

TelNet is an Equal funded joint transnational collaboration between Portugal, Scotland, the Czech Republic and the Netherlands

# SUPPORT FRAMEWORK FOR CREATING ENTREPRENEURSHIP

TelNet parallel development of Best Practice



Groen Ondernemerschap

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# 1. Background To Document

Four National Development Partnerships – Delta (Czech Republic), Nova Agricultura (Portugal), Equal Enterprise Scotland (Scotland) and Green Entrepreneurship (The Netherlands) first came together in Scotland in March 2005.

All four Development Partnerships (DPs) are part funded by European funding from the Equal Community Initiative, which seeks to test and promote new ways of combating all forms of discrimination and inequalities faced by those groups most disadvantaged in the labour market. Collectively the partners from four countries are known as TelNet (Transnational Entrepreneurial Learning Network). All four DPs from the four Countries work within their own specific environments, however they share similar key target groups and the same overall aim – encouraging entrepreneurship by testing approaches to make sure that mainstream business support is developed to meet the needs of excluded groups and also promoting employment near the young people.

During their initial Meeting in March 2005, the TelNet Partnership produced a Transnational Co-operation Agreement. This document provided clarity on the levels of co-operation between the four Partners and listed their intended outputs from the collaboration.

Over the next two years, the Partnership met regularly to hold meetings, conferences and seminars in the four European Countries. The Steering Group formed in Scotland in March 2005, met at these gatherings and independently to plan, monitor and evaluate the work of the Partnership.

Each one of the four Transnational Partners, represents its own diverse National Partnership. These national collaborations include Local and Regional Authorities, Chambers of Commerce, Labour Offices, Private Organisations, Voluntary Organisations, Careers Services, National Infrastructure Organisations and Colleges and Schools. The blend of different organisations involved at a local and regional level has allowed the TelNet Partnership a unique opportunity to share good practice and disseminate experiences regarding a whole range of diverse new initiatives developed by the different organisations who make up the Partnerships, in their own countries or as a result of joint or parallel working, between countries.

Contact details for each of the National Partnership Lead Body Organisations, and information regarding where to access other TelNet Partnership Outputs can be found at the end of this document.

## 2. Introduction To Document

The TelNet Partnership has shared good practice and potential challenges and solutions, as well as developing interventions in parallel and jointly.

This document aims to present some of the best examples of innovative interventions identified by the TelNet Partners. The Partnership decided early in its lifetime to produce accessible and easy to read documentation that can be utilised by other teams solving similar problems. To that end, the TelNet Partnership took the decision that whenever possible they would keep the contents of outputs concise. They hope this will facilitate user friendly documents, which encourage the reader to pick them up.

The Partnership have adapted the Process Models already utilised by one of the Partners as national outputs (Partnership for Innovation and Enterprise, Equal Round 1, Theme C, Scotland, 2005). These clear, one page initiative descriptors mean that without having to wade through huge documents, the reader will be able to quickly identify the intervention he/she is interested in and obtain some initial information. The Process Models have been developed by the Partnership to briefly explain the interventions that they have developed. The information has deliberately been kept concise to allow the reader to quickly assess if the process explained is of interest to them. All Process Models contain an overview of the intervention, describing which target group it is aimed at and what the overall aim is. All models also comment on issues such as empowerment, innovation and transferability. If the reader wishes to access further information or resources relating to the Model, full contact details for the key person working with the Process are given at the bottom of the page.

This document is therefore made up of a variety of Process Models, describing initiatives developed and applied either Nationally (by Partners within their own countries) or Transnationally (by more than one country – either in Parallel or jointly) by the TelNet Partnership Network.

All Process Models are either directly or indirectly aimed at encouraging entrepreneurship and employment creating, within organisations or individuals. They range from processes to implement and develop productive networks in rural areas to how to promote entrepreneurial and creating employment mindsets in young people and empower them by involving them in the design of initiatives and interventions.

All Partners are very happy to be contacted to provide further information and documentation relating to any of the initiatives described in the Process Models. Individual Contact Details for those involved in the operational aspects of the initiative described are included on each Process Model.

### 3. Parallel Transnational Process Models:

The following Process Models have been developed in parallel with two countries in each case providing a Process Model to capture the initiatives taken forward to embed and establish both **rural and mentor networks**.

#### Mentor Networks

##### Interventions developed:

Development of Peer Support Network

Coaching and Intervention methods

Development of Mentor Network

#### Scotland and Netherlands

##### Developed by:

The Prince's Scottish Youth Business Trust (PSYBT), Scotland

Green Entrepreneurship, the Netherlands

Green Entrepreneurship, the Netherlands

#### Rural Networks

##### Interventions developed:

Strengthening Rural Networks - Rural Outreach Programme

The Equal Thematic Network

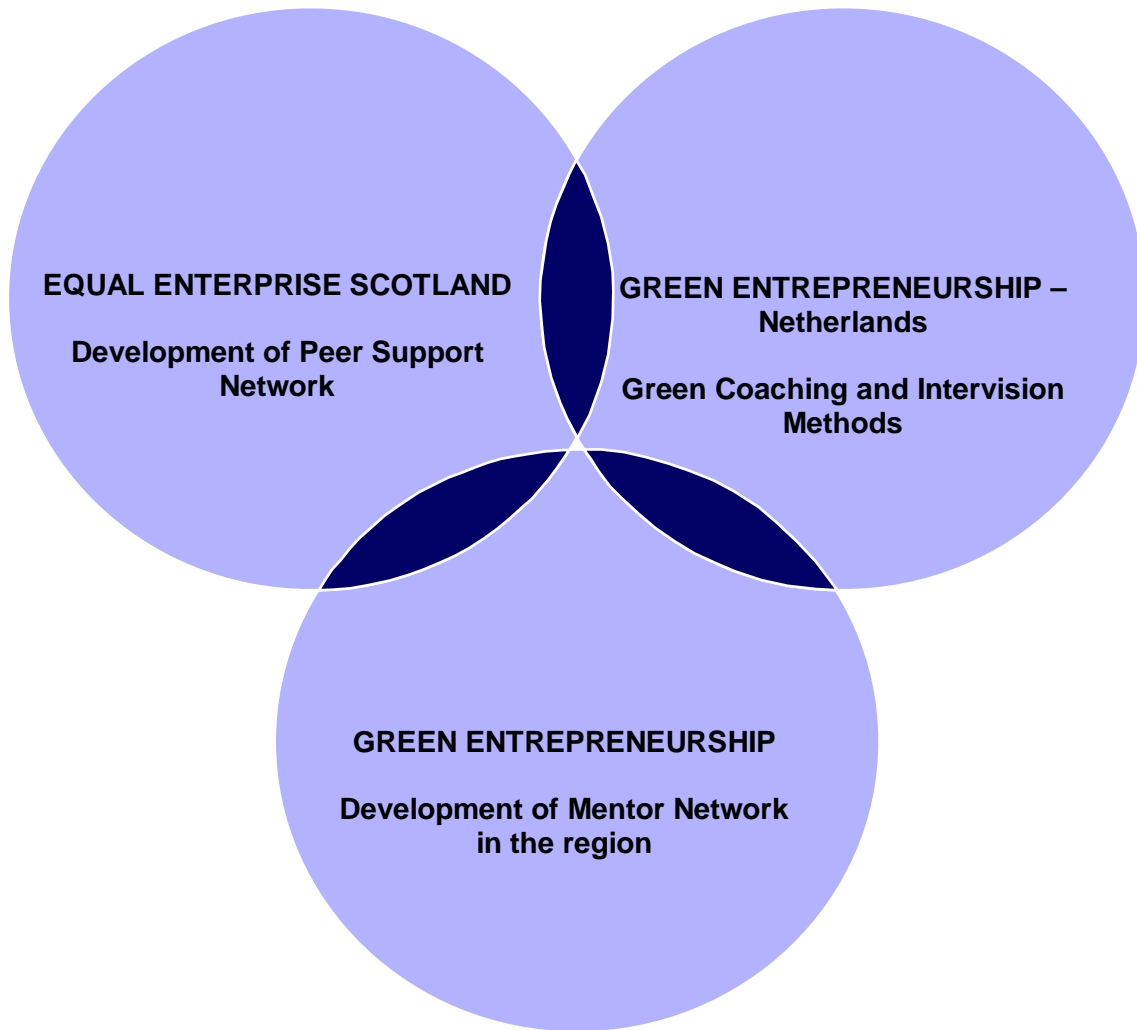
#### Scotland and Portugal

##### Developed by:

Stirling Enterprise Park (STEP) a member of the Business Enterprise Scotland Partnership, Scotland

