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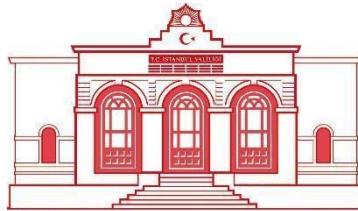


# SILVER UP

**Digital Solutions to Support Mentoring in Social Innovation for Senior Entrepreneurs through  
Adult Education**

2020-1-FR01-KA204-080520

**IO3. Methodological Framework for the Implementation of Mentoring Programmes to  
Support Social Innovation for Senior Entrepreneurs**



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## 1. INTRODUCTION

### **Aims of the Output**

The Intellectual Output 3 (Methodological Framework for the implementation of Mentoring programmes to support Social Innovation for Senior Entrepreneurs) provides methodological guidelines and recommendation tools to facilitate the process of applying the project outputs in other organisations. Thus, the Methodological Framework for the Implementation of mentoring programmes to support Social Innovation for Senior Entrepreneurs enhances the transferability of the SILVER UP outputs and makes recommendations to mainstream the development of new training programmes, projects, and activities focused on the training of mentoring skills to support social innovation for senior entrepreneurs in Europe.

The development of this output relies on:

- The expertise and know-how acquired by the consortium.
- The feedback gathered from stakeholders, participants, users and beneficiaries.
- The evaluation of the SILVER UP Online Platform is to be carried out during the trial stage.

This output is composed of 6 activities.

### **This output includes several elements such as:**

- 1) A methodological framework on how to train senior mentors to support social innovation for senior entrepreneurs, providing a theoretical approximation on the project approach.
- 2) Description of the achievements and lessons learned about the project outputs.
- 3) Guidelines for the transferability and use of the project outputs by other organisations at National and European level.
- 4) Recommendations to mainstream the project outputs.

### **Impact of the Output**

The expected impact of this output is to provide organisations, stakeholders and policy makers working with senior mentors and senior entrepreneurs, at national and European levels, with an innovative tool to promote, support and improve the development of training programmes, projects and activities on how to train senior mentors to support social innovation for senior entrepreneurs.

### **Target Group of the Output**

This deliverable is addressed to policy and decision makers, educational and economic institutions, Adult Education providers, social partners, association of companies and other intermediary bodies

## 2. COMPARATIVE ANALYSIS

A comparative analysis has been made based on a national analysis; partners were asked to conduct an analysis using the given template, which included items to gain a general picture of:

- social innovation activities in general, and social innovation activities for senior entrepreneurs,
- practices supported by the government to promote social innovation and senior entrepreneurship,
- activities conducted by the NGOs working for social innovation and senior entrepreneurship,
- project-based initiatives to promote mentoring for senior entrepreneurs,
- whether social innovation and senior entrepreneurship is officially included in the curricula of adult education,
- whether the adult education trainers/teachers have materials specifically designed for their use with senior entrepreneurs,
- the methodologies they used,
- the tools they used, the process to monitor and evaluate,
- the good practices to promote social innovation and mentoring for senior entrepreneurs,
- and certification and validation programs to support the visibility of mentoring skills of senior entrepreneurs.

The desk research conducted by the partners shed light on the fact that none of the related countries make any visible worthwhile improvements as far as senior entrepreneurship and social innovation for seniors are concerned; however there is some evidence pointing to the fact that these notions and branches are included in other related areas and levels of education such as in post-graduate degrees and local informal institutions.

In this sense, most of the gathered data elucidates that entrepreneurship and social innovation within educational environments are about entrepreneurship in general, rather than addressing the senior workforce specifically. For example, Trinity College Dublin in Ireland offers a MSc in Entrepreneurship and Dublin City University offers a NFQ Level 9 Graduate Certificate in Innovation in Social Enterprise. The University of Salamanca in Spain offers a free online course, and Boğaziçi University's LifeLong Learning Centre (BULLC) in Turkey tries to make a worthwhile effort by aiming to develop, direct and coordinate "training programs which are open to everybody apart from the undergraduate and postgraduate degree programs of [the] university."

