



SILVER UP

Digital solutions to support mentoring in social innovation
for senior entrepreneurs through Adult Education

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Competence Framework in Mentoring Skills
to support Social Innovation for Senior Entrepreneurs

Beta version

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COUNTRY	ORGANISATION
France	Coopérative d'Activité et d'Emploi dans les Services A la Personne et la Silver Economie [SILVER SAP]
Spain	Instituto para el Fomento del Desarrollo ya la Formacion [INFODEF]
Portugal	Mindshift Talent Advisory [Mindshift]
Spain	Universidad de Salamanca [USAL]
Turkey	Istanbul Valligi [GOI]
Ireland	Innoquality Systems Limited [INQS]

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Opening note

"We rise by lifting others." Robert G. Ingersoll

The Competence Framework in Mentoring Skills to support Social Innovation for Senior Entrepreneurs (**SILVER UP Competence Framework**) is designed under the scope of Digital Solutions to support Mentoring in Social Innovation for Senior Entrepreneurs through Adult Education (**SILVER UP**), an ERASMUS+ project implemented between October 2020 and September 2022. The project consortium is composed of six organisations, from five countries, with relevant expertise in adult education, entrepreneurship and senior entrepreneurship, mentoring, social innovation, the silver economy and digital skills development.

SILVER UP aims to create digital solutions and innovative products to train adults 50+ with mentoring skills to support social innovation and senior entrepreneurship. Aligned with this purpose, the **SILVER UP Competence Framework** describes a new competence profile for senior entrepreneurs or adults aged 50+ aiming to become mentors in the fields of social innovation.

This document drafted by Mindshift, presents the:

- list of key-concepts.
- theoretical background based on a country analysis carried out by the partnership.
- training profile and learning units.
- competence scheme and learning outcomes.
- list of references.

SILVER UP key-concepts

50+ LEARNER	Adult learner over the age of 50.
ASSESSMENT HOURS	Include the time needed to prepare an assignment (e.g., if a student has to spend 2 hours reading a book in order to be able to work on an assignment, those 2 hours should be considered).
ATTITUDES	The ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility
COMPETENCE	Proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and personal development.
ECVET POINTS	Numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.
ENTREPRENEURSHIP	Described as the set of combined skills and behaviours that leads a person to recognise an opportunity to create value (financial, cultural or social).
HANDS-ON SESSION	Should refer to practical sessions which can be supervised. In case of site visits, if supervised, are considered as hands-on practice.
KNOWLEDGE	Outcome of the assimilation of information through learning: the body of facts, principles, theories and practices that is related to a field of work or study. In the EQF context, is described as theoretical and/or factual.
LEARNING HOURS	Refers to the total number of hours dedicated to hands-on sessions, self-study and assessment.
LEARNING OUTCOMES	Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and attitudes.

MENTORING	Understood as a formal relationship of support, exchange and learning, in which an experienced person (mentor) shares his/her wisdom and know-how in order to foster the personal and professional development of another person (mentee).
SKILLS	Ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF context, they are described as cognitive (use of logical, intuitive and creative thinking) and/or practical and technical (manual dexterity and the use of methods, materials, tools and instruments).
SELF-STUDY HOURS	Time dedicated to the study of a subject by oneself without direct supervision or attendance in a class.
SENIOR ENTREPRENEURSHIP	Used to refer to individuals aged 50 or above who are planning to start a business, are currently in the process of starting one or have recently started one or who are looking for an encore career. Other synonymns are: "senior entrepreneur", "older entrepreneur", "third-age entrepreneur".
SENIOR MENTOR	Used to refer to individuals aged 50 or above who are engaged in formal mentoring relationships. Also refers to the seniors that have completed the SILVER UP training.
SOCIAL INNOVATION	Social innovations are new ideas that meet social needs, create social relationships and form new collaborations. These innovations can be products, services or models addressing unmet needs more effectively.
UNITS OF LEARNING OUTCOME	A unit is a component of a qualification or competence profile, consisting of a coherent set of knowledge, skills and attitudes that can be assessed and validated. Units enable progressive achievement of qualifications through transfer and accumulation of learning outcomes. They are subject to assessment and validation which verify and record that the learner has achieved the learning outcomes expected.
SOCIAL ENTREPRENEURSHIP	An enterprise, venture, business or project whose aim is to provide a solution to a social challenge.
THE SILVER ECONOMY	A system of services and products designed to meet the needs of older people. It also refers to the adaptation of different market segments (housing, transports, leisure, communications, health, etc) to the ageing process.

SILVER UP Competence Framework - theoretical background

Analysis of EQF and NQF levels

The European Qualifications Framework (EQF) helps to compare national qualifications systems and enable communication among them. At the core of the EQF are eight common European reference levels, which are described in learning outcomes: knowledge, skills, responsibility and autonomy (i.e., attitudes). This makes it clear what a learner with a qualification related to the EQF knows, understands and is able to do.

