MENTORING MODEL PROGRAMME FRAMEWORK

IO1

This document was developed in the framework of the project CASYE carried out by Diesis Network, with the collaboration of all the partners of the project.

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Introduction

1. About the CASYE project

The CASYE (Cultural and Social Youth Entrepreneurship) project aims to develop innovative, Continuous Professional Development (CPD) accredited tools to support marginalised young people in becoming entrepreneurs in the social and cultural sectors. This will be done through the capacity building and certification of youth workers and other professionals by giving them new approaches to support and strengthen their work, improve their skills, and increase the quality of their interventions.

The goal of CASYE is to support youth entrepreneurship in the creative sector through the development and piloting of a social economy model, with an emphasis on empowering young people with fewer opportunities (social obstacles, geographical obstacles and/or economic obstacles). Through the CASYE programme, the development of a sustainable ecosystem for supporting youth entrepreneurs in the creative European cultural and social sectors will be created.

Given the ability of the young, especially the adolescent population, to use the new technologies and media it is important to develop methodologies that are adapted to the current situations in which they are living. The effectiveness of youth work methodologies and tools are closely related to the ability to motivate the recipient and promote their participation in the proposed activities. CASYE aims to help youth workers reach young audiences who have a hunger for social and cultural entrepreneurship through actions that are widely followed by youth, and which directly and indirectly influence them and their behaviour. Our project will empower youth workers to enhance their current work with young people, whilst also validating this new knowledge through the provision of Continuous Professional Development (CPD) Certificates.

The project aims to product and pilot two Intellectual Outputs and one training event:

- The CASYE Mentoring Model Programme for youth workers
- CASYE Implementation Handbook
- Short-term joint staff training event with 12 delegates

BOX 1 – Definitions (1)

What we mean by young people?[1]

In the context of the Erasmus+ Programme, individuals aged between 13 and 30 (in our case, 18-30).

What we mean by youth entrepreneurship?

Entrepreneurial activities carried out by young people.

What we mean by youth work?[2]

Actions directed towards young people regarding activities where they take part voluntarily, designed for supporting their personal and social development through non-formal and informal learning.

What we mean by youth workers?[3]

People working in direct contact with young people, carrying out activities designed for supporting their personal and social development through non-formal and informal learning. Youth workers, in turn, might be professionals or volunteers and be civil servants or work for NGOs.

What is a Continuous Professional Development (CPD) Certificate?[4]

CPD stands for Continuing Professional Development and is the term used to describe the learning activities professionals engage in to develop and enhance their abilities.

CPD enables learning to become conscious and proactive, rather than passive and reactive. CPD is the holistic commitment of professionals towards the enhancement of personal skills and proficiency throughout their careers.

CPD combines different methodologies to learning, such as training workshops, conferences and events, e-learning programmes, best practice techniques and ideas sharing; all focused on empowering an individual to improve and obtain effective professional development.

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[1] Erasmus+ Official Glossary, available at: https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-d/glossary-terms-common-terms_en (accessed on the 24.08.2021)

[2] European Commission (2015), Quality Youth Work A common framework for the further development of youth work. Available at: https://ec.europa.eu/assets/eac/youth/library/reports/quality-youth-work_en.pdf (accessed on the 24.08.2021)

[3] European Commission (2015), Quality Youth Work A common framework for the further development of youth work. Available at: https://ec.europa.eu/assets/eac/youth/library/reports/quality-youth-work_en.pdf (accessed on the 24.08.2021)

[4] Continuing Professional Development (CPD) website: https://cpduk.co.uk/explained (accessed on the 24.08.2021)

2. The partnership

The Cultural & Social Youth Entrepreneurship (CASYE) project brings together a strategic partnership of four organisations from the UK, Belgium, Italy and Spain to address a number of sectorial and horizontal priorities for Erasmus.

- IARS, UK
- DIESIS Network, Belgium
- Fondazione Triulza, Italy
- Asociación Caminos, Spain

3. About IO1 - CASYE Mentoring Model Programme for youth workers

The first outcome of the CASYE project, Intellectual Output 1 (IO1), is an active inclusion support programme for youth workers aiming at helping them to bring out the existing, hidden and latent talents of youth and engaging them in co-produced social innovations in the cultural sector. The model intends to develop a sustainable ecosystem in supporting youth entrepreneurs in the Cultural and Creative Industries (CCIs).

The intellectual output 1 (IO1):

- AIMS at delivering the key elements needed to develop a quality group mentoring programme for youth; engaging them in social innovations in the CCIs.
- IS CUSTOMISED to suit the specific features of the different communities in which it is situated but incorporates common 'core' components, which result from the articulated process of good practice exchange and scalability assessment during the first project year.
- IS ADDRESSED to youth workers and contains the fundamental principles, the modus operandi, and the guidelines to support youth entrepreneurship and social innovation in the field of culture and creative industries.

