Mentorship Guidelines for Youth Workers

Social ENTRE Youth

Out of the Box International, BE

Gozo Youth Council, MT

Institute for Entrepreneurship Development, GR

Project Title: Social Entrepreneurship in Youth Work
Developing employability and innovations amongst the youth people

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1. Editorial notes

For a long period of time youth work has been exclusively linked with young peoples' personal and social development as it was aimed at grooming their social skills such as communication skills, ability to work in diverse teams, intercultural learning etc. In the past several years, youth work is increasingly becoming a tool for professional development of young people and entrepreneurship is often quoted as the key aspect to be addressed in youth work. Due to this change in the development of the profession of youth workers, there is a clear need for further study and training of youth workers, so this aspect of their work becomes clear and well understood. Entrepreneurship education as such has increasingly becoming part of the formal education curricula as well. This trend however is not being followed in non-formal education. There is a lack of materials and scientific approach to ensure that entrepreneurship education within non-formal learning is done following the principles of NFE (voluntary, self-directed, self-assessed, experiential etc.). It is very possible that due to the lack of pedagogical tools for non-formal learning about entrepreneurship there is a resistance among youth workers to approach this topic.

Through this brief rationale of the project it is clear that there is a need for more study and training in youth work so that it can adjust to the new reality. So in this regard, this publication and the project behind it answer the question often posed by youth workers - how to approach youth in a non-formal way and inspire them to start their own business and social enterprise.

The Guidebook you are about to flip through is envisioned precisely as a support tool for youth workers to mentor and stimulate Youth Entrepreneurship and Social Entrepreneurship in local communities and youth organisations. The main aim of this publication is to strengthen mentoring skills of youth workers enabling them to fully support the young to engage in entrepreneurial activities.

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One of the key aspects of successful entrepreneurship is being able to acknowledge success and failure as lessons learnt and use them to improve the entrepreneurial idea. Not only do young people lack this kind of support, but are also often short of enough self esteem to even think about these possibilities. Therefore, they usually end up unmotivated to start or continue thinking as entrepreneurs, shying away from making any attempts in this field without proper mentoring and reflection. This Guidebook for youth workers includes methodologies and methods in mentoring and coaching young people particularly on topics such as Business Idea Development, Monitoring of a Business plan, Meaning of Entrepreneurial Leadership and Carrier Guidance, Personal Development Program and Social Entrepreneurship Competence Development Program.

The underlying idea of the project is to develop strategic tools and motivate youth organizations to provide youth entrepreneurship support and further expand on this topic. As a topic is it very important not only for the 3 partner organizations in this project, but also for the wider youth work field that will benefit from a deeper and more contextualized exploration of the role of youth work in the promotion of entrepreneurship.

2. About the project

The project 'Social Entrepreneurship in Youth Work - Developing employability and innovations amongst the youth people' is an 18-month strategic partnership among organisations from Malta, Belgium and Greece on the topic of the promotion of entrepreneurship education in youth work. The strategic partnership is the result of previous collaboration of the partner organizations, which noticed the need to build capacities of youth workers to be able to provide quality youth work programmes on entrepreneurial education and social entrepreneurship.

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The project is set around the trend of development of youth work as a tool to combat unemployment among young people, which is enhanced both at European and national level in all 3 countries where the promoters come from. The idea of youth work as a tool for social entrepreneurship development often can be seen as a two-fold process: on one hand directed to the youth work providers aiming to make their work effective and on the other directly linked with the needs of young people. As the majority of young people need jobs, youth work providers should provide space for real and meaningful support for young people.

Having in mind how youth workers receive training for their local work and the traditions in youth work, it is necessary to approach such a shift in youth work development by forming strategic partnerships of different youth work profiles.

The partnership brings together the Gozo Youth Council as one of the biggest youth work providers in Malta, with experience in working on youth unemployment and supporting young people's integration in society. Further, the project involves the Institute for Entrepreneurship Development, an organisation committed to the promotion of innovation and the enhancing of the spirit of entrepreneurship. Finally, the project includes a Belgian partner which is an association providing mainly international youth work training and development, and can offer a different perspective from the policy side and the side of the European level youth field.

The innovation of this project is that it answers the question of how much youth work and non-formal education/learning have managed to gain recognition as a tool for youth entrepreneurship and social entrepreneurship? More specifically the project produces 2 outputs the first one being the publication you are now reading titled: Mentorship Guideline for Youth Workers: How to mentor young people to start their own business. In line with the guide the project also produced a Training kit on entrepreneurship for youth work organizations, an educational resource for youth workers and other stakeholders promoting youth work approaches, tools and methods based on non-formal learning and focused on (social) entrepreneurship. The outcomes are accompanied by a learning activity in Malta and 3 multipliers events related to the development and promotion of these outputs in the form of practical work in local realities (in Malta and Greece) and a promotional event in the form of a conference at the European level of youth work (in Belgium).

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3. About the partners

The **Gozo Youth Council** is an umbrella organisation that gathers the young and youth organisations present in the island region of Gozo, Malta. The council provides a forum of dialogue for young people and a channel of information and opinions between young people and decision makers. In brief, it is a representative body of the interests of young people of Gozo and a strong voice at regional, national, European and international level. Furthermore, GYC tackles the challenges of young people living on the island and strives to empower their active participation in the future of our Global Society, as well as their connection with nature, their education and job opportunities, their economical and entrepreneurial challenges and opportunities. The mission of the Gozo Youth Council is to provide a national forum for young people and youth organisations in Gozo to effectively develop, promote and advocate youth initiatives and policy making in the youth field. One of its strategies being the diversification of fundraising efforts this organization decided to assume the applicant's role in this project.

The Institute of Entrepreneurship Development (iED) is a Greek NGO committed to the promotion of innovation and enhancing of the spirit of entrepreneurship. By recognizing entrepreneurship as a crucial factor for the development and cohesion of societies, it develops research and is in the position to provide innovative solutions that facilitate the growth of healthy entrepreneurship and promote employment. In order to achieve its goal, the organisation adopts an anthropocentric approach and cooperates with social, academic and business partners from Greece and abroad, aiming at producing and transferring know-how, promoting entrepreneurial culture and enhancing the effectiveness and viability of enterprises.

In its ten year long practice, the iED has participated in planning, implementation and evaluation of more than 100 National and European projects, which offered them a unique insight in the practical aspects of implementing large scale co-funded projects and also provided them with an extremely wide network of collaborating organizations from both Greece and abroad.

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Their participation in the aforementioned projects also gave them the opportunity to produce and collect a large number of innovative tools and products on all aspects of entrepreneurship and lifelong learning, available to be further processed and used by any other interested organization. Since it was established in 2005, iED has been oriented towards that direction, having implemented a wealth of actions and initiatives, which have made them a highly specialized organization in the following indicative fields of expertise: entrepreneurship, education and training, employment and social inclusion, regional development, e-learning, youth and SMEs.

The IED has vast experience in the implementation of national and EU projects, with a focus on the Lifelong Learning Programme. It has implemented a large number of projects on the certification of informal certifications in a number of different fields and will therefore bring forth this experience and know-how to the specific project by exploiting the methods and processes developed in these previous projects and further developing them to meet the specific needs of the specific project and target group.

