprise_explained_revised_oct_2012_web.pdf

- Social Value Guide – Designed to advise Local Authorities and Public Bodies on the Social Value Act but also a valuable learning resource.

http://www.socialenterprise.org.uk/uploads/files/2012/12/social_value_guide.pdf

- Advice helpline – open to SEUK members only.
- Free live webinars for visitors to the site and access to the webinar archive. Visitors can pose questions to experts, simulating a classroom or presentation environment. For example: Start Up Essentials with Nick Howe, Enterprise Manager at Natwest, Director of Business and Enterprise at SEUK; Mitigating Costs and Maximising Sales guide for SEs with Jonathan Sutherland, RBS.
- Hands-on experiences: Social enterprise tours

'On our social enterprise tours, you will experience illuminating talks and discussions with fascinating individuals from across the social enterprise world. Whether its CEOs and founders, policymakers or influencers – we'll connect you to the people who can make a difference. Bring your questions and hear first-hand stories from those who've been there, done that and can understand your situation'. Bespoke tours created – anything from a day to a week or more and available at numerous locations across the UK.

- SEUK Speaker Bureau

Booking service – clients can hire one of SEUK's speakers, who regularly provide talks for a variety of organisations from international conferences to local schools and businesses 'wanting to understand how to enter and engage the social enterprise market'.

Testimonials:

'This is a great opportunity for a business like ours to network and learn how to get a shot at the big boys'. Andy Cumming, social enterprise DTP.

'Most impressed to learn about what SEUK has been doing. I wish it could be duplicated here in the US'. – Prof. Noam Chomsky, linguist, political commentator, philosopher, and author.

Case Study: Give Me Tap

'In 2011, at the age of 24, University of Manchester graduate Edwin Broni-Mensah set up GiveMeTap. The idea is simple, and changes so many lives. The social enterprise sells stainless steel bottles that people can refill with free tap water at one of hundreds of participating restaurants and cafés across the UK, and the profits help provide people in Africa with access to clean drinking water. As well as creating a positive social impact in the developing world, with 22,000 bottles in circulation, Give Me Tap are reducing the consumption of bottled water.'

C.SCHOOL FOR SOCIAL ENTREPRENEURS (SSE)

SSE has training schools all over the UK and in Ireland, Canada and Australia too. Social Entrepreneurship Training

"SSE have given me the essential push I needed to run my project- without the knowledge, encouragement and support SSE provide, my idea would have been just that, an idea" Madeline Alterman

- Offers a huge range of courses – anything from a one-day workshop to courses lasting a couple of months to a full programme of support. These courses 'examine all aspects of social entrepreneurship and social enterprise' – from social media training, funding and finance workshops, leadership courses…
- E.g. Fellowship Start Up Course – 9 month course tailored to those wanting to start up a social enterprise of charity. It is built on learning by doing. Ideal for anyone with an idea, it is concentrated on you and the development of your community project.

Case Studies – alumni

Joel Davis - Tutors United

Making private tutoring accessible to disadvantaged young people and providing employment opportunities to students.

"SSE has taught me that I am more than capable of building and scaling a strong organisation; it's the social entrepreneur who leads the social enterprise!"

Lauren Craig: Thinking Flowers

An ethical floral design consultancy, which highlights unethical elements of the cut-flower industry and offers an alternative. On SSE's Start Up course Lauren learned the nuts and bolts of running a social enterprise and found the support she needed. Thinking Flowers? delivers ethical floral design with a strong emphasis on resource efficiency and wider environmental and social benefits.

"SSE is a launching pad for alternative ways of learning, critical friendships and meaningful connections."

D.LLOYDS BANK AND BANK OF SCOTLAND SOCIAL ENTREPRENEURS PROGRAMME (in partnership with SSE)

Two courses on offer: Start Up and Scale Up (to expand existing enterprises)

http://www.the-sse.org/schools/26/lloyds-banking-group-social-entrepreneurs-programme

Start Up

- 14 day course covering all aspects – setting up, strategies, money, marketing, leadership etc…
- Spread over a twelve month period.
- 'For individuals who are currently setting up a community project or social enterprise. Your idea will have a focus on tackling a social issue or improving your community and you will have thought about how it can be sustainable. You do not need to have any business experience or qualifications to apply.'
- 'The course is packed full of inspirational and practical sessions that lift the lid on the key challenges that you will face starting and leading your social enterprise.'
- One to one business mentoring with a mentor from either Lloyds or Bank of Scotland.
- A grant of £4,000 toward setting up/development costs.

