



BeTheChange

Boosting entrepreneurship through
intergenerational exchange



Erasmus+

BE THE CHANGE

**BOOSTING ENTREPRENEURSHIP THROUGH
INTERGENERATIONAL EXCHANGE**

INTERNATIONAL REPORT

BY “BE THE CHANGE” CONSORTIUM

**INTELLECTUAL OUTPUT 1 - OPEN EDUCATIONAL RESOURCES
ACTION 2: REPORTING THE FRAMEWORK ANALYSIS**

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WITH THE UN ECONOMIC AND SOCIAL COUNCIL

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1. INTRODUCTION

This international report represents the deliverable 4 of the project “Boosting entrepreneurship through intergenerational exchange”, hereafter “Be The Change”, funded by the Erasmus+ Programme-Key Action 2-Cooperation for Innovation and the Exchange of Good Practices. The partnership is composed by six partners from five European countries, with different backgrounds and competences that, if integrated, may ensure a multifaceted and interdisciplinary approach, useful for an educational intervention in non-formal and informal settings.

The project leader, the Italian National Institute of Health and Science on Aging (INRCA) is a public body with a longstanding experience in research on care, health prevention and social inclusion of older people. The Ca’ Foscari University of Venice (Italy) is experienced in intergenerational learning applied in entrepreneurship studies. The Association for Women’s Career Development (MNKSZ), from Hungary, is a non-governmental organization to help promoting women’s equality in all major sector of life and especially in entrepreneurship. The AWO agency, from Germany, is a social welfare organization that promotes education, health and the well-being of immigrants, unemployed people, families with children, older people in Germany. UPI Žalec is an adult education centre in Slovenia with a high number of learners of various age and type. The University of Malta is extensively committed towards Inclusive Education since the early 90s and has established a Department in Inclusion and Access to Learning.

This document shows and compares the results of the analysis of the framework carried-out at national level in five European countries (Italy, Hungary, Germany, Slovenia and Malta). Five National reports have been delivered between May and June 2017 and are available at the project website¹. The realization of the International Report is the first preparatory action for the achievement of next project goals i.e., identification of educational objectives and development of contents of the training plans, and is the object of this report.

¹ The project website is <https://bethechange-project.eu/>.

The report develops through six chapters. The first chapter gives some information on the main objectives of the project i.e., boosting entrepreneurship among young people, between 18 and 29 years, who are Not in Employment and in Education Training (the so called “NEETs”) and the methodology that will be used for achieving this goal. The second chapter deepens the conceptual framework at the basis of the educational intervention that will be carried out by the project consortium. The third chapter reports some data on NEETs and entrepreneurship in Europe and in particular in the five countries involved in the project, and shows the application of the intergenerational learning approach for boosting entrepreneurship in Europe. Chapter four is dedicated to reporting quantitative and qualitative data collected in the study. In the fifth chapter some insights for the discussion are given. In the sixth chapter the conclusions are drawn with the aim of providing suggestions for the educational objectives and plans of the two trainings for older entrepreneurs and NEETs to be delivered in the next phases of the project.

1.1. THE AIMS OF THE PROJECT

The “Be The Change” project is aimed to develop a methodology capable of promoting entrepreneurship competences and entrepreneurial skills through intergenerational learning techniques, based on a non-formal and informal education approach, with the aim to trigger entrepreneurial attitude among youngsters. The project develops through three intellectual outputs aiming at:

- 1) the design and the assessment through the testing phase of the training tools, contents and materials for seniors and for NEETs;
- 2) the construction of an e-learning platform containing open and free access educational materials for training;
- 3) the preparation of a handbook containing adaptation of European non-formal education validation procedures to the methodology developed during the “Be The Change” project.

The goal of “Be The Change” is to boost senior entrepreneurs (50+), to pass over their competences and skills in entrepreneurship to young people (18-29) by becoming their mentors/coaches and, at the same time, by fostering young people to

acquire an entrepreneurial attitude. Moreover, the project wants to be the chance for testing in what measure the intergenerational learning approach can define a “new training and learning model to develop entrepreneurship in non-formal and informal contexts” (Baschiera, 2015a, pg. 1). The final output will be the “production” of Guidelines for the recognition of the entrepreneurial skills and competences acquired through intergenerational learning programmes. Furthermore, the project aims to improve the provision of a high-quality learning opportunity and to enhance the chances of intergenerational exchange between older people and youth in Europe.

There are two expected outcomes at European level. First, senior entrepreneurs are expected to be capable of remaining active within the society (in line with the active ageing approach) and to share the know-how they acquired throughout their lives. Second, NEETs may develop those skills that are recognized nowadays as the most important and useful for helping them (e.g. the capability of taking risk, the creativity, self-awareness, sense of initiative) to be the leading actors in their lives.

According to the above, two trainings will be designed by the project consortium and carried out in Italy, Malta, Germany and Slovenia, for older entrepreneurs and for youngsters, through which the educational plans will be tested by assessing the learning outcomes of individuals attending the courses. The trainings will be based on a methodology that will follow a learning-by-doing approach, characterized by case study analysis, project work, role playing, focus groups as well as all other interactive procedures most commonly used in non-formal education. Indeed, non-formal learning (provided also in formal settings) is recognized as one of the most effective ways to trigger the attitudes which are typical of an entrepreneurial spirit, because the entrepreneurship education means a lifelong competences development (European Commission, 2014a).

Finally, it is important to clarify a terminological issue. In the first part of this document (especially in chapters 1 and 3) authors used the terms “NEETs” and “older entrepreneurs” to be compliant with the definitions used by official European (and not only) documents dealing with this issue as well as the Erasmus+ Call. Nevertheless, from the very beginning of the activities, the partners of the consortium agreed on the usage of the words “youngsters” or “learners” in place of “NEETs” for identifying young persons and “seniors” or “mentors” in place of “older entrepreneurs”

for identifying older adults running a business. This choice was shaped by the purpose of avoiding any kind of “labelling” process of individuals that might contribute to strength stereotypes related to educational level and economic condition in the case of young people or to age, in the case of entrepreneurs. Thus, these terms have been used in the data collection tools as well as in several parts of this report (especially in chapter 4 and following).

1.2 A SUMMARY OF THE EUROPEAN UNDERSTANDING OF ENTREPRENEURSHIP AS EXPRESSED IN THE EUROPEAN DOCUMENTATION.

The European Union is constantly reviewing the qualifications of EU adults. It is stated that 78 million working-age (25-64 years old) people have low qualifications, included the NEET youth.

There are still too few adults taking part in learning activities. Consideration should also be given to the variety of training choices, as there is still limited access to training for older workers, young people and for the low skilled people, as well as small and medium-sized enterprises. It is most important to support start up entrepreneurs because small and medium-sized enterprises are the backbone of the economy. Job creation mainly occurs within this sector. This is the main source of job creation.

The Union encourages the Member States to fight unemployment within the framework of a coordinated employment policy, along common guidelines. Community funds, such as the European Social Fund, also contribute to their efforts mainly through training programs. The employment guidelines are based on four pillars

- to improve the employment capacity,
- to improve the business incentives,
- to develop the adaptability of businesses and their employees,
- to strengthen the conditions for equal opportunities.

Appropriate industrial policy is needed for the proper functioning of the economy and employment, with the aim of:

- Adoption and implementation of the horizontal regulations and programs.
- Accelerating the adjustment of industry to structural changes.
- Encouraging the creation of a business-friendly environment (especially for small and medium-sized enterprises).
- To encourage the forming of an environment that creates favourable conditions for cooperation between companies.
- Making better use of innovation, research and development opportunities.

For these purposes, the European Union takes measures, takes decisions and makes regulations, develops directives, issues strategies and declarations. The EU is continuously engaged in business entrepreneurial development policy and training for entrepreneurship, and publishes documents which strengthens many aspects in this field. From these documents we extract the ones that are most relevant to this project and arrange them in chronological order.

EUROPEAN CHARTER OF SMALL ENTERPRISES (2000)

Europe's efforts to unfold a new economy can only be successful if small business gets priority. Small businesses are the most sensitive to any change in the business environment. They are the first to suffer when they are burdened with excessive bureaucracy. However they are also the first to make progress as a result of reduction in bureaucracy and initiatives which reward success.

In Lisbon, the EU set itself the goal of becoming the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth, creating more and better jobs and greater social cohesion. Small businesses are considered to be the driving force behind innovation, employment, as well as social and local integration in Europe.

Following on from the Lisbon European Council, a document entitled "European Charter of Small Businesses", was prepared and published in June 2000, which summarizes the priorities of the European Union's SME policy, its commitments on subsidies and outlines the directions of government measures that promote effective entrepreneurial adaptation to the Single Market.

The European Charter of Small Enterprises has been published as Annex III to the Presidency Conclusions of the European Council of Santa Maria da Feira (Portugal) of 19th and 20th June 2000.

In June 2000, the heads of states or governments of the EU recognized the importance of small businesses with the approval of the European Charter of Small Enterprises. In order to improve the small business environment, the Charter outlines the tasks of the Member States and the Commission. Within the terms of the Charter we can think first of all at the national level and then at EU level when we make policy. In the meantime the Charter has become the cornerstone of the European Commission's enterprise policy, and it also serves as a tool for Member States to improve the implementation of their business policies.

The fulfilment of the Charter's strategic recommendations was central to achieving the Lisbon goals by which Europe was intended to be the most competitive and dynamic economy in the world by 2010.

The ideas of the Charter and the European Commission in this respect have seemed too utopian, therefore this objective was amended in early 2010 under the control of old-new president, Mr. Barroso. The „over optimism” of the Lisbon strategy has been tempered and some ongoing programs are still trying to adjust to realities.

Brussels wants to give more responsibility to the nation-states. In April 2002 in Maribor, Hungary, along with the other acceding and candidate countries, signed the EU Small Business Charter adopted by EU in 2000.

After that the European Commission had to prepare an annual report on the performance which is evaluated and summarized by the EU's Directorate General for Enterprise, and the experiences are also discussed at conferences. From 2006 onwards, instead of annual reports, in the EU Small Business Charter Conferences, each country presents one or two so-called good practice examples in the 10 priority themes. Other European countries have also recognized the importance of the Charter.

In April 2002 the candidate countries, later in June 2003 the Western Balkan countries also approved the Charter. In 2009, a total of 40 countries are participating in the Charter process.

The European Charter for Small Enterprises:

- Appreciates the dynamic ability of small businesses to meet new market needs and provide jobs;
- Stresses the importance of small businesses in promoting social and regional development alongside their role as an example of initiative and commitment;
- Recognizes the enterprise as a valuable, productive professional activity at all levels of responsibility;
- Appreciates a successful business that deserves to be rewarded fairly;
- Is aware that some failure can be the ultimate outcome of a responsible initiative due to its attendant risks and should be seen primarily as a learning occasion;
- Recognizes the values of knowledge, commitment and flexibility in the new economy.

EDUCATION AND TRAINING 2020 (2009)

The fact that Europe has low levels of core competences undermines economic development and greatly limits the professional, social and personal fulfilment of individuals. The quality of learning outcomes is of key importance in improving skills. In order to improve employability, stimulate innovation and stimulate active citizenship, in addition to the basic competences, key competences and attitudes also need to be developed.

They are: creativity, entrepreneurship and initiative, the e-skills (including coding), foreign language competences, critical thinking - including the e-literacy and media literacy - and skills suitable for the growing sectors such as the green economy.

Creating stronger links between education, business and research will strengthen growth. The involvement of social partners and civil society will also strengthen the

impact of the "Education and Training 2020" framework and increase the relevance of learning systems.

Priority areas of European cooperation in education and training are the following:

- Lifelong learning and mobility
- Improving the quality and efficiency of education and training
- Promoting the fairness, social cohesion and active citizenship
- Developing innovation and creativity, including entrepreneurial skills, at all levels of education and training.

BRUGES COMMUNIQUÉ (2010)

One of the aims of developing the Bruges Communiqué is to promote international mobility.

The economic globalization encourages employers, employees and independent entrepreneurs to think beyond the boundaries of their own country framework. The task of vocational training providers is to help them in this process by introducing an international dimension to learning content and by developing joint international networks with partner institutions.

Subsequently creativity, innovation, entrepreneurship and the strengthening of information technology will be enhanced.

The participating countries need to work in close cooperation with employers, vocational training providers and national business support providers, in order to promote entrepreneurship in vocational education and training. To this end, they should encourage the provision of necessary funding (e.g. for teaching materials and auxiliary tools, as well as to the creation of student mini-companies), to improve cooperation at the regional level.

Participating countries have to support newly established and future entrepreneurs by encouraging the vocational training graduates to start their own business and by supporting the learning mobility for young entrepreneurs.

Measures by all Member States:

- encouraging creativity and innovation partnerships (between vocational training providers and higher education institutions, in the centres of design, art, research and innovation centres);
- enhancing the use of technology through which vocational training providers may achieve effective outcomes. This means also to develop networking, pedagogical methods and technologies in an efficient and innovative way, by providing quality;
- promoting entrepreneurial skills, strengthening relevant key competences, facilitating the acquisition of practical experience in companies and involving experts from the business sector;
- promoting the transition from vocational training to business, with support for the vocational trained students to start a business.

COPENHAGEN PROCESS (2011)

The Copenhagen process is an integral part of the 'Education and Training 2020' strategic framework and will contribute to the implementation of the Europe 2020 Strategy's educational goals. The objectives envisage the following:

- Improving the quality and efficiency of vocational training, to enhance its attractiveness and to shape it to the labour market;
- Implementation of lifelong learning and mobility;
- Strengthening creativity, innovation and entrepreneurial skills;
- Promoting fairness, social cohesion and active citizenship.

"BUSINESS 2020" ACTION PLAN (2013)

The goal of this document is to revitalize the spirit of enterprise in Europe. One of the most important steps is education and training, in which a pan-European initiative was planned for 2013-15. Its content included the development of national expertise in the field of mentoring from practitioners from different member states.

It also encourages the Entrepreneur training schools, the vocational training institutions for institutional development and disseminate the information exchange between entrepreneurial universities.

Another important step is to provide an environment in which entrepreneurs can develop and grow. Content:

- Providing access to resources
- Support for new businesses
- Exploiting the digital age of business opportunities
- Ensuring a second chance for decent entrepreneurs who are bankrupt
- Reducing administrative burdens
- Setting up models for women, the elderly, the unemployed
- Education for Entrepreneurship (Guide for Educators). Draw a path to success with different approaches)

Europe needs more entrepreneurs to restart growth and raise employment levels.

The Development Plan is based on the following three pillars:

- The education of entrepreneurship and the development of training.
- Creating a proper business environment.
- Setting up role models and addressing specific groups.

The EU plans to boost sustainable growth through two key initiatives:

- In order to promote a resource-efficient and low-carbon economy, economic growth needs to reduce its dependence of resource and energy consumption. This will mitigate CO₂ emissions and improve energy security by reducing the resource demands of production and consumption.
- „Industrial policy in the era of globalization”.

The EU needs an industrial policy that supports businesses (especially small businesses) that they are able to cope with a shift toward globalization, the economic crisis and the low-carbon economy.

For this, it is essential that the newly-established industrial policy to encourage entrepreneurial activity in order to make the European enterprises more viable and competitive.

EUROPE 2020 (2014)

In response to this, the Europe 2020 Strategy identified the basis for future growth and competitiveness in order to respond intelligently, sustainably and inclusively to the main societal challenges.

The common responsibility of the Member States and the EU institutions is to solve the existing problems in a more sustainable developing way for the EU. Recognizing that our economies are closely interwoven, the EU is currently working on restructuring economic governance so that policies can better respond to current and future challenges.

RIGA DECLARATION (2015)

Riga medium-term tasks for vocational training are the following:

- Supporting all forms of work-based learning
- Strengthening the student contractual training
- Involving social partners in the process
- To involve businesses, chambers and vocational training organizations into the education
- Supporting innovation and entrepreneurship.

2. THE FRAMEWORK

2.1 BACKGROUND CONTEXT

The international team has met to discuss (i) the format and development of the training materials and (ii) the delivery of the materials in terms of desired (and achievable) outcomes with respect to different groups and different regions. A framework was proposed by Prof Russell Smith (University of Malta) as a discussion tool which was reviewed by other members of the international team and discussed further via multiple email exchanges and several Skype conference calls. Some important points of note emerged from those discussions:

1. An over-arching framework should be developed that (i) was simple enough to be understood easily by all participants, (ii) that had enough complexity so as to facilitate meaningful outcomes and yet, at the same time, (iii) be flexible enough to accommodate the very significant differences in the target groups of NEETs and Seniors across the partner countries.
2. The materials developed needed to be built across the framework with sufficient and sometimes diverse tools to address the same outcomes. All partners recognised the need to contribute training tools and materials according to need and according to expertise. In addition, the research undertaken (described later in this report) should inform the range of materials developed from the perspective of the NEETs and the Seniors.
3. It was recognised that since the definition of NEETs, in particular, was different between international partners (eg in Italy NEETs will be unemployed graduates whereas in Malta they will be young people disengaged from the EET process) there would need to be a spectrum of tools and training materials geared towards the different target groups. Despite this, the development of a framework that covered all target groups was considered essential

It was recognised that the educational materials need to be tailored around the participants' features, needs, expectations and competences. However, it was also recognised that the creation of individual learning plans tailored for all participants was beyond the scope of this project. A flexible approach was therefore proposed

that is described below. The project team had broad agreement over an approach which included a *multi-step* approach with multiple outcomes rather than a *single-step* approach helping youngsters to become entrepreneurs with guidance from seniors. It was agreed that several important and valuable outcomes might arise from such a multi-step approach including helping a NEET to find employment, helping a NEET to become self-employed and then the more ambitious outcome of helping a NEET to establish a business that might employ others. The multi-step approach may be summarised as follows:

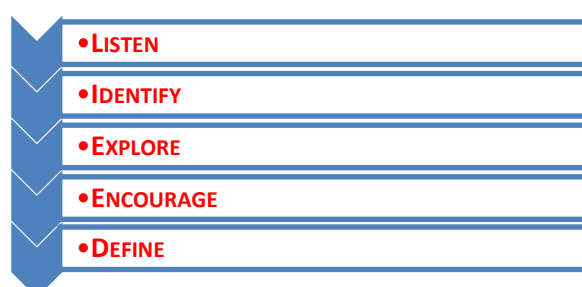
1. **PERSONAL FOUNDATION:** Mentoring leading to employment for youngsters
2. **SELF-EMPLOYMENT FOUNDATION:** Mentoring leading to self-employment for youngsters
3. **BUSINESS FOUNDATION:** Mentoring leading to a larger business start-up for youngsters.

It was recognised that all three steps could lead to an outcome that should be considered as a **success** in terms of engagement. It is proposed that in the Personal Foundation an outcome of gaining employment may be a very successful one. In other words, there should be no inherent drive to push NEETs towards self-employment or starting a more ambitious business. However, it was recognised that the project must start with selecting and training Seniors capable of supporting NEETs across all three forms of the Foundations which is described further as follows.

2.2 THE SELECTED 'FRAMEWORK' APPROACH

In considering these three steps the team agreed that Seniors would need to employ a broadly similar **initial approach** which may be defined as:

Figure 1: Initial approach

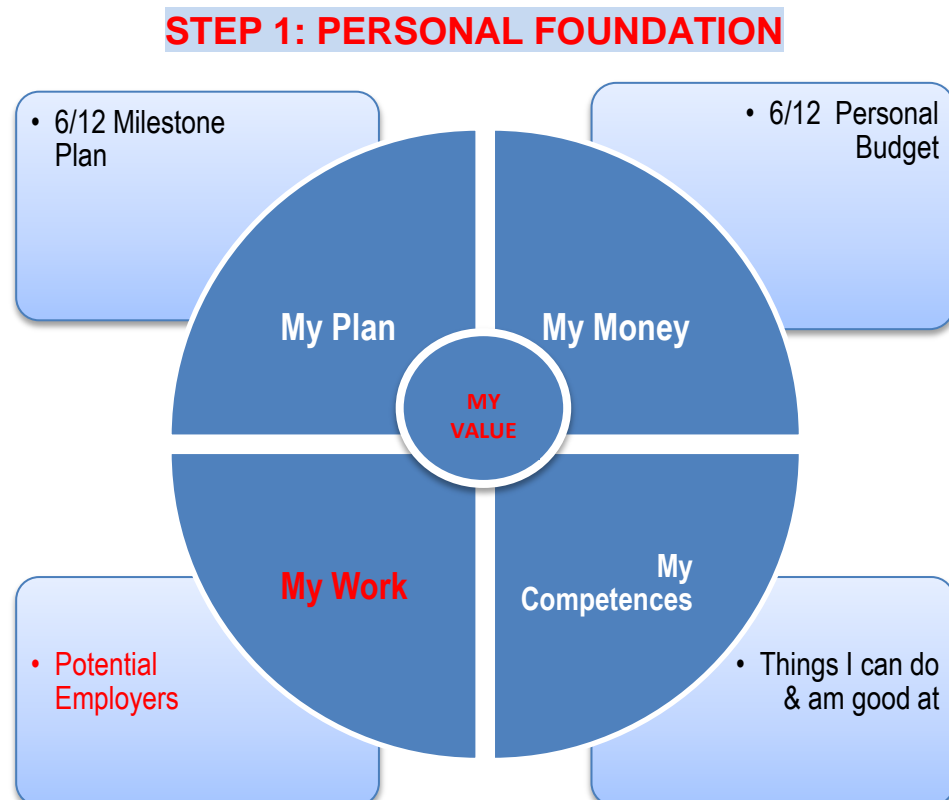


This initial approach includes a set of steps that will enable the development of a set of tools for seniors to use at the outset leading to the development of competences for seniors in the areas of:

- Listening skills
- Identifying aspects of value in the youngster
- Exploring skills, products or services that the youngster could sell
- Encouraging the youngster to generate revenue from their own ‘value’
- Defining the best opportunity available for the youngster to pursue

It is suggested that the senior could use the following framework when assessing employment. This framework includes five sections with the ‘Value’ of the youngster at its heart. Surrounding this ‘core value’ are:

Figure 2: Personal Foundation



MY COMPETENCES: Competences of the youngster including those derived from hobbies and interests.

MY WORK: Potential employment opportunities.

MY PLAN: A six-month plan of action for the youngster with milestones.

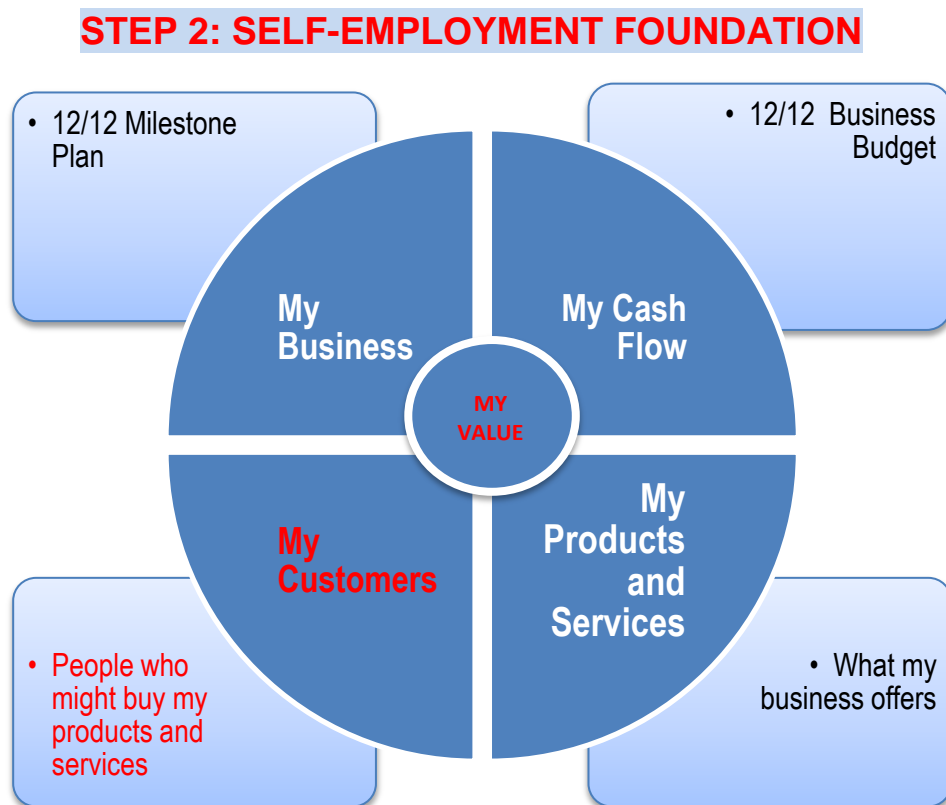
MY MONEY: A six-month personal budget for the youngster.

It is suggested that the senior uses a 'brochure' template to create a form of CV for the youngster for use when seeking employment.

In the second step, the senior could use the same initial approach to help identify 'value' for the youngster in terms of potential products and/or services that the youngster could offer via self-employment.

As can be seen, the format is very similar to the previous one except that the focus is now on the sale of products and/or services via self-employment but 'value' remains at the heart of the graphic:

Figure 3: Employment foundation



MY PRODUCTS AND SERVICES replaces 'My Competences'.

MY CUSTOMERS replaces 'My Work'.

MY BUSINESS replaces 'My Plan' with a 12month milestone plan.

MY CASH FLOW replaces 'My Money' with a 12-36 month business cash flow forecast.

Once again, it is suggested that the senior uses the 'brochure' template (separate attachment) but this time to create a business brochure. Including training around use of the brochure, all of the above provides a framework for the development of tools and materials for use by the senior and the youngster. Step 3 is envisaged as a more ambitious development of Step 2 in which the five aspects of the graphic are developed into the nine aspects of the Incumatrix™ business anatomy matrix. This development simply sees the four quadrants above being considered as 'Forecasts' ("What things I would like to do") and now complemented by four 'Strategies' ("How I intend to do things"). Note that the forecasts number 2 to 5 (as before) and the associated strategies number 6 to 9. Materials and tools will be developed for this project by the University of Malta for all nine components of this graphic.

Figure 4: Business Foundation²
STEP 3: BUSINESS FOUNDATION



² Incumatrix™ Copyright Samarkand Management Ltd

Step 3 is envisaged as a more ambitious development of Step 2 in which the five aspects of the graphic are developed into the nine aspects of the Incumatrix™ business anatomy matrix. This development simply sees the four quadrants above being considered as ‘Forecasts’ (“*What things I would like to do*”) and now complemented by four ‘Strategies’ (“*How I intend to do things*”). Note that the forecasts number 2 to 5 (as before) and the associated strategies number 6 to 9. Materials and tools will be developed for this project by the University of Malta for all nine components of this graphic. Please note that ‘Value’ at the heart of the graphic has been replaced by ‘VALUE PROPOSITION’. This term simply means the overall business offering when looked at from the “Problem / Solution / Benefits” approach. Once again, the brochure tool can provide an effective output for this process. The nine cells in the previous figure may be defined as follows:

1. VALUE PROPOSITION – the business offering I have in mind
2. PRODUCT FORECAST – exactly what I would like to sell to my customers
3. MARKET FORECAST – the customers that I envisage and the competitors I am aware of
4. BUSINESS PLAN FORECAST – how I would like to structure and run my business
5. CASH FLOW FORECAST – the cash I expect to spend and to earn over a period of time
6. PRODUCTION STRATEGY – how I intend to produce my products and services
7. COMMERCIAL STRATEGY – how I intend to get my products and services to my customers
8. PEOPLE STRATEGY – how I intend to define and hire the people my business will need
9. FUNDING STRATEGY – how I intend to find the initial finance I will need to start my business

A full range of business training materials for use by both the senior and the NEET will be developed by the University of Malta team. It is recommended that training materials, tools and teaching methodologies for this project take into account the Foundation Level entrepreneurial level competences as defined by the EU JRC in its recent (2016) report as shown in the following table.

Table 1: Competence and foundation level³

COMPETENCE	FOUNDATION LEVEL
Spotting opportunities	Learners can find opportunities to generate value for others
Creativity	Learners can develop multiple ideas that create value for others
Vision	Learners can imagine a desirable future
Valuing ideas	Learners can understand and appreciate the value of ideas
Ethical & sustainable thinking	Learners can recognise the impact of their choices and behaviours
Self-awareness & self-efficacy	Learners trust their own ability to generate value for others
Motivation & perseverance	Learners want to follow their passion and create value for others
Mobilising resources	Learners can find and use resources responsibly
Financial & economic literacy	Learners can draw up the budget for a simple activity
Mobilising others	Learners can communicate their ideas clearly and with enthusiasm
Taking the initiative	Learners are willing to have a go at solving problems that affect their communities
Planning & management	Learners can define the goals for a simple value-creating activity
Coping with uncertainty & risk	Learners are not afraid of making mistakes while trying new things
Working with others	Learners can work in a team to create value
Learning through experience	Learners can recognise what they have learnt through taking part in value-creating activities

³ Competences sourced from JRC Science for Policy Report 'EntreComp: The Entrepreneurship Competence Framework' 2016.
 FINDYOURBIZ™ Foundation Framework Copyright Samarkand Management Ltd.

2.3. PLANNED ‘OUTPUTS’ FOR THE FRAMEWORK ACTIVITIES

Table 2: Proposed Framework for Training Materials

PROPOSED FRAMEWORK FOR TRAINING MATERIALS	1: PERSONAL FOUNDATION	2: SELF-EMPLOYMENT FOUNDATION	3: BUSINESS FOUNDATION
1: VALUE PROPOSITION	A CV for the NEET accompanied by a one-page brochure about the NEET	A one-page brochure for the self-employed NEET detailing products and/or services	A one-page brochure for the business detailing products and/or services
2: PRODUCT FORECAST	The competences (services) that the NEET could sell to a single customer (the employer)	The competences (services) and products that the NEET could sell to multiple customers	The services and products that the business could sell to multiple customers
3: MARKET FORECAST	Potential employers within the vicinity of the NEET	Potential customers within the vicinity of the NEET	Potential customers within the reach of the business
4: BUSINESS PLAN FORECAST	A six-month milestone plan listing 12 key actions	A 12-month milestone plan listing 24 key actions for self-employment	A 12-36 month business plan (inc. choice of business vehicle) with associated key milestones
5: CASH FLOW FORECAST	Personal budget for six months	Personal and self-employment budget for 12 months	Personal and business budget for 36 months
6: PRODUCTION STRATEGY	NEET makes themselves available for employment	Self-employment production plans, quality specifications for products & raw materials	Business production plans, quality specifications for products & raw materials
7: COMMERCIAL STRATEGY	NEET reviews Job Adverts and applies to potential employers	Route to market covering the steps of Notice / Like / Want / Need / Acquire	Route to market covering the steps of Notice / Like / Want / Need / Acquire
8: PEOPLE STRATEGY	<i>Not applicable as NEETs make themselves available for employment</i>	Creation of Job Description for the self-employed person	Creation of Hiring Strategy and Job Descriptions for all potential employees
9: FUNDING STRATEGY	NEET generates income solely from employment	Funding strategy to cover any shortfall between start-up costs until planes profitability	Funding strategy to cover any shortfall between start-up costs until planes profitability

2.4. CREATION OF TRAINING MATERIALS AND TOOLS LEADING TO THE PLANNED OUTPUTS

According to the Application, we are asked to design a grid, similar to the following in order to organize contents (materials and tools) in the training plan.

The following table is a simplified illustration of how the materials will be organised.

Table 3: Senior’s title of modules

SENIORS				
TITLE OF MODULES	LEARNING OUTCOMES	TITLE OF MODULE UNITS	TRAINING MATERIALS	TOOLS
Module 1: Mentoring skills	Ability to Listen, Identify, Explore, Encourage and Define options for the NEET Mentoring skills and confidence building Recording key points from a discussion and setting action plans	Unit 1: Listening skills	The various forms of listening skills	The use of
		Unit 2: The mentoring session	Face to face mentoring Winning trust Building confidence How to ask questions	
		Unit 3. Using Skype	How to use Skype to best effect	Guidance note on Skype usage
		Unit 4. Taking notes	Taking notes after interviews	Template for notes during a session
		Unit n...		
Module 2:		Unit 1.		
		Unit 2.		
		Unit 3.		
		Unit n...		
Module n.:		Unit n...		

It is recognised that many of the materials and tools to be developed will be for use via the internet and hence a Virtual Learning Environment (VLE) will be a useful facility with which to organise them. It is further envisaged that Mentors will be IT-literate and so will find such a tool useful. However, it may be that some NEETs are less IT-literate and may even struggle with basic literacy and numeracy. And so a range of materials will need to be developed in order to accommodate this broad need including non-traditional teaching methods and tools. Whilst the VLE may not be able to accommodate all non-traditional teaching methods the above table gives a suitable structure to act as a kind of ‘virtual folder’ for all materials.

The above table will be developed further by the University of Malta (to act as a ‘Contents’ list) and circulated in mid-September for review and discussion by all partners. Prior to that, all partners are required to develop suggested materials that could be used to ‘populate’ the virtual folder. It is recognised that since partners will target different groups of NEETs, and also possible different groups of Mentors, the

virtual folder will house all materials but not all of which will be used in every partner country. Of course some materials will be not only translated for each country but also amended to take into account local differences between, for example, legislation and best practice.

The materials framework will then be discussed at the meeting in Slovenia at the end of September 2017 in order to finalise a 'contents' list and then developed subsequently as the project progresses. Importantly, discussion in Slovenia will also focus on research findings – described later in this document – such that the 'offering' meets the needs of the Mentors and NEETs interviewed in each country.

3. NEETS AND SENIOR ENTREPRENEURS: THE INTERGENERATIONAL LEARNING PARADIGM FOR BOOSTING ENTREPRENEURSHIP IN EUROPE

This chapter starts offering an overview of the European labour market, focusing on the conditions of young people and on the phenomenon of the so called “NEETs”. Then it provides information about entrepreneurship and entrepreneurs in Europe, and highlights the potential of the intergenerational learning paradigm, as a possible asset for boosting entrepreneurship in the European context.

