



# TOWARDS EXCELLENCE IN ENTREPRENEURSHIP AND ENTERPRISE SKILLS

## EUROPEN-PEN INTERNATIONAL

**has been selected as an internationally recognised good practice  
in training for youth entrepreneurship for its  
training programme:**

## PRACTICE ENTERPRISE CONCEPT

A handwritten signature in blue ink, appearing to read 'Anthony Gribben', positioned above the printed name.

Anthony Gribben  
Turin, 14 March 2016  
European Training Foundation





# GOOD PRACTICE IN ENTREPRENEURIAL LEARNING AND ENTERPRISE SKILLS



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# Background

This compendium of good training practices follows an open call to training providers in the European Union and partner countries in 2015. The call specifically focused on training in three areas: a) training for youth entrepreneurship, b) training for women’s entrepreneurship and c) training for the internationalisation of SMEs. All three areas are priority concerns within the Small Business Act for Europe and the EU’s ‘2020’ growth and jobs strategy

## Why focus on good practice in training?

The purpose of ETF interest in good practice in training is two-fold. Firstly, through identifying and sharing good practice in training, the training community can benefit from knowledge and expertise of fellow training providers. This generates innovation and efficiency in the training drive.

Secondly, creating scale and ultimately impact from good practice requires that policymakers are better informed of what training works well, under which conditions, and at what cost.

To this end, ETF’s good practice developments are designed to support improvements to training policy and how policy it is implemented.

## The ETF good practice score card

But who determines what is good practice? In its work with transition and middle-income economies, as well as the EU Member States, ETF’s experience is that good practice is for the most part subjectively defined by training providers i.e training provider profile or market their own work as good or best practice. Training is rarely subject to evaluation which would allow for determining the real value in the training, its strengths and weaknesses and ultimately what how could the training be improved.

To meet this challenge, between 2012 and 2014, the ETF worked with a range of training providers from the European Union’s 28 member countries and ETF’s 29 partner countries. The outcome was the ETF good practice score card. This comprises a set of criteria and an assessment framework to help training providers objectively determine the strengths and weaknesses of their training.



An important feature of the ETF good practice scorecard and assessment framework is that training provision is critically reviewed by other training professionals working in the same field. For example, experienced trainers in youth entrepreneurship critically review the training provided by fellow trainers of youth entrepreneurship. The peer review involves an in-depth scrutiny of the training practice. It identifies the strengths and weaknesses as well as the opportunities for the training provider to improve the training programme. The real value is that the peer review is undertaken by training providers with expertise and know-how in the same field. Equally, the peer reviewer has the opportunity to learn at first hand from the experience, know-how and innovation within the training programme under review.

## Training programmes are peer reviewed against 5 good practice criteria:

★ training needs analysis;

★ design of training programme;

★ training environment;

★ monitoring, evaluation and improvement;

★ marketing and dissemination.

Each criterion comprises more specific requirements to be met within a training programme. The training provider shares evidence to demonstrate that the requirements are met. Each requirement is assigned a numeric value or score depending on how demanding it is and its level of complexity.

Taken together, the scores across the criteria allow the peer reviewers to arrive at an overall scoring for the training programme. The result determines whether the training programme is confirmed as good practice.



### The ETF good practice platform

The ETF shares details of good practice in training through an on-line platform. Visitors to the platform are able to search for and read summaries of the good practice. They can additionally provide comments as well as connect directly with the training provider for more detail. This area also allows visitors to catch up with latest news

The platform also includes a dedicated area for policymakers to network and share questions and experience on the manifold aspects of training policy. Further, the platform also allows policymakers to put questions to ETF particularly on the potential of the good practices for the domestic policy environment.

### Good Practice-Policy Forum: a new conversation between the training community and policymakers

The ETF good practice drive also comprises an annual forum where good practice training providers and policymakers are coming together. The purpose of the forum which follows each good practice call is to build up examples of how good practice in training helps shape policy; and how policy in turn helps create scale from individual good practices.

## The first Good Practice-Policy Forum will be held in Turin, 14-15 March 2016.

It comprises:

- ★ 10 training providers whose work was determined as good practice following the 2015 good practice call
- ★ policymakers nominated associated with the 2015 good practice
- ★ 3 training providers (and associated policy makers) whose training practice did not meet the ETF good practice criteria but whose work was training programme was assessed as promising with good potential.
- ★ ETF staff and independent experts.





# TRAINING FOR INTERNATIONALISATION OF SMEs



# Training for Internationalisation of SMEs:

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# Good Practice in Training for internationalisation of SMEs

## International Growth Programme

Enterprise Lithuania and Giraffe Consulting (UK)

## Background

While low oil prices and trade restrictions on Russia have left their mark on Lithuania's export performance, policymakers are upbeat about continued growth in domestic demand as well as trade improvements, particularly with EU countries.<sup>i</sup> Hard hit by the financial crisis which saw GDP contract by 15% in 2009, Lithuania's economy has rebounded and is one of the fastest growing in the EU. Growth projections are 2.9% for 2016 rising to 3.6% by 2020.<sup>ii</sup> At 9.7%, jobless figures have considerably improved since the height of the financial crisis when unemployment peaked at 18%. The country's vision for 2030 includes a dynamic and highly-skilled talent pool to support the country in the global economy.<sup>iii</sup>

Business performance is pivotal to national growth and employment- the centre piece of EU's '2020' development strategy.<sup>iv</sup> Businesses with an international profile (e.g. importing or exporting) tend to be more innovative and productive with greater growth and job creation potential.<sup>v</sup> In its bid to boost the export potential of SMEs, Enterprise Lithuania established the International Growth Programme to train SMEs with high-growth potential to trade in European and world markets. Training is important in getting businesses to trade internationally. The ETF supports its partner countries in improving SME training which is a core feature of the EU's Small Business Act for Europe.<sup>vi</sup> Sharing good practice in training helps policymakers and training providers bring value to the training market and wider economy.

<sup>i</sup> Central Bank of the Republic of Lithuania (2015). Lithuanian Economic Review. December 2015 <http://bit.ly/1PCRYGK>

<sup>ii</sup> International Monetary Fund (2015). World Economic Outlook: Adjusting to Lower Commodity Prices. Washington (October). <http://bit.ly/1OerBmr>

<sup>iii</sup> Kubilius, A. (2015). Lithuania 2030: cycling into the future. LSE European Institute – APCO Worldwide Perspectives on Europe Series. <http://bit.ly/1XxZtC2>

<sup>iv</sup> European Commission (2010). Europe 2020. A strategy for smart, sustainable and inclusive growth. Communication from the European Commission. Brussels 3.3.2010. <http://bit.ly/KMnOnV>

<sup>v</sup> See, European Commission (2010). Internationalisation of European SMEs. Final Report. Directorate General for Enterprise and Industry. Entrepreneurship Unit. Brussels, 2010. <http://bit.ly/1KWOrOa> and Blackburn, R. (2012). Export to Expand: the key to small business growth in the UK. Small Business Research Centre, Kingston University. <http://bit.ly/1R6v1wf>

<sup>vi</sup> European Commission (2008). Think Small First: a Small Business Act for Europe. Brussels, 25.6.2008 COM(2008) 394 Final. <http://bit.ly/1jUoKsb>



## The training programme

### Objective

The objective of the training programme is to reinforce Lithuania's export growth through strengthening the capacity of SMEs to identify, enter and develop business in European and international markets.

### Target groups

The training programme focuses on SMEs or micro enterprises that can demonstrate the experience, resources, suitability of product/services and commitment to export. Participants in the training can be businesses with some export experience or those keen to export.

The training programme is also open to staff from Lithuania's SME agency (Enterprise Lithuania) and recent university graduates following a wider management programme led by Enterprise Lithuania.

### How were the training needs assessed?

Firstly, research undertaken by Enterprise Lithuania underlines how SMEs and trade missions are not prepared for international trade. Secondly, on-line questionnaires submitted by individual companies identify level of interest, knowledge and skills for exporting. Next, interviews with prospective participants further defines the training needs set against the sector, company size and market interests. Finally, during the delivery of the training modules, as well as through individual coaching on a trade mission, support to participants is further customised to the specific needs of their businesses.



### The training design

The training programme in Lithuania lasts 10 days. It consists of five modules covering all aspects of the SME exporting and international sales.

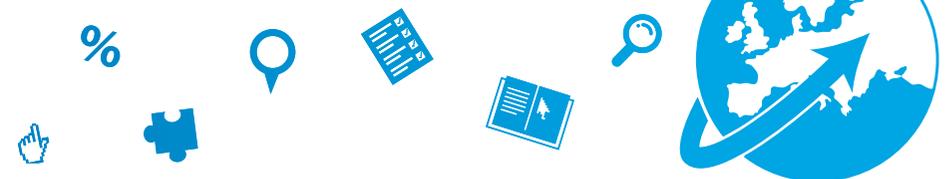
The programme provides training for SMEs preparing for, and doing business, in international markets.

