

# Start-Up Community

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## Best Practice Report-Valencia

*ENCOURAGING AND SUPPORTING YOUTH ENTREPRENEURSHIP*

## TABLE OF CONTENTS

<b>Encouraging and Supporting Youth Entrepreneurship.....</b>	<b>3</b>
General Overview about Youth Entrepreneurship.....	3
The Value of Youth Entrepreneurship.....	4
Entrepreneurship education .....	4
Promoting Youth Entrepreneurship .....	6
Entrepreneurial Framework Conditions (EFCs) .....	9
<b>Overview from the partners countries .....</b>	<b>12</b>
United Kingdom.....	12
France .....	13
Italy .....	13
Germany .....	13
Spain .....	14
Cyprus.....	14
Sweden .....	14
Bulgaria.....	15
Finland .....	15
Turkey.....	16
Portugal .....	16
<b>Discussion about Youth Entrepreneurship in the Consortium.....</b>	<b>17</b>
Promoting and skills development entrepreneurship within education .....	19
Promoting and skills development entrepreneurship outside education .....	20
<b>APPENDIX: Best practices from each country.....</b>	<b>21</b>
UK .....	21
France .....	23
Italy .....	26
Germany .....	31
Spain .....	41
Cyprus.....	46
Sweden .....	48
Bulgaria.....	50
Finland .....	54

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Turkey.....	57
Portugal .....	77

## Encouraging and Supporting Youth Entrepreneurship

The aim of the report is to identify examples of best practice collected from every partner in its country for the encouragement, promotion, support and progression of youth entrepreneurship and early engagement even in and out of schools and educational system, and the general conclusions of all of them related to engaging young people in entrepreneurship and the skills development for all young people.

First of all, we would like to analyze in general terms entrepreneurship and entrepreneurship education and the framework conditions in the entrepreneurship ecosystem. We will follow by the analysis the general overview of this topic in each region and country of the partners and we will end by applying all the information to get interesting and suggesting ideas about the value of youth entrepreneurship, its promotion and the different methods and techniques that can be used both in and out of school and educational system.

## General Overview about Youth Entrepreneurship

With 5.6 million unemployed young people (under 25) in the EU – and this figure will only rise the coming years – the necessity for drastic labour market improvement becomes enormous. One of the solutions to alleviate the dreadful situation of Europe’s young is to promote youth entrepreneurship. Growth doesn’t come from existing companies, so startups and small firms are essential to create jobs and avoid the looming lost generation. Entrepreneurship comes in many forms and different roles: it is a tool to develop talent and to stimulate innovation, but in the current context also a solution for unemployment.

Europe certainly lacks an entrepreneurial mindset, at least compared to other continents. Europeans – old and young – prefer to work as an employee, often because of the job and income security. But the potential is high: nearly a quarter of EU respondents has started a business or is thinking about starting one (Eurobarometer 354).

If we focus on the young, it becomes clear that mindsets are changing. 51 percent of young Europeans (aged 15-24) say that self-employment is desirable, against only 18 percent of the age group 55+. A quarter of young Europeans thinks about starting their own company; only 3 percent of the older Europeans considers this step. (ibid)

Recent research by the OECD confirms this trend and reveals a scope for more self-employment. The next generation of entrepreneurs has a lot of growth potential; their startups grow twice as fast as new companies set up by older peers. These digital natives understand much better the scope and

opportunities of the digital economy. It is easy for them to become a 'micro-multinational' right from the start. The young's particular entrepreneurial potential and their contribution to social progress are underestimated.

## **The Value of Youth Entrepreneurship**

It is now widely accepted that there are many good reasons to promote entrepreneurship among young people. While caution should be exercised so that entrepreneurship is not seen as a 'mass' or wide-ranging solution which can cure all society's social illnesses, as many experts warn, it is true that entrepreneurship has a number of potential benefits. An obvious, and perhaps the most significant one, is that it creates employment for the young person who owns the business.

This is especially important in an economy subject to rationalization, change and restructuring. Many experts believe that entrepreneurship could bring back the alienated and marginalized youth into the economic mainstream. This may also have a direct effect on employment if new young entrepreneurs hire fellow youths from the 'dole' queues. In this way, entrepreneurship could help in confronting some of the socio-psychological problems and delinquency that arise from joblessness.

Youth-run enterprises (YREs) also provide valuable goods and services to society, especially to the local community. This results in the revitalization of the local community. It has also been observed that new small firms tend to raise the degree of competition in the product market, thereby bringing gains to consumers. In addition, the enterprises may create linkages between youth entrepreneurs and other economic actors, such as through sub-contracting, franchising, and so on.

Youth entrepreneurship also promotes innovation and resilience as it encourages young people to find new solutions, ideas and ways of doing things through experience-based learning. In certain circumstances, young entrepreneurs may be particularly receptive to new economic opportunities and trends. This is especially important nowadays given the on-going globalisation process. It is increasingly accepted that youth entrepreneurs can present alternatives to the organization of work, the transfer of technology, and a new perspective to the market.