This competence framework is developed in accordance with the EQF descriptors, having as a basis, the national specifications and contexts of the countries that are part of the SILVER UP consortium.

EQF level descriptors elements ¹		
Knowledge	Skills	Responsibility and autonomy
Described as theoretical and/or factual	Described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

The SILVER UP Competence Framework's target groups are **adults 50+**, **senior mentors**, and **senior entrepreneurs**. To guarantee a common starting base for adult learners in different countries, taking into account the different levels of needs and expectations, it is designed for EQF level 4 established using both the EQF and partnership countries' National Qualification Framework (NQF) descriptors.

EQF level 4 descriptors elements ²		
Knowledge	Skills	Responsibility and autonomy
Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

¹Description of the eight EQF levels : <https://europa.eu/europass/en/description-eight-efq-levels> (last access 01/02/2021)

² <https://europa.eu/europass/en/description-eight-efq-levels> (last access 01/02/2021)

The following table summarises the results of the EQF and an NQF comparative analysis³ conducted by the SILVER UP partners.

EQF LEVEL	FR NQF	ES NQF	PT NQF	TR NQF	IE NQF
4	4	4	4	4	5

ECVET credit points

The European Credit System for Vocational Education and Training (ECVET) is one of the mobility and lifelong learning instruments for learners and workers and it is based on four main principles: **1)** Units of learning outcomes; **2)** Transfer and accumulation of learning outcomes; **3)** Learning agreement and personal transcript; **4)** ECVET (credit) points.

ECVET is recognised as a mechanism for the official recognition, accumulation and transfer of individually achieved learning outcomes, thus guaranteeing equity of the different forms of learning (formal education and training; non-formal training and informal learning).

The SILVER UP Competence Framework features the following ECVET principles: **1)** Units of learning outcomes; **2)** Learning outcomes described in terms of knowledge, skills and attitudes; **3)** Teaching and learning hours with allocation of respective ECVET points.

Currently, across Europe, it is consensual to commensurate 1 ECVET point to approximately 25 hours of learning (i.e., hands-on, self-study and assessment hours). The SILVER UP approach adopts this reference to allocate ECVET points to its training programme (i.e., 25 hours of learning = 1 ECVET point).

³ National qualifications frameworks across Europe : <https://europa.eu/europass/en/compare-qualifications> (last access 01/03/2021)

SILVER UP Competence Framework - training profile and learning units

Having in consideration that:

1. the project specific approach is to place mentoring as a vital instrument to support senior entrepreneurs to establish business in the social innovation ecosystem oriented and anchored in digitalization processes and tools
2. the project aims to engage seniors with a double role (mentors and mentees) in order to capitalise previous expertise and competences as well as to empower other seniors to become entrepreneurs
3. the project aims to focus on social entrepreneurship as a specific field of entrepreneurship and as a relevant and potential field of action for senior entrepreneurship

The SILVER UP Competence Framework is structured into four dimensions reflecting common competences categories in mentoring and in entrepreneurship:

DIMENSION 1 PERSONAL AWARENESS

DIMENSION 2 PROFESSIONAL DEVELOPMENT & CONTINUOUS LEARNING

DIMENSION 3 OUTCOME & ACTION ORIENTATION

DIMENSION 4 DIGITAL TOOLS & RESOURCES

These four dimensions are structured into two levels:

1. The first level (BASICS) grouping learning units oriented to the development of factual and theoretical knowledge on the main topics of the project - mentoring, entrepreneurship, senior entrepreneurship, social innovation, social entrepreneurship, silver economy, digital resources and tools to support mentoring practices and social entrepreneurship practices.
2. The second level (PRACTICE) assembling learning units oriented to promote the development of skills and attitudes on the main topics of the project - mentoring, entrepreneurship, senior entrepreneurship, social innovation, social entrepreneurship, silver economy, digital resources and tools to support mentoring practices and social entrepreneurship practices.

		Units of learning outcomes	LEARNING HOURS	ECVET POINTS
DIMENSION 1	BASICS	Learning unit 1 Mentoring theory Learning unit 2 Mentor profile Learning unit 3 Mentee profile	25	1
	PRACTICE	Learning unit 4 Mentoring mindset: relational skills Learning unit 5 Mentoring mindset: communication skills Learning unit 6 Mentoring mindset: resolution skills	25	1
DIMENSION 2	BASICS	Learning unit 1 Senior entrepreneurship Learning unit 2 Mentoring for professional development Learning unit 3 Types of mentoring programmes Learning unit 4 Reverse mentoring	25	1
	PRACTICE	Learning unit 5 Plan, implement and assess a mentoring programme for senior entrepreneurship Learning unit 6 Plan, implement and assess a reverse mentoring programme	25	1
DIMENSION 3	BASICS	Learning unit 1 Social entrepreneurship Learning unit 2 Social innovation Learning unit 3 The silver economy Learning unit 4 Entrepreneurship for impact	25	1
	PRACTICE	Learning unit 5 Transition to self-employment Learning unit 6 Types of social business and social business strategies Learning unit 7 Social business model plan Learning unit 8 Management practices for sustainability	25	1
DIMENSION 4	BASICS & PRACTICE	Learning unit 1 e-Mentoring Learning unit 2 Branding for social business Learning unit 3 e-Marketing Learning unit 5 e-Commerce Learning unit 5 Digital entrepreneurship Learning unit 6 Online networking	50	2
SILVER UP TRAINING PROFILE			200 Learning hours	8 ECVET points

