

Let'



ENTERPRISE



Sense of initiative and entrepreneurship at EU level

Let seniors teach sense of initiative and entrepreneurship through innovative multimedia storytelling approaches

www.letsenterprise.eu



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Introduction

The objective of this phase was to detect information about the different European training contents/materials in order to give LET´S ENTERPRISE! -product an European added value.

Each partner searched for 5 good practices / educational programmes, -methods etc. in which the stress was on encouraging own initiative and entrepreneurship. Initiative and entrepreneurship was examined from the point of view of attitude, resources (knowledge and skills), and context. Each country thought in each case whether the practice was encouraging toward attitudes, or knowledge and skill issues, or context (cultural/life situation/community).

Assessing the models

In order to implement this task, the partners were sent a questionnaire and a table, according which they analysed the practices they had chosen from their countries. The purpose of these questions was to work out criteria when analyzing the practices.

43 good practices from partner countries (Bulgaria, Finland, Germany, Italy, Poland, Portugal, Switzerland, Turkey, United Kingdom) were collected and the summary of the practices were made by the Finnish partner (LPKKY).

Each partner assessed the models of their own country on a scale from 0 to 5 (0=not at all relevant, 5=most relevant) whether it applied to the key-elements mentioned in the table. The key-elements were chosen in the first partner meeting in Spain and can be seen in diagrams underneath. The number of practices can be seen on the y-axis and the grade in question on the x-axis.

Results

There were a lot of similarities in the practices. It seemed that many of the good practices were on the other hand encouraging participants towards changing attitudes and on the other hand in knowledge and skills issues. To become an entrepreneur, a lot of practical oriented information is needed, but also encouraging and supporting is important in order to get person to believe in oneself and one's opportunities, when starting the own business.

It was noticeable that disadvantaged groups like women, immigrants, young people, seniors or handicapped were taken into consideration in most of the practices. All groups have their special problems; women has a traditional role in families in many countries, immigrants often need knowledge in legislation, language etc., young people might be eager to start his/her own business, but they need more knowledge. Therefore help and support, that is given by different programmes around Europe, seem to be important for motivating people to working life and entrepreneurship. Especially young people were a target group in many (17) practices.

Practices, which encouraged especially towards changing attitudes, brought out for example the following things:

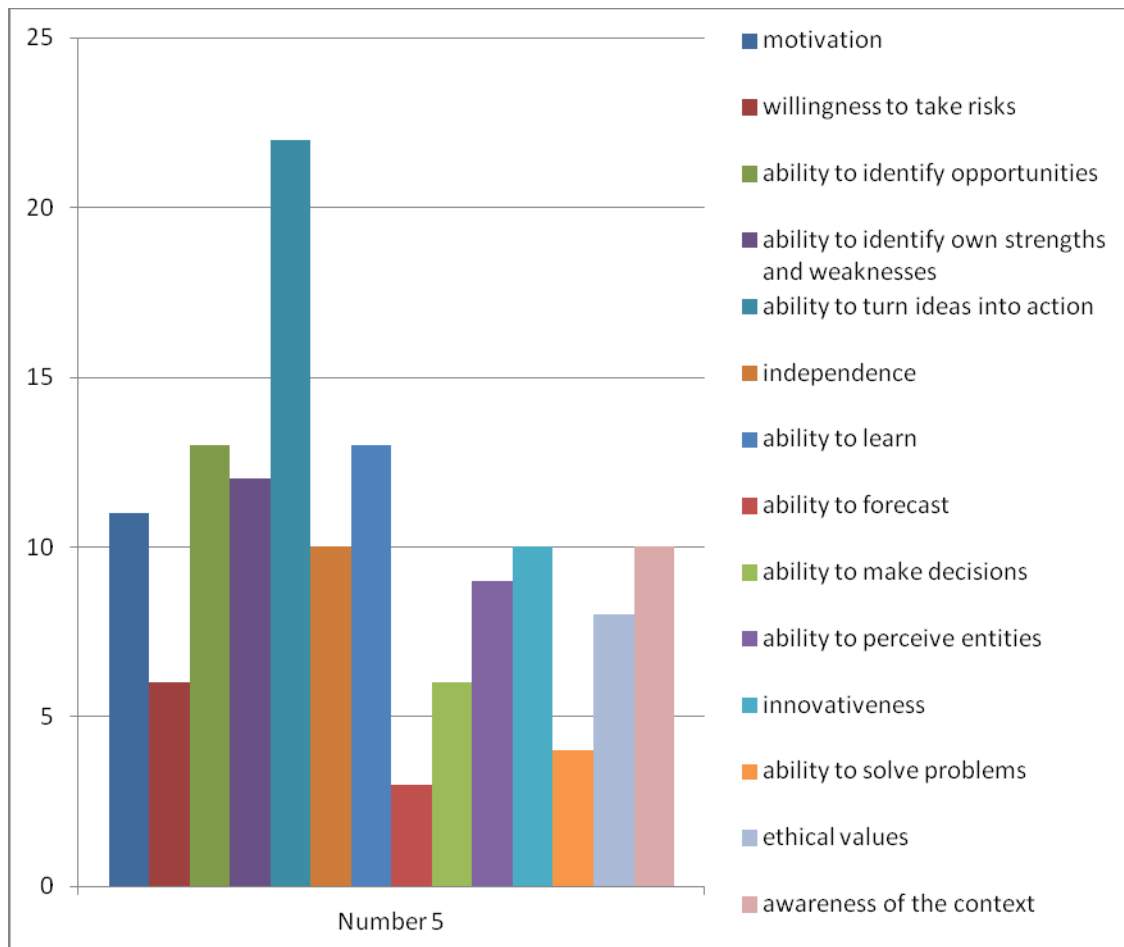
- Staying active in the labour market
- Improve job satisfaction and productivity
- Changing attitudes must be completed to use knowledge gained during the project
- Strength to believe in oneself



- Women need support
- Individual mentoring can play a crucial role in encouraging and giving the motivational boost that is needed at the right moment
- Individual's creative dream can be translated into business plans if he/she gets empowering that gives strength to believe in oneself
- The right attitude needs to be present already in the beginning of the training to a certain degree. The basic personal characteristics which underlie entrepreneurial behaviour can't be taught, but it can be nurtured

Practices, which encouraged especially towards knowledge and skills issues, brought out for example the following things:

- By improving skills, we will be able to get much more successful and conscious entrepreneurs
- Importance of creativity and planning
- People who already have a business idea and proactive outlook, need practical knowledge
- Increase competences by financial support (microcredit)
- Consulting



The most important issue in practices seemed to be related to **the ability to turn ideas into action**. 22 practices were considered to have number 5 in this category. Successful entrepreneurs pursue their ideas and work hard to remove all the barriers. A successful leader is one who can not only come up with ideas but also implement it.

Personal qualities as well as business environment are important to know before starting one's own business. Therefore **ability to identify opportunities** is important, as it can be seen also in the practices.

Today, learning will not end to formal education. Working skills needs to be improved throughout the whole work life. Very many persons change their careers and therefore need new skills. Also when considering entrepreneurship, a person needs special skills. Ability to learn was considered to be an important topic in most of the practices.

One example of the practice in which the stress is in the above-mentioned things is ProAcademy (Finland). ProAcademy students begin their BBA studies by starting their own cooperative company. Learning is based on

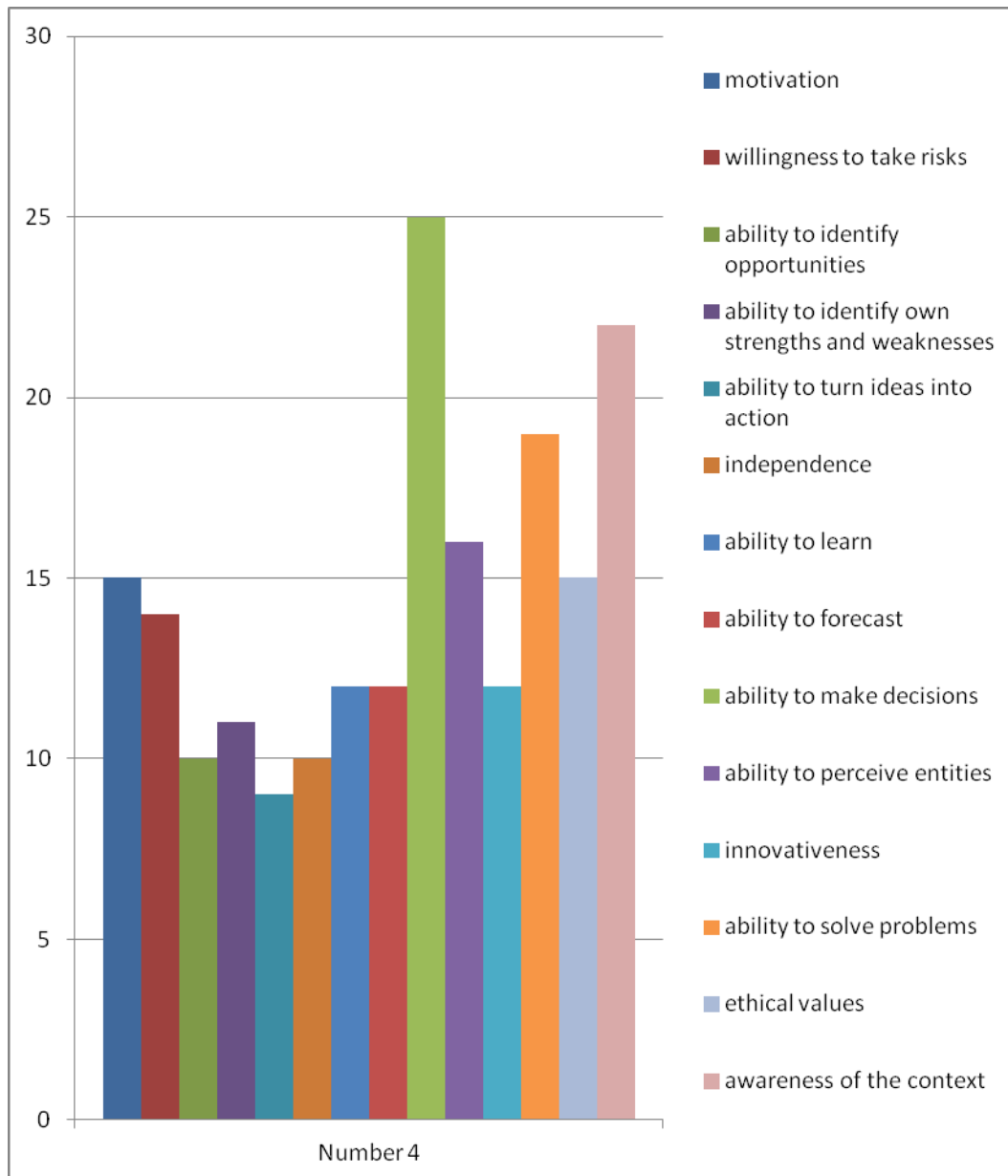
learning-by-doing, reading books, and sharing and generating knowledge with the team.

Students at ProAcademy become professionals by working. They run projects for a wide range of companies. They offer their clients marketing campaigns, web design, customer based studies, marketing studies, graphical design, events, promotions, training and other services. They also innovate and develop yearly events such as the Visio-competition and the Rekrytori - recruitment event.

A good leader recognizes his/her **strengths and weaknesses**. Focusing on our weaknesses while ignoring our strengths can be a source of discouragement and failure. And glorifying our strengths while ignoring our weaknesses can be equally unproductive. A course in Switzerland called "Venture Plan" is an example of a practice in which personal advice is given to young entrepreneurs or prospective ones and it aims at optimizing skills in enterprise management.

Without **motivation** it is not possible to run business. Motivation can be intrinsic (interest or enjoyment drives the interest) or extrinsic (motivating thing is for example money or acknowledgement). In Poland there are young people, who are ready to set up their own business, who already have the motivation. However, they lack practical skills and knowledge. Therefore, an "Academy of entrepreneurship", which is targeted to young people, students and graduates in Poland, aims to inspire participants to entrepreneurship by giving knowledge and increase their self-confidence.





Ability to make decisions appeared to be a remarkable topic. 25 out of 40 practices were considered to have number four. Good decision making is an essential skill for career success generally, and effective leadership particularly. Good decision making skills, ability to work well under pressure sometimes and well-considered decisions can lead a company to success and on the other hand, poor decisions can lead the company into difficult situations.

Awareness of the context. Aligning all aspects of an organization with the wants and needs of clients is important. Companies need to be innovative, flexible and effective to be able to do well in business.

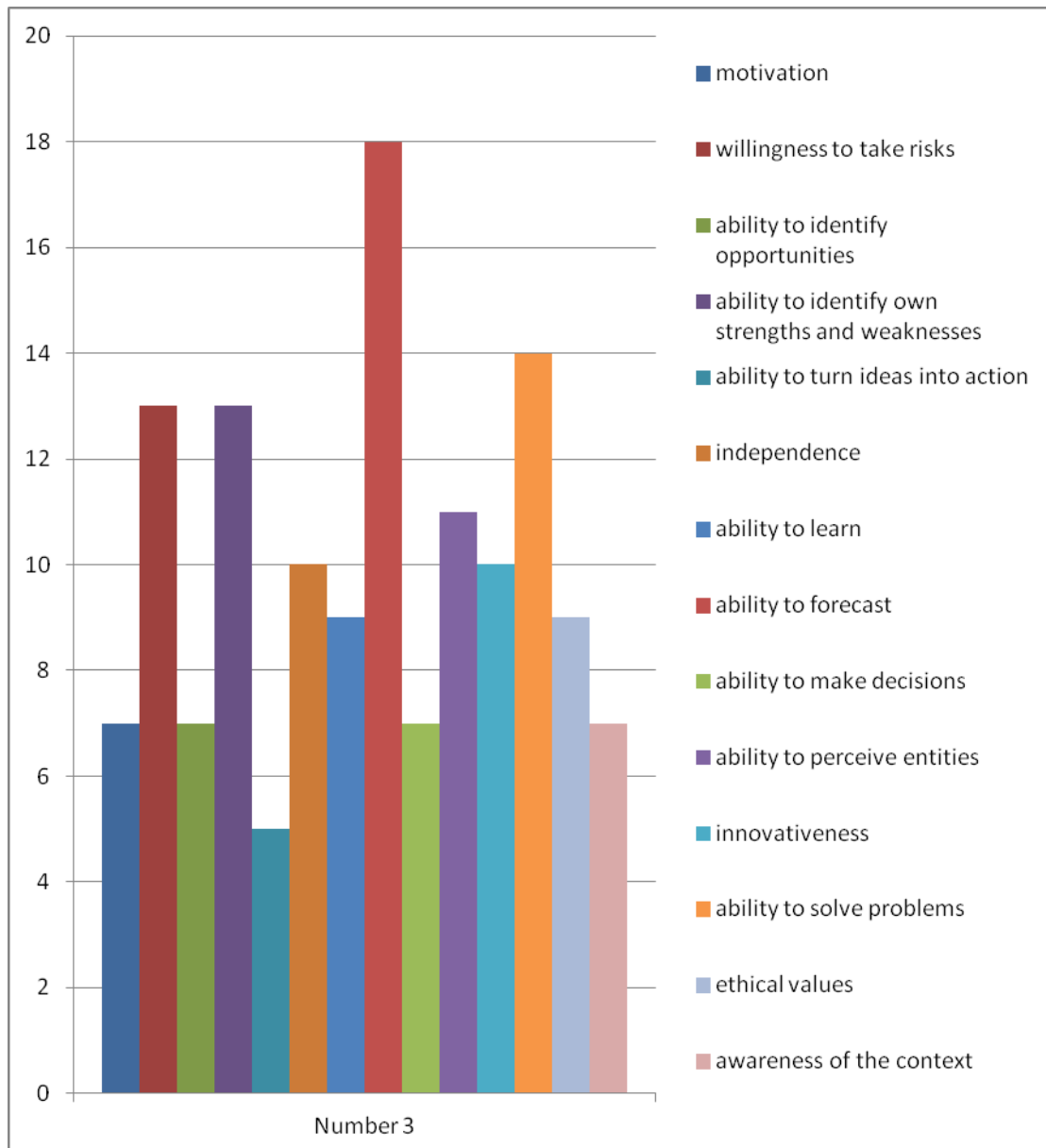
Some of the most successful people in business, government, in relations with other people, and indeed in life itself, are those who have the **capabilities to solve problems** correctly and effectively. Within one's self, it is valuable to realize problem solving abilities, and it is equally valuable to be able to perceive problem solving capabilities in others.

