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Author: Friesland College, MentorProgramma Friesland Szilvia Simon & Betty Bijvoets
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1. INTRODUCTION

It’s a world-wide movement that businesses and individuals aim at changing the world for the better. There is growing attention for innovative enterprises that have primarily a social mission: social enterprises. They aim not so much at financial gain, but having a meaningful activity. Just like young people, who increasingly express the wish to offer an added value to their local society and region.

On the other hand, the situation of young people in Europe asks for further innovation and the development of a supporting network. As proven, intervention policies at individual level provide a support mechanism that is tailored to their needs and works best. One such an invention is mentoring, focusing on the personal development of young people. It binds generations in the activity of sharing experience and knowledge.

Seven organizations in Europe (VET’s, business incubators, a social institution and a local authority for education) declared the ambition to create synergy of expertise and innovate through a powerful tool: combining social enterprises and mentoring support. By combining education and businesses, bringing together young people and mentors, you enlarge the reach of a mindset, skills, experience and network. Leading organization Friesland College MentorProgramma Friesland (NL) and its partners Salpaus (FI) KSM (LT) Bridging to the Future (UK), Inqubator (NL) Servei Solidari (ES) and Bursa MEM (TR) aim at empowering and equipping young people through an innovative cross-sectoral cooperation: project SESAME, creating Social Enterprise by Synergy and the Added value of youth Mentoring in Europe.

One of the most effective ways to improve young people’s lives is to empower them – by activities and by the support of entrepreneurial role models - to realize their own ability to make a positive social change. The project inspires and invests in entrepreneurs and young people to start and lead their own social venture. SESAME creates a network of incalculable power, where businesses / schools / individuals can learn from one another, share valuable knowledge and insights.
Project SESAME fastened social inclusion of young people, and led them to their potential on their way to the labour market, by making a match between developing personal talents and ambitions. SESAME aimed at tackling dropouts, youth unemployment and the need of young entrepreneurs for support. Activities set in motion young people, education, businesses and local communities, and equip them with an entrepreneurial skillset and a connection to purpose through promoting social entrepreneurial innovation as an agent of change. The strategic partnership activated multi-sectoral partners across Europe who support young entrepreneurial talent and new ideas in order to solve social problems.

Project partners developed several intellectual outputs, such as a manual, a minor / training social enterprise, online toolkit, a European platform, local one-stop shops, and a mentor methodology. The development was supported by a needs analysis, and several pilot testing actions in the form of teaching and matching activities. Multiplier events in different conditions enabled the strategic partnership to truly involve, evaluate and share the developed material and network. These events - engaging representatives of the quadruple helix - were a source of input and support for the project development.

Project activities made a unique combination between the ambitions and potentials of young people, and the method of social enterprise, by means of improving curricula. By developing training material, the torch will stay burning. The combination of social entrepreneurship and mentoring proved to be a structure supported by society. It is based on wisdom and strength in people, causing empowerment. It is less influenced by power, control of money or government.

All outputs, events and activities lead to the integration of social enterprise supported by mentoring, in the strategy of VET's, businesses and authorities on a regional, national and EU level.

Current manual offers the synergy of the outputs and methodology, including the lessons learned in the process of implementation and innovation.

2. SOCIAL ENTERPRISE AND MENTORING

Sesame consortium developed a set of definitions of social enterprise and mentoring, in order to create a common language and vision for the innovative action.

SOCIAL ENTERPRISE

Social entrepreneurship is a world-wide movement aiming at improving the world for the better. It offers innovative solutions, through promoting a more sustainable and locally anchored economy. Social enterprises are businesses which trade to tackle social problems in order to improve communities, people’s life chances, or the environment. They act in the general interest, they create jobs, provide socially innovative services and goods.

A social enterprise is NOT social work. The businesses make profit like any other businesses. It is how they work and what they do with their profit that is different: working to make a bigger difference, reinvesting the profits to do more good.
Social enterprises have a clear mission. They combine the objective of regional and social impact with entrepreneurship. This delivers innovative solutions. Social businesses are often examples to others, signalling new pathways, challenges and solutions therefore being a more demanding way of entrepreneurship.

MENTORING

Mentoring is an instrument with a broad variety of implementations in the society. It is a form of coaching and networking and makes an essential contribution to the growth and success of an individual. It provides role modelling, stimulus and personal attention to the participants, recognizing and acknowledging each other’s development. The participants - mentees - achieve their goals faster when they feel supported and encouraged by someone who has travelled a similar path before. The strength of mentoring lies in the fact that all parties benefit from it. The mentee gains confidence and has the feeling of not standing alone. The mentor develops skills as a leader, trainer and coach.
Mentoring brings an additional encouragement for participating youth to realise their career ambitions and life aspirations. If students lack a positive role model and personal attention in their existing private network, a mentor can help with dilemmas in the field of personal leadership, education or career. Students make use of the success strategies of the mentor. A mentor has the role of counsellor, guide, coach, teacher and sponsor.