Profile descriptor

The SILVER UP Competence Framework comprises a total of 26 learning units (LU).

SILVER UP PROFILE DESCRIPTOR				
Training programme in mentoring skills to support social innovation and senior entrepreneurship.				
EQF level	ECVET points	Training type	Target group	
4	8	B-Learning	Adults 50+ Senior mentors Senior entrepreneurs	
Level	DIMENSION 1	DIMENSION 2	DIMENSION 3	DIMENSION 4
Basics	3 Learning units 25 hours	4 Learning units 25 hours	4 Learning units 25 hours	6 learning units 50 hours
Practice	3 Learning units 25 hours	2 Learning units 25 hours	4 Learning units 25 hours	
TOTAL LEARNING HOURS		HANDS ON SESSIONS	SELF-STUDY	ASSESEMENT
200		112	72	16
The learning hours foreseen for the SILVER UP course are distributed per levels of study (basics and practice), where each 25 hours of learning corresponds approximately to:				
14 hours		of hands-on sessions (presential and/or online)		
09 hours		of self-study sessions		
02 hours		of assessment		
ASSESSMENT METODOLOGY				
The SILVER UP evaluation methodology comprises self-assessment tests, self-reflection exercises, presentation of case-studies, role-play and scenario planning exercises. Problem-based and project-based methodologies are also used transversally to provide learners with context or professional environment for practice in which they can apply the set of knowledge, skills and attitudes listed.				

SILVER UP Competence Framework - the most important principle of the EQF is the learning outcomes (LO) approach. The learning outcomes approach shifts focus to what knowledge, skills and attitudes the learner has acquired by the end of the learning process. It is expected that the newly trained seniors accomplish the four dimensions of the SILVER UP Competence

Framework in order to be able to support senior entrepreneurs or freelancers to develop more sustainable businesses through social innovation.



COMPETENCES FRAMEWORK IN MENTORING SKILLS



SILVER UP Training outline				
	DIMENSION 1	DIMENSION 2	DIMENSION 3	DIMENSION 4
	PERSONAL AWARENESS	PROFESSIONAL DEVELOPMENT & CONTINUOUS LEARNING	OUTCOME & ACTION ORIENTATION	DIGITAL RESOURCES & TOOLS
BASICS	<p>D1 LU1 Mentoring theory</p> <p>D1 LU2 Mentor profile</p> <p>D1 LU3 Mentee profile</p>	<p>D2 LU1 Senior entrepreneurship</p> <p>D2 LU2 Mentoring for professional development</p> <p>D2 LU3 Types of mentoring programmes</p> <p>D2 LU4 Reverse mentoring</p>	<p>D3 LU1 Social entrepreneurship</p> <p>D3 LU2 Social innovation</p> <p>D3 LU3 Entrepreneurship for impact</p> <p>D3 LU4 The silver economy</p>	<p>D1 LU1 e-Mentoring</p> <p>D1 LU2 Branding for social business</p> <p>D1 LU3 e-Marketing</p>
PRACTICE	<p>D1 LU4 Mentoring mindset: relational skills</p> <p>D1 LU5 Mentoring mindset: communication skills</p> <p>D1 LU6 Mentoring mindset: resolution skills</p>	<p>D3 LU5 Plan, implement and assess a mentoring programme for senior entrepreneurship</p> <p>D3 LU6 Plan, implement and assess a reverse mentoring programme</p>	<p>D3 LU5 Transition to self-employment</p> <p>D3 LU6 Types of social business and strategies for social business</p> <p>D3 LU7 Social business model plan</p> <p>D3 LU8 Management practices for sustainability</p>	<p>D1 LU4 e-Commerce</p> <p>D1 LU5 Digital entrepreneurship</p> <p>D1 LU6 Online networking</p>

DIMENSION 1

PERSONAL AWARENESS

Self-awareness is a key-competence in mentoring. A good mentor has the ability to recognise and understand their own strengths and limits. This ability helps mentors guiding mentees gain awareness of their own self-worth and general capabilities. This dimension comprises learning units designed to enable the 50+ learner to assess, practice, acquire or improve mentoring skills. All the mentoring skills outlined in this dimension will be analysed and practiced from the point of view of the mentor and the mentee roles. This first dimension aims to increase the 50+ learner's awareness of his/her mentor/mentee profile.