A Bulgarian practice "Professional education, informational activities and distribution of the scientific knowledge in the field of agriculture" is targeted to the farmers and organizations of the agricultural producers. In Bulgaria half of the agricultural workers are over 54 years of age and insufficiently educated. Therefore people working in this field need new skills and knowledge to be able to develop. Participants in this training will get skills in the following areas: technical (new techniques and technologies and implementation of the new practices in the field of agriculture), economical (legislation, accountancy, management and marketing in the field of agriculture), distribution of the scientific knowledge in the field of agriculture, informatics (software, applications and communication and information tools), environment protection, sustainable management of the natural resources and agro-ecology. The topics are taught in theoretical lessons and by practical exercises which can be put into everyday life and work. Also discussions, questionnaires, diaries, observation and development plans facilitate the transfer of the experience into daily work.

Ability to perceive entities means not only the skill to do work, but to be able to plan, start, do, end and evaluate work, the whole work process. A Portuguese project "Feminist" was one example, in which the whole process was included in the programme. It started from the training in entrepreneurship and start-up support and ended in consulting and advice.

Companies need to take into consideration business environment, customers and also employees. This requires continuous ethical assessment and definition of policy. **Ethical values** should be considered from many point of view: customer, personnel, society, environment, company. Ethically sustainable decisions are very important to successful business life. Many courses include ethical values, not necessarily in official plans, but hidden in the curriculum.

Willingness to take risks. Entrepreneurship always requires some level of risk taking. Risks are necessary to make changes happen and there will always be personal risk and risk to company. People and companies who are unwilling to take risks will become stagnant with no ability to innovate or change.



Ability to forecast seemed to be included in many practices as well. Successful entrepreneurs need to plan their future. To be able to do that, you need to try to predict the events of the future on the basis of present and past events already known.

An Italian practice "Entrepreneurship education" is a good example in which the stress is especially in business planning. The course is addressed to persons who wish to become entrepreneurs. The course, through the simulation of a business planning process, aims to

- present values and business conduct
- transfer knowledge and methods for creating and managing a small business

- promoting orientation to the entrepreneurial role by presenting positive role models
- increase the ability to communicate and cooperate in group activities

The final result is the development of a realistic and feasible business plan.

Independence can be one reason for starting his/her business, to be able to decide yourself in what way you run business. It is however rather virtual, because today it is necessary to do co-operation and networking with other companies and interest groups. Also many practices in this research were underlining these things. Especially when starting up in business, it is good to have mentors or critical friends who can check your ideas. This idea is used in PRIME, a British charity. There are courses for those who are thinking about entrepreneurship and who want to have ideas to discover the best ways of moving forward and test their business plans with mentors.

Innovativeness connected to cooperative learning makes the creation of enterprises possible. Innovations need everybody's commitment in the company. Open and safe atmosphere in the company is beneficial for innovations. A good example of innovativeness and co-operation in Germany is the work of the "Berlin Development Agency for Social Enterprises and Neighbourhood Economy" (BEST). It is targeted to local people wanting to start a social enterprise. One example is the firm "*Graefewirtschaft*", set up by migrant women who have been able to start up the business together: It is the first neighbourhood enterprise set up by migrant women in Berlin, with the help of the BEST Agency.

General conclusions

When analyzing the good practices related to the sense of initiative and entrepreneurship in partner countries, it became obvious that the needs of entrepreneurs are equal in all countries. Entrepreneurship needs supporting; technical, administrative and juridical. Many of these practices were emphasizing these things. Especially when the person is considering starting his/her own business, it is important to get encouragement. Most of the practices offered different kind of advice. It seemed to be important to offer help in a very concrete way. Individual support and consulting was mentioned in most of the models.

Entrepreneurship can be a good alternative for an unemployed or a graduated according to the project examples. It can also be a chance for a disabled person or an immigrant. In every case, education or other kind of support is needed in order to give more resources for the future and for the entrepreneurship.

Although there were many similarities in these practices, also differences between countries was noticeable. For example religion and traditions can influence on entrepreneurship in some countries. For instance in Turkey the Muslims prefer to use their own savings or family funds instead of loaning money from the bank, which naturally affects on their decisions.

Some remarks

1. These examples were the ones we found/knew from our countries. There could have been many more good examples on trainings too.
2. The results could have been a little bit different if we had all judged all practices, not only the ones from our own country.

Finally

This phase gave the project information on different training contents existing in project countries. These results can be used as milestones for the development of following activities.

Although many practices gave advice and support, it seemed, that quite many of them were still theoretical. The kind of tool (video films of senior entrepreneurs who have succeed in their career) Let´s Enterprise will produce during the project, will bring good added value for many trainings around the Europe.

Annexes

All the presented practices are attached below. They are organised according to the knowledge, attitudes and skills mostly developed.

Motivation



New Employability – Key Employability Skills



Time of implementation. For how long was the practice in action?

The training course lasts 15 days – it is still active.

Who was it financed / implemented by

Implemented by TigerClub Ltd.: a company operating in the field of training and career counselling

Target group

Young unemployed people up to 29 years of age

The main content of the practice

Skills that develop in the course:

- Self-awareness and better understanding of oneself
- Greater responsibility for one's own actions
- Self-confidence, confidence in one's own actions and insights
- Creativity
- Flexibility and ability to turn the unexpected into a new opportunity.

a. Aims

- Understanding the complexity of labour market
- Develop Energy and Motivation
- Determination of own values and desires
- Setting targets related to career development
- Stages in the process of changing careers
- Regional and national employment programs;
- Programs and projects financed by European and international donors;
- Occupations group of trades, professions and crafts;

- Training institutions; employers and others.

b. why was the practice created / born

This practice is created to support priority in addressing the problems of youth employment and the creation of key skills that support the effective integration of youth into the labor market.

c. what problem has been solved with this practice

The specific issues among this target group are: lack of motivation, lack of initiative, decision making and defending positions, and low economic activity. Lack of skills for employment, work discipline, feeling of hierarchy, adjusting to corporate culture, customer service, communication with colleagues and experience in entrepreneurship. All this is a prerequisite for long-term unemployment, accompanied by numerous additional complications such as:

-Emotional stress and social apathy;

- Poverty and frustration, which in turn is easily transformed into kriminogenni factors in the conduct of persons in this age group;

- Negative attitude to the outlets through vocational training and lifelong learning.

d. what methods were used in the practice in question

Techniques:

- Individual and group games to develop concentration, self-organizing, confidence
- Techniques stimulating an efficient use of own energy
- Exercises in improvisation and creativity for the development of personal autonomy and the ability of "getting involved"
- Exercises to build a bridge between solid personal values and corporate values
- Improvisational techniques to train how to handle the unexpected and to deal with change with a positive and creative energy.

The course includes questionnaires, diaries, observation and development plans to facilitate the transfer of the experience into daily life and work.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

The practice is more encouraged towards changing attitudes.



Benefits and results (sustainability and transferability etc.)

This type of training methodology could be used for different target groups so their employability skills could be improved

Other comments:

More information at: www.tigerclub.bg



Time of implementation. For how long was the practice in action?

Started in March 2009

Who was it financed / implemented by

The project started in the framework of a training course - PON spirit of entrepreneurship – held in Brindisi at the Secondary school "Odone Belluzzi". Initiative of the Ministry of Education (MIUR.)

Target group

Young people

The main content of the practice

Promote entrepreneurship in students through the development of an "initiative". The objective of the training course was the creation of a blog (<http://pon-spirito-iniziativa.blogspot.com/>), demonstrating that we can "do business" starting from an hobby or an interest.

a. Aims

To demonstrate that, during a traditional synchronous training course, "doing business" is possible via a clever use of technological innovation and the Internet.

b. why was the practice created / born

To prove that starting up a business from a relatively simple design idea is possible, and that everyone has an inner entrepreneurial spirit.

c. what problem has been solved with this practice

Students, directly measuring with the market and by using technology, learn that making a business might also mean materializing a dream.

d. what methods were used in the practice in question

Simple tools were delivered to the students in order to let them produce multimedia contents to be disseminated through a blog: <http://pon-spirito-iniziativa.blogspot.com>. The technical and operational modalities of the training project were learning by doing.

In the blog specific banner ads (known as Google AdWords) were placed in order to collect funds to be used to give a support to earthquake victims in Abruzzi.



Such funds represented the "income" and / or "revenues" of the hypothetical company team. The input encouraging students to produce "interesting" multimedia products (text, photos, videos, etc..) was to make the blog more visible so as to intercept visitors and handle the financial management of the project.

Articulation of the contents of the ten lessons:

- Creation of a blog
- Economic activity
- The economic, the economic system, tax system, the current state of the economy and the financial crisis
- Enterprise and business planning
- Internet marketing
- E-commerce
- Making business
- The transactions and their documents
- The invoice, the receipt, cash receipt.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

Both.

Benefits and results (sustainability and transferability etc.)

High visibility of the blog on the Internet, discreet contribution in monetary terms for earthquake victims in Abruzzi, (successfully) participation in the MIUR "European Year of Creativity and Innovation 2009":

[http://www.create2009-italia.it/content/index.php?action=read_pagina&id_ ...](http://www.create2009-italia.it/content/index.php?action=read_pagina&id_...)

Other comments:

<http://pon-spirito-iniziativa.blogspot.com>





Time of implementation. For how long was the practice in action?

1 week

Who was it financed / implemented by

Public Education Centre

Target group

12-16 year old teenagers

The main content of the practice

We proposed to create a real atmosphere for teenagers to face up to their skills about entrepreneurship.

a. Aims

This practice was designed to courage the teenagers to get to know more about the business life. If they try to do it in practice, they can face to the difficulties, threats and needs of becoming an entrepreneurship. They worked on their own business plans as if they were real.

b. why was the practice created / born

We believe that human being is usually educated by technically. But if we only give them the theories of the content without giving opportunities to practice, they may have difficulty to adopt the knowledge to real life.

c. what problem has been solved with this practice

Our trainees discovered that they are lack of practical knowledge in any topic. They have found out that trying and experiencing are really important. We should practice and apply whatever we know.

d. what methods were used in the practice in question

Creating a real atmosphere style needs role-playing stage. And we also used demonstrating, explanation and evaluation.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

We noticed if the adults and professional trainers emphasize the importance of improving skills , we will be able to get much more successful and conscious entrepreneurs.

Such activities promote a realistic sense of the risks which might occur in business life.

Benefits and results (sustainability and transferability etc.)

Our trainees realized to trust themselves and their power.They learned the difference between dreaming and applying. This result will supply them to implement the keys of the practice in their goals.



Risk-taking





Time of implementation. For how long was the practice in action?

From one to three days

Who was it financed / implemented by

Inbiz was established in 1990 and has grown to become a respected market-leader in its field. It focuses on enterprise creation and neighbourhood regeneration. It develops and delivers innovative enterprise support programmes by working with organisations such as Jobcentre Plus, Business Link, Learning and Development Councils and a host of other partners. Inbiz has many centres in locations across the UK.

Target group

Anyone wanting to develop their entrepreneurial skills.

The main content of the practice

Skilled Inbiz advisers deliver a range of innovative self-employment and business start-up support programmes to help people into business. A number of different programmes are run on an ongoing basis, tailored to the different levels of involvement in the business world: AWARENESS is the most basic course, where one can learn about the advantages and challenges of becoming self-employed. PREPARATION AND PLANNING is about helping effective planning to get the best possible start into self-employment. GETTING STARTED allows people to work with their experienced advisor to get the new business off the ground. SUPPORT AND SURVIVAL offers an ongoing support system to young businesses. REGENERATION consists of programmes to stimulate business growth in regeneration areas.

a. Aims

Inbiz programmes aim to offer high quality of delivery. Robust management systems supporting skilled, experienced and knowledgeable business advisors ensure that Inbiz clients gain a competitive edge, transforming their ideas into successful businesses.

b. why was the practice created / born

Inbiz was created in 1990 to provide an open, supportive and inclusive environment where opportunities are accessible to all. Values that are held are change, innovation, improvement, initiative, entrepreneurship and personal growth.



c. what problem has been solved with this practice

Senior Entrepreneurs often lack the up-to-date information and knowledge about the business world today. These courses are meant as a crash course in entrepreneurship and give the foot in the door hat is often needed.

d. what methods were used in the practice in question

This is very practical support in setting up a business plan or sharpening up the initial vision. As help is individualised, it is adapted to the needs of each person.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

This is geared towards knowledge and skills, as it requires already a clear business idea that needs helped.

Benefits and results (sustainability and transferability etc.)

Inbiz has got a very good success rate amongst the people that attended courses. For Senior Entrepreneurs to establish themselves in the market and create a sustainable business is a major source of inspiration for others.

Other comments:

www.inbiz.co.uk

Time of implementation. For how long was the practice in action?

8 day programme over 8 weeks

Who was it financed / implemented by

Centre for Micro Enterprise (London Metropolitan University)

Target group

People aged 45+ in the London area.

The main content of the practice

To help people develop the skills needed to set up their own business. This is achieved by taking people through the various stages of turning their idea into reality: business self image and networking, designing the business plan, market research and market planning, finances and taxation information, E-commerce and ICT, how to pitch and present, legal information.

a. Aims

Supporting people aged 45+ who have been made redundant or are threatened with redundancy but have a business idea and are almost ready to go self-employed to turn their idea into reality.

b. why was the practice created / born

This is an LDA funded course, it is free for participants, it addresses the issues people in that aged bracket face, giving them a chance to turn their life around and start something new.

c. what problem has been solved with this practice

People are equipped with all the knowledge necessary to overcome initial problems and pitfalls of setting up a business.

d. what methods were used in the practice in question

This is a very skills based course, teachers addressing the key factors in making this crucial moment a success. The classes are for small numbers, so that a high level of question and answer is allowed.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

This course is geared towards knowledge and skills, as it is addressed at people who already have a business idea and a proactive outlook. The aim is to give them the encouragement and practical knowledge they need to make the final step.

Benefits and results (sustainability and transferability etc.)

This course has a remarkable track record of former students who have become 'success stories'. It creates invaluable links and networks between academia and the professional world for people over 45.

Other comments:

020 7320 1383 or email info@upturnonline.co.uk





Time of implementation. For how long was the practice in action?