In Spain, CENIE ([formacion.cenie.eu/login/index.php](http://formacion.cenie.eu/login/index.php)) offers courses like "An Introduction to Ageing for Innovators." Additionally, in Portugal, Entrepreneurship 5.0 offers a training and mentoring programme aimed at people aged 50 years or over, who want to develop their entrepreneurial skills. In France, there are several social entrepreneurship actors such as the Mouvement des entrepreneurs sociaux -Mouves, Avise, Urscop Languedoc-Roussillon and France Active who are at the forefront when it comes to developing the culture and practices of innovation within social enterprises.

Ireland appropriately stands as the most operable country for senior entrepreneurship (55 to 64 years old), ranked second in Europe with seniors conducting 24.6% of the total enterprise according to OECD in 2019. Spain seems the second most effective in terms of senior advancement, whose numbers reach up to 571,000, which represents 28.3% of the total population according to The Spanish Ministry of Labour. An intriguing study in France that dealt with 1020 people aged 45 to 69 found that 66% of them responded positively to the idea of having an activity complementary to their job or retirement, 57% were capable of undertaking new professional projects, 53% of starting up on their own or with several people, 51% of setting up a micro-business and 45% of creating a company. Turkey and Portugal display a rather blurry image when it comes to senior entrepreneurship in particular. Yet still, each country can be argued to show ascending trend lines in terms of social entrepreneurship in general. Governmental regulations though can still be argued to lack proper instruction, management and maintenance, with non-governmental organisations following alongside.

Having been founded with the intention of fostering social innovation, Portugal's Social Innovation programme (PSI) aims to achieve the objectives of the promotion of entrepreneurship and social innovation; the animation of the social investment market and the training of actors in the innovation and social entrepreneurship system. It is pointed out that 523 social innovation projects were financed by PSI in 2020 with a total budget allocation of 73M€. These projects try to achieve capacity building for social investment, partnerships for impact and social impact titles.

In Turkey, governmental institutions such as TÜBİTAK (The Scientific And Technological Research Council Of Turkey), KOSGEB - Small and Medium Enterprises Development Organization, or İSTKA (İstanbul Development Agency) try to technologically, scientifically and economically support entrepreneurs and scientists by providing applied entrepreneurship training and by fostering innovation.

For Spain, the situation is not much different. It is pointed out that “there is public aid for entrepreneurship for young people and women, but entrepreneurs over 45 years of age are not among the groups that receive aid from the Government.” But promotional strategies such as “platforms to help senior entrepreneurs” seem to be gaining recognition.

Ireland seems to follow suit with a wider and clearer range of influential areas in terms of entrepreneurship such as female entrepreneurs, disabled entrepreneurs, and young entrepreneurs, but a specifically senior-oriented branch of entrepreneurship is still lacking in its agenda as well.

NGOs do not differ much from governmental inclusion into entrepreneurship and social innovation. The Community Volunteers Foundation (TOG) and Alternative Life Association (abbreviated as AYDER in Turkish) in Turkey; Age Action Ireland in Ireland; Bizipoz in Spain seem to work in a similar manner- i.e. to support seniors and the elderly for better ageing. However, some noteworthy establishments such as Ventures4Silver in Spain and Empreender in Portugal seem more business oriented, yet are not of greater significance. The latter- i.e. Empreender, makes its explicit aim of reintegration of the elderly into the labour market known, but the extent of which is unknown with the provided info.

Portugal's dNovo and Spain's SECOT together with Silver Economy Company currently appear to be the only promising organisation for bringing senior mentoring to the forefront. dNOVO especially places a particular emphasis on the employability of people over 50, with high qualifications and professional expertise, provided that they are unemployed and trying to secure their return to the labour market. SECOT, on the other hand, seems more consultancy-oriented, like The Community Volunteers Foundation (TOG), which acts with the principle of "under the leadership of the youth, under the guidance of adults" and creates a space for young people to realise projects that produce solutions to social problems by providing social responsibility training.