Out of the Box International is a Network that brings together different actors working on social innovation and advocating for a more creative Europe with its main mission to provide fresh ideas and solutions acting as a catalyst for positive changes across Europe and worldwide. Its main goal is to design innovative social projects to respond to the persistent social and economic challenges in order to empower people's potential and facilitate their active engagement in society. The Members of the Network are Expert Non-Governmental Organizations, Small and Medium Sized Enterprises (SMEs), Municipalities and Universities ensuring a variety of expertise and experience in building different kinds of innovative social projects. It is comprised of experts in different areas such as youth, education, culture, business, research and public policy, all strongly connected by the belief that innovation, fresh ideas and active involvement of citizens in the political process together represent the sine qua non of making our societies better, fairer, more sustainable and just. The Headquarters of the organization are in Brussels, a vibrant and cosmopolitan city that has almost 70% of residents of foreign origin and also hosts a number of international institutions like the European Commission, European Parliament and NATO, as well as many International organizations representing different stakeholders from across the European continent and worldwide. It is the place to be for everyone who wants to influence and shape the policies that affect lives across Europe and beyond. The organisation mainly focuses on EU funding opportunities, policy development and partnership building, but it has a wide scope of interest. It is engaged in European projects' design, writing and management, most notably in designing of project proposals and the administration of applications; consultancy on Call for proposals; tenders and project management and training on project writing and management. It takes special pride in its work in the field of European Policy, providing updates on the latest EU policy developments which concerns clients; carrying out needs assessment and development of the policy papers for NGOs, National Authorities, Regional and Local Municipalities and other stakeholders; designing and realising Advocacy campaigns at European Institutions and providing training on EU policies and programmes.

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4. Why this publication?

Touth work in Europe is clearly and purposefully adjusting towards young people's needs. Due to the high unemployment, youth work is becoming more visibly a tool for supporting young people to find jobs or even more popularly to create jobs themselves. This is an addition to the more traditional definitions of youth work where it is seen as a tool for social and personal development of young people. Nevertheless, in practice it is not so easy to switch and adjust the existing scope of youth work to the new reality. A lot of youth workers are confused about approaching this topic and often lack tools to effectively work on such a topic with young people, especially the ones with disadvantaged backgrounds. Moreover, whilst the sector of social entrepreneurship flourishes, there is limited involvement from the young. The lack of access to credit and funding alongside the lack of self confidence and other barriers sometimes (gender, ethnicity, physical impairment) all contribute to the issue. As a result, opportunities for potentially high impact and community-focused enterprises and entrepreneurs are lost. In addition, as youth work is often value-based there is a need to re-shape the approaches for entrepreneurship education from the "classical - formal" approach to the ones oriented more towards social awareness and empowerment, which means that youth work has much more to add to social entrepreneurship. Furthermore, entrepreneurship in youth work in general is often limited to one off processes of trainings or workshops, and in order to support young people to develop their own enterprises, ongoing support and mentorship are necessary so that they do not lose their motivation or get discouraged. This Guidebook is a step in this direction.

Given the fact that the role of youth workers is to provide personal and social development for young people, it is clear that they have to be recognised as vital and irreplaceable partners in the process of empowering youth in employability. With the new role for youth workers on stage - as supporters and as motivators of youth to engage in entrepreneurship, the need for a better conceptualization of this role emerges in the auditorium. Formal qualifications do not always help young people when it comes to rising to challenges, assessing opportunities or taking risks. This publication and the project altogether focus on giving new chances to young people by involving them in NFE-based training activities about social entrepreneurship through which they can acquire confidence to engage in the field. Personal development requires the ability to set personal goals, and the know-how to attain them. This is what entrepreneurial learning for young people is all about. Alongside finding out how to start a business, the project sets out to equip youngsters with practical skills and positive attitudes they quite often lack, such as awareness of the society, a sharpened appetite for active engagement, new competences and confidence to play a part.

The results of cross border cooperation on this project which involved comparing different realities in three partner countries Malta, Greece and Belgium are summed up in the **Guidebook** before you.

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5. Target group: Empowering Youth and Social Workers

This project particularly focuses on social entrepreneurship and youth, highlighting the importance of this approach in the development of critical skills and competencies of youngsters to positively engage in society, exercise leadership and become involved in social change. This kind of approach advocates for young people to achieve their full potential as the best way to prevent them from engaging in risky behaviour. "Most leadership theorists believe that the skills critical for effective leadership, including the capacity to understand and interact with others, are developed most deeply in adolescence and young adulthood." "An enabling young person to meaningfully engage in initiatives that they create not only makes youth the stakeholders of their immediate future, but of their community's long-term well-being." This project aims at boosting youth-led initiatives as they give young people a sense of competence, responsibility, and achievement, which manifest themselves in young people's social confidence, interactions, and positive future performance. By allowing and encouraging young people to create their own vision instead of following an adult's or a formulaic program vision, youth-led development instils youth with confidence in their autonomy and capacity to affect change. Even though it entails young people being actively involved by initiating their own activities rather than just being told what to do, it also requires resources and supportive and experienced individuals who can mentor/guide young people without being controlling, which is one of the aims of this project.

The project primarily involves youth workers targeted through the partner organizations and their collaborative networks. The main impact of the project is the introduction of the non-formal youth work approaches and reflections among the participating youth workers so that they are able to work on entrepreneurship education. In this way the role of youth work in entrepreneurship education will have higher potential for quality approaches and will offer space for social entrepreneurship by the youth workers. In this way, the youth workers can also take a step towards more systematic entrepreneurship education approached non-formally. In addition a set of tools based on peer learning and exchange of ideas was developed and is now being shared which is also a strong impact in equipping the youth field with the needed tools in this area.

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The idea behind it all is to empower youth and social workers to develop their competences to mentor young people in starting their own businesses after which they will be able to involve in multiplying project outcomes directly with young people in their own communities. Having had the opportunity to learn by doing, youth are better equipped to positively, if not dramatically, impact their communities.

The participants are targeted as socially involved youngsters interested in expanding their knowledge about entrepreneurship and helping their peers to develop non-formally their entrepreneurial attitudes. Perhaps the reader of this publication belongs to this group, in which case she/he most probably already has certain specific practical experience in the field. Nevertheless, due to the new tools and the attractiveness of the topic of entrepreneurship, it is highly likely that young people who are new to the topic will also show interest for the subject matter of local and international youth work activities in the multipliers phase of the project, hence taking possession of this Guidebook.

Given that multipliers events are envisioned to be carried out by each partner at the local and international level, there are abundant possibilities to directly test the proposed approaches and tools with youngsters, as well as to gather their feedback on their own personal learning experiences. With this project they will have a chance also to experience support in professional development especially in their motivation to become entrepreneurs, building up their knowledge (including the ability to identify opportunities not only for personal, but also for professional and/or business activities), their skills (in proactive project management, negotiation, representation and individual/teamwork) and finally their attitudes (initiative, independence and innovation in personal and social life as much as in work). Through the multipliers events and the learning activities the project develops also a community of practice of educators and youth workers with competences to develop and deliver educational activities on entrepreneurship at local, national and European level, thus directly stimulating employability of young people, which will be the project effect in the long term.

The project offers tools and guidelines that will equip youth and social workers with knowledge, skills and attitudes to create engaging experiential and interdisciplinary social entrepreneurship education workshops and courses where youngsters are inspired to shape and influence their world through business-like ventures that address today's social issues. It's not enough, in our opinion, to teach the young how to have a business, but to teach them how to somehow really make a difference and to change lives — not only theirs but of those that they touch too.

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1. Mohamed, Inca and Wendy Wheeler. "Broadening the Bounds of Youth Development: Youth as Engaged Citizens."
2. Davis, Susan. (2002) Social Entrepreneurship: Towards an entrepreneurial culture for social and economic development.

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6. What is social entrepreneurship?

6.1. Definitions, types of social enterprises

At the very beginning of this chapter the difference between entrepreneurship and social entrepreneurship should be underlined, as these two are sometimes equivocally used interchangeably. The crucial distinction between these two notions lies in the value proposition itself. Unlike the entrepreneurial value proposition that assumes a market that can pay for the innovation and may even provide substantial upside for investors, the social entrepreneur's value proposition targets an unprivileged, neglected, or highly disadvantaged population that lacks the means or support to achieve the transformative benefit on its own. To put it simply, whereas typical entrepreneurs improve commercial markets, social entrepreneurs improve social conditions.