LEARNING HOURS			
HANDS ON SESSIONS	SELF-STUDY	ASSESSMENT	TOTAL HOURS
28	18	4	50

CONTENT DEVELOPER

GOI, TURKEY www.abmerkez.com

D1 LEARNING UNIT 1 Mentoring theory

The purpose of this unit is to provide the learner with essential knowledge about mentoring theories, including mentoring models.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Define mentoring.</p> <p>List the different mentoring models.</p> <p>Explain the characteristics of different mentoring models.</p> <p>Describe the ethics required in a mentoring relationship.</p>
SKILLS	<p>Demonstrate the importance of mentoring to promote social innovation and social entrepreneurship.</p> <p>Analyse various mentoring models for personal development.</p> <p>Discuss the ethics of mentoring with other senior entrepreneurs.</p>
ATTITUDES	<p>Advise on the benefits of mentoring for senior entrepreneurs.</p> <p>Supervise other 50+ learners in the application of mentoring models.</p>

D1 LEARNING UNIT 2 Mentor profile

The aim of this unit is to focus on the relevant characteristics that define a good mentor: developing capabilities, inspiring, providing corrective feedback, managing risks and opening doors.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>List the main characteristics that define a good mentor.</p> <p>Explain the main characteristics that define a good mentor.</p> <p>Relate the main characteristics of a mentor with the skills of an entrepreneur.</p>
SKILLS	<p>Demonstrate the importance of mentoring to promote social innovation and social entrepreneurship.</p> <p>Analyse various mentoring models for personal development.</p> <p>Discuss the ethics of mentoring with other senior entrepreneurs.</p>
ATTITUDES	<p>Advise on the benefits of mentoring for senior entrepreneurs.</p> <p>Supervise other 50+ learners in the application of mentoring models.</p>

D2 LEARNING UNIT 3 **Mentee profile**

The aim of this unit is to emphasise the abilities expected from a mentee: acquiring mentors, active learning, initiative taking, follow through and managing the relationship.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>List the attitudes and manner expected from a mentee. Explain the attitudes and manner expected from a mentee. Relate the attitudes and manner expected from a mentee with the different phases of a formal mentoring relationship.</p>
SKILLS	<p>Apply adult learning principles in the context of a mentoring relationship. Select different engagement strategies to match different learning styles and expectations of senior mentees. Utilise different engagement strategies to match different learning styles and expectations of senior mentees.</p>
ATTITUDES	<p>Assess own mentee profile. Advise other seniors about the benefits of being a mentee.</p>

D2 LEARNING UNIT 4 **Mentoring mindset: relational skills**

This unit will lead learners into assessing and practicing their own relational skills, as mentors and mentees: the ability to establish and maintain relationships, to foster a sense of belonging and trust and to develop networking.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Describe the principles of relationship building in the context of a formal mentoring programme. List networking skills required in a mentoring relationship. Explain the importance and role of networking in business, and the benefits of reciprocal relationships.</p>
SKILLS	<p>Select different techniques to practice networking skills. Use different techniques to practice networking skills. Plan different stages of a mentor-mentee relationship tailored to support social entrepreneurship for seniors.</p>
ATTITUDES	<p>Assess own networking skills. Present opportunities for networking in social business ecosystems to other seniors.</p>

D2 LEARNING UNIT 5 Mentoring mindset: communication skills

This unit leads learners into assessing and practicing their own communication skills: the ability to engage in active listening, to questioning effectively (inquisitiveness), to actively provide feedback, to give encouragement (reinforcement) and to reflect.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Outline the importance of good communication skills in a mentoring relationship.</p> <p>List the core communication skills needed for an effective mentoring relationship.</p> <p>Explain the core communication skills needed for an effective mentoring relationship.</p>
SKILLS	<p>Select different techniques to practice active listening, effective questioning (inquisitiveness), feedback and encouragement</p> <p>Use different techniques to practice active listening, effective questioning (inquisitiveness) and feedback and encouragement</p> <p>Analyse the importance of communication dynamics in mentoring relationships</p>
ATTITUDES	<p>Assess own communication skills</p> <p>Support senior learners to build successful mentoring relations</p>

D2 LEARNING UNIT 6 Mentoring mindset: resolution skills

This unit will lead learners into assessing and practicing their own resolution skills: to effectively manage conflicts and disagreements, and to negotiate (effective problem solving).