### After following the training, participants are able to:

- ★ articulate their firm's business model and value proposition in export markets;
- ★ use international market research to screen and select international markets and business partners;
- ★ apply frameworks to inform the decision on optimal method of market entry and development;
- ★ identify preferred options for the firm's pricing strategy and for getting paid;
- ★ compile and present a realistic budgeted plan for business development in international markets;
- ★ communicate confidently with international customers and / or business partners.

### The programme comprises the following learning methods and tools:

- ★ case studies, including video media;



- ★ guest speakers for specific modules;
- ★ practical exercises to track understanding and skills in each module as well as peer learning exchanges;
- ★ learning-by-doing through international trade missions with coaching support.

Each participating company develops its own individual Export Growth and Development Plan. This is drafted and improved across the timeframe of the five modules at the company's headquarters. This ensures that important intelligence and knowledge from the wider company is used to shape the plan.

All training participants share the final drafts of their Export Growth and Development Plans during training sessions for know-how exchange.

The ten companies with the strongest Export Growth and Development Plans are selected to take part in an organised trade mission to their chosen market. This includes meetings with potential customers and/or business partners. At the start of the trade mission, the companies receive further training covering more advanced topics on internationalisation and sales. This includes direct coaching to company representatives in the sales process with export customers, and sales role-play in a 'real life' context.

### Training Environment

All trainers are experts in international trade with over 20 years' first-hand experience of doing business in international markets. Training is delivered at hotels in Vilnius with good audio-visual and internet facilities which are used

in the modules and exercises. All learning materials are made available in hard copy and electronic format.

### Monitoring, evaluation and impact

All SMEs that participate in the training programme are tracked by Enterprise Lithuania for five years for both quantitative and qualitative improvements in business performance. Improved performance of companies that have followed the training include 10.7% increase in foreign sales at one company; and a 46% increase in employment at another firm over 3 years following its participation in the International Growth Programme.

### Implications for policy and practice

The success of the International Growth Programme has prompted Enterprise Lithuania to extend its training activities in two areas as part of its wider 'Export Academy'. Firstly, it has established a 'leadership academy' that includes owners and CEOs of companies that have followed the International Growth Programme. The objective is to reinforce the capacity of Lithuania's exporting companies and build a 'strong community' of high-performing, enterprise role models. Secondly, keen to build a next generation of young people to be hired into SMEs with export potential, Enterprise Lithuania has established the 'Wings' training programme. This allows young graduates from technical, business and arts faculties to learn key aspects of export management through in-company work placements. Wings trainees may also follow the modules of the International Growth Programme.





## What makes the training programme stand out?

Key learning points for training providers and policymakers from this good practice are:

- ★ **mixed pedagogic paradigm:** the programme involves a mix of learning methods including classic instruction, individual and group exercises, one-to-one coaching and learning by doing;
- ★ **learning extension:** the success of the SME export training has generated further opportunities in training through leadership training for company owners and apprenticeship options for young graduates to develop export skills;
- ★ **training meets national policy priorities:** training provision specifically responds to the Lithuanian government's objective of putting learning at the centre of its efforts to build a dynamic economy to meet global competition.

### Budget

The average cost per company is roughly €5,500 with companies paying 1,000 of this sum. Companies also pay the costs of travel, accommodation and subsistence for the trade mission.

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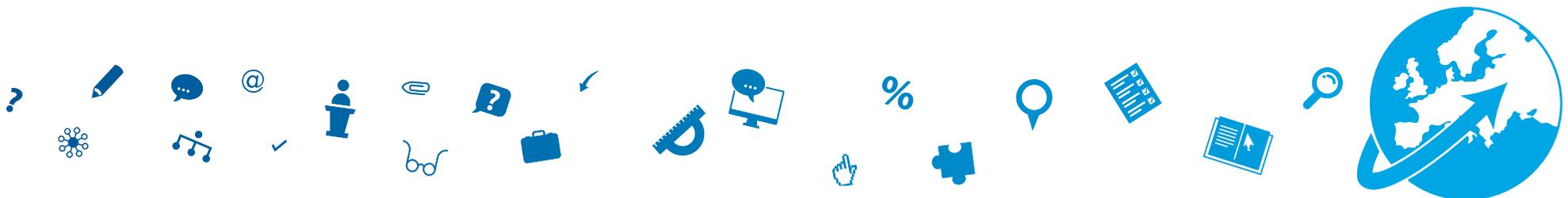
# Good Practice in Training for internationalisation of SMEs

## The Professional Business Advisor

Optimum Results Ltd. Dundalk, Ireland.

## Background

Evidence from SMEs in the European Union underlines a direct link between a business's international activities (e.g. importing, exporting or inter-business cooperation) and company performance. And high performing businesses generate growth and jobs – the cornerstone of the EU's '2020' development strategy. Companies engaging in international cooperation generate innovation and market opportunities by sourcing knowledge and know-how and maximising value through networks. Training is an important factor in getting small businesses to move to the next level – from trading locally in the domestic market to trading internationally. Building capacity of business support organisations to deliver training and advisory services to SMEs that intend to widen market reach beyond national borders is an important factor in the SME-support eco-system. Optimum Results provides training and advisory services for SME growth and internationalisation in Europe and the Middle East. The 'Professional Business Advisor' training programme helps SME support organisations to support businesses with a diagnostic of business performance, develop management skills and build international trade potential.



## The training programme

### Target group

This programme focuses on building the skills of public and private sector officials working with SME managers who want to grow and internationalise their businesses. While the final beneficiaries from the training programme are frontline staff of business development agencies, the 'Professional Business Advisor' training focuses on private sector business advisers from national agencies responsible for SME development, export promotion and international trade.

### Objective

The objective of the training programme is to equip business advisors with the necessary competencies to support SMEs in business growth and internationalisation.

### How are the training needs assessed?

Training needs are assessed through facilitated discussions with the managers of business development agencies which provide training and advisory services to SMEs. Tools used to gather intelligence to shape the training programme include detailed questionnaires and interviews with participants on the programme. Optimum Results experts use the intelligence to customise the Professional Business Advisor training to the specific interests and circumstances of client agencies.

### The training design

Training services are spread across two calendar years. The first year of

training is dedicated to building analytical, advisory and facilitation skills which experts from business development agencies require to support managers and key staff within SMEs. The second year focuses particularly on knowledge building in areas where the participants have specific gaps e.g. trade barriers or export market intelligence.

The training consists of a combination of workshop training sessions, fieldwork, online mentoring and work-based assignments. Participants use a personalised workbook as a repository for all programme details, exercises, assignments. It also acts as a personal development tool. All training materials and the workbook are available both in hardcopy and electronically.

The scale, duration and format of the programme can vary depending on the budgets and requirements of the business development agency. Each year typically includes 15 days of classroom training and programme related assignments (approx. 180 hours per year). Some programmes also include on-line training provided by Optimum Results which reduces costs.

A further option for business development agencies includes a full-week's study visit to Ireland, visiting business development agencies administering similar training. Access to real case studies where business development agencies are supporting SMEs provides good learning value.

### What the training addressed

The programme addresses the following topics:

- ★ Facilitating SME owner managers to create the right business structure and the foundations for sustainable growth and development;



- ★ The development of export sales of goods and services in carefully chosen markets with selected customers;
- ★ Optimising assistance available through business development agencies, including access to grants, office space, overseas staff, expert advice, research facilities, links with embassies, trade missions and trade shows;.
- ★ Understanding basics of different market cultures, tariffs and laws, systems, practices, habits, behavioral styles and practices.
- ★ Country and market research, targeted client research and finding and managing agents.
- ★ Business communication including internet, social media, e-marketing and e-commerce.
- ★ Legal matters including licences, permits, trade barriers, tariffs and embargos, export documentation and shipping agents.

The principal learning outcomes are:

- ★ Facilitation skills to optimise SME business potential in an international context
- ★ Analysis and advising techniques in readiness to move forward with export developments
- ★ Understanding SME internationalisation in both domestic and export

markets

- ★ Understanding culture, customs and practices for select export markets
- ★ New skills in market and prospective customer research
- ★ Marketing and e-marketing skills
- ★ Communications skills

The learning methods employed are:

- ★ Tutor-directed training workshops using real-life business case studies, and knowledge exchange between participants
- ★ Online mentoring
- ★ Individual programme workbooks
- ★ Case studies and assignments related to the participants existing responsibilities
- ★ Company-specific problems addressed through group work

The training environment

Optimum Results trainers are experienced SME managers and are qualified in business management, SME business advisory services, mentoring and coaching. Importantly, within an export environment, all trainers have experience working and/or training in different markets and cultures..



Optimum Results has 22 full-time staff supplemented by 18 associate trainers, experienced in particular markets and industries.