A closer look at the list of authors and their proposed definitions for the term 'social entrepreneurship' reveals that there is no absolute consensus on the definition of social entrepreneurship and that in general two different types of social entrepreneurship tend to be distinguished as: The Social Enterprise School and The Social Innovation School.

The Social Enterprise School views social entrepreneurship as "social enterprise" initiatives which can be defined as any organization, in any sector, that uses earned income strategies to pursue a double bottom line or a triple bottom line, either alone or as part of a mixed revenue stream that includes charitable contributions and public sector subsidies. This school mainly focuses on earned-income activity by nonprofits, but also involves applying market based solutions to social problems as well as businesses that generate profit that is donated to a social venture or purpose.

The Social Innovation School regards social entrepreneurship as the initiatives of innovators advocating for social change and seeking to solve or alleviate a particular social problem. The emphasis here is on social outcomes rather than producing income – a kind of a "change-maker" approach advanced by a growing number of foundations nowadays. Social entrepreneurs in this sense neither anticipate nor aim at creating substantial financial profit for themselves or their investors – mostly philanthropic and government organizations. Instead, social entrepreneurs aim at transformational benefit that affects either a significant segment of society or society at large.

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These two definitions can be seen as being on a continuum with social enterprise at one end and change-maker at the other. The majority of definitions try to combine the two with a movement towards a more inclusive definition. In this regard, social entrepreneurship can be defined by two constituent elements, a prime strategic focus on social impact on the one hand and an innovative approach to achieving its mission on the other. This leads us to a broader definition of social entrepreneurship as a process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs. This definition allows for social entrepreneurs to work in the public, private, or social sectors, employing for-profit, not-for-profit, or hybrid organizational forms to deliver social value and bring about change. Keeping this in mind it can be stated that social entrepreneurs play the role of change agents by various means among which are adopting a mission to create and sustain social value (not just private value) and recognizing and ever pursuing new opportunities to serve that mission. Furthermore, they are marked by engaging in a process of continuous innovation, adaptation, and learning, as well as acting boldly without being limited by resources currently in hand.

Perhaps this definition is an "idealized" one. Social sector leaders will exemplify these characteristics in different ways and to different degrees. The closer a person gets to satisfying all these conditions, the more that person fits the model of a social entrepreneur. Those who are more innovative in their work and who create more significant social improvements will naturally be seen as more entrepreneurial.

To sum up, social entrepreneurship is the idea of combining innovative methods used by business entrepreneurs with a desire to bring about significant social change. Social entrepreneurs address pervasive social problems, find ways to overcome them, and implement their solutions, ideally on a large scale. Just like a regular business entrepreneur, a social entrepreneur must take risks and be determined in order for his or her social venture to be successful.

6.2. History of social entrepreneurship

Even though 'Social entrepreneurship' is relatively a new term, having come into widespread use over the last two decades, its roots date back to the end of the nineteenth century with the rise of a more systematic and strategic form of charity. This happened when charity stopped being seen as simply giving bare necessities to the poor and started being viewed as something that can create lasting and systemic change. In fact, there were several entrepreneurs who established social enterprises to eliminate social problems or bring about positive change in the society. Among them were Vinoba Bhave, the founder of India's Land Gift Movement, Robert Owen, the founder of cooperative movement and Florence Nightingale, the founder of the first nursing school and developer of modern nursing practices. Other often cited historical social entrepreneurs include Jane Addams, the founder of the Hull House social settlement in 18898 and Maria Montessori, the first female physician in Italy as well as the creator of the Montessori child education system in 1906.

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These days, the concept of social entrepreneurship has been widely used and that too in different forms. Current well known social entrepreneurs include Muhammad Yunus, the founder of Grameen Bank and winner of the 2006 Nobel Peace Prize; Victoria Hale of Institute for OneWorld Health who makes use of existing but abandoned pharmaceutical research to bring new drugs to the world's poorest people; and Ann Cotton of CAMFED who is dedicated to educating girls in rural Africa. Other social enterprises that have also contributed to the popularization of the term are Ashoka: The Innovators for the Public by Bill Drayton, Youth United by Jyotindra Nath, Rand De by Ramakrishna and Smita Ram, SKS Microfinance by Vikram Akula and **Roozi.com** by Nick Reder, Brent Freeman and Norma La Rosa.

It is only in the last two decades that social entrepreneurship has emerged as a recognizable field. Crucial to the growing interest in social entrepreneurship was the emergence of two schools of practice in the early 1980's -the "social innovation school" and the "social enterprise school." The social innovation school developed its distinct identity through the belief that the most effective way to promote positive social change is to invest in social entrepreneurs with innovative solutions that are sustainable and replicable, both nationally and globally. The same year that Bill Drayton the founder of Ashoka defined social entrepreneurship as such, ED Skloot founded the New Ventures consulting firm, which was concerned with helping nonprofits find new streams of revenue to make them more financially viable. These two schools of thought continue to heavily influence the field of social entrepreneurship, which can be seen in the divergence of definitions used within the field.

In fact, almost all big brands and companies are 'adopting' the concept of social entrepreneurship and trying to address the issues in our society by opening schools in remote areas, educating women about reproductive health and family planning, making it possible for farmers and poor individuals to access low interest credits, establishing plants for waste treatment, planting trees and going green. This is where Corporate and Social responsibility permeate the field of Social entrepreneurship, so a few words shall be dedicated to clarifying the distinction between these terms.

6.3. Difference between Social entrepreneurship and Corporate and Social responsibility

Corporate social responsibility, often called simply CSR, refers to doing business in ways that benefit, rather than harm, society and the environment. The concept of social responsibility can be broken down into a number of categories, each of which can be more or less of a concern in different industries. Environmental responsibility refers to the ethical management of the impacts that business operations have on water, air, earth, wild animals and non-renewable natural resources. A corporation can cause a wide range of external impacts on various stakeholder groups, sometimes with economic consequences – which constitutes the realm of economic responsibility. The business models of large companies can impact local wage levels while simultaneously impacting the local economy of a community. Ethical behavior in the area of public health and politics are equally important. Decisions made by corporations selling food products, medicine, addictive recreational substances, and even entertainment can impact consumers on a physical, emotional and psychological level, potential influencing deep cultural change.

Short-term corporate profits can sometimes grow through unethical and irresponsible means, but unscrupulous business practices rarely build the foundation of long-term customer loyalty, legal compliance, and strong brand reputation necessary for sustainability. Balancing profit considerations with ethical guidelines for impacting the environment, economies, public health and politics can lead to win-win decisions that keep a company in the black while making positive contributions in the world.

CSR, or business virtue is often defined as practices that improve the workplace and benefit society in ways that go above and beyond what companies are legally required to do. While the social responsibility of most firms serves to maximize profits and enterprises often undertake strategic CSR activities that increase profits, a social entrepreneur carries strategic CSR beyond profit maximization and market value maximization.

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7. Why social entrepreneurship?

7.1. How is entrepreneurship training relevant to the work of our organizations and institutions?

The way we see it, what is so great about social entrepreneurs it that they can work in virtually any field. It's is obvious that social change is necessary in different capacities all over the world. The power of social entrepreneurs lies in the fact that they are given the flexibility to do what they are most passionate about, be that youth development, environmental issues, health, education, hate speech or violence prevention for instance. The options are practically limitless. Perhaps you recognise that your neighbourhood has a problem with street littering and not enough green space, you can come up with a 'green guerrilla', make gardens in city corners and start raising awareness about environmental issues. Or say, you start an enterprise giving old bikes 'a makeover' so that you can raise funds to donate bicycles to school kids from remote areas so they do not need to walk miles every day just to get to the classroom. You'd be promoting cycling and healthy lifestyles along the way. You can work in virtually any field you feel needs work.