The CASYE Mentoring Model Programme will be useful for mentors who assist both aspiring entrepreneurs and existing social enterprises, who can develop their activity and include social innovation in the business model and tackle social cohesion in local communities through cultural activities.

IO1 is composed by the following documents:

- Background research
- Collection of good practices
- CASYE Mentoring Model Programme Framework
- Policy recommendations

4. About this document: CASYE Mentoring Model Programme

This document is the third part of Intellectual Output 1. It provides the Mentoring Model Programme Framework.

The mentoring CPD accredited programme for youth organisations is designed for mentors and youth workers that work directly with young people with fewer opportunities and who wish to become entrepreneurs in the social and/or cultural sectors. It can also be used with already existing enterprises and/or social enterprises; in this case, only some parts of the framework can be used.

This document is a programme framework that aims to help the mentors to roll out the CASYE mentoring programme.

Mentoring is one of the oldest forms of teaching. It works because it provides encouragement and tailored guidance to the participants. Mentorship programmes connect people who have specific skills and knowledge (mentors) with individuals (mentees) who need or want the same skills and advantages to move up in work, skill level, or school performance. During the past decade mentoring programmes for youth have become increasingly popular and widespread. Recently mentorship is often proposed not only by business incubators and is also aimed at developing creative and cultural enterprises.

The CASYE mentoring model programme is based on creative play, appreciative enquiry, and design thinking. The CASYE mentoring model programme is based on a competency model relating to social entrepreneurship as a key competence. This document illustrates the framework of this mentoring model programme.

To develop this framework, the CASYE project conducted a background analysis about "Youth: the situation, the needs and the challenges" focusing on the following aspects:

- General socio-economic overview about the country.
- Demographic trends and other relevant data about youth.
- Creative Cultural Industries and Social economy enterprises.
- A short paragraph about mentoring programmes in each country.

Moreover, we collected 12 good practices targeting entrepreneurs and/or social entrepreneurs working in the field of cultural and creative industries. This allowed the partners to learn about successful experiences of other young entrepreneurs.

Thanks to the background analysis and the study of the good practices, we mapped out the competencies needed in the creative and cultural sector to develop a social economy enterprise, and, from there, elaborated a creative mentoring programme to foster creativity, social entrepreneurship and soft skills for beneficiaries.

This framework has been the result of a fruitful collaboration of the CASYE partners, led by Diesis Network. Nevertheless, the involvement of the stakeholders of the CASYE ecosystem as well as some of the entrepreneurs from the collection of good practices was crucial. Indeed, these stakeholders provided us with important feedback and suggestions on the content of this framework.

The results helped to design the project's mentoring programme based on design thinking and creative tools that will be presented in IO2 - The Handbook.

Mentoring approach

1. Formal or Informal mentoring?

There are different types of mentoring. In general, mentoring can be structured as formal or informal. In informal mentoring the mentees set goals, but they are usually not measurable, and the relationships are unstructured. For a formal mentoring relationship, there are actionable and measurable goals that are defined and set with determined requirements. Informal mentoring relationships arise frequently in the arts, where a more experienced person might introduce the mentee to influential decision-makers; offering their advice, and generally taking an interest in the other person's needs.

Structured mentoring is based on a well organised programme aligned with specific goals and objectives. This type of mentoring involves a relationship which is established between a mentee and a mentor for a determined period with a structured plan such as a number of meetings, guidelines for topics and workshops.

With informal mentoring, there may or may not be goals present, the goals may or may not coincide with the organisation's goals and there really is no specific timeline for the mentorships - maybe the mentee is just looking for one–time advice, where quick learning by an individual is needed.

Informal mentoring should not be considered as a replacement to a formal mentoring programme, but may be used as an additional tool during the formal mentoring programme, especially when working with artists that have specific and tailored needs.

 In the table below we would show some differences between formal and informal mentoring:

Table 1. Differences between formal and informal mentoring[5]

Mentoring	Formal	Informal
Initiation	• partners are typically assigned by a programme coordinator • mentor and mentee may not meet prior to the start of the programme • mentors may view their mentee as 'at risk' and in need of remedial assistance	• mutual identification • interpersonal comfort is a factor in choice of mentor/mentee • perceived competence guides the choice for both parties
Structure	• shorter term relationship • the mode, frequency and location of the contact are determined by the organisation/coordinator/contract • goals are specified at the start of the relationship and are monitored by the programme coordinator	• longer term relationship • meet when desired and determine their own relationship parameters • goals evolve over time and adapt to the needs of the mentee
Processes	• the mentor may not identify with their mentee • the mentee may not perceive their assigned mentor to be a good communicator • an assigned mentor may have limited contact and influence socially or at work • a public and monitored relationship	• the mentor identifies with their mentee (possibly as a younger version of themselves) • the mentor is selected by the mentee because of their strong interpersonal skills and coaching abilities • a natural mentor often operates within the social or career network of their mentee • private and more discrete

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BOX 2 – Definitions (2)[6]

What we mean by mentorship?