The European labour market: trends in the period 2007-2016

In the period 2007-2016, in the EU-28, despite the consequences of the international economic crisis that negatively affected the labour market (especially from 2007 to 2013), the overall employment rate of people aged 20-64 has increased from 69.8% to 71.1% (i.e. -3.9% below the target set by the “Europe 2020” strategy) ([t2020_10](#)). It is important to highlight that an important role in contributing to the growth of the total employment rate in Europe has been played by older workers: indeed the employment rate of people aged 55-64 has increased constantly, from 44.5% to 55.3% between 2007 and 2016 ([tsdde100](#)). In the same period, the European unemployment rose sharply in the wake of the economic crisis. Indeed, the EU-28 total unemployment rate increased from 7.2% in 2007 to 10.9% in 2013 (at that time the highest value recorded since the start of the statistical series in 2000) and, after this pick, the total unemployment rate has started to decrease, reaching 8.5% in 2016 ([tsdec450](#)). Obviously, despite this general trends, representing a sign of the improvement of the overall European labour market conditions, there are huge differences among countries. For example, among the Member States, the lowest unemployment rates in 2016 were recorded in the Czech Republic (4 %), Germany (4.1 %), Malta (4.7%), UK (4.8%) and Hungary (5.1%). The highest rates were observed in Greece (23.6 %) and Spain (19.6%). Concerning the employment rates, the highest values were observed in Sweden (81.2%) and Germany (78.7%) while the lowest in Greece (56.2%), Croatia (61.6%) and Italy (61.4%). When focusing the analyses of the main labour market indicators on European young people, the situation is different, especially because this group of persons, that usually experience more difficult conditions concerning employment (e.g. fragmented careers, precarious labour market, etc.) have been hit more hardly than other

categories of citizens by the international economic crisis. In particular, the youth employment rate (15-24 years) sharply declined between 2007 and 2016, from 37.2% to 33.8%, with some countries with very low values about this indicator (i.e. in 2016, Greece: 13%; Italy: 16.6%; Spain: 18.4%) ([lfsi_emp_a](#)). Youth unemployment rates are generally much higher, even double or more than double, than unemployment rates for all ages. In particular, during the economic crisis, the youth unemployment rate (of people aged 15-24 years) has taken an upward trend, from 15.9% in 2007, peaking in 23.7 % in 2013, before receding to 18.7% at the end of 2016. In this year, the highest values about this indicator were observed in Greece (47.3%), Spain (44.4%) and Italy (37.8%), while the lowest rates were recorded in Germany (7%), Czech Republic (10.5%), the Netherlands (10.8%) and Malta (11.1%) ([une_rt_a](#)). High youth unemployment do reflect the difficulties faced by young people in finding jobs⁴. Moreover, as pointed out by OECD (2016) almost 1 out of every 10 jobs held by workers under 30 were destroyed between 2007 and 2014. In Spain, Greece and Ireland, the number of employed youth halved. Young people who had left school at lower-secondary level bore the brunt of these job losses. And while some countries have managed to restore youth employment to pre-crisis levels, the recovery has been too weak to significantly improve young people's prospects in many countries.

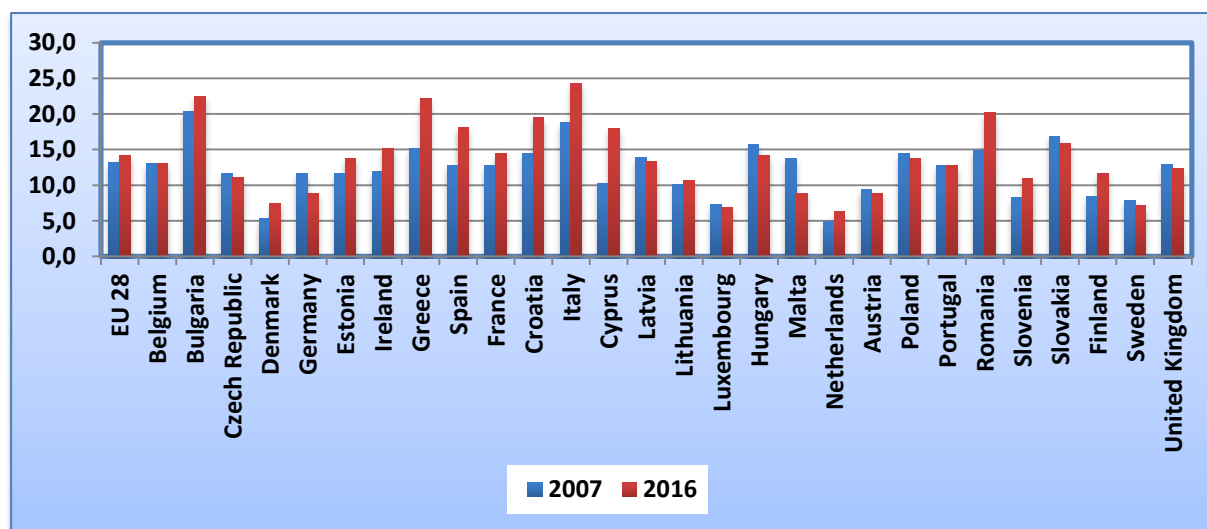
The NEETs: numbers and characteristics of the phenomenon

Statistics for employment and unemployment have traditionally been used to describe labour markets, in other words, providing data on people who have a job and those who are actively looking for one. However, an analysis of the labour market participation of younger people is somewhat different, especially when a group of young people are neither in employment (unemployed or economically inactive), nor in education or training (NEETs). The share of young people neither in employment nor in education and training is an indicator that measures the

⁴ However, as highlighted by EUROSTAT (2017a), this does not necessarily mean that the group of unemployed persons aged between 15 and 24 is too large, as many young people are studying full-time and are therefore neither working nor looking for a job (so they are not part of the labour force which is used as the denominator for calculating the unemployment rate). For this reason, youth unemployment ratios are also calculated, according to a somewhat different concept: the unemployment ratio calculates the share of unemployed for the whole population. Even according to EUROSTAT, youth unemployment ratios in the EU are much lower than youth unemployment rates; however they have also risen since 2008 due to the effects of the crisis on the labour market.

proportion of the population of a given age group and sex who is not employed and not involved in any further education or training. Therefore, it is possible to consider different age groups when talking and analysing data about NEETs (e.g. 15-24; 15-29, etc.). The “Be the Change” consortium have decided to include in the project NEETs between 18 and 29 years old, mainly for taking into account the differences in the educational systems in countries represented in the partnership. The NEET rate for young people is closely linked to economic performance and the business cycle. Therefore, it is not surprising that even the share of NEETs has increased during the years of the Great Recession, that hit young people particularly hard. According to OECD (2016a), the number of young people aged 15-29 not in employment, education or training remains higher than before the onset of the economic crisis in almost all OECD countries, and in 2015, about 40 million young people (i.e. 15% of the youth population of the area) were NEETs across the OECD area. Furthermore, over two-thirds of this group of people (i.e. 28 million young people in OECD countries) were actively looking for work. Considering the EU-28 average, the share of young people aged 15-29 neither in employment, nor in education or training has grown after the beginning of the international economic crisis, and then declined in the last 3 years. In particular the share of NEETs in the EU-28 was 10.2% in 2007, reached the pick in 2013 (14.1%), before decreasing to 12.2% in 2016 (last data available; see Figure 5).

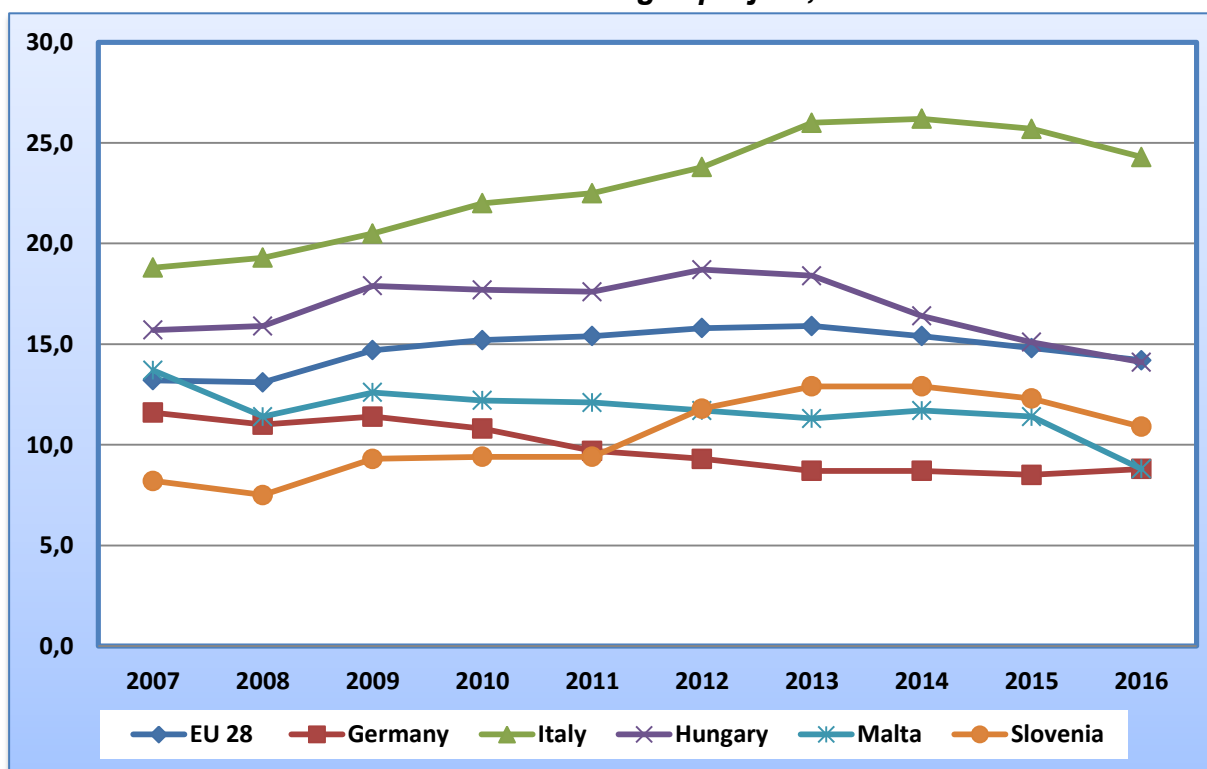
Figure 5: Share of young people neither in employment nor in education and training aged 15 to 29 in Europe; 2007 and 2016



Source: EUROSTAT 2017 - Own elaborations

Among countries “involved” in the “Be the Change” consortium, Italy has the highest share of NEETs (24.3% in 2016; +5.5% percentage points compared to 2007), representing also the country at the top of the European ranking about this indicator. On the contrary, in 2016, in all the other countries where are located the partners of the project consortium, the share of NEETs is below the European average (e.g. 10.9% in Slovenia; 14.1% in Hungary) with the lowest values observable in Malta and Germany (8.8% in both countries, one of the lower rates of NEETs in Europe; lowest values in Luxemburg, Czech Republic and the Netherlands, between 5 and 6%). Apart from Italy, only Slovenia has increased the share of NEETs in the period 2007-2016 (from 8.2 to 10.9%), while in the same years Malta experienced the higher reduction of this indicator (-4.9%) (see Figure 6).

Figure 6: Share of young people neither in employment nor in education and training aged 15 to 29 in EU 28 average and in countries involved in the “Be the Change” project; 2007-2016

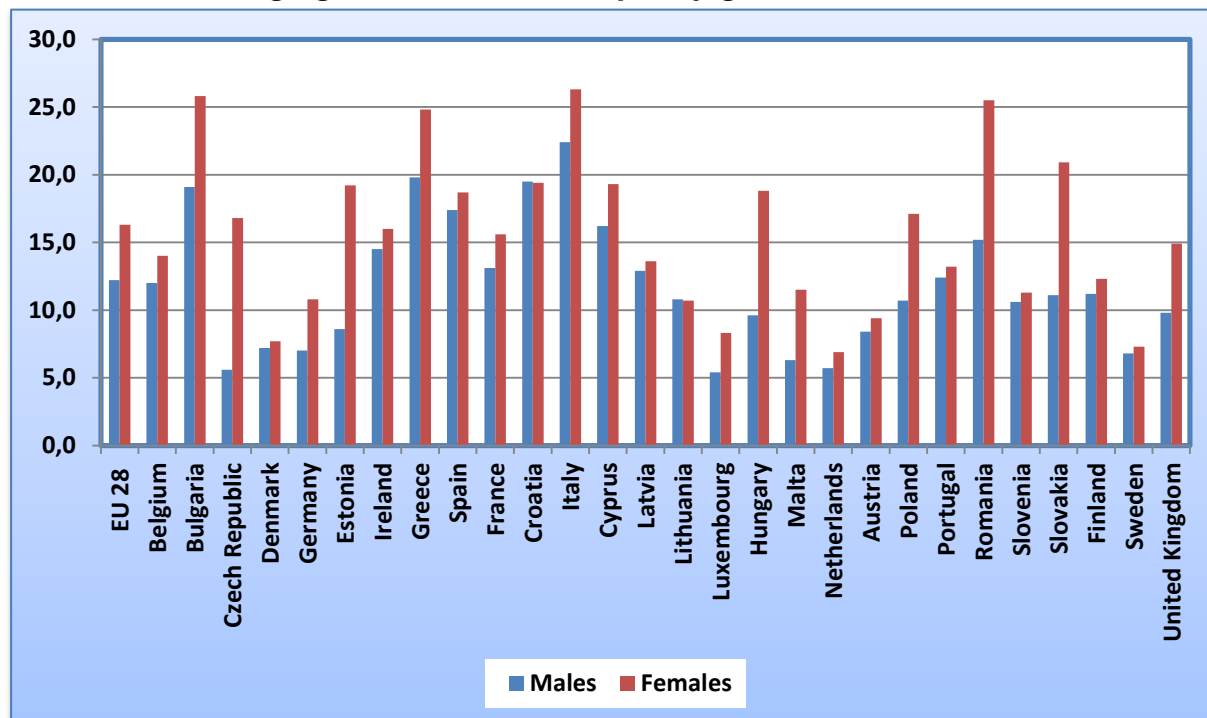


Source: EUROSTAT 2017 - Own elaborations

Among NEETs aged 15-29 years there is a huge gender gap: indeed young women are more represented in this group of people not in employment, education and training in almost all European countries (see Figure 7). In particular, in 2016, the

average EU-28 share of NEETs was 16.3% among women (+0.1% compared to 2007) and 12.2% among men (respectively +0.1% and +2% compared to 2007).

Figure 7: Share of young people neither in employment nor in education and training aged 15 to 29 in Europe, by gender; 2016



Source: EUROSTAT 2017 - Own elaborations

As for the total values of the indicator, in 2016 Italy has the highest European shares of NEETs also both for men (22.4%) and women (26.3%), while among all other “consortium countries” in 2016 the values of the indicator are lower than the European averages both for men (EU-28 average: 12.2%) and women (16.3%), with the only exception of Hungary about females (18.8%, +2.5% above the EU-28 average). In the comparison between 2007 and 2016, as for the total values, Italy and Slovenia have experienced an increase of the share of NEETs both for men (respectively +7.2 and +3.7) and women (+3.7% and +1.6%), while the trend was opposite in Germany (males: -2%; females: -3.4%), Hungary (males: -1.3%; females: -1.7%) and Malta (males: -4.4%; females: -5.4%) (see Tables 4 and 5). Moreover, even about gender differences, as pointed out by OECD (2016a) being a woman adds to the risk of becoming NEET particularly on a long-term basis. Indeed, many young women care for children and other family members at home. Consequently, women are 1.4 times more likely to be NEET than young men.

Table 4: Share of young people neither in employment nor in education and training aged 15 to 29 EU 28 average and in countries involved in the “Be the Change” project; males; 2007-2016

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Diff. 2016-2007
EU 28	10,2	10,2	12,7	13,3	13,5	14,0	14,1	13,6	13,0	12,2	+2,0
Germany	9,0	8,2	9,5	8,7	7,7	7,2	6,7	6,7	6,6	7,0	-2,0
Italy	15,2	15,6	17,5	19,3	20,0	21,7	24,5	24,8	24,2	22,4	+7,2
Hungary	10,9	11,2	14,1	14,4	13,7	15,3	14,5	12,2	11,1	9,6	-1,3
Malta	10,7	7,0	8,9	8,4	9,4	9,1	9,4	9,0	9,0	6,3	-4,4
Slovenia	6,9	6,6	8,8	8,9	9,4	10,9	11,7	11,2	11,7	10,6	+3,7

Source: EUROSTAT 2017 Own elaborations

Table 5: Share of young people neither in employment nor in education and training aged 15 to 29 EU 28 average and in countries involved in the “Be the Change” project; females; 2007-2016

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Diff. 2016-2007
EU 28	16,2	16,0	16,8	17,2	17,4	17,7	17,7	17,2	16,7	16,3	+0,1
Germany	14,2	13,8	13,3	12,9	11,7	11,5	10,8	10,8	10,5	10,8	-3,4
Italy	22,6	23,0	23,4	24,7	25,1	25,8	27,5	27,7	27,1	26,3	+3,7
Hungary	20,5	20,7	21,7	21,2	21,6	22,2	22,6	20,8	19,2	18,8	-1,7
Malta	16,9	15,9	16,4	16,1	14,9	14,5	13,4	14,7	13,9	11,5	-5,4
Slovenia	9,7	8,4	10,0	9,9	9,4	12,8	14,1	14,8	13,0	11,3	+1,6

Source: EUROSTAT 2017 Own elaborations

Apart from the data showed above, with the vast majority of young people aged 15-19 in the EU-28 remaining within education and training (either in formal education or non-formal education and training), it is not surprising to find that relatively few people of this age were NEETs, i.e. 6.3 % in 2015. Even though usually statistics about NEETs refer to people under 30, if we consider those aged 20-34, the situation was quite different compared to young people aged 15-19, as almost one in five (18.9 %) of the subpopulation aged 20 to 34 were neither in employment nor in education and training; this corresponded to approximately 17.6 million young people in 2015. More in detail, according to EUROSTAT (2016) during the period 2005-2015, EU-28 NEET rates for three different age groups of young people (people aged 20-24; 25-29 and 30-34) posted similar developments: a reduction in rates through to the onset of the financial and economic crisis in 2008; followed by a rapid turnaround in 2009; a more gradual increase through to 2012 or 2013; and a reduction in the rate for 2014 and 2015 (the NEET rate for people aged 20-24 fell from 2013 onwards). The latest data available for 2015 show that NEET rates in the EU-28 were 17.3 % for people aged 20-24, 19.7 % for those aged 25-29, and 19.4 % for those aged 30-34. Greece and Italy recorded the highest proportions of young people who were neither in employment nor in education and training: indeed, in 2015, in these countries, approximately one third of all young people aged 20-34 were neither in employment nor in education and training (32.4 % and 31.6 % respectively). Among NEETs aged 20-34, there is a significant gender gap: in 2015, almost one quarter (23.0 %) of young women in the EU-28 were NEETs, while the corresponding share among young men was 14.9 % (-8.1 percentage points).

There are a wide range of specific factors that may contribute to the probability of becoming and/or remaining trapped in the NEET condition. For example, young people with an intermediate level of educational attainment, with health problems/disabilities, raised by a single parent, having been born in a country outside the EU, immigrants are 70% more likely to become NEETs (Eurofound, 2015), with caring responsibilities, living in a rural area, and being affected by other forms of disadvantages (e.g. having parents with low educational attainment or unemployed, living in a household with a low level of income) are most likely to be exposed to the risk of having low quality education and training opportunities, with few chances to

(re)enter the labour market. Furthermore, a higher share of “long-term NEETs” (i.e. young people remaining out of education and work for more than a year) is observed in countries hit hard by both the economic crisis and the rising of unemployment, as well as women, especially the low-educated and youth with health problems are at greater risk of becoming long-term NEETs. In essence, the most vulnerable young people are the most at risk to become/remain a NEET. Moreover, young people who spend a considerable period of time as NEETs are often affected by a range of social conditions, such as poverty and social exclusion, insecurity, crime, or health problems (OECD, 2016a; EUROSTAT, 2017a).

Since a high proportion of young people in the EU are neither in employment nor in education or training, policymakers are increasingly concerned by the economic and social consequences of their disengagement. The implications of this are two-fold: on a personal level, these individuals are more likely to become disenfranchised and to suffer from poverty and social exclusion, while at a macro-economic level they represent a considerable loss in terms of unused productive capacity and a considerable cost in terms of welfare payments. It is estimated that the cost of not integrating NEETs was around 150 billion € in 2011 for the European economy, corresponding to about 1,2% of the GDP (Eurofound, 2015). Therefore, also in order to promote specific actions and policies to support this group of people, a possible way for reducing their disengagement and to sustain their inclusion in the labour market, is entrepreneurship and self-employment. Indeed, as shown above, the youth was hit particularly hard by the international economic crisis. In this context, entrepreneurship and self-employment may offer pathways to young people to emerge from unemployment or from the NEET condition, and also to develop a spirit of entrepreneurship and skills as initiative, confidence and creativity that could help them in their work-life and ability to adapt and innovate (see also the end of this chapter).

Entrepreneurship in Europe: a brief overview

In 2014, the EU-28's business economy was made up of around 26 million active enterprises (based on 27 Member States and estimates of missing Greece data) with some 143 million persons employed. The largest active enterprise population was

registered in Italy (3.9 million), followed by France (3.4 million), Spain (2.9 million), Germany (2.8 million) and the United Kingdom (2.2 million). The services sector was dominant in every country, as measured by the highest proportion of active enterprises. In terms of enterprise size class, the overwhelming majority (99.8 %) of enterprises active within the EU-28's economy in 2014 were micro, small and medium-sized enterprises (SMEs) and together they contributed 57.4 % of the value added generated within the EU's non-financial business economy.

More than 9 out of 10 (93%) enterprises in the EU-28 were micro enterprises (employing less than 10 persons) and their share of value added within the non-financial business economy was considerably lower, around one fifth (20.9 %) (EUROSTAT, 2017b; 2017c).

European entrepreneurs: a profile by age and gender

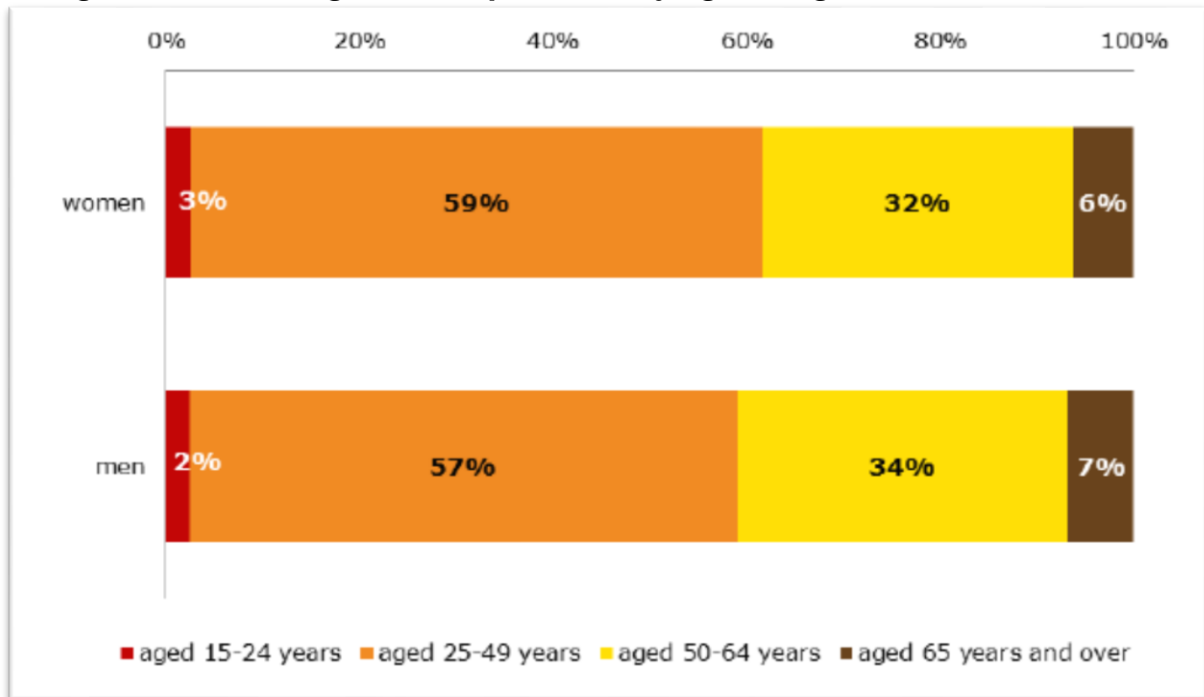
According to the European Commission (2014b), in 2012, there were 33.1 million entrepreneurs active in the EU-28, of whom 10.3 million women (31.1%) and 22.8 million men (68.9%). In the same year, women entrepreneurs in Europe were on average slightly younger than men entrepreneurs. In particular, there were higher proportions of women than men entrepreneurs in the age groups 15-24 years and 25-49 years, while the proportions of men entrepreneurs were slightly higher in the age groups 50-64 years (men: 34%; women: 32%) and over 65 years older (men: 7%; women: 6%).

Most women and men entrepreneurs were between the ages of 25 and 49 years (59% and 57%, respectively), even though about 4 out of 10 of men (41%) and women (38%) entrepreneurs were seniors aged 50 and over (see Figure 8).

Furthermore, the age distribution in 2012 of men and women entrepreneurs in EU-28 in the four age groups shows that the proportion of women entrepreneurs decreased with age.

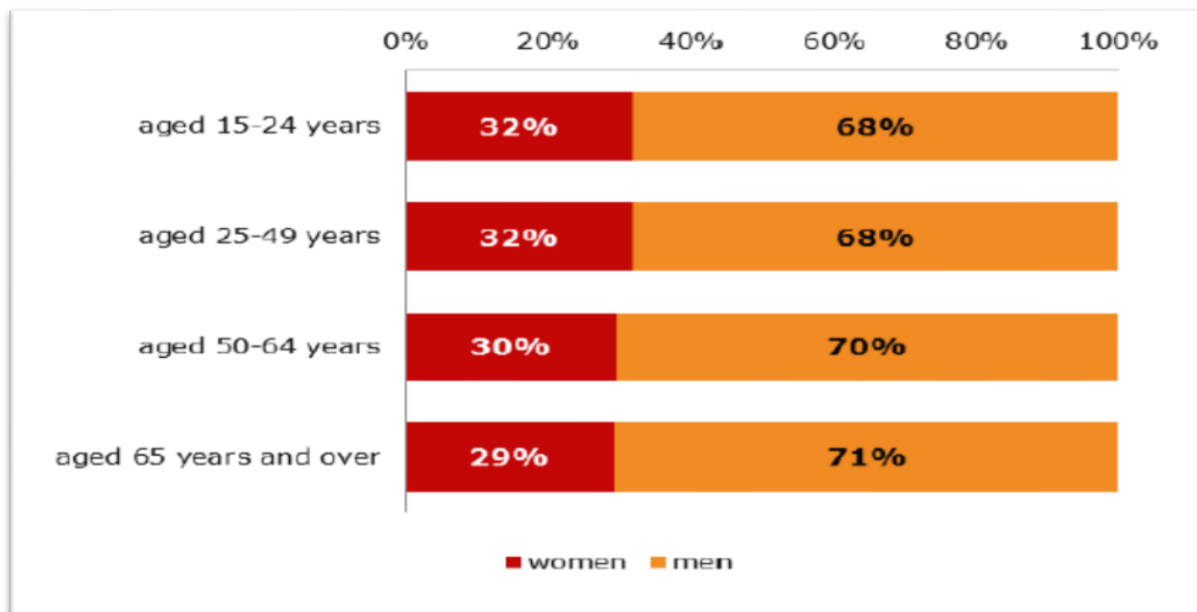
Even in 2012, about 32% of entrepreneurs in the age group 15-24 years were women (men: 68%) compared to 30% in the age group 50-64 years (men: 70%) and 29% in the age group 65 years and over (men: 71%) (see Figure 9).

Figure 8: Percentage of entrepreneurs by age and gender in EU 28; 2012



Source: European Commission, 2014b

Figure 9: Percentage of women entrepreneurs by age and gender in EU 28; 2012



Source: European Commission, 2014b

Apart from the above, it has been pointed out (OECD, 2016b) that in OECD countries, in general, self-employed increases with age. Indeed, for both men and

women self-employment rates⁵ are higher in older age groups in almost all OECD countries. On average, almost 5.1% of employed men aged 15-24 and 3.6% of employed women of the same age group are self-employed, while 29.2% of employed men aged 55+ and 15.9% of employed women of the same age group are self-employed.

In general, it has been argued (OECD/European Commission, 2012; European Commission, 2016) that there is a growing population of healthy older people with the skills, financial resources and time available to contribute to economic activity through extending their working lives, including through entrepreneurship. Indeed, many older people may wish to remain economically active in order to maintain a lifestyle (Walker & Webster, 2007) or choose self-employment as a flexible alternative to organizational employment (Curran & Blackburn, 2001). In sum, seniors are increasingly interested in becoming entrepreneurs and retired business people can provide precious knowledge and skills for budding entrepreneurs. Furthermore, those who already have a successful business experience may also enjoy sharing their expertise with others. In the light of the above, to further increase entrepreneurship by seniors and more in general supporting an active ageing approach in employment, policies should, among other things, encourage seniors to play a role in promoting entrepreneurship by others, by becoming “business angels” or by mentoring and supporting younger entrepreneurs, as well as young unemployed people and NEETs, in the same perspective of the “Be the Change” project. Indeed, the intergenerational learning paradigm could be a crucial asset for boosting entrepreneurship in Europe.

Intergenerational learning for boosting entrepreneurship in Europe

For centuries, in both traditional and modern cultures, intergenerational learning has been the informal vehicle within families for the transfer of knowledge, skills, competencies, norms and values between generations.

In the beginning of the last quarter of the 20th century, however, the growing size of the older adult population and a change in the structure of families contributed to the

⁵ The self-employment rate by age and gender is the share of employed people in each age group who are self-employed and not working in agriculture.

development of a new extra familial intergenerational paradigm aimed at bringing people together in mutually beneficial activities to promote greater understanding and respect between generations and to build more cohesive communities.

A number of intergenerational programs were created to let different generations share mutually beneficial experiences.

Fundamental to the creation of these programs was the expectation that the generational synergy evident in familial settings could be captured in social planning models, thereby, generating opportunities for intergenerational learning and the growth of meaningful relationships among non-familial older and younger generations.

These programs are grounded in Erik Erikson's life span theory to understanding human growth and development, and an examination of the relationships between developmental stages and their characteristics across the life span (from early childhood through older adulthood).

According to Erikson (1963), the parallel developmental needs of the young and old people result in a unique synergy between these generations.

The awareness of this special synergy gave rise to the notion of Intergenerational Programs in which the participating cohorts generated a learning partnership based on reciprocity and represented a skipped generation of younger and older persons, sharing skills, values and knowledge.

Intergenerational practices and programs seem to have a substantial impact on participants' knowledge and skills, level of civic involvement, health, arts and recreation pursuits, social relationships, sense of self-fulfilment, and sense of cultural pride and identity (Hatton-Yeo & Ohsako, 2000; Kaplan, Henkin & Kusano, 2002; Kuehne, 1999; Morrow-Howell, Hong, McCrary & Blinne, 2009; Martin, Springate & Atkinson, 2010).

The fact that most developed countries face the same challenges such as: rapid social change, an increasing ageing society, a volatile economy and worldwide competition for talented young people, an increasing number of NEETs, leads to create intergenerational learning practices aimed at developing entrepreneurship as

one of the way for achieving a more competitive economy in which enterprise and innovation are the drivers of growth. Entrepreneurial and innovative mind-sets, behaviours and skills are vital to making this happen.

Here, the education sector, through entrepreneurship education, has a crucial role to play. Successful efforts to understand and propel human learning require a simultaneous emphasis on informal, non-formal and formal learning environments, and on the implicit ways in which people learn in whatever situations they find themselves.

Non-formal education, as an integral part of a lifelong learning, ensure that young people acquire and maintain the skills, abilities and dispositions needed to adapt to a continuously changing environment, helping them become responsible and active citizens in their communities and access and stay in labour market. At the same time non-formal education helps older adults recognize their social value, increases their self-esteem and improves their social engagement. In the same perspective non-formal education delivered according with an intergenerational approach allows older entrepreneurs exploit their knowledge and experience and avoid their lifelong efforts go wasted through the handover of competences to younger generations.

The intergenerational learning approach is applied in different measures throughout European countries and even more there are differences in its application to the entrepreneurship: some countries can already have a quite long experience, such as Malta and Germany, whereas in other countries it need to be encouraged, for example in Italy and Slovenia. It seems, indeed, that the experiential learning, i.e. learning from positive and negative experiences, learning from the past, learning from participation and from others' experience, may foster entrepreneurial skills (Wang & Chugh, 2014).

To make entrepreneurship the growth engine of our economy, Europe needs a thorough, far-reaching cultural change. We must work on ensuring that being an entrepreneur is an attractive prospect for Europeans. We would like “Be the Change” project to be a blueprint for decisive joint action to unleash Europe entrepreneurial potential, and to contribute to foster the culture of entrepreneurship in Europe.

4. DATA REPORTING

In this section the objectives of the study of the framework (paragraph 4.1) and its methodology are fully described (paragraph 4.2). In paragraph 4.3 and 4.4 the quantitative and qualitative data are reported and compared cross-country.

4.1. AIMS OF THE STUDY

The framework analysis aim is twofold. On one side, it wants to analyse in depth the already existing initiatives of intergenerational education to entrepreneurship in the four European countries participating to the project and, on the other, to identify the main characteristics and expectations regarding the project target groups (i.e. older entrepreneurs and young unemployed people) for the development of tailored and useful training courses (Intellectual Output 2). In order to meet these goals, each project consortium organization gathered information through the collection of a minimum of 3 Good Practices of intergenerational learning carried out at public and enterprise level as well; 15 face to face qualitative interviews and questionnaires to 50+ entrepreneurs and 2 focus-groups and individual questionnaires with a total of 15 young people 18-29 years old not employed or in formal education pathways (the so-called “NEETs”).

4.2. METHODOLOGY

The framework analysis was developed through the study of Good Practices and the direct contact with the project targets, i.e. older entrepreneurs and NEETs. In the paragraph 4.2.1 the criteria for selecting initiatives and recruiting individuals to interview are described.

Paragraph 4.2.2 is focused on the structure of the data collection tools (fully reported in the Annex) and paragraph 4.2.3 on the methods of analysis.

4.2.1 Recruitment strategy

Good Practices selection criteria

Each project partner identified three good training initiatives implemented in its country, that were selected on the basis of the subject of the educational program,

i.e. the entrepreneurship, and on the adopted method, i.e. the intergenerational learning approach.

In the five countries data were collected using different sources, e.g. by surfing the internet, secondary analyses of papers and reports, and through direct contacts/face-to-face interviews with persons responsible for the initiative.

Indicators of “goodness” are the capability of creating new start-ups and jobs, helping know-how handover and recognition of skills by young people, giving value to older people’s expertise and enhancing active ageing.

Inclusion criteria for Seniors and Youngsters

The study follows a qualitative methodology mainly, thus the sample of people to involve in the project activities was selected through a non-probability technique: subjects were intentionally selected to represent the condition of seniors and youngsters.

Concerning entrepreneurs, people more than 50 years old, working or active in any business sector (social sector included) were selected. Partners agreed to exclude entrepreneurs who inherited the enterprise by parents and did not change or better it, with the aim of seeking and fully emphasize those skills who characterize an entrepreneur, e.g. spirit of initiative, grit, self-esteem, courage, motivation to succeed, risk taking.

Italian entrepreneurs were recruited in the Veneto and Umbria regions through researchers’ personal contacts established thanks to previous studies involving entrepreneurs, word of mouth and Artisan Confederation. There were not refusals.

In Germany entrepreneurs were reached through institutional, personal contacts and word of mouth mainly.

In Slovenia they were recruited through Artisan Confederation and other social organizations and cooperatives mainly.

Malta exploited personal contacts deriving from a long standing experience in this field for recruiting people.

Hungarian organization has many entrepreneurial relationships, so entrepreneurs have participated by personal contacts (Table 6)

Table 6: Older entrepreneurs' recruitment channels in five countries

COUNTRY	RECRUITMENT CHANNEL				TOTAL
	Word of mouth	Artisan Confederation/other organizations	Personal contacts	Previous educational programs/projects	
Italy	5	2	8	0	15
Germany	6	3	6	0	15
Slovenia	0	10	5	0	15
Hungary	0	0	15	0	15
Malta	0	0	13	0	13
TOTAL	11	12	48	2	73

Inclusion criteria for youngsters were age, i.e. between 18 and 29, and being out of any working and educational pathway.