Scale Up

- Again, a 14 day course spread over a twelve month period. Covers strategies for growth and sustainability, partnerships, staff development, trading, investment etc…
- 'The Scale Up course is for individuals who are looking to grow an established social enterprise. To be eligible for this programme your organisation must be more than one year old, have at least one employee and have a turnover greater than £25,000.'
- £15,000 grant
- Mentor from Lloyds Bank.

E.UNIVERSITY COURSES

a) Business and Social Enterprise Foundation Degree (2 years) – Oxford Brookes University (Ruskin College)
Work-based course designed to 'equip students with the skills to become a social entrepreneur within an existing business organisation, or to develop their own social enterprise'. Work based learning and study fitting around employment.
b) MA in Social Entrepreneurship – Goldsmiths College
Ideal both for current social entrepreneurs hoping to develop their expertise further and also for undergraduates aspiring to work in the sector, as well as for policy makers, researchers etc. 'This exciting MA will enable you to develop a critical understanding of and practical insights into modes of social enterprise.'
c) University of Essex: MSc Social Entrepreneurship
'Our course MSc Social Entrepreneurship responds to the increasing demand of socially-oriented entrepreneurs whose missions go beyond earning profit.'
d) University of Stirling
MSc in Social Enterprise http://www.stir.ac.uk/postgraduate/programme-information/prospectus/applied-social-science/social-enterprise/
-'Focuses on the things that matter to social enterprises: delivering excellent services and high social value, building and maintaining stakeholder support, securing investment, and measuring and communicating success.'
-Aimed at professionals working within social enterprises, advisors, officials, development officers and sector representatives and those wishing to develop a career or an interest in social enterprise.'
-'Opportunities to gain specialised expertise in key sectors' and 'aspects can be tailored to the needs of each individual student'.
-The student undertakes a supported product 'to conduct research and development within the social enterprise sector'.
-The course 'provides an important grounding in the skills, knowledge and expertise needed to succeed in the sector.'

F.COMPARATIVE ANALYSIS

The amount of general business education and business start-up/development support still currently far outweighs the provisions for social enterprise/entrepreneurism programmes, initiatives or education.

1.   College/Sixth Form level
-    Business Studies is a standard A-level option in almost every Sixth Form College or FE institution throughout the UK. Whether these courses cover social enterprise at all is at the discretion of, on several levels, the exam board provider and module convenor/syllabus designer, the school exams officer and then the individual teacher. Formal educational courses such as the Social Enterprise Access and Progression Course at Forth Valley College, Scotland (as previously mentioned) are few and far between.

-        The emphasis is still very much on 'general' business studies, and it appears that social enterprise initiatives are for the most part left for social enterprises or other third sector organisations to provide themselves – such as the UNLtd scheme (see table below). Individuals must therefore seek support and education from external third sector organisations as opposed to their formal education institutions.

2.   University/HE Level

-        Almost every single university or HE institution within the UK offers Business Studies degrees or combined Business and Economics/ International Business/other joint honours courses. Most offer placement years – such as the University of Birmingham Business Studies degree – such as the chance to apply and work for a global corporation such as GSK. This year in industry provides invaluable experience and often opens further career doors for students.

-        At university level there is greater provision than at college level for those wanting to study social enterprises or social entrepreneurism. The majority of these, however, are limited to postgraduate studies, often requiring the applicant to have completed a relevant degree (in Business, most likely) in order to be eligible. The majority take the form of one year Masters degrees (see previous section).

-        Oxford Brookes University offers perhaps the only current undergraduate degree sepcifically related to Social Enterprise – the Business and Social Enterprise Foundation Degree (2 years).

-        The remainder of the education and training available for those interested in social enterprise lies outside of the formal education sector – online courses, highly competitive mentoring placements/awards (such as UnLtd) whereas for Business the options are far greater and far more readily available

2.6 EXISTING TRAINING METHODS FOR SOCIAL ENTERPRISE

1.   **Inspire2Enterprise**

http://www.inspire2enterprise.org/

•   'Inspire2Enterprise, a joint venture between The University of Northampton and Exemplas, is a unique, free-to-access service for the Social Enterprise Sector providing information, specialist advice and support from start-up to initial growth and beyond'. Free to access support service: 0844 9800 760

•   **Inspire to Enterprise offer fully-funded training in partnership with Exemplas:**

-        Skills Support for the Workforce: Exemplas offers fully-funded training for the VCSE sector in South East Midlands – see flyer below. Workshops running throughout March and April 2015 and cover four areas: Planning for Growth, Time Management and Leadership, Successful Marketing, Financing your Enterprise. For leaders and senior managers in companies with fewer than 250 staff. Email skillsdevelopment@exemplas.com

http://www.inspire2enterprise.org/Global/LRF3%20Silsoe%20flyer.pdf

-        Workshops and Events programme: 'Our training workshops and programmes are aimed at those both new to the idea of setting up a social enterprise and those who are already operating an enterprise but need to grow and diversify. Each workshop and programme is designed to provide learning opportunities that supplement personal development (including leadership and management), enhance enterprise sustainability and facilitate enterprise growth.'