Ireland's currently inactive initiatives like EU supported Senior Enterprise which led to over 1000 companies being launched by entrepreneurs aged 50+ or The Ireland Smart Ageing Exchange which launched the programme, 'Ingenuity' aimed at individuals aged over 50 interested in building their own business- seem like important initiatives to take note of yet unfortunately these organisations seem to have lost the original impetus, only for them to be replaced by a general focus on entrepreneurship aiming to support individuals in a similar manner with other organisations like Social Entrepreneurs Ireland, ReThink Ireland, Local Enterprise Office and Enterprise Ireland.

In France, The Seniors Entrepreneurs association aims to federate skills between generations to promote business creation. It promotes the connection between a project owner and a senior citizen with skills and the desire to participate. The Fondation Entreprenre defends the entrepreneurial cause in the broadest sense, to allow the greatest number of people to participate. It raises awareness of entrepreneurship among the youngest, and allows the most vulnerable to participate, promotes the entrepreneurial success of women and accompanies entrepreneurs at each stage of their professional life (creation, development, takeover and rebound). Furthermore, Second Souffle is an association created in 2010 and pursuing the objective of demarginalizing the entrepreneurial failure by accompanying the entrepreneur on his journey, with the entrepreneurial community, investors and financial institutions or recruiters.

Some entrepreneurial skills development guides and manuals aimed at business development (planning- financing- networking) issued by IAPMEI (Institute for SME Support and Innovation), IFDEP (Portuguese Institute for the Promotion and Development of Entrepreneurship) and the United at Work Programme seem viable in terms of material resources. These guides aim at providing basic information to support and foster future entrepreneurs. From Spain's side, Generación Savia- an online training course provider for those above 50, has an analytical approach with vision, impact and alliance. IAPMEI's evaluation is carried out with an online tool that proposes a method of assessment in terms of the duration of the activity with two options of 5 years and 10 years of operation. The tool facilitates the structuring of a business idea together with the evaluation and analysis of the profitability of new investments. In Spain, assessments are done in a collaborative way (mentor-apprentice) and in conjunction with experts in the field in which they want to participate. No particular specific evaluation process or monitoring system has been put forward by Turkey or Ireland.

In France in terms of mentoring, the What's up Camille? incubator, launched in 2020, is a service offered by the Kiki association in Paris (a non-profit organisation under French law, 1901) that aims to support people over 50 who are looking for work and are motivated to find a professional situation that matches their skills, needs and values through entrepreneurship. The incubator brings together a community of committed and motivated professionals to provide specific quality support to entrepreneurs aged 50 and over in their business creation process. Yet, a fixed curriculum for France doesn't exist, so social innovation and senior entrepreneurship are not officially included in the adult education curriculum. However, The GRETAS- a structural body for national education that organises training for adults in most trades and at universities are delivering training and diplomas.

Good practices that focus on seniors as their primary subject matter either do not seem to exist or have stopped functioning, such as the previously mentioned Senior Enterprise in Ireland, which saw over 1000 companies being launched by entrepreneurs aged 50 + between 2010-2013 or Ingenuity, which offered a number of benefits to seniors aged 55+ including networking, workshops and mentoring.

Turkey, Portugal and Spain on the other hand have always appeared to offer more general-purpose programs that work on the popularisation and dissemination of social entrepreneurship and provide accelerating programs and mentoring thanks to their network. Examples are: The Third Sector Foundation of Turkey (TÜSEV); Social Entrepreneurs Young Leaders Academy (SOGLA) in Turkey; EURODIGITAL- an organisation empowering adults aged 45 plus, who have never used the internet; Code 2030, an initiative that provides digital upskilling and reskilling programmes aimed at unemployed people with higher education degrees in Portugal; and SAVIA Generation in Spain.

Certification with regards to mentoring, senior entrepreneurship and social innovation does not seem viable or applicable in any of the mentioned countries of Turkey, Spain, Portugal, France and Ireland. Most community-based initiatives and non-profit organisations are observed to work in an informal manner and thus do not provide certification programs.