What's more, anyone can be a social entrepreneur. What you need is an idea, an innovative approach, resources, an implementation plan and adaptability. Social entrepreneurs are imaginative critical thinkers who strive for long-term, pervasive social change. Once they identify a social problem, they look for solutions that can benefit society at large. This may sound a bit overwhelming or even intimidating, but the good thing is that there are many people out there who are willing to get involved and lend a helping hand. Many organizations fund promising entrepreneurs and others, like us, are specifically dedicated to introducing social entrepreneurship to the youth sector. The truth is, no matter how old you are, it is never too early nor too late to begin thinking about your potential to bring about social change. After all, the more time you've spent developing your idea, the more likely you are to succeed. Naturally, you will not be able to achieve massive widespread change in an instant. It takes a lot of patience and persistence to reach that level. However, as long as one has the drive to make a difference, one is a perfect candidate to be a successful social entrepreneur.

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7.2. Why are social enterprises important?

In the recent years there has been a growing interest for social entrepreneurship, especially since Muhammad Yunus, founder of the Grameen Bank and a renowned example of a social enterprise, won the Nobel Peace Prize in 2006. Nevertheless, it appears that the current academic literature does not provide sufficient links between social entrepreneurship and economic and social development policies. Naturally, this raises questions such as: "How important are social entrepreneurs for economic development?" and "What value is created by social entrepreneurship?" The social entrepreneurship sector is increasingly important for both economic and social development because it creates social and economic values such as employment development, innovation of goods and services, increase of social capital and equity.

Moreover, it seems that social entrepreneurs are even essential in today's world, which is plagued with many social problems such as disease, famine, poor health, wars, discrimination, displacement, homelessness, and social exclusion to name just a few. The necessity for social entrepreneurs lies in their drive to improve the world and the dedication to see their solutions and plans through an action as a ripple effect, inspiring others to pursue social change as well. According to Ashoka, one of the most prominent and active organizations dedicated to the advancement of social entrepreneurship, "every leading social entrepreneur is a mass recruiter of local change-makers." These enthusiastic leaders who are passionate about their cause are valuable assets to every society because they engage others in addition to making a difference in their communities. The journey to being a change maker with a strong impact starts with the youngest passengers. Youth social entrepreneurship provides an opportunity for young people to thrive and develop traits, which provide them with useful life skills that will facilitate their transition into adulthood and benefit them throughout their adult lives. There is a variety of characteristics that are common across social entrepreneurs worldwide. Some of them are vision, innovation, leadership, dedication, resourcefulness, replicability, scalability, willingness to self-correct and finally – having fun while doing what you love!

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8. Social entrepreneurship competence development model, methodologies and guidelines

In this publication section we are going to present guidelines and describe the implementation of the entrepreneurship competence development model. The model is developed with the aim to help youth practice their entrepreneurship competence as a rewarding learning experience and, at the same time, foster collaboration between youth, community, business representatives and labour market. This short guide is developed for youth workers to promote social entrepreneurship and empower young people to start up and manage new projects.

8.1.1 Understanding social entrepreneurship

What exactly is Social Entrepreneurship? It is usually described as the use of skills, competencies and methodologies to start up a company or other initiatives to develop, fund and implement solutions to social, cultural, or environmental issues. This concept may be applied to a variety of organizations with different sizes, aims, and beliefs. The concept of social entrepreneurship is centred not just on mission, but on entrepreneurship, making a social benefit-focused organization become more like a business. The idea is that non-profit can benefit from the focus of for-profit businesses – customer focus, sound strategy, effective planning, efficient operations, financial discipline. Hopefully the social entrepreneur focuses as intently on excellence in all of these as any back-to-the-wall for-profit entrepreneur. For them, as perhaps it should be for all of us, success is social value.

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Any definition of social entrepreneurship should reflect the need for a substitute for the market discipline that works for business entrepreneurs. Social entrepreneurs play the role of change agents in the social sector by:

• Adopting a mission to create and sustain social value (not just private value),
• Recognizing and relentlessly pursuing new opportunities to serve that mission,
• Engaging in a process of continuous innovation, adaptation, and learning,
• Acting boldly without being limited by resources currently in hand, and,
• Exhibiting a heightened sense of accountability to the constituencies served and for the outcomes created.

8.1.2. Structure of social entrepreneurship competence development model

(Recommended training program for 1 participant is 46 hours. Program is better to be implemented more as long term training programme – recommended length is 8 month.
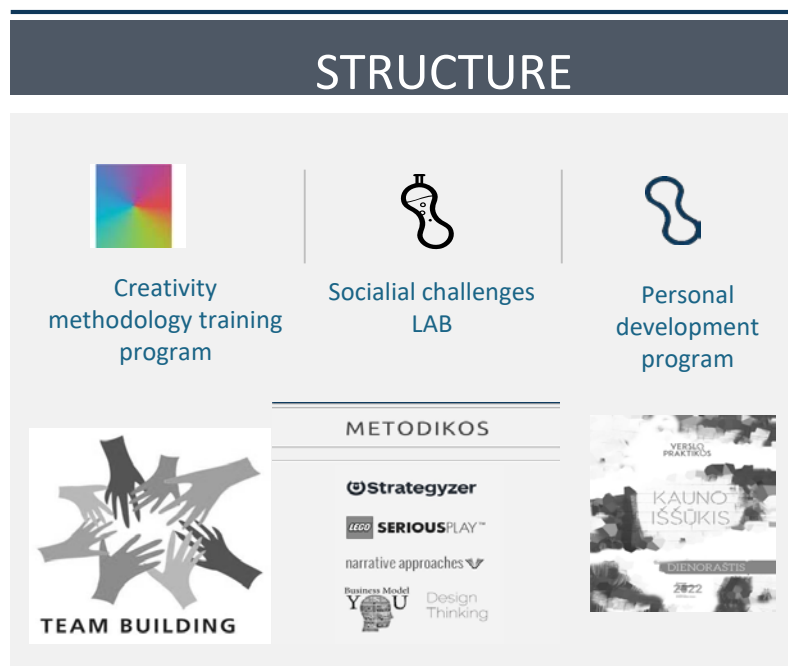
8.2. Social entrepreneurship competence development process

Both businesses and diverse organizations face a number of challenges in their day-to-day operations, which sometimes require a new approach and new ideas. This is a great educational area for students as it offers them a chance to get acquainted with real challenges of social entrepreneurship, to contribute by analysing them in interdisciplinary teams and finally to present possible solutions to stakeholders.

The development of **social entrepreneurship** and the analysis of social challenges represent an opportunity for businesses / organizations / municipalities to place their challenges in young people's hands. The innovative and modern approach presented by young people will significantly contribute to the implementation of solutions to the challenges in enterprises and organizations. Similar initiatives are developed in other international centres: Harvard I-Lab, Oxford Said Business School, Berkeley Center for Entrepreneurship & Technology, Alto Design factory, and others.

The analysis of social challenges and the development of social entrepreneurship are based on interdisciplinary cooperation between different fields of science and the use of their methods, which gives us even more opportunities to look at the challenges from different perspectives. We define the benefits of interdisciplinary approach in a team as an opportunity to work with people whose worldview and thinking contribute to the formation of a new point of view. The approach to the problem from the different positions that are rarely overlapping, allows you to generate exclusive ideas and create unique solutions. Reaching problem solving in such a team is complex, even the smallest details are conceived, and the work of the interdisciplinary team is characterized by greater synergy.

The challenges of social entrepreneurship presented by enterprises and organizations will be analysed and developed for two months. The benefits of this process are useful for both sides: on the one hand young people are given access to companies and organizations, their activities and day-to-day problems, and on the other companies and organizations will have the opportunity to hear and see other youth insights that will add value to their activities.

Through the whole process of social entrepreneurship education, the challenges presented will give young people the opportunity to develop their social entrepreneurship competencies. The group meetings are recommended to take place once a week with the designated training manager, who would provide the necessary advice for analysing and implementing the challenge.