Mentorship is the activity of giving a younger or less experienced person help and advice over a period of time, especially at work or school.

What is a mentor and a mentee?

A person (the mentor) who gives a younger or less experienced person (the mentee) help and advice over a period of time, especially at work or school.

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[5] Source Wiktor-Mach, Dobroslawa. (2019). Social entrepreneurship (se) and community-based social enterprises in poland - Research Report, Taskforcome Project, UEK.. 10.13140/RG.2.2.32738.25286.

[6] Definitions from the Cambridge Dictoinary. Acessible via: https://dictionary.cambridge.org/

2. How could you build a mentoring relationship?

> *"A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you."* — *Bob Proctor*

The relationship between mentor and mentee is an ongoing process between mentor and mentee.

The main skill that a mentor should always have is to maintain an **open mind**. The mentor is not a supervisor or a coach or just a teacher, he/she is all of them and most importantly, the mentor is a learner.

Another essential skill is **active listening**. This is the most basic skill you will use throughout your relationship. Active listening not only establishes a relationship but also creates a positive, accepting environment and permits open communication. All mentees have a different mindset or sense of direction, especially in the cultural sectors, where you don't have a defined career path.

Moreover, the mentor-mentee relationship is based on building trust. In order to do this, the mentor should be empathic and let the mentee know that the mentor understands them. The relationship involves collaborating (not competing), committing to fairness, balancing assertiveness and cooperation, dealing with disagreements, and sharing responsibility for successes and failures. In this way, the mentor-mentee will create the basis for determining goals and building capacities.

The mentor should always inspire and encourage the mentee.

> *"One of the greatest values of mentors is the ability to see ahead what others cannot see and to help them navigate a course to their destination."* — *John C. Maxwell*

Table 2. Expectations from mentor and mentees[7]

Expectations related to	Mentors	Mentees
Mentorship relationship	Provide help, offer suggestions, and be a sounding board for issues relating to the mentee's career goals and development.	Take initiative to drive the relationship and be responsible for your own career development and planning.
Feedback	Provide and be open to feedback. When providing feedback, be honest and truthful, yet tactful. Provide feedback without judgment: mentees need space to talk things out and self-reflect.	Provide feedback about the mentoring relationship and be open to receiving feedback. When providing feedback, be honest, yet tactful.
Suggestions	Provide suggestions, thoughts, ideas, and advice on goals, activities, and progress.	Ask for suggestions and advice early in the relationship. When advice is given, listen to the mentor, reflect on what they said, apply at least some of their ideas, and let him or her know the results.
Sharing	Avoid a deficiency mindset that's not supportive. Find out what your mentee is good at, passionate about, and working on.	Bring questions, confusions, concerns, and problems. But also bring successes, alternatives, and ideas.
Needs	Address stated needs as best you can. Offer more only when it's appropriate. Don't evaluate, rescue, or criticise.	Be clear what you need, and if an activity or suggestion just isn't of interest, say so. Don't expect your mentor to know everything or be able to help in every situation.

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[7] Sources:
- Wartburg college mentoring, Mentoring expectations. Available at: http://info.wartburg.edu/Portals/0/Pathways/Mentoring/Establishing%20Mentoring%20Expectations.pdf
- Mentoring Complete (2019), What are the Mentoring Expectations for Mentors and Mentees?. Accessible at: https://www.get.mentoringcomplete.com/blog/what-are-the-mentoring-expectations-for-mentors-and-mentees
- Cavillan College, Mentee and mentor expectations. Accessible at: https://www.gavilan.edu/staff/mentors/roles.php
- Elahé T Crockett (2014), A research education program model to prepare a highly qualified workforce in biomedical and health-related research and increase diversity. Accessible at: https://www.researchgate.net/publication/266085224_A_research_education_program_model_to_prepare_a_highly_qualified_workforce_in_biomedical_and_health-related_research_and_increase_diversity

To summarize, the role of mentors is to listen deeply, to share their experience, to ask hard questions, to encourage the mentee to be clear and affirming towards the mentee.

Figure 1. Mentor skills. Figure adapted by AltusQ Mentoring Guidebook [8]

The formal mentoring relationships will likely reflect four developmental stages, with each stage forming an inherent part of the next:

1. Building the relationship
2. Exchanging information and setting goals
3. Working towards goals/deepening the engagement
4. Ending the formal mentoring relationship and planning for the future

Moreover, in order for both the mentor and the mentee to set the objectives of the mentoring programme and the expectations of results, it is best to outline a roadmap with intermediate objectives. This will allow them to maintain a cadence and keep both the mentor and the mentee motivated. The roadmap can be updated during the programme.

To study in depth how to build a mentoring relationship please visit THIS website or read THIS interesting study - "Mentoring Guide " from the Center for Health Leadership & Practice.