All in all, organisations and initiative profiles generally show that social entrepreneurship and innovation related to senior mentoring is under development as a challenging but equally opportunistic subject matter in contributing countries. Rather than being specifically designed for seniors, programs are observed to take a more general-purpose-oriented form in which seniors can also freely join. The findings seem reasonable to suggest that there is a compelling need for specifically identified, national and international entrepreneurial ecosystems for seniors above 50 years of age with valid and effectual certification and a clear governance model because during the project lifespan, it was unmistakably seen that the reintegration of senior people would certainly add to the wealth of the generation, in addition to providing a more active and healthy ageing process for them. To this end, senior entrepreneurship capacity building workshops in collaboration with Universities and Business Associations are envisaged to be put into effect.

### 3. HOW TO TRAIN SENIOR MENTORS TO SUPPORT SOCIAL INNOVATION FOR SENIOR ENTREPRENEURS

The methodology was designed both to pilot the project results and to train senior mentors and mentees to support social innovation. This activity's objective was to design the methodology and tools to evaluate the trial stage in France, Portugal, Spain and Turkey. This methodology was based on the results from the previous comparative analysis. In this activity, the consortium implemented, monitored and assessed the trial stage, applying the methodology provided. This implied the application of quantitative and qualitative evaluation methods. Senior mentors were included and were asked to use the SILVER UP Platform (<http://silverup-project.eu/index.php/tr/platformu/>). They attended the B-Learning course and applied the pragmatic resources on beneficiaries.

#### Implementation in Portugal

To conduct the SILVER UP B-learning pilot, Mindshift established a partnership with Incubcenter, which was founded in 2018 by a senior entrepreneur. It offers a space, an Entrepreneur Support Office, with the primary objective of fostering the creation of new companies and supporting the sustainability of SMEs.

Mindshift and Incubcenter outlined a strategy to engage five senior mentors, responsible for enrolling 25 senior entrepreneurs, to attain the required piloting numbers.

The piloting was organised as follows:

- One online training session addressed at senior mentors was held.
- Exploration of the online contents of the SILVER UP B-Learning (self-directed learning) and experimentation of the pragmatic resources with the final beneficiaries (senior entrepreneurs)
- One online debriefing session was held.

In the online training session, Mindshift trained the senior mentors in how to use the SILVER UP B-Learning platform and resources. This was done with the support of a PowerPoint presentation, later shared with the participants.

In the exploration and experimentation period of the SILVER UP B-learning, senior mentors had the opportunity to pilot, evaluate the resources and collect the final beneficiaries' feedback.

Lastly, in the debriefing session, senior mentors shared their experience with each other and provided some important recommendations regarding the further development of the resources and platform, which can be read in the report section below.

Incubcenter's Entrepreneur Support Office will surely benefit from the implementation of the work piloted, as it clearly is an added value for the work developed there, namely because of its greater focus on social and senior entrepreneurship. Also, the senior mentors that participated in the pilot felt that their knowledge and skills have increased and their attitudes towards senior entrepreneurs changed.



## Implementation in Spain

To conduct the SILVER UP B-learning pilot, the University of Salamanca (with the collaboration of the University of Valladolid) and Infodef established a partnership with SECOT-Salamanca, a non-political, independent and non-denominational non-profit Association, declared of Public Utility in 1995. Its volunteers are seniors, professionals who, having finished their work activity or who are still active, wish, with an altruistic spirit, to offer their experience and knowledge in business or academic management to those who need it. Its main mission is to allow retired people and other volunteers to offer their experience and knowledge in business management and to encourage the creation and maintenance of jobs.

The University of Salamanca and Infodef together with Secot-Salamanca outlined a strategy to engage 5 senior mentors, responsible for enrolling 21 seniors to attain the required piloting aims.