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Throughout this proposed project a **Personal development** program should be implemented, which includes personal mentoring and counselling by filling out a workbook and using self-study methodologies such as group coaching sessions using Points of You, the Personal Business Model, Narrative Therapy, NLP and Cognitive-Behavioural Therapies. **Personal development program** is an essential part of this social entrepreneurship-training program. It is very important to understand that though most of the time young people work in groups, the entrepreneurship competence development program is prepared to address every youngster's personal need.

The aim of social entrepreneurship competence development program – while working in interdisciplinary teams is to put acquired knowledge and skills in the real environment of social or business organizations by offering design solutions or prototypes. During the course of the project, participants are introduced to the methods of idea generation, case analysis (Design thinking, Business Model), and their practical usage in solving specific cases of any business or organization. Young participants are taught to collect and analyse the information necessary for formulating the organization's actual problem-solving case and to prepare a design proposal for a real problem-solving case.

The volume of **social entrepreneurship curriculum development program** is 46 hours. The duration of the program is 2 months. It consists of 3 directions:

1. Creativity methodologies training program (recommended to be delivered in one training/camp) - 16 hours.
2. Social Challenges LAB's working in interdisciplinary teams with a mentor - 23 hours.
3. Personal development program - Personal mentor counselling, workbook, coaching groups - 7 hours.

8.3. The process of analysing social entrepreneurship challenges

The analysis will be carried out according to a structured 8-week program that participants will implement in interdisciplinary groups of 5. During the process, experts will accompany them from the Organisation/high School, mentors and content consultants.

- The analysis of the challenges will begin after the methodological training program. Young participants from various backgrounds would be formed into groups of 5-6.
- Main activities:
- During the cycle it is easier to operate with at least 4-5 case groups, overall selecting 20 participants and 4 organisations/ companies.
- 8 meetings with the mentor - **14 hours**
- Interim presentation of the results to challenge/ problem stakeholders – **2 hours**
- Consultations delivered by company experts, lecturers – 2hours
- Groups present interim results (Pitch the idea to stakeholder)

Final presentations for "owners" of social challenges. Diploma delivery - **2 hours**.

8.3.1. Recommended case/challenge analysis process:

Brief – weeks 1-2

- Real BMC
- Web site, Facebook protocol overview
- Emotion of customer survey "Understand the client's problem" - min. 10 customer surveys

Research weeks 3-4

- Good practices and experiences from similar ideas / businesses
- Online survey - 100-1000resp. (5-15k). Interview potential customers about their needsand benefits
- E-mail on jobs and issues. Letter to the company (we do not know BMC, we are preparing questions for the company - the coordinator communicates)

Idea – weeks 5-6

- POY Brainstorm
- Map of Mind map Ideas (can also be used for problems)
- Method kit start-up project
- Customer needs. Value preposition

Prototype - week 7

- The prototype of BMC Ideal Idea is described. Min 2-3 client groups.
- Improvement of the prototype - the aspiration is real, tangible.
- Lego serious play - prototype model.
- Process photos for the company, easy delivery of work done

Pitch - week 8

- Visual pitch (prezi, canva, ppt)
- Pith for the company

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8.4.1. Example of social entrepreneurship challenges

- Increasing technological exclusion - the younger part of society is rarely using information technology.
- Emigration of youth abroad or to major cities
- Lack of researches on population needs
- Business-to-business cooperation is not good enough
- Little business involvement in the city's social challenges
- Social inequality, low level of entrepreneurship, poor infrastructure
- Insufficient youth employment
- Low youth participation in volunteering activities.

8.4.2. Social entrepreneurship challenges in communities, cities and regions

Practice shows that there are many good examples of how youth greatly contributes by solving social challenges in their local communities, towns and regions. Young programme participants can help to analyse city museum, youth, culture and sport programs.

These interactions reveal that there is a great need of such practices for young people in addition to helping local communities, cities and regions to notice possible emerging problems and include youth into the decision making process.

8.5. Personal development program

In the process of education it is important to pay a lot of attention to interdisciplinary team building methods, lectures of good specialists and practical simulation tasks. Competences are not only developed through the acquisition of knowledge / theory, but through their practical application and experience during the learning process. These basic principles will be integrated into a program of social entrepreneurship curriculum that lasts for 2 months. The most important elements recommended to be implemented are the following:

- Personal competence development workbook for each participant.
- 5 hours of mentor consultations, which will set out personal goals, develop a competency development plan and reflect on the results achieved at the end of the program
- 4 group coaching sessions - 8 hours.

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8.6. Development of social entrepreneurship skills practically

The teams have the opportunity to deal directly with the top managers and real problem "owners", and have possibilities to contribute to social problems. It allows them to develop their social entrepreneurship competencies practically. During the process participants develop problem solving, planning, presentation, and networking skills.

8.7. Social entrepreneurship training programme. Recommended cycle duration is 8 months.

Practice shows that there are many good examples of how youth greatly contributes by solving social challenges in their local communities, towns and regions. Young programme participants can help to analyse city museum, youth, culture and sport programs.

These interactions reveal that there is a great need of such practices for young people in addition to helping local communities, cities and regions to notice possible emerging problems and include youth into the decision making process.

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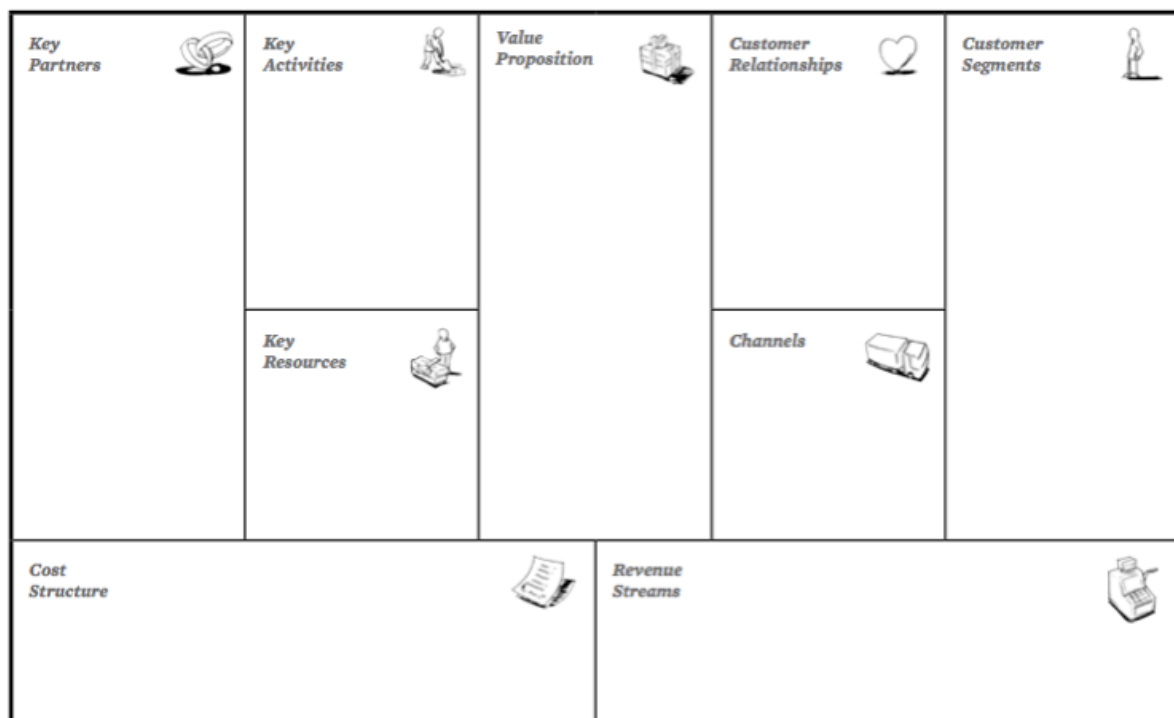| Fields	Activities	1	2	3	4	5	6	7	8
Creativity methodology training program 16 hours	1. Methodology training program recommended to be delivered in 1 training event – 16 hours: • Forming of multidisciplinary „social challenge" teams • Business model canvas methodology training • Design Thinking process presentation and demo case analysis • Method kit methodology training and creativity workshops • Expert lectures, related to social challenge topics Presentation of selected social challenges	X							
Social challenges LAB 23 hours	1. Selected groups meet with stakeholders of social challenges	X							
	1. Groups work with social challenges, while using methodologies which they learnt in creativity methodology training program: • 8 Group meetings, which are guided by mentor x 2 hours, - 16 hours. • Consultations delivered by company experts, lecturers – 2 hours. • Groups present interim results (Pitch the idea to stakeholder) – 2 hours.		X	X	X	X	X	X	X
	1. Groups present their final product/idea to social challenges stakeholders. – 2 hours. 2. All participants get certificates and recommendations from stakeholders and program implementer.								X
Personal development program 7 hours	1. 5 personal development consultations with mentor -5 hours. 2. Each participant works with personal workbook	X	X		X		X		X
	1. Participants attend 4 group coaching sessions -2 hours.					X			