In this practice, start-ups and potential entrepreneurs develop a consistent vision over 5 days.

Who was it financed / implemented by

Developed by the Swiss network of start-up incubators, (venturelab), then implemented by each center in its linguistic region, often in collaboration with universities.

Target group

Young entrepreneurs or prospective ones.

The main content of the practice

a. Aims

The course aims at

- Optimizing skills in enterprise management
- Providing concrete answers and personal advice
- Developing a sound and convincing business plan

b. why was the practice created / born

To support new enterprises

c. what problem has been solved with this practice

Enhancing the quality of business plans so that companies can better manage their business and find funders

d. what methods were used in the practice in question

Assisted project work.

The transmission of skills and of the required know-how comes along intense discussions on the concrete challenges that participants have to face. In the meantime, participants get feedback on their business plan.

Day1: Vision

- Starting up
- Critical success factors
- Main business models

Day 2: Strategy

- The idea of strategy
- Fundamental of strategic management
- Competitive advantage and positioning

Day 3: Marketing and sales

- Identifying the need / market opportunities
- Segmentation
- Marketing-mix

Day 4: Funding

- Financial planning and controlling
- Funding and investors

Day 5: Business Plan

- What does a start-up's BP need
- Target groups and their needs
- Business Plan presentations
- Export feedback and review

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

This practice focuses on knowledge and skills

Benefits and results (sustainability and transferability etc.)

It is sustainable, partly funded by VentureLab.



Other comments:

The best business plans are invited to attend «venture training» (individual consulting).

www.venturelab.ch/it/vplan.asp

Seizing opportunities





Time of implementation. For how long was the practice in action?

ENTERPRISE is existing since 2003.

Who was it financed / implemented by

It was first funded with EQUAL money, now particular by regional funds.

Target group

Young people up to 35 years benefit from this initiative.

The main content of the practice

The initiative provides Counselling, Training, Mentoring, Coaching and Microfinance.

a. Aims

Main aim is to support young people in setting up a single person business/freelance.

b. why was the practice created / born

Missing capacities of young people in acquiring led to this agency approach, including

- equity capital,
- vocational training,
- credibility (for loans),
- working experience in vocation.

c. what problem has been solved with this practice

- More sustainable enterprise start-ups for this target group were developed.

d. what methods were used in the practice in question

Main tools were to

- improve the quality of coaching

- include regional networks and co-operation partners
- develop micro-finance tools
- develop sensibility for entrepreneurial initiative.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

This initiative tried to support each person with a bias on transferring knowledge.

Benefits and results (sustainability and transferability etc.)

- The initiative was started in Berlin, now is also run in 4 other East German Länder: Brandenburg, Mecklenburg-Western Pomerania, Saxony and Thuringia.

Mentoring –process



Time of implementation:

6 months

Who was it financed, implemented by:

Mentoring –process was part of Equal Akseli-project which was funded by ESF (European Social Fund). Equal Akseli project was administered by Pirkanmaa Westcome Municipal Federation of Education (LPKKY), Adult Education Unit.

Target group:

Persons with a disability, the underemployed, unemployed and persons in weak labour market position, those with social and health care education wishing to acquire new skills involving forms of softer natural cures or alternative therapies, with the intention of setting up an enterprise.

The main content of the practice:

a) Aims:

To increase local activity and employment while promoting enterprises and jobs in the field of natural cures/alternative therapies.

b and c) Why was the practice created / what problem has been solved with this practice:

The population in Finland is ageing very rapidly. More people will retire than enter the labour market with the result that there will be lack of workforce in the near future. At the same time the municipalities will have difficulties to guarantee sufficient, good quality welfare services to all. Because of the structural changes in society, there has also emerged a need for complementary services beside the traditional health care services. By educating students in natural cures and therapies, it is possible to support their employment and, at the same time, enrich the supply of health care services especially in rural areas.

d) What methods were used in the practice in question:

In Mentoring –process mentor was seen as a trainer, godparent, support person, personal counsellor and inspirer for the student. The main objective was to support the student to find his / her best talent and competence as an entrepreneur. Mentors were expected to be experienced and capable persons, who were willing to share their professional understanding and to support students in their professional development, in order to become entrepreneurs. Students were apprentices in this process. They needed to have willingness and



motivation on their way to become entrepreneurs in the field of nature cure, and readiness to exchange perceptions and opinions with more experienced mentors.

Mentoring is actually a two-way interaction process where openness, confidence and commitment are required. The mentoring process was carefully planned and a clear frame of reference was created, where the targets, content, time schedule and implementation of the mentoring process were indicated. It was, however, taken into account that mentoring is a process which is developing in cooperation between the participants and can't therefore be planned too strictly in advance. Through the process it is possible for the participants to increase their professional competence and at the same time the work communities acquire new substance for their continual development. There were both educational (supports own learning) and work counselling (develops own working) aspects in the mentoring process.

The process included independent working, peer-work and group studies. There were also organized meetings for the student group and mentor group separately, as well as joint meetings for both groups.

Mentors were offered personal support and counselling by the coordinator of the project and the peer group of mentors. Orientation to the mentoring was realized in the educational events where the role, requirements and tasks of the mentor were explained by the experts to the entrepreneurs. The common rules were created together already at the beginning of the mentoring process, to guarantee the most confidential and effective interaction between the participants. The coordinator of Equal Akseli project collected feedback from the mentors and students frequently during the process, and assessed the progression of the mentoring with the view of the targets of the process in mind.

e) Please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues:

The mentees felt that professional development, networking, life management and entrepreneurship were the most important issues discussed during the mentoring process. According to this implemented Mentoring-process it seemed that mentors really can facilitate the first stage of entrepreneurship by offering a lot of practical oriented information, but also by encouraging and supporting mentees to believe in themselves and their opportunities when starting their own business.

Benefits and results:

Both the mentors and students/ mentees were very satisfied with the process, and as an indication of that, the communication between the participants has continued also after the official and guided Mentoring-process. After their Nature Cure –training and Mentoring –process the students had very similar plans: they must first finish studies, acquire own place for the nature cure/therapy practice, increase the networks and co-operation, market their business and finally employ



themselves either as a member of a cooperative society, as a private business owner, or in a company.

Other comments:

Mentoring is strongly based on two-way interaction. The students/ mentees who haven't got so much experience may have a lot of questions and may feel themselves confused and unsure. At the same time the more experienced entrepreneurs may feel that they have lost their ability to create something new. In this kind of situation they benefit from new points of view the new entrepreneurs may offer them. Mentoring process is also a very good chance to adopt and transfer so called tacit knowledge. So it is obvious that this interactive student – mentor –process can enrich and support both parties.



Time of implementation. For how long was the practice in action?

14 4-hour meetings (56 h total). In 2010 is its 5th edition.

Who was it financed / implemented by

Developed by the Swiss network of start-up incubators, (venturelab), then implemented by each center in its linguistic region, in collaboration with universities.

Target group

Students interested in entrepreneurship.

The main content of the practice

a. Aims

The course aims at

- Presenting entrepreneurship values and behaviours
- Getting to know enterprises and start-ups
- Learning how to manage technical start-up things, such as market research and business planning.

b. why was the practice created / born

To bring students closer to entrepreneurship.

c. what problem has been solved with this practice

Partially bridging the gap between academia and professional world as entrepreneurs.

d. what methods were used in the practice in question

Classroom training and project work. Groups of students work on real projects from start-up companies.

Atelier 1: Introduction and partner companies

Group definition and presentation of projects



Atelier 2: Business strategy

Entrepreneurship vision and business model analysis

Atelier 3: Business opportunities

SWOT analysis and business making

Atelier 4: Marketing

Marketing tools; creative and systematic Guerilla-Marketing

Atelier 5: Communication

Communication as a strategic tool. Corporate Design, Online Marketing, PR, Events

Atelier 6: Contracts and sales

Acquiring clients, planning acquisitions and sales

Atelier 7: Presentation techniques

Presenting the person, the idea, the business; «Elevator pitch»

Atelier 8: business plan

What is a business plan for a start-up; target groups and differentiation

Atelier 9: Accounting and finance

Cash Flow Statement, Income Statement, Balance Sheet

Atelier 10: new products

Development process management; from idea to client needs analysis; Risk Management, organization, industrialization

Atelier 11: start-up management and HR

The entrepreneurship as leader, coach, manager; Business Intelligence and management tools; the team, and building a «winning team»

Atelier 12: Financing

Funding opportunities for strat-ups; business angels and venture capitalist

Atelier 13: Intellectual property rights / laws / taxes

IPR, selecting the right juridical form, optimizing legal and fiscal aspects

Atelier 14: Conclusions and presentations

Reports from "consulting missions" and expert feedback

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

This practice focuses on knowledge and skills, but also provides contact with actual entrepreneurs.

Benefits and results (sustainability and transferability etc.)

It is sustainable, partly funded by VentureLab.

Other comments:

The course grants ECTS at the university where it is delivered.

www.venturelab.ch/it/vchallenge.asp

Identifying one's strengths
and weaknesses





Time of implementation. For how long was the practice in action?

5 months

Who was it financed / implemented by

Implemented by OPS Zoliborz, financed from European Social Fund – Operational Programme Human Capital

Target group

Youth threatened with social exclusion

The main content of the practice

Project gives youth chance to make their ideas reality, learn basic social skills, using group – working methods teaches coexistence in community, cooperation etc.

a. Aims

Teaching that idea can become reality very easily.

Preventing youth social exclusion.

Developing self confidence.

Developing group working skills

Show to local communities that youth, who have bad reputation are much more valuable than they thought.

Changing bad attitudes.

b. why was the practice created / born

Practice was created to solve problems of youth, who don't believe in themselves, have weak self- confidence, can't find proper way to spend their leisure time, have school problems, come from multi problem families.

c. what problem has been solved with this practice

Weak self – confidence, lack of faith in their own abilities, weak social skills.

d. what methods were used in the practice in question

“Meeting with activity” – participants met people representing active communities:

-local authority

-foundation

-environmental club

Group meetings

Working with professional trainers at 4 fields:

- Initiatives

- Coaching

- Vocational guidance

-Local community projects

3 youth groups taking part in “Aktywny Zoliborz” prepared their projects for local community, using methods they learned on trainings. 2 best projects were chosen and financed by OPS Zoliborz. (Practical using of gained knowledge).

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

The practices is more encouraged towards knowledge and skills issues, but changing attitudes was one of aims, which must be completed to use knowledge gained during project.

Benefits and results (sustainability and transferability etc.)

Practical method (trying gained knowledge in reality) can be used in many other project as method of learning by experience.

The transfer of innovation to business - innovators



Time of implementation. For how long was the practice in action?

8 months

Who was it financed / implemented by

Academic Entrepreneurship Incubators, financed from European Social Fund – Operational Programme Human Capital

Target group

"The transfer of innovation to business - innovators" is designed for students, graduate students and recent graduates (up to 12 months from graduation), employees of scientific research and employed in micro and small enterprises, which have innovative idea for business.

The main content of the practice

Project prepares youth, creative polish students and graduates to begin their own business. Millionaire's school – part of project teaches how to do the business in real world.

a. Aims

Support for enterprising, open people with innovative ideas for business.

Changing mentality of academic environment.

Developing quality of education, business.

Developing relations between education and labour market.

b. why was the practice created / born

Youth, who have good ideas for their own business don't have appropriate knowledge, abilities to begin. Weakness of polish education system – schools and universities can't prepare youth to create their own business.

c. what problem has been solved with this practice

Weak prepared youth can't start their own business because of lack of knowledge, practical abilities, new business protection programme.

d. what methods were used in the practice in question



Professional training "Poland as business area.

Mentoring (partnership between trainer and student)

Coaching

Specialistic advising (depends on type of business participant wants to create)

Competition (people with best business plans can take part in 3rd "extra" training course.

Your own business trainings

Preincubation (gives youth entrepreneurs chance to try their own idea without big costs and risk, it's kind of trial period)

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

The practice is more encouraged towards knowledge and skills issues.

Benefits and results (sustainability and transferability etc.)

Well prepared, educated and experienced youth entrepreneurs, who created their own business without risk and costs.



Time of implementation. For how long was the practice in action?

4 Days

Who was it financed / implemented by

Public Education Centre

Target group

20-30- year old women

The main content of the practice

In this practice we tried to introduce the trainees their creativity, group work , risk taking, available support in entrepreneurship.

a. Aims

Our main goals in this practice are;

making them be aware of their own creativity,

emphasizing the importance of courage and partnership.

b. why was the practice created / born

In our country, especially women in rural area are not being supported by their families or their husbands. If we give a chance them, they may take courage to product and set up their own business.

c. what problem has been solved with this practice

Our trainees realized their productivity.

d. what methods were used in the practice in question

Explanation, exemplifying, experiencing.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

Housewives generally have different abilities. But they are not aware of transforming them a chance to earn money and set up their own business.

Thanks to this practice , they gained the ability of designing , producing and establishing partnerships with local communities.

Benefits and results (sustainability and transferability etc.)

People can learn to be courageous and work together. They should unit their power. Co-operation is very important.



Ability to turn ideas
into action





Time of implementation. For how long was the practice in action?

Since 2008

Who was it financed / implemented by

Ministry for Economic Affairs and Energy of the State of North Rhine-Westphalia, and EU Funds

Target group

Creative persons of the design, fashion, arts, music, public relations, publishing sectors

The main content of the practice

Support through organizing information and communication about and inside the sector,

by fostering start ups,

by opening up foreign markets,

by supporting competitions,

e. g. design and fashion, cluster competition and cluster management, and others

a. Aims

Main aim is the strengthening by developing clusters and networks.

b. why was the practice created / born

The creative sector on the one hand is booming, on the other hand arts and crafts people are suffering from precarious working conditions.

c. what problem has been solved with this practice

Through this initiative, more sustainable business start-ups in the sector were possible.

d. what methods were used in the practice in question



Creating „points of anchorage“ for the sector of culture and creative businesses

Supporting transfer of know how between universities and businesses

Supporting international / transnational cooperation

Promoting interlocking with the overall economy

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

This initiative is mainly focussing on networking attitudes and skills of the persons.

Benefits and results (sustainability and transferability etc.)

Good results led to a dissemination in other regions of the Federal Republic of Germany.

**Time of implementation. For how long was the practice in action?**

ProAcademy is a value-based and -led community. They celebrated their 10th anniversary on September 4th, 2009.

Who was it financed / implemented by

ProAcademy is a special unit in entrepreneurship at TAMK University of Applied Sciences in Tampere, Finland.

Target group

Students in TAMK University of Applied Sciences in Tampere, who are doing their BBA studies

The main content of the practice

ProAcademy students began their BBA studies by starting their own cooperative company. Learning is based on learning-by-doing, reading books, and sharing and generating knowledge with the team.

Students at ProAcademy become professionals by working. They run projects for a wide range of companies. They offer their clients marketing campaigns, web design, customer based studies, marketing studies, graphical design, events, promotions, training and other services. They also innovate and develop yearly events such as the Visio-competition and the Rekrytori -recruitment event.

a. Aims

ProAcademy is a study program in entrepreneurship for business and computer science students at TAMK University of Applied Sciences in Tampere, Finland.

Studies in entrepreneurship at ProAcademy begin by forming a team company. The team company consists of 15-20 students. Companies are typically co-ops which is a democratic model for a group of students.

Studies consist of team meetings, small group workshops and projects. Projects concentrate on marketing, communication, sales, event organizing, graphical design, project management, innovation and utilization of computing skills – only imagination is the limit.