The piloting was organised as follows:

- A training session for senior mentors was held
- Exploration of the SILVER UP B-Learning online content (self-directed learning) and experimentation of pragmatic resources with the final beneficiaries (senior entrepreneurs)
- The final session was held.
- In the first training session, the University of Salamanca delivered the training of the five mentors for independent use of the platform, as well as the resources available. This was done with the support of a PowerPoint presentation, as well as direct examples on the platform - since it was already available.
- Training session - in person and on-line.

During the SILVER UP B-learning trial period, senior mentors had the opportunity to carry out online content activities as well as explore pragmatic resources.

In the second session, senior mentors shared their experience with each other and provided some important recommendations regarding further development of the resources and platform, which can be read in the report section below.

Secot-Salamanca mentors stated that the participation in this pilot activity was beneficial both for the training of its mentors-volunteers and for the beneficiaries of the association. Senior social entrepreneurship came to be seen as a path, reinforcing their mentoring skills, namely, with regard to the use of digital resources and the elaboration of social business plans.

## Implementation in France

To conduct the SILVER UP B-learning pilot, SilverSAP mobilised different organisations specialised in mentoring/consulting as following:

- ERGOFOH – Paris - ergonomics firm for business consulting and auditing
- EFFILA - Management Coaching and Training Firm
- ALTERNATIVES ERGONOMIE - training organization and consulting office intervening in occupational risk prevention
- ACTIM CONSEIL - Advice, training, Coaching of managers and team support in several fields as Organization of work and QVT, Digital transformation, Support for changes, Support for actors, Social dialogue, Health and safety prevention at work
- UNIVERSITY CLERMONT AUVERGNE

The branches of Silver Sap in Guadeloupe and Corsica were also associated with the pilot phase and the silversap coaches were responsible for enrolling 25 senior entrepreneurs, so as to attain the required piloting numbers.

The piloting was organised as follows:

- Online bilateral session with each of the involved mentors in order to present the project, the results and the aim of the pilot phase, but also to ensure involvement and feedback from the external users.
- All mentors were responsible for revising all the b-learning content and the pragmatic resources collection, but each of them had the responsibility to focus on one of the 4 Modules in order to give more valuable and in-depth feedback.
- Exploration of the online contents of the SILVER UP B-Learning (self-directed learning). After the bilateral session, each user had 3 weeks to evaluate the contents at a distance and share their feedback through online evaluation questionnaires
- Experimentation of the pragmatic resources with the final beneficiaries (senior entrepreneurs) was conducted by SilverSap staff in Corsica and Guadeloupe with a total of 25 senior entrepreneurs. The staff collected the final beneficiaries' feedback.

## Implementation in Turkey

To conduct the SILVER UP B-learning pilot, GOI contacted different organisations working for entrepreneurs. GOI set up a strategy to include 5 senior mentors, responsible for enrolling 25 senior entrepreneurs to attain the required piloting numbers.

The piloting was organised as follows:

- Online bilateral session with involved mentors in order to present the project, the results and the aim of the pilot phase, but also to ensure involvement and feedback from the external users.

- Exploration of the SILVER UP B-Learning online content (self-directed learning) and experimentation with the pragmatic resources with the final beneficiaries (senior entrepreneurs).
- Final session for evaluation.

#### 4. ACHIEVEMENTS AND LESSONS LEARNT

After the implementation, the consortium collected feedback from mentors via online surveys. Mentors were asked to rate the quality of the unit that they piloted from 1 (min.) to 5 (max.). They were also given open-ended questions to collect qualitative feedback.

The rates for SILVER UP B-Learning Online Contents, Pragmatic Resources were mostly compiled for 4 and 5 in the scale.

For the open-ended questions, the responses are summarised as follows:

The content is very well-prepared, qualified, suitable for the target group, interesting, provides a good source of learning, is beneficial for senior entrepreneurs, gives useful tools for mentors, gives new perspectives to seniors, future entrepreneurs or in reflection through the resources and tools offered and provides interested people with a range of references and orientations on socially oriented issues while remaining in the dynamic of entrepreneurial development.

The activities are dynamic, appropriate, homogenous, satisfactory, and complementary to the training content.

The platform is well-structured, easy to use, provides good and appealing navigation, is user-friendly, and makes the learning very efficient.