Nova Agricultura - Novo Desenvolvimento Rural, Portugal

## 3.1 Mentor Networks



# TELNET PARALLEL PROCESS MODEL

**Development Partnership:** EQUAL ENTERPRISE SCOTLAND  
**Organisation:** The Prince's Scottish Youth Business Trust (PSYBT)  
**Title of Intervention:** Development of Peer Support Network

**Intervention Overview:**

PSYBT support between 500 and 600 young people to start their own business each year. For most this will be the first time they have been in business. For some it may be the first time they have worked. For all it is an exciting if somewhat daunting prospect. The PSYBT model of support helps to guide young people through a due process of investigation, planning and development of their idea through to the presentation of their proposal for business to a panel of volunteers from the local business community. If successful each young person is allocated a mentor who would then provide appropriate guidance and support during the critical early years of the business. This mentoring support programme is well established with over 200 volunteer mentors spread across Scotland. However, not all the young people we support to start a business engage actively in this mentoring programme and, in an effort to improve the level of engagement, PSYBT have been piloting an informal "buddy" programme to complement the more formal and structured mentor support. The buddy programme matches young people who have been previously backed by PSYBT and who have experience of running their own business and the mentoring programme with another young person who is about to start or has recently started their own business.

**Impact:**

Experience and feedback has shown that young people would be very keen to talk to someone of similar age who has experience of setting up and running their own business, particularly someone who operates in a similar sector elsewhere in the country. The pilot programme has been managed centrally with the creation of a database of buddies willing to participate being identified through the mentoring programme. Young people receiving support to start their own business have then been asked if they would like a buddy, and a matching process then takes place.

Early reports indicate:

- The informal nature of the buddy relationship complements the more formal mentoring programme usually delivered by older volunteers.
- Added value in the sharing of ideas and experience across many aspects of business including sales, marketing, financial control, employee relations / recruitment and operations.
- As much what not to do as what to try!
- The opportunity to add to a business network has increased confidence and reduced the feeling of isolation.
- Greater belief in the fact that the challenges faced by a new business owner are not unique and often have already been experienced by others.

**Empowerment:**

<p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>• Better understanding of business reality</li> <li>• Confidence to share concerns and seek help</li> <li>• Fulfilment and satisfaction from helping peers</li> <li>•</li> </ul>	<p><b>Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Empowering others though sharing knowledge and experience</li> <li>• Better communication between businesses</li> </ul>
<p><b>Confidence</b></p> <ul style="list-style-type: none"> <li>• More positive attitudes about the ups / downs and development of business</li> <li>• Confidence to build a network of help, support and guidance</li> <li>• Confidence to confront business issues and develop practical solutions</li> </ul> <p>Sense of belonging leading to increased participation</p>	

**Innovation:**

The PSYBT network is potentially very powerful with a country-wide base of young people who are part of or have been part of an intensive programme of business support. The buddy programme is one initiative in a series that will help to harness the power of this network in furthering the ability of young people to set up and run their own business.

**Transferability:**

PSYBT is delivered country-wide and the buddy programme will benefit from communications technology that can facilitate peer-to-peer support across a wide geographic area. Our conclusion is that the buddy process is one that can be readily mainstreamed provided that there is a significantly large base of willing participants with a good spread of sectors and geographic areas. There also needs to be a central co-ordinator who can manage the database and manage the matching and follow-up process. The programme does not replace formal mentoring support – it merely provides a complementary, informal, peer-to-peer framework.

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# TELNET PARALLEL PROCESS MODEL

**Partner:** GREEN ENTREPRENEURSHIP – Netherlands

**Product Title:** Green Coaching and Intervision Methods

## Product Overview:

Green Entrepreneurship will deliver a comprehensive Set of Training Modules and a Green Entrepreneur Desk. Every student will be paired to a coach. This coach will coach him/her during his education and during his/her assignments. Key are the coaching capabilities of these coaches Therefore a separate effort will be made to develop the Coaching Methods for these coaches. These Coaching Methods will consist of:

1. A coaching methodology and a competence profile of the coach;
2. An assessment method to assess the competence profile of the aspirant coach;
3. Training modules for the aspirant coaches.

Intervision will also be a vital part of the success of the project. Therefore dedicated intervion methods for intervion will be developed and trained. Intervision between:

- Students and students
- Students and teaches
- Students and entrepreneurs/staff
- Teachers and entrepreneur/staff

## Impact:

The impact of the Green Entrepreneur Desk is high. The Desk is the central transfer point were education and business enrich each other. It is also the place were potential new employees (students) meet there future employers.

## Empowerment:

<b>Personal Development</b> Coaches will increase their coaching capabilities. All participants will increase their intervion capabilities.	<b>Confidence</b> Coaches will build there confidence due to the fact that they will execute many coaching hours. All participants will increase their confidence to raise issues, ask questions and give feed-back.
<b>Assertiveness</b> Coaches will enhance their assertiveness in their contacts with their students. All participants will increase their capabilities to express themselves, raise issues, join in to discussions, perform publicly.	<b>Independence</b> Coaches will enhance their coaching abilities. All participants will learn from the intervions and will increase their chances for employability.

## Innovation:

The coaching methods and intervion methods that will be developed are in themselves not innovative. But to apply these methods within the Clusius College and within the regional community of enterprises is highly innovative.

## Transferability:

The coaching and intervion methods could be easily transferred to other Green Colleges or other Colleges who have a strong bond with the local enterprise community. However all products are in the Dutch language.

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# TELNET PARALLEL PROCESS MODEL

**Partner:** GREEN ENTREPRENEURSHIP

**Product Title:** Development of Mentor Network in the region

## Intervention Overview:

One of the goals of Green Entrepreneurship is to help and support young people, staff and entrepreneur to develop their entrepreneurial skills in the agricultural 'green' industry. Therefore Green Entrepreneurship will deliver a comprehensive Set of Training Modules and a Green Entrepreneur Desk. Every participant will be paired to a coach. This coach will coach him/her during his education and during his/her assignments. Next to this coach, the participant can also be paired to a mentor. This mentor is an experienced green entrepreneur from the same region as the participant. Every mentor has, due to his personal history and business experience, expertise on dedicated areas. The coach and participant together formulate the development path of the participant, and when necessary, the coach will tap into the network to find a mentor with the needed expertise for his participant. He then will connect participant and mentor. In order to deliver this mentor, Green Entrepreneurship, will develop a sustainable mentor network regionally embedded the project period. This network is not only important for individual participant but also acts as a interactive communication platform between school and regional green. Through this network the industry can convey their messages to the educational institutes about their needs on expertise. Through this network the educational institutes can probe new ideas on how to develop skills and expertise.

## Impact:

Experience and feedback has shown that participants are very keen to talk to a 'real' entrepreneur who did set up and who did run a business, particularly someone who operates in the region who they can easily contact afterwards. This is consistent with the result of the survey conducted in the TELNET project were (young) entrepreneurs responded that encounters with real entrepreneurs were highly motivating for them. Also, the entrepreneur who acts as a mentor, is glad to help, meets potential new employees or partners, is keen to have a formal contact to the school again which he can utilise. Also, the school is keen to have contacts with a network of entrepreneurs because this enhances their contact with its market and will help to improve its curricula.

## Empowerment:

<b>Personal Development</b> <ul style="list-style-type: none"><li>• Better understanding of business reality</li><li>• Confidence to share concerns and seek help</li><li>• Fulfilment and satisfaction from helping entrepreneurs</li></ul>	<b>Effectiveness</b> <ul style="list-style-type: none"><li>• Empowering others though sharing knowledge and experience</li><li>• Better communication between businesses</li></ul>
<b>Confidence</b> <ul style="list-style-type: none"><li>• More positive attitudes about the ups / downs and development of business</li><li>• Confidence to build a network of help, support and guidance</li><li>• Confidence to confront business issues and develop practical solutions</li><li>• Sense of belonging leading to increased participation</li></ul>	

## Innovation:

The mentor network is potentially very powerful with a regional wide base of motivated entrepreneurs to enhance the quality of the enterprises and to enhance the attractiveness of the green industry. It acts as an interactive communication platform between school and green industry, from which they mutually benefit.