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[8] Mentor skills. Figure adapted by AltusQ Mentoring Guidebook.
https://www.australiacouncil.gov.au/workspace/uploads/files/_aca_guide-to-mentoring_2016_f-584f4208ee372.pdf

3. Benefits for both mentors and mentees

In this mentorship process there are numerous benefits both mentors and mentees may receive from participating in the programme, since both the mentor and the mentee give and grow in the mentoring process.

Benefits for Mentors:
- Mentors can use their expertise to guide and positively influence another's artistic path.
- Mentors can build new relationships and gain new inspiration in helping someone grow in their path.

Benefits for Mentees:
- Mentees can learn valuable knowledge from their mentor's expertise, successes and past mistakes.
- Mentees can also increase their competencies in specific areas.

For both, other benefits include being part of and contributing to the development of a wide network ecosystem that can have a multiplier effect for their organisations.

4. What is the best mentoring model?

Nowadays, there are a lot of mentoring programmes tailored for specific needs and target groups. You can also find several models of mentoring relationships. Here below the figure shows the main common mentoring patterns.

Figure 2. Types of Mentoring Models[9]

For CASYE Mentoring Programme Framework, we recommend applying a flexible programme which could be the result of a mix of formal and informal programmes with a group mentoring approach, where one or several mentors of youth organisations can work with a small group of mentees.

In any case, if the mentors prefer a formal approach, we strongly recommend proposing during the formal mentoring programme one or two informal mentoring meetings (30 minutes) on a one to one model.

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[9] Source: Association for talent development. For the definition of each type of model please visit https://www.td.org/talent-development-glossary-terms/what-is-mentoring

5. Selection of mentors

The mentors that will implement the CASYE Mentorship Model Programme should have the following characteristics:

- Have experience in carrying out mentorship programmes targeting youth, including young people with difficult backgrounds;
- Have already experience with the field of social economy and social entrepreneurship, and in general enterprise creation in their country;
- Be familiar with the creative and cultural industries and have knowledge about this field in their country.

Items of the model

Following the first documents developed under the IO1 – the background research and the good practices collection – Diesis was able to identify, thanks to the in-depth interviews carried by the partners, the most important items that need to be addressed and acknowledged when training/mentoring a young person in becoming a social entrepreneur in the field of CCIs.

The items that can be found listed below should be developed by the mentor in close collaboration with the mentee, possibly in small groups.

The preferably process would be following step by step the items identified:

1

The idea development

Starting from the idea development: This first step will allow the mentee to identify their strengths and weaknesses, to better explore their background and community, and to narrow and define their business idea, as well as what makes it innovative and with a positive social impact.

2

Hard skills

Following this first step, some hard skills should be addressed, in particular in relation to social economy, social entrepreneurship and social business management, as well as more information about the CCIs.

3

Soft skills

Then, the mentor will highlight the importance of developing and consolidating soft skills.

4

Finance a social business

The mentor will also illustrate to the mentee the different existing ways to finance a social business, and could explore with him/her the options available in the country.

5

Legal forms

The mentor will also explain the different legal forms existing in the country for a social enterprise, and outline the challenges and benefits of each of them.

6

Common challenges

Before concluding the programme, the mentor could illustrate of the mentees the most common challenges young entrepreneurs face.

7

Next steps

Finally, the mentor will suggest to the mentee possible next steps, in particular if an additional mentoring, training or incubation programme is needed.

1. Idea development

This first step is crucial for the future development of the social business idea in the field of CCIs and for becoming a successful entrepreneur. Mentors should highlight the importance of this first phase and insist on taking the right amount of time to carry out the first task.

This first phase is divided in three main parts:

- Understanding yourself.
- Understanding the environment.
- Narrowing the idea and defining as well as possible its innovative side and the social impact.

a. Your potential

The first step that mentors and mentees should work on is to define the best qualities, and therefore the potential, of the aspiring entrepreneurs and understand what characteristics are needed to become a successful entrepreneur.

Mentors can follow these steps:

- Explore and identify the main highlights of the mentees **background**. Mentors could suggest mentees list: their academic achievements, professional experiences, personal and non-professional achievements. NB. Academic achievements are as important as personal ones (e.g. gap year, long trips, spoken languages, sporting background, etc.).
- Identify the **strengths and weaknesses**, as well as skills already in possession or their absence, of the aspiring entrepreneur. Here, both hard and soft skills should be taken into consideration.
- Identify what entrepreneurial skills are. Analyse both the positive and negative outcomes of this activity and understand, together with the mentees, which of the skills already in possession can be an asset for the creation of a social business, and which essential skills that the aspiring entrepreneurs don't have yet need to be developed in the future.
- Identify with the aspiring entrepreneurs their knowledge about the **artistic/cultural field** in which they are interested in opening their social business: do they have direct/practical personal experience?
- Mentors should assess if the mentees already have a **network/contacts** in the artistic field they are interested in creating their social business.