Training space is usually provided by the client (business development agency). Optimum Results specify the minimum requirement expected in terms of classroom facilities, resources, equipment, catering etc. Outside the classroom, participants must have access to computer and internet.

At the outset of the programme, Optimum Results clearly specifies policy regarding absence from the programme, interruptions, and requirements to complete exercises.

### Monitoring, evaluation and impact

Key learning outputs are collected and registered in participants' personalised programme workbook. Each day's training concludes with a participant evaluation sheet.

This monitoring allows for refinement, improvements, updating and adaptation to different market environments and client needs. In turn, this is fed back to the 'client' business development agency.

### Implications for policy and practice

Through its Professional Business Advisor service, Optimum Results works with the Irish government's external aid services to promote business development in developing and transition economies. This is an important contribution to Ireland's development aid policy. Secondly, all training is provided within each country's policy framework for economic development and international trade. Returning clients underscore the commitment and value of the Professional Business Advisor programme to the countries' business development agenda.



## What makes the training programme stand out?

Key learning points for training providers and policymakers from this good practice are:

- ★ **One-to-one training needs analysis:** in addition to wider intelligence, individualised training needs requirements of participating business advisors ensure a close fit between training interests and training provision which is factored in to the programme design;
- ★ **Flexibility:** the programme allows for a range of training options available to the client as a function of training interests, budget and time;
- ★ **Training of trainers:** the Professional Business Advisor 'train-the-trainer' model allows for scale in services through to the SME community.

### Budget

The cost of delivery of the training programme varies according to the design, location and duration agreed with individual business development agencies. Typically, nine days of workshop training delivered in three blocks of three days, with mentoring for a group of 20 participants costs approximately €40,000. This figure is inclusive of all materials, but exclusive of venue, refreshments and study visit costs.



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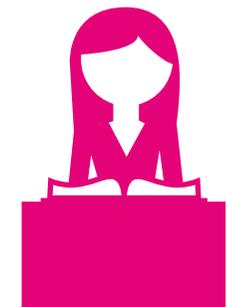


# TRAINING FOR WOMEN'S ENTREPRENEURSHIP



## Training for women's entrepreneurship:

1. Advancing Economic Empowerment of Survivors of Gender-Based Violence - *Gegharkunik Chamber of Commerce and Industry, Armenia* 19
2. Female High Fliers Programme - *DCU Ryan Academy, Dublin, Ireland* 23
3. Vocational Entrepreneurship Program - *Business Development Center, Jordan* 27



# Good Practice in Training for Women's Entrepreneurship

## Advancing Economic Empowerment of Survivors of Gender-Based Violence

Gegharkunik Chamber of Commerce and Industry, Armenia

### Background

Gender-based domestic violence in Armenia is rooted in the social norms that perpetuate the subordination of women. While Armenian women are generally highly educated, some of them do not have the skills, confidence, resources and support to leave their homes, and they have limited autonomy in making decisions independent of their spouses and families. These factors restrict their economic opportunities (e.g. for decent work or own income-generating activities).

The programme which was run as a pilot initiative was a joint initiative by the Near East Foundation and the Chamber of Commerce and Industry of Gegharkunik as a response to the need of economic empowerment of women whose wellbeing, and often survival, depends on the ability to escape violent environments. The training programme was designed to create these opportunities through training, small grants, job placement, and follow-on support and networking. It was implemented over a one-year period (2014). The programme will be brought forward for further developments from 2016 onwards.



## The training programme

### Objective

The objective of this programme was to strengthen micro-enterprise skills of survivors of gender-based violence and facilitate their access to other forms of training and support including access to finance. Thus, the training sought to enable women to earn their own income, either through the development of their own businesses, or through securing employment.

### Target group

Women-survivors of gender-based violence were the primary target group of the training. The women who participated in the training were identified through four civil society organisations, part of the Women's Support Centres' network in Armenia.

### How were the training needs assessed?

Women's Support Centres in Armenia undertake the training needs assessment. Two questionnaires were used for this purpose. The first questionnaire focused on entrepreneurship training needs. A second addressed additional training needs, including vocational training. After completing the questionnaires, all participants were interviewed. The outcomes of the questionnaires and the interviews allowed for selection onto the training programme. An orientation seminar was conducted to fine-tune the training needs assessment applying a 'matrix of expectations' tool which captured the interests and expected achievements of the women.



## The training design

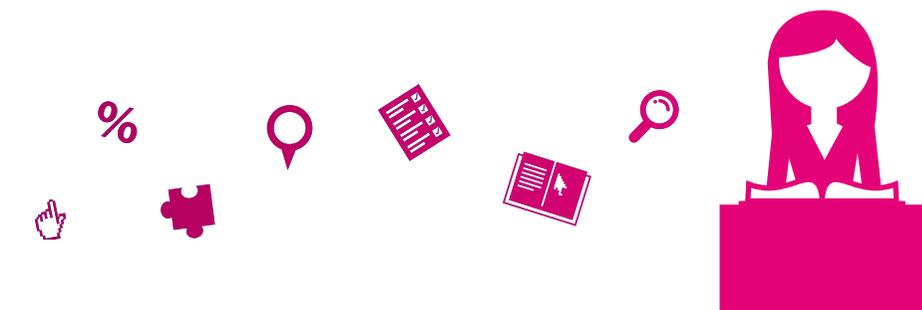
The training design was based on the Competency-based Economies, Formation of Enterprise (CEFE) training programme. The CEFE methodology uses experiential learning to develop and enhance business management and personal competencies of entrepreneurs.

Given the two-fold objective, the training programme comprised two components. The first addressed business development and built on the Chamber's SME support services. Key features of the business development component included: (a) regional economic assessments to identify viable micro-business opportunities for women under the training programme, (b) providing specialised training tailored to market requirements, (c) supporting women's business and micro-franchise development, and (d) expanding women's access to microfinance. The second component focused on employment support through the development of participants' job-readiness skills. This part of the programme involved close cooperation between the Chamber and its members as potential employers.

After the needs assessment the trainers (the Chamber has six internationally certified trainers) designed the gender-sensitive training modules.

The training programme was divided into the following components:

1. Identification of possible areas for micro-enterprise development by women-survivors of gender-based violence;
2. Increasing micro-enterprise skills of women through a two-week



training module on enterprise development. A coach worked with each participant to develop a business plan. Initial training and follow-on workshops involved 15 full days of training and coaching over 1-3 months. A value chain risk analysis and findings from the market assessments guided the development of business plans;

3. **Training** to upgrade the vocational skills of participants;
4. **Mini-grants scheme** allowing the participants to further their vocational skills;
5. **Increasing access to finance** for participants.

#### What the training addressed

The business development training addressed management, planning, marketing and finance, human resources of enterprises.

#### The training environment

The training environment comprised safe and stimulating spaces which best suited the needs of women and provided privacy and confidentiality.

The training environment was also an important asset in helping women to build a collective voice, share experience in accessing social and economic resources, develop self-confidence and experience in decision-making.

#### Monitoring, evaluation and impact

The programme had a monitoring and evaluation plan. It included an entry questionnaire and a post-training assessment which was administered 3-4

months after the training to identify the impact of on a range of issues e.g. degree of improved confidence, control over one's own life and resources and the extent to which the graduates have increased their economic independence through enterprise development or waged employment.

Over a one-year period, the programme resulted in the establishment of 22 micro-enterprises of 21 are still operating. According to the evaluation, 85% women expressed improved self-confidence and 90% reported an increase of personal income.

The programme has attracted EU support for scaling-up of services. From 2016 financing is available for training with an objective of creation of 120 micro-enterprises in three regions of Armenia.

#### Implications for policy and practice

The training programme featured in a national policy brief that contained an overview of the policy environment and concrete recommendations for policy change. It was shared with stakeholders and discussed at round tables and community events on women's economic rights. These events developed greater awareness of the challenges facing women and demonstrated how training within a safe and supportive environment could impact the behaviour of survivors of gender-based violence, change their lives and improve their wellbeing.

The programme experts were involved in the elaboration of the national policy for SME development and the main findings from policy briefs were included in the document.





## What makes the training programme stand out?

- ★ **Partnership and cooperation:** The programme benefited from the intelligence, strong involvement and cooperation of the Women's Support Centres network, civic interest groups and the Chamber of Commerce. This ensured that the training targeted to those women ready and able to benefit from the training. It also provides a good basis for further development of the programme.
- ★ **Additionality:** options and supporting finance for participants to move forward with further skills training allows for further empowerment of women in their business and working life.
- ★ **Transferability:** The programme addressed the challenge which is common to many countries – lack of economic and social empowerment of women and the urgent need for measures addressing gender based violence. The training programme could serve as a model and be adjusted to specific circumstances of other environments.

## Budget

The cost of the programme per participant was €300.