Channels for recruiting Youngsters are reported in the Table 7. In Italy young people were recruited mainly through word of mouth (10). The INRCA researchers published also an announcement on the Face Book page of the institutional website and gained 4 persons in this way. Only one person was reached thanks to the program "Youth Guarantee" for the access of young people to the labour market.

The German partner has a long standing experience in the educational sector and in orienting young and migrant people for finding job, thus the youngsters were reached by exploiting existing contacts with a large network of organizations that already had been collaborating with AWO.

UPI-Zalec in Slovenia reached young people by involving people who were already attending another parallel informal educational program. Hungarian MNKSZ has reached young people from the labor center.

Malta University reached young people among those already attending other learning programs.

Table 7: Recruitment channels/youngsters involved in the study

COUNTRY	RECRUITMENT CHANNEL					TOTAL
	Word of mouth snowball	Educational programs and programs to access the labour market	Personal contacts	FB	Third Sector Labor Center	
Italy	10	1	0	4	0	15
Germany	5	3	3	2	2	15
Slovenia	0	15	0	0	0	15
Hungary	0	0	0	0	15	15
Malta	0	15	0	0	0	15
TOTAL	15	34	3	6	17	75

4.2.2. Tools used for data collection (questionnaires, interviews, focus groups and good practice case studies)

Concerning tools for the data collection⁶, partners realized and used the following:

- the template for the collection of Good Practices (see template 1 in the Annex);
- the topic-guide of the interviews to seniors (see template 2 in the Annex);
- the topic-guide of the focus-groups to NEETs (see template 3 in the Annex).

The first tool has been developed with the aim of collecting, at national level, key-information and characteristics about 3 good practices and initiatives of intergenerational learning in the field of entrepreneurship. The selection of the good practices to analyse have been made through in-depth literature review of reports and scientific papers, enabling us to choose interesting initiatives implemented in the

⁶ The conceptual framework on the 25 entrepreneurial skills used in the questionnaires (question 8 of the questionnaire to Seniors and question 13 of the questionnaire to Youngsters) was created by Prof. Fiorino Tessaro and Dr. Barbara Baschiera (Ca' Foscari University of Venice) on the basis of their Intergenerational and Entrepreneurial Performance Management Systems model (Tessaro & Baschiera, 2016) and according to the partnership's suggestions.

five countries in the field of intergenerational learning. According to the template, the good practices have been analysed by retrieving and collecting: general information about the practice (e.g. leading organization implementing the initiative, contact details, website, etc.) and more specific information articulated in 12 items (e.g. aims and objectives, key success factors and key performance indicators, target groups, strength and weaknesses of the initiative, etc.).

Both the topic-guide of the interviews to seniors and the topic-guide of the focus-groups to Youngsters were articulated in two parts: a quantitative and a qualitative one. In detail, the data collection tool to seniors was mainly aimed at analyzing the professional experiences of entrepreneurs/business people 50+ and their availability of passing on their experiences to young people, for example investigating if and how they (as “mentor”) could help a young person to become a “learner” for starting an entrepreneurial career. The first part of the template contained a questionnaire with 8 mandatory questions and 3 optional questions. The mandatory questions were about socio-demographic characteristics of seniors involved in this stage of the project (e.g. gender, age, level of qualification, employment status, i.e. retired or not), as well as about characteristics of seniors’ business experience (i.e. size and type of company in which they work/worked and implement/implemented their entrepreneurial skills). Question number 8 of the questionnaire to Seniors listed 25 skills grouped in 5 clusters (from A to E) and Seniors were asked to choose the most important skill for each cluster. In the last mandatory question, focused on entrepreneurial skills, seniors were asked to list, in order of importance, key entrepreneurial skills and to choose the abilities they feel confident with teaching others. In the second part of the template there was a structured topic-guide articulated in 12 questions, aimed at collecting qualitative information through face-to-face interviews. For example, some questions, related to professional experience of seniors interviewed, were aimed to collect their opinions about motivations, competences, characteristics (e.g. personal, relational, technical) important for an entrepreneur and (also key steps) for starting a business. Other qualitative questions were focused on tools used and episodes in which seniors interviewed overcome challenges and turned weaknesses into strengths. Some of the last questions were more directly aimed at collecting opinions of seniors on their availability on and potential ways to support and motivate young

people in identifying business opportunities and/or to start a business and to acquire entrepreneurial skills.

As mentioned above, even the topic-guide of the focus-groups to the Youngsters contained a first part with a questionnaire and a second part with open questions useful for the discussion among young people during the focus groups. Some of the questions included in the first part (with 13 mandatory questions and 1 optional question) were the same contained in the template for seniors (i.e. those aimed at collecting socio-demographic information, level of qualification, plus one concerning duration of unemployment). Other questions were focused in asking opinions of young people about their possible interests in starting a business, investigating the positive aspects perceived as positive linked to this option, as well as their interest in receiving support and learning from an experienced entrepreneur/business person to potentially start a business. The last mandatory “close” question (question number 13) had the goal of collecting information for “deducting” which entrepreneurial skills young people thought to have or not and also for checking the respondents’ awareness about their own skills. They were required to tick one on the three following options for each skill of a list of 25 statements: “Yes”, “No”, “I do not know”.

The 7 qualitative open questions of the focus groups discussions aimed (among other things) at gathering young people’s opinions about their possible willingness and motivations for starting a business, as well as about what being a business person mean, and about how might an experienced entrepreneur/mentor help them to start a business. By answering to those questions and through the discussion in the focus-groups, and by the following data analyses, the research team had the aim of collecting useful insights to share with project partners in order to design contents and methods of an intergenerational learning programme/course supporting young people to develop entrepreneurial skills and (even potentially) to start a business.

4.2.3. Data analysis methods: the descriptive statistical analysis and the Thematic analysis

Quantitative data gathered through questionnaires to Seniors and Youngsters were managed, from the entry to the elaboration, by MNKSZ through the Google Survey

and Evaluation System, that allowed to standardize the process. MNKSZ provided the partners with a link for filling in the data and another link where the graphics and tables showing data elaborations were accessible by each partner who entered the data into the system. In this way the privacy of respondents was granted. Given the qualitative nature of the study and the consequent short number of participants to the survey, quantitative data were analysed mainly for the description of demographic characteristics of the targets at national level, without any ambition of statistical power. They are described in the following section (paragraphs 4.3.1 and 4.3.2).

Qualitative data from both interviews to entrepreneurs and focus-groups with NEETs were digitally recorded and transcribed verbatim. Textual data were analyzed through the Thematic Analysis technique (Braun & Clarke, 2006: 79; Vaismoradi et al., 2013). The latter was chosen as recommended for studies approaching under investigated phenomena for which there are still no many established theories, as in our case.

Through this method patterns in the data were identified, analyzed and interpreted and common threads along the textual material were found (De Santis & Noel Ugarriza, 2000). Researchers familiarized with interviews texts and they identified repeated themes through the data set and gave them a code. In a second phase codes were combined and different codes were sorted into potential themes and sub-themes. Finally, researchers identified the “essence” of each theme for the final interpretation. Themes and sub-themes arisen at national level were systematized in a matrix (Table 8).

Table 8: Matrix for Thematic Analysis at National Level

DOCUMENT	QUOTATION	CODE	THEME
INTERVIEW 1			
INTERVIEW 2			

All themes arisen at international level were filled in a themes alignment matrix for helping the comparison and for highlighting cross countries differences at the same time (Table 9). In order to avoid misunderstandings derived from a different meaning given to similar words, an English mother tongue partner checked the “labels” used

by partners for identifying each theme and sub-theme and found a common word that condensed the agreed meaning. According to this, in the paragraph 4.4.2 the main themes arisen in all countries are reported.

Table 9: Matrix for cross-country Thematic Analysis

PARTNERS/THEMES	THEME 1	SUB-THEMES	THEME 2	SUB-THEMES
Italy				
Germany				
Malta				
Hungary				
Slovenia				
AGREED THEME WORDING				

4.3. QUANTITATIVE DATA REPORTING

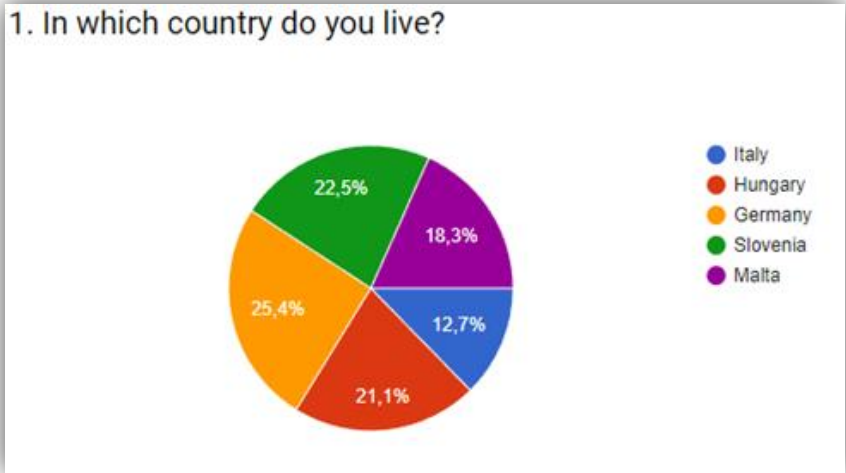
As already shown in paragraph 4.2.2 the data collection tools targeting Seniors and Youngsters were made of two parts: a questionnaire for collecting quantitative data and the topic-guide of semi-structured interview with Seniors and a focus-group discussion with Youngsters. This section reports the analysis of quantitative data arisen from the Seniors (par 4.3.1) and from the Youngsters (4.3.2) in order to provide a picture of the targets of the “Be the Change” project and orient the setup of training educational contents that are described in the conclusions section (Chapter 6).

4.3.1. Data from questionnaires to the seniors from countries

Composition of the responders by country

Although 75 questionnaires have been collected, only 53 have been evaluated due to technical problems encountered during the data entry by two national teams. Thus there are 9 missing in the Italian sample and 13 in the Maltese sample (see Figure 10).

Figure 10: Senior Q1 answer



Age and gender

More than half of all answerers was men: in Germany, for example, only men have completed the survey.

Level of qualification and work activity

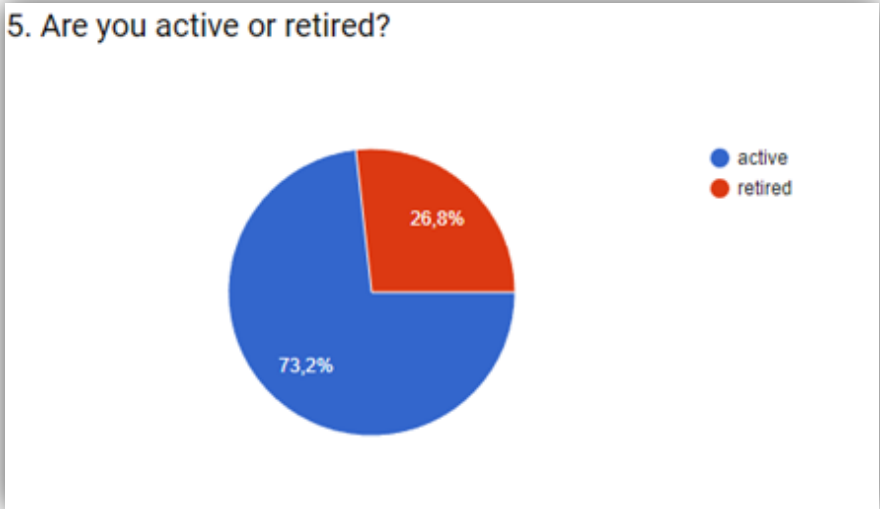
The group holding Masters degrees provided the biggest proportion of responses with 38%. The “academic sector” (university or college degree) supplied almost 75% of the responses (see Figure 11).

Figure 11: Senior Q4 answer



73.2 % of the responders are still actively working and only 26.8% are pensioners (see Figure 12).

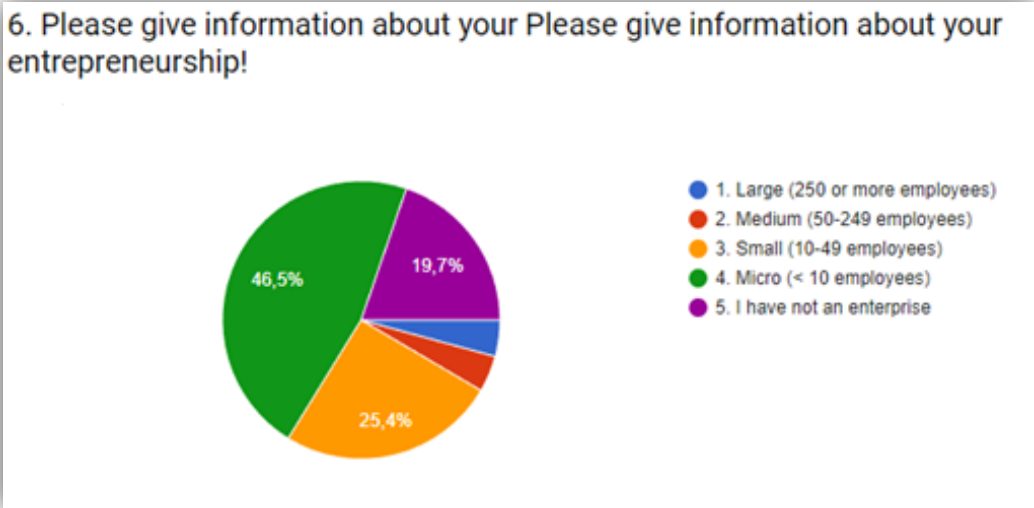
Figure 12: Senior Q5 answer



Size of the entrepreneurship

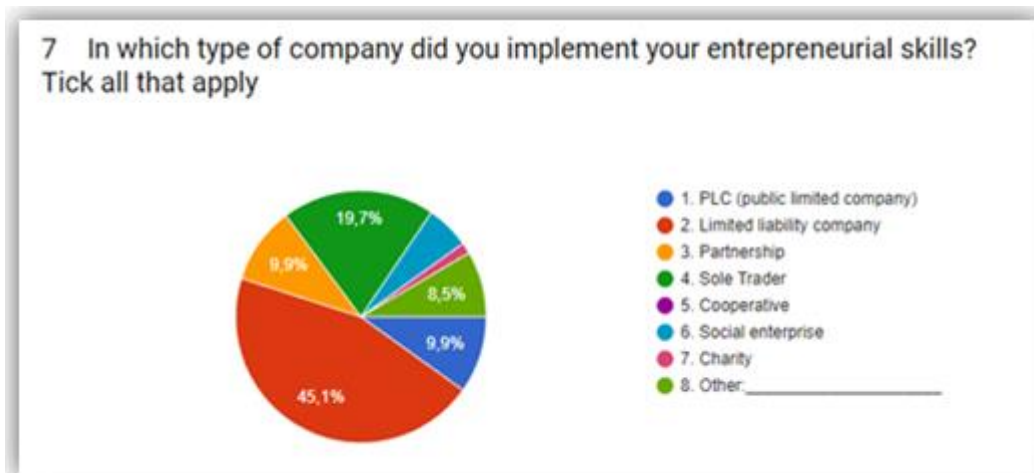
Almost half of the responders (46.5%) were from Micro enterprises. A further quarter (25.4%) from small enterprises and one fifth (19.7%) are working in medium enterprises (see Figure 13).

Figure 13: Senior Q6 answer



Type of the companies

Almost half of the Seniors are working in a "limited liability company", and almost one fifth are working as "sole traders" (see Figure 14).

Figure 14: Senior Q7 answer

The most important skills of an entrepreneur

This section refers to the question number 8 of the questionnaire (see paragraph 4.2.2). It was made of a list of 25 skills grouped in five clusters (from A to B). Respondents were asked to choose the most important skill for each group (see Figure15). The data analysis shows that, the two attributes which were ticked as the most important by the seniors were "u) The ability to identify pro-positives elements (for improvement)" and "y) the ability to pursue one's goals over time, without giving up".

The Group A embedded a) The ability to set challenging goals; b) The ability to produce new and unusual ideas; c) The ability to implement and modify a project; d) Planning skills (transforming an idea into a project analysing its feasibility and obstacles); e) The ability to identify and acquire resources of any kind (human, financial, etc.). In this group "e) The ability to identify and acquire resources of any kind (human, financial, etc.)".

The Group B embedded: f) The ability to take new paths and to develop new methods; g) The ability to re-define and think out of the box; h) The ability to read the complexity of reality, what it may offer, to know how to grasp opportunities, to recognize potential, to transform barriers into opportunities; i) The ability to transfer one's own expectations to other contexts; j) The ability to generate alternatives and opportunities In this Group "j) The ability to generate alternatives and opportunities" was the most ticked while "h) The ability to read the complexity of reality, what it may

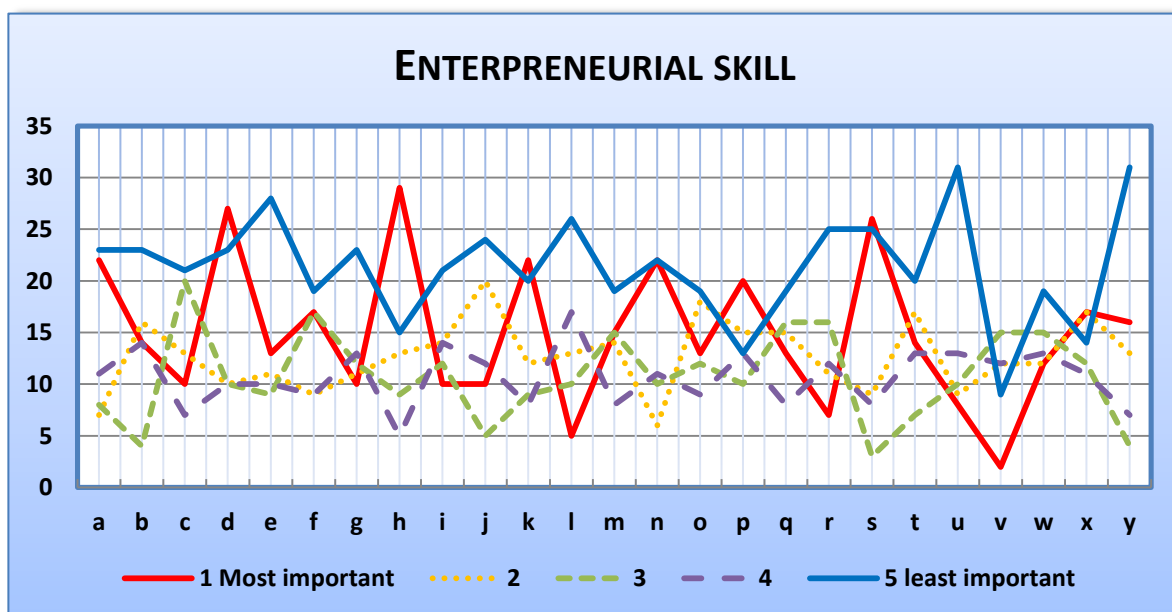
offer, to know how to grasp opportunities, to recognize potential, to transform barriers into opportunities” was identified as the least important ability.

The Group C embedded: k) The ability to deliver one’s goals through personal effort; l) The ability to transform obstacles into resources; m) The ability to recognize and value one’s own talents; n) The capacity of having a positive vision of the future; o) The ability to recognize one's own limitations. In this group the most chosen option was “l) The ability to transform obstacles into resources”.

The Group D listed: p) The ability to motivate others; q) The ability to build a team; r) The ability to delegate; s) The ability to lead the vision of the enterprise;) The ability to identify roles and tasks on the basis of individuals’ characteristics. In this group the most chosen options were “r) The ability to delegate” and “s) The ability to lead the vision of the enterprise”.

The Group E was made of: u) The ability to identify pro-positives elements (for improvement); v) The ability to remain on task until its completion; w) The ability to choose and decide for oneself; x) The ability to face uncertainty and manage the risk involved; y) The ability to pursue one’s goals over time, without giving up. In this group the most chosen were “u) The ability to identify pro-positives elements (for improvement)” and “y) The ability to pursue one’s goals over time, without giving up”.

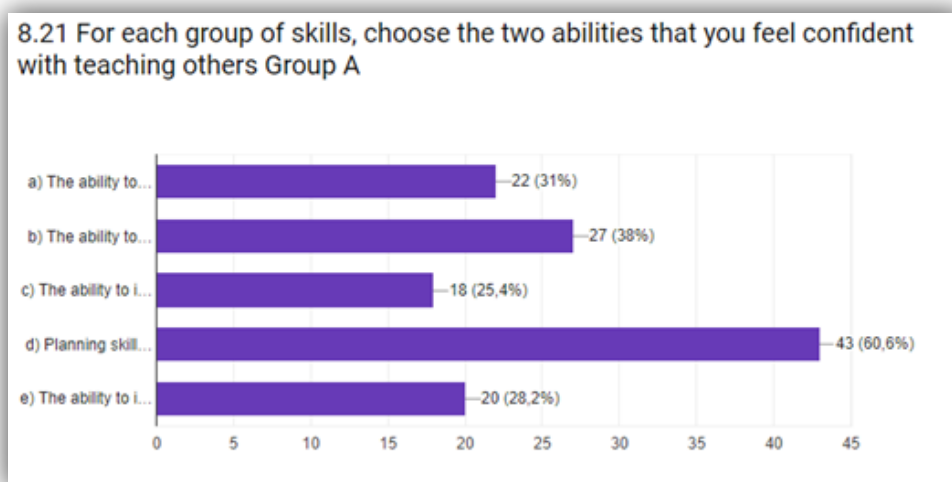
Figure 15: skills of entrepreneur



The entrepreneurial skills the Seniors feel confident with for teaching to Youngsters

The interviewees were also asked to mark the skills they felt confident with teaching youngsters. The group A) embedded the following skills: a) The ability to set challenging goals; b) The ability to produce new and unusual ideas; c) The ability to implement and modify a project; d) Planning skills (transforming an idea into a project analysing its feasibility and obstacles); e) The ability to identify and acquire resources of any kind (human, financial, etc.). Most of the responders felt confident with “d) Planning skills (transforming an idea into a project analysing its feasibility and obstacles)” and this option received the most ticks not only within the A group but also in all 5 groups (Figure 16).

Figure 16: Senior Q8 (Group A) answer



Legend⁷ Group A

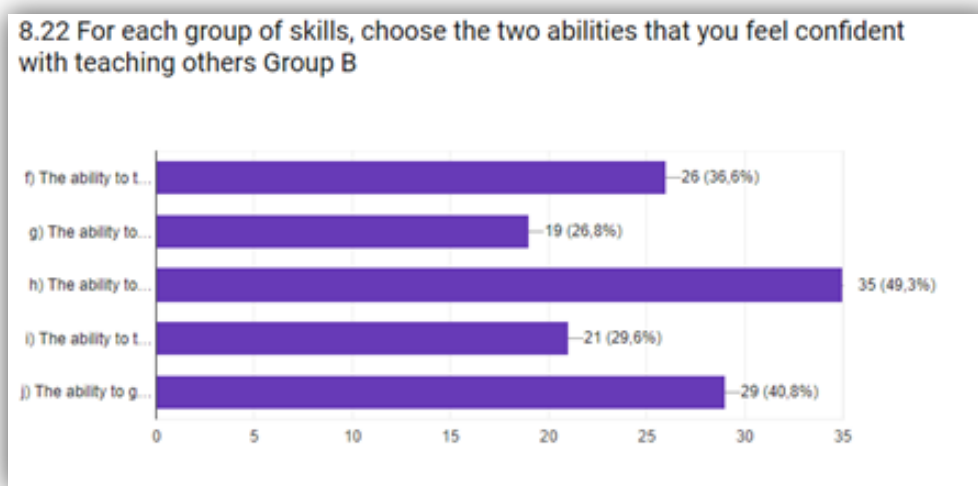
- a) The ability to set challenging goals
- b) The ability to produce new and unusual ideas
- c) The ability to implement and modify a project
- d) Planning skills (transforming an idea into a project analyzing its feasibility and obstacles)
- e) The ability to identify and acquire resources of any kind (human, financial, etc)

Group B of skills embedded the following options: f) The ability to take new paths and to develop new methods; g) The ability to re-define and think out of the box; h) The ability to read the complexity of reality, what it may offer, to know how to grasp

⁷ Full text items of Figures from 16 to 24 are reported in the legends.

opportunities, to recognize potential, to transform barriers into opportunities; i) The ability to transfer one’s own expectations to other contexts; j) The ability to generate alternatives and opportunities. The responders felt confident in teaching ”h) The ability to read the complexity of reality, what it may offer, to know how to grasp opportunities, to recognize potential, to transform barriers into opportunities”. On the contrary, they felt not confident with developing “g) The ability to re-define and think out of the box” (Figure 17).

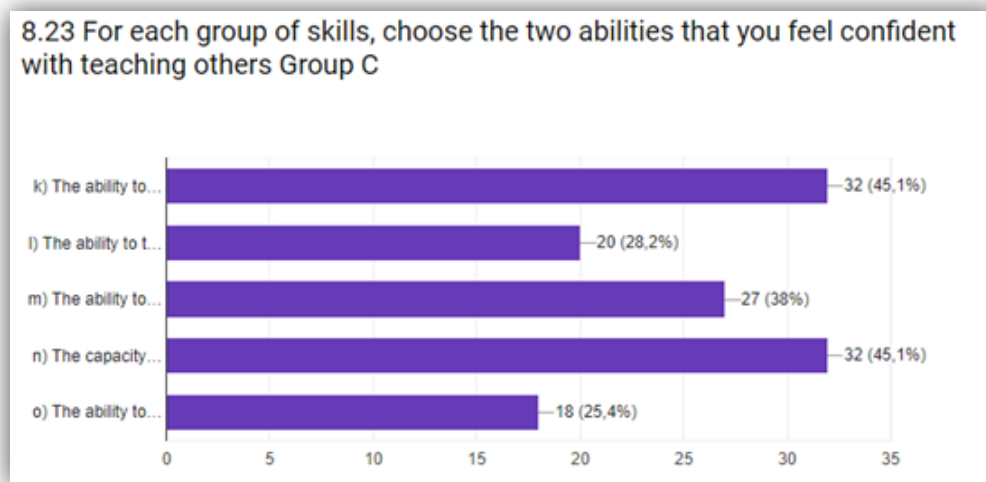
Figure 17: Senior Q8 (Group B) answer



Legend Group B

- f) The ability to take new paths and to develop new methods
- g) The ability to re-define and think out of the box
- h) The ability to read the complexity of reality, what it may offer, to know how to grasp opportunities, to recognize potential, to transform barriers into opportunities
- i) The ability to transfer one’s own expectations to other contexts
- j) The ability to generate alternatives and opportunities

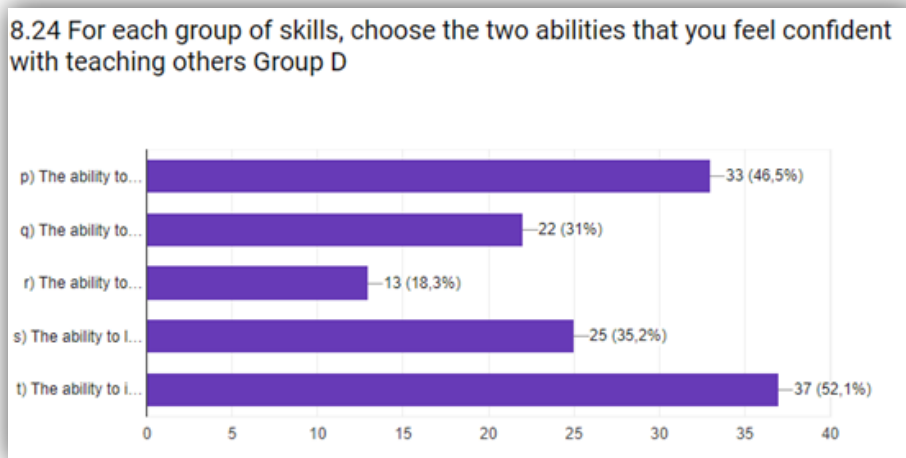
Group C. listed the following skills: k) The ability to deliver one’s goals through personal effort; l) The ability to transform obstacles into resources; m) The ability to recognize and value one’s own talents; n) The capacity of having a positive vision of the future; o) The ability to recognize one's own limitations. The responders felt able to teach ”k) The ability to deliver one’s goals through personal effort” and ”n) The capacity of having a positive vision of the future”, but not “o) The ability to recognize one's own limitations” (Figure 18).

Figure 18: Senior Q8 (Group C) answer**Legend Group C**

- k) The ability to deliver one's goals through personal effort
- l) The ability to transform obstacles into resources
- m) The ability to recognize and value one's own talents
- n) The capacity of having a positive vision of the future
- o) The ability to recognize one's own limitations

Group D listed the following skills: p) The ability to motivate others; q) The ability to build a team; r) The ability to delegate; s) The ability to lead the vision of the enterprise. The ability to identify roles and tasks on the basis of individuals' characteristics. In this group the responders felt fully confident to teach "t) The ability to identify roles and tasks on the basis of individuals' characteristics" and less confident to teach "r) The ability to delegate" (Figure 19). The Group E listed the following skills: u) The ability to identify pro-positives elements (for improvement); v) The ability to remain on task until its completion ; w) The ability to choose and decide for oneself ; x) The ability to face uncertainty and manage the risk involved ; y) The ability to pursue one's goals over time, without giving up In the fifth group more than 50 % of the responders felt confident with teaching "v.) The ability to remain on task until its completion" and less confident with teaching „u) The ability to identify pro-positives elements (for improvement)" (Figure 20).

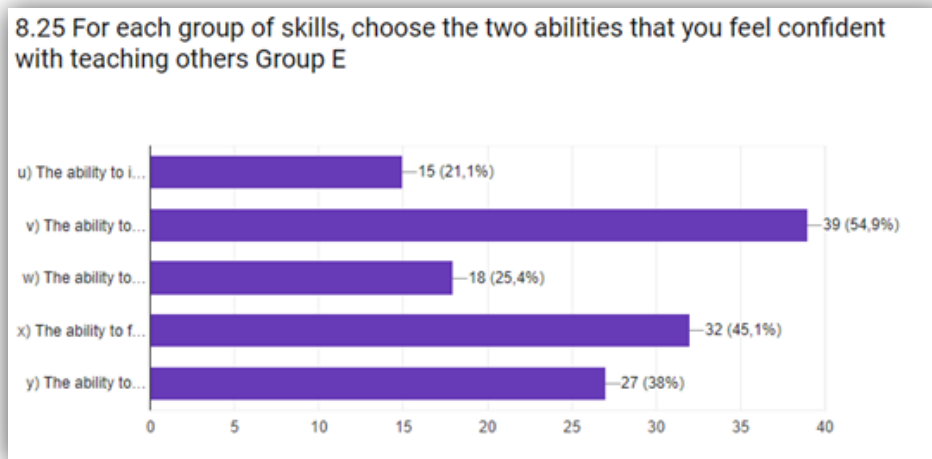
Figure 19: Senior Q8 (Group D) answer



Legend Group D

- p) The ability to motivate others
- q) The ability to build a team
- r) The ability to delegate
- s) The ability to lead the vision of the enterprise
- t) The ability to identify roles and tasks on the basis of individuals' characteristics

Figure 20: Senior Q8 (Group E) answer



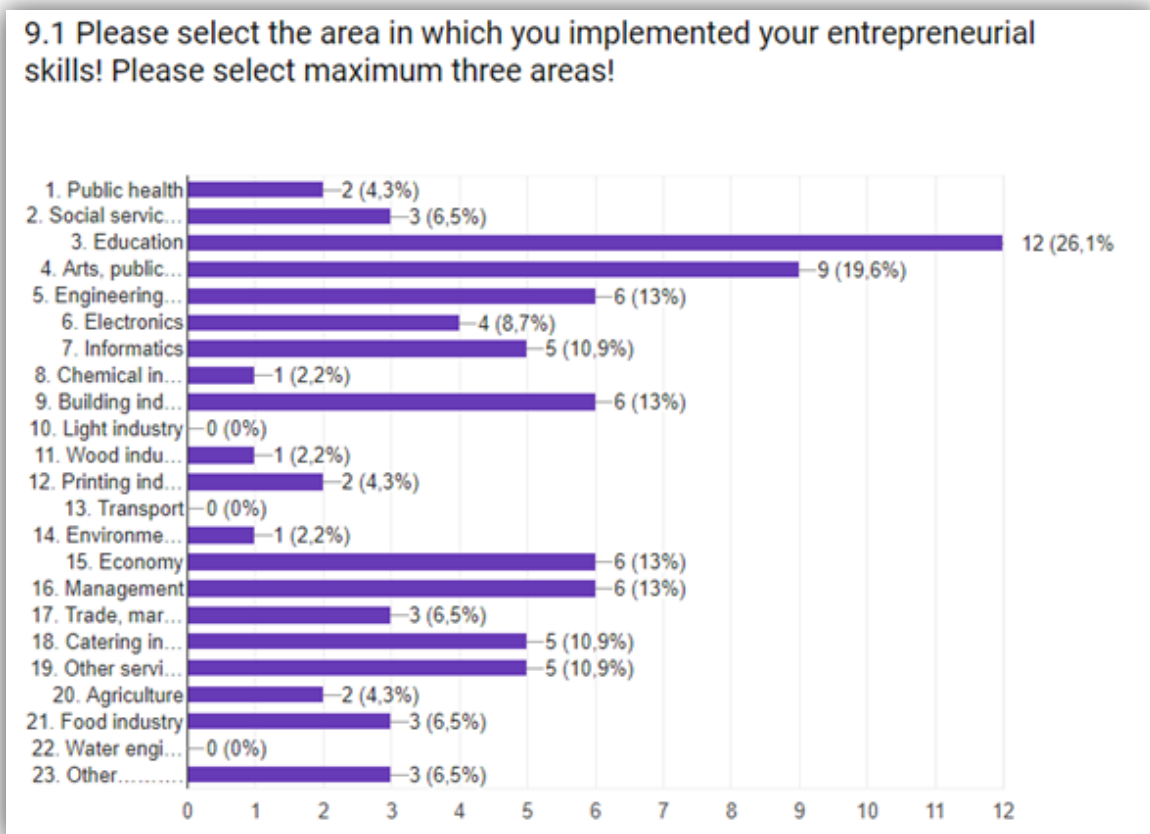
Legend Group E

- u) The ability to identify pro-positives elements (for improvement)
- v) The ability to remain on task until its completion
- w) The ability to choose and decide for oneself
- x) The ability to face uncertainty and manage the risk involved
- y) The ability to pursue one's goals over time, without giving up

Sectors of Small and medium-sized enterprises (SMEs)

The section which was not obligatory was completed by almost a third of the responders and most of these work in the education sector (Figure 21). Answers were given by Hungarian and German seniors.