In addition they also read significant amount of professional literature and take part in several seminars. Before starting at ProAcademy students spend one year in business or computer science studies.

c. what problem has been solved with this practice

This method narrows the gap between students and companies.

d. what methods were used in the practice in question

Learning is based on learning by doing methodology. Team entrepreneurship is still at the heart of everything they do.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

Both.

Benefits and results (sustainability and transferability etc.)

In the past ten years they have given birth to a strong community of young entrepreneurs at Finlayson, a historical industrial district in the heart of Tampere. Within the last two years they have moved beyond their own walls and reached out to young students in the Pirkanmaa region in promoting entrepreneur spirit with Voimala. Nearly all of their students have been coaching secondary school students on becoming more entrepreneur-minded, creative and self-leading. Voimala for Young Entrepreneurs has actively networked existing young entrepreneurs in the Tampere region.

They have become active internationally during these same two years. Every year they organize and participate in at least two international intensive weeks where our students innovate solutions for real customer cases in multicultural and interdisciplinary teams. They are supporting the Polytechnic of Namibia in starting their own degree program in entrepreneurship based on a similar learning philosophy as this one. Every spring they host exchange students regardless of their field of study on a business development and innovation module.

Companies that have started and graduated from ProAcademy are InTiimi, Villivisio, MyMedia, Crazydea, Persoona, HUIMAdivisioona, Ilogia, Nostatus and Menguru. Villivisio and Persoona are still existing under the original name. There are also many other companies started by ProAcademy graduates.

Time of implementation. For how long was the practice in action?

EnterAbility is existing since 2004.

Who was it financed / implemented by

It is funded by 2 regional authorities who administer money from compensation funds of enterprises who do not employ handicapped people (Landesamt für Gesundheit und Soziales/ Integrationsamt Berlin).

Target group

This initiative is supporting people with physical handicaps.

The main content of the practice

It provides advice and support through:

- Formal Processes (e.g. registration of enterprise)
- Securing social protection
- Financial administration
- Controlling
- Funding
- Marketing
- Networking
- Work organisation
- Health prevention
- Crisis intervention and Planning
- Development of an exit strategy when giving up the business

a. Aims

EnterAbility helps to overcome specific hurdles which people with disabilities face, and to adapt the working conditions according to the specific needs.

b. why was the practice created / born

Problems of handicapped people in setting up their own businesses

c. what problem has been solved with this practice

Unemployed handicapped were able to set up sustainable businesses.

d. what methods were used in the practice in question

EnterAbility is using several types of Coaching.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

This approach is rather developing skills and knowledge oriented than formal training.

Benefits and results (sustainability and transferability etc.)

This project is existing since 2004, the results are feasible for the people affected.

I can - key social skills



Time of implementation. For how long was the practice in action?

The training course lasts 2 days – it is still active.

Who was it financed / implemented by

Implemented by JobTiger Ltd.: a company operating in HR field

Target group

People active on the labour market – employed and self-employed

The main content of the practice

- Change management.
- Nature and characteristics of the change.
- Individual perceptions, preferences and reactions to change.
- Models/approaches to managing change.
- Relationship between individual attitudes and the final result in the change process.
- Change as a personal choice, not a disaster.
- Team effectiveness.
- Teamwork, definitions, elements and differences of the terms "team" and "group".
- Qualities and skills required for successful team work.
- Internal and external prerequisites for successful teamwork. Importance of the team. Team development, personal commitment and lateral thinking.
- Roles in the team - based on professional knowledge and skills.
- Roles in the team - based on personal qualities.

a. Aims

- Understanding the complexity of labour market and constant change

- Develop Energy and Motivation
- Develop skill for successful career management

b. why was the practice created / born

This practice is created to support national priority in addressing the problems of employment and the creation of key skills that support the effective integration into the labor market. Its elaboration is a part of ESF Operational program Human Resources Development.

c. what problem has been solved with this practice

The specific issues are: lack of motivation and adaptivity, resistance to change, low decision making skills, poor understanding of team effectiveness.

d. what methods were used in the practice in question

- Individual and group games to develop concentration, self-organizing, confidence
- Techniques stimulating an efficient use of own energy
- Exercises in improvisation and creativity for the development of personal autonomy and the ability of "getting involved"
- Exercises to build a bridge between solid personal values and corporate values
- Improvisational techniques to train how to handle the unexpected and to deal with change with a positive and creative energy.

The course also includes questionnaires, diaries, observation and development plans to facilitate the implementation of the acquired new knowledge and skills into daily life and work.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

The practice is more encouraged towards changing attitudes but also addresses knowledge and skills issues.

Benefits and results (sustainability and transferability etc.)

This type of training methodology could be used for different target groups so their employability skills could be improved.

More information at: www.jobtiger.bg;



Independence



Professional education, informational activities and distribution of the scientific knowledge in agriculture



Time of implementation. For how long was the practice in action?

Long-term training courses - 150 hours; Short-term training courses - 30 hours

Informational activities – seminars, informational sessions, workshops’.

The measure has started in 2008 and it is still active.

Who was it financed / implemented by

The eligible applicants are bodies in the field of professional education, universities, non-profit organizations and scientific institutes in the field of agriculture, forestry and environment.

Target group

Farmers and organizations of the agricultural producers.

The main content of the practice

Skills that develop in the course:

1. Technical (new techniques and technologies and implementation of the new practices in the field of agriculture)
2. Economic (legislation, accountancy, management and marketing in the field of agriculture)
3. Distribution of the scientific knowledge in the field of agriculture
4. Informatics (software, applications and communication and information tools)
5. Environment protection
6. Sustainable management of the natural resources
7. Agroecology
 - a. aims
 1. Improvement of the human potential in the field of agriculture and forestry and expansion of their knowledge's and skills;

2. Improving the level of the technical and economic knowledge and skills in the field of agricultural management, new technologies, environment protection, sustainable management of the natural resources, agroecology, etc.

b. why was the practice created / born

Most of the agricultural holdings in Bulgaria are very small, non-professional. The labour force in this field is insufficiently educated. Half of the agricultural workers are over 54 years according to the last agricultural census.

c. what problem has been solved with this practice

1. Improvement of the human potential in the field of agriculture and forestry and expansion of their knowledge and skills;

2. Improving the level of the technical and economic knowledge and skills in the field of agricultural management, new technologies, environment protection, sustainable management of the natural resources, agroecology etc.

d. what methods were used in the practice in question

Techniques:

- Theoretical lessons
- Practical exercises to put into everyday life and work the acquired knowledge and skills

The course includes discussions, questionnaires, diaries, observation and development plans to facilitate the transfer of the experience into daily work.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

The practice is more encouraged towards knowledge and skills issues.

Benefits and results (sustainability and transferability etc.)

This training course can be implemented for low-skilled adults in all spheres of activities to raise their initiative and self-confidence.

Other comments:

More information at: http://www.dfz.bg/bg/programa-za-razvitie-na-selskite-raioni/merki/measure_111/





Time of implementation. For how long was the practice in action?

1 edition – about 4 months

Who was it financed / implemented by

Implemented by Polish Confederation of Private Entrepreneurs “Lewiatan” – Youth Forum from Podlasie Region, financed from own funds.

Target group

Youth, students, graduates – about 100 participants.

The main content of the practice

Polish universities do not teach entrepreneurship. Graduate has excellent theoretical knowledge, but he can't use it in practice. In 2005, only 4% of young people (under 26 yo) confirmed, their own company is their main source of income.

a. Aims

Transmission of knowledge about entrepreneurship.

Inspiring to know the topic of entrepreneurship.

Encourage to start their own business.

Increased self-confidence among young people.

b. why was the practice created / born

The main reason for creating the project is identified need to inspire young people to take start own business. Young people are ready to set up their own business, but there's lack of practical skills and knowledge in this field.

c. what problem has been solved with this practice

Poor preparation of graduates to establish their own business. Lack of self-confidence.

d. what methods were used in the practice in question

Training meetings in 3 areas:



- "European Union"
- "Starting in Business"
- "Work"

Workshops and seminars for all participants.

Meeting with experienced entrepreneurs.

Certified entrepreneur trainings.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

The practice is more encouraged towards knowledge and skills issues.

Benefits and results (sustainability and transferability etc.)

The project enhances confidence and encourages participants to take risks connected with their own company. Has a positive effect on the consciousness of the university community and youth.



PRIME (the Prince's Initiative for Mature Enterprise)



Time of implementation. For how long was the practice in action?

There are constantly free courses of variable length on offer, as well as a free one-to-one consultancy and mentoring service.

Who was it financed / implemented by

The charity was set up by Prince Charles, with the philosophy that 'the experience and skills which people build up over a lifetime are an invaluable resource, it is madness for society not to make use of this'. Courses are free.

Target group

This charity targets the over 50's. Enterprise isn't just about youth. People of any age can set up business, but it's particularly useful for the over 50's as there are not a lot of other options. Despite legislation supposedly outlawing age discrimination, older people still face difficulty finding an employer willing to give them a job.

The main content of the practice

This is an excellent first port of call for seniors considering to set themselves up in business, as it gives help and advice, but also acts as a link to other organizations that offer help to start a business in the area of the person who sent in the request. PRIME will also send out a pack of starter materials that will help to consider self-employment, and give information about any workshops, seminars or open drop in days. Then there is the free mentoring programme for people over 50 who are just beginning to think about setting up their own business. This service is about exploring initial thoughts around self-employment. It is an opportunity to have a soundingboard, to check ideas and to discover the best way of moving forward. This is best described as having a 'critical friend'. This mentoring is most useful for people at the early stage – when they are just starting to think about setting up business. This can be a powerful catalyst for senior entrepreneurs, where talking to a mentor can be critical to them in preparing their business plans or finding the courage to take the leap into entrepreneurship.

a. Aims

The charity provides practical information and guidance to 'olderpreneurs' across the whole of the UK.

b. why was the practice created / born

In the UK almost one person in three aged between 50 and state pension age is workless. Of these less than 10 per cent are retired on adequate incomes. The remaining 90 per cent are on incapacity benefit, registered unemployed, caring, made redundant or retired with inadequate pension. PRIME seeks to help anyone aged over 50 in the UK who wants to start their own business or set up a social enterprise with older people. I provides vital work of giving people back their financial independence, self-reliance and dignity.

c. what problem has been solved with this practice

PRIME supports people in their journey towards entrepreneurship and financial independence, and it recognises the enormous commitment required to make a success out of it. Because this can severely limit opportunities to meet with other people for business or social contact, particularly if working on your own or in an isolated rural location, the PRIME website is an excellent place to establish contact with existing and potential entrepreneurs, other sources of information and free advice.

d. what methods were used in the practice in question

PRIME offers quite a bit of free advice content on its website, highlighting strategies for saving tax, raising capital, VAT calculator, business start-up calculator and many more. There are also wokshops, seminars and drop-in days, as well as individual mentoring.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

Both, the charity's core philosophy is vey much about helping people to escape a situation of financial hardship, inadequate pension etc, and to launch their own enterprise. The resources that are deployed are of a practical nature, focusing on knowledge and skills. However, the individual mentoring, at the very early stages of entrepreneurship, can play a crucial role in encouraging seniors and giving the motivational boost that is needed at the right moment.

Benefits and results (sustainability and transferability etc.)

As one of the country's most well-known portal of help towards senior entrepreneurs, PRIME has an impressive list of people who went through their services and successfully set themselves up in business. The charity also forwards information about local help organizations and other useful services.

Other comments:

www.primebusinessclub.co.uk



Ability to learn



Development of Versacom - co-operative as a part of education

Time of implementation. For how long was the practice in action?

July 2005. It is still working.

Who was it financed / implemented by

Employment office in Pirkanmaa district

Target group

Unemployed persons from the field of management and trade who had an out of date educational degree or who wanted to update their knowledge. The students were from Pirkanmaa region

The main content of the practice

The co-operative was founded in July 2005 during the education related to financial administration. This idea was founded by 3 students from the course. The setting up of co-operative was part of their final work and as a result the co-operation was really founded.

a. Aims

The aim of the education was to give students such knowledge that they would be able to take a degree in financial administration and to be able to become employed in this sector. In addition they were studying how to close books in companies and how to account costs.

One task in this education was to make a kind of "diploma work". One work included the idea of building up a co-operative. As a result the co-operative was really founded and it still exists in Pirkanmaa district. Each member of the co-operative work in their own fields and the co-operative offers them the invoicing service and network. The home town of the co-operative is in Hämeenkyrö - town, but the offices are around Pirkanmaa district.

b. why was the practice created / born

To find employment.

c. what problem has been solved with this practice

The aim of the course was to update the participants' skills and knowledge, for them to have better chances to find employment. The training encouraged the students to form their own enterprise.



d. what methods were used in the practice in question

The method used in this project was learning by doing.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

Both.

Benefits and results (sustainability and transferability etc.)

The Cooperative is still active. All members take care of their own customer contacts, pricing and forms of service. As a benefit to the members, the cooperative takes care of the invoicing, bookkeeping, marketing and all administrative issues. The members can then concentrate in their own area of expertise.

At the moment the Cooperative has 23 members and we aim to continue our growth.



Time of implementation. For how long was the practice in action?

- It is always open.

Who was it financed / implemented by

This highly innovative initiative is supported by the Council for Community Programming and Policies of

the Cagliari Municipal Administration in cooperation with B.I.C. Sardegna.

Target group

An area devoted to business dedicated to the young (but not only the young) who dream of being the main protagonist of their own future by way of self investment.

The main content of the practice

The whole location involves both a physical and a metaphysical design just waiting to be explored and experienced. It is a real place where intuition, passion and entrepreneurial ideas find the most practical and efficient approach towards the concrete world of work.

Città dell'Impresa is an interactive multimedia path through the business culture.

Città dell'Impresa is a system of services assisting the birth and regeneration of new companies.

Città dell'Impresa is a centre of information for managers and business owners.

Città dell'Impresa is a library, training auditorium and congress hall, it is a breeding ground for companies and comes equipped with a large screen for the projection of films.

a. Aims

The City of Enterprise is a meeting place aiming to stimulate creativity and to spread an entrepreneurial culture. It has three sections: the Exhibition, the Factory and the Academy.

The Exhibition is an interactive multimedia path where people can learn about emerging local markets, test their entrepreneurial skills and receive practical advice.

After the virtual part there is the real area, the Factory, where experts in the field give consultancy and practical advice, help examine the feasibility of ideas put forward by potential entrepreneurs and suggest the best ways of realising them.

To offer opportunities for growth for Cagliari and Sardinia, to create an entrepreneurial network structure able to generate wealth and jobs: these are the main goals of Città dell'Impresa of the Municipal Administration of Cagliari.

b. why was the practice created / born

This practice is a partnership made amongst the most relevant local stakeholders, namely: associations of entrepreneurs, schools, VET institutions and public administrations. It aims at spreading positive attitudes as regards as entrepreneurship, creativity, knowledge and innovation. It promotes the valorisation and development of local human resources, believed as the key to help the territory to affirm itself in the broader context.

c. what problem has been solved with this practice

In the knowledge society, competition is based more and more on abstract factors like talent and individual creativity, that is to say the ability to have new ideas and to innovate.

To give value to human capital in the city of Cagliari: this is one of the challenges which the Municipal Administration is working on.

The Città dell'Impresa project forms part of a wider strategy with the intention of: giving value to the social and relational capital of the Cagliari area; making the Cagliari area more attractive to businesses and creative professionals from other regions of Italy and abroad, and not only for residents.