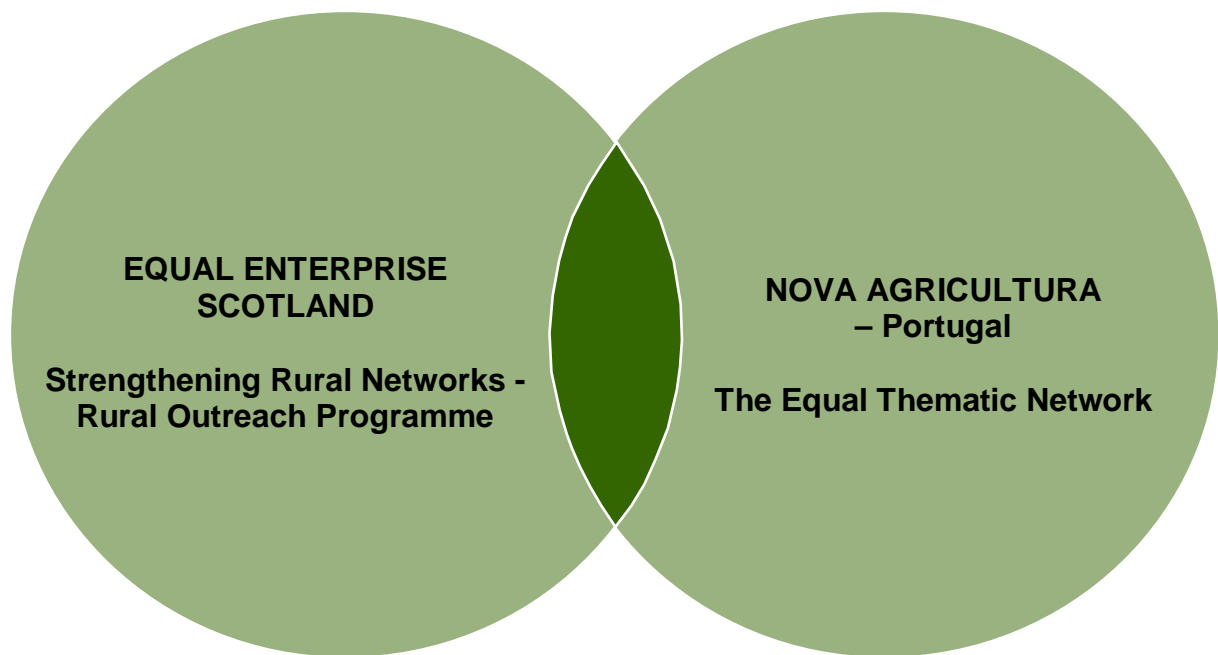
## Transferability:

Our conclusion is that the mentor network is one that can be readily mainstreamed provided that there is a significantly large base of willing regional entrepreneurs to act as mentor with a good spread of expertise. There also needs to be a central co-ordinator who can manage the network and manage the matching and follow-up process between participant and mentor.

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## 3.2 Rural Networks



## TELNET - PARALLEL PROCESS MODEL

**Development Partnership:** EQUAL ENTERPRISE SCOTLAND

**Organisation:** Stirling Enterprise Park (STEP) a member of the Business Enterprise Scotland Partnership

**Title of Intervention:** Strengthening Rural Networks - Rural Outreach Programme

**Intervention Overview:**

STEP identified that, in rural areas, potential start up clients were not engaging with established support networks. Distance could act as a barrier in seeking advice and support for individuals considering self-employment/small business start up. The reach of the support network needed to be extended. STEP have, with the support of Equal, established a regular series of road shows across rural Stirlingshire. In addition to Business Advisers from STEP, the programme involves other partners such as Inland Revenue, Learn Direct, a bank, the Health & Safety Executive and SEERAD representatives. The programme events are held in both larger rural towns as well as some of the smaller Stirlingshire communities.

**Impact:**

Evaluation, experience and feedback indicate a real demand for this additional service. The initial five events attracted 75 participants. In turn this has enabled support to be provided to a number of new start businesses that might not otherwise have benefited. The process has also enabled participants to access a range of further support including IT Support, marketing advice, information on specific rural support programmes, pre start support and business related training. The reach of the support network has now been extended into outlying rural areas. Improved ongoing linkages with rural communities have been established and as a result a range of further business support needs have been identified which STEP are working to meet. The outreach process has helped extend the reach of the support network to rurally based clients. The process has also enabled rurally based start-ups to network with a range of new contacts.

**Empowerment:**

<p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>• Access to information and advice</li> <li>• Better understanding of available support</li> <li>• Development of ongoing relationship between communities and provider</li> </ul>	<p><b>Confidence</b></p> <ul style="list-style-type: none"> <li>• Confidence through increased knowledge</li> <li>• Confidence to raise issues and ask questions</li> </ul>
<p><b>Assertiveness</b></p> <ul style="list-style-type: none"> <li>• Empowering through sharing knowledge</li> <li>• Networking with new contacts</li> </ul>	<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>• Improved access to business support networks</li> <li>• Enhanced ability to take decisions on self employment</li> </ul>

**Innovation:** The rural outreach programme is essentially process-orientated innovation.

**Transferability:** The process is readily transferable.

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# TELNET PARALLEL PROCESS MODEL

**Partner:** NOVA AGRICULTURA - Portugal

**Product Title:** The Equal Thematic Network

**Product Overview:**

The Portuguese Program EQUAL created the "Equal Thematic Networks" (ETN) where all the projects Equal in execution are represented. These ETN have the main mission to execute the mainstreaming, aiming to disseminate the results reached by the national Equal Projects, among the decision makers with political responsibilities, allowing in that way to guide strategies and politics. The work that the elements of the projects develop in the ETN, is guided towards the dissemination of the results, reached through the solutions presented by the Equal products developed and tested. In the context of the ETN work the participation of key-actors, representing public administration and social partners is promoted, particularly in the process of validation of products EQUAL. The ETN consists in sharing and debate spaces between the authors of EQUAL products and other potential incorporated of those products. EQUAL created 11 ETN where thematic work groups gather the 86 Equal projects in execution. The ideology underneath the function of ETN is related to "Communities of Practice", meaning that each one of the ETN has a subject that fits the work and the field of interest of its members; each ETN functions as a community where its members establish a relation of trust and respect, as a base for sharing ideas and is constituted as a reservoir of ideas, practises, tools, information and products, to share between its members. The specific knowledge created and shared in the ETN constitutes the main resource of the ETN for its members and other entities that want to benefit of this to know-how. Project "New Agriculture - New Rural Development" integrates the ETN 7 - "Re-conversion and valuation of traditional know-how", with 6 more EQUAL projects. The functioning methodology agreed includes bimonthly meetings with all the members, meetings "on line" for each work-group and the creation of a platform "on line" <http://7oficios.wikispaces.com/>, for communication and depository of information, among the partners of the ETN7.

**Impact:**

The awaited impact becomes in different levels: personal earning for the participants coming from the exchange of experiences, profits for the projects for the sharing of difficulties and know-how between projects, earnings for the participant entities from the exchange of practical experiences and work with other organizations, added value to construct future interventions through the use of the knowledge produced in the ETN in other contexts, promoting innovation in politics and practices. The ETN have a very important role in the reinforcement of relationships between organizations. On the other hand, the ETN are a privileged space for supporting the construction of each equal member project and, as well for the network validation of the project products. The ETN contribute for the definition of the strategy and dissemination mechanisms, for each one of those products.

**Empowerment:**

<b>Personal Development</b> Enrichment of the skills of each one of the participants of the ETN	<b>Confidence</b> Sharing problems and know-how, in an environment of communities of practice "between equal", strengthens the confidence of the participants concerning to the practices created and tested
<b>Assertiveness</b> The participants of the ETN recognize the practices tested trough its share with the remaining members of the ETN and other actors invited by the group to validate it	<b>Independence</b> The construction of new knowledge and the definition of adequate strategies to disseminate it, in the context of the ETN, makes possible its application in different contexts

**Innovation:**

The specify knowledge created inside each ETN that is constituted as the learning basis for other contexts, constitutes its innovative character.

**Transferability:**

The knowledge produced in the ETN always has for basis a practice tested and shared between its members, always being underlying the dissemination of this knowledge.

