

OECD Local Economic and Employment Development (LEED) Papers 2010/11

Shooting for the Moon: Good Practices in Local Youth Entrepreneurship Support

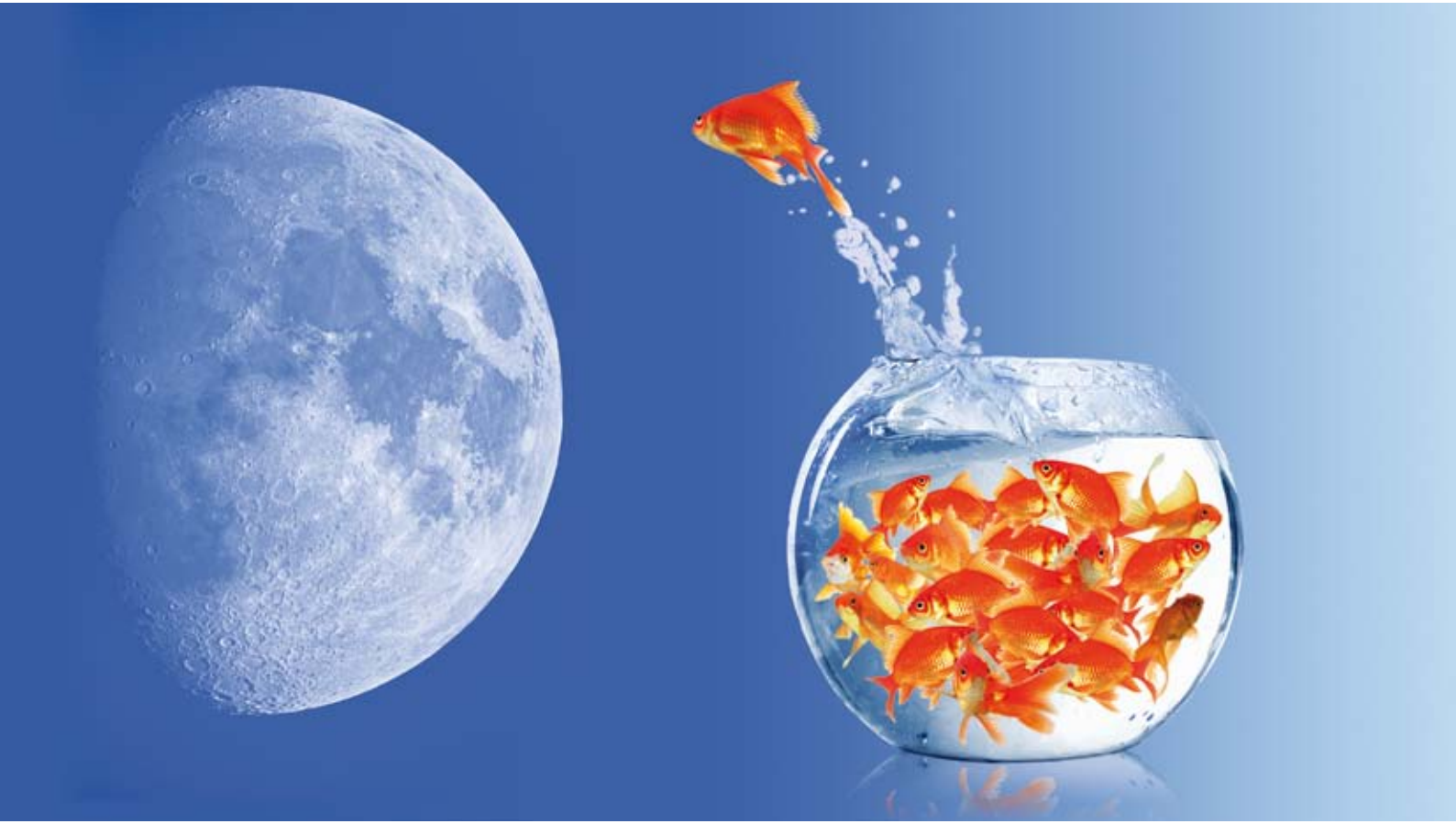
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AND LOCAL GOVERNANCE



SHOOTING FOR THE MOON:

GOOD PRACTICES IN LOCAL YOUTH ENTREPRENEURSHIP SUPPORT

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SHOOTING FOR THE MOON:

GOOD PRACTICES IN LOCAL YOUTH ENTREPRENEURSHIP SUPPORT

LOCAL YOUTH ENTREPRENEURSHIP SUPPORT

Entrepreneurship is considered a key driver of economic growth and job creation all over OECD countries. Within this framework, promoting youth entrepreneurship is an area of growing policy interest for OECD national and local governments. Public policy can play an important role in stimulating motivations and entrepreneurial attitudes in young people and to provide the right set of skills to start-up and run a business. For framework conditions conducive to fostering the development of talents and youth entrepreneurship, taking appropriate action at the local level is of crucial importance.

The fundamental goal of the OECD LEED Programme and its Trento Centre for Local Development is to support policy-makers, practitioners and other relevant stakeholders who have to deal with local economic and employment development to evaluate and address the crucial questions related to policy choices and modes of implementation among development options based on an understanding of local potentials and limits. As such, through its activity programme, the OECD LEED Trento Centre seeks to develop capacities for the effective design and implementation of policies that are tailored to local needs and focused on the key drivers of local economic growth and well-being. LEED case study work, a review of the literature on youth entrepreneurship, and the input of members of the OECD LEED Forum on Partnerships and Local Governance have contributed to the development of a criteria list of good practice with three dimensions and a number of important principles. The criteria list can act as an aide in designing public policy and local action.

I hope you will find the handbook useful for your work and will be inspired by the selection of twenty-eight good practice initiatives in twelve countries that sketch out the approaches and steps undertaken by national and local governments, schools, universities and other organisations to create entrepreneurial mindsets and to enhance business start-up activities amongst the young.



Stefano Barbieri
Head of OECD LEED Trento Centre for Local Development

PROMOTING YOUTH ENTREPRENEURSHIP

Youth entrepreneurship is a critical element in the development of sustainable knowledge economies due to the creativity and innovation of young people. It is appropriate for the current times as young people are most severely affected by the financial crisis as evidenced by the significant rise in youth unemployment. In this context, we need to reflect upon the role of public employment agencies, universities, incubators and business plan programmes in promoting youth entrepreneurship.

In the framework of the OECD LEED Forum on Partnerships and Local Governance, this handbook explores a surprisingly neglected issue in the current debates about entrepreneurship support – the role of tailored support for youth entrepreneurship. It presents the results of a diverse range of initiatives to promote and to support youth entrepreneurship and outlines their experiences in addressing the major challenges faced by policy makers to meet the needs of young entrepreneurs and innovators. The studied material is categorised by dimensions, with their associated principles, that build a template for understanding the dynamics of youth entrepreneurship support and how best to develop initiatives and organisations for these emerging themes. For practitioners, a number of suggestions and recommendations are provided. In the area of entrepreneurship education, it stresses, among other issues, the importance of integrating entrepreneurship in the broader curriculum, using interactive training methods and the use of successful entrepreneurs as inspiring teachers and mentors.

This publication is one amongst a number of recent and forthcoming works on the local importance of entrepreneurship prepared by LEED Programme and from my experience in working in Pobal, I have found information garnered from LEED to be invaluable. This publication will highlight the importance of support to young entrepreneurs and the need for this to be part of a policy package to generate economic development and innovation.

I would like to thank the OECD LEED Forum on Partnerships and Local Governance for this work and I hope it inspires policy decision makers and practitioners to take a keen interest in youth entrepreneurship support.



Denis Leamy
Chief Executive of Pobal, Ireland

ACKNOWLEDGEMENTS

Andrea-Rosalinde Hofer of the OECD LEED Programme developed the criteria list and edited this handbook together with Austin Delaney, research trainee at the OECD LEED Trento Centre.

Special thanks are extended to Alain Fayolle of EM Lyon and Jonathan Potter of the OECD LEED Programme for their useful comments on the criteria list, to Mark Steve Beittel of the University of Trento for explaining the 'Shooting for the Moon' concept – and to all the people, who provided information on the initiatives presented in this book, for their openness and collaboration.

The handbook benefitted from the October 2009 Trento Centre capacity building seminar 'Getting the young into jobs. The Role of Partnerships'. Thanks are extended to all delegates for engaging in a lively discussion about the relevance of youth entrepreneurship in today's public policy approaches towards youth employment. Some of the good practices discussed in Trento are presented in this handbook. Very helpful support in organising the seminar and all the work around the handbook was provided by Elisa Campestrin, Laura Nardelli and Roberto Chizzali of the OECD LEED Programme, and Irena Jatro, Inga Krekele, Natalie Akstein, Lucy Pyne, and Adele Pezo, research trainees and at the OECD LEED Trento Centre.

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INTRODUCTION

Very often becoming an entrepreneur is the result of a personal decision making process including assessments of opportunities and their costs (being employed, being unemployed, being one's own boss), risk-reward relationships (what is at stake), and others. Values, beliefs and behaviours, embedded in the culture of a country and a place, influence this decision. Entrepreneurship education and start-up support, with its two-fold purpose of contributing to the creation and development of entrepreneurial attitudes and motivations and developing the skills needed to successfully run and grow a business, can play an important role in the decision making process. Promoting youth entrepreneurship has become an area of growing policy interest all over OECD countries and beyond. This OECD definition of entrepreneurship encompasses both the act of running one's own businesses, and being the entrepreneurial manager or employee of a firm. This book draws on this definition, but sets the focus on the former. Over the last decade, the OECD Local Economic and Employment Development Programme (LEED) has produced policy documentation about the positive role of youth entrepreneurship in local development and gave advice on how youth entrepreneurship can be promoted and supported locally by partnerships of public and private agents, underlining the key functions carried out by schools, universities, incubators and business support agencies.

LEED works – Putting the Young in Business: Policy Challenges for Youth Entrepreneurship (2001); Entrepreneurship and Higher Education (2008) and Universities, Innovation and Entrepreneurship (2009) – show that many young job-seekers, aged between 16 and 35, have positive attitudes towards entrepreneurship, but only few will generate value through the creation or expansion of economic activity by identifying and exploiting new products, processes or markets. Only a small percentage of youth prefer starting their own business instead of dependent employment. Difficulties in accessing financing and appropriate premises are in survey studies often listed as the key barriers. Also, only few young people learn at an early age about entrepreneurship. Many inputs are required for successful entrepreneurship. Most important are entrepreneurship skills and competences. Motivated people need the right set of skills to identify entrepreneurial opportunities and to turn their entrepreneurial projects into successful ventures. Starting early in getting familiar with the idea that running one's own firm can be a potential career option is important and education has a core function in this. LEED research confirms that it is the local context that triggers the start-up and growth of new businesses. Generating and strengthening an entrepreneurial culture that attracts and stimulates talents should therefore be a core objective of local youth entrepreneurship support frameworks with entrepreneurship education, start-up support and opportunity creation, that is, making places conducive to youth entrepreneurship as key components. Local partnerships, involving schools, higher education institutions, training providers, business development services, local authorities and local businesses, are crucial to the creation and sustainability of such entrepreneurial ecosystems.

This handbook takes the discussion of what constitutes successful local entrepreneurship support frameworks further and seeks to provide a gateway for further exchange of good practices on this topic. It presents a criteria list that has emerged from LEED work on youth entrepreneurship, the academic debate and the work of practitioners. Its three dimensions are: opportunity, creation, entrepreneurship education and start-up support. The criteria list can be read as a 'tool' to self-assess and re-orient current strategies, structures and practices in youth entrepreneurship support. The selected good practice initiatives – ranging from Øresund Entrepreneurship and its extensive use of Facebook for student recruitment, to Finnish business succession courses that involve young entrepreneurs in 'real-life' incubation – offer inspiration, but also pressure, to adapt and go beyond the prevailing paradigms that some policy makers and practitioners may have with regard to youth entrepreneurship.

Work is underway to develop this criteria list further. It will be employed as assessment framework in LEED policy development and capacity building activities, with Skills for Entrepreneurship and Local Strategies for Youth Employment as two main projects in the next biennium. Readers are also invited to contribute to this exercise by sending comments on the criteria list and/or information on good practice initiatives to andrea-rosalinde.hofer@oecd.org.

LOCAL YOUTH ENTREPRENEURSHIP SUPPORT: GOOD PRACTICE CRITERIA

This criteria list for good practice in local youth entrepreneurship support is directed to those who are designing strategies and infrastructure for youth entrepreneurship; and to those who are active in entrepreneurship education and start-up support for young entrepreneurs.

The criteria list can be read as a tool to self-assess and re-orient strategies, structures and practices in youth entrepreneurship support grouped into the following three dimensions:

Opportunity creation

Making places conducive to youth entrepreneurship. The higher the recognition and appreciation for entrepreneurship in a place and the deeper entrepreneurial behaviour is embedded in society, the greater the public support for creating the necessary framework conditions, such as availability of financial, human and physical resources and information, the 'easier' it is to recognise opportunities and to turn them into business ventures.

Entrepreneurship education

Generating motivation, attitudes and competencies for entrepreneurship. Assisting the establishment of new firms is a key objective for entrepreneurship education, but not its only one. Creating entrepreneurial mindsets that drive innovation in existing firms is of equal importance, yet success is much more difficult to measure.

Start-up support

Providing a helping hand in business start-up without taking away the 'do it on your own'. It is all about making, entrepreneurship support systems accessible and attractive for young future entrepreneurs, and about rectifying market and system failures in financing and premises.