The project proposes to stimulate the creativity of people, promoting, in an innovative way, the spread of a business culture.

Using as examples some successful national and international business models, Città dell'Impresa has become an active and dynamic environment which allows individuals to experience at first hand what it means to run a business. This first-hand experience should help to stimulate a creative and positive attitude in the young towards the entrepreneurial spirit.

d. what methods were used in the practice in question

Many different spaces contribute to develop the student's entrepreneurial competence.

ACCADEMIA >

A part of the Città dell'Impresa is a training centre which specialises in the development of manager skills. The academy is able to strengthen manager culture and the abilities of present and future executives. The aim of academy is to vastly improve those areas that are most in demand by the markets and firms, such as competence and professional profile. All this is done through methodological and didactic criteria which are both specialist and innovative.

The business school forms the basis for the education of professional managers and administrators capable of mastering economic, legal and technical issues.

Everything is further enhanced by the organisation of seminars in cooperation with the most well known national and international universities.

FABBRICA >

This is the real hatchery for new business ventures. The range of real services and inviolable resources go a long way to accelerating the birth and kick-start of a new enterprise and also makes it easier to master the critical steps of the start up phase.

In accordance with the Cagliari Administration's policies to encourage and support employment, the young entrepreneur is able to find all that is necessary to be able to analyse their project idea and then evaluate it, to draw up a business plan or to receive advice and guidance on financing possibilities.

The factory is the place to become concretely operational, to lay a stable foundation and to grow and prosper on national and international markets through communication, promotion and joint ventures.

EXIBITION >

The experience of this exhibition betters that of all conventional museum schemata. In this clear and clean atmosphere it is necessary to integrate with the exhibits. You have to move freely within the exhibition in order to discover the interactive multimedia path that points to the culture of entrepreneurship.

The laboratory exhibition is orientated towards all the senses, it is dynamic and equipped with high-tech that requires permanent attention and concentration.

A unique experience for the senses: an entire room seems to be split into blocks that appear to be blown apart when actually they are all attached to one another.

Contrasting with the austere white colour that traps the visitor in its spell are the shades of black that carefully point the way through the rooms of the Città dell'Impresa.

The exhibition mainly helps those secondary school pupils and university students who wish to discover the foundations and basics of entrepreneurship. For those already past the initial stages the exhibition offers help in the way of up-to-date information of their target territory or new possibilities for their company. On their way through the exhibition the visitor becomes acquainted with the typical tasks that everyday firms must face: brainstorming, project development, realisation of ideas, business plans and risk reduction.

Due to the enthralling, educational, lambent and integrating manner of communication, the exhibition has become a hot bed for new companies.

The way through the exposition

Sala meditazione (Meditation Room)

Think in deals, deal in thoughts; Manager or businessman, chicken or pig; Surf; Donkey; Bread and wine; I don't think and I don't talk; Delegation and responsibility (Restaurant)... these are just some of the phrases to think about in a space totally reserved for inner dialogue. The Meditation Room is a place to relax and draw back from reality into a world dominated by business venture topics. Through the use of modern technology together with innovative acoustics, the visitor is confronted with arguments that must be solved before a new

company can be started.

Involvement of the ear increases the participation of the listener who is taken to a flowing dimension where thoughts and reflexes are the main protagonists of this unique adventure for the senses.

Ritratti interattivi (Moving Pictures)

The first leg of the Città dell'Impresa is a picture gallery, but not in the traditional sense, for hanging on the walls here are not the usual canvases, but large screens displaying moving images.

This open space is characterised by powerful visual perceptions which integrate with the following stages of the exposition. Touchscreen technology allows the user to communicate with every exhibitor, permitting eavesdropping so as to discover the trade secrets of successful business.



Through the emotional contact combined with the physical and intuitive approach of the six video embodiments, the first motivated steps are taken, which is exactly where each great corporation once started.

Territori d'impresa (Company Territory)

From the past to the present it has always been regarded as imperative to know the surrounding environment. Population statistics for each of the eight provinces of the island can be viewed as well as data regarding the economy such as the amount of Sardinian companies born and developed in a specific territory. This is where the numbers gain weight and statistical relevance.

The visitor is so close to real examples of business capabilities that they automatically develop their own entrepreneur skills.

Sala ludico didattica (Video Game)

Game On! In this colourful room full of stimuli, decorated with fun loving boards that graphically depict favourite company concepts, the visitor is invited to take part in an entrepreneur project: to run the typical camper of Cagliari which sells drinks and bread rolls.

The video game is a true simulation of a realistic scenario. The player must decide what to do and how to do it in order to make the firm productive and bring in the money. It is here where with visceral simplicity it is made clear how a firm is born, grown and then developed, where a broad spectrum of starting points are made available and the different ways of doing business become apparent.

Fiume di storia (Stream of History)

Time is a continuous stream here. Whilst the water splashes lively above, the stream beneath tells of brave men who founded companies at a time when the economic context was much more difficult than at present. This unveiled past sparks hope and trust for today and the future.

The path to success for an enterprising initiative is on a par with the art of alchemy. Nothing is more suitable than a work by Maria Lai to invite the citizens of a firm to think about the necessary quality needed to take a simple idea and turn it into a possible enterprise.

The metaphorical and poetical use of words and images, the room for active reflection where enterprise becomes a metaphor for art and, indeed, for olive cultivation (a typical Mediterranean product), find form and substance in the work *Le cinque esse* (The Five S's).

Stone, spoor, sun, splitting axe and salt are the five fundamental legs of this inner metre, needed when the chance comes to reflect upon the art of creating an enterprise.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

Both: changing attitudes and acquiring knowledge, contacts, stimuli and an active support.

Benefits and results (sustainability and transferability etc.)

To achieve efficient and lasting results it will be essential to create a real connection between the world of education and the business world present in the city.

To reach this goal, school institutions and training institutions have to work together very closely.

The teaching of entrepreneurship, in order to be efficient, must be introduced in a structured way, so that it becomes an integral part of the education and training syllabus.

Everything which the Municipal Administration is doing, in particular with regards to *Città dell'Impresa*, can only succeed if the regional and national governments also introduce the right reforms. Only then we can talk about a modern education and training system suitable for the knowledge society.

Other comments:

www.cittadellimpresa.it



Energy to start - creator of innovation, supporting innovative academic entrepreneurship 

Time of implementation. For how long was the practice in action?

1 edition – about 6 months

Who was it financed / implemented by

Implemented by European Centre for Science and Technology Park in Katowice, a program funded by the Ministry of Science and Higher Education

Target group

Youth, students, graduates of technical universities 15 person per edition

The main content of the practice

Studying period is the time of formulating ideas, and implementing them into practice. Youth need to create their own workplaces. They need not only the energy and creativity, but also practical knowledge.

a. Aims

Developing activity of students and graduates.

Transfer of specialistic knowledge.

Exchange knowledge and experience.

Upgrading skills of young and creative people.

Enhancing creativity.

b. why was the practice created / born

Project supports young and active people with heads full of ideas. It responds to market needs, educating and preparing young entrepreneurs. It is inspired by need to decrease differences between Polish and Western European countries in the field of business innovation.

c. what problem has been solved with this practice

Weak preparation of graduates to establish their own business. Lack of specialistic knowledge about transfer of innovative technologies, innovative business.

d. what methods were used in the practice in question

"Entrepreneurship Innovation without secrets"- presentation of basics of starting a company, modern methods of business management and new business financing.

"Managing technology transfer," - focused on selling technology internationally.

"Commercialization of new technologies" - discusses technology as a basis for business, evaluation of technology commercialization strategies, intellectual property protection and contract models

The exchange of knowledge and experience through participation in trade fairs at home and abroad.

Opportunity to exchange experience, present and sell their innovative ideas.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

The practices is encouraged towards knowledge and skills issues and changing attitudes. Treats it globally.

Benefits and results (sustainability and transferability etc.)

Theory is supported by examples from trainer's personal experience. Knowledge about innovation transfer network and technology transfer. High qualified entrepreneurs.

Ability to forecast



**Time of implementation. For how long was the practice in action?**

1.8.2008 - 31.7.2010

Who was it financed / implemented by

Implemented by Tampere University of Technology, TAMK University of Applied Sciences, the University of Tampere, the University of Helsinki and Aalto University School of Science and Technology + 22 business partners. Administrated by Hermia. Financed by Tampere town, Nokia Ltd., Centre for Economic Development, Transport and the Environment in Pirkanmaa region.

Target group

Students from Tampere University of Technology, TAMK University of Applied Sciences, the University of Tampere, the University of Helsinki and Aalto University School of Science and Technology

The main content of the practice

At Demola, students from different fields innovate together. Demola is a service offered by higher education institutes in Tampere, ICT and Media companies and the Technology Centre Hermia to multidisciplinary student teams in order to develop digital products and services based on companies' concepts. Companies ranging from local SMEs (small to medium-sized companies) to international large-scale enterprises collaborate with the teams.

The companies bring their project ideas for student teams to cultivate. Demola offers the teams the tools but the teams need to come up with the solutions themselves. The results are honed into real products and services to be part of the companies' operations. An additional objective is to spawn new companies.

An essential ingredient of Demola is the unique approach: the teams take the bull by the horns and get to work without being stifled by bureaucracy.

a. Aims

Demola's primary objective is to teach competent operators from different fields to work together in a multidisciplinary environment. Learning takes place through doing, in the form of agile innovation projects.

Another objective is to produce innovative and functional demos.

A third objective is to generate new business around the innovations.

c. what problem has been solved with this practice

Students learn how to develop products and they can include the work they have done in Demola to the part of their studies. Students can also further develop projects into a business idea. During the first year of activity the project has produced 10 new work places and 3 new companies. This method of learning narrows the gap between companies and students.

d. what methods were used in the practice in question

The method used in this project is learning by doing.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

Both.

Benefits and results (sustainability and transferability etc.)

The students taking part in Demola have had positive experiences: they have felt that they have learned a lot, and formed connections with real companies.

In its first year of operation, Demola involved 157 students from Tampere University of Technology, TAMK University of Applied Sciences, the University of Tampere, the University of Helsinki and Aalto University School of Science and Technology. There are 22 business partners, and around twenty students have already found a job through Demola.

Three out of four students involved in Demola are seriously considering entrepreneurship as an option. So far, one company has been registered in the Trade Register, and three more are being established.

Entrepreneurship education



Time of implementation. For how long was the practice in action?

The course lasts 40 hours. It is an ongoing activity.

Who was it financed / implemented by

Powered by Formaper: a company of the Chamber of Commerce of Milan founded in 1987 with the institutional mission to help develop entrepreneurship through guidance, information, training and research assistance.

Target group

The course is addressed to those who wish to become entrepreneurs.

The main content of the practice

a. Aims

The course, through the simulation of a business planning process, aims to:

present values and business conduct;

transfer knowledge and methods for creating and managing a small business;

promoting orientation to the entrepreneurial role by presenting positive role models;

increase the ability to communicate and cooperate in group activities.

The final result is the development of a realistic and feasible business plan.

b. why was the practice created / born

The introduction of a business culture training is a very important tool to enable the establishment of an active relationship among young people and the productive economic reality.

c. what problem has been solved with this practice

Promoting entrepreneurial culture means to transfer a set of values, attitudes and beliefs (such as initiative, critical capacity, risk assessment, etc..) that forms the bases for the development and implementation of entrepreneurial activities in a free economic context.

d. what methods were used in the practice in question

The contents of classroom training are:

The structure and logic of the Business Plan.

The social economic scenarios, trends, market opportunities.

Idea Generation: creativity techniques applied to the generation of the business ideas.

Market research: data scenario, sector, market competition.

Tools for market research: the questionnaire and market analysis.

The economic and financial plan.

The marketing mix: the four strategic levers.

Definition of economic planning in relation to the Business Idea: income statement, balance sheet, cash budget.

The organization and legal forms of business.

Drafting of business plan.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

The practice facilitates the acquisition of knowledge and expertise.

Other comments:

http://www.formaper.com/index.phtml?Id_VMenu=439



School for Social Entrepreneurs (SSE)



Time of implementation. For how long was the practice in action?

Year course.

Who was it financed / implemented by

The school for Social Entrepreneurs exists to provide training and opportunities to enable people to use their creative and entrepreneurial abilities more fully for social benefit. SSE supports individuals to set up new charities, social enterprises and social businesses across the UK. There are schools in every part of the country. The fees structure varies but in general places on the programme are funded by grants or bursaries, or students are helped to generate sufficient income to meet their expenses and to contribute to the cost of the programme. The SSE seeks to ensure that fees present no barrier to participation.

Target group

Students are of all ages, from 19 to 74. There is no mould for social entrepreneurs, but a diverse range of approaches from people of different ages, backgrounds, gender, interests and expertise. What they share are entrepreneurial skills and characteristics allied to a social mission or purpose.

The main content of the practice

The SSE has no set curriculum, it is an action based approach. It is acknowledged that entrepreneurs prefer action to reflection, they aren't interested in learning programmes that don't seem relevant to them, and they often move straight into action without any educational preparation. They learn as they go. Action learning involves small groups meeting to talk intensively about their recent achievements and problems in a non-judgmental atmosphere. People can ask each other questions, but do not give advice. In this environment, students can be open and honest, acknowledge the personal and emotional issues that affect their projects' development, and learn from each other's experiences. These discussions are underpinned by training in essential skills like fundraising, marketing and business planning, and the chance to grill experts witnesses, policy makers, politicians and funders.

The SSE programme use a variety of different support interventions and learning methodologies, to provide the tailored personal development and organizational support that social entrepreneurs need. The building blocks of this are:

ACTION LEARNING SETS: With a trained facilitator, students work in a small group throughout the year to find useful and impactful ways of overcoming the stumbling blocks, dilemmas and other issues that can beset any project.



WITNESS SESSIONS: Throughout the year, students have the opportunity to listen learn, question and network with social entrepreneurs, real practitioners who come to the SSE to share their experience and offer expertise and advice. They do not lecture, but discuss the secrets of their difficulties as well as their successes; engage in debate as well as answer students' questions.

SHOW-HOW PROJECT VISITS: Over the year students have the chance to investigate a range of established projects first-hand as they visit organizations who have made the journey before them and who are prepared to share their experiences. Project visits give students the opportunity to view successful social entrepreneurs in their environment, giving insights into how they work and thrive. Each visit brings a different viewpoint, new knowledge, and a potential source of inspiration.

PERSONAL TUTORS: On joining the programme each student is assigned a personal tutor with appropriate skills and experience to help them embed and apply their learning to their real-life situation, and to work through any personal and project challenges that arise. Tutors can guide, coach, listen, research and network, depending on the student's needs.