Figure 21: Senior Q9 answer



Legend

- | | | |
|--|------------------------------|---|
| 1. Public health | 8. Chemical industry | 17. Trade, marketing, business administration |
| 2. Social services | 9. Building industry | 18. Catering industry, tourism |
| 3. Education | 10. Light industry | 19. Other services |
| 4. Arts, public education, communication | 11. Wood industry | 20. Agriculture |
| 5. Engineering industry | 12. Printing industry | 21. Food industry |
| 6. Electronics | 13. Transport | 22. Water engineering |
| 7. Informatics | 14. Environmental protection | 23. Other..... |
| | 15. Economy | |
| | 16. Management | |

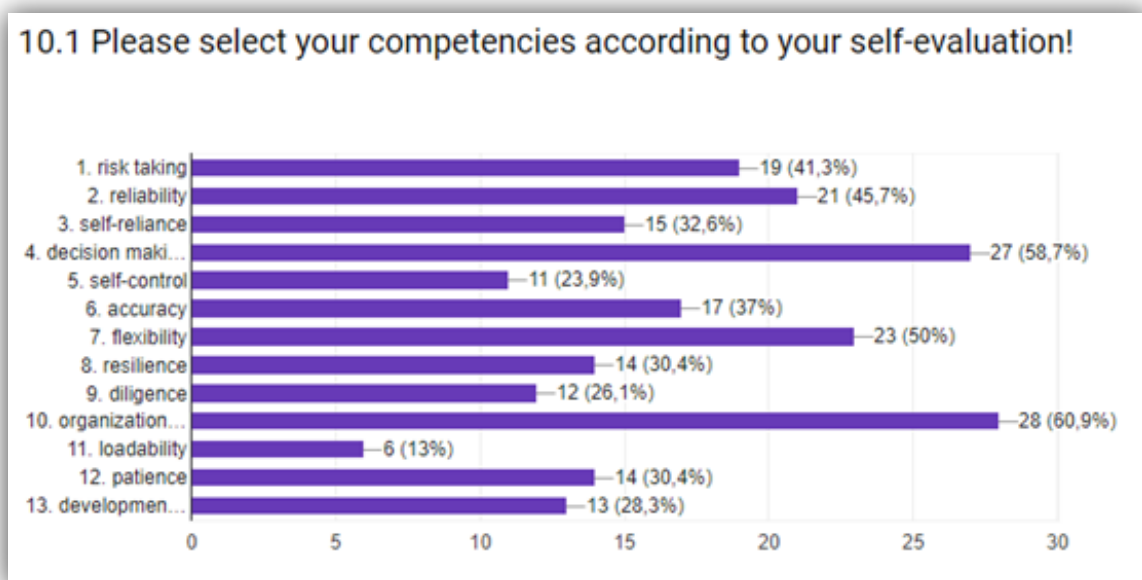
Seniors’ self-evaluation of entrepreneurial competencies

Seniors were asked to self-evaluate their competencies. They ticked most of the methodology competencies, 4 in average. Next most ticked was the group competencies and finally the personal competencies. It is interesting that the junior responders have ticked twice as many competencies regarding the self-evaluation than the 50+ age group. The ranking was also different because in the NEETs group the personal competencies got the most ticks.

Group A. Personal competences

60% of the respondents, ticked "10. Organizational skills" the least ticked was "11./ Load ability" by little more than 10% of the respondents (Figure 22).

Figure 22: Senior Q10 (Group A) answer



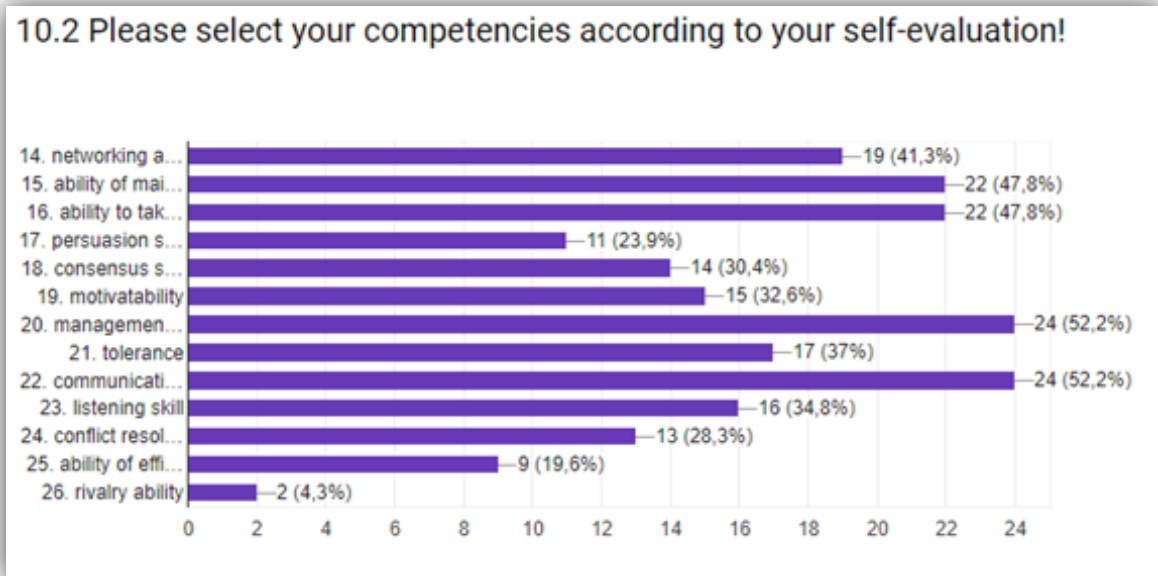
Legend Group A

- | | |
|----------------------------|---|
| 1. risk taking | 8. resilience |
| 2. reliability | 9. diligence |
| 3. self-reliance | 10. organizational skills |
| 4. decision making ability | 11. loadability |
| 5. self-control | 12. patience |
| 6. accuracy | 13. development ability, personal development |
| 7. flexibility | |

Group B. Social competencies

Choosing from the group competencies on a self-evaluation basis shows a diverse picture. Most of the respondents have chosen (40%) the "20./ Management skill" and the "22. Communication skill". The least chosen was the "26./ rivalry ability" competence (Figure 23).

Figure 23: Senior Q10 (Group B) answer



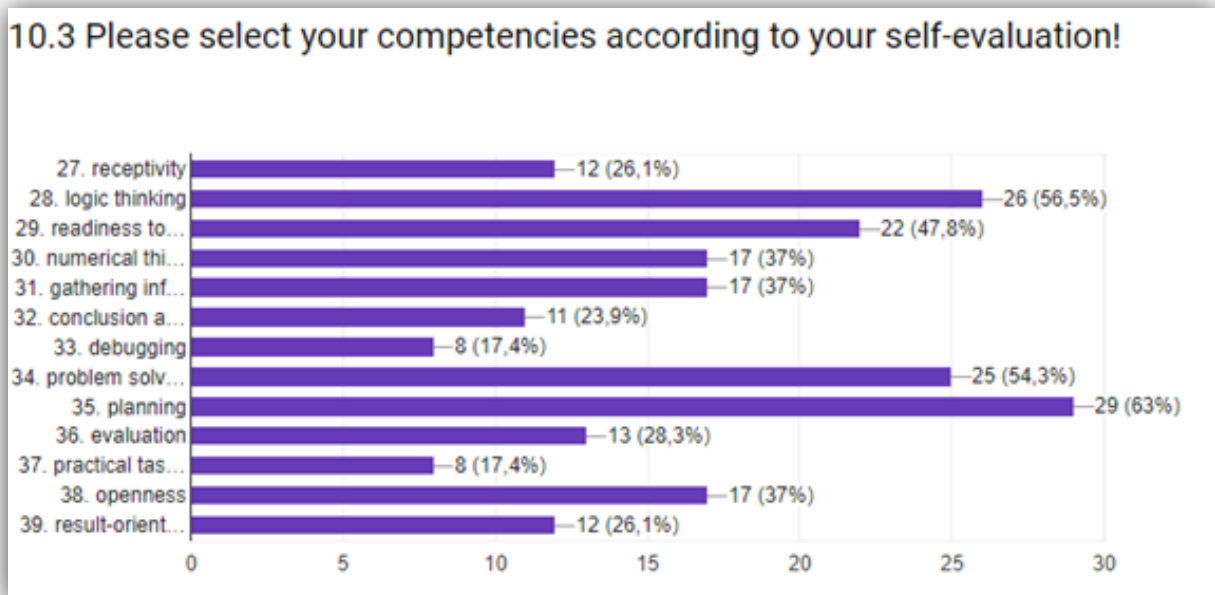
Legend Group B

- | | |
|--------------------------------------|---------------------------------|
| 14. networking ability | 21. tolerance |
| 15. ability of maintaining relations | 22. communication skill |
| 16. ability to take initiatives | 23. listening skill |
| 17. persuasion skills | 24. conflict resolution skills |
| 18. consensus skills | 25. ability of efficient asking |
| 19. motivatability | 26. rivalry ability |
| 20. management skill | |

Group C. Methodology competences

Most of the respondents, (60%) chose the "36./ Evaluation". The least chosen was the "33. Debugging" and the "37. Practical task interpretation" (Figure 24).

Figure 24: Senior Q10 (Group C) answer



Legend Group C

- | | |
|---|-----------------------------------|
| 27. receptivity | 34. problem solving |
| 28. logic thinking | 35. planning |
| 29. readiness to try new ideas, solutions | 36. evaluation |
| 30. numerical thinking | 37. practical task interpretation |
| 31. gathering information | 38. openness |
| 32. conclusion ability | 39. result-orientedness |
| 33. debugging | |

Motivation for founding enterprise

From 17 goals the respondents, have ticked 2.7 on average.

Most of the respondents, 40% have ticked the option "10. I wanted to utilize my education and expertise within the frameworks of an enterprise."

The two goals below were not chosen by any of the respondents:

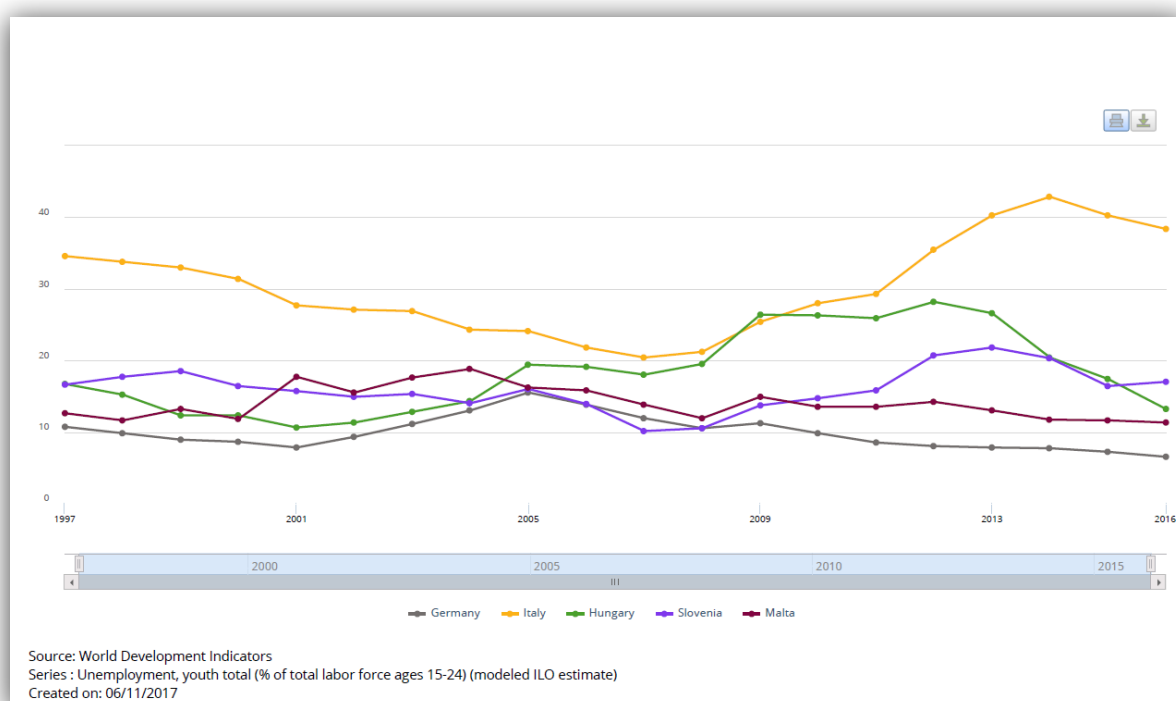
- 5. I was fed up with the unemployment of entrants.
- 15. I lost my previous job and became unemployed.

4.3.2. Data from the individual questionnaires administered to the youth participating in the focus groups from countries

General country-level relationships for the five countries

The following graph 25 shows the youth unemployment rate in the recent 20 years: among the 5 countries taking part in the project, the unemployment rate in the age group of 15-24 was the highest in Italy.

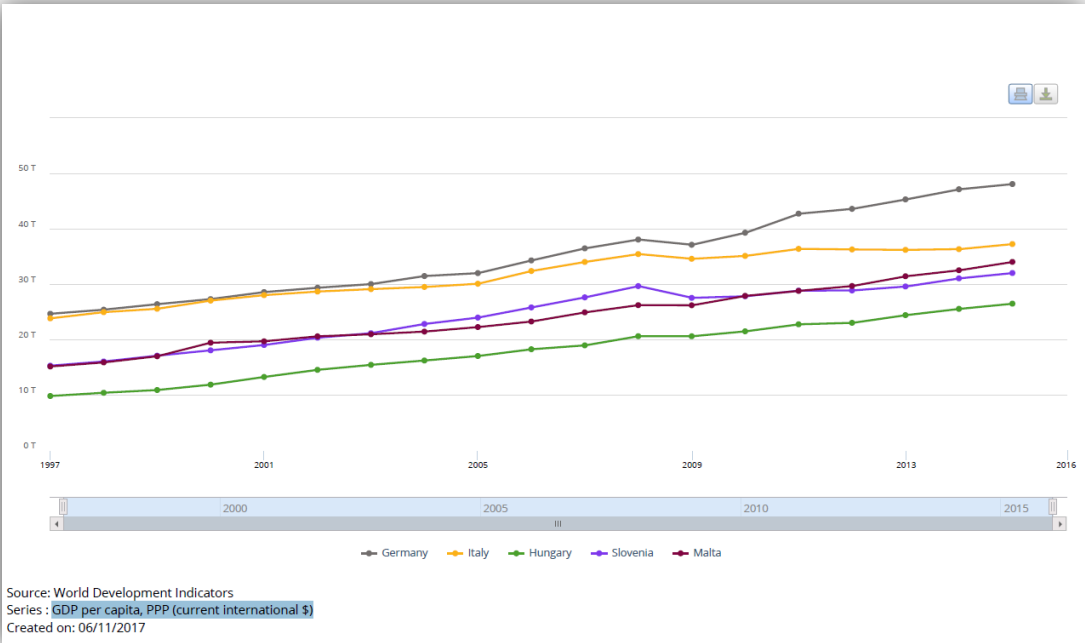
Figure 25: Characteristics of unemployment in the age group 15-24 in the participating countries; 1997-2016



Until the onset of the economic crisis in 2008 it was gradually reducing from the 34.6% of 1997 to 20.4%, but it still remained the highest of the 5 countries. From 2007 it started to grow again and by 2014 it had risen to 42.9%. In the other 4 countries, until the crisis, it was fluctuating between 8 to 20%. Thereafter it was in Hungary where the unemployment rate rose to 28.2% by 2012. By 2016 however, it has reduced to 13.2%. In Slovenia the unemployment rate of this age group rose to over 20% in the years 2012 to 2014. Germany has the lowest unemployment rate over the whole period. Since 2010 it has been below 10%, and in 2016 it dropped to 6.5%.

The Gross Domestic Product (GDP) per capita, Purchasing Power Parity (PPP, current international \$) data showed unbroken growth from 1997 until 2007. After 2008 the Italian and Slovenian data showed a stop compared to their own data so far. The 2015 order Germany, Italy, Malta, Slovenia, Hungary. The data for Germany and Malta has shown continuous growth since 2009. In fact, the ranking of growth in GDP per capita across the 5 countries has remained the same since 1997 (Figure 26).

Figure 26: GDP per capita in the participating countries between 1997-2016

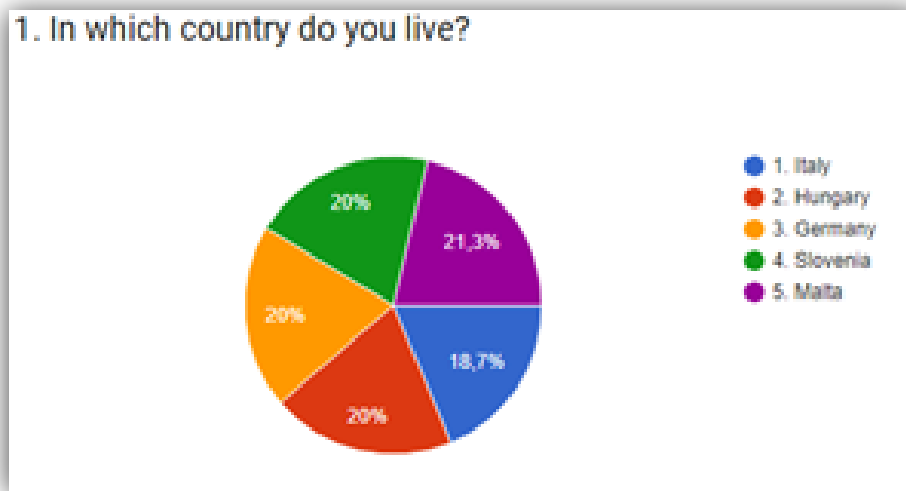


Project-level relationships for the five countries

Composition of the participants in the survey

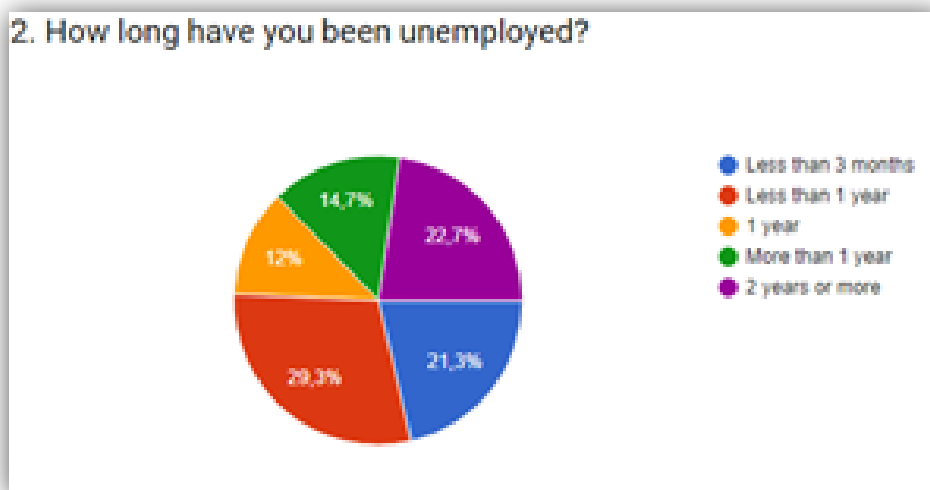
The evaluation below is based on the summary of 75 questionnaires filled in by young people in the 5 countries (i.e. 15 questionnaires in each country).

Figure 27: NEET Q1 answer, Youngsters by country



Period of the unemployment

Figure 28: NEET Q2 answer



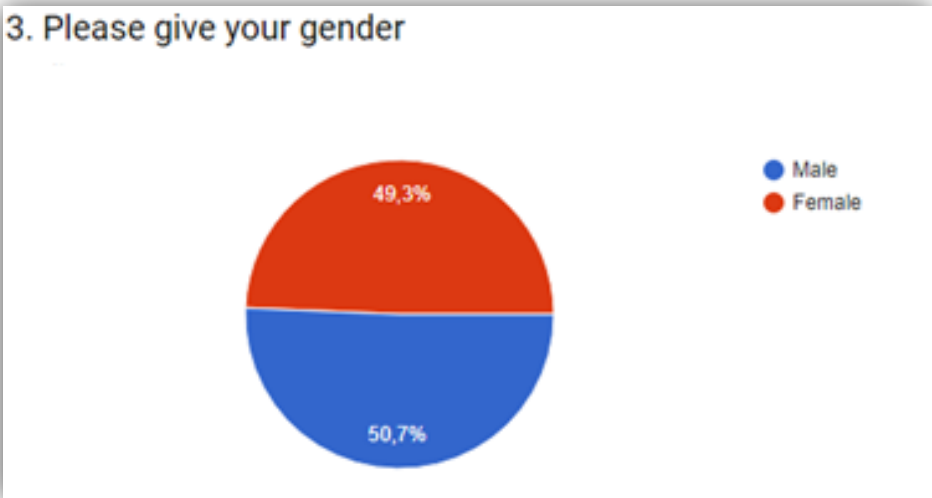
In the project level every second participating youngster was unemployed for a period not shorter than one year, every second among them has been unemployed

for even further 2 years. The proportion of those being unemployed less than 3 month was 22.2%. (It is about 36 respondents from 81.)

Sample composition by gender

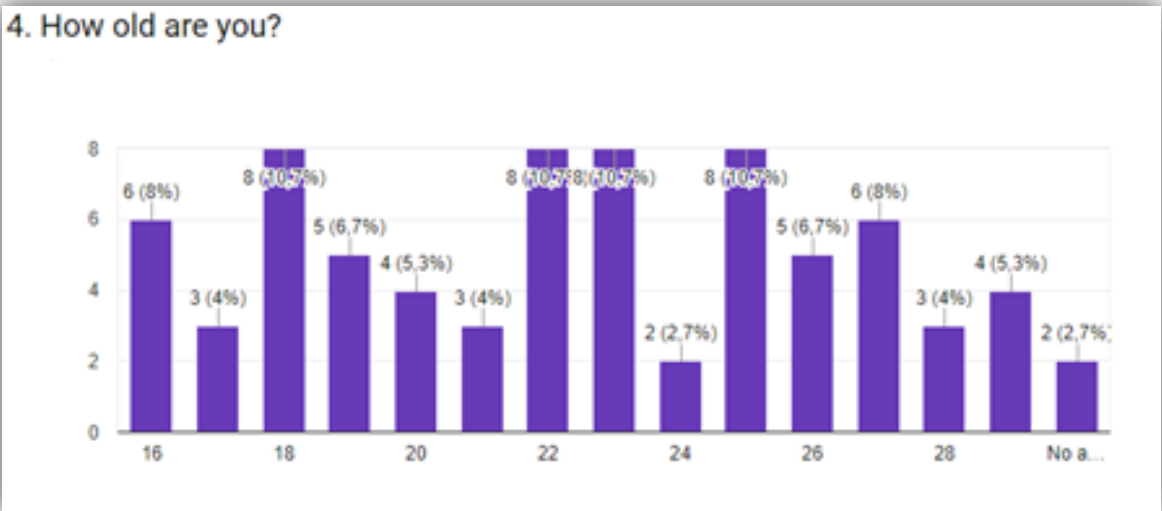
The gender distribution of those participating was almost 50/50. In the case of the odd number of the responders the number of men exceeded the number of women by one.

Figure 29: NEET Q3 answer



Distribution of the questioned persons is between 16 and 30 according to age

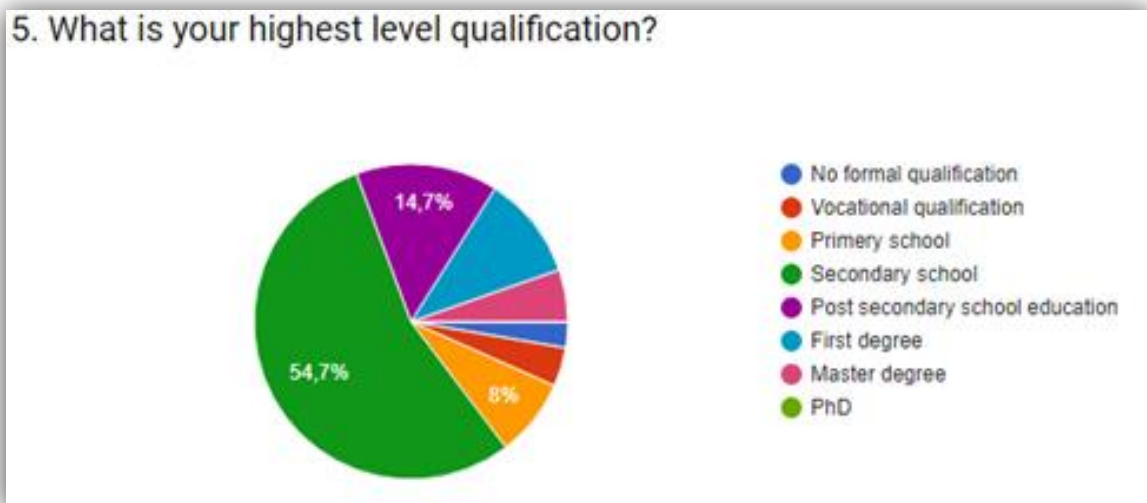
Figure 30: NEET Q4 answer



Distribution according to qualification level

More than 50% of participants are holding a secondary school degree.

Figure 31: NEET Q5 answer



When overviewing the data of each country there are significant differences. The highest percentage is in Germany (60%).

In Italy 42.9% of the participating youngsters have no formal education at all (see following Graphs). See the rest of the national report.

Figure 32: NEET Q5 answer Germany

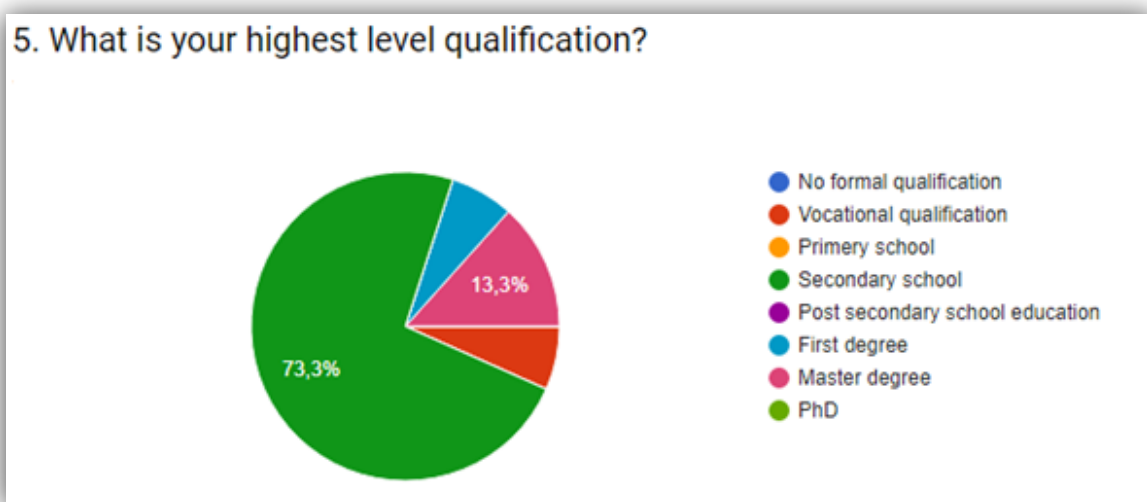


Figure 33: NEET Q5 answer Italy

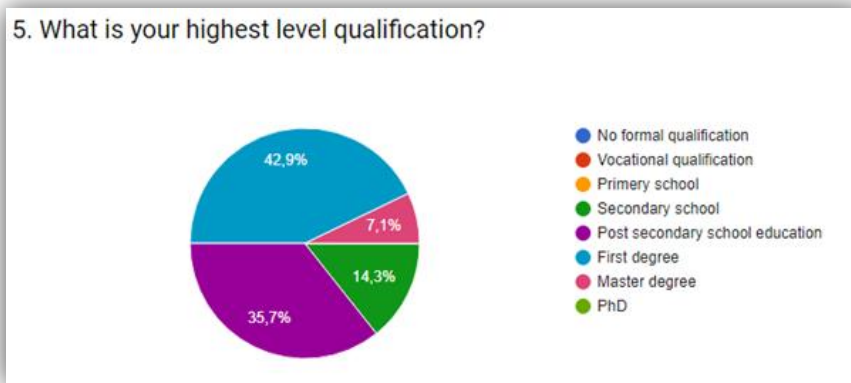
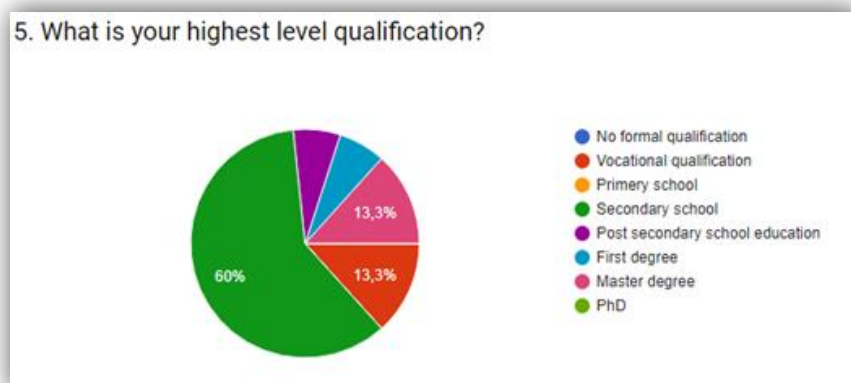


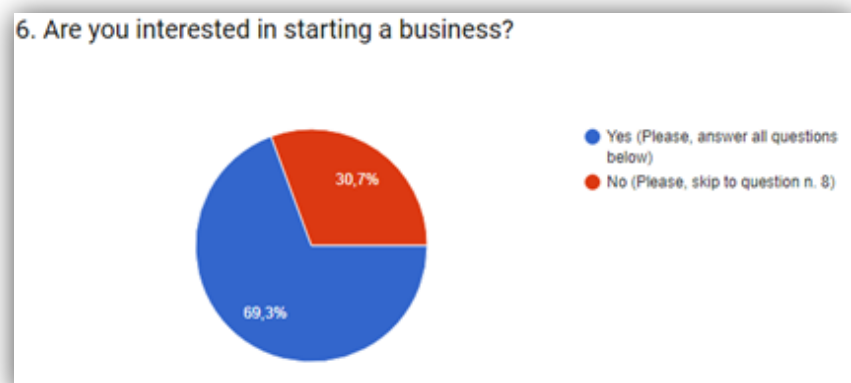
Figure 34: NEET Q5 answer Hungary



Characteristics of the interest towards entrepreneurship

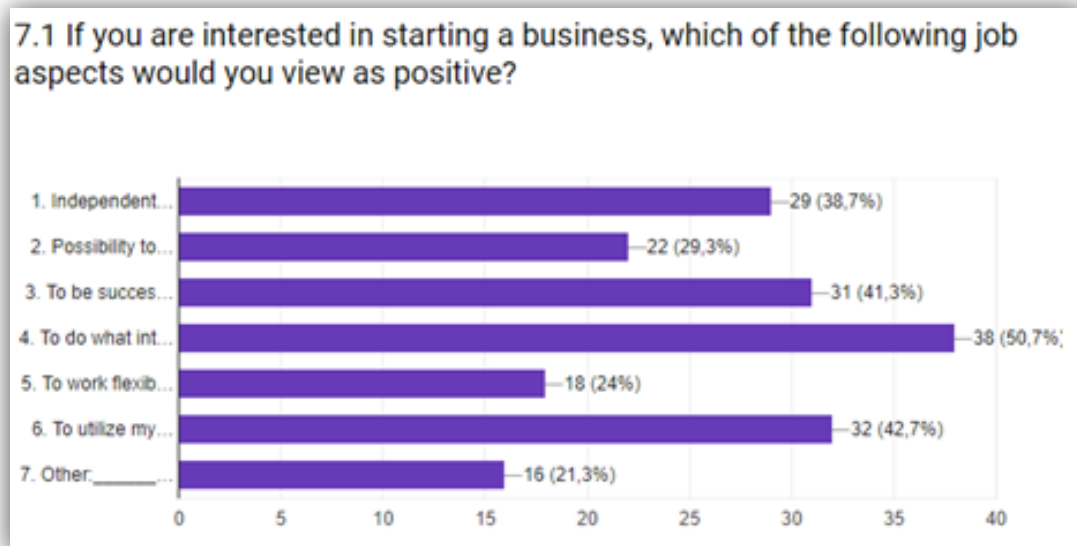
More than two thirds of those participating were interested in starting a business. Germany (93.3%) and Italy (78.6%) showed a much higher interest in starting an enterprise than the total data.

Figure 35: NEET Q6 answer



From the advantages of starting a business more than half of the responders ticked the possibility “To do what interests me”. The least ticked was given to “flexible working time”.

Figure 36: NEET Q7 answer



Legend⁸

- 1. Independent working
- 2. Possibility to create new things
- 3. To be successful
- 4. To do what interests me
- 5. To work flexible working hours
- 6. To utilize my abilities and talent in my work
- 7. Other:

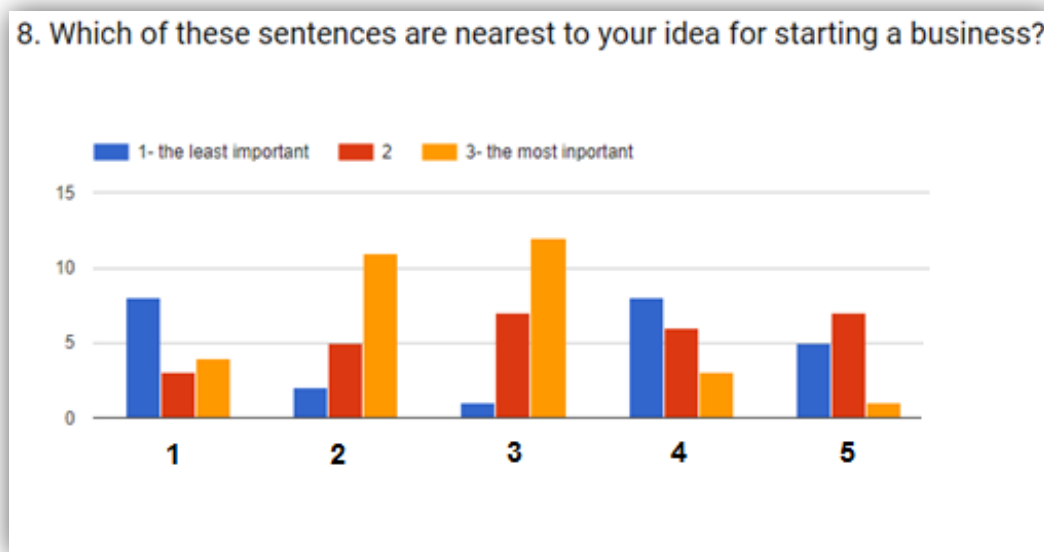
⁸ Full text items of Figures 37, 38, 45, 46 and 47 are reported in the legends.

Young people participating to the survey (irrespective if they were or were not interested in starting a business) underlined the following most/medium/least important statements nearest to their idea for starting (Figures 37 and 38).

In particular, among the statements most typically expressing the goals of starting an enterprise the statement “I would like to be my own boss” received the most ticks.

Of the statements of medium importance the highest number of ticks was given to “I would not start my own business alone without partners”.