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Describe conflict management and problem-solving skills</p> <p>Explain the conflict management cycle.</p> <p>Relate problem-solving and creative thinking.</p> <p>Outline the relevance of conflict management and effective problem solving in the context of mentoring relationships.</p>
SKILLS	<p>Select different techniques to practice effective conflict management and problem-solving skills.</p> <p>Use different techniques to practice effective conflict management and problem-solving skills.</p> <p>Adapt effective conflict management and problem-solving strategies for own personal mentoring skills development.</p>
ATTITUDES	<p>Assess own conflict management and problem-solving skills.</p> <p>Guide senior learners to develop and improve conflict management and problem-solving skills.</p>

DIMENSION 2

PROFESSIONAL DEVELOPMENT & CONTINUOUS LEARNING

This dimension comprises learning units formulated to lead the senior learner to practice core skills related to lifelong learning as one of the most required competences for a mentor-entrepreneur. It introduces the concept of senior entrepreneurship aligning the core competences of a mentor and the core competences of an entrepreneur. This dimension also approaches the concept and theory of reverse mentoring as an approach to pair younger and senior entrepreneurs/professionals aiming at reducing generation gaps in work environments. The practical aspects focus on the planning and implementation of mentoring programmes

LEARNING HOURS			
HANDS ON SESSIONS	SELF-STUDY	ASSESSMENT	TOTAL HOURS
28	18	4	50

CONTENT DEVELOPER

MINDSHIFT, PORTUGAL www.mindshift.pt

D2 LEARNING UNIT 1 Senior entrepreneurship

The purpose of this unit is to provide the learner with essential knowledge about the concept and main features of senior entrepreneurship.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Define the concept of entrepreneurship.</p> <p>Outline the specifications of senior entrepreneurship.</p> <p>List the main characteristics of a senior entrepreneur.</p>
SKILLS	<p>List relevant senior entrepreneurship initiatives.</p> <p>Select senior entrepreneurship programmes to match own professional interests.</p> <p>Distinguish the different motivations involved in starting an entrepreneurial activity.</p>
ATTITUDES	<p>Advise 50+ learners about the advantages and disadvantages of senior entrepreneurship.</p> <p>Guide senior learners in building an entrepreneurial path.</p>

D2 LEARNING UNIT 2 Mentoring for professional development

This unit's objective is to outline the role of mentoring in career development and the mentoring impact on entrepreneurial career paths.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Recall the mentoring concept.</p> <p>Distinguish mentoring and coaching concepts.</p> <p>Differentiate the roles of a mentor, a coach, a career counsellor, a trainer and a facilitator.</p>
SKILLS	<p>Identify the benefits of becoming a professional mentor.</p> <p>Analyse the advantages and disadvantages of professional development mentoring.</p>
ATTITUDES	<p>Evaluate the impact of mentoring on entrepreneurial career paths.</p> <p>Engage 50+ learners to formally enrol in professional mentoring.</p>

D2 LEARNING UNIT 3 Types of mentoring programmes
This unit intends to introduce the learner to different uses and the different types of mentoring programmes.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Distinguish between a formal and informal mentoring programme.</p> <p>Recognise the main purposes of establishing a formal mentoring programme.</p> <p>List types or models of mentoring programmes.</p>
SKILLS	<p>Compare different types of mentoring programmes</p> <p>Select a mentoring programme to match own professional development needs.</p> <p>Distinguish the different phases of a formal mentoring programme.</p> <p>Analyse the types of mentoring programmes that would be of particular interest for Senior Entrepreneurship.</p>
ATTITUDES	<p>Engage 50+ learners to formally enrol, as mentor or mentees, in a formal mentoring programme.</p> <p>Contribute to a culture of continuous learning, development and knowledge sharing.</p>

D2 LEARNING UNIT 4 Reverse mentoring
The purpose of this unit is to provide the learner with essential knowledge about the concepts of reverse mentoring and intergenerational learning and the benefits of these types of mentoring programmes.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Define the concept of reverse mentoring.</p> <p>Define the concept of intergenerational learning.</p> <p>Distinguish reverse mentoring from intergenerational learning.</p>
SKILLS	<p>Summarise the main benefits of reverse mentoring.</p> <p>Describe the main principles of reverse mentoring.</p> <p>Relate reverse mentoring as a practice to tackle ageism and to promote more inclusive workplaces.</p> <p>Demonstrate the benefits of reverse mentoring to closing generation gaps.</p>
ATTITUDES	<p>Support the implementation of reverse mentoring programmes in the context of entrepreneurial initiatives</p> <p>Advise 50+ entrepreneurs to engage in reverse mentoring programmes</p>

D2 LEARNING UNIT 5 Plan, implement and assess a mentoring programme for senior entrepreneurship