To do this activity, the mentor can use the EntreComp framework.

Existing available resources:

- EntreComp page
- EntreComp: the European Entrepreneurship Competence Framework - factsheet
- EntreComp: the European Entrepreneurship Competence Framework
- User guide to the European Entrepreneurship Competence Framework
- Youth Social Entrepreneur Competences Profile

- Essential Skills for Social Entrepreneurs (and how to build them!)
- Seven Skills for Social Entrepreneurs

b. Your environment

Once the mentors and mentees have completed this first work around the person, the second step requires focusing on the environment and the community where aspiring entrepreneurs will act. Indeed, understanding the community (the community of both the aspiring entrepreneur, the beneficiaries and the costumers), and in particular the gaps that led to the business idea creation, is essential.

For this reason, we suggest the mentor address the following points:

- **Identify your community** and understand who your community of reference is.
- Explore the **characteristics of these communities** (for instance historical, social, economic and cultural factors)[10], in particular focussing on both the positive and negative sides.
- Guide the mentees in identifying what are **the unmet needs and the gaps existing in the community**. Ask the mentees how they identified the existing gaps/challenges/problems (e.g. newspapers, direct experience, interviews). Mentors could suggest mentees to further explore the community by carrying out interviews, talking with community leaders, visiting key places, etc.

To do this activity, mentors could take inspiration from the Human-Centered Design thinking and approach.

External available resources:

- What is Human-Centered Design?
- Design thinking defined
- Design Kit: The Human-Centered Design Toolkit

c. Your idea

Once the mentor has supported the aspiring entrepreneurs in the previous steps, it is essential to focus on the idea in order to rationalise the different aspects of it. We propose that mentors follow this path:

- The participants should **present their idea**: general purpose, objective on the short and long term, service and products offered, beneficiaries and customers. It is also essential that aspiring entrepreneurs know why this topic/idea interests them, and understand if this could be a long-lasting passion/motivation.
- The participants should clearly identify the element of **innovation** in their social business idea.
- The participants should be able to clearly identify the **target group and the impact** of their idea (both direct and indirect), and why this makes a **positive change** on the society. If possible, it would be a positive asset to also be able to identify tools to monitor the positive social impact on society.

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[10] FAO, The characteristics of the community and resource management incentives. Accessible at: http://www.fao.org/3/w7483e/w7483e06.htm

Once the idea is better defined, mentors can suggest also the use of the Theory of Change and the Social Business Model Canva, that would help even more to define all the aspects of the business idea.

External available resources:

- Y-SEH platform
- Social Business Model Canvas
- Social Business Model Canva by the Social Enterprise Institute
- Using the Business Model Canvas for Social enterprise design
- What is Theory of change?
- Theory of change
- Theory of change explained – video

2. Hard skills

After the introductory part that is dedicated to exploring the background, skills and existing capacity of the aspiring entrepreneurs, it is important to provide mentees with some general knowledge about social economy and CCIs, and the soft skills needed to become a successful entrepreneur.

The knowledge proposed to transfer here is just a basis, a starting point; and a general overview of the topics, further study and mentoring is of course encouraged in the creation of the social enterprise.

a. Background on social economy and social entrepreneurship

If the mentees decided to follow this programme, it is possible that they would already have some knowledge about what social economy is and what it means to be a social business and a social entrepreneur. Nevertheless, they might have an incomplete or vague definition. This is why it is essential to give them the right terminology and explain the knowledge in detail.

i. Definitions: social economy, social entrepreneurship and social enterprise

The ideal starting point is to define social economy and what a social enterprise is. We suggest to proceed by following these main steps:

- To explain what social economy is, its evolution over time and its impact in Europe;
- Explain why social economy is different to other kind of economies;
- Explain what social entrepreneurship is;
- A focus on the social economy field and social entrepreneurship in the country where this mentoring programme is implemented.

Some useful resources:

On social economy and its impact in Europe

- OECD website and publications: Social Economy and Innovation
- "The social economy in the European Union", a publication by the EESC
- Social economy in the EU
- Social Economy Europe website
- "Recent Evolutions of the Social Economy in the European Union" by EESC

On social entrepreneurship:

- "Social entrepreneurship: what everyone needs to know" by David Bornstein and Susan Davis
- Policy Brief on Social Entrepreneurship by the EC and OECD
- Guide on social economy and social entrepreneurship by EC
- What is social entrepreneurship – video
- What is social entrepreneurship – video 2

ii.   Why a social enterprise?

To explain why they would opt for a social enterprise rather than a "regular" enterprise, the mentors are suggested to start by explaining which are the characteristics that differentiate social enterprises from the others, and how these work.