-        Coaching and Mentoring

-        Leadership and Management development: 'Inspire2Enterprise offers a range of training products and services aimed at developing social enterprise leadership and management. These include workshops on finance or growth planning; webinars on marketing or social impact measurement; or one-to-one leadership support'.

2. **KnowHowNonProfit**

- Online course - Setting up a social enterprise www.knowhownonprofit.org.Training through online training videos and downloadable resources. Covers the following:
- Definition and types of social enterprise
- Key elements to consider before your start: purpose, products, business model
- Social purpose and social impact
- Linking your products and services to your social purpose
- Developing a sustainable business model

- 'Whether you want your charity to start trading or you're about to set up a business with a social impact, make a successful start with this online course. Learn how to clarify your social purpose and the types of products or services you're looking to sell and find out how to make a long term difference by ensuring the sustainability of your business model.'

3. **RedOchre**

www.redochre.org.uk

- 'Recognised as one of the best training organisations in the social economy… offering numerous standard workshops, half day or full day workshops, tailored and bespoke training and some accredited courses.'
- 'Delivering practical training and mentoring that leads to improved organisational skills.'
- Training courses include:

Introduction to SE and Legal Structures for the Social Economy

Leading and Managing an Effective Social Enterprise

Financial Management and many more – PDF of workshops below.

http://redochre.org.uk/wp-content/uploads/2013/05/The-Red-Ochre-Social-Enterprise-Training-Programme-2013.pdf

- NCFE accredited and ILM endorsed training centre.
- Partners include the The Co-operative Enterprise Hub and the British Library.
- Often run free workshops e.g. Make your Business more Ethical – 24th March, British Library.
- Testimonials/ Case Studies
- "Red Ochre are a fantastic organisation to work with, not only do they lead in supporting Social Entrepreneurs and on Social Enterprise, but they are professional, competent and experts in their field. Uday and his team are passionate about the work they carry out and deliver exceptionally high quality support and advice" **G. Rose, Business Engagement Manager, the British Library Business & IP Centre**
- "I probably would not have had the confidence to take Little Bee to where it's at right now without the programme. The 1-2-1 business support as the model used allows you to deepen/gain knowledge of all facets of business development i.e. Red Ochre's team have a wealth of experience between them. Tapping into this has been invaluable. I think it's an excellent service and personally I've been recommending it to high heaven! Great model, excellent mix, expertly delivered." **Abigail Bulley, CEO Little Bee Community (beneficiary of the Ready to Grow programme)**

Name of Organisation	UNLtd 'UnLtd is the leading provider of support to social entrepreneurs in the UK and offers the largest such network in the world. UnLtd resources hundreds of individuals each year through its core Awards programme.'	Inspire2Enterprise As well as offering the funded training places mentioned above, Inspire2Enterprise also run a free online advice service for those developing their social enterprises.	SESC – Social Enterprise Support Centre 'A small, dynamic organisation delivering support services to the SE sector'
Key Areas of Support	'UnLtd operates a unique model by investing directly in individuals and offering a complete package of resources; from Awards of funding, to ongoing advice, networking and practical support.' Building 'an ecosystem of support for social entrepreneurs.' Supporting fledgling social entrepreneurs, helping them to build a team and establish their enterprise.	'Our free-to-access Information and Advice Service has been set up to help those already running social enterprises and those looking to set up a social enterprise to realise their full potential and that of their social enterprise.	SESC 'supports social enterprises to become financially sustainable, deliver quality services, and where appropriate, supports their efforts to gain and deliver public service contracts.'
Location	Throughout UK. HQ based in London: 123 Whitecross Street Islington London EC1Y 8JJ https://unltd.org.uk	UK – online. Inspire2Enterprise BioPark Broadwater Road Welwyn Garden City Hertfordshire AL7 3AX http://www.inspire2enterprise.org/	UK – Leeds Social Enterprise Support Centre Angels Wing II Whitehouse Street Hunslet Leeds LS10 1AD http://www.sesc.org.uk/
Nature of the Support	-Awards – 'a package of early stage funding and support to individuals at the idea stage, backing thousands of people on their own ideas, and helping some to achieve big impact.' Fund a limited amount of awards each year.	-'All of our specialist services are provided by a team of experienced advisers over the phone, via email and online via webcam'. -'Practical advice, tools and insight through telephone service, face-face workshops, webinars and regular events.'	-Delivering support through our networks, events, communications, workshops and consultancy -Specialises in support in: -Business planning and Strategic Development -Market Development -Tendering for Contracts