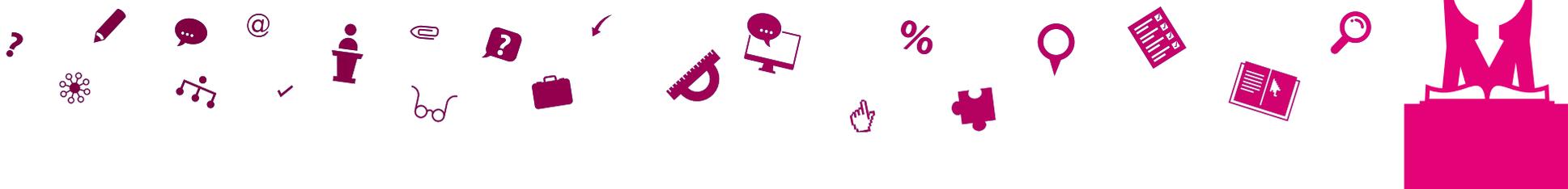
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# Good Practice in Training for Women's Entrepreneurship

## Female High Fliers Programme

DCU Ryan Academy, Dublin, Ireland

## Background

The Irish government is giving increasing attention to women's entrepreneurship through tackling the barriers to women's business development, the identification and promotion of women entrepreneur role models, targeted events and awards and support for women entrepreneur networks. A Competitive Start-up Fund finances women's start-ups<sup>i</sup>.

The Ryan Academy runs a number of education and accelerator programmes for entrepreneurs, including a programme known as Propeller Venture Accelerator Programme – aimed at start-up companies in the technology sector. It developed expertise in the needs of early stage entrepreneurs and attracted a valuable community of mentors and investors who advise and provide contacts and finance to start-ups. However, the lion's share of applications to the 'Propeller' programme have come from men. Research on start-ups led by women shows that early stage entrepreneurial activity among men is more than twice that of women<sup>ii</sup>. Moreover, in Ireland the gender gap is growing with men as early stage entrepreneurs nine times more likely than women to have significant growth ambitions. These issues were raised by DCU Ryan Academy with a number of potential partners, including Enterprise Ireland and business. All expressed interest in fostering and promoting women's entrepreneurship in Ireland. The Female High Fliers Programme is a direct response to the policy concerns raised above and is financially supported by Enterprise Ireland<sup>iii</sup>. The Female Propeller Programme forms an integral part of the DCU Ryan Academy's corporate strategy alongside their accelerator programmes for tech companies and students.

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i. <http://www.oireachtas.ie/parliament/media/committees/jobcenterpriseandinnovation/Final-Report--Key-Issues-for-Female-Entrepreneurs.pdf>

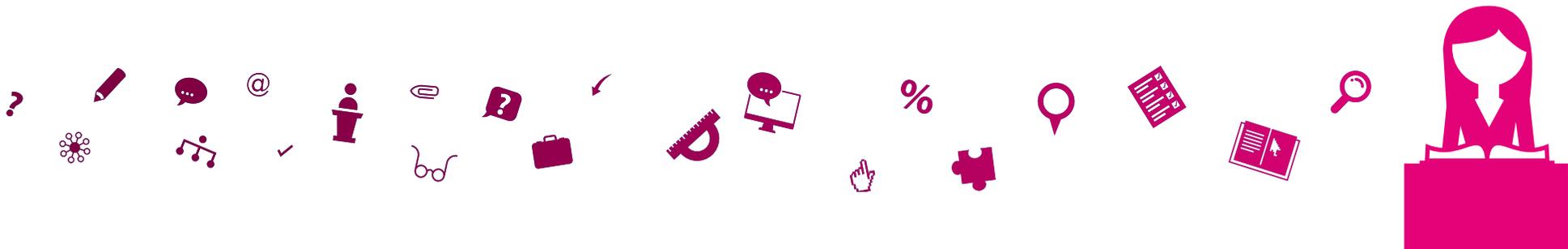
ii. <https://www.enterprise-ireland.com/eons/Reports-Published-Strategies/GEM-Reports/GEM-Report-2014.pdf> and the 2011 Dow Jones "Women at the Wheel" report\*\*, in Ireland

iii. Enterprise Ireland is the government organisation responsible for the development and growth of Irish enterprises in world markets.

iv. <http://www.businessmodelgeneration.com/canvas/bmc>

v. <https://venturewell.org/lean-launchpad/>

vi. <https://www.surveymonkey.com/>



## The training programme

### Overview and target group

The Female High Fliers Programme is an accelerator programme for women-led start-ups. The programme's objective is to fast-track women entrepreneurs, their leadership skills and their businesses. It includes a comprehensive programme of workshops, bespoke mentoring and networking opportunities.

While the Academy draws on the experience the wider 'Propeller' programme (voted 7th best accelerator in Europe by Kauffman Foundation), it tackles the challenges specific to women entrepreneurs. These include lack of role models, low self-confidence and lower levels of risk taking, lack of technical expertise and limited access to appropriate networking opportunities. It also addresses the issue of lack of women angel investors and encourages more women to consider investing in start-ups led by women.

The primary target group of this programme is women founders of start-ups that are less than five years old. Both individuals and teams may apply. All companies must be women-led, with at least 51% women's ownership.

### Objective

The programme objective is to help women entrepreneurs to build businesses of scale and create employment opportunities.

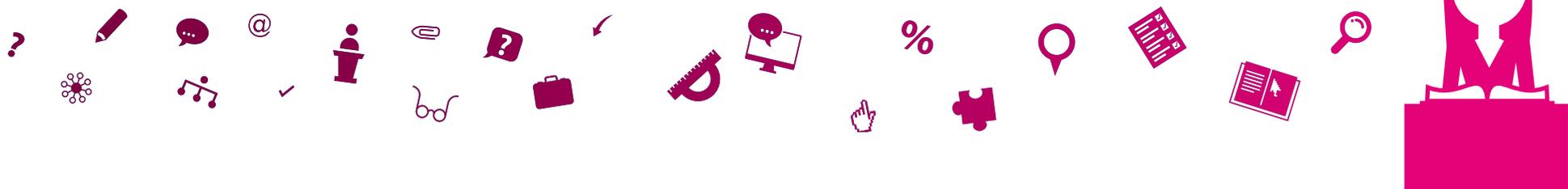
### How were the training needs assessed?

The assessment of training needs is conducted through research by the Ryan Academy, assessment of experience and expertise of participants and input from Irish state agencies and companies on women and the economy. Applications for participation on the Female High Fliers Programme are submitted online.

### The training design

The training curriculum is designed in consultation with Enterprise Ireland and other training partners. Training partners are selected on the basis of their extensive experience of dealing with high-potential start-ups and women entrepreneurs, in particular. Input on the curriculum design also comes from corporate partners and sponsors, particularly as regards mentoring and networking events. The programme is delivered one day per week over 13 weeks. Participants work on their business and on their own skills. Workshops focus on the business employing the business model canvass<sup>iv</sup> as a framework to help participants develop the essential building blocks and scalability of their company. The programme supported development of participants' personal skills (e.g. confidence building) through one-to-one coaching and communication workshops. Additional workshops to complement curriculum in areas such as finance, legal issues and digital marketing, as well as one-to-one sessions with experts on venture capital funding and corporate tax are offered to participants. The training is supplemented by monthly networking events during and after the programme ends.

Mentoring plays a large part in the programme overall. Mentors provide support and advice to the companies in areas such as production, finance,



marketing, investment, exporting. A networking dinner towards the end of a programme provides companies with an opportunity to meet some of the most senior business women in Ireland. The programme culminates in a “Demo Day” where all trainees pitch their business to a network of DCU Ryan Academy mentors and investors with a view to seeking future funding which then goes to the winning company. An investment award of €50,000 is an attractive incentive to participants and helps to generate media interest in the programme.

### The training environment

All training is provided by specialised, experienced and qualified trainers. As well as the in-classroom training, the curriculum includes support services to participants including a personal effectiveness report for each participant. This is followed by a one-to-one coaching session. All programme participants are registered on an online platform that helps to guide participants through the ‘Lean LaunchPad’ methodology and to prepare the business model canvass. Participants submit ‘homework’ online each week which is reviewed by their trainers. This ‘homework’ includes records of meetings with potential customers, mentors and investors.

### Monitoring, evaluation and impact

Participants on the programme are continuously assessed. An exit assessment of participants is conducted within six months of programme completion. Participants are also surveyed anonymously after the programme using Survey Monkey- an online survey and questionnaire tool. The results of this assessment, along with the continuous feedback provided by the participants during the programme, are compiled into a report which is presented to Enterprise Ireland.

### Implications for policy and practice

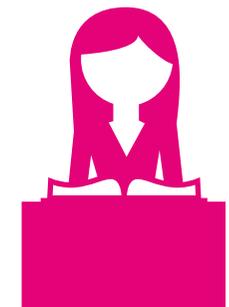
The DCU Ryan Academy programme works closely with its key sponsor – Enterprise Ireland to ensure that support to women’s entrepreneurship reflects key policy concerns. Further, evidence from the programme has highlighted that a higher proportion of the start-ups led by women are in sectors not currently supported by Enterprise Ireland. The agency has responded by ensuring wider access of women to its support services.