OPPORTUNITY CREATION

- There is broad appreciation for youth entrepreneurship in the local society.
- Clear incentives and rewards are in place for individuals in education institutions, such as teachers, professors and researchers, to motivate youth and support entrepreneurship through education, mentoring and the sharing of research results.
- There is appropriately designed outreach to potential young entrepreneurs in various environments, including the unemployed and those outside education.
- Opportunity promoting activities are regularly organised for young people to identify, understand and make productive, innovative use of assets, unmet demand and market niches in their local economy.
- Regular stock-taking, performance checking and improvement of youth entrepreneurship support activities are undertaken.
- Success is celebrated.

ENTREPRENEURSHIP EDUCATION

- There is commitment for entrepreneurship education at the management level of education institutions, and appropriate funding is available.
- Entrepreneurship education is part of elementary, secondary, vocational, and tertiary education.
- Entrepreneurial pedagogies with varying formats and learning environments are used.
- When entrepreneurship education is an option and not compulsory, the entrepreneurship education offer is widely advertised amongst students and measures are undertaken to increase the rate and capacity of take-up. For certain courses active recruitment is practiced.
- There is early exposure to the ‘world of business’. Entrepreneurs, firms, business support organisations and alumni are involved in the design of entrepreneurship education and its delivery.
- Possibilities for training in entrepreneurship teaching are available and take up is incentivised.
- Exchange of experience and lessons learned amongst entrepreneurship education initiatives is promoted and a network of institutions practicing entrepreneurship education exists at appropriate geographic/administrative level.
- Evaluation of entrepreneurship activities is systematically organised at the level of the education institutions and the relevant governmental organisation. Monitoring of impact includes immediate (post-course) tracking, and for secondary and tertiary education mid-term (graduation), and long-term (alumni and post-start-up) tracking is also practiced.

START-UP SUPPORT

- An entrepreneurship support structure with clear and accessible routes for youth is in place including attractive and specific youth support measures.
- There is close co-operation and referral between the different organisations involved in the support framework for youth entrepreneurship and roles are clearly defined.
- Entrepreneurship education activities and start-up support are closely integrated.
- Mentoring is organised.
- Facilities for business incubation exist and assistance is offered for youth to gain access.
- Access to financing is facilitated.

GOOD PRACTICE INITIATIVES IN LOCAL YOUTH ENTREPRENEURSHIP SUPPORT

The following section presents twenty-eight good practice initiatives set in place by national and local governments, schools, universities and other organisations in Austria, Canada, Denmark, Finland, France, Germany, Ireland, Portugal, Sweden, United Kingdom, the United States, and Ukraine. All of these initiatives demonstrate good practice across a wide range of the criteria that have been established. For each dimension some initiatives were chosen that illustrate very well how they met the criteria on that dimension.

Below an overview of the assignment of the initiatives to the different dimensions.

OPPORTUNITY CREATION

Y4: Promoting an entrepreneurial society in Central Finland. The Y4 initiative aims to involve all of the local society in a process whose result should be the broad appreciation for entrepreneurship, in particular for young entrepreneurs.

Gruender-mv.de: support portal for entrepreneurship in Mecklenburg-Vorpommern. Making information about entrepreneurship attractive, easily accessible and ubiquitous is the function of this Internet information and support portal in north-eastern Germany.

Flyingstart: online community for graduate entrepreneurship. Whether it's just an idea, an international high-tech venture, a social enterprise or a small consultancy, FlyingStart is geared up to support graduates realise their ambitions and support new businesses and to reward UK universities for establishing entrepreneurship support systems.

Opportunities for New York's hidden innovators. The US Network for Teaching Entrepreneurship in New York provides opportunities for entrepreneurial activities for young people from socially disadvantage backgrounds near one of the world's most successful business area, Manhattan.

School in! Business planning in Sachsen-Anhalt. Students from the age of 13 years are put in contact with the 'world of business' in a one-year programme that cumulates with a business plan competition.

Youth Entrepreneurship Challenge in New Brunswick. This is an annual bilingual entrepreneurship contest that combines with its 'green' agenda the spirit of entrepreneurship with environmental awareness.

Berlin-Brandenburg's business plan competition. This business plan education for the metropolitan area of Berlin with three phrases – firstly focusing on concept development, secondly on market research and finally on the financial dimension – uniquely lasts 8 months.

Entrepreneurship in Northern California: more bang for your buck. Evaluation concluded that participants who attended and completed the Entrepreneurship Camp have a greater comprehension of entrepreneurship and community involvement and basic sustainability principles than their non-participating peers.

Ballymun: area-based comprehensive and concerted youth entrepreneurship support. Youth entrepreneurship is important for Ballymun quarter in Dublin and there is a set of concerted actions in place for helping the young to start-up and run their own businesses.

Opening doors for youth: business succession in Finnish universities. This example demonstrates how business succession can function like a 'real-life' incubator that provides the young entrepreneur with opportunities for innovation and commerce.

ENTREPRENEURSHIP EDUCATION

Coolcash: Talbot Hill Elementary School's MicroSociety. Every October a school internal job fair is organised for elementary school students to choose their preferred activities and to get hired by a student run firm and government organisation or to start-up their own business.

Work4U: Empowering youth in Gmunden. Learning how to deal with 'real-life' issues is what Work4U-ers are doing daily in their own workshop. For the 15-18 years old this includes taking on responsibility for their 'job', working in a team, making decisions, and so on.

Camp Je: entrepreneurship vacation in Quebec. Camp Je offers teens, aged 13 to 17, a great opportunity to get familiar with the idea that becoming an entrepreneur is a very realistic and desirable career to follow.

Ireland Skills Development Programme for Young Entrepreneurs in Dublin. This initiative assists those who have considered self employment as an alternative to being unemployed or becoming long-term unemployed in getting the right skills base to run their own business.

Facelift for entrepreneurship with new social media in the Øresund region. Øresund Entrepreneurship demonstrates that cross-border university entrepreneurship education works well and that the use of new social media can make entrepreneurship education attractive.

Wismar on the way to the entrepreneurial university. Entrepreneurial skills development at the University of Wismar is integrated into all study programmes, also with the aim to reach those who have not considered an entrepreneurial career path so far.

Entrepreneurship masters – developing an individual route to success in Porto. The course aims to instil an entrepreneurial mindset into its students by challenging them to be leaders and by focusing on personal development.

Educating entrepreneurs for the World: entrepreneurship education at the EM Lyon Business School. Students are trained and supported in being entrepreneurs, social entrepreneurs or entrepreneur managers in different geographical and cultural contexts.

Cambridge Centre for Entrepreneurial Learning ensures that entrepreneurship courses at the University are taught by entrepreneurs, venture capitalists, business angels and bankers.

OPPE: resource tool in entrepreneurship education. OPPE, an Internet information data base in French language on entrepreneurship education in secondary and higher education, facilitates learning from good practices in teaching methods and pedagogical tools.

START-UP SUPPORT

Enterprise: journey for young people to succeed in Brandenburg. The initiative aims to motivate young people to stay in Brandenburg and qualifies them for planning, starting and finally running a business.

Making access to money easier: Youth strategy in Quebec. Youth Strategy offers young people, aged 18 to 35, financing and advice for running their own business. This successfully counters youth out-migration from rural areas.

Metropolis goes business: start-up incubation and business support for media firms in Babelsberg. This start-up incubation centre is specifically for the media industry and helps transforming innovative ideas into entrepreneurial activities.

Business clinic services for young companies in Jyväskylä. Young firms are offered systematic coaching and assistance services, which can be a crucial during their first years of existence.

Chalmers School of Entrepreneurship: matching technology and entrepreneurship. Chalmers School of Entrepreneurship is an educational platform for entrepreneurship skills and a pre-incubator for early-stage business ideas.

Incubation in Berlin: Beuth University. The initiative provides business incubation in proximity to research, assists team building and free use of office space and laboratories.

Make or Break: Concept2Venture at the University of Illinois-Chicago. This annual event identifies student business start-ups with high potential for success and signals to the University and the business community where to invest.

YBU: capacity building for entrepreneurship in Donetsk. YBU develops entrepreneurship opportunities for youth in post-industrial Ukraine.

Finland

Y4: PROMOTING AN ENTREPRENEURIAL SOCIETY IN CENTRAL FINLAND

Rationale and general information. The Y4-entrepreneurship process "Yrittäjyys Ylös Yhteiskunnassa Yhteistyöllä" (English: Promote Entrepreneurship in Society by Co-operation) started in 2002 as an initiative of various public and private actors in Central Finland with the aim to create a conducive overall framework for entrepreneurship development. The goals are the promotion of an entrepreneurial culture, instilling entrepreneurship into local decision marking and the removal of administrative and cultural barriers to entrepreneurship. In 2005, with the creation of the post of a Y4 process co-ordinator and a Y4 web site, further steps towards the institutionalisation of the Y4 process have been successfully completed.

Timeframe. Since 2002, no time limit.

Budget and financing sources. The annual budget is EUR 200 000 plus around EUR 76 000 annual salary costs for the co-ordinator. The budget is funded by the Municipalities of Central Finland (50%), and by the Regional Council of Central Finland, and the EU.

Human resources. 1 co-ordinator (full-time).

Activities. Every year over 100 activities, including workshops, seminars, and conferences, as well as open-days of participating institutions are organised to gather, discuss and disseminate information about business and community needs. The activities have also been expanded to other regions.

Start-up and young companies are offered free access to a mentor and patron panel.

The work of the co-ordinator includes co-ordination of the Y4 process as a whole, further strengthening key traits of entrepreneurial thinking and action, and the evaluation of related policies and programmes throughout Central Finland. The following four sectors have therefore been underlined: entrepreneurship evaluation; entrepreneurship juries at the regional and sub-regional levels; Y4 entrepreneurship agreements; and Y4 development projects.

Partners. 42 organisations are partnering in the process. The long list includes local companies, business associations, the Chamber of Commerce, local governments, elected officials, civil servants, schools, vocational and professional training institutions, public and private employment services, trade unions and employer organisations, the universities of Jyväskylä and other institutes of higher education, and different non-governmental organisations. The Chamber of Commerce has taken over the leadership.

Success factors.
Creation and maintenance of an entrepreneur-friendly environment, where supportive and pro-active attitudes towards entrepreneurship have been anchored within the public administration and public and private support structures.

Local governments added prior impact assessment of policies and regulations on entrepreneurship development as additional criteria to local decision-making. This created a common understanding of business and community needs, in particular also what concerns the needs and expectations of young entrepreneurs.

Achievements.
- 10 000 active players.
- Number of enterprises has almost tripled since Y4-start.
- All the municipalities in Central Finland region are involved in promoting Y4 through their own organisations and the Y4 Entrepreneurial Agreement.
- 61 partner, or "Entrepreneurship Agreement", organisations.
- Winner of European Entrepreneurship Award competition.

Website.
www.y4.fi

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Notes.

OPPORTUNITY CREATION

Germany

GRUENDER-MV.DE: SUPPORT PORTAL FOR ENTREPRENEURSHIP IN MECKLENBURG-VORPOMMERN

Rationale and general information. Making information about entrepreneurship attractive, easily accessible and ubiquitous is GRUENDER-MV.DE's motto. GRUENDER-MV.DE offers direct, up-to-date and in due course assistance for business founders and young enterprises. Information and services are delivered through the Internet, which greatly helps to prepare for, accompany and facilitate business start-up and early establishment processes.

GRUENDER-MV.DE functions as a 'virtual' bondage for start-up support projects and organisations and provides easy access to them. The Internet portal also allows to differentiate the service offer and intensify and tailor certain components to the needs of their target groups, such as for example students and university people. GRUENDER-MV.DE creates synergies and enhances innovation in business start-up support services and their delivery.

GRUENDER-MV.DE was the first Internet-based information and service portal for business start-ups and remains one of the regional entrepreneurship internet portals in Germany. Internet usage in Mecklenburg-Vorpommern is high as population density is very low (72 inhabitants per square kilometre) and the Internet is an important means for business founders and entrepreneurs to access information and support independent from location and business hours. All information and services have are focused on characteristics and assets of Mecklenburg-Vorpommern and the aim is to enhance the development of innovation in products and services.

Timeframe. GRUENDER-MV.DE started in 2000 and has grown since then in terms of content and functions.

Budget and financing sources. The annual budget of EUR 170 000 is co-financed by the Ministry of Economics, Labour and Tourism of Mecklenburg-Vorpommern and the European Social Fund.

Human resources. Two full-time on-line editors.

Activities. GRUENDER-MV.DE serves as key platform for other business start-up support projects in Mecklenburg-Vorpommern, such as the Mentoring Programme and Bridge MV, the business succession support initiative. GRUENDER-MV.DE runs a telephone hotline assisting start-ups, radio and television spots, advertising and articles in newspapers and magazines, as well as raising awareness in schools.

Would-be-entrepreneurs and business founders get from the GRUENDER-MV.DE website up-to-date news and information on business start-up and growth, contact details of people in charge of support programmes and useful projects, downloads (sample business plans, etc.), video podcasts on successful young entrepreneurs.

The E-Commerce Award, first issued in 2006, aims at fostering entrepreneurial growth by increasing the understanding of opportunities resulting from ICT application in sourcing production means and selling products and services. It helps increasing interest in business growth as especially in peripheral areas e-commerce can help to overcome the barrier of insufficient local market capacity. The E-Commerce Award initiative is complementing the virtual market place, where start-ups and young companies can present their businesses and advertise their products and services for free.

Partners. Key partners are Chambers of Industry and Commerce and the Chambers of Crafts in Mecklenburg-Vorpommern, public employment agencies, entrepreneurship centres of higher education institutions, technology and business incubation centres, public development bank of Mecklenburg-Vorpommern.