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

2. SYNERGY OF ENTREPRENEURIAL LEARNING AND MENTORING

Setting the path of social entrepreneurial learning has challenged a new set of skills, network and mind-set of young people. In the different stages of their personal and entrepreneurial development, students need people that serve as a sounding board and positive example to them. Through these role models, participants find the match between their ambitions, talents and the specific challenges in their region or local environment. This personal development can only be supported in a tailor-made way, which is why mentoring is a powerful instrument to support social entrepreneurial growth.
4. STEPS TO TAKE IN STIMULATING SOCIAL ENTREPRENEURIAL GROWTH OF YOUNG PEOPLE

Sesame project partners have proven that it is possible to give social entrepreneurial learning a boost, supported by new educational methods, business networks and role models. In three years, the consortium developed outputs, tools and a methodology that lead to:

- Equipping young people, education and businesses with an entrepreneurial skillset and a connection to purpose;
- Promotion of social economy amongst the younger generations;
- Creating the match between talent development and ambitions;
- Activating new partnerships within regions and across Europe to support young entrepreneurial talent and new ideas in order to solve social challenges;
- Fastening social inclusion of young people, preventing drop-outs and promoting economic independence.
The following steps of action support this development.

1. **Regional collaboration between education, business supporting organization and government** in order to offer the next step in the development of skills / mind-set of social enterprise within education. This collaboration is needed for the following goals:

   - Social entrepreneurial learning finds a place within the curriculum of schools;
   - The educational curriculum is supported by existing businesses;
   - The new innovative start-ups receive further support in their first steps to existence and growth;
   - There are common efforts for more visibility within regions and nationally.

2. **VET schools introduce social entrepreneurial learning within their curricula.** This is a step for schools on a local, regional or national level. It is suited especially for schools that have experience with entrepreneurial learning. The curriculum can be offered to students as a regular lesson or a class that they choose for. It is advisory to offer the Training Social Enterprise to students that have followed regular lessons in what enterprises are and how to start a business.
3. During the series of lessons, there is a strong visibility of regional and European best practices. This is made possible by the regional network of social entrepreneurial role models, as well as by the European platform and Online tools of Sesame project.

In different occasions of the group activities, entrepreneurs are invited to tell about their social enterprise. Schools can also organize company visits to see and hear the story there where it happens. Inspiration by experience experts is a very powerful way of learning for young people.
4. In the course of these lessons and visits, teachers introduce the topic of mentoring, coaching and networking to students. The importance of mentoring lies in the strong personal connection, based on individual learning goals and unique life- and work experience. Depending on the age of the students and the types of learning goals, schools can experiment with different mentoring models, such as:

- One-on-one mentoring between a student and an entrepreneur;
- Group mentoring between a small group of students and two / three mentors;
- Peer mentoring between younger and older students of entrepreneurial education and/or start-ups.

5. The collaboration of educational institutions, business supporting organizations, ngo’s and government leads to a shared interest in promoting social entrepreneurial development. Organizing networking events with inspiration, presentations, exchange of ideas and connection can lead to a higher level of visibility and uptake of social enterprise for all parties, generations and sectors.

Common events of students seeking best practices, entrepreneurs seeking innovative ideas or challenges, policy makers seeking innovative social solutions can lead to a boost of social economy. Such events lead to the match between * young people, * entrepreneurs seeking business activity with a purpose, and * others facing social challenges.

6. The world-wide movement where businesses and individuals aim at changing the world for the better, gains in more and more visibility in cities, regions, and countries of Europe. This is proven by the growing amount of hubs, social challenge nodes, and one-stop shops where people can meet, place questions, gain ideas, network and co-create.

Sesame consortium set up such one-stop shops in each region, for educational partners, entrepreneurs, ngo’s and government. As expected, these shops are not only there for the existing social entrepreneurial field, but they will promote the creation of even more social businesses in the future.
7. The **evaluation of impact** for new innovative solutions is essential for future development. Sesame partners therefore recommend the use of a model to evaluate change. Sesame students developed an conceptual model of evaluation with 3 dimensions and indicators of success:

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<th><strong>People results</strong></th>
<th><strong>Customer results</strong></th>
<th><strong>Society results</strong></th>
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<tbody>
<tr>
<td>Involvement</td>
<td>• Number of employees – teachers and other staff – involved in the project</td>
<td>• Number of students in the training social enterprise and mentoring</td>
<td>• Businesses &amp; local / regional authorities involved</td>
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<td></td>
<td>• Type of involvement</td>
<td>• Other types of involvement of participants</td>
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<td>Objectives</td>
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<td>• How the organization experienced the actual achievements</td>
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*(Hanneke van der Velde, NHL Stenden university of applied sciences, 2017)*

7. Some **overall recommendations** of Sesame consortium for the implementation of above mentioned steps, are:

- ✓ Involve the target group in the process;
- ✓ Work with groups of mixed background in order to foster inclusive thinking;
- ✓ Introduce the training social enterprise at the ‘right moment’ for students; aim at students that have had entrepreneurial learning, and choose to explore their added value for society and economy;
- ✓ Use open events to stimulate and inspire larger groups of students and entrepreneurs. These events can be eye-openers for people about the added value of social entrepreneurial thinking and action;
- ✓ Focus on the development of social entrepreneurial thinking instead of only aiming at creating start-ups. Mind-set is the first step. Not only entrepreneurs but all people are needed for a more social, inclusive and regional economy.
Completed the training, celebration in Turkey

Discussing and learning from social entrepreneurs in Lithuania