## ? What makes the training programme stand out?

The Academy is a not-for-profit partnership between Dublin City University and the airline company Ryanair. Its aim is to be a leading supporter of entrepreneurship and innovation in Ireland.

Factors which make the training programme stand out include:

- ★ **Leadership and visibility:** a leading European company (Ryanair) provides high-profile support to the Female High Fliers;
- ★ **Impact:** Female High Fliers Programme has assisted a total of 24 companies over a period of three years. To date, these companies have



raised €5.1million in follow-on funding and created 83 jobs;

- ★ **Link between training and access to finance:** participants benefit from established investor and mentor networks which form part of the wider Propeller Venture Accelerator Programme;
- ★ **Sustainability:** working in partnership with other organisations including Enterprise Ireland, private sector companies (e.g. Paypal, Ulster Bank and Vodafone) and investment funds (e.g. Frontline Venture and Atlantic Bridge) is an important factor in sustaining and further developing the programme. Media interest in both the programme and the participating companies is also a factor in ensuring that the programme is recognised.

## Budget

Enterprise Ireland have granted multi annual funding of €50,000 per annum.

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# Good Practice in Training for Women's Entrepreneurship

## Vocational Entrepreneurship Programme

Business Development Center, Jordan

## Background

Business Development Center (BDC) launched the Vocational Entrepreneurship Programme in 2015. It is supported by of the Ministry of Tourism & Antiquities, and funded by the Employment, Technical and Vocational Education Training Programme. The programme supported workforce development for the tourism sector and combined vocational and entrepreneurship skills to generate market value for the tourism sector in nine towns of the Madaba governorate, Jordan. While the programme also addresses unemployed men, it gives specific attention to developing women's entrepreneurship.

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i. <http://onlinelibrary.wiley.com/doi/10.1002/j.2162-6057.1987.tb00479.x/abstract>



## The training programme

### Objective

The objective of the programme is to promote local economic growth in one governorate of Jordan putting skills' development and women's contribution to economy as the key factors in the region's effort to develop its tourism sector.

### Target group

The target group of the training programme is unemployed women.

### How were the training needs assessed?

The training needs are identified as follows:

- ★ **Sector analysis:** a rapid needs assessment for the tourism sector is undertaken using a business management diagnostics methodology;
- ★ **Participant assessment:** existing entrepreneurial competencies of prospective trainees were assessed through self-report technique (using the application forms), assisted applications by interview (in cases of illiteracy) and one-to-one interviews.
- ★ **Triangulation methods:** bringing together different sources of intelligence by sector and participant needs analysis, with wider knowledge from labour force surveys, and stakeholder dialogue allows for a more comprehensive needs assessment to support the strategy and direction of the training programme.

## The training design

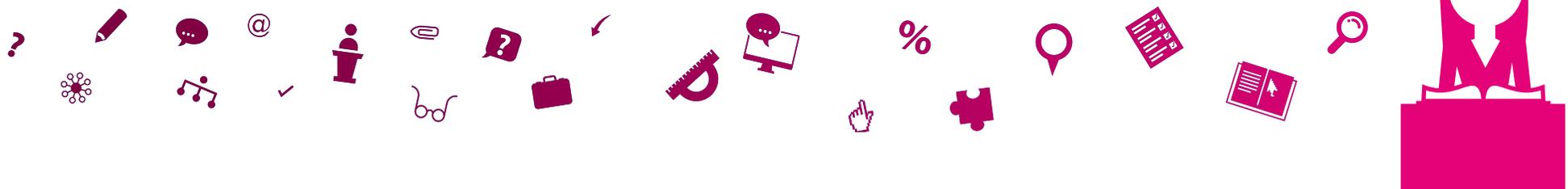
The programme is structured into four interrelated pillars:

- ★ Development of business know-how (30 hours)
- ★ Entrepreneurship training (30 hours)
- ★ Product design, packaging and marketing with business innovation training, (15 hours)
- ★ Networking and follow up (at least two national and two local events per year).

Curriculum design and delivery is tailored to meet the needs of the each specific group of trainees. The training comprises:

- ★ Active learning measures making up 80% of the time commitment to the programme (ice-breakers and energizers, simulation games, group activities, case studies, brain storming, role models, knowledge-exchange);
- ★ Development of the 10 'McClelland' Personal Entrepreneurial Competencies<sup>1</sup>

The training is delivered by certified trainers with specialised vocational experience.



## What the training addressed

The principal learning outcomes of the programme are:

- ★ Developed business know-how and vocational skills;
- ★ New product development skills set against local business market;
- ★ More developed entrepreneurship competencies specifically in terms of achievement, planning and empowerment;
- ★ Understanding of product and business innovation including packaging, marketing and pricing;
- ★ Products developed meeting quality standards and market readiness.

## The training environment

Training is delivered in enterprise labs which include learning technologies, equipment and materials required for product development. The training environment is flexible, interactive and informal to allow for cultural and family requirements (such as the possible of infants attending). The training is accessible to the illiterate or academically disadvantaged through its hands-on, practical and participatory approach with minimal theory. A distinct milestone of the programme is when the learning is externalised through networking and follow up services.

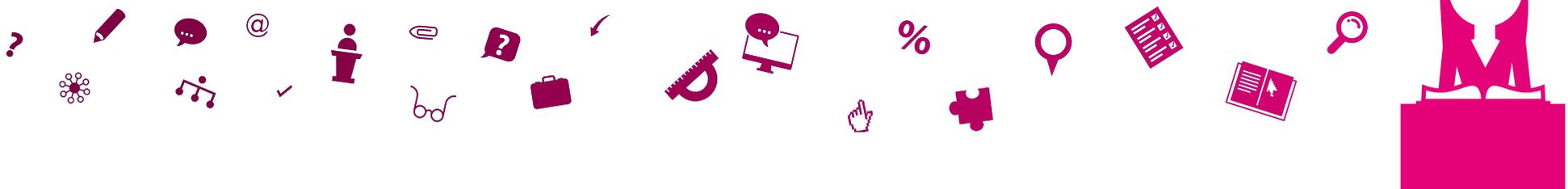
## Monitoring, evaluation and impact

The programme includes a tracking system to follow up with trainers and trainees. The training team undertakes quarterly monitoring of the programme tracking business improvement, new businesses established and identifying success stories. Trainers provide assessment at the end of the programme on each participant through comprehensive reports covering participants' performance, overall training activities, results, and recommendations for improvement.

The programme has helped 69 women to start their own businesses, and resulted in the creation of 15 additional jobs. Results from the Madaba region, have resulted in the programme being extended to 3 more Governorates (Jarash, Ajloun and Tafilah) in 2016-2017.

In terms impact, key developments from the training programme include

- ★ a pre-start up career guidance service developed through the programme focuses particularly on entrepreneurship;
- ★ 4 women graduates from the programme have won international awards;
- ★ new and distinct product lines have brought innovation into local economies.



## Implications for policy and practice

The programme evolved from a national tourism policy to promote local economic development. The programme has generated policy discussion on women and their work in the informal economy.

## ? What makes the training programme stand out?

- ★ **Empowering women through entrepreneurship:** the programme helps women to play a full role in local economic development and the formal economy through business creation and job generation;
- ★ **Flexibility and customisation:** the programme ensures that women with specific disadvantages like illiteracy are fully integrated into the training;
- ★ **Vocational and entrepreneurship training:** addressing vocational and entrepreneurship skills within the programme ensures that participants are more ready to bring their products to the market.

## Budget

The project budget for the Madaba governorate was €140,000. The proposed budget for extension to an additional 3 governorates is €520,000.

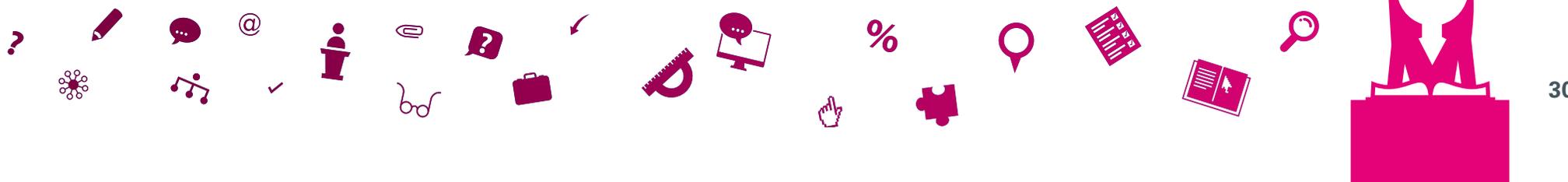
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# YOUTH ENTREPRENEURSHIP TRAINING



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# Youth Entrepreneurship Training

## Belfast Enterprise Academy

Belfast City Council

## Background

Belfast is a city that has undergone enormous change in the last ten years. While there have been many positive developments, there remain a variety of economic issues affecting the city's future growth and development. These issues threaten to inhibit the success of Belfast as a city and need to be addressed if the city is to fulfil its potential as an economic driver for Northern Ireland.