INTENSIVE STUDY RESIDENTIAL BLOCKS: At least once in the year the school brings together participants in all the learning programmes for a dedicated three-day learning experience combining project visits, expert witness sessions, group learning, and time to network and socialize with students from around the country.

a. Aims

The SSE aims at delivering a very practical package, action learning or learning-by-doing. Entrepreneurs are much more suited to this type of learning, rather than traditional, theoretical learning (taught content in the classroom).

b. why was the practice created / born

The school was founded in 1997 to provide a person-centred approach to learning entrepreneurial skills. Each programme combines specific elements designed to provide an intensive, complete package of support that meets the needs of social entrepreneurs.

c. what problem has been solved with this practice

More conventional, theoretical form of learning like schools, colleges or universities, provide an education which assumes that there is a body of knowledge and skills, assembled by research and expert experience, which can be passed on to the next generation. In this system, if you want to be competent at what you do, there's a curriculum you need to learn, and the best way to do that is for you to be an (often passive) student, absorbing the wisdom of your expert teacher. The SSE acknowledges that this form of learning is not the most



appropriate for entrepreneurs and therefore offers a much more practical approach.

d. what methods were used in the practice in question

The SSE approach to learning is based on the ideas that people learn best about entrepreneurship by taking entrepreneurial action themselves; practitioners and organisations with a track record in innovation, entrepreneurship and achievement provide valuable material; expert knowledge is of most value when it is directly relevant to current need to know; students can learn much from one another; self awareness enables students to make greater use of their talents, to make choices compatible with their values and to find ways round personal difficulties; individuals have different learning needs and learn in different ways; values are significant for social entrepreneurs.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

Both, but obviously the right attitude needs to be present already to a certain degree. The basic personal characteristics which underlie entrepreneurial behaviour can't be taught. The school provides a climate and structure which nurtures this attitude, and adapts to meet the skills needed by each student.

Benefits and results (sustainability and transferability etc.)

A recent study revealed a very high level of sustainability of SSE results:

85% of all organizations established whilst at the SSE are still in existence, and SSE fellows' organizations are over one-and-a-half times more likely to be in existence after eight years than conventional business.

For every 10 fellows, 30 jobs and 69 volunteering positions are created.

Over 60% reported an increase in turnover after completing the SSE programme.

88% of individuals on the programme experience a growth in confidence and skills to lead their organization, 60% agreed that their confidence continued to rise after leaving the SSE programme.

90% agreed that the programme was well-suited to their needs.

Other comments:

www.sse.org.uk



Ability to make decisions



Time of implementation. For how long was the practice in action?

1.8.2008 – 30.6.2011

Who was it financed / implemented by

Centre for Economic Development, Transport and the Environment, Pirkanmaa

Target group

SME-companies in Pirkanmaa region

The main content of the practice

This project is targeted to the SME:s in Pirkanmaa region. The idea of the Pilari is to improve readiness and knowhow in enterprises through education and development programs and also improve job-satisfaction and productivity.

a. Aims

Actions of the project have reached over 160 enterprises. Education is one part of the supply of the Pilari. The project has organized education in taxation, financial administration, languages, first aid, IT, etc.

The main stress in the project is to develop enterprises, but also starting of new businesses is an important focus.

c. what problem has been solved with this practice

SME:s in Pirkanmaa district have a need in personal training. During the project it is possible to organize such kind of training with reasonable costs. The financial support from the project (50 % of the costs of the training is paid by the project) has enabled also small enterprises to participate in education and training. Education and developing programs have increased co-operation with enterprises.

Benefits and results (sustainability and transferability etc.)

Over 500 persons have already participated in different education activities and also sole entrepreneurs have been active.

New enterprises have been set up due to the entrepreneur education and other development actions given in the project.

Developing Entrepreneurship Features



Time of implementation. For how long was the practice in action?

5 days

Who was it financed / implemented by

Guidance Research Centre

Target group

Owners of small medium and very small enterprises

The main content of the practice

In this practice, we planned to make people become good and conscious entrepreneurs. Showing and indicating them the important characteristics of an entrepreneur such as decision making, risking taking, team-working, problem solving, etc.

a. Aims

Emphasizing the significance of having some attitudes among the owners of small enterprises. Achievement, authority, independent thinking ability, motivation, risk-taking should be in a good entrepreneur's personality.

Helping people take control of their own lives and power.

b. why was the practice created / born

Personality types are effective in doing jobs and becoming successful. If we are aware of our features and abilities or weaknesses, it will be much more easier to become successful.

c. what problem has been solved with this practice

We discovered that these trainees (the owners of small enterprises) have a limited thinking ability about their personal characteristics. They realized the importance of having special skills in entrepreneurship.

d. what methods were used in the practice in question

Applying some questionnaires , evaluating , discussion

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues



The entrepreneurs started to identify their characteristics. Identifying is the starting point of developing. They could create their own principles and business criteria.

Benefits and results (sustainability and transferability etc.)

Up to now, they haven't faced with some significant tips of being a good entrepreneur. Doing some self- evaluation charts may help people to analyze themselves. They have learned methodology for building entrepreneurial capacity.





Time of implementation. For how long was the practice in action?

2005-2010

Who was it financed / implemented by

European Social Fund (ESF)

Target group

Women aged between 21 and 50 years, employed or unemployed (regardless of duration of unemployment), with minimum educational level of secondary education.

The main content of the practice

a. Aims

Project FEMINIS is promoted nationally by SOPROFOR - Sociedade Promotora Training Ltd, whose main purpose is to integrate women in the labor market, by supporting the creation and consolidation of microenterprises.

b. why was the practice created / born

The project was created as an answer to unemployment growth in general and amongst women in particular.

c. what problem has been solved with this practice

The practice contributed to tackle unemployment growth amongst women and to overcome traditional barriers to entrepreneurship from those benefitting from unemployment subsidies.

d. what methods were used in the practice in question

FEMINIS comprises three components:

1. Training in entrepreneurship
2. Start-up support
3. Consulting/Advise

Each participant goes through mandatory classroom training to acquire scientific and technical knowledge needed to create and manage a business. In parallel,



the participant will develop its consolidated business idea from the standpoint of science and technology (still in classroom but with different pedagogical approach).

After the successful completion of training, the participant applies (voluntarily) to the second component of the project, using an application form developed by SOPROFOR, characterizing its business idea as to:

- The timetable for the project
- Objectives of the project
- Type of products or services to be provided
- Market description
- Characterization of location and facilities
- Factors of innovation and differentiation
- Curriculum Vitae and other relevant information of the Promoter
- Human resources to be allocated
- Characterization of investment and financing
- Characterization of Costs and Revenues

Upon reception of application forms, a comprehensive review of the technical and economic feasibility of business ideas submitted is carried out by SOPROFOR technical staff, considering the following 5 criteria:

A1 - Degree of risk in of the project in relation to the participant's personal profile, assessing the technical capacity, management skills and motivation to cretae the business.

A2 - Risk level of the project in relation to the market, assessing the reasonableness of the nature of the business in its target market and territory.

A3 - Risk level in relation to the economic and financial conditions of the project, evaluating its profitability and how secure are the funding sources.

B1 - Degree of innovation of the project, assessing the introduction of new products, services or forms of marketing; Introduction of environmental factors, technology, energy efficiency, quality and others.

B2 - Degree of differentiation of the project, assessing the introduction of differentiating factors at marketing level, such as brands or own collections, access to new nontraditional market segments, internationalization, etc.

The assessment process scores each business idea in each criteria in order to decide on the possible allocation of public financial support to start-up the business. This assessment is made by the tutor/consultant of the project and the coordinator of the FEMINIS project.

The consultancy component to support the start-up and consolidation of business is based on:

- Preparation of Business Plan
- Startup Business (Creation of the company)
- Consolidation of Business

In this last component, the first step is the analysis of technical and economic feasibility of the business plan submitted by the candidate, aiming at the creation and development of a strategic plan to sustain the project, known as the Business Plan.

This Business Plan respects the proper standard, as indicated in the Portuguese Law, and will, upon analysis, be validated by SOPROFOR. This validation will take into account compliance with the legal provisions and procedures for the award to start-up the business.

After validation of the Business Plan and the formal creation of the company, the participant signs an agreement contract and an application is submitted to ESF requesting for financial start-up support, totaling 12 national minimum wages. ESF, after examining the case, and if approved, makes the payment.

At the end of the second component, a 5.000€ prize is awarded to the "Best Business Idea". This award is the responsibility of SOPROFOR.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

The project is very much based on knowledge and skills development. Since it is targeted to women, a strong work must also be done in terms of attitudes towards entrepreneurship and the traditional role that most women still play in their family context.

Benefits and results (sustainability and transferability etc.)

FEMINIST was developed in Braganca, Vila Real, Chaves, Porto, Coimbra, Cantanhede, Leiria, Marinha Grande and Loulé, involving 372 women.



Ability to perceive entities





Time of implementation. For how long was the practice in action?

This project is running for 2 1/2 years now.

Who was it financed / implemented by

7 migrant women together with a language teacher were supported by BEST in setting up their business. This is one of the model projects developed by BEST.

Target group

Migrant women from Arabia, Colombia, Syria, Bosnia, Turkey, and Sri Lanka are involved.

The main content of the practice

The main content of the practice is to qualify them for running a multi-cultural restaurant and a sewing workshop

a. Aims

They will provide bags and meals for the population of Berlin.

b. why was the practice created / born

The intention was to create stable jobs for migrant unemployed women.

c. what problem has been solved with this practice

Through the support of the Berlin Agency BEST the women founded their own social enterprise.

d. what methods were used in the practice in question

The empowerment of migrant women with different cultural backgrounds to set up their own business through a seven-steps approach was implemented.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

First it was mainly intended to change the attitude, to encourage the women to start their own business collectively. Then their knowledge of setting up a business and their skills were developed.

Benefits and results (sustainability and transferability etc.)

Now it seems that the enterprise becomes sustainable and that these women receive stable jobs and a decent income.

Other comments:

This is one example for a successful neighbourhood enterprise start-up – the first one of migrant women in Berlin.

I can - Starting my own business



Time of implementation. For how long was the practice in action?

The training course lasts 5 days – it is still active.

Who was it financed / implemented by

Implemented by JobTiger Ltd.: a company operating in HR field

Target group

People in the labour market- employed

The main content of the practice

- What is entrepreneurship? Basics.
- Importance of planning and development. How to plan properly? What is a business plan?
- Analysis of market and competition. Prerequisites for stability and growth.
- SWOT analysis. Risk assessment
- Sales. Marketing. Advertisement.
- Customer Service.
- Basic principles of accountability. Cost calculation
- Key indicators for the development of the company. Financial and accounting. Taxes.
- Administrative issues related to company' personnel
- Development, learning, innovation and growth. Expanding the spectrum of services
- Project Management-basic concepts.
- Taking risks and making decisions
- Development of a practical case - "Starting your own business" using different resources

a. Aims

- Understanding the complexity of market and constant change
- Develop basic entrepreneurial skills

b. why was the practice created / born

This practice is created to support national priority in addressing the problems of employment and the creation of key skills that support the effective integration into the labor market. Its elaboration is a part of ESF Operational program Human Resources Development.

c. what problem has been solved with this practice

The specific issues are: lack of motivation and adaptivity, resistance to change, low decision making skills, fear of starting own business

d. what methods were used in the practice in question

Techniques that allow participants to train the senses, body and emotions:

- Individual and group games to develop concentration, self-organizing, confidence
- Techniques stimulating an efficient use of own energy and knowledge
- Exercises in improvisation and creativity for the development of personal autonomy and the ability of "getting involved"
- Improvisational techniques to train how to handle the unexpected and to deal with change with a positive and creative energy.

The course is enriched with appropriate de-briefing, questionnaires, diaries, observation and development plans to facilitate the transfer of the experience into daily work.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

The practice is more encouraged towards changing attitudes and staying active in the labour market.

Benefits and results (sustainability and transferability etc.)

This type of training methodology could be used for different target groups so their employability skills could be improved

Good practice of (O)Polish business



Time of implementation. For how long was the practice in action?

14 months

Who was it financed / implemented by

Academic Opole University of Technology entrepreneurship incubator

Target group

3 target groups :

1. Participants of study visit
2. Beneficiaries of entrepreneurship trainings
3. Beneficiaries of knowledge (using materials prepared during the project)

The main content of the practice

Opole region needs more entrepreneurs. Therefore, there is need to look for ways to encourage potential entrepreneurs to set up businesses, promoting good practice in the region. Project "Best Practices ..." responds to these challenges.

a. Aims

Support entrepreneurs with knowledge and ideas for business

Changing mentality of students, giving chances to create innovative business

Developing quality of business

Promoting entrepreneurship in region

b. why was the practice created / born

It responds to local needs and situation. Region needs entrepreneurs to develop.

c. what problem has been solved with this practice

Lack of innovative ideas, self – confident entrepreneurs.

d. what methods were used in the practice in question

Business in theory and praxis:



Demonstration of attitudes enterprising people, particularly those in 2004-2008, with EU funds, set up his own business and still keep it with success

Analysis of attitudes, presented using methods clear for every reader - news, interviews, expert advice

Action "ABC of business" shows readers a theoretical aspects of setting up their own business

Contest "Academy of Entrepreneurship," allows readers to test their knowledge about entrepreneurship and gives the opportunity to participate in other project activities

Organizing a study visit in one of the Western European countries for active and determined to start their own business competitors of "Academy of Entrepreneurship."

Newsletter summaring the project

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

The practices is more encouraged towards knowledge and skills issues and changing attitudes.

Benefits and results (sustainability and transferability etc.)

Well prepared, educated and experienced youth entrepreneurs, chosen in long process from local community.

Innovativeness



Time of implementation. For how long was the practice in action?

The SMM offers workshops on an ongoing basis, see website for details.

Who was it financed / implemented by

The school is based in Devon but runs courses nationwide as well as internationally. Founded and run by Ya'Acov and Susannah Darling-Kahn, who come from backgrounds as diverse as Gestalt psychotherapy, systems theory and family constellation, movement and voice work and free movement practice. Prices vary.

Target group

'Anyone in a body'... The work of SMM rests on the understanding that whatever one's shape, age, background or ability, there's creative inspiration in everyone. Movement Medicine aims at helping find that inspiration, give it form, and place it in the driving seat of people's lives.

The main content of the practice

This is a good place to connect to one's deepest dreams and passion, all pre-requisites for taking the leap into entrepreneurship, especially for seniors. The intention of Movement Medicine is to support people to live these dreams. MM puts one in touch with a deep trust in the creative process of life. The sheer joy and freedom found in the dance helps people to overcome their fears, find genuine, authentic, and responsible expression of who they are, and gives them the tools to integrate all this into their day-to-day lives. Through the practice, people find their nobility, their courage, their love, and their capacity to live a life they can feel good about. MM gives people the confidence to 'go with their heart' and trust their own authority. There is always the invitation in the dance to pay attention, bring everything into movement, and remember again and again who you really are and what you are capable of creating.

a. Aims

Movement Medicine is geared towards everyone who wants to grow, and can be a powerful catalyst at critical junctions in life. It uses mostly the medium of body movement, but not exclusively. The use of voice work and psychotherapy form a practice that helps people heal and overcome their limitations, which are often rooted in lifelong limiting beliefs. Through the dance, people are encouraged to grow freedom, awareness and the strength and sensitivity to be the original unique human being they are.

b. why was the practice created / born

MM was created to allow people to connect deeply with their dreams, their own authority and their passion for life, to connect with others from all walks of life in a safe, friendly, non-religious environment that honours and acknowledges the spiritual impulse, to use the dance practice as a force for transformation, artistic expression, wellness, personal growth and healing.

c. what problem has been solved with this practice

Senior entrepreneurs can face a host of problems and obstacles on their way. Some of them are exterior, others are of an interior nature. For these later ones, this is a very useful practice. Counselling sessions and psychotherapy can be good tools in overcoming blockages towards a better future, but they can be costly. This is a group practice, it has a great socialising benefit and gets seniors in touch with 'where they're really at'.

d. what methods were used in the practice in question

The main work tool is movement work, dance in a free and unprescribed form. Other elements used are voice work, systemic constellations and intention rituals.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

This practice is very clearly all about attitudes. It deals with the discovery and nurturing of the individual's creative dream. In order for seniors to take the leap into entrepreneurship, something else needs to happen prior to that, some deep empowering that gives them the strength to believe in themselves. The image used is that of an acorn, which contains within itself the blueprint of the full grown oak tree: in order to dare to dream creative ideas which will be translated into business plans, the inner core belief and fire have to be discovered or retrieved. This is a very dynamic and creative way to do so.