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8.8. Building up the idea & business plan - recommended methodology

When we wish to help young participants acquire skills and knowledge, how to generate ideas, solve problems and work with organisations' needs it is very important to support them with methodological training. It is easier to arrange workshop sessions for participants already divided in interdisciplinary teams. Methodologies will be used for analysing social challenges, collecting evidence, generating ideas, preparing presentations and so on. The methodological training should include the formation of interdisciplinary challenge groups, training and creative workshops, expert lectures and presentations of selected social challenges. There could be a wide discussion which methodologies are most efficient while working with problem solving, idea generating, prototyping, etc. Based on participants' educational process, we recommend using 3 most recent international methodologies:

8.8.1. Business model canvas

The Business Model Canvas

Key Partners	Key Activities	Value Proposition	Customer Relationships	Customer Segments
	Key Resources		Channels	
Cost Structure		Revenue Streams		

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The Business Model Canvas is a strategic management and lean startup template for developing new or documenting existing business models. It is a visual chart with elements describing a firms or product's value proposition, infrastructure, customers, and finances. It assists firms in aligning their activities by illustrating potential trade-offs. Since the release of Osterwalder's work in 2008, new canvases for specific niches have appeared and are mostly open sources.

Every business idea or model is what integrates the strategy and its implementation and is the essence of a business concept. Later this concept is then transferred into real life as a company, organisation, service or product. In other words, the strategy is a plan by which the business model is adapted. The business model is more abstract than the business plan and it is created before it. Business Plan (Business Tactics) is a summary of the entrepreneurial idea with marketing, finance and management planning for several years to implement the existing idea. This methodology would help to understand existing and generate new ideas.

How to use it on workshop:

1. Trainer shortly present methodology and introduce that it is used to analyze any new existing idea/business model or create new.
2. Trainer prepares Business model canvas poster and hangs on the wall. He proceeds by explaining canvas elements. If trainer is not familiar with the method it can easily be found online and shown to students
   https://www.youtube.com/results?search_query=business+model+canvas+intro. It is easier to explain how this canvas work through example of company that is well known (google, amazon)
3. Students are spitted into groups of 4-5 and asked to imagine that they are a group of stakeholders who have ambition to make a revolution in their university. Trainer helps them to start filling Business model canvas, how could perfect university look: what type of activities would it offer? who could be clients? What value would it offer? Possible partners? Etc. Trainer smoothly leaves initiative to the groups and informs, that all groups will pitch their ideas in 30min.
4. Each group pitch the main idea of their model on perfect university – 3min. question and comments – 3min. Trainer shortly reminds about main methodology principles and invites most active groups to develop these ideas and pitch it to University rector.

Remarks and suggestions:	**It is important that this activity is performed with group that feel safe and are open-minded for creative session**
Purpose:	**Provide students with usefull ideas developmen tool.**
Skills involved:	**- Lead more constructive discussions.** **- Develop basic ideas**

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8.8.2. Lego serious play

The LEGO® SERIOUS PLAY® methodology is an innovative process designed to enhance innovation and business performance. Based on research which shows that this kind of hands-on, minds-on learning produces a deeper, more meaningful understanding of the world and its possibilities, the LEGO® SERIOUS PLAY® methodology deepens the reflection process and supports an effective dialogue – for everyone in the organization.

How to use it on workshop:

1. Trainer introduce students that they will participate in demo Lego Serios Play workshop and presents LSP principles and steps:
   1. The Challenge - Question
   2. Build a model – Metaphor
   3. Sharing – Give meaning – Tell your story
   4. Questions and reflectionsMartin

2. Students are provided with a big pile of random lego bricks. Each student is aske to build the highest tower he can in 3 min – It should be able to stand without any support – You cannot reserve bricks

3. Students are asked to share something about your tower – explain what it means – Point out differences in the towers – no right or wrong way of building – Explain how you reasoned in the beginning. Who did what? Did you assign roles? Did you split the work? – Test for stability – trainer is trying to show students attachment to something in his tower.

4. After students feel more free to build and share, trainer presents second step. Group has to build a model that represents their Dream Colleague. 3 min to build, 1 min to share. The facilitator asks questions to better understand the meanings of different parts of the models

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5. If group is eager to talk more about this topic, trainer can take one aspect from each model and make a shared model with the others in the team. Everybody should agree on all the parts of the shared model. Everybody on the team explains the shared model – how group thinks on „Dream collegue".

Remarks and suggestions:	**Lego brick are more like universal language to discuss on any topic, but mostly is very useful as coaching technique.**
Purpose:	**Group forming, exchange of opinions. Present one's own opinion on an issue in a creative/visual form.**
Skills involved:	**- Teamwork,** **- Creative thinking** **- Personal growth, coaching**

8.8.3. Methodkit

Method Toolkit methodology is useful for organizing effective meetings, organizing and planning project activities and developing creativity workshops. This is the usual use of this methodology, which we recommend for planning, generating, developing and evaluating ideas. The methodology would be useful to young participants while working in interdisciplinary teams with a mentor because this process is usually quite chaotic, so the Method toolkit is excellent tool to get an increase in group work productivity.

How to use it on workshop:

1. Trainer presents method and topic – a specific idea or project, that all the team are planing to work on.
2. Cards with images on a specific topic are laid on the conference papers, easily visible.
3. Walking around the table, each student chooses the card that he/she finds interesting to discuss. They pick a few cards/aspects that needs to be defined better in project or startup. Activity proceeds until group covers all the topics,
4. While working on a topic, group naturaly forms into smaller discussion groups, which are asked to present the cards they were working on
5. After project concept is presented, trainer forms group into 3-4 smaller groups, according to the main project topics. Participant proceeds working on topics they wish to develop later on – workshop is lead to assigning each member a responsibilities in the project.

Remarks and suggestions:	**MethodKit is an analogue tool for meetings and workshops or individual idea development. The kits are flexible frameworks where each card represents a different perspective**
Purpose:	**Project or any idea planning**
Skills involved:	**- speak freely about a topic** **- plan more constructive**

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8.8.4. Points of you

Coaching game "Points of you" since 2006 has over 1million user, widley used in 147 countries, translated into 16 languages. Point of you is an association technique frequenlty used for brainstorming, selecting ideas, coaching a group through group stages. Very usefull in early ideas stages. Method can be made with coaching methodology "Points of you" or various photos with words.

How to use it on workshop:

Trainer presents aim of this workshop. Aim of this workshop is to talk about each group member and how group accepts his role.

1. PAUSE. **A mindful break**
Students are asked to have a pause and think about their role in a group and why they are involved in their activities (10min.). Pausing allows us to shift our inner frequency from the always-busy everyday frequency to a quieter one, enabling us to look deeper. It is a necessary step on our journey to break free of our "thought loop" and automatic reactions and actions, especially those preventing us from being where we want to be. Students can write their thoughts or relax listening to music.