This unit guides learners with the main steps to design, implement and evaluate a mentoring programme tailored for senior entrepreneurs.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Apply the concept of senior entrepreneurship in the context of mentoring programmes.</p> <p>Identify the main steps involved in the design of a mentoring programme.</p>
SKILLS	<p>Adapt the mentoring programmes principles and steps to the needs of senior entrepreneurship</p> <p>Select methodologies, tools and resources to launch and monitor a mentoring programme</p> <p>Use methodologies, tools and resources to launch and monitor a mentoring programme</p>
ATTITUDES	<p>Explore the advantages and/or disadvantages of a mentoring programme for senior entrepreneurship</p> <p>Supervise the implementation of a mentoring programme for senior entrepreneurship</p> <p>Evaluate the impact of mentoring programme for senior entrepreneurship</p>

D2 LEARNING UNIT 6 Plan, implement and assess a reverse mentoring programme

This unit guides learners with the main steps to design, implement and evaluate a reverse mentoring programme.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Recall the concept of reverse mentoring</p> <p>Select best practices of reverse mentoring</p>
SKILLS	<p>Identify the main steps involved in the design of reverse mentoring</p> <p>Select methodologies, tools and resources to launch and monitor a reverse mentoring programme</p> <p>Use methodologies, tools and resources to launch and monitor a reverse mentoring programme</p>
ATTITUDES	<p>Supervise the implementation of a reverse mentoring programme</p> <p>Evaluate the impact of a reverse mentoring programme</p>

DIMENSION 3

OUTCOME & ACTION ORIENTATION

An entrepreneurial spirit is characterised by the ability to act in anticipation of future problems, needs or changes. This dimension comprises learning units formulated to lead the senior learner to take action in his/her mentor-entrepreneur role in the fields of social innovation and the silver economy. The practical aspects focus on the ability of the senior to transition to self-employment and to maximise his/her potential to turn societal challenges into business solutions.

LEARNING HOURS			
HANDS ON SESSIONS	SELF-STUDY	ASSESSMENT	TOTAL HOURS
28	18	4	50

CONTENT DEVELOPER

[LEARNING UNITS 1 TO 4]
SILVER SAP, FRANCE www.silversap.com

[LEARNING UNITS 5 TO 8]
INFODEF, SPAIN www.infodef.es
USAL, SPAIN www.usal.es

D3 LEARNING UNIT 1 Social entrepreneurship

The purpose of this unit is to provide the learner with essential knowledge about the concept and main features of social entrepreneurship.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Define the concept of social entrepreneurship.</p> <p>List the main characteristics of a social entrepreneur.</p> <p>Identify the values and philosophy of social entrepreneurship.</p> <p>Describe the different approaches of social entrepreneurship.</p>
SKILLS	<p>List relevant social entrepreneurship initiatives.</p> <p>Revise social entrepreneurship programmes to match own professional interests.</p> <p>Recognise the different motivations involved in starting a social business.</p>
ATTITUDES	<p>Inform about the impact and benefits of social innovation businesses</p> <p>Encourage other seniors to become social entrepreneurs</p>

D3 LEARNING UNIT 2 Social innovation

This unit intends to introduce the learner to the social innovation ecosystem.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Define the concept of social economy.</p> <p>Characterise the social economy sector.</p> <p>Define the concept of social innovation.</p> <p>Relate the concepts of social economy and social innovation.</p>
SKILLS	<p>List the type of organisations that operate in the social economy sector.</p> <p>Map different social innovation and social entrepreneurship initiatives at a national and European level.</p> <p>Describe the life cycle of innovation and social entrepreneurship initiatives.</p> <p>Analyse social innovation as a process and a product.</p>
ATTITUDES	<p>Evaluate the conditions to start a social business.</p> <p>Inspire others to engage in social innovation initiatives.</p>

D3 LEARNING UNIT 3 **Entrepreneurship for impact**

The aim of this unit is to outline how scaling entrepreneurship can create lasting impact for communities.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Define the concept of impact economy.</p> <p>Define social venture.</p> <p>Define social impact.</p> <p>Apply the scaling concept in the context of a social business.</p>
SKILLS	<p>Identify different societal challenges and problems at a local and national level.</p> <p>Design a value proposition with the aim of solving identified social problems and to generate impact.</p> <p>Determine impact goals.</p> <p>Define indicators to measure impact.</p> <p>Conduct a social impact assessment process.</p>
ATTITUDES	<p>Focus on relevant societal problems.</p> <p>Commit to societal problems or challenges.</p> <p>Outline the importance of social entrepreneurship as a set of values, commitment and ethics</p>

D3 LEARNING UNIT 4 **Silver economy**

This unit focus on introducing the 50+ learner to the different sectors and opportunities of the Silver economy.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Define Silver Economy.</p> <p>Define the concept of active and healthy ageing.</p> <p>Relate the ageing population phenomenon with emerging fields of silver economy and senior entrepreneurship.</p>
SKILLS	<p>Identify the major economic activities, services and products designed to meet the needs of seniors.</p> <p>Characterise the profile of the consumers of the Silver economy.</p> <p>Combine the major trends of the economy (global, inclusive, digital, circular, eco-friendly and collaborative) with the opportunities of the Silver economy</p>
ATTITUDES	<p>Raise awareness about Silver economy opportunities and seniors' untapped potential.</p> <p>Advocate for the creation of new professions and careers related to silver economy sectors.</p>