	-Numerous 'awards' available – 'Do It' for new ideas, 'Build It' for ventures that have been running for at least one year, 'Star People' for those who want to improve their local area… 'See Change' for university students, etc. Each provides: -One-to-one support -Financial advice and finance resources -Networking opportunities -Access to legal advice and expertise -Access to and opportunities with partner organisations including universities, housing associations and community groups. -Webinars and conferences	-'Our key focus is on supporting and facilitating enterprise sustainability, growth and social impact, so an important facet of our service is the way in which we proactively continue to work closely with individuals, social enterprises and other organisations on an on-going basis. The ongoing support is provided free-of-charge and is tailored and planned in stages to meet the needs of an individual, enterprise or organisation; this can be in the form of further information, advice or guidance through to training, enterprise coaching or management mentoring'. -Example advice services: -Organisational development -Investment readiness guidance -Template documents -Resource management -Marketing & many more… -Also offer a range of **fee-based services** for the following: Legal and financial advice HR advice Consultancy Social Impact Measurement Research	-Marketing -Sales and Branding
Costs		Some services fee based	Services are fee based
Funding available	Grants awarded for successful applicants		

"I have found having an adviser to be incredibly supportive, inspiring and motivating. I am truly grateful for the quality of service and expert advice that has been offered to me by Inspire2Enterprise. Thanks to the support of my adviser, I feel confident with my project and know that it is off to a good start," Gaia Martinelli-Bunzl, Wholehearted

3. MENTORING IN THE COUNTRY

3.1 DEFINING MENTOR(ING)

a)   According to Collins English Dictionary, mentoring (in business) is: "the practice of assigning a junior member of staff to the care of a more experienced person who assists him in his career"

b)   According to CIPD (http://www.cipd.co.uk/hr-resources/factsheets/coaching-mentoring.aspx), mentoring "involves the use of the same models and skills of questioning, listening, clarifying and reframing associated with coaching.
Traditionally, however, mentoring in the workplace has tended to describe a relationship in which a more experienced colleague uses his or her greater knowledge and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff.

c)   According to businessdictionary.com (http://www.businessdictionary.com/definition/mentoring.html), Mentoring is an "Employee training system under which a senior or more experienced individual (the mentor)
is assigned to act as an advisor, counsellor, or guide to a junior or trainee. The mentor is responsible for providing support to, and feedback on, the individual in his or her charge."

d)   According to Eric Parsloe, The Oxford School of Coaching & Mentoring (http://www.mentorset.org.uk/pages/mentoring.htm); **"Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be."**

e)   According to education-portal.com (http://education-portal.com/academy/lesson/what-is-a-mentor-in-business-definition-lesson-quiz.html); "A mentor is someone who offers their knowledge, wisdom, and advice to someone with less experience. For example, the junior member in the partnership is a mentee. Both parties receive significant benefits from a successful mentoring partnership. Many observers see mentoring as a highly effective approach to employee motivation and retention."

f)   According to Cambridge Dictionaries Online (Business) (http://dictionary.cambridge.org/dictionary/business-english/mentoring), mentoring is "the activity of supporting and advising someone with less experience to help them develop in their work".

WHAT IS MENTORING COMPARED WITH COACHING, ADVICE AND GUIDANCE?

a)   Coaching

i.   According to Collins English Dictionary, coaching (in business) is: "the act of training staff in business or office practice" OR "the act of giving a person special teaching in a particular subject, especially in order to prepare him or her for an examination"

ii.   According to Cambridge Dictionaries Online (Business) (http://dictionary.cambridge.org/dictionary/business-english/coaching), coaching is:
"the job or activity of providing training for people or helping to prepare them for something

b)   Advice

i.   According to Collins English Dictionary, advice (in business) is: "recommendation as to appropriate choice of action; counsel"

ii.   According to Cambridge Dictionaries Online (Business)
(http://dictionary.cambridge.org/dictionary/business-english/advice), advice is: "an opinion that
someone gives you about what you should do or how you should behave in a particular situation"

c)   Guidance

i.   According to Collins English Dictionary, guidance (in business) is: "leadership, instruction, or
direction" OR "counselling or advice on educational, vocational, or psychological matters"

ii.   According to Cambridge Dictionaries Online (Business)
(http://dictionary.cambridge.org/dictionary/business-english/guidance), Guidance is:
"help and advice about how to do something or to deal with problems"