Success factors.

- Offer up-to-date and tailored services.
- Be flexible and non-bureaucratic.
- Take things serious and being professional.
- Maintain and expand networks, also beyond Mecklenburg-Vorpommern.

Achievements. Most importantly, GRUENDER-MV.DE with its publicity has significantly contributed to the emergence of business friendly environment and a 'fertile ground' for business start-ups in Mecklenburg-Vorpommern.

At the moment GRUENDR-MV.DE has around 1 300 clicks per day. Most clicks in the download area: sample business plan and videos with around 1 400 downloads per month.

Website
www.gruender-mv.de

Contact.
Grit Gehlen and Matthias Sachse: redaktion@gruender-mv.de

Notes.

United Kingdom

FLYINGSTART: ONLINE COMMUNITY FOR GRADUATE ENTREPRENEURSHIP

Rationale and general information. Whether it's just an idea, an international hi tech venture, a social enterprise or a small consultancy FlyingStart is geared up to support graduates, up to five years out, realise their ambitions and support new businesses. FlyingStart is an Internet platform where students and graduates get information and access to services. It also facilitates the establishment of Enterprise Societies at UK universities.

FlyingStart is an initiative of the National Council for Graduate Entrepreneurship in the UK.

Activities. As a personal system FlyingStart offers students and graduates help to develop and start their business and make it succeed. Members have access to a database of all available funding and grants in the UK, can network with over 10 000 graduate entrepreneurs, and can ask hundreds of experts in accounting, tax, law, sales, marketing, PR, business support, planning, etc. for advice. Members can set a profile page and a 'marketplace', and can choose a (online) mentor and a support team. Furthermore FlyingStart regularly published features of successful FlyingStart-ers.

FlyingStart is an important tool to establish and to develop Enterprise Societies (clubs, dedicated events, etc.) at UK universities. FlyingStart is offered free to universities. The system allows to create own websites and offers a system to recruit and network with members and create blogs and forums, and upload events and documents to keep members/supporters informed. FlyingStart is wholly customised for each of the participating universities; a content management system allowing each society complete control over the content, communications and presentation. FlyingStart also offers funding for university entrepreneurship support through workshops and other activity.

FlyingStart manages a number of national programmes. National FlyingStart Programmes have the sole aim of having graduates trading or growing businesses within 12 months. Programmes have up to 30 participants and provide one-to-one mentoring, support and training needed to turn 'every idea into a business'. It starts with a 3 day residential followed by 12 months support and is free. Each Enterprise Society will be offered places on all national and regional programmes.

Success factors.

- Easy access.
- Internet based.
- Involvement of universities.

Achievements.

- A network of 13 000 + students/graduates already registered.
- Over 25 000 members online.
- 442 active mentors.
- Investment secured from National FlyingStart Programmes: GBP 1 095 540.
- 524 workshops organised with 7 684 attendees.

Website.
http://www.flyingstartonline.com

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Notes.

United States of America

OPPORTUNITIES FOR NEW YORK'S HIDDEN INNOVATORS

Rationale and general information. The Network for Teaching Entrepreneurship (NFTE) is an international non-profit organisation which aims to provide entrepreneurship education programmes and initiatives to young people from socially disadvantage backgrounds. NFTE was founded in New York and its headquarters remains there, it is also very appropriate area for NFTE operations as socially disadvantages communities exist alongside one of the world's most successful business area, Manhattan, which also has the world financial capital, Wall Street. The NFTE programmes in New York are among its oldest and largest operations and arguably, one of its most successful operations, reflecting the success of the organisations's curriculum and its underlying principles. NFTE achieves its mission by:

1. Creating engaging, experiential curricula and tools to improve academic, business and life skills.
2. Training and supporting teachers and youth professionals.
3. Partnering with schools, community-based organisations, and post-secondary institutions.
4. Offering volunteers opportunities that link students to practical work experiences.
5. Connecting the educational and business worlds in the classroom.
6. Providing support services to programme graduates.
7. Demonstrating outcomes of entrepreneurship education through research.
8. Building public awareness to expand entrepreneurship education.

The curriculum of the NFTE generally involves the teaching of business concepts, practice skills including negotiation and pricing, this skill in particular is enhanced by organised field trips to a wholesale district, where the students buy goods to sell later in a 'selling event' at their school or after-school programme. There is also the development by each student of a business plans for their own individual business, which are then submitted to Business plan competitions. The successful winner of the individual programme competition can then partake in the regional competitions, organised by the NFTE offices and programme partners in an area. Following on from that, there is a national business plan competition for NFTE students each year with the winning students receive a trip to the annual awards dinner in New York City and a grant to apply toward their business or college expenses. The curriculum may be used in a semester-long or year-long entrepreneurship course. It can be part of an existing course, or used for an after-school programme or intensive camp. The programs are offered in a variety of settings, including public schools, after-school programs at community-based organisations, and intensive summer business camps.

Timeframe. From 1987 ongoing.

Activities. There are four main programmes in New York:

NFTE NY Metro Area Programmes is the main programme in New York which each year sees close to 2,500 students graduating from the various NFTE's entrepreneurship programmes. These programmes are located at 50 sites throughout the four boroughs (Queens, Manhattan, the Bronx, and Brooklyn) of New York. The NFTE NY Metro is reaching more and more young people in the New York metropolitan area through expansion of its existing programmes as well as through the formation of new partnership with local public services and NGOs.

Youth Entrepreneurship Programmes is an interactive programme which seeks to replicate business environments by having field trips to the wholesale district, selling events and also by engaging with local entrepreneurs. In addition, there are classes in entrepreneurship, on its own or interwoven with other relevant subjects include mathematics, business and economics. The outcome of this programmes see each student present their own business plan.

BizCamp is a two six week intensive programme operated in the summer and includes interactive fields trips as well as engagements with successful entrepreneurs so students can get an insight into the world of business and entrepreneurship. In addition, there are competitions for funding of businesses proposed by the students.

Business Incubator Programme is a matching programme that links NFTE alumni who want to start their own company with experienced business mentors. There are organised meetings twice a month and the young entrepreneurs should benefit from the transfer of practical knowledge of business formation and expansion as well as the psychological encouragement of seeing a successful entrepreneur. There are 2 incubators running in New York, one facilitated by the NY Junior League for students at the beginning state of their business and the other one is for students with more advanced business plans.

Partners. New York City Council, New York City Department of Education, YMCA of Greater New York.

Success factors.

Staff development. NFTE has greater emphasis on teaching training to ensure successful induction into the NFTE work and also for to try to ensure a high level of staff retention. NFTE has a four-day intensive training programme that prepares teachers and youth workers to deliver fun and engaging entrepreneurship education by focusing on the tools and methodology for teaching school students the dynamics of entrepreneurship. These motivated teachers are then able to bring these successful innovative teaching strategies to the classrooms and groups which are critical to inspire students into entrepreneurial activity.

Interactive programmes. The orientation of these programmes is towards more practical engagement with the world of business rather than the theoretical study of commerce and entrepreneurship. The incorporation of interactive features into the programme is more likely to grab the student attention, by challenging them to do some business activity and so there is no passive learning which could alienate the students. This will also lead to a real understanding of the challenges of setting up and running a company.

OPPORTUNITY CREATION

Achievements. NFTE has taught more than 280 000 young people, has more than 1 500 active Certified Entrepreneurship teachers and has programmes in 21 states in America as well as in 11 other countries.

Through various programs, the NFTE in New York works with 5 000 students each year in more than 100 middle schools, high schools, and community-based organisations.

Evaluation by Harvard Graduate School of Education found that NFTE's entrepreneurship programme is effective in keeping students in school and is a significant factor in motivating students to engage in education and learn new skills and competencies. In specific figures:

- Interest in attending college increased 32%.
- Occupational aspirations increased 44%.
- Independent reading increased 4%.
- Leadership behavior increased, 8.5% as starters/founders of activities and 13.2% as leaders.

Website.
www.nymetro.nfte.com/

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Notes.

Germany

SCHOOL IN! BUSINESS PLANNING IN SACHSEN-ANHALT

Rationale and general information. futurego. Sachsen-Anhalt is a business plan competition for students from 8th grade on (13 years and older). The objectives are to bring students already at this age closer to the world of business and to increase the number of business start-ups. Students have one year to prepare business plans. Seminars and individual coaching sessions are organised to support the students in this activity. The 10 best team or individual proposals receive awards ranging from EUR 200 to EUR 1 000. The best business plans in the areas of mathematics, information technology, natural sciences and technology are awarded a special prize of EUR 300. All prizes are sponsored from regional firms. There are cases in which regional firms became mentors of partners in the realisation of business ideas. Today 36 schools are participating in futurego. Sachsen-Anhalt. Trainings are also organised for teachers. The contents and formats of the seminars and workshops are developed by futurego. Sachsen-Anhalt Staff in close collaboration with business people and business support specialists.

In May 2009 a new project, proego. Sachsen-Anhalt, started with the aim to establish early on contacts between students and the region's leading entrepreneurs. Intensive meetings are organised in on a small scale for around 30 student participants, aged between 15 and 21 years, and a couple of firms, who are regularly sponsoring future ego competitions, to solve in collaboration some key real business issues. The idea is not to perform best on technological knowhow, but to demonstrate soft skills, such as creativity, team sense and problem solving. Students are invited to apply with a letter of motivation. The letter is the main basis for selection.

The Institute for Innovation und Entrepreneurship at the Martin-Luther-Universität Halle-Wittenberg is co-ordinating futurego. Sachsen-Anhalt and proego. Sachsen-Anhalt.

Timeframe. Annual competitions from 2005 onwards; confirmed until 2011.

Budget and financing sources. The annual budget of EUR 136 500 is financed by the Ministry of Economics and Labour of Sachsen-Anhalt and the European Social Fund. Regional firms sponsor the prizes for the annual competitions in the amount of EUR 10 000 are sponsored by regional firms.

Human resources. One full time and one part-time staff.

Activities. On futurego. Sachsen-Anhalt: The business plan competition is organised in two-phases. In the first phase students present their business idea in an "idea paper", of approximately 5 pages. All "idea papers" are developed into a business plan in the second phase of the competition.

Region-wide seminars and individual coaching sessions are organised over the period of 12 months.

On proego. Sachsen-Anhalt: regular intensive problem solving workshops for selected students and regional leading firms.

Partners. Both initiatives partner with schools and firms in Sachsen-Anhalt and with government agencies.

Success factors.

- Get students motivated for entrepreneurial thinking and acting.
- Network of schools and collaboration with other youth entrepreneurship support initiatives.
- Establishing contacts and relationships between schools, students and regional firms.

Achievements.

On futurego. Sachsen-Anhalt:

- First round 2005/06: 300 students, 59 teams and 80 seminars, 58 business plans.
- Second round 2006/07: 431 students, 121 teams, 92 seminars, 62 business plans.
- Third round 2008/09: 440 students, 110 teams, 103 seminars, 65 business plans.
- Fourth round 2009/10: 350 students, 135 teams, 114 workshops, 93 business plans.
- Fifth round: 2010/11: started in July 2010.

On Proego. Sachsen-Anhalt:

- Second round 2009: 27 students, 3 firms.

Website.

www.futurego.de

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Notes.

Canada

YOUTH ENTREPRENEURSHIP CHALLENGE IN NEW BRUNSWICK

Rationale and general information. Youth Entrepreneurship Challenge is a fully bilingual entrepreneurship contest designed for high school students. Its mandate is to foster entrepreneurship by rewarding students who demonstrate creativity, leadership, communication skills and innovativeness.

Youth Entrepreneurship Challenge receive approximately 60 team submissions totalling roughly 180 students; the gender breakdown is very close 55% female and 45% male. Participation is fully managed online through the Youth Entrepreneurship Challenge web portal.

The prize award ceremony is held at the prestigious Capitol Theatre every year in May.

This year's competition has an additional theme, "Green", in order to combine the spirit of entrepreneurship and environmental awareness together to help find ideas and solutions for the well-being of the planet. The best green business ideas developed as business plan for a product or service can win up to CAD 3 000.

Timeframe. This is an annual competition that coincides with the academic year. The competition is normally launched in November and students have until mid-April to submit their entries, with the finale held in mid-May.

Budget and financing sources. The total budget for the Youth Entrepreneurship Challenge is approximately CAD 45 000. The event is fully financed by contributions from private and public sector partners.

Human resources. Enterprise Greater Moncton dedicates one person to overall coordination and management of the event, with additional resources assigned as needed for various functions. The Youth Entrepreneurship Development Initiative Network also provides resources in support of the event.

Activities. Youth Entrepreneurship Challenge is organised in three categories.

1. Creating a Business Idea, with a business plan for a product or service. The prize for winning ideas is up to CAD 3 000.
2. Summer Venture. Developing a real business plan gives students the opportunity to create and run their own business for the whole summer. Winners receive up to CAD 1 000 in addition to a CAD 3 000 government loan.
3. Youth Community Engagement. Individuals, groups or even entire schools can participate by submitting an idea for a new community service. Winners will receive a CAD 500 donation to the charity or non-for profit organisation of their choice.

Partners. Enterprise Greater Moncton is the lead organisation with the support of the Youth Entrepreneurship Development Initiative Network, Co-op Atlantic, the New Brunswick Innovation Foundation, TD Canada Trust, the Province of New Brunswick and the Atlantic Canada Opportunities Agency.

Success factors.

- Increased awareness of entrepreneurship as a career option.
- Development of key entrepreneurial skills.
- Engagement of private sector in youth development activities.