The mentors reported that they had learnt new skills on issues related to e-commerce, e-business and how to engage in social networking. The platform had increased their knowledge, they liked the content and were motivated to learn more, increased horizontal skills related with any kind of entrepreneurship and helped them to re-evaluate and improve their skills.

The Pragmatic resources enriched the theoretical part of the e-course and are a high-quality toolkit. The activities are relevant, well-structured, useful, and allows research, reflection and are quite simple to use. They are interesting and applicable, helpful to improve skills, guiding mentors to manage the sessions. They bring the entrepreneurial potential closer to reality through experience, are essential to integrate the contents learned and be able to apply them in a real context, allow comparison, exchange and help to structure your thoughts to better proceed, and they provide a rich library on which one can rely and enrich one's knowledge.

Mentors collected feedback from senior entrepreneurs about the piloting. The senior entrepreneurs stated that they liked the activities, and were very motivated to learn; the pragmatic resources were adequate for the senior entrepreneurs; the activities are rich,

interactive, easy to understand, very well described, engaging and enabled them to reflect on their objectives. They are comprehensive enough to cover the skills in the content, allowing them to develop entrepreneurial skills.

Mentors pointed out the following pragmatic resources as being the more useful:

Dimension 2. Personal development & Continuous learning (Activity 1. Do I have what it takes to be an entrepreneur?)

Dimension 3. Outcome & Action orientation (Activity 1. Entrepreneurship over 50: it's still possible & Activity 3. My social business model plan!)

Dimension 4. Digital resources & Tools (Activity 1. Using Digital Tools for e-Mentoring & Activity 3. E-Marketing strategies in use)

## 5. GUIDELINES FOR THE TRANSFERABILITY AND USE OF THE PROJECT OUTPUTS

The SILVER Up Project has 3 Intellectual Outputs:

- 1) Competence Framework in Mentoring skills to support Social Innovation for Senior Entrepreneurs
- 2) SILVER UP Online Open Learning Materials Platform
- 3) Methodological Framework for the Implementation of Mentoring Programmes to support Social Innovation for Senior Entrepreneurs

### **IO1.Competence Framework in Mentoring skills to support social innovation for senior entrepreneurs**

#### **Description:**

This output has been designed as a Competence Framework in Mentoring skills to support social innovation for senior entrepreneurs aimed at boosting the profile of senior mentors. The document presents a list of key-concepts, the theoretical background based on a country analysis carried out by the partnership, a training profile and learning units, a competence scheme and learning outcomes, and a list of references. This competence framework has been 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. The SILVER UP

Competence Framework has been 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:

- The first level (BASICS) groups 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.
- The second level (PRACTICE) assembles 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.

The Learning Hours in the Framework are as follows:

- Total Learning Hours: 200 hours
- Hands on Sessions:112 hours
- Self-Study: 72 hours
- Assessment: 16 hours

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 a context or professional environment for practice in which they can apply the set of knowledge, skills and attitudes listed.

**Transferability:**

- The expected impact of this output has been directly on the organisations working for the entrepreneurship sector, delivering training on entrepreneurship. Responsible

organisations are expected to make their training programs more flexible, including initiatives for personal empowerment, learning new skills, support and social innovation, with a view to improving human capital and results. This reference framework has been expected to provide an outline as a basis for the entrepreneurship training and promotion of social innovation for entrepreneurs. Furthermore, it is hoped that through the outputs achieved this framework, it will be possible to involve local communities and institutions capable of understanding the real objectives of mentoring, as well as the social and economic benefits of senior entrepreneurship programs. The framework can be compared with an organisational needs analysis and can be adapted according to the expectations. It is also expected that the framework can work as a European qualification recognition instrument at EU level.

