



**SHOOTING FOR THE MOON:**

**GOOD PRACTICES IN LOCAL YOUTH ENTREPRENEURSHIP SUPPORT**

**Cover picture**

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## 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

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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.

The handbook and the seminar are part of the activities of the OECD LEED Forum on Partnerships and Local Governance. The OECD LEED Programme would like to acknowledge the financial support of the European Commission DG Employment, Social Affairs & Equal Opportunities, the Austrian Federal Ministry of Labour, Social Affairs and Consumer Protection, and Pobal, Ireland.

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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](mailto: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 disadvantaged backgrounds near one of the world's most successful business areas, 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 phases – 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.







*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 disadvantaged backgrounds. NFTE was founded in New York and its headquarters remains there, it is also very appropriate area for NFTE operations as socially disadvantaged communities exist alongside one of the world's most successful business areas, 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 plan 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 entrepreneur-

ship 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 field 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.



**YOUTH ENTREPRENEURSHIP CHALLENGE IN NEW BRUNSWICK**

**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



**Contact.**

Ulf-Marten Schmieder; schmieder@iie-halle.de and Sabrina Möller; moeller@futurego.de

**Notes.**

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**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.









*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 Lapland 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.finp.in.fi

**Contact.**  
Sakari Kuvaja; sakari.kuvaja@lamk.fi

**Notes.**

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*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 pay a business tax, and employees pay 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 school's 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.





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 configuration but also its use of new social media to engage its current 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-to-date knowledge in the field of entrepreneurship education.



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.







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 facilitates 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](http://www.iq-consult.com)

**Contact.**

Thorsten Jahnke: [jahnke@iq-consult.com](mailto:jahnke@iq-consult.com)

**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.**

- 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.**


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*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.



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](http://www.entrepreneur.chalmers.se)

#### Contact.

Mats Lundquist; [mats.lundqvist@chalmers.se](mailto:mats.lundqvist@chalmers.se)

#### Notes.

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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](http://www.beuth-hochschule.de)

#### Contact.

Harald Joneleit; [ttrans@beuth-hochschule.de](mailto:ttrans@beuth-hochschule.de) and Kühne; [LKuehne@beuth-hochschule.de](mailto:LKuehne@beuth-hochschule.de)

#### Notes.

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## 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 serv-

ices). 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](http://www.Concept2Venture.org)

**Contact.**

Rod Shrader; Rshrader@uic.edu

**Notes.**


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## 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 system-

atic 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.



## 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](http://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](http://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](http://www.oecd.org/cfe/leed).

## THE OECD LEED FORUM ON PARTNERSHIPS AND LOCAL GOVERNANCE

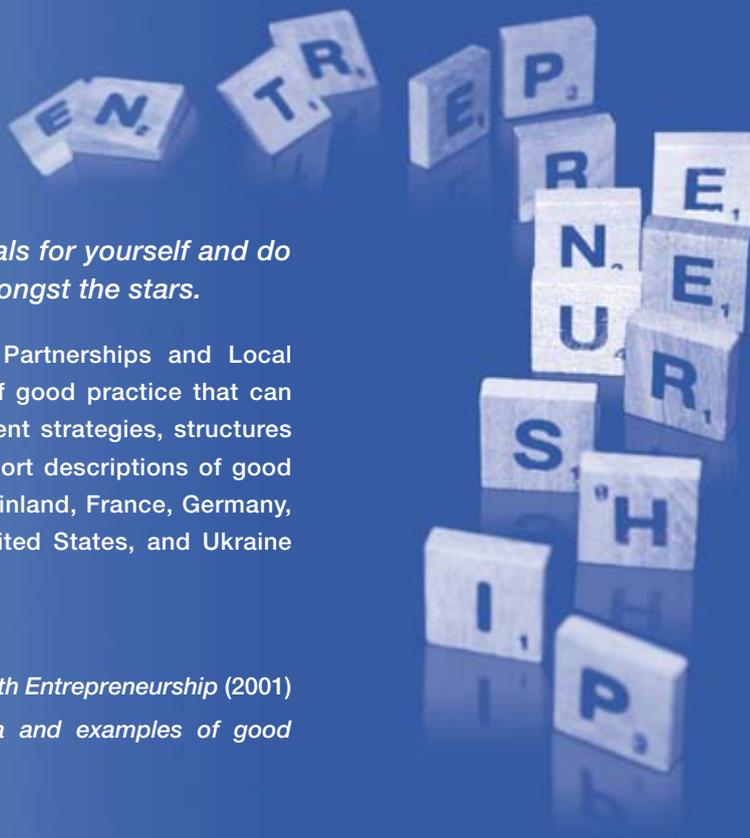
The OECD LEED Forum on Partnerships and Local Governance is a worldwide network of local development practitioners. The Forum informs its members on local development innovations, organises capacity building seminars and study visits, releases handbooks and training materials, and provides networking 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](http://www.oecd.org/cfe/leed/forum/partnerships) or contact [Ekaterina.Travkina@oecd.org](mailto: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](http://www.trento.oecd.org).



*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)*