Achievements. Increased participation from both schools and total number of students in each of the five years the programme has run.

Winners have come from throughout the province.

Some Summer Venture winners have maintained their enterprise over multiple seasons.

Website.
www.entrepreneurshipnb.ca/



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Notes.

Germany

BERLIN-BRANDENBURG'S BUSINESS PLAN COMPETITION

Rationale and general information. An important instrument to promote entrepreneurship in the metropolitan area of Berlin-Brandenburg is the Business Plan Competition Berlin-Brandenburg (BPW). BPW is organised by Investitionsbank Berlin, Investitionsbank Brandenburg and Vereinigung der Unternehmensverbände (consortium of business associations) in Berlin and Brandenburg, in conjunction with the Minister of Economics of the Federal State Brandenburg and the Senator for Economics, Technology and Women's Affairs Berlin.

Timeframe. Since 1996 every year; BPW has a duration of 8 months.

Budget and financing sources. Plan Competition Berlin-Brandenburg is fully privately financed. Annually approximately EUR 250 000 of sponsor's money are available for activities and prizes.

Human resources. The number of people involved in the organisation of the competition and its activities depends upon the number of participants.

Activities. The competition itself has three phases: the first phase focused on the idea and concepts of potential products and services, second phase is about analysis of the existing market place and the third phase is about the financial tools and requirements of the potential entrepreneur. Participation is free of charge and registration is on-line. The support offered include: learning and know-how; feedback by a jury; coaching; contacts; prize money. Participants can enter the competition also in the second or third phase. Participation to seminars, coaching sessions and networking is also open to people not submitting a market analysis or a business plan. In the third phase 26 business plans are awarded prize money of up to EUR 10 000.

Partners. A vast number of companies, universities and other institutions are partners of the competition.

Success factors.

- BPW is open for everyone who has an idea and wants to turn it into a business venture.
- BPW is open to any kind of organisations or individuals that want to contribute with their know-how in entrepreneurship.
- Professional support and recognition of excellency and uniqueness.

Achievements. In the period 1996-2007, 4 354 business ideas were submitted and served as the basis for the formation of several companies. 1 126 companies with 5 154 jobs are still in the market.

Website.
www.b-p-w.de/2010/index.php

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Notes.

United States of America

ENTREPRENEURSHIP IN NORTHERN CALIFORNIA: MORE BANG FOR YOUR BUCK

Rationale and general information. The Northern Rural Training and Employment Consortium organises a 3-day Entrepreneurship Camp. This initiative is part of the Northern California Employment Network's (NCEN) activities and was strategically designed to provide career, higher education, civic involvement, social development and most importantly, entrepreneurship development for youth. On average 18 young people participate each year.

Based on NCEN's staff, the project team, workshop trainers, parents and independent observers' experience with the students, the support and delivery of the Entrepreneurship Camp was customised to meet the needs of all participants. The Entrepreneurship Camp demonstrated to be a proven success. Entrepreneurship Camp surveys and evaluations conducted by Insight, the project implementing team, has concluded that participants who attended and completed the Entrepreneurship Camp have a greater comprehension of entrepreneurship, career choices, community involvement and basic sustainability principles than their non-participating peers.

Timeframe. The assessment information is from the original initiative July 28 – August 1, 2008. The programme is ongoing.

Budget and financing sources. The budget of USD 50 000 is co-financed by the US Department of Labor (USD 10 000) and by private sector donations (USD 40 000). The US Department of Agriculture is also involved.

Activities. The 3-day Entrepreneurship Camp offers a rich programme including the following activities:

Understanding the local market. All participants learn how to identify and evaluate market opportunities through research, interviews and surveys of local people, and they learn how to build and maintain relationships by networking in a business environment and how to get involved with community development. Game activities and simulations are organised.

Using computers, basic communications and other technologies. Participants learn how to use different computer programmes, print media and Internet to support their business.

Time management skills and task completion. Participants get familiar with the concept of keeping up with tight timelines and multiple task accomplishment by doing their Camp assignments. There was a 90% punctuality rate in relation to workshops and Entrepreneurship Camp attendance. 97% of students completed the required workbook assignments, business plan development and presentation, developed and presented PowerPoint presentations, participated in all Business Camp. Each student completed the required 30-second elevator pitch, and submitted a 20-page business plan.

Working in co-operative groups. All participants actively engaged in group activities and simulations that included in-

teractive learning strategies, public speaking and analytical thinking using a multi-disciplinary approach.

Partners. Northern Rural Training and Employment Consortium (NORTEC) is the lead organisation with local banks, chambers of commerce, Rotary and Soroptimist Clubs, community based organisations participating.

Achievements. NCEN conducts a pre- and post-Camp evaluation which measures student's business opinions, attitudes, as well as, business knowledge.

In the July 28 – August 1, 2008 NCEN Youth Entrepreneurship Camp students surveyed for the pre-evaluation scored a 51.5% correct in a business knowledge test as a whole group. The males in this programme scored 47.5% correct and the females scored 55.5%. Most impressive in this programme was that in just 3 short days, the post-evaluation showed that the entire group increased 22.5% for a score of 74% correct in the same test compared to the pre-evaluation. Pre-survey results also showed that only 16.6% of the participants felt they had the skills to make good decisions about business in the pre-evaluation survey compared to the post evaluation results of 50%.

Website.
www.nortec.org

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Notes.

Ireland

BALLYMUN: AREA-BASED COMPREHENSIVE AND CONCERTED YOUTH ENTREPRENEURSHIP SUPPORT

Rationale and general information. Youth entrepreneurship is important for the Ballymun quarter in Dublin and there is a set of concerted actions in place for helping the young to start-up and run their own businesses. Ballymun Whitehall Area Partnership is a local development company that engages with schools and provides training for teachers to help students set up micro-businesses in Ballymun. Local Development Companies in Ireland are funded by The Local and Community Development Programme managed by Pobal on behalf of the Irish Department of Community, Equality and Gaeltacht Affairs.

Ballymun Whitehall Area Partnership supports youth entrepreneurship with programmes in three main areas: firstly teaching secondary school teachers to develop their entrepreneurial teaching skills, secondly teaching entrepreneurship to young people, and finally the establishment and support of a local enterprise centre. The aim is to develop an area-based comprehensive and concerted support system.

The first programme assists teachers with ideas that compliment the current school curriculum, specifically for visits, projects and lesson planning and is supported by the School Principals Network that meets monthly and oversees education in all schools in the area. Support is given to teachers in two ways: firstly, a teachers network bulletin, which is delivered to teachers' email addresses and secondly by introducing new teachers to the community, which offers them first-hand experience of where their students live.

The second programme teaches entrepreneurship to young people to enhance their economic productivity by improving their business, academic and life skills and is delivered both in-school as part of the school curriculum and out-of-school in youth clubs and special projects. Each business receives a small grant to start their business to give the initial cash injection to produce a product or service. Students get to engage with successful established entrepreneurs in both a business and social context and get exposure to community leaders and successful businesses both locally and nationally. This programme is part of the Network for Teaching Entrepreneurship (NFTE), Ireland.

Finally, young people are supported during business start-up and thereafter with a special incubation programme. The Ballymun Whitehall Enterprise Centre is a 700 square meter social enterprise with 21 incubation spaces in Ballymun. The Centre offers business development and entrepreneur training which seeks to develop entrepreneurial skills and thought processes necessary for company development. Companies can locate their business in the Centre for four years and are encouraged to recruit local residents as there is a high rate of unemployment or underemployment, that is people tend to work within unskilled and semi skilled manual labour, in Ballymun. Most of the centres clients are under 35 years old.

Activities. The first programme creates and distributes a Teachers Bulletin which highlights enterprise in the commu-

nity and documents enterprise ideas for teachers to incorporate into their lesson plans. Teachers are introduced to the incubation centre and enterprise and entrepreneurship programme of services. The second programme organises entrepreneurship training in secondary level schools. Students work in teams of three to set up micro businesses. The programme includes teacher participation in the youth entrepreneurship training to help teachers deliver the programme. This year one of the businesses promoted was a talent competition based on X Factor. A large number of students participated as competitors in a half-day event that had 400 spectators, a differentiated pricing strategy and an incentivised attendance strategy. The event has great potential for replication and generated a net profit of more than EUR 800.

The Enterprise Centre activities consist of:

- One to one business mentoring sessions.
- One to one advice and guidance sessions.
- Basic FETAC accredited pre-incubation training.
- City and Guilds business start up programme.
- Grow Entrepreneurs Through IT (GET-IT) Three tiered computer training programme.
- First Steps to Success – micro finance business mentoring programme.
- Revenue Tax Online Programme and Bookkeeping Training.

Partners. Ballymun Whitehall Area Partnership is partnering with local banks, local Schools, North Dublin Chamber of Commerce, the Job Centre, social welfare agency, Pobal and NFTE.

Success factors. For the first programme, there are 60 teachers signed up to receive the bulletin which offers visits, projects and lesson planning for teachers in the local area. It helps students to relate to the subject as the material is connected to their local area.

The second programme results in significant personal and professional successes for students as the business ventures allow for expression of their creative nature and also for them to interact and understand the world of commerce and in particular, the operations of local businesses.

The Enterprise Centre's success is due to its structured training programme; an affordable business location and like-minded entrepreneurs provide a personal support network.

Achievements. From the entrepreneurship education in second level schools one business venture 'Trinity's Got Talent' successfully got through to the Regional Finals and will compete in the National Finals in the Helix Theatre, Dublin.

The number of teachers and students benefiting from the second programme is constantly rising.

The Enterprise centre has seen a:

1. Reduction in the number of people on social welfare.
2. Creation of further employment opportunities in the local area.
3. Creation of a culture of entrepreneurship.

Website.
www.ballymun.org; www.pobal.ie; www.nfte.ie

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Notes.

OPPORTUNITY CREATION

Finland

OPENING DOORS FOR YOUTH: BUSINESS SUCCESSION IN FINNISH UNIVERSITIES

Rationale and general information. The Business Succession School (BSS) was established in 2005, by the Lahti University of Applied Sciences and FINPIN. FINPIN was founded in 2002 at the initiative of the Rectors Association. Its mission is to promote knowledge and innovation-based entrepreneurship in Finnish higher education institutions. The goals of FINPIN are to develop interesting teaching opportunities horizontally amongst the Finnish universities of applied sciences, and to increase awareness on the importance of entrepreneurship education and its impact on the Finnish economy, in particular with regard to business succession. 26 out of 28 universities of applied sciences partner in the FINPIN initiative.

The initiative was started in recognition of the national need for business successors. In 2004, it was believed that 60 000 to 70 000 firms out of the 240 000 firms making up the total business stock in Finland, would close their doors by 2014 due to succession uncertainties. The number of retiring entrepreneurs in western EU countries is estimated at 675 000 over the same period. Business ownership in Finland is estimated to last an average of 25 years, which is twice the Swedish average (12-14 years) and more than 3 times the US average (7 years).

The BSS trains business successors and assists retiring companies in organising the hand- over process. After a one-year research period on the role of universities of applied sciences (UAS) in the business succession process, the first BSS was established at the Lahti University of Applied Sciences. A questionnaire was completed by 600 students out of which 112 were selected for a test and 60 passed a detailed interview. 32 students were then selected to participate in the pilot programme. During the 2006-2008 period, 7 other universities of applied sciences implemented their own business succession support programmes. Graduates are awarded a nationally recognised certificate issued by FINPIN, the respective university and the Finnish Ministry of Employment and Economics (15 ECTS).

The pilot programme was carried out from October 2005 to April 2008. Since then, BSS activities have been integrated into curricula. An evaluation of the programme was carried out for the 2006-2009 period under the request of the Ministry of Labour and Economics.

Timeframe. From 2005 ongoing.

Budget and financing sources. Total expenses during the pilot programme added up to approximately EUR 264 000. The budget was financed by the European Social Fund, the Finnish Ministry of Trade and Industry (Ministry of Labour and Economics as of 2008), and participating UASs.

Human resources. During the pilot programme, 1 project manager, 2 private consultant companies, over 30 teachers from 8 UASs, experts from business support organisations, and entrepreneurs were involved.

Activities. Activities are organised around 3 themes: educating business successors (project work, business succession plan as thesis project), practical experience (working in enterprises, entry/take-over strategy), and assistance with business succession (ownership transfer process, competences transfer process, management transfer process).

The programme for business succession mentors conducted at the University of Applied Sciences of Satakunta has certified 8 mentors so far.

National meetings amongst BSS educators are organised every 2 years. Networking meetings for students are also organised on a regular basis.

Partners. Main partners are the 8 involved UASs, the FINPIN, regional representations of the Ministry of Labour and Economics, entrepreneurs/business associations at the national, regional and municipal levels, business incubation centres, business support organisations, and individual entrepreneurs and firms.

Success factors.

- Multidisciplinary background of students.
- Co-operation and networking.
- Involvement of representatives of the private and public sectors.
- Need for business successors in Finland.

Achievements. All participating UASs are in their second or third programme cycles. Also in Lappland a consortium of 1 university, 2 UASs and 2 vocational schools will soon start a Business Succession School. There is increasing interest in business succession and the amount of BSS graduates taking over businesses is growing.

Website.
www.jatkajakoulu.fi, www.finpin.fi

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Notes.

United States of America

COOLCASH: TALBOT HILL ELEMENTARY SCHOOL'S MICROSOCIETY

Rationale and general information. Every September is Micro Academy time at Talbot Hill Elementary School!