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## 4. Individual Partner Process Models:

### Name

### Country

#### 4.1 Policy Impacting

Entrepreneur Scan

**Netherlands**

Successfully impacting on Policy

**Scotland**

FAME – Support Fund for Micro Companies

**Portugal**

Laboratory of Ideas

**Portugal**

Impacting on Policy – Help Desk Experiment

**Czech Republic**

#### 4.2 Engaging Young People

Teaching Modules

**Netherlands**

Engaging Young People in Entrepreneurial Learning

**Scotland**

Engaging Young People in Entrepreneurial Learning

**Czech Republic**

#### 4.3 Selecting Trainers

Selecting Trainers

**Scotland**

#### 4.4 Training trainers

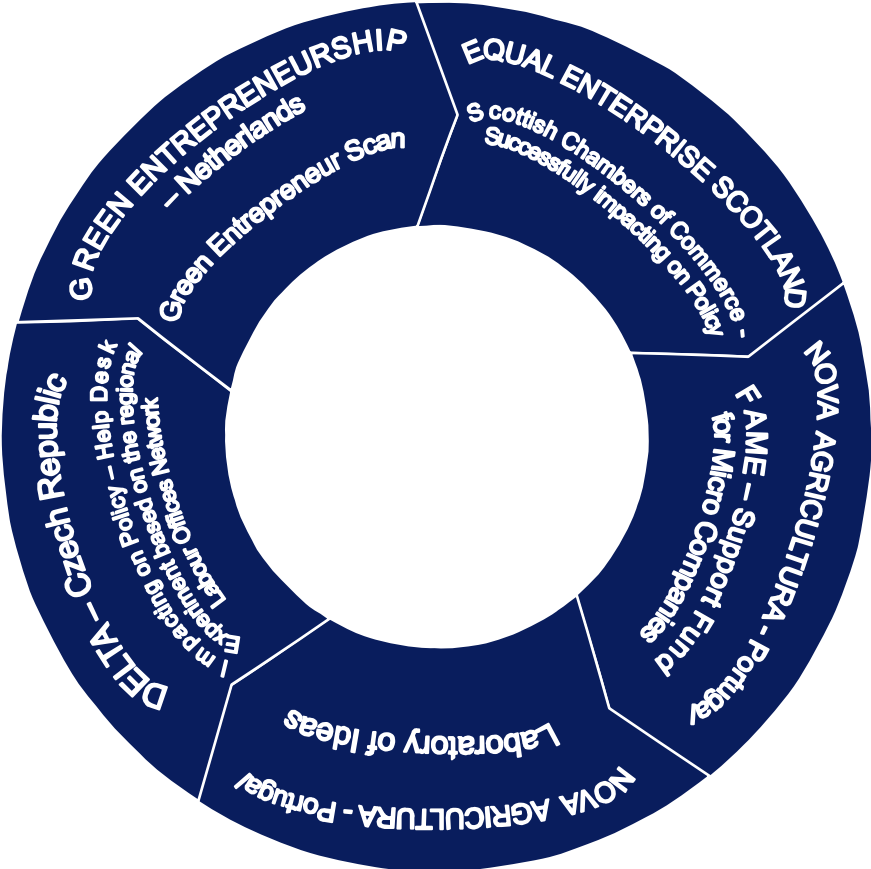
Training Trainers

**Scotland**

Training Trainers – ‘Tutor’ Programme

**Czech Republic**

# 4.1 Policy Impacting



## **PROCESS MODEL**

**Partner:** GREEN ENTREPRENEURSHIP – Netherlands

**Product Title:** Green Entrepreneur Scan

**Product Overview:**

As a first step for future learners to assess their capabilities in the field of entrepreneurship a tool has been developed: Green Entrepreneur scan. This tool had to be easily accessible and had to give a clear overview. Green Entrepreneur scan is a method where entrepreneurs gain insight in their own strong and weak points. After filling out a questionnaire the strong and weak points of the entrepreneur are shown in a diagram. This method addresses both entrepreneurial skills and personal qualities. The scan can be filled out via the website or via a questionnaire

**Impact:**

Green Entrepreneur scan can be used to tailor the individual training/ coaching needs of an entrepreneur. Matching the individual's results to an average, gives a direct insight to the learner

**Empowerment:**

<b>Personal Development</b> Enhances the awareness of the respondents as to their effectivity.	<b>Confidence</b> Brings into focus the strong points and specifies the needs which can be addressed.
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**Innovation:**

Can be used via the web site, immediate visual score.

**Transferability:**

Green Entrepreneur scan is available in Dutch.

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# PROCESS MODEL

**Partner:** EQUAL ENTERPRISE SCOTLAND

**Project Title:** Scottish Chambers of Commerce - Successfully impacting on Policy

**Project Overview:**

Scottish Chambers of Commerce wished to assist Small to Medium Enterprises (SMEs) in engaging in the policy process. Many SMEs were not aware of how they could interact with government policy, the end result of which often had an impact on the climate in which they operate. They were unsure how to effectively respond to consultation exercises undertaken by the Scottish Executive and others regarding issues surrounding business and SMEs in Scotland.

Seminars were held, which encouraged the SMEs to come together to discuss, debate and respond to the policy consultation exercises. This sharing of experience, perspectives and vision led to the SMEs feeling much more effectively engaged in the whole policy process. SMEs felt that their attitudes and thoughts about policy proposals were being actively channelled in a way which ensured their views were being received and considered. For those putting out the consultation paper, they are receiving well considered and ordered feedback, that has been put into context and debated, before a joined up response is given.

**Impact:**

SMEs feel that they are having a tangible impact on the policy context in which they operate and the government decisions that have an effect on their companies.

**Empowerment:**

<b>Personal Development</b> New skills development	<b>Confidence</b> Information being put into context – helps inform SMEs to feel confident about making their views known
<b>Assertiveness</b> Group work and public speaking	<b>Independence</b> Encouragement to develop thinking on the issues which affect SMEs business

**Innovation:**

Previously, responses to consultation had been disparate and tended to be from the same small group of well informed and vocal organisations. The new process, allows all SMEs to have the information they need to inform their views and the vehicle to appropriately feedback.

**Transferability:**

The concept of taking a group of organisations with a common theme and getting them together to debate and agree a cohesive feedback to policy consultation would transfer very well to several organisations and across the sectors.

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# PROCESS MODEL

**Partner:** NOVA AGRICULTURA - Portugal

**Organisation:** ADRAL – Agency of Regional Development for the District of Évora

**Product Title:** FAME – Support Fund for Micro Companies

## Product Overview:

The Support Fund to Micro Companies - FAME - is a fund created specially to support at a financial level the micro companies and to respond to their special needs. This fund was created in 2000 to respond to the regional needs, because in Alentejo we have about 90% of micro companies, which have difficulties to access to other national and regional financial supports. In this framework, ADRAL - Alentejo Regional Development Agency decided to create this fund, specially directed to help micro companies with small investments willing to improve their activity and their productivity and competitiveness. This support fund is structured by municipality, having each one an adapted version adjusted to their needs. The objectives of FAME are to stimulate the micro companies' investment, in order to improve their products and/or services, facilities, equipments, and other necessary modifications and to stir up the investment in development strategic areas like quality, new technologies, environment, security and hygiene. Another objective of FAME is to stimulate the creation of new companies and employment inside Alentejo Region. The beneficiaries of FAME are the existing micro companies and also the entrepreneurs willing to create a new business in one of the involved municipalities.

## Impact:

The results and impacts of FAME - Support Fund to Micro Companies from 2000 to 2006 are mainly:

- The Fund exists presently in 13 municipalities of Alentejo Region;
- This Fund has been recently integrated in the national strategic instruments to support micro companies, which is why it is now enlarged to the whole national territory;
- 196 project application received;
- 128 companies supported;
- About 2 million Euro of investment granted to the supported companies;
- 619 work positions created and maintained in the supported companies

## Empowerment:

<b>Personal Development</b> Promotes development of the supported companies because of the general improvement generated in their businesses, products and services. This will also improve the work conditions for their own employees.	<b>Confidence</b> The target groups will increase their confidence in solving problems, which is a result from the improvement supported by the fund.
<b>Assertiveness</b> With the resource to this fund, the companies can be supported in the improvement in the contacts with their clients.	<b>Independence</b> Increased chances for a more competitive position in the market, since the investments can help them in the increase of their productivity and the quality of their products and services.

## Innovation:

The key innovative features of the good practice lie on the fact that the municipalities have an active role on the process, so they can guide the fund to the most needed areas or sectors, have a deep knowledge of the territory and environment, take part on the evaluation of the projects and finance 20% of the eligible amount with no interest. The different municipalities can also adjust the fund to their capabilities.