Benefits and results (sustainability and transferability etc.)

Many people have reported coming back from a MM workshop with the inspiration and encouragement they needed to radically change their life and align it with their deepest heart's desire. There is a strong inter-generational element here which is of great value in integrating seniors in an active society. Great accent is placed on community building and the inspirational spark can thereby travel and be passed on to many more seniors on the brink of daring to become entrepreneurs.

Other comments:

www.schoolofmovementmedicine.com



Equal Initiative in Portugal – Entrepreneurship



Time of implementation. For how long was the practice in action?

2000-2008

Who was it financed / implemented by

European Social Fund (ESF) with a total budget of 22.109.253€

Target group

All those at risk of discrimination and exclusion on the basis of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

The main content of the practice

a. Aims

This public policy undertaken by the Portuguese Management Authority (PMA) aimed at promoting innovative and inclusive entrepreneurship solutions for disadvantaged groups and population at risk of social exclusion.

Two dimensions were developed: business creation and social economy.

b. why was the practice created / born

The practice was created and undertaken within the scope of the Equal Initiative at European level.

c. what problem has been solved with this practice

The practice contributed to tackle the European Issue of low investment in entrepreneurial activities from the population in general and the most disadvantaged in particular.

d. what methods were used in the practice in question

In parallel with the European guidelines from which the Equal Programme had to be managed, the Portuguese Management Authority implemented a set of practices that contributed strongly for the success attained by the Equal development partnerships “on the field”. Namely:

- Transparent selection process;
- Tender process organised in three integrated but autonomous “Actions”;

- Creative follow-up process;
- National thematic network on entrepreneurship.

Selection process

The PMA organised a very unique selection process in Portugal when compared with traditional practices concerning access to European Social Fund initiatives. First, presentation seminars were conducted at national level were conducted to let potential candidates know the Equal rationale and its different priorities in which the call for tenders would be organised (one of these priorities was entrepreneurship).

Second, PMA made available "cahiers de charge" typifying what kind of projects were expected in each priority. These instruments were fundamental to help potential promoters understand what was expected from the partnerships in order to be eligible to access funding.

Thirdly, selection criteria were made public and clearly defined, as well as ranking criteria and minimum thresholds to guarantee selection and funding.

Actions 1, 2 and 3 – From Needs Assessment to Dissemination

Instead of the traditional tender process, in which each promoter must present its project already formatted from start to finish, PMA organised call for proposals in three different "Actions". In Action 1, partners would apply for funding in order to undertake further needs assessment activities, thus collecting more reliable information to prepare a more robust Action Plan for Action 2. Action 1 would typically last for 6 months. Partners would then apply for additional funding to develop their project according to the results from Action 1. This development stage would, on average, last 24 months. Finally, after validation of the products generated during Action 2, additional funding was available to disseminate those validated products. It is very important to note that in Actions 2 and, new partners could/should be included in the partnership according to the specific purposes of each Action.

Creative follow-up process

PMA, in very unusual way when compared to other public agencies in Portugal dealing with ESF funding, implemented a very sound and effective follow-up process in order to guarantee that the "Equal principles" were, indeed, "respected" by the development partnerships.

This process included field visits to all the projects selected (more than 200) by small teams (usually two members of the PMA), including Ms. Ana Vale, the Head of the PMA her-self! This process allowed the PMA to stay in close contact with the promoters without ever assuming a paternalistic approach, being totally coherent with probably the most important Equal principle: empowerment.



National Thematic Network (NTN)

In order to support dissemination efforts from all the promoters involved in Equal projects, PMA organized NTN on the main priorities of the Initiative, including Entrepreneurship. All development partnerships of Action 2 projects were invited to take part in these NTN which were animated by an expert previously trained by the PME in Communities of Practice and Web 2.0 Tools topics. NTN were responsible for the validation of Equal products according to a specific methodology developed by the PMA and thus played a crucial role in the dissemination dimension of the Initiative.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

This practice represents a unique approach to the way public authorities responsible for granting funding to civil society promoters relate with the latter. This resulted in the creation of a very strong "Equal Culture" with specific values, practices and even terminology. Undeniably, the vast majority of promoters involved in the Equal Initiative in Portugal acknowledges this "different" approach and strongly support its adoption by other public authorities.

Benefits and results (sustainability and transferability etc.)

The validation process, NTN, and Action 3 procedures produced very unusual dissemination results when compared with other ESF programmes in Portugal where sustainability/transferability issues are traditionally underestimated. Unfortunately, despite all positive the ex-post evaluations to which the Initiative was subjected, Equal practices were not integrated in the main ESF 2007-2013 initiatives.

Time of implementation. For how long was the practice in action?

ASECE association was founded in 1998 and, given the great demand for credit, it was changed into a foundation in 2000.

Who was it financed / implemented by

- ASECE was founded by Georges Aegler.
- Lausanne-Région, Loterie Romande, the city of Lausanne and the Sandoz Family Foundation are donors.
- Entrepreneurs have to pay administrative costs to register their project in a dossier, and when they are granted microcredit.

Target group

The foundation supports people resident in Switzerland, who have an idea and the competences necessary to start an enterprise in Switzerland, but do not have access to bank credit, especially because they cannot provide the required guarantees.

The main content of the practice

Microcredit to people who wish to start an enterprise; it consists of the foundation's capital, which is enhanced by several donations.

a. Aims

To support the formation of small enterprises in Switzerland.

b. why was the practice created / born

ASECE was founded after the idea of adapting microcredit, proposed by Muhammad Yunus, to the Swiss environment, where entrepreneurs are often unable to obtain credit to start an activity.

c. what problem has been solved with this practice

Several entrepreneurs succeeded in implementing their projects thanks to microcredit granted by ASECE foundation.

Some examples of such small enterprises are listed and described on the foundation's website.

- d. what methods were used in the practice in question
- Evaluation of the project's feasibility and profitability.
 - Microcredit: soft loan (3.5% to 5%); maximum 30,000 CHF; monthly repayment, starting from the month following the credit.
 - Repayments create capital, thanks to which loans can be granted.
 - Individual support to the design and initial phase of the project; tailored services on demand.
- e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

ASECE targets entrepreneurs who already have the competences necessary to start an entrepreneurial activity. The foundation offers the possibility of obtaining microcredit.

Other comments:

<http://www.asece.ch/it/accueil/>



Ability to solve problems



Towards essence



Time of implementation. For how long was the practice in action?

5-day psychological training. Implemented since 2005.

Who was it financed / implemented by

Essence Foundation – NGO in the sphere of programs for personal and professional development and self-awareness.

Target group

People from all ages and spheres.

The main content of the practice

The training supports participants to identify, improve and manage their own energy in the desired direction, to improve their personal and professional relations through better communication, to clarify the really important things in life and work for them, to be more open in the relations with the others.

a. Aims

- Commitment to oneself
- Undertaking actions and achieving results
- Self-confidence
- Personal effectiveness
- Self-confidence and trust to others
- Taking responsibilities
- Work with guilt and anger
- Methods for successful feedback
- Giving and receiving
- Planning next steps

b. why was the practice created / born

Identify and solve unconscious models who influence life, realtions with other people and environment.

c. what problem has been solved with this practice

The training uses one of the most powerful learning methods – through experience in order to facilitate identification of some of the everyday unconscious models which may be an obstacle for aims and dreams achieving.

d. what methods were used in the practice in question

Through short lections, exercises in pairs, group work, roleplays and creative visualisation the seminars addresses the physical, emotional, mental and spiritual level of a person. Every participant has the possibility to explore him/herself and his/her realtions with the others as in a mirror and after that to try new ways of behaviour and communication which will help significantly decrease stress and negative results of crisis life situations.

Trained professional (facilitator) leads the group through different exercises and processes.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

The practice encourages more towards changing attitudes.

Benefits and results (sustainability and transferability etc.)

This training has been implemented for more than five years and attracts more and more interest.

Other comments:

More information at: www.essencebulgaria.org



Time of implementation. For how long was the practice in action?

Started in 1994. This is an ongoing activity.

Who was it financed / implemented by

The Italian Central Office situated at the vocational training centre Istituto Don Calabria in Ferrara started its activity in October 1994, supported by Emilia-Romagna Region, the first Italian Region which experimented with the simulation methodology.

Target group

This model is addressed to different users typologies, as follows: young people with a low school attendance, unemployed, graduates from high-schools or universities, workers integrated within innovator process who must up-date their own vocational skills, unemployed women intending to reintegrate into the labour market and students from high-schools.

Therefore the supporting organisations involved in Simulimpresa are:

Vocational Training Centres, Technical Public High-schools, Professional Public High-schools, Real Enterprises, Universities, Chambers of Commerce, Trade-Unions.

The main content of the practice

The program promotes the training through the experience acquired in a real environment (working hours, discipline, real working situations, tasks development).

a. Aims

Training Objectives:

- To personalise the learning process, i.e. each student rotates through the various departments, performing the tasks that each job requires, staying there as long as is necessary to reach the pre-set objectives.
- To develop certain behavioural skills, whether inside the practice firm, or in dealings with other practice firms.
- To supply adequate and coherent solutions for the needs of real companies.



- To learn how playing a role while taking part in the process of transferring technical knowledge.
- To motivate students by letting them participate more deeply in the learning process, in an atmosphere of co-operation, understand that they can obtain results, see objectives and reach them, and understand the final cohesion between means and ends.
- To decide and take on daily responsibilities in the finding of solutions for real day-to-day problems with customers, suppliers, postal delays, etc.

b. why was the practice created / born

The practice enterprise concept application was born after a careful analysis to the impact of the training and education offer on the job world. Such analysis has brought results that have put in evidence the inadequacy of the qualifications towards the demands of the firms owed to the lack of practical ability, to the insufficient knowledge of the business environment, to difficulty to work in team, to the scarce application of organizational behaviours, needing a long period of working insertion accordingly with increase of the costs to load of the enterprise.

The classical model of training foresees first a theoretical-practical period within the training structure and after an apprenticeship period in a real enterprise. As an answer to the gap found in phase of analysis it was undertaken the practice firm methodology, the reproduction of real situations of job, and particularly discipline: schedule, relationships, situations of job, development of the offices, team work.

In recent years we needed to understand the differences that exist between supply and demand of work, by singling out and developing methods used in teaching initiatives so as to facilitate people who wish to enter the working market.

Practice firms, already operating in most other European countries, were evaluated and found to be the teaching method which best responded to the targets to be achieved. The different networks of Practice Firms can provide learning environments through which the students will be able to acquire key qualifications like interpersonal skills as well as practising for a working life all over the world and thus acquiring intercultural skills while also acquiring vocational skills.

Practice Firms reproduce the structure and workings of a "real" firm in every way, in terms of work times, surroundings, documentation, interpersonal relationships, and surroundings. The duties of individual students are not rigid, but subject to rotation: for each position in each department there is not a pre-set time to reach the objectives. Rotations can vary in relation to the learning time of each trainee.



c. what problem has been solved with this practice

One of the main points of this methodology is the users autonomy. The declared objective is to allow the participants in practice firms the acquirement of transversal skills, respecting their individual peculiarity.

d. what methods were used in the practice in question

Each practice firm focuses on a real office or an enterprise framework in a certain area.

The participants work in a real productive atmosphere and learn and realize the requested tasks. At the end of the course the participant has a global concept about office work, with working experience and with adaptation skills for a job as e.g. flexibility and enterprise culture.

The implemented methodologies are finalised to the achievement of the following objectives:

Let them doing alone

The user, when acquired already the minimum skills to develop his activity, he must do the tasks trying to understand and to solve the problem for reaching the expected results without the help of the trainer. The verifying moment and the corrections will be made after, even if it doesn't mean avoiding the explanations of contents.

Sense of responsibility

This sense is realized in the documents and in the operations made within each office of the practice firm. Therefore is necessary that each participant must understand the own tasks and be responsible for fulfilling them. The rotation system of the participants is another instrument for increasing the sense of responsibility.

Co-operation

During the work in the practice firm the users must help each other but they must transfer their competencies to the next who will take their place.

Team working

Often for the office work is necessary to do some activities together with other colleagues. It's very important to form a group that is working with maximum efficiency and respecting the enterprise decisions. They have to reach a good result for the enterprise.



Proposal capability

Each participant must have the opportunity to express the own opinion regarding the practice firm functioning and to propose improvements. These proposals will be discussed with the other colleagues and after they will make decisions. It's important taking into account the motivation during these discussions and if necessary, help them to find the solution.

Self-learning

In the practice firm it's necessary to have materials (on paper, multimedia, videotapes) for consulting different subjects when the users need. The use of these materials must be stimulated, but also the trainers must control it.

Part of the tasks of the Central Office is to offer external services to the practice firms (Banks, Tax Office, Social Insurance, Chamber of Commerce, Clients, Suppliers, Transports, specifically Tourism services, etc) but also to control the quality of the documents coming from the practice firms and to identify possible "formative mistakes". In this way The Central Office reports these "formative mistakes" to the trainers of the practice firms (sending back the document in a yellow envelope) and they can interfere to recuperate the training deficit of the participants.

In setting up new practice firms and co-ordinating existing practice firms, the Central Office offers advice, trainers training and is running support programs for trainers.

To verify the results of the activities, each month there are meetings with the trainers, for setting up standards for the procedures and to reach a high quality for the national and international network. There are many projects presented by the Central Office and approved for improving the quality system within the Italian network.

All these projects have a detailed passage regarding the life cycle of the project:

- the feasibility study •
- working process analysis•
- tasks identification•
- the organisational behaviour and the necessary skills to manage the working process•
- to identify the training objectives•
- project planning and co-ordination •

- materials production and internal monitoring activities

All these things led to the training activity and to the results certifications and credit, to the evaluation made on 3 levels: to the beginning, during and after.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

This methodology based on action-oriented learning allows to operate either on professional or motivational skills level of the trainee. It's important to remind that this model has a training value, not productive. The co-operation with the real companies are turned to individuate the professional needs for improving the training offer . The concept is valid for all kind of training activities as the company simulation is the "natural place and the "virtual" training path.

Benefits and results (sustainability and transferability etc.)

The positive results of this experience initiated in 1994/95 have caused a notable interest at regional and national level by involving different public and private key-actors

Other comments:

<http://www.simulimpresa.com>



**Time of implementation. For how long was the practice in action?**

The current statute of the association was established in 2007 and is still valid. The duration of the association is unlimited.

Who was it financed / implemented by

Financial resources come from association fees and donation from entrepreneurs, public or private institutions.

The association was started by experts of different fields who stopped working (engineers, architects, teachers, managers ...).

Target group

Entrepreneurs who are establishing small organizations.