Talbot Hill Elementary School, an accredited elementary school in the Renton School District, southeast of Seattle, is one of around 250 schools in 40 US states that implement a MicroSociety programme. The MicroSociety philosophy, developed in 1967 by George Richmond, a teacher in a public school in Brooklyn, acknowledges that students learn best when they can connect schoolwork with the outside world. Its principles are: promoting student voice and choice, enabling students to learn by doing, take advantage of student's entrepreneurial spirit, providing real world experience, enabling teachers to serve as facilitators, and sharing responsibility and authority amongst teachers and students.

Talbot has a student government, modelled on US government and its electoral process with about 230 students running for office. In the field of business, every October a job fair is organised where students choose their preferred activities, fill out job applications and are hired. For-profit businesses a pay business tax, and employees and individual income tax. Complementing the business activity is the technology component of Talbot's Micro Society. The student bank, for example, maintains records of all accounts by computer, and Hall of Justice employees maintain computerised records of traffic tickets. The school's TV station produces their own videos, and a student firm, the Tech Tigers, manages the computer lab and provides technology troubleshooting. This combination of tech and business components prepares the students for competitive entrepreneurship in the modern era.

In Talbot Hill over recent years, ethnic diversity amongst the school's 480 students has grown rapidly: at present approximately 34% are Asian, 20% African American, 16% Hispanic and 3% American Indian. About 160 students have English as a second language. This sets out some key challenges. However, thanks to a comprehensive school improvement plan, a technology integration plan, which is part of the school's MicroSociety programme, and regular performance assessments and systemic evaluation, the percentage of students that meet the standards in Math, Reading, Writing and Science of WASL (Washington Assessment of Student Learning) is increasing.

Timeframe. From 1993 ongoing.

Budget and financing sources. The district average budgeted annual expenditures per student are USD 9 028 (2009). The school district funds are not sufficient to cover all extra costs of the MicroSociety programme. Talbot has applied and received many grants and awards from Boeing Company, Social Ventures Partners Seattle, The Bill & Melinda Gates Foundation, Intel's 21st Century Schools of Distinction programme, and others.

Human resources. There are 873 classroom teachers.

Activities. Talbot Hill's MicroSociety programme includes three afternoons per week for every student participating in a for-profit business, a government agency, or a non-for-profit organisation. First and second year students work on their MicroSociety activities with their teacher in the classroom, whereas three to five year students either do their jobs they are employed for, or run their own small business. Salaries and all transactions are paid in Cool Cash, Talbot's currency.

Some examples of employing student organisations are: The Mad Scientists conduct science investigations and create science presentations and products for other students, the schools newspaper, the Eye of the Tiger, sells subscriptions and single issues, just like newspapers in the adult world, and in the Arts Explosion student employees learn about various artists and artistic styles to sell their own artwork, to organise exhibitions and to hire themselves out as assistants for art projects.

To start-up a business students will need to prepare a business plan and an operating budget and submit them for approval to the student run City Hall in order to obtain a license. By operating their own businesses students learn many real life lessons: they are responsible for purchasing supplies through the student run wholesale store, and for marketing and sales of their products as well as for keeping track of revenues and expenditures.

Teachers act as facilitators for each student organisation and train students in their specific jobs, gradually diminishing their roles as students grow into leadership.

Partners. The Talbot Hill Educational Trust is a non-profit-organisation that is made up of staff, parents and community members. It meets monthly to support the MicroSociety programme financially and in securing community partners. The notion that elementary students are receiving excellent preparation for their future professional life is appealing to local business people. Numerous in-kind partnerships have been developed with local businesses and organisations. Volunteers mentor or work with teachers and students to help with the various activities.

Success factors.

- Expanded staff development. Talbot 'banks' five minutes a day to the four-and-a-half days of annual training time increasing the total time for training to nine-and-a-half days.
- Time for teacher collaboration. Teachers work every day for 45 minutes in grade level teams.
- Encourage leadership at all levels of the organisation, from administrators, to teachers to external partners to parents.

Achievements.

- Student academic achievement continues to grow: students improved 14.3% in math and 11.6 percent in reading, far exceeding yearly progress goals of 6% and 4% respectively.

- Programme positively affects student empowerment and the application of real world, business and technology skills. Evaluation results show that students believe that they can make a difference and they are also willing to demonstrate it.

Website.
www.talbothill.rentonschools.us/

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Notes.

Austria

WORK4U: EMPOWERING YOUTH IN GMUNDEN

Rationale and general information. Work4U is a grass-root designed initiative in Upper Austria's district Gmunden to empower young people, who are between 15 and 18 years old, who have just finished school and have difficulties because of their social-emotional peculiarities to find a job. Central to the initiative is the Youthnetwork Salzkammergut, with 36 member organisations, who conducted in 2009 a survey amongst all secondary schools in the district, interviewing the teachers, on the risk of labour market exclusion of young people. The result was that around 5 to 10% of high school graduates are likely to face difficulties in finding an apprenticeship; 84 students were identified for empowerment measures. Yet, there were no initiatives available for this particular target group.

Learning how to deal with 'real-life' issues is what participants in Work4U are doing every day in their own workshop. This includes taking on responsibility for their 'job', working in a team, making decisions, and so on. The leading participation of Work4U-ers in the reconstruction of an old school building into the workshop is a good example of empowerment and learning to become self-confident.

Timeframe. Work4U is a pilot that runs initially from September 2009 to December 2011.

Budget and financing sources. The annual budget of approximately EUR 520 000 is co-financed by the school and education budget of the government of Upper Austria, the labour market service and the European Social Fund.

Human resources. Three full-time teachers to run the official school-part and two managers to run the project for the young.

Activities. The activities include work on projects, social competences/skills training, 1-1 coaching and group work. The Youthnetwork Salzkammergut is in the process of establishing a permanent steering group involving parents, teachers and social workers to guide and monitor Work4U activities.

Partners. 56 partners are involved in Work4You.

Success factors.

- Individual service and 1-1 coaching with low or no fluctuation of teachers and trainers.
- A first mover, who wanted to act and to change something.
- The support of the regional government and local key players.

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Notes.

Canada

CAMP JE: ENTREPRENEURSHIP VACATION IN QUÉBEC

Rationale and general information. Entrepreneurship is extremely important for the development of the regions in Québec, and hence there is a need to develop the entrepreneurial skills of today's youth. Camp Je offers teens, aged 13 to 17, a great opportunity to learn about themselves, and it also lets them know that becoming an entrepreneur is a very real and desirable career to follow.

The only requirement to become a Camp Je-er is to be a team player interested in learning the basics of entrepreneurship. Participants are chosen in partnership between the local CFDC'S (Community Future Development Corporation) coordinator, teachers and parents.

Camp Je is different from other summer camps: it is an opportunity to learn business basics in a fun, vacation like atmosphere. In a period of two weeks youths will learn all the ins and outs of being an entrepreneur. The participants will work with a team to create a small business, ask for a loan, produce, market, and sell a product. And, if the team makes a profit, they can share at the end of the camp.

Camp Je has become an event that municipalities all over Québec compete for hosting it. Camp Je has been founded by the Réseau des SADC du Québec, a network of non-profit organisations that works at bringing out the best in Québec's regions and ensuring each region's development. It currently boasts 57 CFDCs and 10 CBCDs, each one independent. It enjoys the contribution of 1 350 volunteers and 400 professionals who, for more than 25 years, have worked towards identifying solutions and enhancing their local communities!

Timeframe. Camp Je runs simultaneously every year in participating municipalities all over Québec for two weeks in June.

Budget and financing sources. The budget of CAD 55 000 includes a-two week allowance for participants and covers their travelling from regions. The Business Development Bank of Canada (BDC) is the major partner. CFDC'S corporations contribute and find money in the municipality for the youth's fees.

Human resources. The organisation committee consists on average of 7 persons (including the coordinator). During the Camp 24 mentors are coming from the local and wider CFDC offices.

Activities. Work as a team **>** Learn about entrepreneurship **>** Meet new people from across the province **>** Experience the excitement of starting a business, including creating a business plan and meeting real bankers **>** Create produce and market a product **>** Sell the product during a farmer's market **>** And maybe even make a profit **>** Not only be learning... but having fun too! **>** Volleyball **>** Swimming **>** Softball, drama **>** Campfires **>** Awards ceremony.

Partners. CFDC'S, BDC, schools, municipalities.

Success factors.

- A good campaign to promote Camp Je in schools.
- A solid coordination.
- Good teaching and coaching made by professionals during the camp.

Achievements. Since 2000, the Réseau des SADC du Québec and CFDC'S have organised more than 20 Camp Je and over 600 young people have been introduced to entrepreneurship. 10% have clear intentions to start-up a business.

Website.
www.reseau-sadc.qc.ca

Contact.
Hélène Deslauriers; hdeslauriers@ciril.qc.ca

Notes.

Ireland

SKILLS DEVELOPMENT PROGRAMME FOR YOUNG ENTREPRENEURS IN DUBLIN

Rationale and general information. This Skills Development Programme for Young Entrepreneurs has been designed to respond to the growing number of young unemployed people in the area and to address their emerging needs. It is designed to assist those who have considered self employment as an alternative to being unemployed or becoming long-term unemployed. Young Entrepreneurs, in particular, have energy and enthusiasm which, when properly channelled can be very effectively utilised. This programme offers encouragement and support to this entrepreneurial interest.

Timeframe. This training initiative commenced in 2009 and, due to the unprecedented demand for it, continues through 2010.

Budget and financing sources. Funding to deliver the training element of the programme is received through FAS (National Training Authority) and through the Department of Social and Family Affairs.

Human resources. Two Enterprise Officers are dedicated to providing one-to-one support and mentoring in assisting entrepreneurs to set up their own businesses. These supports include business planning, financial awareness, market awareness and identifying other needs which prospective entrepreneurs may encounter. This ensures that all who commit to the training programme are fully aware of what the training entails and also reduces the risk of drop out from the programme. A specialist in Entrepreneurship / Enterprise Start-up is engaged to deliver the formal training.

Activities. Training is delivered over seven modules on two evenings per week. All training receives recognised certification from the Institute of Leadership and Management (ILM). Training modules include: Assessing ones own suitability for Self Employment, Legal & Regulatory Requirements, Market Research and Marketing, Finance and keeping financial records and Business Planning. On completion of the formal training programme each participant continues to receive one-to-one mentoring and support from the Northside Partnerships Enterprise Officers.

Partners. Key partners are FAS and Department of Social & Family Affairs.

Success factors. During 2010 17 females and 45 males under 35 years of age engaged with this training programme.

Achievements. To date 30 young people have set up their own businesses over a wide variety of activities including graphic design, domestic appliance repairs, architectural technician, and property maintenance.

Website.
www.northsidepartnership.ie

Contact.
Cepta Dowling; Cepta.Dowling@nspartnership.ie

Notes.

Denmark and Sweden

FACELIFT FOR ENTREPRENEURSHIP WITH NEW SOCIAL MEDIA IN THE ØRESUND REGION

Rationale and general information. Øresund Entrepreneurship is a cross-border organisation in the Øresund Region (Capital Region of Denmark and Southern Sweden) that works to promote entrepreneurship education at university level in Denmark and Sweden. The overall goal of the organisation is to improve regional growth and make the Øresund Region an internationally acknowledged centre for entrepreneurship education. Øresund Entrepreneurship is part of Øresund Org and was established in September 2006 as an Øresund University initiative, with offices in both Denmark and Sweden. Øresund Entrepreneurship is an innovative organisation, not only in its cross-border configruation but also it use of new social media to engage its curent and potential students.

Øresund Entrepreneurship's aim is to become an internationally recognised academy of entrepreneurship. Øresund Entrepreneurship will ensure a high level of entrepreneurship education at the universities in the Øresund Region to stimulate growth and development. The organisation will contribute to unite the region's strengths and create a strong collaboration between the educational institutions in the Øresund Region.

Facebook is currently the third biggest source of traffic to the Øresund Entrepreneurship' webpage, which opens up new avenues of development.

Timeframe. Established in 2006.

Budget and financing sources. The organisation is cofinanced by the Danish and the Swedish Governments, Scania Region, The Capital Region of Denmark and Region Zealand together with the participating universities.

Human resources. An organisation consisting of nine persons with academic, administrative and organisational competencies in reaching the organisation's goals. Adding to this is a substantial network that helps us getting the right competencies and knowledge to enhance the organisation's efforts and endeavours.

Activities. Entrepreneurship education leads to knowledgeable and independent students that will contribute to economic growth in the Øresund Region by establishing their own businesses or by innovating existing organisations.

Therefore Øresund Entrepreneurship supports educators at the 9 universities in the region in developing and establishing entrepreneurship courses and motivates students to do these courses. In addition, Øresund Entrepreneurship facilitates cooperation between academia and business for the benefit of students, educators and people from business organisations.

Strengthening Competencies. Øresund Entrepreneurship arranges conferences, seminars and workshops to promote and present the most up-dated knowledge in the field of entrepreneurship education.

Creating Awareness. Øresund Entrepreneurship arranges business idea competitions, and fun, creative, serious, and social events for students to promote entrepreneurship education – often in collaboration with student organisations.

Using Social Media. Øresund Entrepreneurship is currently using Facebook, Twitter and a Blog as a strategic way to communicate with its network. Using these platforms means being represented in a world of communication that the target group already uses and therefore feels at home in. Using a blog as supplement to a newsletter means that the content can be made more personal and direct and at the same time is always available (and updated!) for potential readers. Connecting social media to Øresund Entrepreneurship's webpage has increased the number of visitors to the page and reaches out with deeper information to more people. Through these channels Øresund Entrepreneurship are able to reach out to groups that are traditionally hard to reacted out. Dialog is essential to create the close connection and commitment these medias offer. This can be very timeconsuming and demands a great deal of engagement from the sender, which Øresund Entrepreneurship prioritise in its efforts to reach the target groups.