- The Silver UP Competence Framework provides a broad approach to the adult education sector as it has a learner-centeredness design describing a new competence profile for senior entrepreneurs or adults 50+ to become mentors in the field of social innovation. The framework provides policy makers and stakeholders with a roadmap of entrepreneurial skills needed to re-orient adult learners facing late employment and/or transition to self-employment. In this sense, the framework can be used to create reskilling and up-skilling programmes, focusing not only the opportunities given by the social sector and the silver economy sector, but also responding to the demand for skills in the labour market which have been undergoing substantial change as a result of technological progress, globalisation and an ageing population.
  
- Adult educators, especially those supporting digital inclusion and active ageing of seniors, can use the Competence Framework to facilitate active teaching-learning methodologies with this specific target group, as the four dimensions are structured in a holistic format covering essential steps for long-life learning, namely: personal awareness, professional development and continuous learning, outcome and action orientation, digital resources and tools.
  
- The SILVER UP competence framework is described according to 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. This provides trainers from the VET sector with a framework

they can adapt to different professional sectors. All indicated competence areas are transversal and are crossable with soft skills, learning skills, life skills and digital skills.

- The SILVER UP Competence Framework is structured into four dimensions reflecting common competences categories in mentoring and in entrepreneurship. The four dimensions included in the Competence Framework cover the relevant key competences areas of Entrepreneurship Education namely personal development skills, social inclusion and employability skills. In this sense, school teachers, from different systems and levels, can embed it in school curriculum, as it covers specific learning outcomes in the following descriptors:
  - Knowledge: knowing how to assess opportunities, understand the role and position of entrepreneurs and awareness of entrepreneurs' career options.
  - Skills: management, planning, financial literacy, problem-solving, creativity, etc.
  - Attitudes: sense of initiative and entrepreneurial mindset.

## **IO2.SILVER UP Online Open Learning Materials Platform**

### **Description:**

This Intellectual output has been designed as an Online Open Learning Materials Platform to train senior mentors to support social innovation for senior entrepreneurs, and has been built as an Open Educational Resource. The platform facilitates the provision of interactive services such as:

- Access to innovative tools and resources
- Online ICT-based educational delivery
- Networking hub for senior mentors to disseminate, prevail and improve the project outputs during the projects lifespan and afterwards.

The SILVER UP Online Platform of Open Learning Materials includes:

a) E-Directory: a comprehensive collection of innovative projects, policy papers, methodological approaches, resources and tools in mentoring skills to support social innovation for senior entrepreneurs.

b) Conceptual and Didactical Core: It is at the forefront of theoretical fundamentals and relevant pedagogical approaches to train senior mentors to support social innovation for senior entrepreneurs.

c) Blended Learning (B-Learning) course: It is addressed to senior mentors working to support social innovation for senior entrepreneurs. It involves online content together with pragmatic resources. The B-Learning course is based on a combination of online content (to be followed through distance learning) and pragmatic resources (to be applied in face to face activities), organised in areas, levels and units. The B-Learning course follows a flow model programme, organising learning activities in sequential order with deadlines to accomplish. This facilitates the outcomes observance and assessment.

The SILVER UP Online Platform includes several elements of innovation, such as the E-Directory and a generation of new ICT-based educational tools focused on the provision of training for senior mentors to support social innovation for senior entrepreneurs.

**Transferability:**

The transferability potential of this output at national and European level are as follows:

- The E-Directory provides an enriched digital archive for the senior mentors through digital solutions to support senior entrepreneurs.
- The Conceptual and Didactical Core provides key theory and conceptual knowledge to support mentors as they work through the online courses.
- The Blended Learning course and Pragmatic Resources provide senior mentors with key information about mentoring and social innovation methodologies. They foster peer learning, virtual mobility and the networking of senior mentors.
- The output inspires training organisations to develop new products and services for senior entrepreneurs based on the SILVER UP methodology.
- All partners have identified relevant stakeholders and networks to be reached, ensuring there is a detectable crosslink with the SILVER UP Online Platform.
- All partners have contacted relevant stakeholders directly by email to inform them of the Silver Up project resources and to encourage their use.
- All partners offer guidance/training to stakeholders in how to use the Silver Up project resources and offer ongoing support if needed.



- Partners could host a webinar inviting relevant stakeholders to attend, where they introduce the Silver Up project resources and demonstrate how to use them.