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2.   EXPAND. **Countless points of view**

After Pause students are asked to take one card/photo which thy feel mostly relate to them today. Search for the unknown, not knowing where it may lead us. We allow a shift from our familiar comfort zone– to a world of new opportunities, insights and WOW moments. At the end of this stage we know anything is possible.

3.   FOCUS. **A conscious choice**

Now when we talked how each member feels today, we focus on a specific question – „How do i see myself in this group". Students are asked to pick a card which they feel mostly describes they role in a group. Member presents it and other share their insigts about each other cards.

4.   DOING. **Create a new reality**

Each student is asked to think and write activities they are planning to do in 24 hours, 7 days, 1 month. It's time to advance from thought to action. We draft an action plan or To-Do List that outlines the necessary steps and sets the timetable for realizing our insights.

Remarks and suggestions:	**All Points of you cards can easily found in www.pinterest.com and description how to use them in www.pointsofyou.com**
Purpose:	**To help group talk about each members individual group roles**
Skills involved:	**- Team work** **- Personal growth and Self-assesment**

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8.8.5. Design thinking
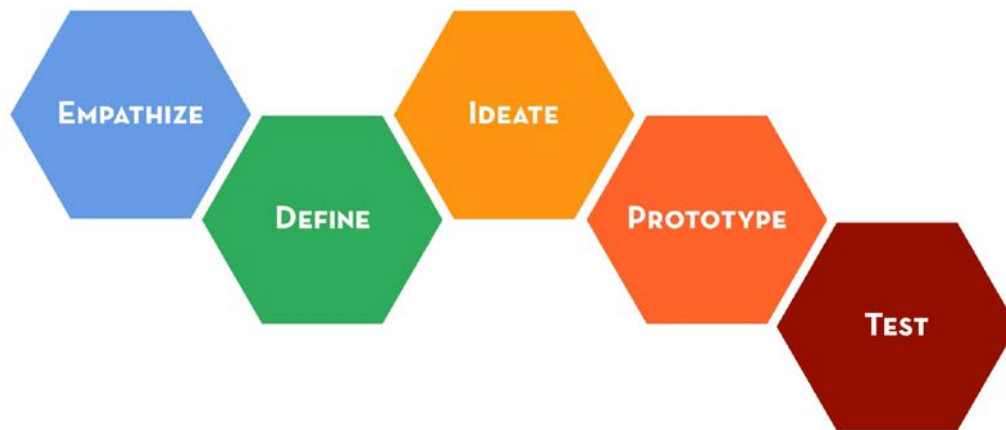
Design Thinking is a design methodology that provides a solution-based approach to solving problems. It's extremely useful in tackling complex problems that are ill-defined or unknown, by understanding the human needs involved, by re-framing the problem in human-centric ways, by creating many ideas in brainstorming sessions, and by adopting a hands-on approach in prototyping and testing. Understanding these five stages of Design Thinking will empower anyone to apply methods in order to solve complex problems that occur around us — in companies, countries, planet.

methodology is designed to analyse any social problem and see it as a solution. This methodology emphasizes that the most important element is an open, flexible approach to the current situation. The methodology provides a structured way of moving from problem analysis to the solution and prototype creation. The methodology itself consists of four main elements: problem identification, creative thinking, reflection and   improvement of selected ideas presentation of generated prototypes.

How to use it on workshop:

1. Trainer presents aim of the workshop and Design thinking stages. (Design thinking and Service design methodology tools are open source and can easily be found online)
2. Students are instructed they will reinvent University (trainer can easily give any other problem, that students are aware of) The main stage of Design thinking is to EMPATHIZE the client – so students would have to go ant interview problem clients. For learning purposes It is easier, when they can interview each other.
3. Students try to understand University problems by interviewing on each other. They all have to DEFINE few main problems and present them.
4. Trainer sums up main problems and group students according to the problem they wish to solve. Groups are provided with materials and time from 1-2hours to brainstorm and IDEATE, select the best idea's and prototype to one perfect solution – PROTOPYPE.
5. All groups pitch their ideas to clients, University representatives (In this case other students) and test their feedback. Trainer sums up whole process and invites groups to develop their ideas and present it to university Rector.

Remarks and suggestions:	**Design thinking process is more complex, but main process elements and open source tools can be very useful and enough for teaching how to develop idea.**
Purpose:	**To teach students how to solve problems and develop ideas in more constructive and consistent manner.**
Skills involved:	**- Creative thinking - Empathy - Team work**

8.8.6. Evaluation, competence assessment using The European Qualifications Framework

The **European Qualifications Framework (EQF)** acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning. The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems. Since 2012, all new qualifications issued in Europe carry a reference to an appropriate EQF level.

The core of the EQF concerns eight reference levels describing what a learner knows, understands and is able to do – 'learning outcomes'. Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). This will enable a much easier comparison between national qualifications and should also mean that people do not have to repeat their learning if they move to another country.

More info: https://europass.cedefop.europa.eu

8.9. Partners, lecturers, experts from companies/organisations

Social entrepreneurship development programme gives opportunities and value both to youth and companies/organisations. Therefore, it is very important to contact all possible stakeholders and present how they could benefit from joining this project before the start of the project. If program implementer and partners have a wide network of business / social partners, that would not only make it easier to select best social challenges, but also provide youth with the opportunity to get expert advice and lectures during training events.

8.10. Partnership with business companies

Practice shows that businesses, organizations, and self-government are willingly contributing to solving the challenges of social entrepreneurship: companies support programs like this with expert consulting, lectures and small prizes.

8.11. Requirements for implementing social entrepreneurship model in NGO, public, educational institution, incubator or entrepreneurship centres

The requirements for organisation and social entrepreneurship case:

Very often companies/organisations ask to be informed regarding the kind of case/problem/project that should be provided to young participants. The task should be a complex one; it should not be too small (young entrepreneurs need to work on the task at least 1.5 – 2 months) and the solution of the task should require multidisciplinary approach. It should also be taken into consideration that participants cannot create any technological solutions, such as apps or internet platforms, as this requires special preparation. The tasks can cover such areas as marketing, communication, personnel management, development of tools, etc. Some examples of cases/tasks: I) To develop a marketing plan for a new product; II) To organise a new system for monitoring clients' satisfaction level; III) To increase the brand of the company among the young generation; IV) To recommend a motivation system for the lower-skilled workers. As a result, keeping a list of learning outcomes on which the company and the tutor agree is important to trace and support internees' progress throughout the internship period.

Ensure that you:

Keep a list of learning outcomes which should be agreed with the companies and the tutors. Participants should undergo a three step work process initiated by the following stages:

1. Shadowing
2. job experience
3. remote working

The above is deemed necessary both to familiarize young participants with different work models but also to ease and remove any stress involved regarding entering the work environment.

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Questions you may include in your meetings with mentors are:

- How will you develop a multidisciplinary team in your company?
- What is your motivation in participating in a multidisciplinary internship?
- How will you use a multidisciplinary team?
- What recommendations could you provide for methodology?
- What are the benefits and difficulties of the multidisciplinary approach?
- What soft skills were needed from each student?
- What tools can be provided to the students for ensuring an effective methodology?