The main content of the practice

- Counselling and supporting entrepreneurs and small organizations, in the economic, administrative, technical, juridical, insurance and fiscal field.
- Assistance to small and medium enterprises.
- Training for entrepreneurs in accounting and administration.

a. Aims

Provide knowledge and expertise, to be applied in the entrepreneurial environment, to people who want to start new organizations.

b. why was the practice created / born

- To communicate the expertise gained by professionals during years of professional experience.
- To provide tailored solutions, whose price is sustainable for the enterprise and adapted to its needs and characteristics.

c. what problem has been solved with this practice

Several new enterprises gave information to the virtual office and published their profiles on the website of the organization.

d. what methods were used in the practice in question

- Every entrepreneur is assigned a project manager, who will be in charge of consulting the enterprise, mediating the relationship with the association, and defining the costs of the service with the entrepreneur.
- Availability of long-term consulting (up to two years) that can be classified as one of the enterprise's fixed costs (which is an advantage).
- Computer programs supporting the writing of a business plan and a marketing plan.
- Exercises of personal communication.
- Virtual office where to provide preliminary information about the project and prepare the first meeting with the consultant.
- Webpage containing relevant news regarding the entrepreneurial environment of canton Ticino that could be useful to people who want to start a new enterprise in the area.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

- Consulting provided by experts makes it possible to identify unsuccessful entrepreneurial strategies and correct them to make them more effective.
- The services offered by the association provide the knowledge and competence, needed to start a new enterprise.

Benefits and results (sustainability and transferability etc.)

The services provided by the association offer benefits to enterprises operating in very different areas, as the variety of profiles published on the website shows.

Other comments:

http://www.teatroimpresa.it/corsi_formazione_marketing_clienti2.php?id=141

Ethical values





Time of implementation. For how long was the practice in action?

GO!unlimited was running 2005 -2007.

Who was it financed / implemented by

It was developed by Diakonie Westphalia, a regional welfare association of the Protestant Church.

Target group

Young people with handicaps in the 1st phase of vocational training were supported.

The main content of the practice

GO! unlimited offers people with handicaps or chronic diseases broad support.

a. Aims

Objective was the acquisition of competences for running an own business.

b. why was the practice created / born

Particularly young people in this situation were not able to be economically independent without professional support.

c. what problem has been solved with this practice

Main aim was to overcome the problems of disadvantage of those people to set up an enterprise.

d. what methods were used in the practice in question

Counselling, training, and accompaniment of young people were used to start up businesses.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

This initiative was giving help in orientation, conceptualization, start-up, and evaluation of start-ups.

Benefits and results (sustainability and transferability etc.)

This project only lasted the time of its EQUAL funding but was duplicated by other programmes.

Other comments:

The project was predominantly run in Cologne and Dortmund (Westphalia).



Time of implementation. For how long was the practice in action?

2 days

Who was it financed / implemented by

Guidance Research Centre

Target group

Unemployed Young People

The main content of the practice

There is a distinct relation between culture and entrepreneurship. The influence of culture on entrepreneurship cannot be considered. Both national and regional effects of culture on entrepreneurship can demoralize entrepreneurs.

a. Aims

We proposed to encourage the unemployed people to build up their own business.

b. why was the practice created / born

Because of traditional values, most of the entrepreneurs hesitate to set up a business. In Turkey, public has a deep influence on other's behaviours and ideas.

c. what problem has been solved with this practice

Economical dimension of entrepreneurship is influenced by historical, religious or traditional values. For example, Muslims would not borrow money from banks and prefer their own savings or family funds. This belief style affects their decisions. The differences in tax rates, law and regulations are very important for each country. But by this practice our trainees have learned the importance of being open-minded and courageous. Self-confidence is another significant key competence to become an entrepreneur.

d. what methods were used in the practice in question

Discussion, evaluation, brain-storming and question answer.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

They have been persuaded to be open-minded and ambitious.

Benefits and results (sustainability and transferability etc.)

People who belong to a nation may have different life styles because of their beliefs and traditions. And young entrepreneurs should sometimes consider the influence of traditions on their entrepreneurial behaviour. Being unsuccessful is fatal if we live based on the traditions.



K'CIDADE - Building entrepreneurial capacity in deprived urban communities

Time of implementation. For how long was the practice in action?

2005-2007

Who was it financed / implemented by

Equal Initiative (Portugal)

Target group

People living in deprived urban communities facing severe disadvantages in the labour market, such as unskilled women, people with disabilities, ethnic minorities and the long-term unemployed.

The main content of the practice

a. Aims

To build entrepreneurial capacity in deprived urban communities with an empowerment approach.

b. why was the practice created / born

Affluence in the larger cities and coastal areas of Portugal coexists with concentrations of extreme poverty in derelict neighbourhoods. Between 2001 and 2005, approximately 15,000 people living in such neighbourhoods around Lisbon were rehoused in social housing. The paradox of developed cities is that there are many jobs but high unemployment, as referred to in the Commission Communication on Cohesion Policy and the cities . The K'CIDADE project is a long-term pioneer project testing a new methodology of building entrepreneurial capacity to help these people take control of their own lives and escape social exclusion.

The K'CIDADE project promoter is the Aga Khan Foundation, one of a group of nine development agencies, which form the Aga Khan Development Network. This is the first time that the Foundation has applied its philosophy to the new realities of urban poverty in developed countries. The foundation's philosophy is that, with the right support, even impoverished individuals and communities can become the leaders of their own destiny and provide for themselves.

c. what problem has been solved with this practice

- High dependency of people living in deprived urban communities of welfare systems;



- Low self-motivation to proactively overcome disadvantages in the labour market;
- Reduced access to start-up finance, including micro-credit, from people living in deprived communities and facing disadvantage in the labour market.

d. what methods were used in the practice in question

The K'CIDADE EQUAL funded 14 closely interconnected actions from 2005-2007 to promote entrepreneurial spirit and a culture of autonomy and initiative. The project was distinctive in its belief that to achieve successful activation of disadvantaged groups in the long run, it is important first to mobilise communities and raise individual and community confidence. This attempts to tackle the root causes, rather than just the symptoms, of social exclusion and low entrepreneurialism.

K'CIDADE established three Community Innovation Centres to launch and support a range of community projects. These were designed to be "creative and innovative facilities, planned and managed in the future by the residents themselves". The project's partnership organised activities in the Centres to help animate them. Strategic support services such as education, entrepreneurship incubators, internet access and the capacity building of civil society organisations are provided or facilitated.

A first one-stop shop was opened in March 2006 under the Community Innovation Centre of Alta de Lisboa. This shop provided a support system to potential entrepreneurs made up of clearly defined stages from profiling and planning to start-up, consolidation and growth. Each stage provided services such as counselling, motivation, vocational training, mentoring and facilitating access to micro-credit that help the entrepreneur acquire the personal competences, technical skills and resources necessary for success. Systems were developed to record the progress made by the entrepreneurs along this itinerary in a way that is recognised by the entrepreneurs themselves, banks and other agencies.

Business incubators were created specifically to attract people facing severe disadvantages in the labour market, such as unskilled women, people with disabilities, ethnic minorities and the long-term unemployed. The incubators provide new businesses practical support including physical space, equipment, technical support and access to a shared managerial services platform to reduce the risk for the entrepreneurs and increase the chances of success.

Tailor-made action-training courses targeted at small businesses and services have been set up by the project partnership looking at issues such as confidence and trust, caring and responsibilities throughout all phases of business development. Positive entrepreneurial role models are presented by organising contests and competitions for entrepreneurship among particular groups such as young people. The project is actively promoting action plans for employability developed by the local networks in the three territories and the first job-matching

projects are now starting. 25 potential entrepreneurs have started following these support processes, of which 5 have already started running their own businesses.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

Both, really. The practice deals with attitude change concerning entrepreneurship, particularly when aimed at disadvantaged groups and also with knowledge/skills promotion with its training activities.

Benefits and results (sustainability and transferability etc.)

The project has benefited from the diversity of the internal project partnership emphasising the importance of cooperation between public and private stakeholders to foster more sustainable interventions. At the opening of the first Community Innovation Centre, Roque Amaro, an economist at the Portuguese Work and Enterprise Sciences Institute, told Ministers, MPs, entrepreneurs and NGOs participating in the K'CIDADE Advisory Committee, that "I have never faced such a mixed audience of public and private actors in 25 years of working in development." For this to work in a way that develops horizontal and vertical linkages, it is essential to develop an enabling environment. The project meets this challenge through a strong system of governance; an Advisory Committee engaging key national and regional stakeholders from the public and private sectors has been created and is still running.

Beyond the project partnership, K'CIDADE has engaged around 100 local organisations in a participatory diagnosis to identify key issues and perspectives. The team have subsequently mobilised nearly 70 local organisations to think, plan and implement activities for the communities in an integrated and mutually reinforcing manner. Local partnership and collective approaches are uncommon in Portugal, but are fundamental to the project's philosophy of enabling community participation and maximising local assets. Ana Barata, the manager of a local organisation in the capacity-building process explains that K'CIDADE's main strength is "combining top-down and bottom-up approaches and stimulating a common learning process."

Reinforcing networks and the capacities of local social organisations is essential to engage them effectively in partnership. 81 workers from six organisations have been involved in capacity building processes leading to the strengthening of three local partnership networks and 218 local development agents. Activities such as joint training sessions and workshops for local development agents, on-the-job consultancy for local organisations and exposure visits have raised the participating agencies' awareness of the issues at stake and the project's approach.

The project team complement their skills by ad-hoc agreements with external actors to bring a specific added value. Hewlett Packard has signed an agreement with K'CIDADE to test the Micro Enterprise Acceleration Programme to provide



comprehensive start-up assistance and technology access to micro enterprises in low-income communities. The curriculum targets micro enterprise entrepreneurs in underprivileged communities who are interested in developing their business, but may not be able to access information and communication technologies.



Awareness of the context



Proactivity. Born or made proactive?



Time of implementation. For how long was the practice in action?

The training course lasts two days – it is still active.

Who was it financed / implemented by

Implemented by Te.D.-Teatro d'Impresa®: a private organisation in the field of training and counselling, by a deep use of theatrical art (staging).

Target group

People in the labour market; unemployed people.

The main content of the practice

Skills that develop in the course:

- Self-awareness and better understanding of oneself
- Greater responsibility for one's own actions
- Self-confidence, confidence in one's own actions and insights
- Creativity
- Flexibility and ability to turn the unexpected into a new opportunity.

a. Aims

- Understanding the complexity of interpersonal communication
- Develop Energy, Listening and Empathy
- Develop sureness and inner calm
- Acknowledge one's own emotions and be "authentic"
- Recognize the barriers, the censors or the prejudices and stereotypes that prevent to act with speed and intuition
- Have personal awareness in relation to others, identifying one's own strengths and possibilities of improvement
- Develop flexibility by breaking patterns, mental stereotypes and prejudices

- Develop creativity and "lateral thinking" to transform the unexpected or changes into a new opportunity, lowering stress levels.

b. why was the practice created / born

The meaning of "proactive" lies in "the ability to anticipate future problems, requirements, changes". A proactive person is the one who can operate without waiting for something to happen, and who takes the initiative to implement what is believed as right and necessary.

Having a reactive approach means being able to react to an event, but not to predict it in advance. Being reactive means realizing when changes are already underway.

Have a proactive approach instead means to be able to perceive early trends and changes, planning future actions in appropriate time.

c. what problem has been solved with this practice

Better understanding oneself leads to the development of self-awareness, creativity, emotional intelligence, mental and physical agility. You become ready to act with insight and awareness.

The course is designed as a pathway that, through the use of theatrical techniques, creative writing and viewing, allows participants to increase their knowledge about their own personality and thoughts, as well as their behaviours beyond possible constraints, mental stereotypes and prejudices that prevent from using our full potential.

d. what methods were used in the practice in question

Techniques that allow participants to train the senses, body and emotions:

- Theatrical techniques that develop rhythm and a proper use of space
- Individual and group games to develop concentration, self-organizing, confidence
- Techniques stimulating an efficient use of own energy
- Exercises in improvisation and creativity for the development of personal autonomy and the ability of "getting involved"
- Fun and theatrical exercises to practice active-listening
- Rhythm / musical exercises for the development of Listening abilities
- Stage Exercises for the development of empathy



- The use of masks (neutral and character) to understand body language and recognize the "inner personalities"
- Techniques to develop the internal dialogue: critics and supporting voices
- Exercises to develop a creative thinking view for quick access to one's own inner resources
- Exercises focused on autobiographical writing focusing on critical situations that prevent the best use of one's own energies
- Exercises to build a bridge between solid personal values and corporate values
- Improvisational techniques to train how to handle the unexpected and to deal with change with a positive and creative energy.

The course is enriched with appropriate de-briefing, questionnaires, diaries, observation and development plans to facilitate the transfer of the experience into daily work.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

The practices is more encouraged towards changing attitudes.

Benefits and results (sustainability and transferability etc.)

This kind of experiential approach can be applied to other types of courses, especially in the field of human topics: communication, collaboration, sharing.

Other comments:

http://www.teatroimpresa.it/corsi_formazione_marketing_clienti2.php?id=141

Sharing Experiences

Time of implementation. For how long was the practice in action?

2 days

Who was it financed / implemented by

Chamber of Commerce and Industry

Target group

Employed and wealthy people who are not entrepreneur

The main content of the practice

Organizing a meeting for the entrepreneurs who hasn't got courage to set up a business with the experienced entrepreneurs.

a. Aims

Some employees have money but not courage to set up a business so they need to learn real life stories. If they have a chance to learn the successful stories they may define their route easily

b. why was the practice created / born

We realized that there is a need to show the correct and effective way of thinking and establishing a business for some employees. They have money but not courage or they don't have enough technical information in order to start entrepreneurial business. By this practice we gave a chance them to get rid of their hesitations.

c. what problem has been solved with this practice

The experienced entrepreneurs had a chance to share their thoughts and experiences with the volunteers in entrepreneurship. The employees who were chosen for the practice discovered that fear can be defeated by sharing.

d. what methods were used in the practice in question

Question- answer, explanation, evaluation.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

They realized the importance of creativity and planning.

Benefits and results (sustainability and transferability etc.)

Conversation ability created a good relationship for people.



Who was it financed / implemented by

The association was founded by volunteers with a long professional experience.

Financial resources are constituted by five-years old bank guarantees from public or private institutions.

Target group

People who wish to start entrepreneurial activities.

The main content of the practice

- Technical, administrative and managerial support to entrepreneurial activities
 - Training in marketing and bookkeeping
 - Consulting
- a. Aims
- Help people who want to start an enterprise in the Italian part of Switzerland, but who do not have enough financial resources.
 - Create a network of enterprises, which have been established thanks to the association, in order to share knowledge and expertise, and to favour a shared feeling of solidarity.
- b. why was the practice created / born
- To support individuals who need microcredit to start a new enterprise.
- c. what problem has been solved with this practice
- d. what methods were used in the practice in question
- Evaluation of entrepreneurial project and consulting to find ways to make them more effective.
 - Support in agreements draw-up, marketing operations, relationships with public institutions.
 - Assessment of the project's feasibility and consequent possible microcredit guarantee.

- Training in computer programs, bookkeeping and management.

e. please describe if the practice encouraged more towards changing attitudes, or towards knowledge and skills issues

- The practice increases competences, which are useful to start an entrepreneurial activity, of new entrepreneurs, who need microcredit.

Benefits and results (sustainability and transferability etc.)

The services provided by the association offer benefits to enterprises operating in very different areas, as the variety of profiles published on the website shows.

Other comments:

http://www.amisi.ch/index.php?option=com_content&task=view&id=1&Itemid=2