Figure 37: NEET Q8 (Group A) answer ⁹

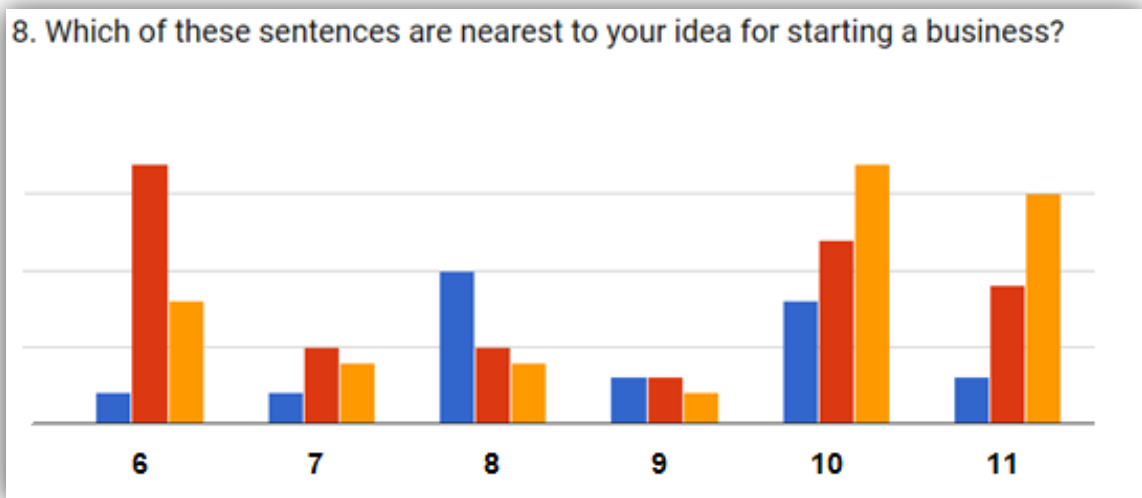


Legend Group A

1. I am thinking about a long term business investment
2. I have a lot of marketable ideas
3. I am able to recognize new market possibilities
4. I think that it is too risky to start a business nowadays
5. My family supports my entrepreneurial ideas

⁹ Colors in the Figure identify different levels of importance given by Youngsters to the sentences listed in the Legend and numbered in the bottom of the Figure from 1 to 5: blue is “The least important”; red is “Important”; yellow is “The most important”.

Figure 38: NEET Q8 (Group B) answer¹⁰



Legend Group B

- 6. I would not start my own business alone without partners
- 7. I have a good basis to be a successful entrepreneur
- 8. I would be pleased to take part in entrepreneurial trainings / education
- 9. My workload ability and persistence are above average
- 10. My workload ability and persistence are above average
- 11. I would like to work freely without any interference

¹⁰ In this Figure, as in the previous one, colors identify different levels of importance given by Youngsters to the sentences listed in the Legend and numbered in the bottom of the Figure from 6 to 11: blue is "The least important"; red is "Important"; yellow is "The most important".

Support for starting a business

The Youngsters mentioned the following possible forms of support by the Seniors for starting a business (Figures from 39 to 42).

The ranking of the acceptance regarding support is the following:

- Mentor for filling the gap in knowledge Mentor to help starting the business
- Learning about starting a business by regular contacts with a mentor
- Attending a course about starting a business

Figure 39: NEET Q9 answer

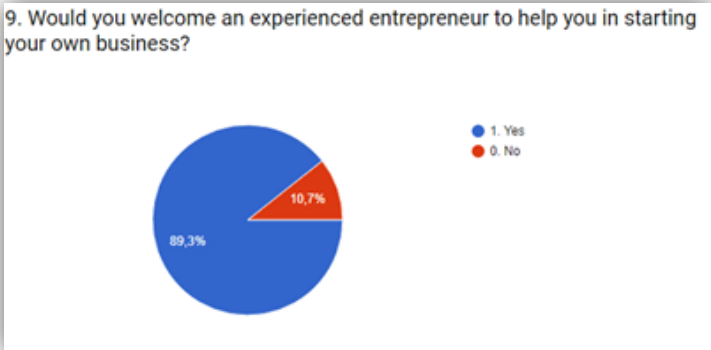


Figure 40: NEET Q10 answer

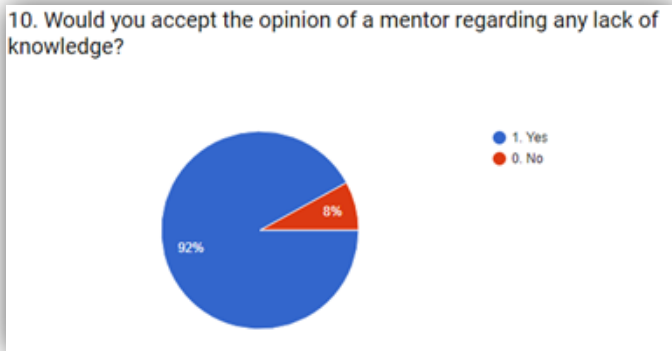
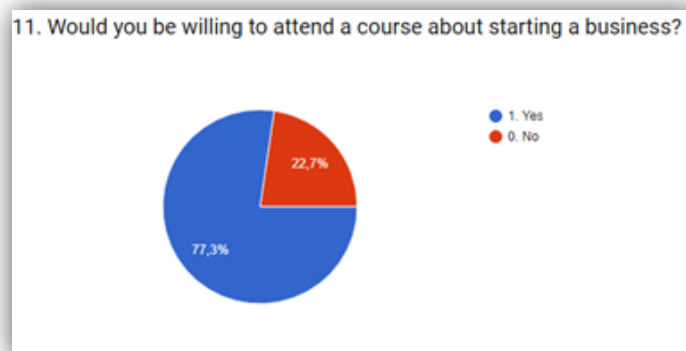
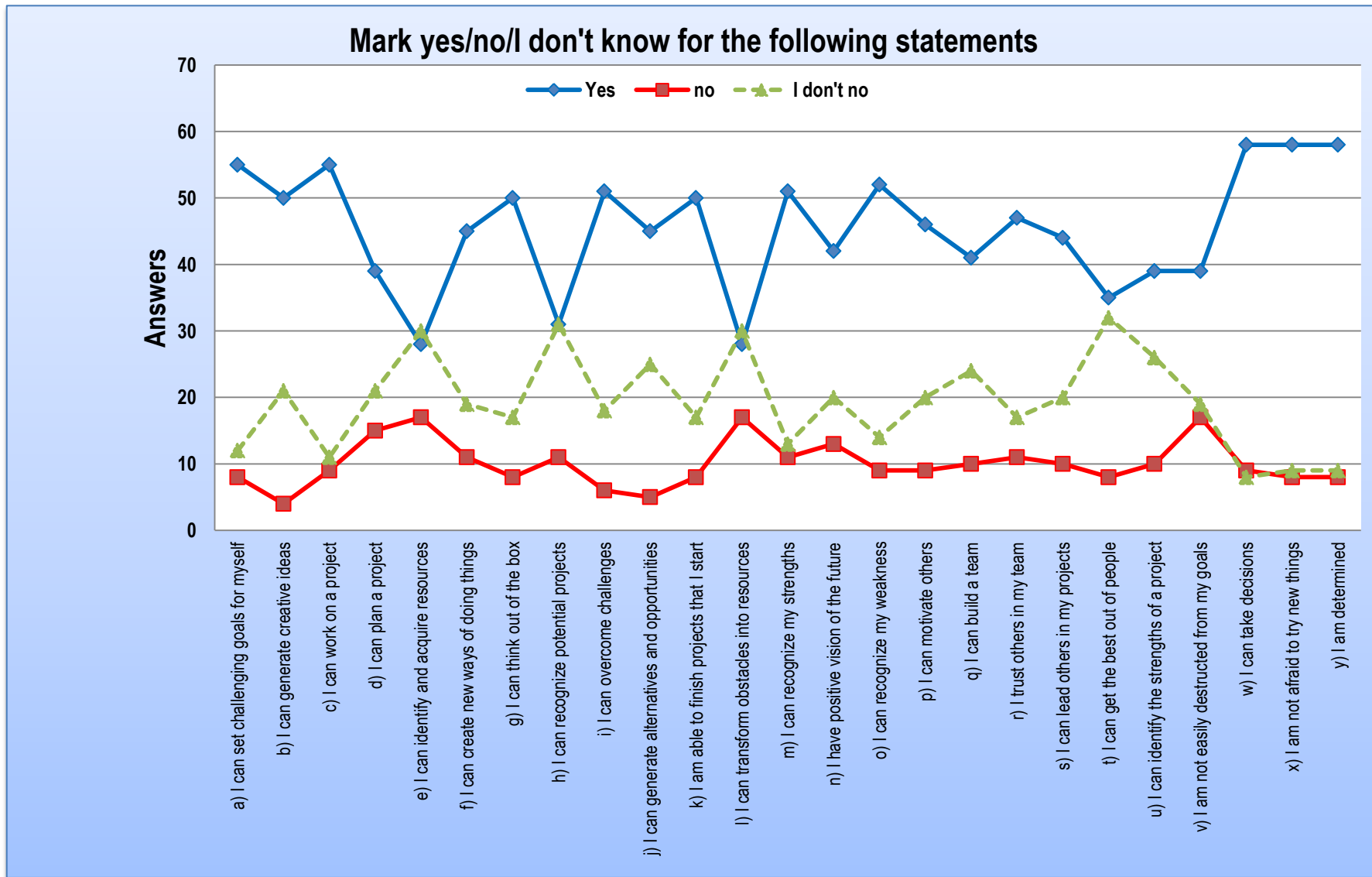


Figure 41: NEET Q11 answer**Figure 42: NEET Q12 answer**

Youngsters' self-knowledge about skills

The sample of young people were also asked to answer “yes” or “no” (or “I don’t know”) to a list of statements related to entrepreneurial skills, in order to understand/deduct which of those skills were or were not perceived as “owned” by the same respondents. The statements “I can take decisions”, “I am not afraid to try new things” and to “I am determined” were chosen by 77% of the participants. The statements “I can identify and acquire resources” and “I can transform obstacles into resources” were the least chosen with “yes”. The most “no” answer (23%) was given to “I can identify and acquire resources”, to “I can transform obstacles into resources” and to “I am not easily destructed from my goals” choices. The responders were the most uncertain (42%) when answering the “I can get the best out of people” and the “I can recognize potential projects” answers.

Figure 43: NEET Q13 answer

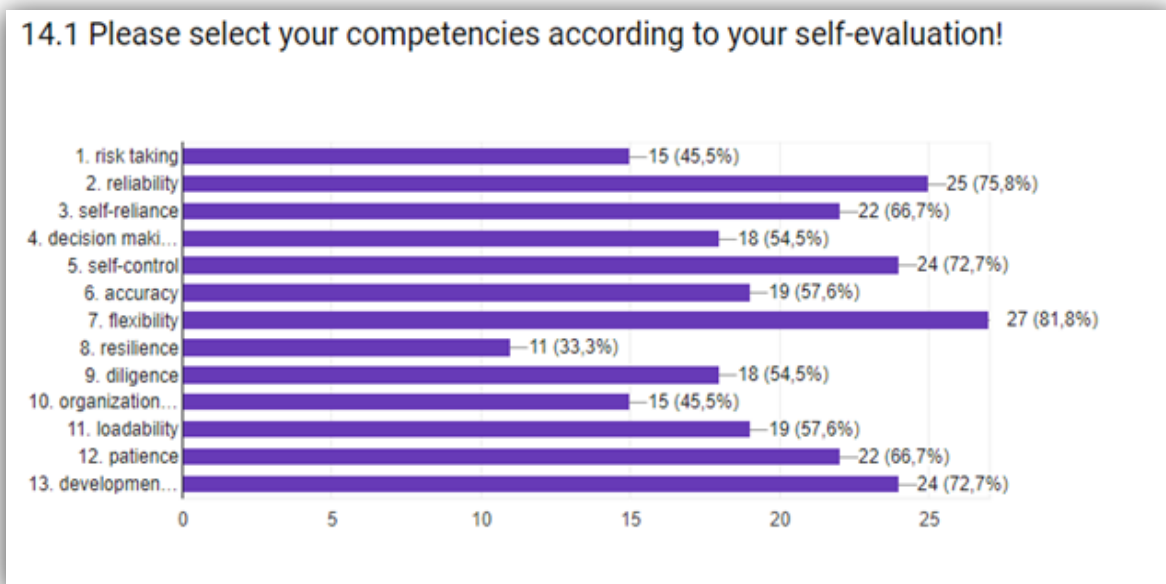


Self-evaluation of entrepreneurial competences

The question regarding competences (Question 14, divided in 3 groups of questions: personal, social and method competences) was not mandatory to answer (see subparagraph 4.2.2). The question group concerning personal competences was however answered by 44% of the questioned young persons. This question was mainly answered by the German and Hungarian participants. On average almost two thirds of the possible answers were marked (it was possible to mark more answers). Most people (n=27, i.e. 82% of total) marked “Flexibility” as an answer. The least (n=11, i.e. 33% of total answerers) chose the answer “Resilience” from the options.

Group A. Personal competencies

Figure 44: NEET Q14 (Group A) answer



Legend Group A

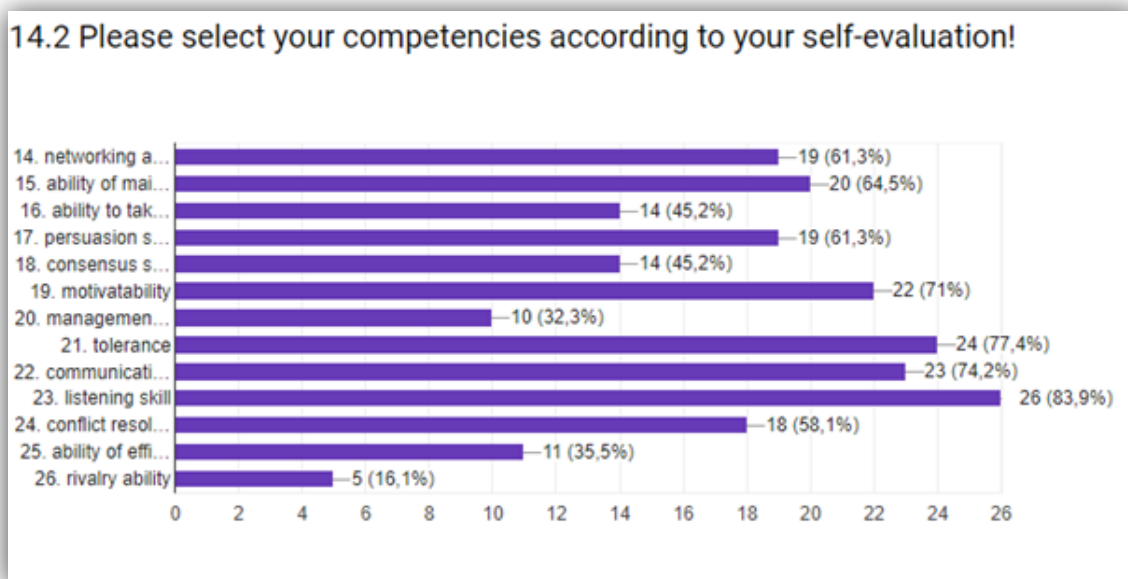
- 1. risk taking
- 2. reliability
- 3. self-reliance
- 4. decision making ability
- 5. self-control
- 6. accuracy
- 7. flexibility
- 8. resilience
- 9. diligence
- 10. organizational skills
- 11. loadability
- 12. patience
- 13. development ability, personal development

Group B. Social competencies

The social competencies question group was answered by 41% of the participants (it was possible to mark more answers).

The most (n=26; 84% of total answerers) chose the answer „listening skill”. The least marked alternative was the “management skill” (n=10, i.e. 32.3% of total answerers).

Figure 45: NEET Q14 (Group B) answer



Legend Group B

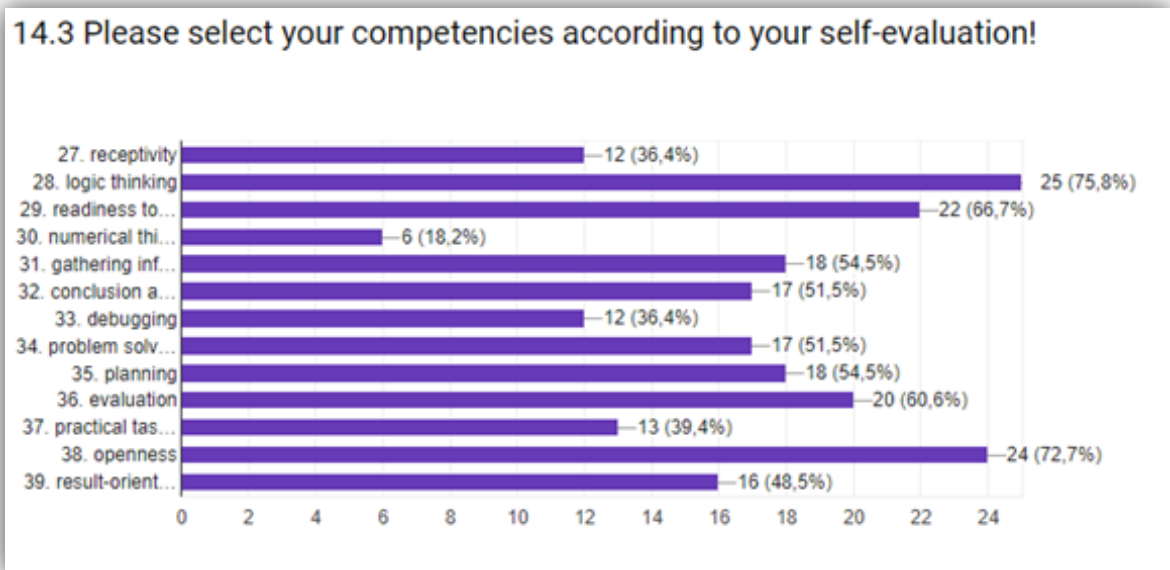
- | | |
|--------------------------------------|---------------------------------|
| 14. networking ability | 21. tolerance |
| 15. ability of maintaining relations | 22. communication skill |
| 16. ability to take initiatives | 23. listening skill |
| 17. persuasion skills | 24. conflict resolution skills |
| 18. consensus skills | 25. ability of efficient asking |
| 19. motivatability | 26. rivalry ability |
| 20. management skill | |

Group C. Methodology competences

In the self-evaluation of methodology competences group 44% of the responders participated. Most of them (n=25) chose the option “logic thinking”.

The least of the responders (n=6, i.e. 18.2% of total answerers) have chosen the “numerical thinking” alternative from the options.

Figure 46: NEET Q14 (Group C) answer



Legend Group C

- 27. receptivity
- 28. logic thinking
- 29. readiness to try new ideas, solutions
- 30. numerical thinking
- 31. gathering information
- 32. conclusion ability
- 33. debugging
- 34. problem solving
- 35. planning
- 36. evaluation
- 37. practical task interpretation
- 38. openness
- 39. result-orientedness

4.4. QUALITATIVE DATA REPORTING

This section focuses on the results emerging from the collection of Good Practices (4.4.1) and from the analysis of themes identified in the interviews with Seniors and in the focus-groups with Youngsters (4.4.2).

4.4.1. Reporting of the Good Practices case studies from countries

Introduction

The framework analysis was developed through the study of Good Practices (GPs) of intergenerational learning in the field of entrepreneurship and the direct contact with the project targets, i.e. Seniors and Youngsters. Entrepreneurship education in formal, non-formal and informal contexts, indeed, plays a significant role in supporting the main goals of the Europe 2020 strategy, and the Education 2020 strategy: growth and jobs. Therefore, it is important to gather knowledge and evidence from across Europe that shows whether and how impact is achieved.

We are going to make an overview of the Good Practices collected and analysed in the five countries, with the aim of identifying those essential elements, circumstances, methods, themes, and theme parts which should be considered when creating the training materials.

Interpretation of the Aspects of Analysis of the Good Practices

The collection of Good Practices received from the countries contains valuable information that can be used for training materials. If we had only been searching for the common characteristics, valuable information would have been lost. By using the aspects set out below we have selected, from a wide variety of Good Practices, material which we can use for training purposes.

These are the aspects which we used:

Element:

Such a component which has a role in the implementation of the given Good Practice but does not have an overall effect.

Circumstance:

This gives the background and / or location to the implementation of the Good Practice.

Method:

Such a process which helps to solve problems in the Good Practice, or to acquire knowledge.

Theme:

A central idea which runs through the Good Practice.

Theme part:

A basic idea, which is linked to the theme but within the Good Practice it is not so comprehensive.

Following our selection using the above considerations, we underline two important facts:

- from the Good Practices, we can incorporate into the training, information and materials that were not thought of in theory,
- the theory that has already been included in the training material will be confirmed.

The elements, circumstances, methods, themes, and theme parts are different in the case of all Good Practices. It may occur however that something which is an element in one of the projects can be considered as a theme or theme part in another project. This is not a mistake, but the content of the given case and its weight are deciding from the point of view of the classification. During the classification we tried to separate the findings from the professional subject and formulate it as an example of an abstraction practice when creating the training material. We are examining the Good Practices by country and by practice. In the following sub-sections the contents and information collected through the template are reported by country. After each initiative description, there is a brief section reporting the analysis of the main aspects of the Good Practice in the perspective of the transferability of some of these aspects to the trainings targeting Seniors and Youngsters involved in the „Be the Change” project. In the Final Remarks section the main benefits of the different Good Practices and the more useful aspects for the „Be the Change” trainings are

highlighted. An in-depth cross-country comparative analysis of all the contents of the 15 GPs could be carried out in future project activities (e.g. scientific papers).

Good Practices by country

ITALY

1. Case: “Plinio”

Abstract

A group of volunteers out of the job market (amongst whom are seven trainers and three tutors) offered their expertise in order to create job opportunities for young students attending the fourth and fifth grade of the Italian secondary school “Da Vinci”. They also aimed at raising their awareness to create new enterprises by developing the key competence “sense of initiative and entrepreneurship”, by letting them directly experience the practices and techniques of running a business, from the start-up phase to managing daily activities.

Star Up became a work and production cooperative society with a twofold aim: fostering young entrepreneurship and offering flexible and customized services to self-sufficient elderly people, in order to guarantee their development and maintain a constant active ageing.

Leader organisations: *Manager Italia - Ca' Foscari University of Venice*

Initiative website *<http://www.padovaoggi.it/aziende/plinio-societa-cooperativa-via-romana-aponense-116-5-padova.html>*

According to the items of Template 1 in the Annex:

- 1) *The organization structure:*** Manager Italia is a volunteering association composed of former managers.
- 2) *Experience description and organization:*** A group of retired managers offered their competences in order to help the students attending a vocational school participate in a business start-up. The training path was organized in 160 meetings and 1.200 hours overall and was carried out outside of school

hours. This project enabled students to face the challenges emerging from the founding of a real business, in a learning, meaningful and effective context.

3) *The Context - Cultural and Environmental factors that had an impact on the initiative are:*

The location: in the city of Padua the over-65 population is nearly 25%. There is a high degree of elderly people of the middle and upper/middle classes who wish to best manage their cultural, recreational and personal life. Presence of youngsters with vocational social studies with few working opportunities. High presence of volunteering associations.

4) *Aims of the initiative:* Plinio project's objectives are: creating opportunities and working commitments; bridging the gap between generations which were partly divided due to the current social development by supporting ageing and active citizenship, personal pro-activity, individual and collective creativity, the territory and local community development.

5) *The Key Success Factors of Plinio project are:*

Curiosity

Creativity (innovation and forecasting needs)

Charisma (infusing enthusiasm and joy)

Competence (mastering complex situations and relationships)

Courtesy

Confidence (offering security and trustworthiness)

6) *Key performance indicators*¹¹: implementation of the start-up

7) *Beneficiaries:* The project involves two different ranges of age: the youngsters, who approach the world of work for the first time and the mature age; the

¹¹ A performance indicator or key performance indicator (KPI) is a type of [performance measurement](#). KPIs evaluate the success of an organization or of a particular activity in which it engages

challenge is to bridge the gap between these two generations which were divided by the current social development.

8) Benefits of the initiative: Creating working opportunities for the young students of highly vocational schools. If job opportunities today are limited due to the employing capacity of the institutions, the benefit will be to offer important alternatives which can be found in self-employment and entrepreneurial initiatives.

9) The main points of strength of Plinio project are:

The youngsters experienced autonomy and took responsibilities; they personally accounted for their decisions and were supported by cognitive and didactic scaffolding. The weaknesses is the amount of time dedicated to developing the whole project is too much (1.200 hours).

10) Initiative network: Plino Network is composed by: Veneto Region – “I.A.S.I.” Association – “I.S. Leonardo da Vinci di Padova” Secondary School - Councillorship for Youth Policies – Province School Office – Padua Hospital - “Centro Produttività Veneto” Training provider Vicenza.

11) Sustainability: The pilot project that was realized is perfectly replicable. Its sustainability is due to the fact that the trainers acted on a volunteer basis as retired experts.

12) Impact and results: The main results concerning Plinio project are: feeling the main actors in the management of the project (both in its labs and group training), youngsters developed personal skills, cross competences and an entrepreneurial mindset)¹²

An analysis of the main aspects of the presented case for the development of entrepreneurial training material:

¹² Bibliography: Tessaro F., Baschiera B. (2016), *The Intergenerational and Entrepreneurial Performance Management Systems*, adapted from Otley, D. Ferreira, A. (2009).

- Element to use for training material: the development of both the initiative and entrepreneurial skills of the students is done through the idea of starting a business based on an idea. The teachers are retired managers.
- The circumstance that can be used for the training material: out of school educational environment and the presence of volunteering associations.
- Methods to use for training material: the training process is based on the motivation and self-confidence of the young people involved.
- Theme for the training material: presentation of alternatives for self-employment and entrepreneurship initiatives.
- Theme part for the training material: the Key Success Factors: Creativity (innovation and forecasting needs), Competence (mastering complex situations and relationships), Confidence (offering security and trustworthiness)

2. Case: “Ca’ Foscari Competency Centre”

Abstract

The Competency Centre is aimed at improving and developing the most advanced international experiences which explored and applied the development of cross competencies in the academic world in order to open new and original research and testing paths aimed at improving a qualitative match between the demand and supply in the job market.

It carries out research, training and guidance in the development and assessment of cross competencies (soft skills).

It offers numerous activities to students and graduates:

- Competence Tips: intensive seminars to develop specific competences;
- Training to perform emotion-WISE: analysis and development of cross competences for students attending master courses;

Thinking of the future: within workshops organized by the placement office.

- **Leader organisation:** Ca' Foscari University of Venice
- **Initiative website:** http://www.unive.it/nqcontent.cfm?a_id=141907)

According to the items of Template 1 in the Annex:

1) The organization structure: Thanks to the Management department, **Ca' Foscari Competence Centre** was founded in 2012 in the wake of a study and research tradition grounded on cross competences and first started in Italy by Ca' Foscari University in the 90s.

Its main activities are carried out within the Ca' Foscari Foundation University, which was created to develop and strengthen academic activities in the field of research, training and innovation.

2) Experience description and organization: Following the research carried out for years in the field of cross competences, International collaborations and tool creation, new training paths dedicated to students' development have been implemented.

The Centre activities are also addressed to businesses and experts by means of workshops dedicated to the people in the job market, or job research services and it is aimed at re-qualifying competences.

3) The Context - Cultural and Environmental factors that had an impact on the initiative: On the one hand, CFCC meet to the students' requirements to acquire soft skills which are generally not developed in academic studies; on the other hand, it is aimed at training personal, organizational and business behaviors by developing questioning, observing, experimenting and lateral thinking.

4) Aims of the initiative: The main objective of Ca' Foscari Competency Centre is to increase people's performance and job-attractiveness by developing their cross competences (soft skills).

5) The Key Success Factors of the initiative are: bridging the training gap, creating voluntary paths creating flexible and adaptable paths and being constantly supported by research.

- 6) Key performance indicators:** The Key performance indicators of the Good Practice are: registrations to the paths (which are voluntary), assessment questionnaires, participants' feedbacks.
- 7) Beneficiaries:** The target group of Ca' Foscari Competence Centre are: university students, businesses and experts (competence re-qualifying paths – update)
- 8) Benefits of the initiative:** Thanks to the training, participants develop a very detailed future career project (by projecting values, dreams and passions), called visioning, which increases the probability to attain the objectives of change. Participants reach a better self-understanding (assessment process).
- 9) The main points of strength and weakness of Plinio project:** The main points of strength of the method of realization are interest and high demand. The weaknesses are: the demand is greater than the supply, the selective entry system of the paths, a waiting list which cannot be satisfied and little participation from the students in the scientific field.
- 10) Initiative network:** The Networks is composed by: Weather head School of Management, Case Western Reserve University - ESADE Business School – businesses interested in the sector – secondary schools – Chamber of Commerce – UMANA job agency.
- 11) Sustainability:** The replicability of the Centre is highly connected with the awareness of the model and with the training activity. This initiative is definitely replicable. Its sustainability is due to the fact that the activities carried out are part of the teaching hours (hence, they are free).
- 12) Impact and results:** The major impact of the Ca' Foscari Competency Centre is the very high number of participants.

An analysis of the main aspects of the presented case for the development of entrepreneurial training material

- Element to be used for training material: guidance for students to develop cross-competences.

- The circumstance that can be used for the training material: the foundation university carries out the skill and competence development together with the machine tool engineering entrepreneurship.
- Methods to use for training material: it aims to train personal, organizational and business behaviours using the method of questioning, observing, experimenting and lateral thinking.
- The theme to be used for the training material: developing a so-called future vision that increases the potential for change from the entrepreneurial perspective.
- The theme part that can be used for the training material: determining entrepreneurial competence and requalification routes.

3. Case: “Silverzone”

Abstract

“Silverzone”, an initiative launched by Loccioni Group, is a network of experiences and knowledge, of “beautiful minded” over 65 retired people that have met Loccioni Group along their way (e.g. collaborators, clients, suppliers, partners) who now feel like transferring their experience and know-how (through intergenerational learning) to young people, with a renovated enthusiasm and passion, providing them support for the creation of spin-off and for the start-up of innovative companies. In this way “Silverzone” promotes in a concrete way intergenerational solidarity, supporting the development of entrepreneurial skills, contributing to local and national economic development.

Leader organisation: *Loccioni Group*

Initiative website: <http://www.loccioni.com/?lang=it> (*Italian version*);

<http://www.loccioni.com/?lang=en> (*English version*)

According to the items of Template 1 in the Annex:

- 1) **The organization structure:** Loccioni Group, established in 1968, was born as a family hand-crafted company and in the 90s became an high innovative

knowledge company. It has its headquarter in Italy (in Angeli di Rosora, Marche Region), three foreign locations (in China, Germany and USA) and its systems are proposed in more than 40 countries. Currently, almost the 50% of its employees (average age: 33 years) are graduated and the Research for Innovation team numbers more than 40 researchers.

The company is organised with the aim of integrating ideas, people and technologies. In this respect, it developed a network involving schools, universities, companies and research centres, also in connection with Italian and European labour market policies, programs and funds (e.g. Erasmus Plus).

2) Experience description and organization: “Silverzone” has been developed and is managed by HR managers of Loccioni Group and is part of the lifelong learning approach of the company, committed in investing in knowledge of the workforce, within the organizational framework of its age management policies, open to promote intergenerational dialogue and collaborations in the entrepreneurial sphere.

“Silverzone” is a mentorship program through which a young employee is joined by an experienced retired person, working together on highly innovative projects.

In methodological terms the mentoring program is delivered by teamwork, training on the job according to a learning by doing approach, oriented to the realization of a specific innovative productive process and/or new companies. Merging the different characteristics of these professional profiles lead to knowledge transfer and new knowledge creation, triggering creativity and concretize new projects and solutions.

3) The Context - Cultural and Environmental factors that had an impact on the initiative: The cultural heritage based on traditional multigenerational family pattern and on rural environment have determined the model and the values of the company.

Within this cultural context, Loccioni Group gave birth to “Silverzone” to preserve the richness that older people involved in the initiative own (i.e. huge luggage of different knowledge, competences and experience), looking not only

to the past, but also into the future in creative and innovative perspective, supporting the collaboration with young people.

This programme also contributes to sustain the local and national entrepreneurial “vocation” even in times of economic crisis, providing benefits to all stakeholders: e.g. employees, local community, etc.

4) Aims of the initiative: Through the “Silverzone” initiative, Loccioni Group has the main aim of supporting concretely intergenerational learning and knowledge transfer from experienced older workers to young people, providing to the latter, through a tailored mentoring program, specific tools, methods and information useful for starting and developing spin-off and new companies.

5) The Key Success Factors of the initiative a The main key success factor of the initiative is the “philosophy” of the company, open to innovation and available to involve young and older experienced people, supporting intergenerational solidarity, entrepreneurial attitudes and economic development in a sustainable way. Furthermore, “Silverzone” (devoted to the intergenerational exchange of competences by exploiting retired people’s know-how) is part of an integrated educational and development pathway that the company implemented for valuing the workers of different age groups, including other two steps, “Bluezone” (devoted to train students and new appointed employees) and “Redzone” (devoted to developing competences of current employees).

6) Key performance indicators: The principal key performance indicators of the initiative are: a) the number of start-ups created through the implementation of the initiative; b) the creation of new jobs; c) the contribution to the economic growth of the local context in which the initiative is implemented and of the national economy. See point 8 for detailed data related to these indicators.

7) Beneficiaries: The initiative is targeted especially on: a) experienced retired older workers available to share their competences, know-how and entrepreneurial skills and to transfer them to young people; b) workers of other age groups, especially young employees with entrepreneurial attitudes.

8) Benefits of the initiative: “Silverzone” has fostered the creation of several innovative start-ups (82) that created about 300 new jobs, with a revenue/sales volume similar to the Loccioni Group.

The initiative also allowed the registration of important patents in the industrial sector (e.g. a young new graduate and an engineer 80 years old former director of “Alfa Romeo” created a patent in the automotive sector).

Therefore “Silverzone” has contributed to enhance innovation in business models and in national economy.

9) The main points of strength and weakness of Plinio project: Main strength: the implementation of this initiative is part of an innovative life course oriented approach developed by the company aimed to invest in knowledge and to support intergenerational learning and knowledge transfer among workers of different age groups. No particular weaknesses to report.

10) Initiative network: “Silverzone” is based on and has created a wide network of people involved in the implementation of the initiative: experienced over-65 retired people that have met Loccioni Group along their way (e.g. collaborators, clients, suppliers, partners); researchers, consultants, professors, managers of important industrial companies; employees of the company (i.e. managers and employees of various age groups); young people with entrepreneurial attitudes.

11) Sustainability: This practice is sustainable since the company is very committed in investing in knowledge of the workforce and to support innovative methodologies of collaboration among workers of different age groups, with the aim of sustaining both the entrepreneurial culture and the economic development of the local and national Italian context.

The initiative is reproducible in other contexts if companies have innovative HR managers and age management policies, and if they are open to intergenerational collaboration.

12) Impact and results: The implementation of the initiative has contributed to value professional skills acquired during the working career of older workers, improving their well-being, in an active ageing perspective.

At the same time, the initiative allows the contamination between young employees and older people mind sets.

Thus, as already mentioned, “Silverzone” has had a positive impact in strengthening the intergenerational solidarity, providing a good example in this field in a country, like Italy, in which the unemployment rate of young people is very high and in which there is a latent risk of intergenerational conflict.