1.   Comparison between a) & Mentoring
a.   The main difference that can be seen between Coaching and Mentoring is that Mentoring is
the act of 'taking someone under your wing' and teaching them that which you personally know,
whereas Coaching is the act of teaching them the protocols of the company and the way the
company works.

b.   According to CIPD (http://www.cipd.co.uk/hr-resources/factsheets/coaching-
mentoring.aspx), "It is possible to draw distinctions between coaching and mentoring although in
practice the two terms are often used interchangeably. One key distinction is that mentoring
relationships tend to be longer term than coaching arrangements. In a succession planning scenario,
for example, a regional finance director might be mentored by a group level counterpart over a
lengthy period to develop a sound understanding of dealing with the boardroom, presenting to
analysts and challenging departmental budgets, all in a supportive environment."

c.   See table at: http://www.brefigroup.co.uk/coaching/coaching_and_mentoring.html

2.   Comparison between b) & Mentoring
a.   The main difference between Advice and Mentoring is that Mentoring is the act of 'taking
someone under your wing' and teaching them that which you personally know, whereas Advice does
not teach, it merely offers a personal opinion on the matter in question.

b.   According to mentorapartner.blogspot
(http://mentorpartner.blogspot.co.uk/2010/08/difference-between-mentoring-and.html), the
difference between advising and mentoring are as follows: "Advisors are usually those individuals
that direct a path for the subordinate to follow. Their primary efforts are to tell the subordinate what
and how to accomplish the task based on previously determined standards of performance, whereas
Mentors, focus on why and are those individuals who not only have the ability to advise, but also to
be a teacher, a supporter, a tutor, a sponsor, a coach and a trainer."

c.   According to under30ceo.com (http://under30ceo.com/advisors-vs-mentors-whats-the-
difference/), the big difference is that "advisors focus on the business", whereas "mentors focus on
you"

* For a comparison between Mentoring, Coaching & Advising, see:
http://dus.psu.edu/mentor/2011/09/advising-graduate-students/

3.   Comparison between c) & Mentoring

a.   The main difference between Guidance and Mentoring is that Mentoring is the act of 'taking someone under your wing' and teaching them that which you personally know, whereas Guidance is more taking someone by the hand and offering them support as they learn by doing.

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

2 case studies of successful mentoring programmes in England.

1.   XL-Mentoring: Positive futures for Young People (http://xlm.org.uk/)

They have projects across the UK (West Midlands, North West, South West, Yorkshire, North East, London, South East, & East), and they work with churches and organisations to engage with young people who are struggling and on the fringes in your community by providing them with a mentor who will meet up with them for 2 hours a week for 12 months.

A good example is the one offered on the website (http://xlm.org.uk/archives/923) of a 15 year old girl Sophie who was not a good pupil however, with the help of XL-Mentoring, she managed to be appointed Deputy Head Girl and tackle some of her deepest insecurities such as her low self-esteem.

2.   Mentoring + Befriending Foundation (http://www.mandbf.org/)

A scheme that saw a programme at a school offer business mentoring:
http://www.mandbf.org/resources/case-studies/work/the-kings-school-business-mentoring-pontefract

For the year group in question, the results were as follows:

Of the 17 (Year 10 – aged 14/15) mentees that were mentored:

- 76% have improved their grades in at least one subject
- 47% have improved their grades in three or more subjects
- 94% have seen an increase in their effort grades and report feeling happier and more equipped for school and the future through having a mentor as it helps them to focus on their studies better and provides them with a 'sounding board' for any difficulties or issues they may be having
- 100% have gone on to further education or training

* On a separate note:

Lots of different successful mentoring schemes to reduce offending (crimes):
http://www.mandbf.org/wp-content/uploads/2011/04/Research-summary-10-reducing-offending.pdf

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

BIRMINGHAM & SOLIHULL SOCIAL ECONOMY CONSORTIUM

SOCIAL ENTERPRISE WEST MIDLANDS

BIRMINGHAM IMPACT HUB

BIRMINGHAM CHAMBER OF COMMERCE

UNITED KINGDOM INSTITUTE OF DIRECTORS

THE FOUNDATION OF SCHOOLS OF KING EDWARD VI IN BIRMINGHAM

REFERENCES

These are quoted throughput the document.

APPENDIX A -

N/A