Tutors:

After having a clear understanding of the participating organizations, the facilitator must approach tutors who will be available through the process of piloting phase to provide feedback and tutoring support to the participants;

- The tutors will indicate 10 participants from different multidisciplinary areas who will be willing to take part in this process (submit a list) (in some cases it might happen that facilitators suggest participants who are then assigned to tutors);
- The tutors must agree that they will provide their feedback and support for these 1 or 2 months for completing this approach;
- A tutor and a mentor should agree to a plan on how they communicate and collaborate with students during the implementation of the program. Normally a mentor meets with the group at least once a week to review the process, to get participants reflections and to discuss feedback or problems that might appear. A tutor meets with participants either together with a mentor or individually every fortnight;
- Before social entrepreneurship development program starts the tutor should gather his/her group and explain to them what is expected from them and how the process is organized. A tutor should ensure a regular meeting place for groups to work on a case/task at an organisation;

Participants:

Young entrepreneurs have a great role in materializing the effective implementation of their challenge. Tutors, mentors and facilitators in particular are expected to think strategically on how to engage students in internship practice. Hereunder are some of the important issues suggested in the training program:

- Having the list of the participants provided by the tutors, the facilitator and the tutors will consequently inform the participants about the project's goals, the company goals and expectations, the duration and the learning outcomes, etc;
- The facilitator divides the participants into teams pointing out their multidisciplinary constitution (in some cases, students do not come from different courses but they belong to the same pathway. In these cases, youngsters can be invited to assume different perspectives). In the formation of multidisciplinary teams, two approaches might be used. The first step is that, depending on the nature of the given case/task, tutor appoints 3 or 4 young participants from different backgrounds to start working on a project. The second option is that a tutor appoints 3 or 4 participants from the same background to solve a given task/case/problem;

- processes and learning outcomes to the students;
- The facilitator administers the first set of questionnaires half way through the internship period;
- Normally, the participants start working on a case/problem/work task after completing the shadowing stage and after the work plan is assessed both by the mentor and the tutor. Customer approach and customer added value approach is the dominating one in the whole process.

8.12. Managing social enterprise

Implementing change for social good can be an overwhelming and daunting task. It is often too easy for social entrepreneurs to become dismayed with the enormity of their end goals, and the complications of unforeseen obstacles encountered along the way. To successfully drive our vehicles of social good, we need to implement a fresh approach to an age-old concept; we need to deliberately manage our motivation.

Motivation is essential to the success of your social enterprise. While we often read of success stories that serve as our initial catalyst, we rarely hear how to navigate day-to-day struggles, frustration, and failures. If we don't plan for setbacks or keep a realistic view on our progress, our motivation can be curbed and our dreams dwindle.

My own journey was a strenuous, difficult process – one where I often found myself combating challenging complications. I have analysed my own motivation and broken it down into four easy-to-follow components.

Focus on small wins. What is the goal of your social enterprise? It is not uncommon to read of an organisation's admirable mission of eradicating world hunger or achieving world peace. These visions are highly respectable, but they can also be overwhelming. Your motivation may start to decline as you become despondent and begin to feel that your goal is insurmountable. Psychologist Karl Weick from the University of Michigan wrote in his paper, The Power of Small Wins, that you are more likely to overcome large social problems when they are broken down into smaller, more tangible goals. By breaking down your goals into more manageable objectives, you can stay focused and motivated.

Failure isn't fatal. Understanding that failure is not fatal but instead is a productive opportunity for growth can minimise any loss of motivation caused by countless setbacks. By viewing these struggles as positive learning experiences, you can keep your motivation high and increase your small wins. There was a frustrating period where we struggled to achieve adequate exposure. Instead of losing motivation from this scenario, we adapted our approach and began increasing the quantity and variety of networking efforts to include individuals, corporations, charities and countless media organisations. By learning from our shortcoming instead of dwelling on it, we adapted our approach and increased our exposure, resulting in a feature on CNN.

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8.12. Recommended literature and resources

1. https://strategyzer.com/
2. https://www.lego.com/en-us/seriousplay
3. https://designthinking.ideo.com/
4. https://methodkit.com/how-to-use/#
5. http://www.points-of-you.com/
6. https://europass.cedefop.europa.eu/
7. https://www.udemy.com/
8. https://issuu.com/

AUTHORS

Ryan Mercieca:

He is at the forefront for advocating Social Entrepreneurship in Malta. Currently working as a Business consultant and reading a Ph.D at the University of Malta and read a Master in Business & Entrepreneurship, a Masters in Tourism as well as Masters Diplomacy.

Ryan was selected for the prestigious IVLP program of the US State Department and was finalist for the Young European Award 2013 organised by the Schwarzkopf-Stiftung Junges Europa Foundation. He worked He has been involved in the civil society for the past 10 years where he served as President of the National Youth Council of Malta and a board member of JECI-MIEC.

Maria Juliana Zapata Bernal:

Youth Coach, with fifteen years of experience in Voluntary Youth Organisations on national and international level. Graduate with a Master's Degree in Youth and Community Development from De Montfort University in UK and a Diploma in Youth Studies from the University of Malta. Successfully managed a three-year pre-employment programme for young job seekers with intellectual disability to enter the open labor market at Jobsplus, the National Employment Agengy. Worked for two years with Junior Achievement Young Enterprise Malta and was responsible to revamp the 'Company Programme', an entrepreneurial programme for young people between the ages of 16-18. Worked with young people within the Scouts Association of Malta, Agenzija Zghazagh – the National Youth Agency of Malta and led a community-based youth project in the community of Santa Lucija.

Liudas Svipas:

Psychologist at the Psychological support and counseling center - 10 years

Head of training and development at Vytautas Magnus University Centre for enterprise practices - 3 years

Director at NGO "The Home of Psychological Ideas" - 9 years

Trainer "Design Thinking -Service design" (2017 Amsterdam)

Psychotherapy "Narrative therapy and systemic family counseling training" (2015 Drammen)

Areas of expertise: Entrepreneurial competencies, narrative therapy, personal growth, program development and implementation.

Marko Paunovic:

Consultant, moderator, and social entrepreneur with experience in the field of non-formal education, fundraising, organizational and project management. In recent years he has been lobbying the European institutions and following closely Cohesive, Enlargement, Social Entrepreneurship, Internet and youth policies of the EU. He is the founder and CEO of Out of the Box International, an international network based in Brussels dealing with social innovations.

Areas of expertise: EU Policies, Non-profit management, Moderation

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AUTHORS

Milosh Ristovski:
In the last 9 years have been constantly involved within civil society organizations youth policy on local and international level. He is passionate about non-formal education and is practicing it actively in different levels and contexts. At the moment very active within delivering online educational activities for young people from around the world. With that he is very interested about innovation and development of activities and processes that are combining both online and offline learning. His formal background is Information and Communication Technologies. At the moment, Milosh is in his mandate in the Advisory Council on Youth of the Council of Eruope where he is a Bureau member responsible for the portfolios tackling "Autonomy of young people and their access to rights". Milosh is also a member of various pools of trainers of international organizations (Salto SEE, Youth for Exchange and Understanding, European Youth Forum).

Eva Batzogianni:
She holds an MSc in Applied Economics and a graduate degree in Computer Engineering from the University of Thessaly. She works as a project manager and LMS (Learning Management System) designer with a vast experience in the management and in the implementation of both national and European projects.
Her portfolio consists of several researches, studies and training materials on the topic of entrepreneurship, social entrepreneurship, employment, business consultancy, career consultancy, coworking spaces and apprenticeship. She has also experience in information processing systems and marketing techniques.

Michalis Lagos:
He holds a degree in Business and Economics from the Technological Institute of Thessaly in Greece. He works as an economist – a business consultant and participates in the implementation of national and European programs. He also has experience in counseling the unemployed and small businesses. He has also actively participated in the implementation of studies and researches.
Through his experience, he has acquired a variety of both technical and soft skills such as: project management, leadership, communication, teamworking, problem solving, time management, financial management, etc.

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Youth Coach, with fifteen years experience in Voluntary Youth Organisations on national and international level. Graduate with a Master's Degree in Youth and Community Development from De Montfort University in UK and a Diploma in Youth Studies from the University of Malta. Successfully managed a three year pre-employment programme for young job seekers with intellectual disability to enter the open labor market at Jobsplus, the National Employment Agency. Worked for two years with Junior Achievement Young Enterprise Malta and was responsible to revamp the 'Company Programme', an entrepreneurial programme for young people between the ages of 16-18. Worked with young people within the Scouts Association of Malta, Agenzija Zghazagh – the National Youth Agency of Malta and led a community based youth project in the community of Santa Lucija.

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" *Developing employability and innovations amongst the youth people*