An analysis of the main aspects of the presented case for the development of entrepreneurial training material

- Element to use for training material: a young employee and an experienced pensioner work together in highly innovative projects and even supporting the development of business start-ups.
- The circumstance that can be used for the training material are applicable in the following areas: measurement, control and automation systems, mechanical and industrial engineering and several business lines. The development of a network of schools, universities, companies and research centers was realized.
- Method that can be used for training material: the program works with a mentoring method where teamwork and the learning at the workplace are aimed at implementing a specific innovative production process and /or making a new company.
- The theme to use for the training material is: development of spin-off and new companies through solidarity between generations and support of entrepreneurial attitudes and sustainable economic development.
- The theme part to use for the training material are the following performance indicators:
 - the number of start-ups created;
 - creation of new jobs;
 - contribution to the economic growth of the local implementation of the initiative.

GERMANY**1. Case: “CO2 Neutral Ice Cream”****Abstract**

Höhn Junior has studied geology and is committed to the basic principles of ecology and sustainability. Höhn Senior, owner of the ice cream factory, which he has taken over from his father in 1985, brings in the know-how of a mechanical engineer. Together they develop a new and consistent CO₂-neutral cooling technology and cooling transport. The new cooling technology is implemented by means of measures at the factory building (use of glass foam pots, permafrost floor under the freezer cell so that no underfloor cooling is required), photovoltaics, solar thermal energy, heat recovery and pellet heating and a closed circuit system for the air-conditioning of the production rooms, modernized plate cooling for storage and transport, as well as electric cars). Since commissioning, the production has emitted 680 tons less of CO₂.

Leader organisations: *Florida Eis Manufaktur GmbH / Florida ICE Manufacture PLC*

Initiative website: <http://www.floridaeis.de>

According to the items of Template 1 in the Annex:

1) The organization structure: The family company (PLC) was founded 1927. Industrial sector: Ice-Production. The company is managed by owner Olaf Höhn (born 1950) , mechanical engineer and the operational manager Henrike Schulz (born 1987). The son Björn Höhn (born 1983) is an employee of the company's marketing department. The ice cream recipe and production are overseen by the head cook, Simone Gürgen (born in 1963) and reviewed by Olaf Höhn. On several levels the work is carried out intergenerationally. Employees: 240. Business Volume 2015: 9 Millions Euro.

2) Experience description and organization: Höhn Junior has studied geology and is committed to the basic principles of ecology and sustainability. Höhn Senior contributes his know-how as a mechanical engineer. As the owner of the ice cream factory, he and his son worked out CO₂-neutral cooling technology

and refrigerated transportation. Everyone has his job, says Höhn Senior, but we are talking constantly and discussing the steps of the different departments together. We do not always agree, but the discussion continues

- 3) **The Context - Cultural and Environmental factors that had an impact on the initiative are:** After the ice cream factory had grown rapidly in the 1980s, production had to be rebuilt. Father and son took advantage of this opportunity to develop a genuine CO₂-neutral production by using new methods of cooling technology. Through the division of tasks and continuous dialogue between the father, son and management, and the willingness to take risks of the main investor (senior), it not only became possible to save energy during production, but also to communicate it. Thereby the CO₂ neutral ice cream production and transportation are used for the company's advertising and marketing strategy and Florida Eis received the official designation as a „Klimaschutzunternehmen“ (climate protecting company)
- 4) **Aims of the initiative:** Everyone worked towards the common goals, which were to increase the ice cream production to 2000 tons annually by 2018 and save energy, as well as CO₂ emissions, thus sustainability. The environmentally friendly production pays itself through the saving of 1/4 of the normal electrical costs. The first investment of one million € is refinanced in 6-8 years.
- 5) **The Key Success Factors** Profit maximization, communication, additional quantity and quality in production, sustainable production, state recognition, development of sustainable technology.
- 6) **Key performance indicators** "We make ice cream out of sunshine": We really managed to produce our ice cream in a Co₂-neutral way. (6)
- 7) **Beneficiaries:** The company (energy cost savings, state recognition), the environment, the clients (who consume sustainably).
- 8) **Benefits of the initiative:** Success and being a pioneer in the sustainability of the production. The development of innovative cooling technologies, the new eutectic cooling, which is more environmentally friendly than previous cooling

technologies, plus the weight reduction, which contributes to lower fuel consumption. The company gets certifications for sustainable production and great social recognition. This is also reflected in the growing numbers of large orders.

9) The main points of strength: New technology, courageous investment, also further development of the technologies for use in electric motors is being planned with the Technical University of Berlin. Strong leadership with great coordination and division of tasks. Good communication internally and externally. Good investment in marketing and advertising.

Weakness: The owner Höhn senior is very much in the foreground, giving the son a limited field of work, does not trust him completely.

10) Initiative network: State recognition, contacts with large manufacturers (Kölln) and trade chains (Rewe, Edeka), large orders Germany-wide.

11) Sustainability: The technical development can also be applied to vehicles and other cooling systems.

12) Impact and results: Everything is planned as it is realized. Advertising campaign included. From errors that have occurred the technology will be improved.

An analysis of the main aspects of the presented case for the development of entrepreneurial training material

- Element to use for the training material: good communication internally and externally. Good investment in marketing and advertising.
- The circumstance that can be used for the training material: family business is carried out by father and son, who are engaged in refrigeration and ice-cream production in the industrial sector, introducing a CO₂-neutral cooling technology.
- Method for training material: dad is mentoring his son. The son's up-to-date knowledge is taken over by the father.

- The theme to be used for training material: the context of a complete development from an entrepreneurial point of view.
- Theme part to be used for training material relates to the following Key success factors:
 - maximizing profit,
 - communication,
 - the surplus quantity and quality of production,
 - sustainable production,
 - developing sustainable technology.

2. Case: “C h a n g i n g P e r s p e c t i v e ”

Abstract

The two managing directors asked for help at the network "Senior citizens advise the economy". Within a few days, a consultant was ready, who also helped to provide further contacts, for example to the Chamber of Industry and Commerce and to a consulting neutral banker. In particular, his help with the introduction of a new, needs-based software with which the increased requirements for calculation and controlling can be fulfilled is crucial.

This consulting activity enables management to use feedback on planned decisions, as well as a reflection and possible correction of the company's development.

Leader organisations: *Natur- und Abenteuererschule GmbH & Co.*

Initiative website: www.nuas.de

According to the items of Template 1 in the Annex:

According to the items of Template 1 in the Annex:

- 1) **The organization structure:** *Nature and adventure school, NUAS, since 1992 it plans and builds nature play areas for kindergartens, school yards and youth welfare facilities together with volunteer employees. 17 employees. The*

concept of supported self-help in the first few years is still an integral part of the NUAS and has been further developed into a social action.

- 2) **Experience description and organization:** The perspective was directed to the calculation and control of the work processes. In addition, help came through the contact to the Chamber of Industry and Commerce and to a consulting neutral banker. A crucial contribution in the introduction of a new, needs-based software, through which the increased requirements for calculation and controlling could be met. Use of feedback on planned decisions, as well as a reflection and possible correction of the company's development.
- 3) **The Context - Cultural and Environmental factors that had an impact on the initiative are:** The Natur- und Abenteuerschule GmbH & Co KG, on the basis of knowledge of pedagogy, medicine, psychology, neurobiology and security technology (natural), develops playing areas on school yards and kindergardens' outdoor areas. The planning and design of the outdoor areas was carried out in close coordination with the ever-growing customer base. The recruitment of many new employees from the fields of gardening and landscaping, wood processing as well as from commercial and pedagogical professions had to be planned, supported and financed.
- 4) **Aims of the initiative:** At that time, the company management was not aware of the consequences of this development for the areas of calculation, controlling, software, medium and long-term financial planning as well as profitability.
- 5) **The Key Success Factors:** Introduction and training with a new, needs-oriented software with which the increased requirements for calculation and controlling could be fulfilled.
- 6) **Key performance indicators:** Strengthening the position in the market above all through innovation, reliability and high quality, but also, and precisely, concerning the introduction of very young children to child day care centers.
- 7) **Beneficiaries:** Entrepreneurs and employees (securing jobs), customers, children as users of the play landscapes.

8) Benefits of the initiative: Qualification in calculation and controlling, reduction of the psychological burden of the managing directors and employees. With the process support, teaching and coaching the participants were supported in the implementation of their operational focus in both practical and pedagogic matters.

9) The main points of strength: Indicate what are the main points of strength and weakness of the method of realization of the Good Practice. Quick advice, contact chamber of industry and commerce and neutral banker, help with the introduction of the new software for calculation and controlling, feedback regarding planned decisions and possible correction of company development.

10) Initiative network: Contact with chamber of industry and commerce, neutral banker, and various environmental enterprises.

11) Sustainability: The stability of the company, which already operates in the sector of sustainability and cooperates with sustainable partners, with the aim of reducing energy consumption, CO2 emissions and noise pollution.

12) Impact and results: Change of perspective as a learning process. (12)

An analysis of the main aspects of the presented case for the development of entrepreneurial training material:

- Element that can be used for training material: increasing or decreasing demand will change running of the business.
- Circumstance to be used for training material: the Natur-und Abenteuerschule on the basis of knowledge of pedagogy, medicine, psychology, neurobiology and security technology (natural), develops playing areas on school yards and kindergartens' outdoor areas. The planning and design of the outdoor areas was carried out.
- Method to use for training material: provide guidance through older professional consultants and finance professionals.

- Theme to use for training material: a software the preparation of which is economical, is supporting the professional and financial processes and controlling them at the same time.
- The theme part that can be used for the training material: innovation is carried out with inter-process reliability and on high level at all levels.

3. Case: “Generations learn together: Sustainability”

Abstract

Essential for the Project is an advanced Training for multipliers. Focal points are: a) the didactic exploitation of quotations and offers for learning in intergenerational education for a sustainable development through Qualification of consultants and instructors in adult education; b) the Opening of the educational institutions with regard to intergenerational formation for expansion of sustainability and consistency in configuration of educational environment; c) Changing of programs of adult education institutions by the aspect of Intergenerational Education in themes like: Dialogue between young and old people for reduction of tensions and overcoming discrimination and prejudice.

Leader organisations: *Katholische Erwachsenenbildung Deutschland / Catholic Adult Education Germany*

Initiative website: *www.keb-deutschland.de*

According to the items of Template 1 in the Annex:

- 1) The organization structure:** The educational trainings. Qualification in Theory and Practice of intergenerational Education to Sustainability Practice with projects in different Schools for adult education in Germany, with an open event for information exchange. Evaluation and Publication of Results.
- 2) Experience description and organization:** Trainings have been realised in different german locations. Topics: Potentials of Dialogue between old and young people, Reduction of tensions, discrimination and prejudice. Generations-comprehensive Sustainability, Practices of education in Solidarity

and Equity between generations in long terms, Forms of motivated generational Engagement.

- 3) ***The Context - Cultural and Environmental factors that had an impact on the initiative are:*** Traditional intergenerational Learning processes, especially in Families, lose more of their self-evidence. Age comprehensive Contacts and learning are not only for single persons essential, they are also necessary for the development of a solidary, kind and benign society. In sense of a global/Comprehensive Solidarity between generations it is essential to depict new paths with young and old people supported by intergenerational learning.
- 4) ***Aims of the initiative:*** The Training focusses on sustainability in learning opportunities. The aims are: Intergenerational Learning and Education in sustainable development. The Evaluation of the Project contributes to scientific knowledge about intergenerational Learning which happens implicitly in families, but can be made useful also in Institutions of adult education
- 5) ***The Key Success Factors:*** *Observance of different Orientations* (of Biography, Social Space, Action, Campaign, Interaction, Participation Exchange of Experiences) is important in the success of intergenerational educational Processes in Context of Globalisation and Sustainability. Positive Results in the orientation of Biography, Social Space, Action, Campaign,
- 6) ***Key performance indicators:*** Interaction, Participation, Exchange of Experiences.
- 7) ***Beneficiaries:*** Multipliers in the adult education of different ages.
- 8) ***Benefits of the initiative:*** In all practices the intergenerational Sustainability was a generative Theme, which could be interpreted and developed in many different ways as the combination with different social spaces allowed. It was possible to work and develop together new facilities and biographical themes between generations and to work on continuity and future interchange.
- 9) ***The main points of strength:*** Points of strength: Boosting intergenerational Interaction, collective Knowledge, Participation, and generation-specific perspectives came out in the choosing-processes, learning justice and solidarity

between generations with a perspective to the future and sustainability. Points of weakness: Abstraction of the notions Sustainability and Global learning. Awareness raising is necessary as a part of the didactic modules.

10) Initiative network: Networks with Universities, Catholic Education Institutes, Dioceses, sustainable industry: Gepa, Fairtrade, Oeko-fair.

11) Sustainability: The scientific concept and attendance during the practices, **Documentation of the trainings, Evaluation with interpretation of the results** (Symposium on 13.06.2008 in Mainz, Publication of Handbook: Antz, Eva-Maria; Franz, Julia; Frieters, Norbert (etc.): Generationen lernen gemeinsam - Theorie und Praxis intergenerationeller Bildung, 2009, ISBN: 978-3-7639-3882-7).

12) Impact and results: The personal interest and participation which came naturally through pantomimics, improvisational technics, dialogue exercises and physical exercises like they are used in theater. The participants of this group showed after the exercises more self-engagement than other groups which visited fabrics or touristic attractions. They brought after it self-written texts, poetry, stories, and articles to the meetings.

An analysis of the main aspects of the presented case for the development of entrepreneurial training material:

- The element that can be used for training material: the topics of dialogue between young people and older people, such as understanding each other, taking over experiences and understanding of modern thinking.
- The circumstance that can be used for the training material: traditional intergenerational learning processes, in particular for families, provide a suitable background.
- Method to use for training material: developing wide-ranging networks and collaborating with universities, Catholic education institutions, student' boards and sustainable branches of industry.

- Theme for training material: illumination of the sustainability implementation paths.
- Theme part for training material: the success factors are the content of the biography, the characteristics of the social space, and the success of the intergenerational education.

HUNGARY

1. Case: “Student Entrepreneurship Program”

Abstract

In Hungary it is important that students learn entrepreneurial attitude as early as possible. This case presents that a 9th class 15 year old can be a good entrepreneur. The Good Practice has been continued until today.

Leader organisation: *Junior Achievement HUNGARY*

Foundation for Education and Entrepreneurship

Initiative website: <http://www.ejam.hu/hu/kozgazdasagtan-uzleti-tervezes/citi-junior-achievement-diakvallalkozas-program.html>

According to the items of Template 1 in the Annex:

- 1) **The organization structure:** The Junior Achievement Hungary Foundation for Educational and Entrepreneurship launches the Student Entrepreneurship Program as a Good Practice year by year. The Student Entrepreneurship Program develops the entrepreneurial competencies of Hungarian young people. The goal is to encourage creative thinking and to help take the necessary steps to realize their business ideas. At the request of the Ministry for National Economy, the content of the program was integrated into the new curriculum for students in the 10th grade. Thus, the school curriculum is supplemented with financial, entrepreneurial and practical knowledge, and the education of entrepreneurial competence in schools is strengthened.

- 2) Experience description and organization:** With its new approach, methods and tools the program enables a practical, experience-based learning process. The young people have to realize their business idea in the form of a student business, as part of the program. They have to create their own products or services that they need to sell. This enables the secondary school students to gain first-hand experience related to starting and running an enterprise.
- 3) The Context - Cultural and Environmental factors that had an impact on the initiative are:** Practice is becoming increasingly important in secondary school education. Theoretical foundations are strengthened in practice in Hungary. Widening entrepreneurial knowledge and making it more pragmatic changes the attitudes of students. Entrepreneurial knowledge gained during school learning is helpful in starting a career. Some of the beginners are now thinking about how to start a business with their creative idea. Start-ups may receive support through a tendering procedure to start a business.
- 4) Aims of the initiative:** The goal of the program is to help students thinking with entrepreneurial approach. To learn about the boundaries of cooperation with the other entrepreneur. Dare asking questions in areas not known to them. So they can ask professional helpers in the program. The volunteers of the Foundation respond to these questions with enormous enthusiasm and expertise for student companies.
- 5) The Key Success Factors of Plinio project are:** In Hungary's 41 secondary schools, 56 student companies were formed with 614 students. Nevertheless, all VET students in the country study this framework curriculum. The National Competition for Student Enterprises was organized under the program.
- 6) Key performance indicators:** 56 student companies of 41 secondary schools directly participated. At the same time, 200 000 students of 800 schools are educated according to the new framework curriculum.
- 7) Beneficiaries:** The target group was the secondary school students.
- 8) Benefits of the initiative:** Students are attracted to the 9th grade. Students are looking forward to enter the program. All participants have a success

experience. The educated entrepreneurial knowledge is practiced so you will not forget. A student business works like a real business thus helps get ready for life. The program also includes lectures that expand their knowledge and learn about well-functioning businesses.

9) The main points of strength

The strength of the method:

- the real operation of student entrepreneurship,
- the use of theoretical knowledge in practice.

The weakness of the method:

- more schools should be involved in the competitions,
- greater emphasis should be placed on networking.

10) Initiative network: 46 schools of all secondary schools are involved in the program. This is how the school network of student companies was established.

11) Sustainability: This Good Practice is sustainable because the idea was agreed with the ministry. The framework curricula are issued by law and the program has been incorporated into it.

12) Impact and results: There was no undesirable effect on the program.

An analysis of the main aspects of the presented case for the development of entrepreneurial training material

- Element to use for the training material: creating a creative idea for the business.
- The circumstance that can be used for the training material is: student-run companies in a school environment.
- Method to use for training material: the volunteers of the foundation respond with great enthusiasm and expertise to students' questions enabling the students to run their business properly.

- Theme to use for training material: learn the boundaries of cooperation with other entrepreneurs.
- The theme part to use for the training material: to acquire tasks related to starting up and running a business.

2. Case: “Preparing for Entrepreneurship, Training”

Abstract

The project is focusing on those women who do not have a job and would like to start their own business. They are taught in those skills which are required to start an entrepreneurship. Later on they are helped by expert consultancy.

Leader organisation: *Fejér County Chamber of Commerce and Industry*

Initiative website: <http://www.fmkik.hu>

According to the items of Template 1 in the Annex:

- 1) **The organization structure:** „Preparing for Entrepreneurship, training” program in the frame of the Fejér County Employment Pact. The curriculum for the business is prepared and submitted for accreditation. They develop training venues and groups. The project offers free accredited training for entrepreneurship. At the end of the training successful candidates can take a certificate. This means that they have mastered the basic knowledge that is indispensable for starting a business.
- 2) **Experience description and organization:** The training curriculum was developed in the framework of the workshops. The curriculum has been accredited so that a certificate can be issued after the exam. At the same time, the recruitment of participants has started. They supported the formation of post-recruitment training groups and the professional workshops. The trainings were competence-building trainings. The successful candidates have been helped to start their businesses.
- 3) **The Context - Cultural and Environmental factors that had an impact on the initiative are:** In Hungary before the regime change there were no entrepreneurships running under market conditions. Entrepreneurship education was introduced to school. Training for the adult population is

incomplete and therefore the elimination of these shortcomings is indispensable. Projects that prepare for starting enterprises are being launched in different fields. The program was launched under the leadership of Fejér County Chamber of Commerce and Industry, because the number of entrepreneurs in the region is not enough and they want to support employment.

- 4) **Aims of the initiative:** The purpose of the training is to acquire the knowledge necessary to start an enterprise. They are in more detail the establishing the enterprise, launch, expansion of IT knowledges, business communication and negotiation, business planning, decision making, consumer protection, marketing and communication, quality management. Along with these, assisting and motivating the start-ups of businesses, support creating the equal opportunities.
- 5) **The Key Success Factors:** Nearly 450 times with 26 different programs, more than 1300 people participated in becoming a businessman training, job-seeking training, entrepreneurship and career guidance. They cooperated with entrepreneurs, labour centres, local governments, NGOs and training institutions in the area. An entrepreneurial club and a club for a female target group worked. The target group was assisted with 250 hours of counselling. There were also employment promotion workshops and consultations more than 40 times.
- 6) **Key performance indicators:** Nearly 450 times with 26 different program elements, over 1300 people were trained to become entrepreneurs.
- 7) **Beneficiaries:** Target group: disadvantaged workers, entrant young people, under-25s women, long-term unemployed, returnees from childcare leave, over the age of 50.
- 8) **Benefits of the initiative:** Disadvantaged workers, young people, women under the age of 25, long-term unemployed, returnees from childcare leave and people over the age of 50 are difficult to return to the labour market. The training of the target groups is very much needed. Experience shows that 20-

30% is able to establish a running business. The program also helps businesses run during the maintenance period.

9) The main points of strength: Indicate what are the main points of strength and weakness of the method of realization of the Good Practice.

The strength of the method:

- Learn how to start a business in the latest legal framework,
- training is based on entrepreneurial competences.

The weakness of the method:

- there is often a lack of creative ideas for starting businesses
- co-operation is more difficult in the candidate age group.

10) Initiative network: In Hungary, the network operates under the national consortium. The work of network is supported by the Hungarian Investment Promotion Agency.

11) Sustainability: This Good Practice is sustainable because the Chamber also organizes useful and informative programs for those interested in the period of project maintenance, including disadvantaged workers, young people, women under the age of 25, long-term unemployed, returnees and people over the age of 50.

12) Impact and results: There was no undesirable effect on the program.

An analysis of the main aspects of the presented case for the development of entrepreneurial training material:

- Element to use for training material: a creative Idea for starting a business.
- The circumstance that can be used for the training material: the support umbrella of the Chamber, because it helps with further advice also after starting the business.
- Method to use for training material: supporting businesses and training institutions.

- The theme to use for the training material: the knowledge required to start a business is information technology, business communication and negotiation, business planning, decision making, consumer protection, marketing and communication, and quality management.
- The theme part to use for the training material: development of entrepreneurial competences.

3. Case: “Youngster, let’s establish enterprise in Hungary”

Abstract

This program includes 18 to 30 year old young people can participate who can be integrated into the Youth Guarantee Scheme, and fresh graduates from university or college who are registered job seekers. The program is especially important also because its aim is to keep the young people in Hungary by encouraging them to start a business. Otherwise they would go abroad to work.

Leader organisation: OFA Nonprofit

Initiative website: Ltd. www.ofa.hu

According to the items of Template 1 in the Annex:

- 1) *The organization structure:*** The “Youngster, let’s establish enterprise in Hungary” entrepreneurial program is implemented in two components. Through the implementation of the first component the young people receive the necessary competences for start-up training, acquire basic legal, financial, work organisation, management and leading skills. They became familiar with the types of entrepreneurial forms and can be prepared for their becoming entrepreneurs. Through support services they will be assisted in compiling their business plan, and during the start-up period, they will be given priority assistance in counselling and mentoring to run the lawful operation and tax-conscious entrepreneurial behaviour. In the second component, young people who have successfully completed training programs in the first component, will receive a maximum of HUF 3 million (EUR 10,000) non-refundable subsidies to support their business plan costs, where their own part is 10%.

- 2) Experience description and organization:** Training and professional service delivery is the first component of the program. The financial support is the second component, which can be applied after successful completion of the first component. By completing the training programs provided under the first component, you will be able to obtain the competencies needed to start a business. Within the framework of mentoring, they will be assisted in preparing the business plan. Then, the second component gives you financial support, with 10% of your own.
- 3) The Context - Cultural and Environmental factors that had an impact on the initiative are:** In Hungary before the regime change there were no entrepreneurships running under market conditions. Entrepreneurship education was introduced to school. Training for the adult population is incomplete and therefore the elimination of these shortcomings is indispensable. In the seven regions, they start a program for those who do not have the job or learn. The OFA Nonprofit Ltd. the Central Hungary region to carry out this program.
- 4) Aims of the initiative:** The aim of the program is to prepare young people with entrepreneurial attitudes to start their new individual or micro enterprise in Hungary. For this purpose, the program will assist for their business plan with the development of knowledge and skills and financial support for the start-up costs of their enterprise based on an approved business plan. The program is implemented in the framework of the Youth Guarantee Program, thus helping the young people who are not working or studying to become entrepreneur.
- 5) The Key Success Factors:** The key factors of the program are:
- entrepreneurial training,
 - skills development and competence development
 - personal mentoring,
 - expert advice,
 - support for preparation the business plan,
 - financial support,
 - getting acquainted with young entrepreneur.
- 6) Key performance indicators:** The number of training courses can be 500, and the number of enterprises is 330.

7) Beneficiaries: Target group:

- young people aged between 18 and 25 registered as job seekers for at least 6 months,
- registered jobseeker aged between 18 and 25 is young,
- between 18 and 25 years old NEET (but not registered as a job seeker)
- -young job-seeker under 30 years of age with higher education degree.

8) Benefits of the initiative: The advantage of this initiative is that the project works at full magnitude. Begins with training, which ends with an examination. This is followed by mentoring, counselling, which helps to create a business plan. When the preparations are complete, they will provide the financial source for the entrepreneur.

9) The main points of strength: The strength of the method:

- The two programs built on each other giving the opportunity to prepare and then start your business.
 - Due to the two levels of the program, everyone can go on by their own pace.
- The weakness of the method: there is often a lack of creative ideas for starting businesses.

10) Initiative network: In Hungary the network is nationwide as this program has been launched in all regions.

11) Sustainability: This Good Practice is sustainable because it promotes start-ups with counselling during the maintenance period.

12) Impact and results: There was no undesirable effect on the program.

An analysis of the main aspects of the presented case for the development of entrepreneurial training material

- Element that can be used for training material: creating a business plan.
- The circumstance that can be used for training material: creating a business in a training environment.
- Method that can be used for training material: personal mentoring, and expert counseling during the operation of the business.

- The theme to be used for the training material is: to develop the necessary entrepreneurial competences, teaching basic legal, financial, work organization, management and leadership skills.
- The theme part to use for the training material: information about various types of entrepreneurial forms and types.

SLOVENIA

1. Case: “Kolegice”

Abstract

The project Kolegice (Colleagues) is based on a counselling and cooperation between the successful working women and girls who are entering the labour market. In the project, each participant is given the opportunity to find and connect with a successful woman from her own professional area, with which she then meets at regular monthly meetings and discusses her possibilities to assert herself in a particular profession. With the help of a mentor, the participants get acquainted with the working environment, the chosen profession and its requirements and specifics, and at the same time, they also develop their occupational literacy.

Leader organisation: *Institute Nefiks*

Initiative website:

http://www.talentiran.si/index.php?option=com_content&view=category&layout=blog&id=72&Itemid=176

According to the items of Template 1 in the Annex:

- 1) The organization structure:** The project Kolegice (Colleagues) is a project of the Institute Nefiks. It is aimed at young women, first job seekers or senior year students, to enable them an early entry into the workforce. It is based on the mentoring cooperation with successful women who become the mentors or Colleagues of the young women. In the project, each participant connects with a successful woman from her own professional area, and in their regular monthly meetings, they discuss their possibilities to assert themselves in a

particular profession. With the help of a mentor, the participants get acquainted with the working environment, the chosen profession and its requirements and specifics, and at the same time, they also develop their occupational literacy.

2) *Experience description and organization:* The aim of the project Kolegice is to enable young women seeking their first job or students even, to enter into the workforce very early. It is based on a counselling and cooperation between the successful working women and girls who are entering the labour market. In the project, each participant is given the opportunity to find and connect with a successful woman from her own professional area, with which she then meets at regular monthly meetings and discusses her possibilities to assert herself in a particular profession. With the help of a mentor, the participants get acquainted with the working environment, the chosen profession and its requirements and specifics, and at the same time, they also develop their occupational literacy. Prior to the meetings with their mentors, girls attend weekly group meetings supported by Institute Nefiks to develop their career plans as well as to prepare promotional events with which they want to draw the general public's attention to the issue of employment of young women, further to stimulate their own employability and employability of other women, and to persuade the authorities to take action.

3) *The Context - Cultural and Environmental factors that had an impact on the initiative are:* Researchers show that young women after finishing their formal education face even greater difficulties than men. For them, the transition to the labour market is extremely difficult, therefore providing early opportunities to enter labour market is for many of them, especially in the field of social sciences, the only option for a more successful integration in the employment sphere. This is the reason why Institute Nefiks created the project Kolegice, which was first launched in 2012. At present, clubs of Colleagues are operating successfully in many parts of Slovenia.

4) *Aims of the initiative:* The aim is to develop career plans for participants and to prepare promotional events with which they want to draw the general public's attention to the issue of employment of young women, further to

stimulate their own employability and employability of other women, and to call upon the authorities to take action.

- 5) **The Key Success Factors:** With the help of a mentor, the participants get acquainted with the working environment, the chosen profession and its requirements and specifics, and at the same time, they also develop their occupational competencies.
- 6) **Key performance indicators:** The only project in Slovenia where only women are involved.
- 7) **Beneficiaries:** Young women who are either first-time job seekers or final years students.
- 8) **Benefits of the initiative:** The innovation lies in the fact that only women are involved in this project, either as mentors or mentees. Women know how difficult it is to succeed in the business world. Therefore, they can transfer the knowledge they have acquired over their careers to their younger colleagues, and make it easier for them to find their place in the field of entrepreneurship.
- 9) **The main points of strength:** As a strong point, we would surely single out a precisely and narrowly defined target group. The narrower the target group, the easier it is to help and direct them. As far as entrepreneurship is concerned, we believe it is appreciated if a junior entrepreneur at the beginning of her career is supported and led by an experienced older woman who has already faced discrimination and barriers that women encounter on their business paths. On the other hand, a very narrow target group can also imply a weak point of this project, since it is difficult to find a woman mentor in the field of entrepreneurship, given the small size of Slovenia
- 10) **Initiative network:** Connecting with younger women with experienced business women who will help them enter the entrepreneurial world.
- 11) **Sustainability:** -
- 12) **Impact and results:** -

An analysis of the main aspects of the presented case for the development of entrepreneurial training material:

- Element to use for the training material: developing a Career Plan.
- The circumstance to use for the training material: the clubs of Colleagues are operating successfully providing the right background for the entrepreneurs where they can learn from each other.
- Method for training material: the mentoring teaching and co-operation between participants.
- The theme to be used for training material: a thorough understanding of the working environment, the chosen profession, requirements and specifics.
- The subject that can be used for the training material: development of professional competences for the enterprise.

2. Case: “Erasmus for Young Entrepreneurs”

Abstract

Erasmus for Young Entrepreneurs helps future European entrepreneurs to acquire skills for starting up and/or successful managing small businesses in Europe. New entrepreneurs gain and share knowledge and business ideas with experienced entrepreneurs with whom they work and cooperate from 1 to 6 months. The exchange is partially funded by the European Commission.

Erasmus for Young Entrepreneurs is one of the key actions of the Entrepreneurship Action Plan 2020, which aims to boost entrepreneurial spirit in Europe, support new businesses in crucial phases of their lifecycle, and help them to grow.

Leader organisation: *European Commission*

Initiative website:

<http://www.erasmus-entrepreneurs.eu/page.php?cid=5&pid=018&ctr=SI&country=Slovenija>

According to the items of Template 1 in the Annex:

1) The organization structure: The programme “Erasmus for Young Entrepreneurs” is funded by the European Commission and implemented in a number of participating countries through local contact points responsible for business support (e.g. Chambers of Commerce, business start-up centres, incubators, etc.). The activities of the local contact points are coordinated at European level by the programme’s Support Office. The main contact point for the implementation of the Erasmus for Young Entrepreneurs programme is participant's local contact point. These points are selected by the European Commission, and they guide the participants throughout their exchange: they advise them on the application, help them establish a successful relationship with a suitable entrepreneur as well as provide answers to participant’s questions. There is also a possibility of attending an induction course in which the participant can prepare for the exchange. The participant’s local contact point assesses his application. After the application is accepted, the participant can search for the relevant entrepreneur. The local contact point of the hosting entrepreneur will also provide local support for the new entrepreneurs during their stay.

2) Experience description and organization: Erasmus for Young Entrepreneurs helps future European entrepreneurs to acquire skills for starting up and/or successful managing small businesses in Europe. New entrepreneurs gain and share knowledge and business ideas with experienced entrepreneurs with whom they work and cooperate from 1 to 6 months. The exchange is partially funded by the European Commission. Erasmus for Young Entrepreneurs is one of the key actions of the Entrepreneurship Action Plan 2020, which aims to boost entrepreneurial spirit in Europe, support new businesses in crucial phases of their lifecycle, and help them to grow. 3000 exchanges have already taken place, including 5000 new or experienced entrepreneurs. The highest number of new entrepreneurs was registered in Italy and Spain, followed by Romania, Greece and Poland. Most popular destinations are Spain, Italy, United Kingdom, Germany and Belgium. The average duration of the participant’s stay abroad is three and a half months. Most new entrepreneurs

are younger than 40 years (89%), while the experienced entrepreneurs are mostly younger than 50 years (74%). One-third of participants are women. The programme is open to all aspiring entrepreneurs, ranging from unemployed or employed people to students and to newly established entrepreneurs. Almost a quarter of the new entrepreneurs already had their own company (for one to three years), when they joined the programme. While cooperation happens across all sectors, the three currently most popular are education and training, advertising and promotion, as well as architecture and construction services.

3) *The Context - Cultural and Environmental factors that had an impact on the initiative are:*

Erasmus for Young Entrepreneurs was launched at the beginning of the financial and economic crisis as a concrete response to the lack of entrepreneurship in Europe and to the need to boost cross-border trade and cooperation within the EU. Five years later, the assessment is positive. The programme is increasing in scale, with 1,000 exchanges organised per year and a growing number of participating countries, as well as in reputation, which is due to the high satisfaction rate among the participants.

4) *Aims of the initiative:*

Five years after the establishment of the Erasmus for Young Entrepreneurs in 2009, tangible achievements of the programme encouraging businesses can be celebrated. The idea is simple but effective: young prospective entrepreneurs get practical experience working in the business environment of another EU country. Entrepreneurs who have participated in the exchanges report that their companies are more resistant, grow faster, and create more jobs. Approximately 87% of start-up companies that were set up by entrepreneurs taking part in the Erasmus programme for young entrepreneurs are still in business nowadays, while the average survival rate of start-ups after three years in Europe is only 57%. Furthermore, as a consequence of cooperating with an entrepreneur from another European country, they are also more active in foreign markets. 65% of experienced entrepreneurs who participated in the programme have extended their activities inside and outside the EU, and 53% of entrepreneurs have actually implemented new ideas to develop new products or services since their participation. 3,000 exchanges have already taken place, and with the new

COSME programme, the resources to support at least 10,000 exchanges by the year 2020 are ensured.

- 5) **The Key Success Factors:** Results of the study show that Erasmus for Young Entrepreneurs programme contributes directly to Europe's economic recovery by encouraging an entrepreneurial spirit, and opens opportunities offered by the internal market to new and existing entrepreneurs. The figures are encouraging, since more than a third of the participating aspiring entrepreneurs created their own business after the exchange, and the majority of entrepreneurs found a business partner for cooperation.
- 6) **Key performance indicators:** A Good Practice is found in the creation of many successful companies that are managed by young entrepreneurs who went on training courses abroad.
- 7) **Beneficiaries:** Young and even adult entrepreneurs.
- 8) **Benefits of the initiative:** Erasmus for Young Entrepreneurs encourages entrepreneurial mindset by supporting people who want to set up their own company as well as helping existing entrepreneurs to fully realise their potential in today's global economy. The long-term results prove that the exchange is a real turning point for the new entrepreneurs. 78% of the new entrepreneurs who created their own company after the exchange consider that the programme contributed significantly to their ambition to set up a company. Participating host entrepreneurs confirm that the scheme supports strengthening of entrepreneurial spirit through helping them to develop new ideas and to expand their own businesses (64%). Most of them are also motivated by sharing knowledge and experience with new entrepreneurs and acting as a mentor (62%). Also, the participating companies have proved to be relatively more active in developing new products and services as compared to the EU average. 53% of the host entrepreneurs and 73% of the new entrepreneurs developed new products or services during 2007-2010 while at EU level the share amounts to 35%.
- 9) **The main points of strength:** In order to foster entrepreneurial drive, small businesses managers need to be equipped with the relevant skills to

successfully run and develop their own businesses in a complex world. In this programme young entrepreneurs acquire and strengthen a wide range of entrepreneurial skills and attitudes, both soft skills and expertise knowledge, ranging from self-confidence, managerial and administrative skills to the more professional skills. As a weakness of this programme, I would expose travelling abroad. New entrepreneurs are obliged to travel and study abroad, although also here in Slovenia there are many successful entrepreneurs who could help them and teach them to do business in the Slovenian business environment, which is definitely different from that abroad.