Networks. . Øresund Entrepreneurship offers access to a wide network of people involved in entrepreneurship teaching as well as established entrepreneurs. In this network contacts can be made with people from both business and academia, regional as well as international.

Partners. All the universities in the region, public authorities, society, business, entrepreneurs.

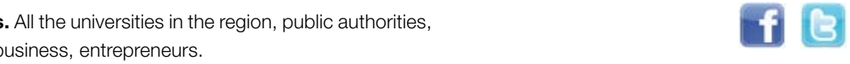
Success factors.

- Putting innovation and entrepreneurship on the agenda of universities.
- With regard to students: prioritise and choose education and courses within entrepreneurship.
- With regard to educators: develop and improve the amount, quality and understanding of entrepreneurship education (professionally and pedagogically/didactically).
- With regard to management: enhance entrepreneurship education at the institutions.
- With regard to management: enhance entrepreneurship education at the institutions.

Achievements.

- More than doubled the amount of students engaging into entrepreneurship education.
- Co-developed and funded more than 80 courses; strengthened the capacities and competencies of educators.
- Played a significant role in the changing of mindset and efforts with regard to entrepreneurship in higher education.

Website.
www.oresund.org/entrepreneurship



Contact.
Jakob Stolt, jakob.stolt@oresund.org

Notes.

Germany

WISMAR ON THE WAY TO THE ENTREPRENEURIAL UNIVERSITY

Rationale and general information. The University of Wismar started in 2009 with its turn towards becoming an "Entrepreneurial University". The main objective is to spread an entrepreneurial spirit across the campus by integrating the set of entrepreneurial skills into study programmes to impact students who might have not considered an entrepreneurial career path. Hence, all entrepreneurial activities on campus are organised by one unit, led by university management. The champions behind the approach want to demonstrate opinion leaders and policy makers that an entrepreneurial university is central to economic development and a wider culture. The approach is set up as a dynamic pilot project, which is expected to grow over the oncoming years.

In 2009, the University of Wismar was the main partner of the Global Entrepreneurship Week in Germany. More than 200 partners organised more than 250 events in this week and demonstrated their willing to foster young entrepreneurship.

Budget and financing sources. About EUR 500 000, financed by local ministries of education and economy, sponsors and Wismar University.

Human resources. Team of 2 full time and 3 part time people.

Activities. The following are core activities:

- Integration of entrepreneurship education into all study programmes and existing courses
- Involving professors (e.g. Start-Up Night)
- 'Idea Camp' events, assisting in R&D teambuilding and organising scouting events – also involving youth from outside the university.
- 'Meet the Entrepreneurs' evenings

All entrepreneurship activities are organised in 4 strategic pillars:

1. Sensibilisation: Curricula integration of entrepreneurial thinking development.
2. Research: Research and entrepreneurship education.
3. Entrepreneurship support: free premises for incubation and mentoring.
4. Institutional development: Entrepreneurship friendly administration and a comprehensive support infrastructure.

Partners. The University of Wismar has established a broad network of regional, national and international scope.

Achievements.

- 30 start ups.
- Winner of the federal competition 'most successful campaign that fosters entrepreneurial spirit amongst youth'.

Website.
www.gruenderbuero-hswismar.de

Contact.
Norbert Grünwald; norbert.gruenwald@hs-wismar.de

Notes.

Portugal

ENTREPRENEURSHIP MASTERS – DEVELOPING AN INDIVIDUAL ROUTE TO SUCCESS IN PORTO

Rationale and general information. The aim of this course is to empower students so that they can start envisioning themselves as entrepreneurs. Through an integrating study of leadership and opportunity recognition students begin to develop the type of mindset needed for successful new venture creation, social entrepreneurship and corporate venturing. This is accomplished by having students focus on various forms of leadership, personal marketing, social media and networking. Students learn the non-business planning aspects required in developing an enterprise. To further demystify the entrepreneurial process students are required to interview an accomplished entrepreneur or intrapreneur.

The course is enhanced by approaching entrepreneurship from the individual level which sees students start the entrepreneurial process through building their concept of what their personal brand stands for, how it is conceived and how to get their message across. At the end of the course, students are required to submit a transcript and conclusions from their entrepreneur interview as well as Personal Leadership Plan (PLP), which can be either written or videotaped. The PLPs typically integrates various portions of the course material including lectures, results from self-assessment leadership tests, online profile development as well as feedback from their colleagues and professor.

An addition novelty is the use of new social media as the majority of students already have an online profile, the course utilizes assignments that incorporate developing or redeveloping their personal marketing strategy through sites such as Facebook and LinkedIn.

Timeframe. It consists of 1 university semester and the masters started in the Spring semester of 2010.

Budget and financing sources. The course developed at the Faculty of Economics and Management at the Universidade Católica Portuguesa, Porto, Portugal and is self-sustainable.

Human resources. 1 professor, 1 teaching assistant

Activities.

- In-Class Discussion and Participation 20%
- Group Assignment and Presentation 30%
- Individual Assignments: 50%
  - Network assignment 10%
  - Entrepreneur Interview 20%
  - Self-Assessments Questionnaires 5%
  - LinkedIn Profile 5%
  - Personal Leadership Plan 10%

Partners. The Center for Entrepreneurship Education in Portugal (CEEP).

Success factors.

- Introduction of the benefits and risks of pursuing an entrepreneurial career.
- Learning the tools for opportunity recognition.

- Developing an understanding of the importance of personal branding and the effective use of social media for entrepreneurs.
- Developing understanding and appreciation for the differences between established companies and new ventures.
- Encouraging the development of an entrepreneurial leadership-based mindset, important to successful start-up performance, new venture creation, social entrepreneurship and corporate venturing.
- Introducing basic concepts and theories of entrepreneurship and the function of different entities in the entrepreneurial support structure for both domestic and international endeavors.

Achievements. Ongoing evaluation that includes testing of the following subscales: knowledge; personal attraction; social norms; self-efficacy; and intentions through the Entrepreneurship Intentions Questionnaire (EIQ) that is administered at the beginning and end of each course. Data reveals good results so far but further research is required.

Website.
http://www.porto.ucp.pt/feg/mestrados/m_gestao/disciplinas/Entrepreneurship_Leadership_Opp_Rec.html

Contact.
Dana T. Redford; Dana.Redford@RedfordResearch.com

Notes.

France

EDUCATING ENTREPRENEURS FOR THE WORLD: ENTREPRENEURSHIP EDUCATION AT THE EM LYON BUSINESS SCHOOL

Rationale and general information. The Educating Entrepreneurs for the World initiative was started by Patrick Molle, the President of the EM Lyon Business School in 2003. It is part of EM Lyon's vision that entrepreneurship can bring economic and social wealth into societies and countries. The initiative is part of a broader set of activities to train and support students allowing them to act as entrepreneurs, social entrepreneurs or entrepreneur managers in different geographical and cultural contexts. The educators' team is part of the EM Lyon's Strategy & Organisation Pedagogy and Research Unit.

Timeframe. No time limit.

Budget and financing sources. The annual budget of approximately EUR 1.5 million is covered by the EM Lyon Foundation, private companies and public funds.

Human resources. 9 full-time professors in entrepreneurship and 1 in small business management.

Activities. Activities include education and teaching (seminars, Masters degree courses and extra-curricular activities), entrepreneurship research and entrepreneurship educational research, and start-up support through provision of infrastructure (business incubator), support programmes, and access to networks. 2 entrepreneurship research centres have been established and in 2008 the World Entrepreneurship Forum was held at the EM Lyon.

Partners. Main partners include alumni, professional networks, the Rhône-Alpes Region.

Success factors.
- Strategic commitment.
- Vision and leadership.

Achievements.
- Regular evaluation confirms that the initiative has supported the development of an entrepreneurial mindset and orientation amongst students, as well as business start-up and firm growth.

Website.

www.em-lyon.com

Contact.
Alain Fayolle; fayolle@em-lyon.com

Notes.

United Kingdom

THE CAMBRIDGE CENTRE FOR ENTREPRENEURIAL LEARNING

Rationale and general information. The focus of Cambridge Centre for Entrepreneurial Learning (CfEL) is on planning and implementing entrepreneurship courses, within the whole University, using a specific philosophy and a well-thought learning approach. The actual delivery of entrepreneurship courses is largely taken care of by some 200 entrepreneurs and practitioners (entrepreneurs, venture capitalists and business angels, bankers, etc.). CfEL was established in 2003 from the division of two units formerly belonging to the University of Cambridge Entrepreneurship Centre founded in 1999. Teaching and training moved to CfEL (part of Cambridge Judge Business School), and Cambridge Enterprise became the office for university-industry relations and knowledge transfer alongside with the Technology Transfer Office and the University Challenge Fund.

Timeframe. CfEL was established in 2003.

Human resources. CfEL has nine full-time staff to plan and organise entrepreneurship courses, including a director, programme managers, a centre manager and administrative staff.

Activities. All activities aim at developing self-confidence and self-efficacy amongst students. Entrepreneurship is understood as a set of skills, attitudes and behaviours rather than just venture creation. Teaching methods range from lecturing, video and online assignments, to problem-based learning, project work on real technologies, entrepreneurs in the classroom. A broad recruitment package includes a website, brochures, posters, and a series of information events. Close collaboration with the different departments allows circulation of information to student mailing lists and the organisation of tailored information events.

Advanced Diploma in Entrepreneurship. Started in 2009 by the Institute of Continuing Education (Division of Professional Studies) and CfEL, the Advanced Diploma provides a highly practical programme designed specifically for entrepreneurs. It is organised as part-time programme over the duration of 15 months between 27 months and leads to the qualification of Advanced Diploma in Entrepreneurship awarded by the University of Cambridge. The Advanced Diploma addresses people who are either considering embarking on an entrepreneurial career pathway or have taken the first steps in starting-up a business (new technology, social enterprise, opportunities in the arts or creative media, taking an innovation forward within a larger or more established firm). Sponsorships by employers or other organisations are possible.

Success factors.

A people approach instead of a 'how-to-approach'. The main strength of the approach followed by CfEL is its clear focus on the development of entrepreneurial skills, attitudes and behaviours through an entrepreneurial pedagogy. This means focusing on soft skills (developing student self-confidence, self-efficacy, helping students to understand the why and the when of becoming an entrepreneur, learning to deal with uncertainty, learning by trying, trial and error, learning from mistakes and failures) instead of to a 'how to approach' that emphasises business administration skills and tools to develop a (successful) business plan.

Achievements. The achievements of 10 years of entrepreneurship education at the University of Cambridge are:

- 12 000+ participants.
- 165+ programmes and events completed, 60+ University of Cambridge Undergraduate and Postgraduate entrepreneurial courses delivered.
- 140+ business ventures created by CfEL alumni.
- 350+ entrepreneurs and practitioners have contributed to CfEL activities.
- 14 business plan competitions organised with Cambridge University Entrepreneurs (CUE).
- Advanced Diploma in Entrepreneurship –first accredited entrepreneurship course at the University of Cambridge.

Website.
cfel.jbs.cam.ac.uk

Contact.
cfel@jbs.cam.ac.uk

Notes.

France

OPPE: RESOURCE TOOL IN ENTREPRENEURSHIP EDUCATION

Rationale and general information. The Observatory of Pedagogical Practices in Entrepreneurship, Observatoire des Pratiques Pédagogiques en Entrepreneuriat (OPPE), functions as resource centre for professors, educators, higher education institutions and entrepreneurship support structures. Its main goal is to promote and enhance an entrepreneurial spirit within the education system. OPPE is an information data base on entrepreneurship education in secondary and higher education that facilitates development of and learning from good practice in teaching methods, contents and pedagogical tools.

The conceptual development phase lasted for two years and included intensive collaboration between the founding partners.

Timeframe. Since 2001, no time limitation.

Budget and financing sources. OPPE's annual budget is approximately EUR 150 000.

Human resources. Two full-time staff are involved. Scientific working groups exist in various fields and benefit from the contribution of numerous professors.

Activities. OPPE provides on-line information on around 300 entrepreneurship education initiatives in higher education, more than 100 entrepreneurship education actions in secondary education and 30 initiatives that involve secondary and tertiary education institutions. Also, more than 30 on-line pedagogical tools are downloadable. On a yearly basis, OPPE organises conferences to generate and develop new pedagogical ideas and to facilitate networking amongst professors, educators and other stakeholders; on average 150-200 people attend these events. OPPE also manages relationships with international structures dealing with similar topics such as FREE pour entreprendre in Belgium and OFQJ, a French-Québécois initiative for education and skills development of the 18-35 years-old. For researchers OPPE offers more than 300 on-line academic references on entrepreneurship education as well as a specific research area on the entrepreneurial intentions of students.

Partners. OPPE was founded in 2001 by the French ministries of research, education, economy, industry and SMEs, the French Agency for the Creation of Enterprises, Agence pour la Création d'Entreprise (APCE), Académie de l'Entrepreneuriat, the academic association of entrepreneurship, DIESE, the French external corporate venturing association, and universities, engineering and business schools, such as CPU and CDEFI.

Success factors. OPPE has contributed to greater attention to and take up of entrepreneurship education in secondary and tertiary education institutions. The political leadership was crucial for establishing and promoting strategic embedding of entrepreneurship promotion in education. The partnership of education institutions and entrepreneurship support providers helped to advance integration of entrepreneurial mindset creation, skills development and business start-up support.

Website.
www.entrepreneuriat.net
www.freefondation.be/fr/index.asp

Contact.
Aïni Hannachi, hannachi@apce.com

Notes.