This training programme has been developed to address some of these economic challenges that have been outlined in the emerging Belfast Agenda, Belfast's Draft Integrated Economic Framework and Draft Employability and Skills Framework. These issues are low business start-up rates, high levels of business failures and the need to rebalance the economy to create more private sector businesses and employment.



## The training programme

### Objective

The overall objective of the programme is to support entrepreneurship and business start-ups in the city of Belfast by giving young people the opportunity to have real life entrepreneurial experiences so that they can become successful entrepreneurs in the future.

### Target group

The programme focuses on young people studying at universities and colleges in Belfast. The students follow a wide range of courses in mainstream education.

Twenty student entrepreneurs are selected per academic year for support with the development of new business ideas. In addition six students per academic year are supported to actually start their new business before the end of the programme.

Very few of the selected students study business in their university or college courses. However, what they all have in common is that they want to run their own businesses. They gain enormous benefit from meeting like-minded people.

### How were the training needs assessed?

Belfast City Council identified the need for the training programme through desk research, consultations and focus groups.

Consultation was undertaken with business support agents, universities,

social enterprise groups and other stakeholders delivering support in this field.

Focus groups engaged participants from previous start-up programmes and sectorial initiatives to look at the support provided and to explore opportunities for improvement to the programme.

Finally, at the outset of the programme a conversation with participants further defines the training interests and needs of the young people.

### The training design

At the first opening session of the Belfast Enterprise Academy, students were asked what they wanted to achieve from the programme. They requested real-life experience rather than being taught what they could easily find online or in books. In addition, research underlines that students lack the support networks that they need. Therefore, the training sessions take place in business venues with many opportunities to meet business people and business support agencies. Students are coached in how to approach people and how to network.

Sessions are scheduled so as not to interfere with the students mainstream studies. There are six experiential workshops throughout the academic year in addition to a two-day intensive residential business challenge at the start of the programme. Students also make four site visits to businesses and they receive one-to-one support (up to 12 hours) in whatever area of expertise they need. For example, students may receive support in branding, marketing, financing or they are put in contact with a more experienced entrepreneur or a government support agency able to meet their specific interest or need.



The focus is on providing practical solutions to real challenges that the young person is experiencing in their business development plans e.g. shareholder agreements, applications for funding, business branding. Business people with good experience in the areas of interest of the students act as mentors to provide practical advice and guidance to the students.

Networking between students is also encouraged as a means to share experience and information. A dedicated Facebook group for members of Belfast Enterprise Academy (past and present) furthers the opportunity to network and draw on experience. (<https://www.facebook.com/groups/BelfastEnterpriseAcademy/?fref=ts>). The sense of belonging to a group of enterprising students, many of whom have gone on to run very successful businesses, provides encouragement for students at the start of their journey.

The principal learning outcomes of the programme for individual participants are:

**The principal learning outcomes of the programme for individual participants are:**

- ★ More developed creativity and entrepreneurial flair;
- ★ New knowledge of practical business skills;
- ★ Market research skills and options to promote innovation in the business;
- ★ Ability to navigate and capitalise on the the sources of support available to new start-up businesses.

**The learning methods employed are:**

- ★ Tutor-directed training workshops using real-life business case studies, and knowledge exchange between participants;
- ★ One-to-one sessions between trainers and trainees to discuss business plans;
- ★ One-to-one sessions with business people;
- ★ Opportunities for participants to see behind the scenes is real-life businesses.

**Training Environment**

Students are deliberately taken out of academic venues with training provided in a range of training environments, including within businesses. For example, the marketing session is held in a creative design studio where students meet designers and marketers. They have the opportunity to learn about campaigns that have been developed for other companies and follow a process to develop their own brand.

Interesting locations are selected for business site visits to see behind the scenes of successful Belfast businesses. These included the set for the Game of Thrones TV series, the airport, a chain of bars and restaurants and the Northern Ireland Science Park.

The programme is currently delivered through a third party managing agent, which includes a programme manager. A range of specialist mentors/experts are also contracted to provide mentoring support under the programme.



All the workshops include input from expert trainers and entrepreneurs.

### Monitoring, evaluation and impact

Students complete a self-assessment at the start and end of the programme to demonstrate how they have progressed. They also contribute to the programme evaluation. Statistics on attendance, including student feedback are compiled into a self-evaluation report with recommendations for improvements. For example, improvements have included more business games, more content on creative industries and the introduction of a package of one-to-one support including consultancy and mentoring.

In 2015, the programme was in its seventh year and has engaged a total of 119 students and has supported the development of 36 new businesses to date, creating 50 jobs.

The programme is accredited through the New Open College Network.

A social network amongst alumni and young entrepreneurs has been created thanks to the programme.

### Implications for policy and practice

The Belfast Enterprise Academy has been identified as a successful action to boost private sector development.. The programme has generated policy interest and discussion in two other university cities (Derry and Coleraine) with a view to applying the training model to boost start-ups and employability of young people.

## ? What makes the training programme stand out?

Key learning points for training providers and policymakers from this good practice are:

- ★ **Flexible delivery:** the programme is planned according to the students' availability
- ★ **One-to-one mentoring:** each trainee receives a package of one to one support from various experts to work towards their specific goals and tackle barriers
- ★ **Business engagement:** training is happening outside a classical training environment. Training workshops are delivered in a variety of business locations and sourcing knowledge and know-how from real business people.
- ★ **Focus on networking:** students are given the opportunity to meet experienced entrepreneurs and to build up a network. They are also coached on how to approach business people. Meanwhile, learning from peers is an important lever in entrepreneurship development.
- ★ **Quality support:** given the degree of personalised coaching, quality of learning is enhanced.



## Budget

The programme is fully funded by Belfast City Council. Previously, support has been levered from the European Regional Development Fund and Invest Northern Ireland.

The programme costs approximately EUR 40 000 per year.

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# Youth Entrepreneurship Training

## School-Enterprise

School-Enterprise (Scuola-Impresa), Italy

## Introduction

Across Europe, the school drop-out rate is a cause for concern. In Italy, in 2013, the drop-out rate was 17% - well above the Europe 2020 target of 10%. The number of young people not in employment, education and training (NEET) increased from 26% in 2013 from 22.7% in 2011. In the province of Como, the drop-out rate is higher still at 30%. And while the unemployment rate for the area is 9%, for NEETs this rises to over 25%.

The School-Enterprise offers experiential learning as a means of connecting young people with the world of work and introducing a real job experience in the classroom which has a positive impact on students' attitudes to both work and study. A key component of the programme imbedded within the vocational curriculum is entrepreneurship promotion and practical business skills.

The programme is implemented in three vocational subjects: catering, furniture and textiles.

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<sup>1</sup> <http://www.puntocometa.org/home/english-area/what-we-do/school>



## The training programme

### Objective

The objective of the programme are to support the employability of young people. Young people are provided with training to develop their skills and apply them to produce goods and services for the market. On completion of the programme, young people have the chance to take up apprenticeships or start their own business.

### Target group

The School-Enterprise provides training and education to students who are particularly at risk from dropping out of school. The school also targets students with disabilities, unemployed young adults and young immigrants.

### How are the training needs assessed?

Training needs are assessed against the skills and competences of the local industry, as most of the students are from the region and will be employed locally. The school has developed a strong and active network of artisans and local businesses. The school management, the artisans (Master Craftsman) together with representatives of local businesses are formulating the training programme according to their needs.

### The training design

A general training plan is developed which includes a schedule of training, organised in modules, definition of skills that need to be developed and the activities that support the development of these skills. From these, personal training plans are developed for each student.

Training is firmly centred on work-based needs. For example, all courses are taught in the context of the student's chosen subject. For example, for a student enrolled on a fashion design course, all mathematics classes are taught in the context of fashion design and sales. This demonstrates how the entrepreneurship key competence is embedded in the standard school curricula.

Work-based learning is a predominant feature of the training design. In the carpentry school, students rotate between tasks designed to teach skills and act as apprentices to highly-skilled craftsmen. All tasks contribute to products or services required in the local market that are sold on-line or directly from the school.

Work-based learning is reinforced through internships in industry – usually for two months. The school has partnerships with more than 650 companies in the Como area, covering the following sectors: handicrafts, hospitality, textile and tourism.

Internships are secured through the network of local employers who are consulted as part of the training needs assessment. The students learn all parts of the business by rotating between the different departments connected with the production. The blend of entrepreneurship key competences and business skills make up an excellent entrepreneurial learning package in the vocational education drive. Further, the rotation within the business allows the young people to determine which part of a business they enjoy most and helps with career planning.