10) Initiative network: Connections to foreign entrepreneurs as well as learning about successful entrepreneurial practices abroad.

11) Sustainability: Entrepreneurs who have just started their own business and have participated in the Erasmus for Young Entrepreneurs programme, show significantly higher survival rate than the average European small and medium-sized enterprises. While 87% of new entrepreneurs participating in the programme still operates after the exchange, the average three-year survival rate of businesses in Europe is 57%.

12) Impact and results: -

An analysis of the main aspects of the presented case for the development of entrepreneurial training material

- Element to use for the training material: developing a new Idea and looking for a good business.
- The circumstance that can be used for training material: the business world provides an environment for starting and further developing businesses.
- Method to be used for training material: co-operation between experienced entrepreneurs and young entrepreneurs. New entrepreneurs acquire and share knowledge and business ideas with experienced entrepreneurs with whom they work and collaborate.

- Theme to use for training material: the entrepreneur has established his own business and most of the entrepreneurs found a business partner to collaborate.
- The theme part for the training material: acquisition of skills for the establishment and/or successful management of European small enterprises.

3. Case: “Mentorship programme”

Abstract

The goal of the mentorship programme “Learn from the best” is to connect young people aged between 15 and 30, with older and well-experienced individuals, who become their mentors. The aim of the project is to ensure that every young person has the opportunity to have a mentor of his own choice and from his/her area of interest at least once in his/her lifetime. Participation in the programme is voluntary and free of payment for both mentors and mentees. Connecting of mentorship couples takes place through application and registration on the web portal.

Leader organisation: ZAVOD YPSILON / Institution Ypsilon (NGO)

Initiative website: <https://www.mentorstvo.si/>

According to the items of Template 1 in the Annex:

- 1) The organization structure:** The initiator and organiser of both, the mentorship programme and the action "Slovenia - A Mentorship country", is the institution Ypsilon. The action is carried out within the framework of the Lifelong Learning Week (LLW), which is the most visible promotional campaign in the field of education and learning in Slovenia and is coordinated by the Slovenian Institute for Adult Education.
- 2) Experience description and organization:** The goal of the mentorship programme “Learn from the best” is to connect young people aged between 15 and 30, with older and well-experienced individuals, who become their mentors. The aim of the project is to ensure that every young person has the opportunity to have a mentor of his own choice and from his/her area of

interest at least once in his/her lifetime. Participation in the programme is voluntary and free of payment for both mentors and mentees. Connecting of mentorship couples takes place through application and registration on the web portal www.mentorstvo.si. Mentees (after successful registration and logging in) choose their potential mentor from the list of mentors and write him or her an invitation to cooperation. Mentors receive the invitations and decide whether to accept or decline cooperation with each applicant individually. Mentors can also communicate with the applicants before they make their choice. They can ask them for more information or inform them about their reasons, on which they based their decision. If a mentor and mentee exchange five or more messages, the mentorship connection establishes automatically. Mentoring relationship lasts for the period of one year, during which the mentor and mentee meet regularly once a month for a one-hour meeting. At the initial meetings, they set their goals to be followed during their mentorship year. They also write brief mentorship diary about cooperation and attainment of their goals.

3) The Context - Cultural and Environmental factors that had an impact on the initiative are: Young people are confronted with new challenges and opportunities on almost daily basis, yet they often do not know how to face or use them. They would often need the advice of older and more experienced colleagues who have already walked this path and could show them the right direction. However, they usually do not know who to turn to. Already in ancient times, the value of mentoring and intergenerational knowledge transfer was well known to mankind. The word mentor derives from the Greek legend about an elderly, experienced man named Mentor who was Odysseus's guide and tutor. The importance of knowledge transfer between generations was also known to the three greatest philosophers of the time: Socrates, Plato and Aristoteles who learned from each other and made a significant impact on the development of European thought. The word mentor, therefore, indicates someone who is a leader, a teacher, a counsellor, and a role-model for young people both in professional and personal growth.

4) Aims of the initiative: The aim of this project is to promote the flow of knowledge and information between generations, with an emphasis on two-way mentorship. Its purpose is also to raise awareness of the importance of mentoring and life-long learning, as well as the strengthening of intergenerational cooperation.

A mentorship project is also present in the field of entrepreneurship. Through this project scheme, a young entrepreneur can learn about established and proven practices regarding the management of enterprises and entrepreneurship in general. The older entrepreneurs feel useful upon delivery of knowledge and remain longer mentally active.

5) The Key Success Factors: The main success factor is certainly the introduction of new entrepreneurs into the labour market through already established best practices.

6) Key performance indicators: The Mentorship programme was launched in 2013 in Maribor and expanded in a few months over the whole country.

7) Beneficiaries: Young people aged between 15 and 30 and experienced older people.

8) Benefits of the initiative: Young people have a lot of ideas and energy as well as the ambition to succeed, but often do not know how to get started and how to set and achieve their goals. Mentorship programme is designed for those who want to upgrade their work, their ideas and realize their full potential by obtaining experience and knowledge from their mentors – to learn from the best. Mentoring relationship is beneficial for both, mentors and mentees. Older people become better acquainted with the mindset of younger generations, their new knowledge and fresh ideas.

Through the transfer of knowledge and experience, they can build a bridge between theory and practice, and help young people overcome the initial difficulties and encourage them to realise their ideas. On the other hand, young people included in the programme get the opportunity to learn from the best; they gain access to knowledge and experience and also to the people they would as individuals hardly get a chance to approach; they also get help and

support in achieving their goals and the possibility to be taken under wings of the most successful Slovene men and women; further the possibility to develop their full potential; gain new ideas, methods and opportunities for achieving the goals, and active entering into the labour market.

9) *The main points of strength:* In our opinion, the strong point of this project is that mentoring takes place individually on a one-to-one basis which means that a mentor can fully devote his or her time to one mentee only and thus provide him or her with as much information as possible. The weak point of this program could be the fact that it is difficult to find a mentor from a specific area of interest that would be willing to participate in this project.

10) *Initiative network:* The connection between young people and older experienced people and a faster and qualitative entry into the labour market.

11) *Sustainability:* -

12) *Impact and results:* -

An analysis of the main aspects of the presented case for the development of entrepreneurial training material

- -Element to be used for training material: selecting the area of cooperation.
- -The circumstance that can be used for training material: connecting young people to older and well-experienced individuals who become mentors.
- -Method to use for training material: updating the knowledge and ideas using mentoring and taking full advantage of learning from the best ones. At the same time the older mentors will be better acquainted with the thinking of younger generations, new knowledge and new ideas.
- -The theme to be used for the training material: information about Good Practices in business management and business skills.
- -The theme part to use for the training material: the basics of linking mentor pairs.

MALTA

1. Case: “ICTSA Million Dollar Idea”

Abstract

ICTSA is the student association for the University of Malta’s ICT Faculty. This is therefore an initiative driven by, and organised by, students with an obvious focus on ICT-based business ideas.

The Million Dollar Idea is a start-up competition, which takes place over the span of a weekend at the Microsoft Innovation Centre, in Skyparks Business Centre, Luqa.

With the aid of workshops and mentors, aimed at enhancing participant experience and the incubation of ideas, participants are able to enrich their entrepreneurial skills whilst building realistic business models.

The idea presentations are assessed by a panel of judges possessing expertise in various sectors of a number of industries. This ensures that participants without much background in the IT sector can compete on level ground with the IT gurus!

There is a social element of fun over the weekend and a small cash prize (500 euros) for the best winning team.

This should be considered as an ‘ideas’ event rather than a true business start-up event since there is no requirement for the teams to take their business ideas forward.

The event is organised by the students themselves who arrange venue, speakers and judges; they therefore arrange an element of sponsorship for the event.

The key outcome from the event is to inspire students to be creative, work in teams and consider whether a business venture might be a possible career option post graduation.

Leader organization: *ICTSA, the University of Malta Faculty of ICT Students’ Association*

Initiative website: *<http://www.ictsamalta.org/about-us/>*

According to the items of Template 1 in the Annex:

- 1) The organization structure:** This is an event organised by students from the **Faculty of ICT** at the University of Malta. The ICTSA student team arranges for a hosting venue (Microsoft Innovation Centre) and for business advisers and experts to give seminars and judge the final 'pitch' competition which has a small cash prize.
- 2) Experience description and organization:** This is an example of a student-led initiative that helps young people consider enterprise, rather than traditional employment, as a viable career option. Repeated over several years, the initiative has evolved and become popular. The tutors, mentors and judges are generally over 50 years of age.
- 3) The Context - Cultural and Environmental factors that had an impact on the initiative are:** The Faculty of Information and Communication Technology (ICT) is one of the few Faculties within the University of Malta that offers an undergraduate module (6 ECTS) in Entrepreneurship. It may well be that this important initiative leads students to consider enterprise as a viable career alternative. One other factor is that ICT businesses can be started with little cash (low CapEx).
- 4) Aims of the initiative:** The aims and objectives of ICTSA are to, "organise social and academic events to enrich students' lives on campus". This intergenerational initiative brings in seniors with knowledge of business in a structured initiative with that exposes students to the concept of starting a business.
- 5) The Key Success Factors:** The year-on-year continued popularity of this initiative is a key success factor. In addition, the quality of and access to 'senior' supporters of the initiative is another key success factor within Malta.
- 6) Key performance indicators:** The key performance indicators are the student team 'pitch' scores from the judges.
- 7) Beneficiaries:** The direct target groups are the students of ICT in Malta.

- 8) Benefits of the initiative:** The key benefits from this programme are exposure of students to (i) the concept of starting a business, (ii) support networks such as the Microsoft Incubator and (iii) potential mentors such as the people who volunteer to teach, mentor and judge the programme.
- 9) The main points of strength:** The key strength is an intense weekend of activity that captures student interest. The key point of weakness is that no follow-up support is incorporated should students decide to start a business.
- 10) Initiative network:** The importance of student networks being created (the business 'teams') should not be overlooked although the main networks are those within the ICT Faculty and between Faculty members and the broader business community within Malta.
- 11) Sustainability:** The format is relatively simple and easy to replicate year-on-year with little need for significant sponsorship. Each year the Organising Committee is able to pass on lessons learned to the next cohort of students. The 'single weekend' format does not impact significantly on student life.
- 12) Impact and results:** Students from the ICT Faculty are exposed to business thinking which may make them better prepared for interview when they seek jobs within industry after graduation. In addition, some ICT students have been encouraged to consider the Master in Entrepreneurship degree post-graduation.

An analysis of the main aspects of the presented case for the development of entrepreneurial training material

- Element that can be used for training material: developing a competitive spirit.
- Circumstance that can be used for training material: University background with appropriate sponsors.
- Method to use for training material: through a pilot business venture young people are experiencing whether entrepreneurship could be a career for them.

- Theme to use for training material: how to work in a way to be able to keep the student entrepreneurship sustainable.
- The theme part to use for the training material: to build a network for supporting student entrepreneurship.

2. Case: MITA “YouStartIt” Competition

Abstract

MITA (Malta Information Technology Agency) runs an ‘Innovation Hub’ that offers, “an early stage digital start-up ecosystem that helps you validate, test and execute your business idea in a structured manner. We help you develop all the individual building blocks you need to put together your unique selling proposition and then pitch it to be accepted to our accelerator programme.

We can connect you to expert networks, angel investors and business opportunities available to MITA.” The “YouStartIT” accelerator programme runs twice a year offering a pre-seed investment of €22,000 and taking in up to five start-ups per intake.

MITA manages the implementation of IT programmes in Government to enhance public service delivery and provides the infrastructure needed to execute ICT services to Government. MITA is also responsible to propagate further use of ICT in society and economy and to promote and deliver programmes to enhance ICT education and the use of ICT as a learning tool. Given that its key remit is not that of creating new IT businesses,

MITA works with other organisations to deliver training and support. Key to that offering is the ‘StartUp Weekend’ offered in Malta by Techstars Central LLC which, according to Bloomberg, operates as a Venture Capital firm offering seed funding, intensive mentoring and a network of mentors and alumni worldwide. The StartUp Weekend approach places emphasis on start-up leaving the subsequent development of any new business to be guided by mentors recruited by the local organisers.

Linking the MITA 'YouStartIt' funding initiative with the 'StartUp Weekend' approach makes this a popular programme. As a comparatively new initiative, the success of new businesses launched via this YouStartIt programme is not yet clear but the concept of matching a sector-specific funding opportunity with an established start-up programme is an excellent idea and will undoubtedly gain popularity in coming years if Government funding remains forthcoming.

Leader organisation: MITA Innovation Hub, Malta

Initiative website: <https://mitainnovationhub.gov.mt>

According to the items of Template 1 in the Annex:

- 1) The organization structure:** MITA (Malta Information Technology Agency) runs an 'Innovation Hub' that offers, "an early stage digital start-up ecosystem that helps you validate, test and execute your business idea in a structured manner. The MITA Innovation Hub is located at the Smart City facility and the organisation of the initiative is shared with Techstars, a global business.
- 2) Experience description and organization:** The Good Practice relates to the provision of a financial grant (22,000 euros) coupled with a weekend event and mentoring. The financial award is 'won' via a pitching event judged by 'experts' selected by MITA. The incorporation of an international organisation to support MITA is Good Practice.
- 3) The Context - Cultural and Environmental factors that had an impact on the initiative are:** The development of new IT opportunities, particularly 'apps', has become a focus for students and other young people in recent years. This initiative facilitates the development of a business concept by the provision of seed funding from Government coupled with mentoring from experienced professionals. This addresses a clear 'gap' amongst younger people who are 'rich' in ideas and experienced with Information Technology but 'poor' in business experience.
- 4) Aims of the initiative:** The primary aim is to rapidly convert a business idea – often an 'app' – into a viable business model. The concepts of 'rapid prototyping' and 'minimum viable product' are particularly relevant in this

sector. The use of tools such as the 'Business Canvas' to model businesses are very appropriate for inexperienced young people.

5) The Key Success Factors: The Key Success Factors will be (i) the sustainability and (ii) the success of businesses that arise from this initiative. Since the initiative is in its early days those data are not yet clear

6) Key performance indicators: There are various Key Performance Indicators that will emerge over several years including (i) the number of applicants, (ii) the number of successful applications and (iii) the number of businesses launched that become viable.

7) Beneficiaries: The direct target group is primarily young people with an IT-related idea (often an 'app') suitable for testing and evolution into a business.

8) Benefits of the initiative: The initiative is in its relative infancy but is innovative in that it links a Government funding opportunity with support from an established international network.

This is a change in strategy compared to many Government grant awards in that there is an ongoing mentoring component.

9) The main points of strength: The main strength is the collaboration of a Government Agency (MITA) with the international StartUp Weekend network; the main weakness is the lack of 'quality control' and training of mentors.

10) Initiative network: MITA has created a 'start up' network around this initiative that now has a truly international component.

11) Sustainability: *The StartUp Weekend concept has been shown to be reproducible in over 150 countries where more than 2,900 events have been held to date.*

From that activity, Techstars claims that more than 23,000 teams have been formed and that the initiative has more than 193,000 alumni. It is not clear how many sustainable businesses have been formed however.

12) Impact and results: This Good Practice remains in its early days and so the full extent of unintended impact and results are unclear at present.(12)

An analysis of the main aspects of the presented case for the development of entrepreneurial training material:

- Element that can be used for training material: when a mentor is not prepared properly that might cause problems.
- The circumstance that can be used for the training material: it is realized in an economic environment.
- Method to use for training material: the rich ideas of young people are guided by mentor support to the success.
- Theme to use for training material: initiation, creation, sustainability.
- The theme part that can be used for the training material: finding a method for testing startup and operation of the business.

3. Case: “TakeOff Seed Fund Award (TOSFA)”

Abstract

In 2017, and for the fourth year running, the sum of €100,000 was allocated towards entrepreneurs and researchers through the University of Malta’s TAKEOFF Seed Fund Award (TOSFA) to help move their innovative ideas and technologies closer to commercialisation. The Ministry for The Economy, Investment and Small Business (MEIB) and the University of Malta launched the 2017 edition of TOSFA with the support of the University’s Knowledge Transfer Office (KTO), TAKEOFF Business Incubator, and Centre for Entrepreneurship and Business Incubation (CEBI).

Entrepreneurs and start-ups working on ideas for innovative products and services were encouraged to apply for up to €20,000 in Seed funds, intended to take them a step closer to their first customer or investment. Researchers working on innovations developed through University R&D may apply for Proof of Concept funds to take their technology nearer to commercialisation. Award winners will also receive mentoring and support for their endeavours through TAKEOFF and KTO. The 2017 round of funding aimed to build on the successes of the previous editions, which attracted over 100 applicants and saw over 25 projects get funded. In fact, the 2017 round

saw some fifty applicants put in entries for the programme. The injection of TOSFA Seed funds into the *BumALift* application, for example, allowed **Incredible Web** to grow their software application into Malta's number one car-pooling platform, with thousands of active users and almost a hundred daily car pools. This has enabled the Incredible Web team to grow to six full-time employees to meet the increasing demand for high quality software development requested by clients all over the world. TOSFA funding has also enabled **Freshy** to bring a top international design studio on-board to work on their Mobile & Web User Interface. They have also successfully participated in number of international start-up competitions and were ranked one of the Top ten start-ups in the world by CNBC. All TOSFA winners qualify for space in the TakeOff facility and mentoring via its research-proven system of incubator/accelerator/catapult support programmes with qualified mentors.

Leader organisation: *The University of Malta Centre for Entrepreneurship and Business Incubation (CEBI) TakeOff facility.*

Initiative website: www.takeoff.org.mt)

According to the items of Template 1 in the Annex:

- 1) The organization structure:** *A Government-funded grant allocation coupled with incubator / accelerator / catapult space and mentoring via a research-proven system at the University of Malta's TakeOff facility. The initiative grants awards from a 100,000 euro fund to successful applicants as are judged by a panel of Government officials, academics and business people.*
- 2) Experience description and organization:** *The Good Practice is the coupling of Government grant-funding for new business via a competitive process judged by experts. That funding is coupled with space in the University of Malta's TakeOff facility and a mentoring system developed over many years and proven to work with new businesses.*
- 3) The Context - Cultural and Environmental factors that had an impact on the initiative are:** *Now in its fourth year, this initiative has evolved substantially such that in 2017 around 50 applications were received compared to around 100 over the previous three years. Whilst the funding is obviously helpful the*

value of the proven mentoring programme currently on offer has been established amongst beneficiaries. Applications for Proof of Concept funding come primarily from university academics whereas those for seed funding now come from across many sectors.

- 4) Aims of the initiative:** The key aims are for qualified mentors to help new business owners to make the most of the funding awarded with regular mentoring using a rigorous system of proven benefit. In general, these mentors are all over 50 years of age and have significant experience in business. In addition, all people brought in to mentor or co-mentor are qualified appropriately .
- 5) The Key Success Factors:** The Key Success Factors are (i) the generation of proof of concept data for academics and (ii) the establishment of viable businesses via seed funding and incubator/accelerator mentoring.
- 6) Key performance indicators:** The Key Performance Indicators are (i) academic projects that go on to win industrial or research funding and (ii) new businesses that are viable after three years and able to leave the TakeOff facility.
- 7) Beneficiaries:** Academics with ideas that need to have Proof of Concept work or an aspiring technology entrepreneur (or team) with a business idea typically not yet incorporated.
- 8) Benefits of the initiative:** The development of Proof of Concept academic research enabling follow-on research or industrial funding. The creation of a viable business capable of 'graduating' from the TakeOff facility within a three-year period with either revenue generation in excess of expenditure (ie profitable) or the ability to access debt or equity finance geared towards business growth.
- 9) The main points of strength:** The main strength of this initiative is the link between grant funding and professional mentoring capable of delivering outcomes that facilitate sustainability and growth.

10) Initiative network: *Networks between Government Agencies, academics, entrepreneurs, financiers, industry and business professionals.*

11) Sustainability: *The key aspect is the professional mentoring system that can be replicated in other contexts since it is not sector-dependent having proven utility across a wide range of business types. Given the academic rigour that underpins the mentoring system it can be taught to other mentors and advisers making its impact reproducible in other locations and contexts.*

12) Impact and results: *Links with the Master in Entrepreneurship graduates (MEnt) who act as specialist advisers to the beneficiaries or co-mentors. This has created an integrated approach to supporting beneficiaries across the activities of the Centre for Entrepreneurship and Business Incubation.*

An analysis of the main aspects of the presented case for the development of entrepreneurial training material

- Element to be used for training material: results of a company within the time span (e.g. 3 years).
- The circumstance to be used for the training material: the economic environment.
- Methods to use for training material: an enterprise is created through innovative mentoring of higher education.
- The theme to be used for training material: scientific foundations induce businesses.
- The subject that can be used for training material: networks of government agencies, trainers, entrepreneurs, financiers, industry and business professionals.

Final remarks

The Good Practices presented above demonstrated that enterprise education strengthened the young people's confidence, for changing perspectives as a learning process, building up their abilities and developing new visions for intergenerational

work as a teamwork. The analysis shows also how many areas of intergenerational learning are didactically effective and can save companies from failing. Thus, various elements of the practices mentioned can also be adapted and applied to the learning tools of the “Be the Change” project. All the Good Practices presented show possible successful ways for applying the intergenerational learning methodology to boost the entrepreneurship in the analyzed countries. They could be a good example for other countries, too, even if the circumstances are different and the themes and the method of the implementation are strongly specific in each context. To identify some common aspects that, starting from the specific GPs, could be generalised and useful for the training material.

4.4.2. Comparison of themes emerging from countries

After the interviews and focus groups had been transcribed an initial analysis was done by each partner which identified important themes and sub-themes that emerged from the interviews in general as well as specifically to the open-ended questions as they were asked. Each partner then entered these themes and sub-themes into a matrix with the aim of comparing the data between the different countries – identifying common themes of all the countries as well as those that may have been specific to a single country.

These themes were all merged into the following table. It is important to note that the data from the different partners were not always exactly comparable. Each country analysed their data a little differently. The depth of the analysis and identification of themes and topics varied from partner to partner and results of singular countries have been reported in the National Reports in order to show all specificities at national level.

The table attempts to balance grouping the data into categories while at the same time leaving some data in its original form to represent what was deemed to be something specific or unique to a partner. Despite the risk of losing information in this process the table allows us to grasp what the youth and the entrepreneurs understand to be of essence. As such these themes will be brought into the context of our foundation framework and these will be necessarily addressed as we develop the training platform, the training methods as well as the training materials.

Table 10: Themes and sub-themes arisen among Seniors (1/6)

Seniors/Teachers Question 1, Question 2, Question 6		Question 2		Question 3, Question 6	
Theme 1	Sub-themes	Theme 1a	Sub-themes	Theme 2	Theme 3
Key steps for starting a business		Obstacles/barriers in starting a business		Motivation to start a business	Significant business occurrence
	Have a good idea		Concern of what others think		Passion for my job
	A good business plan		Business risks		Need of a job
	Market analysis		Fear of failure		Family tradition
	Technical competencies		Financial insecurity		The challenge
	Funding		Payment behaviour		Desire for success
	Personal commitment		Poor business partners		Recognition
	Clear goals		Regulations and similar requirements		Creativity
	Vision		Finding the right business partners		Autonomy
	Ambition				Self confidence
	Determination				Academic Studies
	Creativity				Exploit opportunity
	Self confidence				Guidance
	Good working habits				Desire
	Good planning				Possibility of success
	Well organized				Knowing the market well
	Appropriate market environment				Fear of unemployment
					Co-financing
					Challenging myself
					Economic independence
					Vision
					To do what one loves
					Change in personal circumstances
					experience
					Market opportunity

Table 10: Themes and sub-themes arisen among Seniors (2/6)

n 4	Question 4		Question 5		Question 6	
Sub-themes	Theme 4	Sub-themes	Theme 5	Sub-themes	Theme 6	Sub-themes
	Most important competencies of an entrepreneur		Most important characteristics of an entrepreneur		Key aspects for starting a business	
Reach important goals		Economic competency		Interpersonal skills		Knowing your competencies
Restructuring the company		Technical competencies		Correctness and human values		A market need
Introduction of innovation and creative products		Organizational abilities		Sacrifice		Good team
The transition from employee to business owner		Mental abilities (observation, connection, creativity, etc.)		Flexibility		Having Customers
Failure to collect payments		Knowledge of specific business sector		Tenacity		Financial viability
Loss of employment		Ability to develop, stabilize and manage		Passion		Identification of an opportunity
Job independence		Financial knowledge		Self-confidence		Freedom to pursue one's own goals
Problem solving		Legal knowledge		Knowledge of ones own capabilities		Good work
Ensuring commercial viability in changing circumstances		Managerial knowledge, skills		Will power		Knowledge of market
Starting more than one business		Knowledge of other cultures and their business habits		Patience		Know what you are getting into
Raising equity finance		Languages		Discipline		
		Work safety		Teamwork capability,		
		Knowledge of global markets		Friendliness		
		Risk assessment		Risk management		
		Decision making abilities		Follow your vision		
		Commitment and perseverance		Risk coping abilities		
		Communication skills		Self-reliance		
				Ability to learn constantly		
				New ideas		
				Self-motivation		
				Ability to recognize opportunities		
				Good networks		
				Communication skills		
				Courage		
				Fairness		
				Have vision		
				Uprightness		
				Accuracy		
				Diligence		
				Empathy		
				Analytic abilities		

Table 10: Themes and sub-themes arisen among Seniors (3/6)

Question 7		Question 8		Question 9		Questions 8,9,10	
Theme 7	Sub-themes	Theme 8	Sub-themes	Theme 9	Sub-themes	Theme 9a	
Confidence for starting a business		Stumbling blocks and tools to overcome them		Successful episode		Risk- and Crisismanagement in business	
	Self-confidence	<i>Stumblingblocks</i>	Constant changes at work		Recognised potential of unused resources		Manage staff efficiently
	The basic idea		Competition		Increased market demand		Good financial management
	Availability of funding		Getting credit		Improved reliability		Customer management
	Support from friends and collaborators		Corruption and dishonesty				Network management
	Early successes		Conflicts with staff				Find individual solutions
	Market demand		Financial risks				
	Self-belief		Dealing with customers				
	Market research		Bureaucracy				
	Personal knowledge of the business area		Individual errors				
Psychological factors	Creativity		Family-work balance				
	Acceptance		Dealing with failure				
	Trust in people		Unreliable partners				
Tangible factors	Research		Unreliable staff				
	Training	<i>Tools</i>	Assess the change in labor market conditions				
	Experience		Reduce risks				
	Money		Set up well functioning operations				

Table 10: Themes and sub-themes arisen among Seniors (4/6)

Question 10 - managing risk		Question 11		Question 12		Question 12a	
Theme 10	Sub-themes	Theme 11	Sub-themes	Theme 12	Sub-themes	Theme 12a	Sub-themes
Business risk management		Skills for helping young Entrepreneurs		Characteristics of a good mentor		Benefits for mentors	
	Innovate		Ability to understand needs of young people		Interested in young people		Co-ownership of a company
	Economic analysis		Able to pass their experience on		Patience		Possible business partner
	Machine maintenance		Ability to motivate and encourage		Humbleness		Opportunity to benefit from the expertise of a younger generation
	Knowledge of liabilities		Able to set up a business plan		Trusts young people		
	Home Mortgage		Good with people		Is motivating		
	Initiate skill		Recognize peoples potential		Takes time		
	Expand business		Teaches form experience		Is Friendly		
	Be persistent and diligent		Help navigate difficulties at the beginning		Provides structure		
	Careful attention		Advise		Diligence		
	Self-knowledge course helps to achieve greater results		Expert in his field		Empathetic		
	Clear financial planning and insurance		Help with finances		Good listener		
	Constant research		Has domestic and international knowledge		Is a good teacher		
	Recruit good staff		Can periodically lend funds		Good with people		
			Has own source of funds		Is helpful		
			Broad knowledge of business		Is open		
			Good listener and communicator		Looks for the right methods		
					Has the experience of running a business		
					Honesty		

Table 10: Themes and sub-themes arisen among Seniors (5/6)

Question 13 - Help to become entrepreneur		Question 14 - Willing to help the youth		Question 15 - Help identify good business opportunities	
Theme 13	Sub-themes	Theme 14	Sub-themes	Theme 15	Sub-themes
Types of help		Willing to help young people		How to help identify business opportunity	
	Coaching / Give them a stage try out on		Yes - Oportunity to grow		Identify youngsters' skills
	Fund the idea		No - Age		Assess the business idea
	Show examples of how things work		Committing the time is problematic		Encourage to try new experiences
		Motivation for mentorship	Self-fulfilment		Help identify passions and attitudes
			Learning from others		Share knowledge of domestic and international markets
			Love of new ideas ahelp starting business		Help in good decision-making
			Love of starting new endeavors		Listen and gain trust
Questions 13, 14 help for young people (Q13-Q14)					
	Create bonds thru teaching				
	Help build self-confidence undertakings in order to avoid pitfalls				
	Mentor and follow up				

Table 10: Themes and sub-themes arisen among Seniors (6/6)

Question 16 - Help start a business		Questions 13, 14, 15, 16 - Supporting the young entrepreneur	
Theme 15	Sub-themes	Theme 16	Sub-themes
How to help start a business		Support in starting a business	
	Coaching	Practical advice	Negotiations
	Help with businessplan and market analysis		Performance
	Training		Financing
	Help them to establish a plan		Planning and Cooperation
	Invest time with them	Help train	Coach
	Advise from personal experience		Internship
Vision planning			Share contacts
	Be open	Pass on knowledge and experience	Storytelling
	Acknowledge difficulties		Personal development
	Be helpful		Personal experiences
		Increase self-confidence	Listen
			Encourage
			Give feedback

Table 11: Themes and sub-themes arisen among Youngsters (1/4)

Youth		Questions 2-3				Question 4	
Theme 1	Sub-themes	Theme 2	Sub-themes	Theme 3	Sub-themes	Theme 4	Sub-themes
Personal Crisis		Motivation to start a business (Q2-Q3)		Barriers to starting a business		Technical steps for starting a business	
	Crisis at work		Autonomy		Economic risk		Organization and planning
	Crisis In training		self-realization		Lack of funding		Market analysis
	War		Following passion		Having the right team		Training
	Unemployment		Curiosity		Lack of persistence		Business Plan
	Lack of formal training		Ideas		Lack of interest		Imagination/Creativity
			desire to do something		Scepticism		Ability
			money		lack of self esteem		Personal skills
			control over others		Discrimination (political persecution)		Interpersonal skills
			status		Fear of failure		Funding
			market demand		Unfair competition		supporters
			helping others		Bureaucracy		Back office support
			Family support		Family commitments		Collaboration with others
			Entrepreneurial training		Laziness		skilled Employees
					Fear		tools
					Lack of knowledge		courage
							Hard work
							risk taking
							Passion (Love of what one does)

Table 11: Themes and sub-themes arisen among Youngsters (2/4)

Question 4		Question 5		Question 5	
Theme 5	Sub-themes	Theme 6	Sub-themes	Theme 7	Sub-themes
Personal and interpersonal prerequisites for starting a business		Personal characteristics of a good business man		Technical competencies of a good business man	
	Trust		Tenacity		Knowledge
	A Vision		Makes sacrifices		Business plan
	Motivation		Charismatic		Economic success
	Interpersonal skills		Leadership		Social engagement
	Responsibility		Perserverance		Problem solving abilities
	Cleaverness		Team player		Professionalism
	Decision making skills		Optimism		Self-confidence
	Decisiveness		Cynism		Self-control
	Communication		Decision making skills		Control
	Passion		Professionalism		Independence
	Perserverance		Organized		Knowledge
	Foresight and prudence		Achieves their goals		Ability to Recruit smart staff
	Courage (Ability to overcome fear)		Digilence		Knowledge
	Talent		Planning abilities		Finance
	diligence		Creativity		Leading people
			Flexibility		
			Provides a good product		
			Achieves profitability		
			Start small and grows		
			Able to handle risk		
			Resilience		
			Able to take care of profits		
			Perserverance		
			Ability to run the business		
			Chooses good employess		
			Has good intrapersonal skills		
			Respects others		
			Strict		
			Good negotiator		
			Presents oneself well		
			Knowledgeable		
			Persistence		
			Constantly learning		
			Humorous		
			Communicative		
			Focused		
			Nice and friendly		

Table 11: Themes and sub-themes arisen among Youngsters (4/4)

Sub-themes	Question 7		Question 7	
	Theme 12	Sub-themes	Theme 13	Theme 14
	Motivation and personal support by mentors		The mentor will accompany the process	Fear of mentor stealing the idea
Dialogue with mentors		Help identify skills		
Provide expertise		Encourage		
Advise		Inspire		
Teach		Highlight necessary skills		
Give reality checks				
Financial support				
Explore ideas together				
Partnership/start-up				
Improve risk-taking ability thru support				
Open doors				
Introduce potential clients and partners				
Transfer Experience				
Transfer Knowledge				
Observe the youth in action				
Help gain practical experience				

5. DISCUSSION

The analysis of the framework had the aim of providing an overview of the application of the intergenerational learning approach in the educational programs for boosting entrepreneurial skills among young people in Europe. It wanted also to contribute to the identification of educational needs, difficulties and desires of young people and the thoughts of older entrepreneurs belonging to the five countries participating to the project. The latter have diverse economic and social development, history, labour-market and systems.

Although the aforementioned differences among countries, and despite the fact that the practice and the scientific approach are not always consistent, the analysis of the Good Practices as well as of themes arisen from interviews with Seniors and focus-group with Youngsters, allowed to identify some commonalities and differences among countries.

Concerning the common points, in almost all countries it was noticeable that some of the young people were unmotivated, lacking self-esteem, and difficult to engage in the conversation. On the contrary, others were more interested in learning, hoping to realize his/her vision and in working. Another important factor is that many youngsters would have like to be independent and their own boss. They were of this opinion despite the difficulties they had experienced in the past along the formal education pathway and/or in seeking employment. At the same time, they expressed some fear as to what would happen if they did not succeed. They were mostly worried about the lack of money and their lack of experience in financial business management.

Many working entrepreneurs, at the beginning of the interview, said they would be happy to help young people with low self-esteem. They would teach young people about fair business practice and numerical thinking. On reflection however, they were concerned about how deeply they could involve the youngster, because the youngster could turn out to be a competitor. The entrepreneurs interviewed have a number of common features that energise their passion for their work or activity, for example the nature of the work and / or family needs. As a result, it was easier for retired entrepreneurs to support, assist, share ideas and experiences with the start

up and running the inexperienced young person's business. The co-operation between the two is carried out in the relationship of the mentor and the mentored. In addition to the common experiences, we are presenting the national specificities by reporting a summary of each country.