Germany

ENTERPRISE: JOURNEY FOR YOUNG PEOPLE TO SUCCEED IN BRANDENBURG

Rationale and general information. Since 1999, ENTERPRISE supports young people in starting their own business. The aim of ENTERPRISE is to respond to high unemployment rates in the federal state of Brandenburg, in eastern Germany, and to growing numbers of young people leaving the region to find work elsewhere in Germany.

The project aims to motivate and qualify young people by providing optimal conditions for planning, starting and finally running their business. A mixture of individual face-to-face support by a business advisor, group learning in workshops and first working experiences in the enterprise business incubator, helps young entrepreneurs to shape their idea. As many of them need additional financial means in order to realise their concept, ENTERPRISE offers them micro-loans out of a special fund or faciliates the contact with local financial institutes. To this end, ENTERPRISE organises networking events where young business starters get together with regional firms. ENTERPRISE has offices in five different locations in Brandenburg and offices in Berlin.

ENTERPRISE is an initiative of iq consult, a social enterprise that has been developing since 1994 innovative concepts in business start up support, regional development and cultural industries. Having started as a pilot project in the federal state of Brandenburg in 1999, enterprise has over the years been adapted to other federal states in Germany. For initiating social innovation by setting up this project, the director of iq consult, has been awarded in 2008 a fellowship of the international network for Social Entrepreneurs ASHOKA.

Timeframe. Since 1999, no time limitation.

Budget and financing sources. The annual budget is EUR 25 000.

Human resources. Six business advisors and trainers.

Activities. The activities of ENTERPRISE are grouped into the categories start up support, business incubation and networking. Both 1-1 and group counselling and coaching activities exist.

Partners. Ministry of Labour of the Federal state of Brandenburg, Labour municipalities, Department for Business Development, financial institutes, Chamber of Commerce, Chamber of Crafts, regional business networks, local youth organisations.

Success factors.

- Provide individual, professional support.
- Offer access to a regional network.
- Facilitate access to financing.

Achievements. Over 300 business start-ups have been supported.

Website.
www.iq-consult.com

Contact.
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Notes.

Canada

MAKING ACCESS TO MONEY EASIER: YOUTH STRATEGY IN QUÉBEC

Rationale and general information. Entrepreneurship is extremely important for the development of the regions in Québec, and hence there is a need to support youths who are or desire to be entrepreneur. The Youth Strategy programme, launched by the Réseau des SADC du Québec in 1997, has for objectives: to encourage the acquisition, implementation, expansion or modernisation of a business by one or more young people, and to enhance young people's employability and develop their social, cultural and economic commitment to their community. The success of this business project attracts youth to the region and therefore Youth Strategy counters the migration of young people to large urban centres.

Youth Strategy offers to a young person aged 18 to 35, financing, advises and support within their business project. A personnel loan (CAD 5 000 - 15 000) without interests for two years gives to the young entrepreneur an equity to persuade the bank to complete the financial plan. Youth Strategy is more than a financial product, it is a complete process which offers to the young entrepreneur training and advices in many areas such as marketing, accounting, market development, management, etc. In exchange the youth accept the monitoring of the project.

The Youth Strategy has been founded by the Réseau des SADC du Québec, a network of non-profit organisations that works at bringing out the best in Québec's regions and ensuring each region's development. It currently boasts 68 CFDC's (Community Future Development corporations), each one independent. It enjoys the contribution of 1 350 volunteers and 400 professionals who, for more than 25 years, have worked towards identifying solutions and enhancing their local communities.

Timeframe. Youth Strategy is an ongoing initiative who is available all year round, for 13 years.

Budget and financing sources. Each CFDC's has his own Youth investment funds of an average of CAD 300 000 and an annual operational budget of around CAD 80 000. The Youth Strategy is finance by the Government of Canada.

Human resources. In each CFDC's a Youth agent promotes the programme, provides information, creates activities to develop entrepreneurship, supports youths in the development of business projects and manages the investment funds.

Activities. Promotion of entrepreneurship in schools and colleges, accompaniment of young entrepreneurs, financial analysis, monitoring, networking and training for the participants.

Partners. Government of Canada, financial and other investments institutions, organisations working with youths.

Success factors.

- A good financial support of the Government over 13 years.
- The expertise and professionalism of the Youth Strategy agent.
- A strong promotion of the Strategy and of entrepreneurship.

Achievements. Since 1997, Youth Strategy succeed to support 5 700 entrepreneurs in 4 757 enterprises creating and maintaining more than 18 000 jobs in regions. Only 6% of the young entrepreneurs failed to reimburse their loan.

Website.
www.reseau-sadc.qc.ca

Contact.
Hélène Deslauriers; hdeslauriers@ciril.qc.ca

Notes.

Germany

METROPOLIS GOES BUSINESS: START-UP INCUBATION AND BUSINESS SUPPORT FOR MEDIA FIRMS IN BABELSBERG

Rationale and general information. MEDIA EXIST started in 2007 at the "Konrad Wolf" Film & Television Academy in Potsdam-Babelsberg (HFF) as an entrepreneurial support project for creative individuals in the media industry. It is the only start-up incubation centre hosted by a German film school. The main goal is to set up a sustainable framework for transforming innovative ideas into entrepreneurial activities. This also includes enhancing creative thinking amongst media professionals. Also important are activities that seek to increase international co-operation and joint-ventures.

Mentoring and coaching at MEDIA EXIST are tailored to the needs of media professionals and the start-up and business development environment in the media industry. MEDIA EXIST is open to employees in the media industry in Berlin and Brandenburg, as well as to students, graduates, research assistants and professors/lecturers from media universities.

MEDIA EXIST had to overcome HFF's internal prejudices and resistance to the 'partnership' vision between creativity and business. Yet, the success of the early entrepreneurship education activities was so significant that they were soon integrated as a compulsory element into the curriculum of most HFF degree courses.

Timeframe. Since 2007.

Budget and financing sources. The annual budget of EUR 167 000 is financed by the Federal Ministry of Economics and Technology and the European Social Fund.

Human resources. 3 employees.

Activities.

- www.Frames4Fame.com – the MEDIA EXIST Portal provides an exclusive internet community for students and graduates of international film schools. It is virtual networking platform for joint-working on projects, and a marketing platform for the media industry. Frames4Fame is going to be used for the presentation of future ideas.
- MEDIA EXIST CONSULTING offers support to media professionals with a concrete business idea. Cost-free consulting to develop business models, facilitation of team building, access to finance and continued support/advice during start-up.
- MEDIA EXIST FUTURE is a future-oriented research project aimed at identifying innovative and technologies in the media sector.
- MEDIA EXIST MARKETING DAY and MEDIA EXIST PITCHINGS are adapted to the needs of media start-ups, entrepreneurs and freelancers.
- Experienced externals are involved in entrepreneurship education (e.g. blockbuster producer as a role model). MEDIA EXIST also produced an entertaining and educational DVD.
- INVESTOR POOL: Biannually MEDIA EXIST organises an event in which innovative and growth-oriented business ideas are presented to a selected group of international investors from the media and financial sector.

Success factors.

- Strong network relationships.
- Involvement of the business sector.
- Close collaboration with potential investors.

Achievements.

- MEDIA EXIST made young professional and students more aware of the different support offers for business start-up in the media industry.
- Today, entrepreneurship education at HFF is integrated into all faculties and departments. Participation rates are increasing, now including students and alumni of other German film and media schools.
- Although the film academy has only 500 students MEDIA EXIST has been able to reach out to nearly 900 participants over the last 18 months.
- The close contact with potential investors helped young media entrepreneurs to be more competitive and successful in the market.
- 120 start-up entrepreneurs worked intensively with MEDIA EXIST CONSULTING during 2007-2008.
- Amongst the projects supported by MEDIA EXIST there are traditional film-sector business start-up projects, as new media, technological trendsetters and innovative service provider projects. Several MEDIA EXIST founders have won German and international business idea awards.

Website.
www.mediaexist.com; www.Frames4Fame.com

Contact.
Jörn Krug; j.krug@ibf-medien.de

Notes.

Finland

BUSINESS CLINIC SERVICES FOR YOUNG COMPANIES IN JYVÄSKYLÄ

Rationale and general information. Very often young companies do not realise that their current business capabilities and know-how are insufficient and that external help would be a real advantage. Evidence shows that in Jyväskylä nearly one in four newly established companies risk ending their activities during their first five years of existence. They are often too optimistic in their visions about business possibilities and growth in the near future. Young companies lack experience in developing sound sales and marketing strategies, which may cause severe financial difficulties, especially during the first critical years. Systematic coaching and assistance services can be a crucial support to such companies during their first years of existence. In order to help firms to survive this critical period, business clinic services have been developed. Furthermore business clinic services is also used as a tool to provide special assistance and support to growth-oriented companies.

It is difficult to get over to young firms the message that external advice can help fill gaps in their knowledge and capabilities. As firms often had reservations about the quality of the consultants offering support, a major information and awareness programme helped to increase take up and regular evaluations of consultants help to keep the quality of services high. To ensure the commitment of participating companies, a participation fee (although only a small amount) is charged.

Timeframe. The business clinic period lasts for up to 12 months.

Budget and financing sources. The participation fee for companies is EUR 50. Individual consulting and advice is offered up to a maximum value of EUR 3 000, of which 30% is covered by the company and 70% by public funding.

Activities. Annually 20-25 young companies are assisted in this one-year process, which is a lighter version of the local incubator model. The services have been tailored especially for companies working in the field of knowledge-intensive business services, but the clinic is open to all interested young companies.

The business clinic service identifies specific barriers and obstacles to the survival and growth of participant companies. The services are also aimed at helping companies to better plan and manage their growth, which is of great relevance for growth-oriented companies. On a needs basis, tools to enhance the company's capacities and capabilities are developed. The most challenging issues for the assisted companies tend to be the development and implementation of sound sales and marketing strategies. Together with the company, marketing materials, including brochures and web-sites, and strategic documents, including sales manuals are therefore frequently developed. Priority is given to individual consulting, but also training in groups is practiced.

Success factors. Address well-defined needs. The business clinic service addresses a well-defined need of young companies for support and coaching during a difficult stage of their development.

1-1 contact. Individual coaching is one of the success factors of this service. During the clinic period growth and survival obstacles are identified and removed. Concrete measures are carried out, such as strategy development, sales and marketing promotion, etc.

Advertise the services offered. A broad information campaign and mouth-to-mouth advertisement helps to keep the interest in such services amongst regional companies high.

Achievements. Young firms accepted the business clinic services as a concrete help in business development, which it possible to avoid severe mistakes.

An evaluation of regional companies showed that participant companies were less likely to go bankrupt during the first few years of their existence than non-participants.

Website.
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Notes.

Sweden

CHALMERS SCHOOL OF ENTREPRENEURSHIP: MATCHING TECHNOLOGY AND ENTREPRENEURSHIP

Rationale and general information. Since 1997, Chalmers School of Entrepreneurship, located at the University of Chalmers, has been successful in matching technology based ideas with teams of highly motivated students and supporting them in turning ideas into viable ventures. Chalmers School of Entrepreneurship (CSE) is both an educational platform, were entrepreneurship skills can be acquired and a pre-incubator to developed early-stage business ideas and to start-up a company (most students start a legal company during the project-year). Core to this is a network that brings together innovative individuals, universities and firms interested in developing and commercialising early stage technology based ideas with high market potential.

CSE is an interesting example of an integrated approach to university entrepreneurship support, that is, how education can be incorporated into start-up support in the form of incubation. Today, CSE practices an 'Encubation' process, that is, offering a Master-level education combined with business incubation through an incubator organisation – Encubator – operating in symbiosis with the education but owned by Chalmersinvest (see below).

The early stage high-tech ideas are provided from researchers and innovators, who can follow their idea and grow in partnership with the student team and an international network of experienced business people, venture capitalists and others, and supported with coaching and advice from CSE. When participating as an idea provider, university researchers and other inventors, get an opportunity to test their invention in a one-year innovation project at CSE. If a limited company is founded after the project-test period the idea provider will have a share in the new venture. IP agreements play an important role in CSE; a collaboration agreement is signed between CSE and the idea provider.

Since 1998 ChalmersInvest, a wholly owned incorporated company of Chalmers University, has made seed equity investments in university spin-off companies in the entire Gothenburg region. ChalmersInvest owns equity, directly or indirectly, in at present more than 40 companies. ChalmersInvest is in the process of attracting more external capital from private investors, large private corporations in addition to the several private and public financing organisations in and around Gothenburg. For example, KTH Chalmers Capital fund has established itself as a leading investor, and is one of the largest privately financed Swedish venture capital companies focusing on technology investments at an early phase. The close collaboration with ChalmersInvest, allowed CSE ventures to link with external private venture capital investors.

Timeframe. Since 1997.

Budget and financing sources. Since 2001 CSE and its incubator facility, Encubator AB, have been financed with seedinvestment money from Chalmersinvest, Innovationsbron and Region Västra Götaland. Innovationsbron, Region Västra Götaland and Vinnova (all public financiers) also sup-

port CSE and Encubator through regular grants.Operating annual budget today is approximately EUR 700 000 resulting in 3-4 startups and 20 examined

Human resources. CSE engages 10 teachers and coordinators and Encubator has four permanent staff. Together they also utilise a vast network of entrepreneurs and experts.

Activities. Two major business reviews per year displaying the venture projects. Added to this CSE run social entrepreneurship project doing developments in Africa through the dedicated association Insert Africa. CSE, its ventures and students partake extensively in outreach activities and in business networking around the world.