D3 LEARNING UNIT 5 Transition to self-employment

This unit intends to provide the 50+ learner with the relevant knowledge and competences to assess self-employment opportunities.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Identify the necessary skills for entrepreneurship in self-employment</p> <p>Identify the skills and specific training required to become a social entrepreneur</p> <p>Contextualise the reality of senior unemployment</p>
SKILLS	<p>Develop a self-diagnosis of one's own entrepreneurial competences.</p> <p>Design a professional profile identity for self-employment</p> <p>Examine employment opportunities for seniors based on own entrepreneurship experience.</p> <p>Explore employment opportunities within the social business sector.</p>
ATTITUDES	<p>Establish professional relationships with people and companies with the aim of collaborating on common projects and businesses</p> <p>Enhance the exchange of information and ideas between people with common professions and interests</p>

D3 LEARNING UNIT 6 Types of social business and strategies for social business

This unit conducts the learner into identifying different types of social business and the main strategies to develop and promote social business.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Define social enterprise and social business.</p> <p>Identify the different types of social enterprises and the legislation that supports social businesses.</p> <p>Relate the different types of social business as a path for entrepreneurship and contribution to local development.</p>
SKILLS	<p>Draw from the actions, experiences and projects of different social businesses in a specific territory.</p> <p>Explain the steps involved in launching and developing a social business.</p> <p>Identify suitable funding opportunities.</p> <p>Apply for funding opportunities.</p>
ATTITUDES	<p>Provide guidance to other seniors regarding training services and support systems to the creation of social business.</p> <p>Advise on the development and implementation of plans, programs, projects and activities, in order to accelerate social entrepreneurial initiatives.</p> <p>Evaluate other seniors' social entrepreneurial initiatives.</p>

D3 LEARNING UNIT 7 Social business model plan

This unit aims at guiding the senior learner in designing, implementing and monitoring a social business plan.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Recall the principles of a business plan.</p> <p>Describe the stages and elements of a business model canvas.</p>
SKILLS	<p>Apply the business model canvas methodology to develop a social business plan.</p> <p>Select methodologies, tools and resources to develop a social business plan.</p> <p>Use methodologies, tools and resources to develop a social business plan.</p> <p>Monitor the implementation of a social business plan.</p>
ATTITUDES	<p>Guide seniors in the process of designing a social business model plan (from the idea into action).</p> <p>Evaluate business model proposals focused on societal challenges.</p>

D3 LEARNING UNIT 8 Management practices for sustainability

This unit aims to provide the senior learner with the relevant knowledge and tools to apply appropriate sustainable management practices and incorporate the Sustainable Development Goals (SDGs) of the Agenda 2030 in management operations.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Define the concept of sustainable management.</p> <p>Relate social innovation and social entrepreneurship with sustainability.</p> <p>Explain the social, economic, and environmental impact of social business.</p> <p>Name the benefits of mainstreaming the SDGs in social business.</p>
SKILLS	<p>Choose appropriate sustainable management practices.</p> <p>Incorporate the SDGs into management operations.</p> <p>Analyse business opportunities and make strategic decisions based on the SDGs.</p>
ATTITUDES	<p>Supervise the incorporation of the SDG's objectives in social business .</p> <p>Advocate for local causes that contribute to achieving the SDGs.</p>

DIMENSION 4

DIGITAL RESOURCES AND TOOLS

Creativity and innovation are core skills in a digital world. In order to adapt to the demands of the digital era, this dimension comprises learning units formulated to the development of digital skills to boost mentoring and entrepreneurship practices.

LEARNING HOURS

HANDS ON SESSIONS	SELF-STUDY	ASSESSMENT	TOTAL HOURS
28	18	4	50

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D4 LEARNING UNIT 1 e-Mentoring

This unit aims to guide the senior learner to enhance the adoption of the use of digital tools in mentoring practices.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Define e-mentoring in terms of its function, purpose and goals.</p> <p>Describe the differences between e-mentoring and traditional mentoring.</p> <p>Identify the advantages and disadvantages of e-mentoring.</p> <p>Recognise the specific challenges of e-mentoring.</p>
SKILLS	<p>Select the most appropriate digital tools for e-mentoring.</p> <p>Analyse a range of digital tools in terms of their efficacy for e-mentoring.</p> <p>Use the key digital tools required for e-mentoring.</p> <p>Discuss real life e-mentoring case studies.</p> <p>Compare one-to-one e-mentoring to a community approach to e-learning (mentoring in the open).</p>
ATTITUDES	<p>Evaluate the factors which determine successful e-mentoring programmes.</p> <p>Support 50+ learners with the use of digital tools in mentoring practices.</p> <p>Supervise 50+ learners with the implementation of digital tools for mentoring practice.</p>