The school has also been able to develop some partnerships with international companies, notably the Inditex Group (Zara and Bershka),



Starwood Hotels, Accor, NH Hotels, Kairos and Partners Sgr, Vodafone, DHL and Zurich Group Italia.

### Training environment

Learning and work are combined to take place in the school.

For example, students training in catering work alongside teachers and professional catering staff to operate a bar and a restaurant on site at the school which is open to the public. In this way, students learn both the vocational and commercial skills through the school programme. Observation is considered an important factor in peer learning. Students are expected to observe one another as well as qualified professionals in the performance of work tasks.

Teacher training and re-training are key issues for the school. Teachers are regularly updated on latest developments in their vocational area as well as on new pedagogical and modern teaching methods. In this respect, a group of teachers have followed a training on innovative teaching methods at the Northwestern University of Chicago. In addition, some teachers are in regular contact with a VET college in Boston to receive on-line mentoring on pedagogical methods.

To ensure that the simultaneous learning and working model runs smoothly, teachers must demonstrate effective organisational and managerial skills so that they can manage not only learning but also a real world production process. This programme requires a high ratio of staff to learners, currently 1:3.

### Monitoring, evaluation and impact

The student's personal training plan is used to record all the activities and results in order to have a continuous monitoring of how the student is developing. Part of the process includes regular meetings between the student and the tutor to assess progress.

At the end of the programme, the school and Master Craftsman assess whether and to what extent the apprentice has reached the goals identified in the training programme (employability, qualification or specific level of competences). The final evaluation is based on the real "work-performance" in order to concretely assess the competences.

All graduates are tracked after having left the school for six months to evaluate employability status.

An external evaluation of the training programme is being undertaken in 2016 by the Politecnico di Milano.

### Implications for policy and practice

The Region of Lombardia considered The School-Enterprise as a good practice and reference point for other schools in integrating 'learning by doing' into the curriculum. This reflects a key recommendation from the European entrepreneurship action plan that all school leavers should have had at least one entrepreneurial experience before leaving school. The programme is also noted for the emphasis it gives to school-business cooperation.

The school liaises directly with the elected representative of the Region of Lombardia responsible for education and training. Expertise and experience



from the school have been integrated within the region's policy on work-based learning. The School-Enterprise has been included in the national Law "La Buona Scuola" ( July 2015).

## ? What makes the training programme stand out?

Key learning points for training providers and policy makers from this good practice are:

- ★ **Learning package:** combination of school-based vocational skills training and entrepreneurship apprenticeship in local companies, resulting in products and services for the market;
- ★ **Teacher support:** personalised learning path for each student with a 1:3 ratio of teachers to students;
- ★ **Entrepreneurship key competence:** the entrepreneurship key competence is embedded in the training programme and across all vocational and general school curriculum;
- ★ **School-business cooperation:** a pedagogic resource centre brings teachers and entrepreneurs together to develop curriculum and assessment.

## Budget

The School-Enterprise has an autonomous budget and profit is re-invested in education as provided by law. The programme costs are approximately EUR 7000 per student per year.

As a Vocational Training School recognised by the Region of Lombardia, the school receives public funds. In addition, the school also receives external funds through several projects and sponsoring and therefore the school is gaining a stronger economic independence.

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# Youth Entrepreneurship Training

## PRACTICE ENTERPRISE CONCEPT

EUROPEN-PEN International

### Background

The Practice Enterprise network was established in 1993 in Essen, Germany as a European Union funded project and since 1997 the programme is run by EUROPEN-PEN International. The aim is to help education and training organisations to deliver training in entrepreneurship through a virtual platform. It helps young people to find jobs, to develop business skills, to choose their future career and to open up their own business.

Today, EUROPEN-PEN International manages a worldwide network of over 7,500 Practice Enterprises in schools, colleges, universities, vocational training institutions, companies and training centres in more than 40 countries around the world. Close to 200,000 trainees are following the programme each year across Europe alone and there are national offices in each country that administrate the programmes. Because of its great success, the network is still growing and discussions are ongoing to include some ETF partner countries such as Albania, Bosnia-Herzegovina, Kosovo<sup>i</sup>, the Former Yugoslav Republic of Macedonia, Moldova, Montenegro, Morocco, Serbia, Tunisia and Turkey.

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<sup>i</sup> This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.



## The Training Programme

### Objective

A Practice Enterprise offers a 'learning by doing' training programme with the aim to better prepare young people for their future careers and to increase their entrepreneurship potential through running their own virtual business.

### Target group

The primary target group is students from secondary schools and universities. Adults can also participate in the training programme, either as an employee, a jobseeker, an adult with disabilities or women returning to work.

### How are the training needs assessed?

Training needs are assessed at a national level in each country and at an institutional level. A National Central Office is established in each participating country and the Central Office examines the needs of the trainee and local business environment and creates a tailored plan for the delivery of the programmes. Also the curriculum is adapted to meet the national education standards in terms of entrepreneurial competences. Training programmes are also adapted to suit the different target groups according to age, social background, educational background, etc.

In each institution, training needs are identified and assessed directly by the trainers through individual or group discussions with the trainees. Based on a self-assessment process, trainees complete user-friendly assessment

sheets at the beginning and at the end of the programme providing information on eventual gaps and additional training needs. This information is then used to develop future editions of the programme given that continuous improvement is a key element of the organisation's activities.

### The training design

The programme is developed by the global coordination centre in partnership with the national coordination offices and with local education and training institutions in participating countries.

The Practice Enterprise programme is designed in such a way that trainees take the responsibility for operating a virtual company and for the sale of products (for example pharmaceuticals, books, food, machinery) and services (for example, shipping, warehousing, events, travel, catering services) and for the revenues and expenditures of their company. Each company engages in business activities, both nationally and internationally with other companies within the Practice Enterprise network (for example, between Brazil and Spain), by following standard commercial business procedures and frameworks.

Each company carries out market research, places advertisements, buys raw materials and stock, plans logistics, manufactures simulated goods, sells simulated goods or services and pays wages, taxes, benefits, etc. The actual transfer of goods and money happens virtually but the following transactions take place for real: orders are made, invoices issued and financial records maintained, including information about creditors, debtors, stock holders, etc.



Trainees learn many different entrepreneurship skills such as:

- ★ Administration skills
- ★ Accountancy
- ★ Computer-based skills
- ★ Human resources management
- ★ Marketing and Sales
- ★ Purchasing
- ★ Business planning
- ★ International trade
- ★ Time management

In addition, they also develop the necessary competences to become a better employee or entrepreneur, such as teamwork, problem solving, taking responsibility and developing self-initiative. Because of the international nature of the programme, trainees also learn about intercultural differences when doing business and additionally they have the opportunity to increase their language skills.

### The training environment

All trainers involved in the Practice Enterprise programme are trained on workplace facilitation. Trainers receive guidelines and practical handbooks

to run the programme and to assess the trainees based on the same set of criteria.

Most Practice Enterprises have a mentor company that comes from the real business world. A business mentor gives advice and ideas to the trainers and trainees about how a business is run and can advise on the sale of products and services within the virtual business. In some cases, business mentors are involved in the selection and recruitment of staff (e.g. students within the school or university).

There are standard requirements regarding equipment and IT (hardware and software) that need to be met for running the programme. To make the experience as realistic as possible, each classroom is divided into different sections that represent the different departments of a business such as reception, purchasing, human resources, operations and marketing. Please click on the following link to have a better understanding of how the programme is run in practice: [www.youtube.com/watch?v=l1qLELZQqHw&list=PLt04QZpU0jnVmg7QvFssrIL\\_jhAR99pCI&index=](https://www.youtube.com/watch?v=l1qLELZQqHw&list=PLt04QZpU0jnVmg7QvFssrIL_jhAR99pCI&index=)

### Monitoring, evaluation and impact

The National Central Offices are responsible for the monitoring and evaluation of their programmes. This is necessary to determine new innovative actions required to continually improve the programme. Impact studies have shown that programme students are more motivated to stay in school and that they feel they have the skills necessary to succeed in the job market as a result of the practical experience provided by the programme. Students also include this experience in their CV.



## Marketing and Dissemination

Flyers, fact sheets, social media pages and a website exist in the different participating countries of the network and are available in different languages. The network is expanding primarily due to greater awareness of its activities and by showing success stories through the social media. National and international Trade Fairs are also organized which allow networking opportunities between Practice Enterprises, training and educational institutions. Trade fairs help to promote international trading, improve trainee business and language skills and offer a real-world learning environment.

## Implications for policy and practice

Over the past few years, a number of national education ministries have expressed their interest in the programme and have recognized the benefits and impact of Practice Enterprise in terms of preventing early-school leaving and increasing employability. Austria, Bulgaria and Lithuania have now integrated the Practice Enterprise as a mandatory course within their national curriculum at secondary level for VET, and more countries as expected to follow in the future.