Partners. Apart from being a vital part of Chalmers University of Technology, CSE also partners with University of Gothenburg, with the Innovationsbron incubator programme, with Regions Västra Götaland, and several partner firms and foundations.

Success factors.

- Recruitment and matchmaking of students and high-tech projects.
- Action-based venture creation pedagogy.
- A structured venture development process and network centered around Encubator.

Achievements.

- CSE has graduated more than 200 students.
- Over 35 companies have been founded through CSE.
- Total valuation of the CSE portfolio companies goes beyond EUR 70 million.
- Total turnover of CSE portfolio companies exceeds EUR 18 million.
- Exits includes Avinode, Vehco, Ambria Dermatology and ICU Intelligence.

Website.
www.entrepreneur.chalmers.se

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Notes.

Germany

INCUBATION IN BERLIN: BEUTH UNIVERSITY

Rationale and general information. The Beuth University of Applied Sciences in Berlin established in 2002 a business incubator, the Gründerwerkstatt, which originally was for Beuth students and is now open to graduates from all over Germany. The main aims of the initiative are to provide proximity business incubation to the university, and to assist team building. Gründerwerkstatt can host up to 20 single founders or teams, who can stay up for a period of up to 18 months. It is open to university graduates from all over Germany. The support provided includes a monthly scholarship (EUR 2 000), free use of office space and laboratories as well as a limited provision of technical material.

Budget and financing sources. Half of the annual budget of approximately EUR 1 Mio. is financed by the Beuth University. The other half is covered with funds provided by the Berlin Senate Administration for Economics, Technology and Women's Issues, and the European Social Fund.

Timeframe. Ongoing until 2014.

Human resources. 3-4 staff members are engaged depending upon the number of incubatees/teams.

Activities. Every 6 months a sophisticated, two-step selection process is organised, in which individual would-be entrepreneurs and teams are reviewed in terms of quality of their business idea and its market potentials.

For incubatees, seminars and in-house one-on-one coaching sessions are organised. If needed, they are referred to external business support providers. Financial support is available for participation in international fairs.

Partners. Main partners include the Technologie Coaching Centre, the Investitionsbank Berlin, the Business Angels Berlin Brandenburg e.V., the Berlin Chamber of Industry and Commerce, the Network of Berlin universities, Berlin incubators, the DeGut, and the Germany wide Working Group on University Business Incubators.

Success factors.

- Good collaboration between Gründerwerkstatt and Beuth University.
- Relationships with Business Angels.
- Selection process.

Achievements.

- Up to now 30 teams successfully passed the Gründerwerkstatt.

Website.
www.beuth-hochschule.de

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Notes.

United States of America

MAKE OR BREAK: CONCEPT2VENTURE AT THE UNIVERSITY OF ILLINOIS-CHICAGO

Rationale and general information. Concept2Venture (C2V) was established in 2005 at the University of Illinois-Chicago as an annual event to identify student-created business start-ups with high potential for success. This allows the university to strategically invest resources to assist students who are likely to succeed as entrepreneurs, to solicit resources from the business community, and to showcase the best work of top students. The focus is on student-created businesses. However, students often work with professor-inventors to create companies that commercialise the inventions of professors. This had led to a special focus on biotechnology firms.

Timeframe. From 2005 ongoing.

Budget and financing sources. The annual budget of USD 100 000 is covered primarily by corporate sponsors, with the university contributing about USD 30 000 each year.

Human resources. One director of C2V, who is assisted part time by a graduate student and a professional event planner.

Activities. A one-day business plan competition. Winners of morning semi-finals advance to afternoon finals. A formal luncheon featuring a key note address and a fast pitch contest take place between semi-finals and finals. The day ends with a reception and an awards ceremony. The event gives students an opportunity to compete for awards exceeding USD 55 000 for their business ideas (cash plus in-kind services). A series of workshops help students prepare for the day of the event.

Partners. Venture capital firms, angel investment groups, law firms, consulting firms, and industrial groups.

Success factors.

- Interaction with the business community.
- Students inspired to pursue excellence.

Achievements.

- Successful launch of 9 businesses, including 5 high potential biotechnology firms.

Website.
www.Concept2Venture.org

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Notes.

Ukraine

YBU: CAPACITY BUILDING FOR ENTREPRENEURSHIP IN DONETSK

Rationale and general information. Youth Business Ukraine Programme (YBU) was launched in 2006, firstly in the target area of Donetsk, with the goals to develop youth entrepreneurship and to provide equal opportunities to disadvantaged youth in creating own business. In Donetsk more than 85% of the total unemployed are people under 35 years old. In a situation when young people fail to find jobs, they are leaving for larger cities and foreign countries in search for better job opportunities. They are often recruited there by illegal and informal businesses. In this situation one, if not the only, employment opportunity is self-employment. The situation in Donetsk is typical for many other regions in the Ukraine. Generally speaking, in post-communist countries where the notion of private business was absent, entrepreneurship is still not valued as is, for example, a career in medicine, in law, with a large corporation or with government. On the other side, there is a strong fear of failure in own business among young people. It is estimated today only as few as 5% of those young people with the capacity for entrepreneurship launch their own businesses. Often lacking direct business experience, and almost certainly, without the financial collateral required to secure loans from the banking sector, self employment appears to be an impossible dream for most potential young entrepreneurs. However, financing is not sufficient to create sustainable businesses. Often businesses have to close down because of a lack of initial planning, underestimation of risks and time involved for making a business sustainable, lack of systematic non-financial follow up, and too small and too expensive financing. This is especially serious problem for rural and depressive mono-industrial areas.

Today YBU has 9 regional offices all across Ukraine. YBU works with young people aged 18-35, who wish to start up own businesses but have no own funds and opportunities to apply to banks or other financial structures of Ukraine. YBU provides access to financial support to those young people with a viable business idea and makes the match with a mentor.

Timeframe. From 2006 ongoing.

Budget and financing sources. The annual budget of approximately USD 80 000 is mainly financed by the British Government's Department for International Development (DFID).

Human resources. YBU has 22 full-time staff members in its central office and the nine regional offices.

Activities. YBU offers young people loans without collateral or guarantees as well as assistance in business planning, regular support of mentors – representatives of business community - at all stages of business start-up and development.

Partners. Donetsk and Luhanks Oblast Councils, regional and local public employment offices, chambers of commerce, NGOs, local business communities, international funds and organisations, YBI, DFID.

Success factors.

- Creating an environment conducive to the needs of young entrepreneurs.
- Revolving funds.
- Involvement of the local business communities in selection panels, the regional steering committees and as mentors.

Achievements.

- 96 young people could realise their dreams and started own businesses.
- 9 regional offices providing support services to young people from depressive areas.
- Creation of a mentorship culture in Ukraine.
- YBU is the only accredited programme in Central Eastern Europe.

Website.

www.sesp.org.ua

Contact.

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Notes.

NOTES

ABOUT THE ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

The Organisation for Economic Co-operation and Development (OECD) is a unique forum where the governments of 31 market democracies work together to address the economic, social and governance challenges of globalisation as well as to exploit its opportunities. The OECD's way of working consists of a highly effective process that begins with data collection and analysis and moves on to collective discussion of policy, then decision-making and implementation. Mutual examination by governments, multilateral surveillance and peer pressure to conform or reform are at the heart of OECD effectiveness. Much of the material collected and analysed at the OECD is published on paper or online; from press releases and regular compilations of data and projections to one-time publications or monographs on particular issues; from economic surveys of each member country to regular reviews of education systems, science and technology policies or environmental performance. For more information on the OECD, please visit www.oecd.org/about.

THE OECD CENTRE FOR ENTREPRENEURSHIP, SMES AND LOCAL DEVELOPMENT

The OECD Centre for Entrepreneurship, SMEs and Local Development (CFE) was created in 2004 in recognition of the need to take an integrated approach to development. The CFE works together with national, regional and local governments of OECD member countries and several non-Member economies in fostering the development of an entrepreneurial society, and assists governments and their civil society and business partners in designing and implementing innovative policies to promote sustainable growth, integrated development and social cohesion. Within the OECD, the CFE successfully strengthens synergies between the work of different OECD directorates on entrepreneurship, SMEs and local development. For more information on the Centre for Entrepreneurship, SMEs and Local Development, its areas of work and current activities, please visit www.oecd.org/cfe.

THE OECD PROGRAMME ON LOCAL ECONOMIC AND EMPLOYMENT DEVELOPMENT

The OECD Programme on Local Economic and Employment Development (LEED) has advised government and communities since 1982 on how to respond to economic change and tackle complex problems in a fast-changing world. LEED's mission is to contribute to the creation of more and better jobs through effective policy implementation, innovative practices, stronger capacities and integrated strategies at a local level. It draws on a comparative analysis of experience from some 50 countries in the Americas, Asia, Australasia and Europe in fostering economic growth, employment and inclusion. LEED also draws on additional expertise provided by some 100 organisations (sub-national governments, development agencies, business and non-profit organisations) grouped in its Partners' Club. For more information on the LEED Programme, please visit www.oecd.org/cfe/leed.

THE OECD LEED FORUM ON PARTNERSHIPS AND LOCAL GOVERNANCE

The OECD LEED Forum on Partnerships and Local Governance is a worldwide network of local development practitioners. The Forum informs its members on local development innovations, organises capacity building seminars and study visits, releases handbooks and training materials, and provides networking opportunities through international conferences and an Annual Meeting held in Vienna. Today the Forum has over 2 600 members in some 53 countries. All institutions and organisations involved in local development may join the Forum. The activities of the Forum are supported by the European Commission, the Austrian Federal Ministry of Economy and Labour and Pobal, Ireland. For more information on the OECD LEED Forum on Partnerships and Local Governance and its activities and events, please visit www.oecd.org/cfe/leed/forum/partnerships or contact Ekaterina.Travkina@oecd.org.

THE OECD LEED TRENTO CENTRE FOR LOCAL DEVELOPMENT

The OECD LEED Centre for Local Development was established in 2003 by the OECD, the Italian Government and the Autonomous Province of Trento in recognition of the need to build capacities for local development. The Centre builds on the LEED Programme's longstanding commitment to provide assistance in the design, implementation and assessment of local development strategies, and its expertise on entrepreneurship, social inclusion, evaluation and local governance. Its three main objectives are:

- Improving dissemination of good practices in designing, implementing and evaluating local development strategies, and to stimulate and guide a "learning from each other" process between OECD Member and non-Member countries.
- Strengthening ties between those designing and those implementing policies, and academia.
- Enhancing participation in local development policy processes and action.

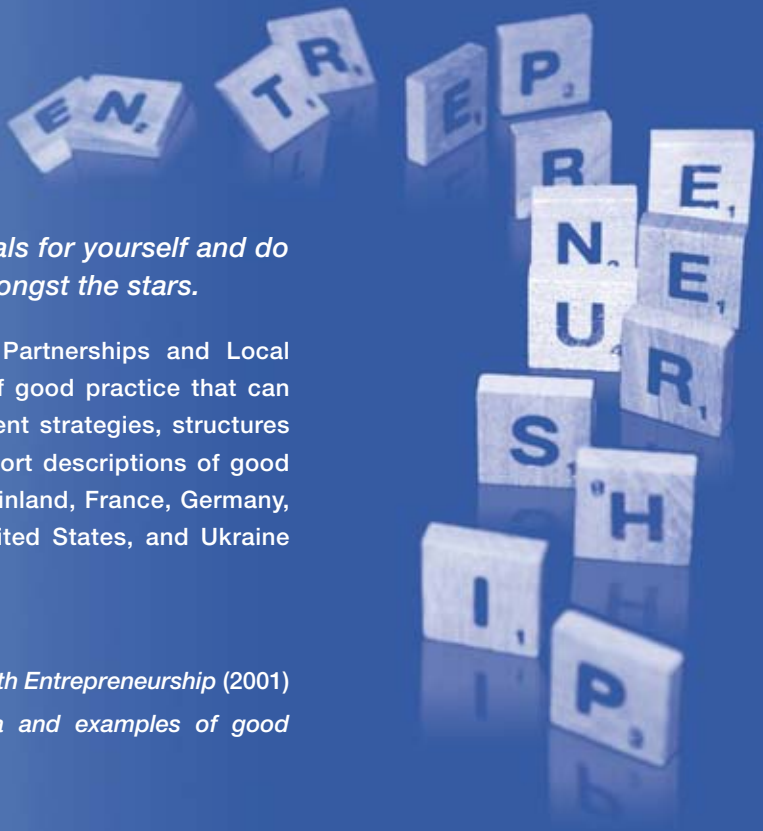
Since 2003 over 5 300 policy makers and practitioners have benefited from the Trento Centre's capacity building activities. For more information on the Trento Centre and its activities and events, please visit www.trento.oecd.org.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

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Shooting for the Moon. Aim high with great goals for yourself and do your best. And, even if you miss, you'll land amongst the stars.

In the framework of the OECD LEED Forum on Partnerships and Local Governance this handbook presents a criteria list of good practice that can be read as a 'tool' to self-assess and re-orient current strategies, structures and practices in youth entrepreneurship support. Short descriptions of good practice initiatives from Austria, Canada, Denmark, Finland, France, Germany, Ireland, Portugal, Sweden, United Kingdom, the United States, and Ukraine provide useful guidance.

Related reading

Putting the Young in Business: Policy Challenges for Youth Entrepreneurship (2001)

Universities, innovation and entrepreneurship. Criteria and examples of good practice (2009)

pobal
government supporting communities

bmask
BUNDESMINISTERIUM FÜR ARBEIT, SOZIALES UND KONSUMENTENSCHUTZ