### **IO3.Methodological Framework for the implementation of Mentoring programmes to support Social Innovation for Senior Entrepreneurs**

#### **Description:**

The IO3 is designed as a reference document addressed to policy and decision makers, educational and economic institutions, Adult Education providers, social partners, associations, companies and other intermediary bodies. It provides methodological guidelines and recommendation tools to facilitate the process of applying the project outputs in other organisations.

#### **Transferability:**

- This Methodological Framework is expected to enhance the transferability of the SILVER UP outputs as well as mainstream the development of new training programmes, projects, and activities focused on the training of Mentoring skills to support social innovation for senior entrepreneurs in Europe.
- It is expected that it will promote the blended learning approach among Adult Education providers as well as inspiring them to develop new products and services for senior entrepreneurs based on parts of the project results.
- It provides know-how and methodology for an implementation period of peer and active learning for seniors. This methodology can be adapted and used for different practices.
- The recommendations to improve the Project results can inspire other projects for the same target group or for the same sector.

## **6. RECOMMENDATIONS TO MAINSTREAM THE PROJECT OUTPUTS**

Below, recommendations are provided to mainstream the project results.

- The use of the SILVER UP Competence Framework by formal mentors, entrepreneurs and other professionals to assess and validate their mentoring skills and evaluate to what extent they need to upskill in specific areas such as digitalisation, social innovation and the silver economy. The SILVER UP specific approach places mentoring as a vital

instrument to support senior entrepreneurs to establish business in the social innovation ecosystem oriented and anchored in digitization processes and tools.

- Participation in other organisations' conferences and events related to entrepreneurship where the project resources can be disseminated.
- Disseminate the added value of the project to regional/national actors and continue to promote the SilverUp platform via social networks and external events related to the subject.
- The creation of events and conferences to inform relevant stakeholders of the Silver Up project resources.
- The engagement of stakeholders through webinars or face to face training events to inform about how to use the Silver Up project resources.
- Present at regional (national) events around the challenges of entrepreneurship in general.
- Be mobilised during the annual event 'European Day of the Entrepreneur' which is a European brand that promotes entrepreneurship and includes activities for youth, public, politicians; this event is a tool that is used to promote entrepreneurship in order to create growth in jobs.
- Engage relevant stakeholders at regional or national level in mainstreaming activities (dissemination events, congress, conferences, etc.).
- Disseminating through social media channels.
- Dissemination through EPALE at EU level.
- By directly contacting organisations working to support entrepreneurs to see if they would like to incorporate any aspects from the Silver Up project resources in their training programmes.
- Propose adjustments and adaptations according to the target audience. For example, presenting the advantages and the arguments differently if dealing with seniors in retraining or with entrepreneurs wishing to broaden their skills.
- Adapt the methodology to expand the target group of target users (senior mentors) and target beneficiaries (senior entrepreneurs) to other groups (e.g. migrants, women, etc.).
- Promote the use of the methodological process developed towards other actors notably, organising train the trainers events.

- Introduce the methodology developed to other projects aimed at innovation and skills development, allowing them to benefit from the complementary aspects and synergy opportunities.
- Make the project measures available for technical training on technological platforms and social entities.
- Incorporate maxims for mitigating social stigmas and prejudices in relation to the senior entrepreneurship.
- The creation of a senior entrepreneurship laboratory, with the aim of categorising the areas of activity, identifying available tools and resources and the challenges to be faced.
- Create a network of notable cases of senior entrepreneurship (e.g.: mYmo (Spain), Tarde demais para empreender? (Portugal), Best Agers (Baltic Countries), etc.).
- Create synergies between young people (job seekers) and senior entrepreneurs - partners in the search for opportunities and support funds.
- Carry out new transfer of innovation projects based on the project methodology and results (Erasmus plus or other funded projects at national or EU level).
- Facilitate the registration and use of the Silver Up platform by providing clear instructions on the platform.
- Include a link to the platform in the project site and in partners corporate sites.