## Transferability:

The key components of the initiative are easily transferable

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## PROCESS MODEL

**Partner:** NOVA AGRICULTURA - Portugal

**Organisation:** ADRAL – Agency of Regional Development for the District of Évora

**Product Title:** Laboratory of Ideas

### Product Overview:

This is an innovative project that through entrepreneurship tries to respond to two major lacks in the region. The first one is to increase the regional employment rates and the second is the lack of dynamics of the regional companies. To respond to these two goals, a training course was organized, directed to a group of unemployed people, with both a theoretician and practical component and created entrepreneurship support offices to assist and support these project promoters. The outcome of this initiative is an investment project, in order to create their own company, and simultaneously, to help the development of the region. This project is also directed to the social part, willing to promote the re-entrance of unemployed people in the labour market, namely through the creation of their own job, in the proximity services sector.

### Impact:

The final main of this project will be achieved beyond the project ending, which will be the increase in the rate of new companies' creation and also the self employment creation. The results of this project can be translated like this:

- Establishment of a public-private partnership to implement the project;
- 215 unemployed people contacted;
- 62 unemployed people selected willing to create their own business;
- 32 unemployed people joined the training course;
- 10 new companies were created in result of the whole process.

### Empowerment:

<b>Personal Development</b> The target group will increase their understanding of business creation and management; they will enhance their own problem solving skills and, finally, they will increase their awareness of their own potential.	<b>Confidence</b> The target group, unemployed people, will increase their confidence in their own skills and capacities towards the creation and development of their own companies. They will also believe better they can manage their own businesses.
<b>Assertiveness</b> The target group will enhance their assertiveness in the contacts with their clients. They will increase their capabilities to express themselves.	<b>Independence</b> The target group will enhance their abilities to take decisions, to come to conclusions and to present themselves. They will increase their chances for employability.

### Innovation:

This project was built with innovation since the very beginning, but four main key innovative features can be pointed:

1. Having unemployed people working in the business ideas.
2. The training course was implemented both with alternative theoretician and practical classes.
3. The projects created were for self employment and to develop economically the region at the same time.
4. Encourage and guide the investment, in order to promote the attractiveness and to get people staying and create new companies in the region.

### Transferability:

The transferability of the project is guaranteed through the products created for dissemination and which resulted from the implementation of the project. There were created 5 good practices guides, who can help other people to create and manage their own businesses; these guides are also directed to other organisations and partnerships willing to implement projects and actions with these kinds of target groups, namely the one called "5 steps for the creation of a new company" and the "guide for the implementation of a good partnership".

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## **PROCESS MODEL**

### **Development Partnership: Delta – Czech Republic**

**Title of Intervention:**            **Impacting on Policy – Help Desk Experiment based on the regional Labour Offices Network**

**Intervention Overview:**

System experiment **“Help Desk”** represents instrument of impacting on regional policy on the lowest level. The regional incidence is based on local availability of information and services and good knowledge of environment and it involves bi-directional influence – bottom up (target groups and daily work with people interested in self-employment) and bottom down (structure of Labour Offices and related authorities as the first point, where the clients are looking for help).

System (experiment) is based on „soft“ training of persons interested in starting entrepreneurship and it represents an active communication instrument which helps the target groups to start their own business.

To the policy makers it offers an effective way how to improve the quality of advisory system and to extend range of special services those are provided by the state institutions, in case that this instrument will be integrated into the system as a standard part of the Labour Offices structure.

**Impact:**

Target groups especially from unemployed and graduate young people have opportunity of the “first aid” in case they decided to start their own business. Enhancing the quality of provided services is the main impact on the state support structure that will enable to diversify its activities according to the needs of people from disadvantaged groups.

**Empowerment:**

<b>Personal Development</b> Increase self-motivation of persons interested in entrepreneurship	<b>Confidence</b> Facilitation of the start of entrepreneurship, Minimization of the risk of failure
<b>Assertiveness</b> Improvement of skills to formulate and promote own business idea and to communicate it with authorities	<b>Independence</b> Active creation of own future and finding of reputable position in the society

**Innovation:**

Experiment is applied for the first time in new European country in specific area with deep structural industrial changes (traditional coal and chemical industry) moreover under the conditions of long-term and high-level unemployment.

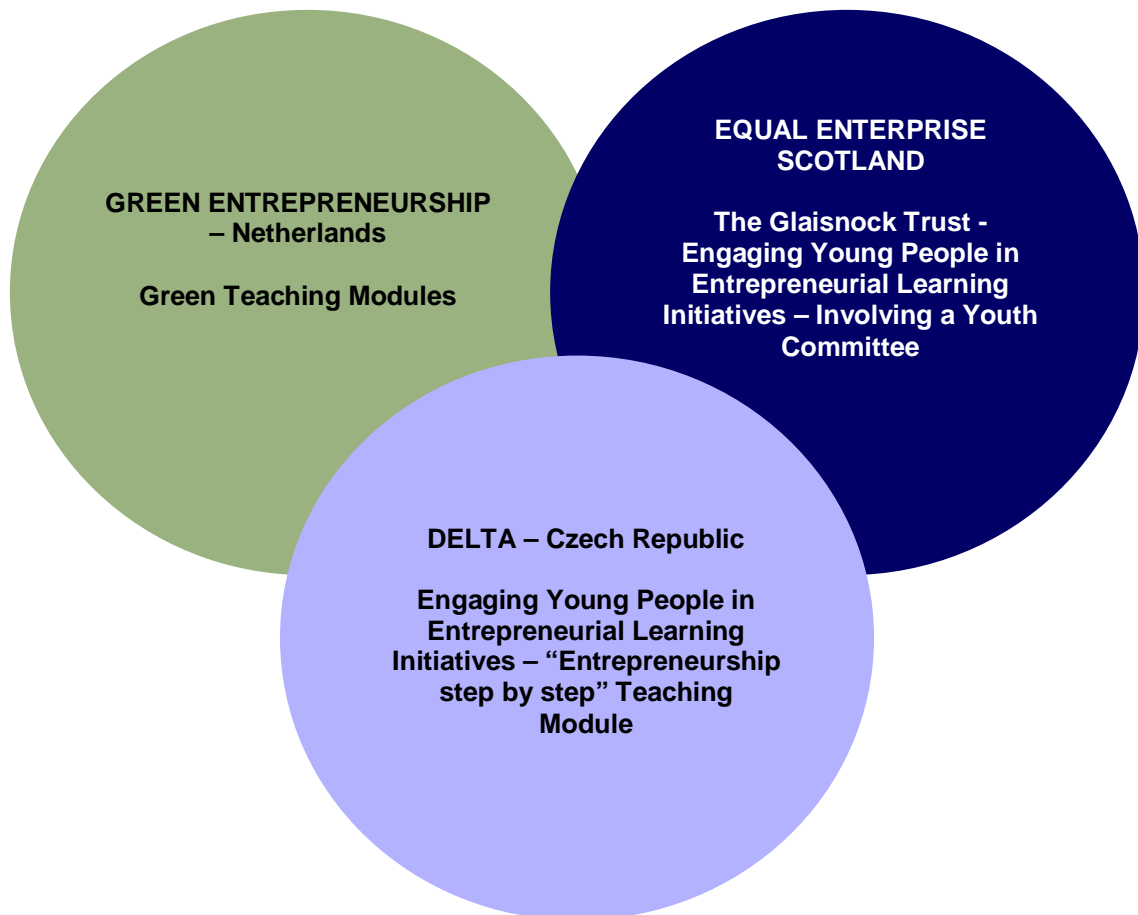
**Transferability:**

Compared and adapted with experience in other European regions, mainly the general principles and lessons learned are transferable under new conditions of broaden Europe.

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## 4.2 Engaging Young People



# PROCESS MODEL

**Partner:** GREEN ENTREPRENEURSHIP - Netherlands

**Product Title:** Green Teaching Modules

**Product Overview:**

Clusius College is adjusting its education to the changes in the agricultural world. Less focus on the “traditional” farmer and, more focus on the development of entrepreneurial skills. The new training in entrepreneurial skills consists of a new type of teaching modules which are based on actual business cases.

The basis is learning while doing, monitored and coached by experienced and trained entrepreneurs and teachers. Actual business cases form the basis of each training module

Focus on:

- Personal skills; self confidence, will - power, creativity, decisiveness etc.
- Management skills; run your business on a daily basis, staff management, etc.
- Entrepreneurial skills: networking, focusing on market developments, innovating

Modules aimed at:

- Students at vocational level
- Graduates, both entrepreneurs and middle management, who want to acquire entrepreneurial skills
- Modules “a la carte” for green entrepreneurs and middle management who want further training.

**Impact:**

The impact is high, as the learners perceive the actual relevance of the teaching modules in their practical experience.