We suggest that mentors:

- Explain what a social enterprise is (use the EU definition provided in the Social Business Initiative), its characteristics and its differences compared to traditional enterprises;
- Explain what kind of entities can be defined as social enterprises (social business, associations, foundations, etc.) and the existing differences among the EU member states;
- Explain how the management of a social enterprise is different from regular enterprises (social aim and share management);
- Explain who is a social entrepreneur and why this figure is different from a "regular" entrepreneur.

To conclude this section, it would be interesting to present some cases of social entrepreneurs and social enterprises by inviting them or presenting the best practice to the mentees.

External resources:

- "Social enterprises and their ecosystems in Europe – Comparative synthesis report" a report by the European Commission. This report exists also for almost all the European countries, where a detailed analysis is carried out for the specific country. Click here for the country reports
- Social enterprises portal on the EC website
- The Social Business Initiative and FAQs
- What is a social enterprise – video
- Social enterprise 101 – video
- The Y- SEH kit for start-up and management of social enterprises
- Leadership and management in social enterprises
- Effective Management of Social Enterprises
- What is a social entrepreneur
- What is a social entrepreneur - video

b. Background on creative and cultural industries

i. What are CCIs?

Once a general overview on social economy and social enterprises has been given, it is time to move on to explaining CCIs. We may assume that mentees will already have experience in the cultural field (being artists or art/cultural passionate themselves). Nevertheless, it is important to present the sector as a whole as well as its business potential. We suggest that mentors:

- Present CCIs and give general information about the sector;
- Show the impact that the sector has in Europe and its social relevance;
- Present the challenges related to the sector, especially following the COVID-19 pandemic, but also its attractiveness.

External resources:

- What do we Mean by the Cultural and Creative Industries? By UNESCO
- Cultural and creative sectors portal on the EC website
- Data on the cultural sector by EC
- The cultural and creative industries — one of the world's most rapidly growing economic sectors
- EY Study on European Cultural and Creative Industries
- Culture and creative sectors in the European Union – Key future developments, challenges and opportunities by the European Parliament
- EU support for artists and the cultural and creative sector during the coronavirus crisis by the European Parliament
- The Situation of Artists and Cultural Workers and the postCOVID-19 Cultural Recovery in the European Union by the European Parliament

ii. The benefits of CCIs for the community

Finally, it is important to present the positive impact and the societal changes that CCIs can have in a community. In this part, it would be interesting to stimulate the debate among the mentees; also encouraging them to share personal experience. For example, some positive examples of social entrepreneurship in the fields of creativity, art and culture and the changes they were able to trigger in their community could be an added value.

External resources:
- 25 ways art impacts the community
- Why art is important to a healthy community
- Why is art important to society?

3. Soft skills

This part was developed thanks to the work done in the first two components of this Intellectual Output: the background research and the collection of good practices. Indeed, the collection of good practices allowed us to identify the most important soft skills that every aspiring social entrepreneur needs to consolidate. This was possible also thanks to the suggestions and recommendations of the entrepreneurs that we interviewed.

Indeed, these were the ones that were considered the most important qualities and assets to have from the entrepreneurs we interviewed:

- Motivation, commitment and resilience
- Risk attitude
- Building a good team
- Building a good ecosystem and network
- Involving the community

In this part, it is fundamental that the mentor explains the importance of not limiting their development to hard skills, but to take time to also focus on soft skills and the other aspects mentioned. For the whole part, we suggest testing the soft-skills through practical exercises.

a. Motivation and resilience

All the entrepreneurs interviewed underlined the importance of motivation and perseverance. Indeed, developing a social business and seeing the results may take a long time. Moreover, especially for young and inexperienced entrepreneurs, many initial tasks, in particular related to bureaucracy and finance, may take much effort and time to learn. This is why it is important to underline that motivation, patience and perseverance are key items. Mentors may suggest to the mentees that they try to understand in advance what might be their main difficulties and challenges in this area.

Moreover, even if social businesses are known to be particularly resilient in times of crisis, unexpected challenges and difficult moments may come. This is true especially in the cultural field, where entrepreneurs may face challenges, both at the beginning and at a later stage. Resilience is a fundamental characteristic of any good social entrepreneur. Mentors could suggest mentees identify circumstances that may need resilience and strategies they may adopt to cope with difficulties and uncertainty.

b. Team and ecosystem

The mentor should also make mentees understand the importance of building a balanced team, where competences are complemented by each member. A good team should involve people that have different backgrounds and skills that will be able to complement each other. Each member of the team should have a clear role and actively take part in the management of the social enterprise.

In this part, it is fundamental for the mentees to provide information and insights about what shared management and collective decision making look like, and why this is important in a social enterprise. The mentor could also analyse together with the mentees some shared management and collective decision-making processes.

In this part, the mentor could carry out the following activities:

- The testimony of an entrepreneur, or a team of social entrepreneurs, on this topic of management and shared decision making.
- Help aspiring entrepreneurs understand which are the skills that they have and which they miss, and the profiles they need in their team to build the social enterprise.