## ? What makes the training programme stand out?

- ★ **Real-life international business experience:** Through their commerce and trade across industries, borders and cultures, trainees develop hands-on knowledge of the expectations of both the workplace and the economy both in their own country and in other countries. This real life business experience enables trainees to experience that strategies diverge from one country to another due to issues such as language, culture, legal environment and a multitude of other influencing factors.
- ★ **Mentors from business sector:** A Business Mentor is the key support in developing and conducting the business activities. The mentor brings the real business world into the Practice Enterprise, advising the trainer and trainees about current workplace practices and processes. They may help interview the students for their team or position within the company, suggest ways to promote their products effectively, or help them determine suitable organisational arrangements to suit their product range.
- ★ **Digital competences:** Because Practice Enterprise simulates real-life commerce, trading makes use of software and online tools such as accounting, banking, taxes, shipping and excise. This means that trainees must become familiar with the use of technology for business



activities and simultaneously develop their IT skills.

- ★ **Transferability:** the programme can be easily adapted to other countries. There is the Coordination Centre in Germany that provides the national offices in new countries with the necessary framework and guidelines.

## Budget

The cost of operating a Practice Enterprise differs from between countries and target groups. Some countries finance directly through their national education or employment ministry whereas others are financed locally, through school budgets, chambers of commerce and sometimes through private companies. The lowest operating cost is where a classroom is used to operate the Practice Enterprise. Primary costs include IT equipment, trainers' salaries, software and training from the national office and travel to trade fairs and events.

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# Youth Entrepreneurship Training

## Technological Entrepreneurship Programme

ORT Education network, Israel

### Background

In 2015, the World Economic Forum (WEF) published its annual Global Competitiveness Report whereby it ranked Israel 27th on the Global Competitiveness Index and 3rd in terms of its world-class capacity for innovation. Over the past two decades, Israel has developed a highly innovative business sector and the country now possesses some of the world's best research institutions. The country is also known as a 'start-up nation' and it has continuously developed its education system to focus on entrepreneurship and innovation so as to increase the quantity and quality of start-ups.

Technology education is very popular amongst students from secondary education level in Israel with an estimated one-third of all secondary education students following technology studies. To support this demand, a wide array of technology programmes are being made available to students. These are primarily led by government departments (e.g. Ministry of Education, Ministry of Economy) working very closely with Israeli school networks, one of the very important ones being ORT-Technology & Science Educational Network. This comprises over 200 schools across 55 local authorities. ORT provides innovative and entrepreneurial approaches to technical and vocational education and training through project-based learning.



## The Training Programme

### Overview and target group

ORT launched the Technological Entrepreneurship Programme as a pilot in 2013 with the aim of preparing their students to enter into the specialised world of high-technology as an employee or by starting their own business. After two years of piloting (2013 and 2014), the programme became operational in 2015 and it is currently being implemented in six ORT schools across the country. In the two pilots, a total of 160 students and 24 teachers participated in the programme. The primary target group is high-achieving, secondary school students (from 16 years until 18 years) following technology studies (for example, electronics, biotechnology, etc).

Students are given a 21st century toolbox that helps them to transform their idea into a new innovative product and eventually into a future start-up.

Additionally, the teachers themselves can participate in the programme to enable them to learn more about entrepreneurship and start-ups so they will become better mentors for future students. The programme for the teachers is slightly adapted in comparison to the programme presented to students.

### Objective

The purpose of the programme is to develop the entrepreneurship competences of students from higher secondary technological education through their final project.

### How were the training needs assessed?

At national level, the STEM programme (Science, Technology, Engineering, and Mathematics), driven by the Ministry of Education sets the priority of technological and scientific education as a whole. In 2013, the ORT management identified some basic principles and questions in order to modernise and improve technology education in Israel: What is currently missing in the education system? What can be done differently? How can we get students to better engage and commit to education?

At programme level, the Tel Aviv University carried out an external evaluation of the technological entrepreneurship education which included the identification of the training needs of young people for the upcoming economy. Questionnaires were used to identify the needs and expectations of the students and teachers before the implementation of the programme in 2015. In addition, surveys and focus groups amongst the 63 students and 12 teachers were additionally carried out to verify if the training needs of individuals involved in prior courses were being met.

### The training design

The training programme has a multi-disciplinary approach and is based on teamwork and a strong connection with the business world. Three to four students from technological, communication or art subjects work together on a project. Some examples: a digital interface for the stethoscope and a system to translate music played into written notation or a whistle for people who cannot hear during ball games.

All of the teaching and learning happens around the development of a new product which can be launched on the market. Projects follow a cycle



typically involving the identification of an entrepreneurial idea, understanding the technological implications of the idea, market research, fundraising, patent application, etc.

### The training delivery

The programme is delivered differently in each school, depending on the socio-economic context of the school. The programme lasts for a year and a half and consists of 40 hours of study support per year, it is part of the curricula. In the first year, the focus is on the idea and concept development. In the second year, the focus is on the implementation.. On average, three workshops or bootcamps take place during which the ideas are discussed with teachers and experts from business. During the bootcamps, talks are given by high-level experts from the technological business sector. Students work on their project during and outside school hours. The teachers and business people act as mentors during the whole process.

### What the training addressed

A core part of the training programme is the 21st century toolbox. This is the key pedagogical instrument and is used to help young people with the following areas:

- ★ Product development
- ★ Intellectual property and (patent applications)
- ★ Market analysis
- ★ Business plan

- ★ Fundraising and budget management
- ★ Operations and strategic management.

In addition, young people are required to develop the following entrepreneurial competences:

- ★ Innovation and creativity
- ★ Problem solving for complex technological and scientific issues,
- ★ Teamwork
- ★ Communication

The learning methods employed are:

- ★ Learning by doing: the final project is the core of the programme
- ★ Peer learning: pupils learn from each other during the bootcamps and related activities,
- ★ Project based working: from idea to product development
- ★ Tutor-directed workshops: teachers and business people act as mentors to guide the pupils in their work.

Pupils are assessed individually and on their group work. Marks are given on the final group project as well as on each pupil individually through their portfolio which captures the pupil's journey through the project.



### The training environment

The training environment differs from school to school. Overall, the training sessions take place both inside and outside the school environment. Depending on the infrastructure of the school laboratories, the pupils may self-finance tools or equipment (often second hand) or support is provided from the businesses.

### Monitoring, evaluation and impact

The ORT Steering Board Committee meets at least twice a year to monitor the programme. The Committee consists of representatives from ORT management, business sector, Ministry of Education, Ministry of Economy and high-tech unit from the Israeli Defence Force, Nobel Prize Laureate from the Technion University, and evaluators from the Tel Aviv University. An external evaluation is carried out annually by the Tel Aviv University. Evaluation reports are published which serve as the basis for changes and improvements to the programme and wider developments.

### Implications for policy and practice

Education policy makers are involved in the design of the technological entrepreneurship programme through the ORT Steering Committee. The results of the good practice of the technological entrepreneurship programme resulted in the development of a larger I-STEAM project (Innovation, Science, Technology, Engineering, Arts and Mathematics). The objective of I-STEAM is to implement entrepreneurship education in each of the 200 institutions of the ORT network across the country and to mainstream entrepreneurship education across the entire national education system. I-STEAM supports Israel's ambition to maintain its

position as one of the best countries in the world for innovation, creativity and entrepreneurship.

### Marketing and Dissemination

A Nobel Prize Winner in Chemistry, Professor Dan Schachtman is the primary advocate of entrepreneurship education. His leadership and visibility ensure that the programme gets recognition at home and abroad-

Articles on the programme have been published in the national press and through newsletters on the ORT website ([http://www.ort.org.il/ort\\_articles/startupcamp](http://www.ort.org.il/ort_articles/startupcamp)).

A project website in the Hebrew language which is intended for students and teachers taking part in the project as well as policy makers who can learn about the programme. <http://yazamut.ort.org.il>.





## What makes the training programme stand out?

- ★ **Leadership and recognition:** active and personal involvement of a Nobel Laureate Professor Dan Schachtman motivates policymakers, teachers schools and students to continue investing in entrepreneurship education;
- ★ **Excellence:** high-level experts from business and academia help pupils to strive towards excellence and innovation;
- ★ **Quality, marketable projects:** graduates who followed the programme have finalised highly sophisticated technological projects and obtained excellent grades;
- ★ **Teachers as mentors:** all teachers are being trained in entrepreneurship subjects and adopting mentoring skills;
- ★ **Interdisciplinary approach:** the mixture of technological with financial literacy and market research is reinforced through the development of entrepreneurial competences such as problem solving, and teamwork;
- ★ **Flexibility and informality:** the training programme can easily be adapted to the local context of each school;

- ★ **Students are allowed to fail:** students are not only assessed on the final outcome but may get credits on the process even when the project may fail.

## Budget

The technical entrepreneurship programme is funded by ORT Israel and sponsored by each school participating in the programme. The total cost for each school is approximately EUR 7200 which covers the teaching hours for teachers and leading teachers.

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