**Empowerment:**

<b>Personal Development</b> Enhances the learners' skills, increases their knowledge of entrepreneurship	<b>Confidence</b> Learners learn to cope with realistic business situations. This will increase their confidence when engaging in actual entrepreneurial activities
<b>Assertiveness</b> The learners will increase their capabilities to express themselves	<b>Independence</b> Through the training the learners will be able to cope without supervision in entrepreneurial situations. This will increase their employability

**Innovation:**

The innovative part of the training is the fact that practice is the basis for theory. Teachers are familiar with entrepreneurial practice.

**Transferability:**

The modules are available in Dutch.

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## PROCESS MODEL

**Partner:** EQUAL ENTERPRISE SCOTLAND

**Project Title:** The Glaisnock Trust - Engaging Young People in Entrepreneurial Learning Initiatives – Involving a Youth Committee

### Project Overview:

Glaisnock House – the Centre for Enterprise and Creativity ([www.glaisnock.co.uk](http://www.glaisnock.co.uk)) - just outside of Cumnock in East Ayrshire, Scotland has been completely refurbished to provide a very comfortable and well resourced venue for effective learning to be facilitated. The Centre boasts a music room, dance room, art room, drama space, offices and meeting rooms, as well as extensive grounds. The Centre curriculum is being developed to meet the needs of young people and other appropriate groups.

A Youth Committee was recruited at the start of the planning stages, before the Centre became operational. This group of 14 young people meet regularly (usually weekly) to discuss the Centre and how it can ensure it meets the needs of young people. The group chose the name G14 and have a website: [www.glaisnock14.info](http://www.glaisnock14.info).

### Impact:

The Youth Committees involvement in the development of the curriculum and the services offered by the Centre has been central to the process. Direct input from a group of young people who have knowledge of the Centre and its possibilities and first hand experience of the target group has been invaluable. The group aim to be very inclusive and adhere to an Equal Opportunities policy. All meetings are minuted.

### Empowerment:

<b>Personal Development</b> Increased confidence Exposure to new opportunities Expanded horizons	<b>Confidence</b> Enhanced belief in self efficacy Feeling heard and valued
<b>Assertiveness</b> Public speaking and debating Group work Opportunities to impact on policy	<b>Independence</b> Study visits Encouragement to explore and develop own personal perceptions

### Innovation:

The involvement of the Youth Committee has been innovative, in that the Committee has been set up prior to the Centre opening operationally. Usually, if there is to be involvement of a Youth Committee this begins once the service has started. This in effect often means that the Youth Committee input is actually just consultation on decisions already made, instead of the opportunity to actually have tangible impact on the policy and operation of the service.

### Transferability:

This model could be successfully transferred to any new service for a specific target group. It is important to remember that any group will need support, especially in the early stages. Groups should be encouraged to meet regularly, debate issues sensitively and to minute their decisions and recommendations appropriately.

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## PROCESS MODEL

**Development Partnership:** Delta – Czech Republic

**Title of Intervention:** Engaging Young People in Entrepreneurial Learning Initiatives – “Entrepreneurship step by step” Teaching Module

### Intervention Overview:

Educational module called “*Entrepreneurship step by step*” is an experimental procedure focused on engagement of young people on secondary school level into entrepreneurial learning initiatives. It starts with comparative analysis of European educational systems, and includes two approaches: engaging young people and preparing the educator. It is one of the ways how to attract young people to entrepreneurship and how to overcome possible barriers, often traditional.

Module is compound of five basic themes: basic forms of entrepreneurship, start-up investment, business case search, business administration, business start-up issues. There are mentioned also various kinds of innovative educational tools (economical exercises, virtual office, practice firm, students’ firm) in relation with certified programmes and best practices (SIMGAME project, European Business Game) related to the field of entrepreneurship.

The module documentation consists also from 2 parts, each addressed to different recipients: The methodical guidelines for teachers describe methodology and available resources for work in this module. The students use their workbooks with various practical examples, situations and problems, sheets of the workbook are removable, so that they can be used separately according to taught topic.

### Impact:

Two groups are targeted by this intervention (module) – young people (graduates of secondary schools) and educators – professionals involved in educational system. Using new methods of entrepreneurial education, the young people are drawn in the self-employment. Module contributes to long-term change in the ways of thinking of young people aimed to creativity, self-reliance and flexibility.

### Empowerment:

<b>Personal Development</b> Wide theoretical knowledge and basic practical skills for start-up of own business	<b>Confidence</b> Passing traditional barriers, new sight of the entrepreneurship, goodwill and trust in possibility to be successful
<b>Assertiveness</b> New Skills based on interactive educational group work and creation of new social relationships	<b>Independence</b> Developed new personal skills well appreciated in society, good orientation in specific conditions of entrepreneurship

### Innovation:

Module is based on the latest educational tools and methods which were developed or adapted for new conditions (environment with lack of entrepreneurial experience) with knowledge gained from comparative analysis of current situation of entrepreneurial learning in European educational systems. Highly interactive and attracting process with new sights of entrepreneurship.

### Transferability:

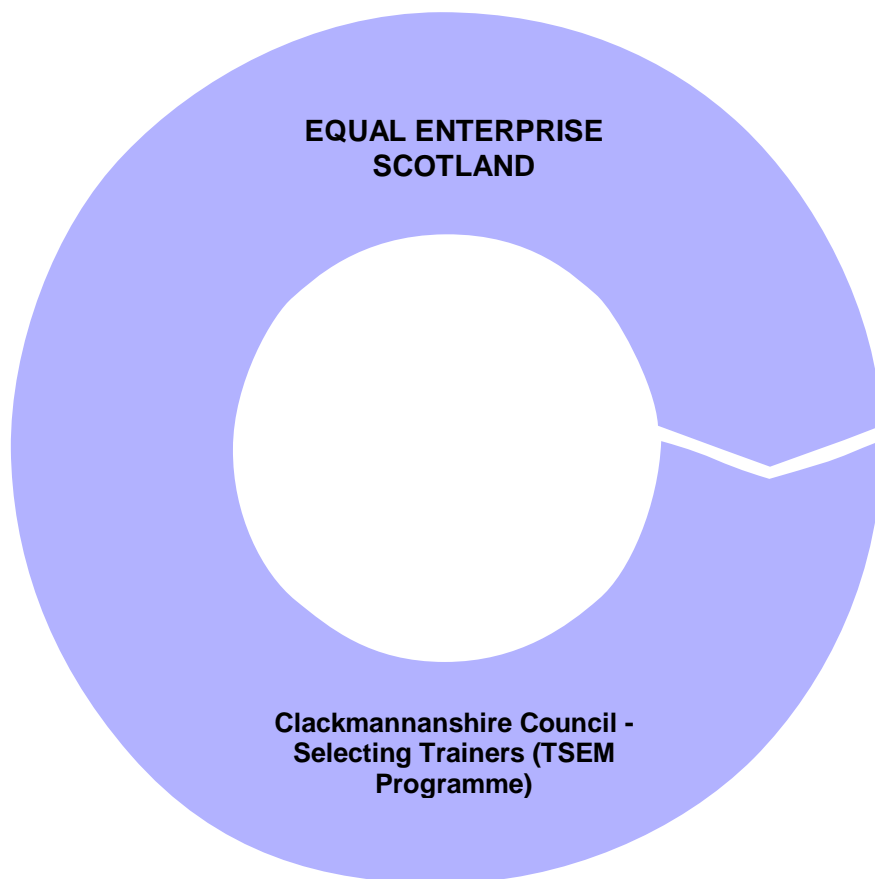
The module is relatively easy transferable in different kinds of educational institutions and locality. Some modifications are needed or possible depending on specific conditions and updates.

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## 4.3 Selecting Trainers



# PROCESS MODEL

**Partner:** EQUAL ENTERPRISE SCOTLAND

**Project Title:** Clackmannanshire Council - Selecting Trainers (TSEM Programme)

**Project Overview:**

The Trainee Social Enterprise Manager Programme involves giving intensive dual support to both prospective Social Enterprise Managers and to the Social Enterprise organisations who will engage them. As part of this process, several 'experts' were engaged to provide the Trainee Social Enterprise Managers with the specialist skills and knowledge that they would require to succeed in their new posts and to develop the organisations they were placed with.

It was important to take into account several factors when engaging these Trainers:

- A good local knowledge – as the Social Enterprises would all be operating in the same Local Authority area.
- A good knowledge of the Social Enterprise Sector, the challenges faced, the ethos of the sector, the policy context within which the sector operates and the opportunities afforded to organisations within the sector.
- A flexible and dynamic approach to training, allowing the Trainee Managers to participate in fun, experiential and effective learning.