Another key element underlined by the interviewed entrepreneurs was the importance of building a solid ecosystem and a good network. It is important that the mentor dedicates one session on the mentoring programme to allow the mentees to exchange ideas about this topic.

Indeed, the mentor should explain that a good ecosystem will allow them to:

- Identify actors that may collaborate and/or support you
- Identify your competition
- Identify your customers
- Identify the public authorities you may work with
- Identify your suppliers
- Identify support organisations, mentoring/training programmes, financial institutions, etc.

Moreover, the mentor should underline that, especially in the creation phase and start-up phase of the social enterprise, it is important to network with other entrepreneurs. This will be useful for advice and support, but also to expand influence.

c. Community engagement

The mentor should communicate to the mentees the importance at all steps of the creation, scale-up and consolidation of **involving and engaging the community** where the enterprise is being created. As a matter of fact, the mentor should stress out that this is necessary for two main reasons:

- In order to create a constant and consolidated **positive social impact** it is essential to be in constant contact with the community, to understand how the needs of the community change and if the social business is having the desirable impact.
- In order to attract customers and make your enterprise known, and by consequence assure the **sustainability** in the long term.

External resources on community involvement:

- The power of community: social entrepreneurs are finding impact through engagement
- Social entrepreneurship, community participation, and embeddedness
- Processes of community-led social enterprise development: learning from the rural context

- Towards developing a comprehensive model for describing the phenomenon of community engagement in social enterprises

4. Kick-off

a. Access to finance

Finally, the mentor should present to the mentees the existing financial resources available to develop a social enterprise. The objective is not to analyse each of these in depth, but to present the existing options and redirect them to other actors if the mentees are interested.

We suggest focusing on the following:
- Own resources
- The result of their economic activity: sales of their product/services
- Memberships/fees
- Social capital
- Loans and microfinance
- Grants
- Other public funding (local, regional, national and European)
- Donations and sponsorships

After the presentation of the main existing tools to finance a social enterprise, the mentor should encourage students to start looking at them and understanding which may be the most interesting and available option for them.

External resources:

- Social enterprise finance market: analysis and recommendations for delivery options by EC
- A guide to finance for social enterprises by ILO
- Funding Your Social Enterprise
- How to start a social enterprise – video
- Getting cash for a start up: Alastair Wilson – video

b. Legal forms

Moreover, the mentor could also start exploring with the mentees the existing legal forms possible for a social enterprise in its country. Indeed, depending on the country, several legal forms may exist that apply to the definition of social enterprise. It would be beneficial to explore for each form advantages and challenges and understand together which one could be the best fit for the social business idea of the mentee.

External resources:

- Social enterprises and their ecosystems in Europe – Comparative synthesis report by European Commission and Euricse
- Social enterprises and their ecosystems in Europe – Country reports by European Commission and Euricse

c. Impact and sustainability

To track the social impact, the sustainability and the long term effects in the community, mentors could propose the use of tools that allow the establishment of KPIs, the incorporation of metrics, subgoals and short- and medium-term objectives (1-2 years ahead) that may better guide the businesses to generate a real social impact. For instance, the KPIs could be linked to the achievement of the Sustainable Development Goals, which include economic, social, cultural and environmental development.

External resources on the establishment of KPIs:

- How to Measure and Report Your Social Impact
- How to Measure Social Impact
- IRIS (Impact Reporting and Investment Standards)
- Measuring and managing impact - A practical guide

5. Common challenges

Before concluding the mentorship programme, the mentor could highlight which are the most common challenges and/or mistakes young entrepreneurs and/or aspiring entrepreneurs face. The list below is suggested on the basis of the information collected during the interviews with entrepreneurs for the collection of good practices of this Intellectual Output. The mentor should feel free to add or remove items from this list also according to the context in which the programme will take place and the background of the mentees.

Most common challenges young entrepreneurs face
Narrow the idea: have a clear vision and mission
Select the team
Develop and train the team
Teambuilding and consolidation of a team vision
Being resilient and motivated
Take risks
Find the information needed
Gather the financial resources
Bureaucracy and legal matters
Build a good network

6. Need of additional mentoring, training and/or incubation

The training that will be built on this model is meant to be a first idea about how to create a social enterprise in the CCI field, to become familiar with the important concepts, and to learn from similar experiences. Further training, mentoring and/or incubation will probably be required, depending on the needs of each aspiring entrepreneur.