SLOVENIA

Slovenian young people participating in the focus groups are low educated, socially excluded, not fully aware of their capacities and had a quite low level of self-esteem. Only 40% of them would like to start their own business.

On the other side, all seniors are willing to help young men/women to become an entrepreneur.

GERMANY

In this country the two focus groups with the Youngsters are completely different. This means there are differences between the different nationalities who took part to the Focus Groups. The answers of the Syrian and African refugees were all positive: they are all interested in learning about starting a business, or at less curious to take part in a training. In the German, Turkish and Italian group, with the exception of two very interested young men, who already had some ideas for business, and wanted to take part in the training, there was more skepticism and a sort of lack of trust in business, as if it were a not accessible goal.

Last but not least, the business-critical participant thought that a mentor could help her „to learn to take initiative and decision making.“

All in all there was a genuine interest in a possible training or helping by mentors in training courses.

By answering the first question of NEETs, about transforming a weakness into strength they all spoke about the risks and difficulties that they had in the past, and about the strong wish to live in peace, security and to earn money for their families and friends who live in risk and big needs. Most interviewed entrepreneurs considered it very important to be brilliant and alert in one's own sector, and to have a good structure both in market analysis and in planning.

From a gender-perspective some differences could be observed. Business-men spoke about autonomy/being free and teamwork, responsibility and risk taking, concurrence and competition, product design and strategy. Business-women spoke about creativity and good contact with staff, colleagues and clients, openness and chances, readiness to learn, passion and also about fight, when necessary. Referring to the characteristics of a good mentor both business-men and -women told that he should be a good observer and listener and that trust is the most important quality for mentoring.

Another point of the interviews was the willingness to become mentor for young people interested in starting a business in the Be The Change project.

ITALY

Italian youngsters seems to have ambivalent behaviors towards the possibility to start a business, because, on one side they have several ideas and would like to be entrepreneurs for being autonomous, masters of their time and for being able to devote completely to what they love. On the other side, they are afraid of personal and economic failure. A key word of focus group discussions was “dream”, that many times coincided with “passion”. Two profiles of young people were identified in the whole group of participants to the two focus groups, concerning the dream.

Young people belonging to the first profile have lived a period of crisis in work places or/and in formal education settings (Post-secondary school and University) but, they have been able to transform the difficulties in a chance for understanding what they wanted and needed for their personal realization, rather than economic realization firstly. Thus they identified their skills, their “dream” and they started very pragmatic actions focalized to its realization.

The second profile is made up of people who have not had particular periods of crisis that helped them identifying their abilities and their passion. They have therefore sought any kind of job to satisfy primarily and economic need. What mainly differentiates the first profiles from the second is the motivation, the “grit” that means also to be will to start a business if this could be the way for achieving the goal.

Concerning the seniors, the study highlights the entrepreneurs' personal characteristics and technical competences. Interviewed entrepreneurs have several common features, such as to be moved by the passion for their job or activity, the fact that they were motivated by work and/or family needs, strongly believing in their business idea and in identifying valid collaborators who share their "dream".

Senior entrepreneurs or ex-entrepreneurs can be a valuable resource for the next generation of entrepreneurs in Italy. Retired business people have precious know-how and experience that can make it easier for inexperienced entrepreneurs contemplating a start-up to go through the process of starting up and running the business than they might otherwise do without such help.

HUNGARY

Most respondents with advanced education qualify as "excellent" and have the majority of the different competency groups (individual, social, and method). Based on their own assessment, almost all of them are individuals. When compiling the training material, it is advisable to consider that young people have ticked almost all the competences, they indicate that they know everything. The seniors have hardly ticked competences, but they have ticked far more methods. Their life experience and wisdom are clearly evident.

Self-assessment of entrepreneurial competences identifies mentoring tasks. In the senior group, most of the methodological competences were selected, averaging four competences.

Next comes the group's competences followed by the personal competences. It is interesting that junior respondents have averaged twice as much competency as the seniors. Also in the junior group the personal competences were considered the most important and in the senior group the methodological competences were considered the most important. These results will help in compiling the training materials.

MALTA

The focus groups indicated an interest amongst the participating youth in learning how to start a business. The incentive for starting a business is mainly driven by financial pursuits, but also by a need to be in control of their own life and to gain

some form of status within society. Throughout the discussion it became evident that not having an employment does in fact impinge on their self-esteem and self-concept.

It was also evident that participants were aware of some of the barriers in starting a business. They were aware that it was not easy to start a business, competition, bureaucracy and family commitments are some of the reasons they mentioned that would make it difficult. They also mentioned some more personal difficulties – the fear of failure lurking in their subconscious and the cognizance of the extent of investment for starting a business were also mentioned as barriers.

Participants were also very clear on what to expect from their mentors if they had to have an experienced person to guide them in their attempt at starting their own enterprise. Apart from tangible support (financial and otherwise) they expected such mentors to share with them their experience, give them advice, and encourage them in moments of difficulty and to inspire them with their experience.

The Seniors gave useful insights into how Youngsters could be mentored but none of their answers to questions addressed how a training programme for themselves or for the Youngsters should be developed and delivered. In essence, the Seniors assumed that they would provide mentoring according to their own perspective rather than following a prescribed format developed in this project.

6. CONCLUSION

The results of the study carried out in the first eight months of the “Be The Change” project are functional for designing the courses targeting the older entrepreneurs (i.e. the Seniors or Mentors) and the Youngsters.

In light of the above, we can state that, in all the countries, the Youngsters have different skills, educational needs and expectations and many profiles could be drawn.

Concerning Seniors, the situation seems to be more homogeneous than that of the Youngsters cross-countries. In most of the countries, indeed, the older entrepreneurs have large business experience and, even if in different measures, many of them would like to share their knowledge with the younger generation and are available to become “Mentors”. One challenging aspect could be the lack of time of the Seniors to dedicate to the trainings, since many of them are still hardly working for their business.

Therefore it is recommended that the entrepreneurial trainings addressing the Seniors and the Youngsters are tailored around the countries specificities, even if referred to a common framework, as reported in Chapter 2 of this document. According to the latter, the trainings for Seniors should aimed at learning educational techniques for mentoring young people. Thus, the courses should teach Seniors how to listen young people, identify and explore their skills; how to encourage them and define the best opportunities for the Youngsters. The Seniors will be trained by professionals, such as mentor experts in self-narration, counsellors and psychologists, in “in house” or “face to face” modality. Older entrepreneurs may be not only a “means”, because they would benefit from the activities in terms of self-esteem, empowerment, social engagement and socialization.

The trainings for the Youngsters should be conducted on three levels reflecting three educational objectives related to the entrepreneurship. The first level of the trainings helps the young people discovering their “value”, that is done by their multiple skills. The second level prepares for the self-employment and the third level prepares for a business where more specific knowledge will be needed. Given the differences experiences in the formal educational and social inclusion of the targeted young

people cross-countries, the level should be chosen by the Be The Change national teams and the Mentors, according to the characteristics of the Youngsters attending the courses (i.e. educational level, personal skills, technical knowledge, etc.). Where the majority of Youngsters have a bachelor degree (e.g. in Italy), we can expect to aim at developing the third educational entrepreneurship level, i.e. “Business foundation”. Where the Youngsters attending the course interrupted the formal educational path (due to many reasons, including political factors e.g. refugees), are socially disengaged or have learning difficulties, we can imagine to design educational pathways helping them identify their skills and/or starting a self-employment activity.

Theoretical training can be diverse country by country. Training should be diverse, structured of different methods – lectures, face to face meetings, Skype meetings, learning on platform, learning by doing especially non-formal methods such as socio-animation games, theatre, photo voice. The choice will be left to partners for their own country, in accordance with Seniors’ features, interests and availability. Structured like this training would remain interesting for young people as well as for seniors because, as generally known, learning with motivation and fun is more effective.

Since the world is changing very fast and nobody knows which kind of company will prosper tomorrow or in the next five years, it is important for young people to learn creativity, cultural understanding, communication, collaboration and problem-solving.

The Youngsters will be trained by the Seniors as “Mentors”, and the trainings will be both “face to face” and via e-learning platform and other virtual means e.g. Skype sessions. Educational materials will be developed by the project partners in collaboration with mentors. They will be uploaded on the platform to be accessible in any time and from everywhere. They will reflect the non-formal and informal educational approach and then they will be videos, games and audios mainly, to be effective even for those Youngsters with a low educational level and/or learning difficulties.

The number of “virtual” intergenerational meeting through the e-learning platform has to be still defined on the basis of the needs of participants.

At the theory training the entrepreneurs would be in attendance and to the relevant material they would contribute with their experiences. -The theoretical material would be taught first and then the mentors and the youngsters would split into pairings in order to pass on the mentor's practical experience. -The process of theoretical training would be interrupted in certain phases when the mentor would pass on practical experience to the mentored.

Special conclusions arisen from different circumstances and situations in each country are reported below. The framework is the same, probably theoretical training can be diverse and the materials will be different. (e.g. experiential learning - like learning by doing, team-working, listening, dialog, imitation, narration etc.). Different materials and tools will be developed; they will be posted online and then every nation will surely use them for different needs, thus the tools will be personalized.

SLOVENIA

Since young people are not very good in assessing their strengths and weaknesses/talents/passions, developing this competence should be a vital part of the training. Referring to the theme analysis seniors would have to be as coaches. They would motivate young people, encourage them, give them advice, follow them and help them to strengthen the competencies they need to be successful entrepreneur (initiative and entrepreneurship competencies, creative thinking, problem-solving...).

GERMANY

The main problem, at the moment, is not poverty but the Youngsters' social exclusion and lack of self-esteem.

Staying in the focus groups we noticed interest for business, intelligence and adaptability and we are sure that a good communication with attentive mentors and trainings in a group as well as in single sessions, could help young and old people to learn more about themselves and to take and give information, empathy, and initiative in a social context.

The suggestions of the Seniors are helpful for creating tools and for staying with learners until they reach their goals.

ITALY

The results of the interviews to the Seniors show that a great number of them (unemployed, retired or soon retiring) are willing to teach young people how starting a business and becoming a successful entrepreneur. Some of them seem to have the right motivation and possess the competences, interest and financial resources (savings) necessary to sustain young people starting new businesses. Mentors participating to the “Be The Change” training in Italy should motivate and give courage to this generation of young persons that, although a medium-high educational level and the (moral and sometimes even economic) support of families, in some cases, have not the grit and the capacity to take the risk due to the fear of personal failure and related shame rather than of economic failure. As consequence, it is recommended that the course foresees modules on self-esteem and resilience.

Furthermore, in Italy we guess a training aiming at covering the gap between theory and practice. Thus it should foresee practical activities and the possibility of visiting the enterprise or, at least, of understanding how living in the enterprise is through the narration of older entrepreneurs.

HUNGARY

The background of the NEETs was different. At the focus group session it was possible to see who was better in finance or taxation or who best understood his /her own profession or trade. On this basis it would be advisable to measure first an entry level when starting the training. Next step should be to create groups where, from the point of view of entrepreneurship, the people are more or less on similar level. Thereafter they can learn from the same material for education.

MALTA

The training programmes envisaged (one for seniors, one for NEETs) would need to be extremely broad in order to cater for all needs both in terms of content and delivery mechanisms. For example, a Virtual Learning Environment (VLE) would be suitable for unemployed graduates but quite unsuitable for youngsters who have little education and, perhaps, poor literacy, numeracy and IT skills.

This study gives the evidence that senior entrepreneurs may give the youngster what they are missing and needing: awareness of their value, risk-taking and grit.

Thus, their contribution to the local economy must be encouraged and promoted. For optimal business creation and maximization of the project's success, seniors are offered the chance of being trained so that to be able to offer their skills and experience to scaffold and coach the youth in the creation and sustainability of business projects in the long run.

The concept is innovative in the sense that seniors are deemed as capable individuals, rich of knowledge, which they should use and offer for the benefit of society and both national and local economy. Senior Entrepreneurs' mission hence contributes to deliver a two-fold solution, which is to encourage active ageing, seniors' contribution to society and intergenerational solidarity.

The older entrepreneurs' knowledge, therefore, represents valuable European intellectual capital. Thus Europe could take inspiration, fostering senior entrepreneurs interested in transferring know-how to new entrepreneurs and matching senior entrepreneurs with inexperienced entrepreneurs to create teams with broader skill sets. On this basis, it is very important to prepare a common framework that can ensure flexibility and that, at the same time, can be tailored on the profiles of the older entrepreneurs and young people.

The delivery of trainings (IO2) and the recognition of the acquired competences (IO3) will be the chance for testing the effectiveness of the Be The Change educational materials and trainings modality. The test phase, indeed, may throw light on the applicability of this model for boosting entrepreneurship among young people to other European countries with characteristics similar to those of the countries of the project consortium.

Summarizing, the result of the Be the Change project will provide the basis for the development of training materials thus fulfilling the Erasmus + Grant objectives.

ANNEX

TEMPLATE 1

Contract number: 2016-1-IT02-KA204-024326	<i>NAME OF THE GOOD PRACTICE IN ENGLISH</i> <hr/> Name of the good practice in original language	IO1-FRAMEWORK ANALYSIS D1/b: TEMPLATE FOR GOOD PRACTICES COLLECTION
Country name:	BE THE CHANGE	
[author(s)] [affiliation]	INQUIRY FORM FOR THE COLLECTION OF GOOD PRACTICES	Erasmus+ Project
COLLECTION OF GOOD PRACTICES OF INTERGENERATIONAL LEARNING IN THE FIELD OF ENTREPRENEURSHIP		
<p>Among the activities of the Intellectual Output 1, <u>3 good practices</u> at national level are being selected for an in-depth analysis. The final aim of this activity is to collect all relevant information about the main characteristics of the chosen initiatives, to be included in the final deliverable International Report, and also in a scientific paper that will be finalised within the first year of the Be the change project.</p> <p>The practices that could be included are not to be limited to the ones carried out in EU founded projects.</p> <p>In order to collect high-quality information from initiatives of <u>intergenerational learning</u> (if possible) in the <u>field of entrepreneurship</u>, an inquiry form has been developed as a common template to be used during the writing of case study reports. Our aim is to provide a standard that both in form and content will enable us to compare the good practices in our project and make it possible to present them in one system. Please find in the following pages the proposed form.</p>		
Leader organisation(s)	[organisation(s) in charge of coordinating the initiative: name in original language and in English (when possible)]	
Other organisations	[other organisations involved in implementing the initiative: names in original language and in English (when possible)]	
Contact details	[name of the contact person, address, phone number, e-mail]	
Website	[if any]	
Date of data collection	[month when the good practice template has been filled in]	
Operation	Personal, material and financial conditions - if any	

ABSTRACT

[Brief description of the good practice, max 600 characters excluding spaces]

GOOD PRACTICE IN CASE STUDY FORM	
1	Describe the Organization Structure. [max. 300 characters excluding spaces]
2	Describe the good practice and how it was realized. [max. 300 characters excluding spaces]
3	Describe the Context - Cultural and Environmental factors that had an impact on the initiative (why the initiative was developed, what needs/gaps are covered?) [max. 400 characters excluding spaces]
4	What are the aims and objectives of this (intergenerational) learning experience in the field of the entrepreneurship? [max. 300 characters excluding spaces]
5	Describe the Key Success Factors of the initiative. [max. 200 characters excluding spaces]
6	Describe the Key performance indicators ¹³ of the good practice. (Give the number of indicators and their definition in one sentence.)
7	Target groups: who were the beneficiaries? (Give the direct target groups)
8	What are the observed benefits of this initiative (in terms of change/innovation)? [max. 300 characters excluding spaces]
9	Indicate what are the main points of strength and weakness of the method of realization of the good practice. [max. 200 characters excluding spaces]
10	Describe the Networks that have been created. (One sentence)
11	What makes this good practice sustainable and reproducible in other contexts? [max. 300 characters excluding spaces]
12	Can you identify any unintended impact and results of the good practice? [max. 300 characters excluding spaces, if any]

¹³ A performance indicator or key performance indicator (KPI) is a type of [performance measurement](#). KPIs evaluate the success of an organization or of a particular activity in which it engages.

TEMPLATE 2

Contract number: 2016-1-IT02-KA204-024326	BE THE CHANGE	IO1
Country name:	Intellectual Output 1 Action 1-Deliverable 2a	Erasmus+ Project
Structured interviews topic-guide to Seniors (50 +)		
<p style="text-align: center;">Foreseen time:</p> <ul style="list-style-type: none"> • 1st part: questionnaire 15/20 minutes (on the Google Survey) • 2nd part: 1 hour interview 		
<p>We are going to carry out research of the experiences of the entrepreneurs 50+ with the possibility of passing on their experiences to the young people.</p> <p>On this basis we would like to present how an older experienced entrepreneur can become a “Mentor” and how he/she could help a young person become a “Learner” and start an entrepreneurial career.</p> <p>A “NEET” (or “neet”) is a young person who is "Not in Education, Employment, or Training".</p> <p>The idea of being an entrepreneur might possibly start a career for them.</p> <p>We would like to ask you to answer the following questions regarding the situation and goals of your business and on the basis of your experiences you would help and motivate a young person to acquire entrepreneurial skills. Information received from you will be used exclusively for this research and will be handled confidentially.</p>		

1 ST PART: QUESTIONNAIRE	
1	<p>In which country do you live?</p> <p>1. Italy <input type="checkbox"/></p> <p>2. Hungary <input type="checkbox"/></p> <p>3. Germany <input type="checkbox"/></p> <p>4. Slovenia <input type="checkbox"/></p> <p>5. Malta <input type="checkbox"/></p>
2	<p>Please give your gender</p> <p>1. Male <input type="checkbox"/></p> <p>2. Female <input type="checkbox"/></p>
3	<p>How old are you?</p> <p>1. 50-54 <input type="checkbox"/></p> <p>2. 55-59 <input type="checkbox"/></p> <p>3. 60-64 <input type="checkbox"/></p> <p>4. 65-69 <input type="checkbox"/></p> <p>5. 70-74 <input type="checkbox"/></p> <p>6. Over 75 <input type="checkbox"/></p>
4	<p>What is your highest level of qualification?</p> <p>1. No formal qualification <input type="checkbox"/></p> <p>2. Vocational qualification <input type="checkbox"/></p> <p>3. Primary school <input type="checkbox"/></p> <p>4. Secondary school <input type="checkbox"/></p> <p>5. Post secondary school education <input type="checkbox"/></p> <p>6. First degree <input type="checkbox"/></p> <p>7. Master degree <input type="checkbox"/></p> <p>8. PhD <input type="checkbox"/></p>
5	<p>Are you active or retired?</p> <p>1. Active <input type="checkbox"/></p> <p>2. Retired <input type="checkbox"/></p>
6	<p>Please give information about your enterprise!</p> <p>Enterprise size</p> <p>1. Large (250 or more employees) <input type="checkbox"/></p> <p>2. Medium (50-249 employees) <input type="checkbox"/></p> <p>3. Small (10-49 employees) <input type="checkbox"/></p> <p>4. Micro (< 10 employees) <input type="checkbox"/></p> <p>5. I have not an enterprise</p>

7	In which type of company did you implement your entrepreneurial skills? Tick all that apply		
	1.	PLC (public limited company)	<input type="checkbox"/>
	2.	Limited liability company	<input type="checkbox"/>
	3.	Partnership	<input type="checkbox"/>
	4.	Sole Trader ¹⁴	<input type="checkbox"/>
	5.	Cooperative	<input type="checkbox"/>
	6.	Social enterprise	<input type="checkbox"/>
	7.	Charity	<input type="checkbox"/>
	8.	Other: _____	<input type="checkbox"/>
8	For each group of skills, list in order of importance (1= most important, 5 = least important) the Entrepreneurial skills and choose the two abilities that you feel confident with teaching others		
	List in order of importance from 1 to 5		Mark those two abilities that you feel confident with teaching others
Group A		a) The ability to set challenging goals	
		b) The ability to produce new and unusual ideas	
		c) The ability to implement and modify a project	
		d) Planning skills (transforming an idea into a project analyzing its feasibility and obstacles)	
		e) The ability to identify and acquire resources of any kind (human, financial, etc)	
Group B		f) The ability to take new paths and to develop new methods	
		g) The ability to re-define and think out of the box	
		h) The ability to read the complexity of reality, what it may offer, to know how to grasp opportunities, to recognize potential, to transform barriers into opportunities	

¹⁴ A "sole trader" - also known as a sole proprietorship or simply proprietorship - is a company started and run by one individual where there is no legal distinction between the owner and the business.

		i) The ability to transfer one's own expectations to other contexts	
		j) The ability to generate alternatives and opportunities	
Group C		k) The ability to deliver one's goals through personal effort	
		l) The ability to transform obstacles into resources	
		m) The ability to recognize and value one's own talents	
		n) The capacity of having a positive vision of the future	
		o) The ability to recognize one's own limitations	
Group D		p) The ability to motivate others	
		q) The ability to build a team	
		r) The ability to delegate	
		s) The ability to lead the vision of the enterprise	
		t) The ability to identify roles and tasks on the basis of individuals' characteristics	
Group E		u) The ability to identify pro-positives elements (for improvement)	
		v) The ability to remain on task until its completion	
		w) The ability to choose and decide for oneself	
		x) The ability to face uncertainty and manage the risk involved	
		y) The ability to pursue one's goals over time, without giving up	

OPTIONAL QUESTIONS (Q9; Q10; Q11)

9.	Please select the area in which you implemented your entrepreneurial skills! Please select maximum three areas!			
	1. Public health	<input type="checkbox"/>	12. Printing industry	<input type="checkbox"/>
	2. Social services	<input type="checkbox"/>	13. Transport	<input type="checkbox"/>
	3. Education	<input type="checkbox"/>	14. Environmental protection	<input type="checkbox"/>
	4. Arts, public education, communication	<input type="checkbox"/>	15. Economy	<input type="checkbox"/>
	5. Engineering industry	<input type="checkbox"/>	16. Management	<input type="checkbox"/>
	6. Electronics	<input type="checkbox"/>	17. Trade, marketing, business administration	<input type="checkbox"/>
	7. Informatics	<input type="checkbox"/>	18. Catering industry, tourism	<input type="checkbox"/>
	8. Chemical industry	<input type="checkbox"/>	19. Other services	<input type="checkbox"/>
	9. Building industry	<input type="checkbox"/>	20. Agriculture	<input type="checkbox"/>
	10. Light industry	<input type="checkbox"/>	21. Food industry	<input type="checkbox"/>
	11. Wood industry	<input type="checkbox"/>	22. Water engineering	<input type="checkbox"/>
	23. Other.....			
10.	Please select your competencies according to your self-evaluation!			
	Personal competencies	Social competencies	Method competencies	
	1. risk taking	<input type="checkbox"/>	14. networking ability	<input type="checkbox"/>
	2. reliability	<input type="checkbox"/>	15. ability of maintaining relations	<input type="checkbox"/>
	3. self-reliance	<input type="checkbox"/>	16. ability to take initiatives	<input type="checkbox"/>
	4. decision making ability	<input type="checkbox"/>	17. persuasion skills	<input type="checkbox"/>
	5. self-control	<input type="checkbox"/>	18. consensus skills	<input type="checkbox"/>
	6. accuracy	<input type="checkbox"/>	19. motivatability	<input type="checkbox"/>
	7. flexibility	<input type="checkbox"/>	20. management skill	<input type="checkbox"/>
	8. resilience	<input type="checkbox"/>	21. tolerance	<input type="checkbox"/>
	9. diligence	<input type="checkbox"/>	22. communication skill	<input type="checkbox"/>
	10. organizational skills	<input type="checkbox"/>	23. listening skill	<input type="checkbox"/>
	11. loadability	<input type="checkbox"/>	24. conflict	<input type="checkbox"/>
			27. receptivity	<input type="checkbox"/>
			28. logic thinking	<input type="checkbox"/>
			29. readiness to try new ideas, solutions	<input type="checkbox"/>
			30. numerical thinking	<input type="checkbox"/>
			31. gathering information	<input type="checkbox"/>
			32. conclusion ability	<input type="checkbox"/>
			33. debugging	<input type="checkbox"/>
			34. problem solving	<input type="checkbox"/>
			35. planning	<input type="checkbox"/>
			36. evaluation	<input type="checkbox"/>
			37. practical	<input type="checkbox"/>

			resolution skills		task interpretation	
	12. patience	<input type="checkbox"/>	25. ability of efficient asking	<input type="checkbox"/>	38. openness	<input type="checkbox"/>
	13. development ability, personal development	<input type="checkbox"/>	26. rivalry ability	<input type="checkbox"/>	39. result-orientedness	<input type="checkbox"/>
11.	Please indicate what was the motivation for the foundation of your enterprise! Select as many as you want.					
	1. I had a technological idea, I invented a new system.					<input type="checkbox"/>
	2. I noticed a new market demand, which I thought I could meet if I act in time.					<input type="checkbox"/>
	3. I wanted to be independent and free, I wanted to realize my ideas, my dreams.					<input type="checkbox"/>
	4. I was fed up with my previous work and I wanted to change.					<input type="checkbox"/>
	5. I was fed up with the unemployment of entrants.					<input type="checkbox"/>
	6. I needed money and I thought I could make it as an entrepreneur.					<input type="checkbox"/>
	7. I wanted utilize my family and friends in an enterprise.					<input type="checkbox"/>
	8. It just came.					<input type="checkbox"/>
	9. I was in the right place at the right time.					<input type="checkbox"/>
	10. I wanted to utilize my education and expertise within the frameworks of an enterprise.					<input type="checkbox"/>
	11. I wanted to utilize my former work experience in an enterprise.					<input type="checkbox"/>
	12. As I saw others' experiences I thought I could also do it.					<input type="checkbox"/>
	13. Utilization of my secondary and higher education experiences.					<input type="checkbox"/>
	14. I would have liked to work at home.					<input type="checkbox"/>
	15. I lost my previous job and became unemployed.					<input type="checkbox"/>
	16. I retired and I started my enterprise afterword.					<input type="checkbox"/>
	17. The only goal was to be able to give invoice.					<input type="checkbox"/>

2nd part: INTERVIEW	
1	As a person with entrepreneurial skills, what do you think are the key steps to starting a business?
2	What was the motivation that drove you to open your business?
3	Could you tell me about a significant business occurrence coming from your professional life, please?
4	What are the most important competencies for an entrepreneur?
5	What are the most important characteristics (e.g. personal, relational, technical) for an entrepreneur to have?
6	Can you identify one key aspect that you considered in starting your business?
7	What gave you the confidence to start a business?
8	Can you identify one stumbling block that you came across in your business life? What were the most important tools that you used to overcome the challenge?
9	Could you tell an episode in which you turned a weakness into a strength?
10	Could you give me an example of how you managed business risk?
11	What skills and attitudes would you consider important for helping a young person who wants to be an entrepreneur?
12	From your perspective as an entrepreneur what type of person makes a good business mentor?
13	In which ways can an entrepreneur or an ex-entrepreneur help a young man/woman so that he/she can follow in your footsteps and become an entrepreneur?
14	As a person with entrepreneurial skills, would you be willing to help young people in starting their own business? If yes, why?
15	How would you go about helping a young person identify a good business opportunity?
16	How would you go about supporting a prospective young entrepreneur in starting a business?

TEMPLATE 3

Contract number: 2016-1-IT02-KA204-024326	BE THE CHANGE	IO1
Country name:	Intellectual Output 1 Action 1-Deliverable 2b	Erasmus+ Project
Questionnaires and Focus-group topic-guide to Youngsters		
2 Focus groups		
Foreseen time:		
<ul style="list-style-type: none"> • 1st part: questionnaire 15/20 minutes (on Google Survey) • 2nd part: 1 hour for each focus group (7-8 persons) 		
<p>As young person who at present is not in Education, Employment, or Training, the idea of being an entrepreneur might possibly start you on a path or career.</p> <p>We hope that you would be interested in learning from an experienced business person to potentially start your own business. On this basis we would like to research how an experienced entrepreneur could help you to start your own business.</p> <p>By answering the following questions you will help us to design a programme which will enable young people interested in starting a business to develop entrepreneurial skills.</p> <p>Information received from you will be used exclusively for this research and will be handled confidentially.</p>		

1st part: QUESTIONNAIRE	
1	<p>In which country do you live?</p> <p>1. Italy <input type="checkbox"/></p> <p>2. Hungary <input type="checkbox"/></p> <p>3. Germany <input type="checkbox"/></p> <p>4. Slovenia <input type="checkbox"/></p> <p>5. Malta <input type="checkbox"/></p>
2	<p>How long have you been unemployed?</p> <p>1. Less than 3 months <input type="checkbox"/></p> <p>2. Less than 1 year <input type="checkbox"/></p> <p>3. 1 year <input type="checkbox"/></p> <p>4. More than 1 year <input type="checkbox"/></p> <p>5. 2 years or more <input type="checkbox"/></p>
3	<p>Please give your gender</p> <p>1. Male <input type="checkbox"/></p> <p>2. Female <input type="checkbox"/></p>
4	<p>How old are you?</p> <p style="text-align: center;">-----</p>
5	<p>What is your highest level of qualification?</p> <p>1. No formal qualification <input type="checkbox"/></p> <p>2. Vocational qualification <input type="checkbox"/></p> <p>3. Primary school <input type="checkbox"/></p> <p>4. Secondary school <input type="checkbox"/></p> <p>5. Post secondary school <input type="checkbox"/></p> <p>education</p> <p>6. First degree <input type="checkbox"/></p> <p>7. Master degree <input type="checkbox"/></p> <p>8. PhD <input type="checkbox"/></p>
6	<p>Are you interested in starting a business?</p> <p>1. Yes (Please, answer all questions below) <input type="checkbox"/></p> <p>0. No (Please, skip to question n. 8) <input type="checkbox"/></p>
7	<p>If you are interested in starting a business, which of the following job aspects would you view as positive?</p> <p>Please select as many as you want!</p> <p>1. Independent working <input type="checkbox"/></p>

	<p>2. Possibility to create new things <input type="checkbox"/></p> <p>3. To be successful <input type="checkbox"/></p> <p>4. To do what interests me <input type="checkbox"/></p> <p>5. To work flexible working hours <input type="checkbox"/></p> <p>6. To utilize my abilities and talent in my work <input type="checkbox"/></p> <p>7. Other: _____</p>
8	<p>Which of these sentences are nearest to your idea for starting a business? (Please select 3 most important sentences and number them from the most (1) to the least important (3))</p> <p>1. I am thinking about a long term business investment <input type="checkbox"/></p> <p>2. I have a lot of marketable ideas <input type="checkbox"/></p> <p>3. I am able to recognize new market possibilities <input type="checkbox"/></p> <p>4. I think that it is too risky to start a business nowadays <input type="checkbox"/></p> <p>5. My family supports my entrepreneurial ideas <input type="checkbox"/></p> <p>6. I would not start my own business alone without partners <input type="checkbox"/></p> <p>7. I have a good basis to be a successful entrepreneur <input type="checkbox"/></p> <p>8. I would be pleased to take part in entrepreneurial trainings / education <input type="checkbox"/></p> <p>9. My workload ability and persistence are above average <input type="checkbox"/></p> <p>10. I would like to be my own boss <input type="checkbox"/></p> <p>11. I would like to work freely without any interference <input type="checkbox"/></p>
9	<p>Would you welcome an experienced entrepreneur to help you in starting your own business?</p> <p>1. Yes <input type="checkbox"/></p> <p>0. No <input type="checkbox"/></p>
10	<p>Would you accept the opinion of a mentor regarding any lack of knowledge?</p> <p>1. Yes <input type="checkbox"/></p> <p>0. No <input type="checkbox"/></p>
11	<p>Would you be willing to attend a course about starting a business?</p> <p>1. Yes <input type="checkbox"/></p> <p>0. No <input type="checkbox"/></p>
12	<p>Would you be able to maintain regular contact with the mentor in order to learn about starting a business?</p> <p>1. Yes <input type="checkbox"/></p> <p>0. No <input type="checkbox"/></p>

13	Mark yes/no/I don't know for the following statements:			
STATEMENTS		YES 1	NO 0	I DON'T KNOW 8
a	I can set challenging goals for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	I can generate creative ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	I can work on a project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	I can plan a project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	I can identify and acquire resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	I can create new ways of doing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	I can think out of the box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	I can recognize potential projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	I can overcome challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	I can generate alternatives and opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	I am able to finish projects that I start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	I can transform obstacles into resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	I can recognize my strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n	I have positive vision of the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o	I can recognize my weakness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p	I can motivate others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q	I can build a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r	I trust others in my team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s	I can lead others in my projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t	I can get the best out of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u	I can identify the strengths of a project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v	I am not easily destructed from my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w	I can take decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x	I am not afraid to try new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y	I am determined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPTIONAL QUESTION						
14	Please select your competencies according to your self-evaluation!					
	Personal competencies		Social competencies		Method competencies	
	1. risk taking	<input type="checkbox"/>	14. networking ability	<input type="checkbox"/>	27. receptivity	<input type="checkbox"/>
	2. reliability	<input type="checkbox"/>	15. ability of maintaining relations	<input type="checkbox"/>	28. logic thinking	<input type="checkbox"/>
	3. self-reliance	<input type="checkbox"/>	16. ability to take initiatives	<input type="checkbox"/>	29. readiness to try new ideas, solutions	<input type="checkbox"/>
	4. decision making ability	<input type="checkbox"/>	17. persuasion skills	<input type="checkbox"/>	30. numerical thinking	<input type="checkbox"/>
	5. self-control	<input type="checkbox"/>	18. consensus skills	<input type="checkbox"/>	31. gathering information	<input type="checkbox"/>
	6. accuracy	<input type="checkbox"/>	19. motivatability	<input type="checkbox"/>	32. conclusion ability	<input type="checkbox"/>
	7. flexibility	<input type="checkbox"/>	20. management skill	<input type="checkbox"/>	33. debugging	<input type="checkbox"/>
	8. resilience	<input type="checkbox"/>	21. tolerance	<input type="checkbox"/>	34. problem solving	<input type="checkbox"/>
	9. diligence	<input type="checkbox"/>	22. communication skill	<input type="checkbox"/>	35. planning	<input type="checkbox"/>
	10. organizational skills	<input type="checkbox"/>	23. listening skill	<input type="checkbox"/>	36. evaluation	<input type="checkbox"/>
	11. loadability	<input type="checkbox"/>	24. conflict resolution skills	<input type="checkbox"/>	37. practical task interpretation	<input type="checkbox"/>
	12. patience	<input type="checkbox"/>	25. ability of efficient asking	<input type="checkbox"/>	38. openness	<input type="checkbox"/>
	13. development ability, personal development	<input type="checkbox"/>	26. rivalry ability	<input type="checkbox"/>	39. result-orientedness	<input type="checkbox"/>

2nd part: FOCUS-GROUP TOPIC-GUIDE	
1	Could you tell an episode in which you turned a weakness into a strength?
2	Have you never think about the possibility of starting a business? Would you like to do it? (If “yes”, please answer the question number 3; if “no”, please skip to question number 4)
3	Why would you want to start a business?
4	What do you think are the key steps to start a business?
5	What do you think being a good business person means?
6	Think of one person who was successful in business, what do you admire about him/her?
7	How could an experienced entrepreneur help you to start a business?

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