**Impact:**

The training provided should allow the Trainee Social Enterprise Managers to feel confident about developing the organisations they are based with. They should have a sound understanding of the policy context within which Social Enterprises operate, even if they have never worked within the sector before. They should feel confident and motivated to try innovative new initiatives, having carried out appropriate background checks and market research. This should result in their own posts being retained and the long term future of the organisations for whom they work to be strong, innovative and sustainable.

**Empowerment (Trainees):**

<b>Personal Development</b> Learning new skills	<b>Confidence</b> Feeling supported to succeed
<b>Assertiveness</b> Having learned effective, assertive techniques and having opportunities to put these into practice	<b>Independence</b> Access to job opportunities and qualifications at Management level

**Innovation:**

The training package itself has been specifically designed to address the needs of the new project. This training programme is in itself innovative and therefore required a specialist set of skills from the trainers involved to provide just the right mix of learning to support the trainee Managers.

**Transferability:**

The concept of designing a specific training, engaging experts in the different fields needed to support the trainees could be transferred successfully into many different programmes.

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## 4.4 Training Trainers



# PROCESS MODEL

**Partner:** EQUAL ENTERPRISE SCOTLAND

**Project Title:** Kilmarnock College - Training Trainers – Critical Skills Programme

## Project Overview:

The Critical Skills Programme is a practical classroom model of learning and teaching that enables students to develop vitally important skills and dispositions (attitudes) through the mainstream curriculum.

The Critical Skills classroom model is based on four educational ideas:

- Collaborative Learning in a community context
- Problem-Based Learning
- Experiential Learning
- Results-Driven Learning

At the heart of the Critical Skills classroom is the experiential learning cycle which:

- engages pupils in collaborative, complex problem-solving activities that link to the real world
- promotes assessment for learning by encouraging pupils to reflect on their learning
- caters effectively for different learning styles and multiple intelligences
- promotes better understanding of subject content by enabling pupils to construct individual meaning from their experiences

## Impact:

The Model has real impact on the day to day facilitation of learning by Teachers. This in turn has real impact on the experience of the student within a learning setting. Students take more responsibility for their own part in the learning process and this identifies itself in students who are more engaged and enjoy the entire learning experience more.

## Empowerment:

<b>Personal Development</b> New perspectives for teachers More involvement in learning for students Enhanced problem-solving skills Reflective assessments encouraged	<b>Confidence</b>  Encouraged to believe in self efficacy More dynamic, interactive learning opportunities
<b>Assertiveness</b> Appropriate challenging encouraged	<b>Independence</b> Student takes more responsibility for their learning

## Innovation:

This programme challenges many preconceptions held by Teachers and Learners, encouraging a more collaborative approach to learning and teaching for both.

## Transferability:

The programme can be transferred through the training programme, into any learning environment. The overall success of the Critical Skills Programme, does rely on those who do the training, having an open attitude themselves to learning and to be prepared to challenge themselves on long held beliefs regarding learning and teaching.

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## PROCESS MODEL

**Development Partnership:** Delta – Czech Republic

**Title of Intervention:** Training Trainers – “TUTOR” Programme

**Intervention Overview:**

In the frame of INNOSTART project, specific method of theoretical support for persons who are involved in entrepreneurial start-up process as tutors, advisers or coaches has been developed. The method is based on comprehensive working document – Compendious manual of advisory programmes and consists of four particular procedures – 1. Evaluation methodology of input entrepreneurial competence, 2. Methodology of access to financial sources for disadvantaged people, 3. Counselling system for disadvantaged people (legislative and social issues), 4. Follow-up care and personal coaching methodology.

This method can serve for training and professional support of e.g. help-desk advisers, leaders of professional courses, personal coaches but also workers in regional and local administrative structures (labour offices, trades licensing offices, etc).

**Impact:**

Direct impact on quality of work with persons interested in start of new business (graduates, unemployed, older persons etc.), help to disadvantaged people. Very useful tool in educational process focused on practice of self-employment and engagement in entrepreneurial initiatives.

**Empowerment:**

<b>Personal Development</b> New dimension of educational process for teachers, tutors and persons involved in preparation for self-employment	<b>Confidence</b> Better understanding of the processes – higher quality of counselling, teaching and answering entrepreneurial issues
<b>Assertiveness</b> Broaden skills to communicate on appropriate level with different groups of self-employment candidates	<b>Independence</b> Concentrated information on professional level enables quick and critical orientation in entrepreneurial issues

**Innovation:**

The method sums up the latest facts, procedures, web and database sources etc. interpreted in accessible form and focused on daily practical use with possibility of flexible modification to different target groups.

**Transferability:**

The method is easy transferable (after the translation also internationally) as the system. Of course, it is necessary to fill it by specific data depending on the region and time.

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## 5. Selecting Trainers Process Mode

The TelNet Partners found that selecting suitable trainers to work specifically with potential or new entrepreneurs required those engaged in the selection process to undertake some research into the background of potential trainers and training organisations. Spending some time in ensuring that you are recruiting the most suitable trainers for this group, paid dividends ultimately, with more satisfied learners which impacted on better business start up and sustainability rates<sup>1</sup>.

When identifying suitable trainers to work with entrepreneurs, the TelNet Partnership would recommend the following:

1. Most entrepreneurs or potential entrepreneurs display attributes such as enquiring minds and high energy levels and therefore enjoy interactive learning experiences, where they can be actively involved in their learning. Try to work with trainers who facilitate learning with a fun and dynamic approach, rather than a didactic, classroom approach.
2. From the results of the “What Makes an Entrepreneur an Entrepreneur?” Analysis Report, the Partners know that many new and budding entrepreneurs, really value having input from currently active entrepreneurs, themselves. Those who are Entrepreneurs themselves lend credibility to the training and real life examples are very useful to learners. Partners from the Clusius College from the Netherlands have worked hard to ensure that they utilise the skills of actual Entrepreneurs in their training programmes.
3. Consider the demographics of the group you are working with and try to locate a trainer who is experienced in working with similar groups.
4. Consider the context of the group – is there a synergy in the type of enterprise or geographical area in which they will set up businesses? If so, try to locate a trainer who has experience and knowledge of the sector or geographical area in which the entrepreneurs will operate.

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<sup>1</sup> A Process Model describing the steps taken by one of the Partners to ensure that they incorporated good practice into their trainer selection process, is included under Individual Process Models.

## 6. Good Practice Identified by TelNet

The Equal Programme has provided excellent opportunities for the four TelNet Partnership countries to come together to share experiences and good practice. Partners initially met to develop the Transnational Co-operation agreement at a fairly strategic level. Following this, as a result of the Meetings, Conferences, Seminars and (in particular) the Study Visits, other members of staff from the four countries had the opportunity to meet to discuss different approaches to operational matters.

This exchange of ideas and experiences, impacted on the developing work of the Partnership. In January 2006 the Partnership began to collect information regarding attitudes to entrepreneurship (in particular young entrepreneurs) from their national networks via a questionnaire specially designed for purposes and work of the TelNet partnership. The returned questionnaires were analysed and a report document prepared to disseminate the results. Partners examined the Analysis Report (this document can be accessed from the Equal-Works site – details at the end of this document) and commented on how the results would impact upon their Equal work.

Each partner could derive valuable input from the survey for their own national projects. For instance:

**Green Entrepreneurship (Netherlands)** - the Dutch will use the outcomes of the survey in their discussion with their training developers. They will suggest to them:

- to include alongside knowledge transfer, sufficient time for coaching, mentoring and peer to peer discussion and review
- to include dedicated modules on how to finance a start up and how to finance the next, developmental phase of a company.

Dutch partner will also discuss with management of the vocational institutions implementing training not only to aim at graduation students, but also the new students when they enter the school at a young age.

**Delta (Czech Republic)** - will use the outputs of the survey in their national project in the following areas:

- Strengthen the gaining of practical experience for business for young people in the form of e.g. providing short-term placements in successful companies. Positive outputs will be spread within

National Thematic Networks and recommended to key policy makers.