Ideally, the mentor could re-direct the mentees to existing mentoring programmes, training, incubators and hubs that could help the aspiring entrepreneurs in further developing their ideas. For this to happen, the mentor should previously carry a detailed analysis of the programmes that exist in the country and provide a clear and schematic list of options. The mentor could also offer the possibility of bridging the mentees to this new path or support them in the application process (if any).
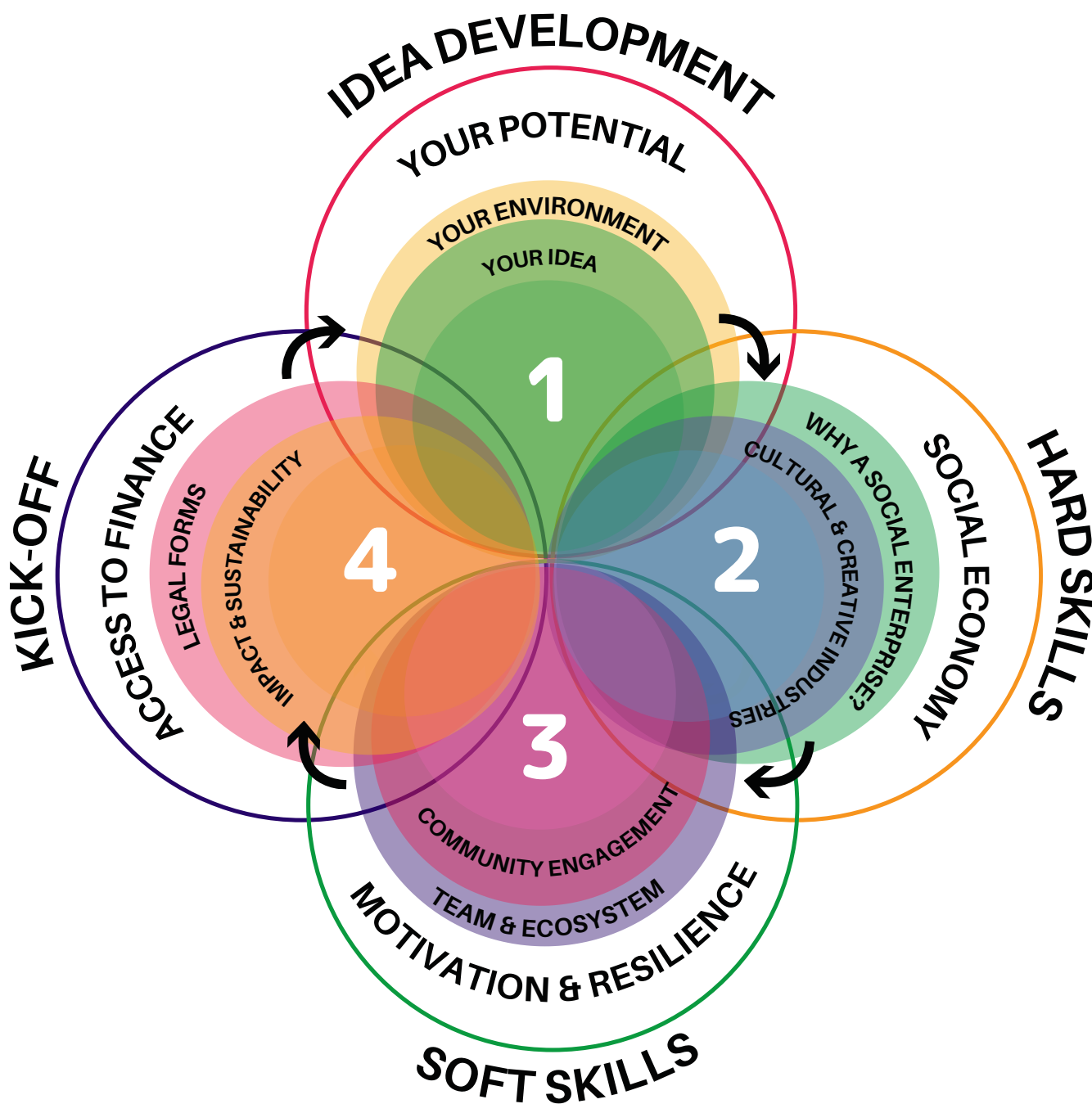
Conclusions

The CASYE project wishes to promote social entrepreneurship in the cultural and creative field for young people. The first Intellectual Output (IO1) aims at creating the CASYE Mentorship model programme to train mentors and youth workers to provide young people and young entrepreneurs with the skills and tools they need to start an innovative social enterprise in the cultural and creative sector.

After the background research and the collection of good practices, this framework is the starting point for the creation of the CASYE mentoring model programme, by highlighting the most important items that this mentorship should contain. This process has been the result of a fruitful collaboration with all the CASYE partners, but also with the stakeholders from the CASYE ecosystem and the entrepreneurs of the good practices.

IO1 will be followed by IO3 – the CASYE e-Handbook. The handbook acts as a single source of mentoring exercises that can be implemented during the CASYE mentoring programme. It will contain all of the relevant worksheets and materials needed during the mentoring sessions, as well as other useful information they can refer to throughout the mentoring relationship, such as programme contact information, tips for relating with their mentors, and activity suggestions.

MENTORING MODEL PROGRAMME FRAMEWORK