D4 LEARNING UNIT 2 Branding for social business

This unit's objective is to introduce the senior learner to a set of relevant knowledge, key concepts and main tools regarding branding strategy for social business.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Define branding in terms of its function, purpose and goals.</p> <p>Identify factors which affect consumer perception of a brand.</p> <p>Identify key components required for a comprehensive and powerful branding strategy for social business.</p> <p>List key models, approaches and tools required for successful strategic brand management in social business.</p>
SKILLS	<p>Apply branding strategy components, approaches and key tools to develop a successful brand strategy for social business.</p> <p>Evaluate real life examples of brand identity in terms of their application of branding strategy (case studies).</p> <p>Create a social enterprise brand plan.</p> <p>Evaluate a social enterprise brand plan.</p>
ATTITUDES	<p>Guide 50+ learners with their understanding and application of branding strategy.</p> <p>Supervise the creation of a brand plan.</p>

D4 LEARNING UNIT 3 e-Marketing

This unit intends to lead the senior learner into applying digital marketing strategies to promote social business.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Define e-marketing and social business.</p> <p>Describe the differences between e-marketing and traditional marketing methods.</p> <p>List the advantages of e-marketing to promote social business.</p> <p>Recognise the specific challenges of e-marketing to promote social business.</p> <p>Explain the elements required for successful e-marketing.</p>
SKILLS	<p>Identify e-marketing strategies and technologies.</p> <p>Create an e-marketing plan for a brand.</p> <p>Evaluate the implementation of an e-marketing plan.</p> <p>Evaluate real-life case studies and consider which elements contribute to successful e-marketing.</p> <p>Apply e-marketing strategies.</p>
ATTITUDES	<p>Guide 50+ learners to apply e-marketing strategies to promote social business.</p> <p>Supervise 50+ learners with the implementation of e-marketing strategies to promote social business.</p>

D4 LEARNING UNIT 4 e-Commerce

This unit is aimed at providing senior learners with relevant knowledge and practice to establish and maintain a consistent web presence.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Define e-commerce in terms of its function, purpose, goals and emerging trends.</p> <p>List the advantages and disadvantages of e-commerce.</p> <p>Recognise the specific challenges of e-commerce.</p> <p>Describe the differences between e-commerce and traditional methods of buying and selling products.</p>
SKILLS	<p>Identify e-commerce strategies and available technology, tools and channels.</p> <p>Select appropriate technology and tools (channels) for social business.</p> <p>Use models and tools for monitoring e-commerce performance and measuring results and success.</p> <p>Evaluate e-commerce strategy, technology, tools and channels used in real life case studies in the field of social business.</p>
ATTITUDES	<p>Guide 50+ learners in the process of establishing a web presence.</p> <p>Supervise 50+learners in the process of maintaining a web presence.</p>

D4 LEARNING UNIT 5 Digital entrepreneurship

This unit is aimed at providing the senior learner with relevant knowledge and technical skills regarding the use of different digital tools to boost entrepreneurship.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Recall the concept of entrepreneurship.</p> <p>Define digital entrepreneurship.</p> <p>Identify the advantages and challenges of digital entrepreneurship.</p> <p>List the skills required and technologies available for digital entrepreneurship.</p>
SKILLS	<p>Use specific digital tools to develop, test and implement social business ideas.</p> <p>Evaluate the efficacy of specific digital tools to develop, test and implement social business ideas.</p> <p>Discuss a range of emerging digital technologies and consider their possible use and impact in social entrepreneurship.</p> <p>Evaluate real-life social entrepreneurial business model case studies for their application of digital tools.</p>
ATTITUDES	<p>Guide senior learners regarding the selection and use of a variety of digital tools to boost entrepreneurship.</p> <p>Supervise senior learners with the implementation of digital tools to boost entrepreneurship.</p>

D4 LEARNING UNIT 6 Online networking

The aim of this unit is to lead the senior learner to use digital environments for networking and to use social media to promote social entrepreneurship.

At the end of this unit the learners will be able to

KNOWLEDGE	<p>Describe the fundamentals of networking</p> <p>Explain digital networking strategies</p> <p>List the advantages and disadvantages of using digital environments for networking in social business</p> <p>Identify specific challenges of using digital environments for networking in social business</p> <p>List digital environments and tools used for networking in social business</p>
SKILLS	<p>Compare different types of social media</p> <p>Select an appropriate social platform to promote social entrepreneurship and social business</p> <p>Use digital environments and tools to perform networking tasks</p> <p>Create a social media plan to promote a social entrepreneurial activity</p> <p>Evaluate real-life case studies of online networking</p>
ATTITUDES	<p>Guide senior learners in their use of digital environments for networking</p> <p>Support senior learners in their use of social media to promote senior entrepreneurship</p>

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