- Include lectures of important and successful entrepreneurs in programme “Entrepreneurship step by step” that is being piloted in the Czech Republic

**Equal Enterprise Scotland** – will ensure that all Partners are aware of the findings of the survey, in particular those who work with potential young entrepreneurs. The following will be amalgamated into intervention design, where appropriate:

- More input in training and enterprise events from role model entrepreneurs
- More information made available regarding potential sources of funding, finance and support

In June 2006 the Clusius College from the Netherlands sent a first group of ten students and two teachers to Scotland to take part in Student Business Week (hosted by Careers Scotland - a National organisation operating throughout Scotland, which has the purpose to help the people of Scotland secure the jobs of tomorrow - and Kilmarnock College in Partnership) – a week long enterprise event. The students from the Netherlands and Scotland worked in mixed groups. The organisers were unsure of how well these mixed groups would be able to perform, given the very diverse mix of students from Scotland and the potential language difficulties. Evaluations from the event show that students really valued the opportunity to work with those from other cultures and backgrounds. The issues to be worked through as part of the event were complex. However the students worked hard at making themselves understood and reaching consensus, while taking the views of all into account. A similar event was planned for Scottish teachers and students to join their colleagues and peers at Clusius College in the Netherlands during March 2007. The results of this event will be included in the TelNet Final Report accessible from the Equal-Works website (details at the end of this document).

Several other events, taking place over the lifetime of the Partnership have had an impact. In October 2006, the TelNet Partnership convened in the Czech Republic for Transnational meetings and seminars covering current practice in the four countries regarding government funded support to new entrepreneurs and enterprise in education.

The opportunities afforded for the four countries to come together to compare the different approaches taken to these issues was invaluable. In particular, it became clear that the Czech Republic work above all with



the unemployed to encourage entrepreneurship. Other countries (Scotland in particular through their Business Gateway Model) take a more holistic view in supporting and encouraging entrepreneurship. This approach includes working with anyone who has an interest in starting their own business. In addition, if an employed person becomes self employed, they vacate a position which can then be filled by a new employee, as well as creating a new enterprise for themselves and anyone else they may employ. The impact on the overall economy from these new businesses can be very significant. This concept proved to be very thought provoking for our Partner from the Czech Republic, where entrepreneurial support has been traditionally targeted at only those who are long term unemployed.

The Partnership were also interested in the Determined to Succeed Initiative from Scotland, where to every primary and secondary school pupil is guaranteed at least one enterprise activity every year.

The Partnership would particularly recommend the following as good practice in supporting entrepreneurship:

1. When designing training for potential or new entrepreneurs, **involving actual entrepreneurs giving examples of their experiences (positive and challenging) is extremely helpful.** Such entrepreneurs can act as potential role models. It is important however, that when involving entrepreneurs in this way, they are people to whom the beneficiaries can relate. The delivery of these real life experiences by actual entrepreneurs often act as motivational talks, providing beneficiaries with not only practical knowledge, but also the desire to try going into business for themselves or to further develop a new business.
2. Ensure that beneficiaries for whom the intervention is being designed are encouraged **to be involved in the development process and enabled to provide feedback on the results.** This has to be well facilitated and beneficiaries should be able to see where their comments and suggestions have impacted and be provided with feedback when this has not happened.
3. **Encouraging entrepreneurial mindsets in young people requires a creative approach.** Young people report getting far more benefit from an enterprise event when it requires them to find solutions to complex issues, by being active and creative. They often surprise themselves by coming up with really innovative solutions to challenges. The opportunity to work with others from outside their own environment (after initial nervousness subsides)

is usually a key factor in how much they will report they enjoyed and valued the experience.

4. Taking a holistic approach to the encouragement of enterprise facilitates a **better public understanding of self employment**. Creating a culture of enterprise encourages more people to consider self employment and going into business for themselves. Recognising success and communicating success stories is an important part of the process. In those countries where this is practised, over the past ten years, the public and media attitude towards enterprise and entrepreneurs has much improved.
5. **Support, particularly for young entrepreneurs, ideally encompasses information, advice and funding**. Young people often suffer from lack of experience and therefore credibility, which can impact on their ability to attract start up or development funding for their enterprise. The Prince's Scottish Youth Business Trust (PSYBT – further information from: [www.psybt.org.uk](http://www.psybt.org.uk)) model is a particularly good example of a process which encompasses all three of these necessary elements.
6. In order to promote growth and sustainability within new enterprises, **support should be offered not just at the start up stage, but for a significant period afterwards**. Entrepreneurs report that this on-going support during the first months (or years) of the new enterprise is invaluable. PSYBT provide their young people who have successfully set up their businesses, with up to two years aftercare support. This additional support is highly valued by their client group. PSYBT has been very successful in engaging existing experienced business people to act as aftercare advisers, who provide their services on a voluntary basis. This approach enables aftercare to be provided on a very cost effective basis. Another possibility is to attract the professionals through Chambers of Commerce or similar organisations according to national conditions.
7. When providing **support to those who may not traditionally approach business support services, specific, innovative approaches are required**. Generally, more intensive interventions are necessary. For those from very rural areas, the services provided may have to be designed quite differently to providing the

same support to those with a disability, for example. Innovative approaches are also needed to tackle issues faced by former coal mining areas for example, where the coal industry has been one of the biggest employers and due to restructualisation unemployment increases. Creativity and empathy are necessary when designing interventions and several areas should be considered:

- Geographical accessibility
- Physical accessibility
- Service provision times
- Suitability of literature and support documentation
- Attitude and knowledge regarding specialist issues of the service provider
- Access to small grants and loans
- Traditional mental or cultural barriers

#### Recommendations:

The Partnership would particularly recommend the following as good practice in Transnational working

- Ensure that exchange of ideas, experience and good practice can be engaged in at both a strategic and an operational level, to maximise impact both at policy and practice levels.
- In addition to the regular transnational meetings, conferences and seminars, Partnerships should recognise the value of additional Study Visits which allow two partners to meet in one of the participating countries usually for a longer period than the scheduled meetings. This allows Partners to really take the time needed to “drill beneath the surface” of the information presented at conferences etc. This more concentrated form of collaboration leads to actual parallel and joint development of outputs, rather than information sharing only.
- A **concise resource directory** is a useful tool for Partnerships. This should not be a vast quantity of documents from the participating countries, but rather a carefully considered list of the best examples of resources utilised by each country to develop the practice (in this case, supporting entrepreneurship) being taken forward. The list should provide the resource name, a very brief description and a website address or other appropriate contact to obtain further information.

- Those who start their own enterprise benefit greatly from an initial protected period i.e. to have opportunities to develop their business under „comfortable“ conditions (no or low taxes and payments to the state, free advisory services, inexpensive loans, support of some business activity – marketing studies, education).
- The introduction of enterprise early into the educational curriculum - specialised educational programmes focused on entrepreneurial skills and knowledge as well as the motivation and mindset – to include entrepreneurial educational modules into curriculum etc., is central to promoting a positive entrepreneurial climate.
- Positive culture change – the perception of small enterprises as useful, beneficial and positive activity leading to independence and economic and social improvement for entrepreneurs and their wider communities should be encouraged.
- In some cultures the role and contribution of the SME is seen as of less importance than that of big investors. Positive messages about the positive social and economic benefit of a vibrant SME community should be encouraged.
- The importance of concentrated, quality support to establish and grow new enterprises cannot be underestimated.

## 7. Conclusion

In conclusion, we feel that the work of the TelNet Transnational Partnership has greatly enhanced the national work of the four individual Development Partnerships from Portugal, Scotland, Czech Republic and the Netherlands. The opportunity to hear about and see innovative practice and approaches to similar challenges from across the Partnership has had very positive impact on the national initiatives being taken forward.

In addition, to share experiences of challenges that arise and even hear about solutions applied which failed to impact, has been a valuable learning experience for all the Partners, allowing them to avoid expensive and time consuming routes which do not impact positively.

Although all four countries operate within different cultural, social, historical and political environments, much of the good practice undertaken by the Partnership was easily transferable and thus we hope that some of the examples of good practice highlighted and initiatives showcased through the Process Models, will be incorporated into the working practices of readers of this document.

We sincerely hope that you found this document to be interesting and accessible and would invite you to contact any of the people involved in taking forward these initiatives to discuss your interest further.

## 8. Contact Details – Lead Partners

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Further information on the Individual Partnership organisations can be accessed from:

- Nova Agricultura – [www.nova-agricultura.org](http://www.nova-agricultura.org)
- Delta – [www.iks-delta.cz](http://www.iks-delta.cz)
- Equal Enterprise Scotland – [www.equalenterprisescotland.org](http://www.equalenterprisescotland.org)
- Green Entrepreneurship – [www.clusius.nl/pages/Internationalisering.asp?id=62](http://www.clusius.nl/pages/Internationalisering.asp?id=62)

Access to this and other Transnational, parallel and jointly developed TelNet outputs can be obtained from the following website:

[www.equal-works.com](http://www.equal-works.com)

**End of Framework Document.  
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