In a broader sense, 'entrepreneurship', when treated as 'enterprise', helps young women and men to develop new skills and experiences that can be applied to many other challenges in life.

## **Entrepreneurship education**

Entrepreneurship is a skill that can be learnt. You don't have to be born an entrepreneur to run a successful business. You can become one by developing an entrepreneurial mind set and skills. As Europe needs more entrepreneurs creating jobs, it's necessary to support this type of education in all EU countries.

Entrepreneurship education prepares people to be responsible and enterprising individuals. It helps people develop the skills, knowledge, and attitudes necessary to achieve the goals they set out for themselves. Evidence also shows that people with entrepreneurial education are more employable.

Young people with entrepreneurship education are more likely to set up their own companies. Up to 20% of students who participate in a mini-company programme in secondary school will later start their own company. That is up to five times higher than in the general population. Businesses started by these students are also more ambitious.

Entrepreneurial mindsets and skills can be:

- effectively built only through hands-on, real-life experiences, and project work;
- taught across all subjects as a separate subject or combined with another;
- important for 'intrepreneurs' who fulfil the role of entrepreneurs, leaders, and innovators within a group or organisation;
- promoted beyond educational institutions to businesses and the wider community.

As a key competence for life, entrepreneurship is prominent on the agenda of the European Commission. DG Education and Culture's (DG EAC) 'Rethinking Education' communication states that all young people should benefit from entrepreneurship education, including 'at least one practical entrepreneurial experience before leaving compulsory education'. The Europe 2020 strategy provides the supporting framework for this, and the 2013 Country Specific Recommendations highlight the importance of the Entrepreneurship Agenda.

The Entrepreneurship 2020 Action Plan states that it is entrepreneurship that makes the European economy more competitive and innovative - new companies and enterprises are seen as the most important source of new jobs and employment. In turn, entrepreneurship education is expected to support Europe in competing globally, returning to economic growth and creating high levels of employment. Including entrepreneurship education in education and training curricula is based on the assumption that education has a role to play in developing and supporting future entrepreneurs.

In its Council Conclusions from December 2014, the European Council stresses that both entrepreneurship and education are priorities of the Europe 2020 strategy for smart, sustainable and inclusive growth. Taking into account the definition of entrepreneurship used in the 2006 recommendation on key competences for lifelong learning ('an individual's ability to turn ideas into action'), the Council Conclusions underline that developing an entrepreneurial mind-set can have considerable benefits for citizens in both their professional and private lives.

Consequently, Member States are invited to encourage the development of a coordinated approach to entrepreneurship education throughout the education and training system.

## Promoting Youth Entrepreneurship

It follows, therefore, that policies to promote youth entrepreneurship need to not be seen as a departure from the broad policy orientation needed in any case. Programmes to train young men and women for self-employment and to help them to achieve it, can enhance what must be done to attack youth unemployment in general. This is based on the recognition that not all young people can become entrepreneurs in a business sense. Enterprise skills can, therefore, help youth adapt well to other non-entrepreneurial careers.

Moreover, the success of the 'new economy'-however defined-is dependent on the promotion of a culture of entrepreneurship. It has been observed that youth have the capacity to understand it and be its pioneers. This is reflected in higher youth participation in internet business start-ups.

Given this situation, the promotion of youth enterprise in general and youth entrepreneurship in particular is vital. The importance of this promotion should also be seen in the context of improving social attitudes towards entrepreneurship. Collectively, these influences are referred to as an 'enterprise culture'.

The importance of promoting entrepreneurship is also reflected in the increasing role that self – employment plays in job creation across the world. In DCs, and especially in LDCs, self-employment is emerging as an important source of employment, livelihoods and economic dynamism. In DCs and more industrially advanced developing countries, there has been increasing flexibilisation and informalisation of production and employment relationships (casualisation) which involve sub-contracting production to small enterprises. This is largely the answer to increasing global competition and information technology development. In LDCs and transition economies, the bulk of new employment in recent years has been in the informal sector.

Given the growing importance of entrepreneurship and self-employment as a source of new jobs and economic dynamism in developed countries, and livelihoods in developing countries, there is need to promote youth entrepreneurship as a source of improved youth livelihoods and economic independence.

We can mention different types of successful youth enterprise policies and promotion programmes:

1. Youth Policies.

Since the mid-1990s, many nations have shown a growing interest in, and commitment to, the concept of a national youth policy recognizing and addressing the needs and development opportunities facing their young women and men (ILO, 2000).

National youth policies are wide-ranging documents, covering the issues affecting young women and men. Enterprise and employment is only one element that can be contained in such policies. A

national youth policy may establish such goals and objectives as involving young men and women in national development and social responsibility; facilitating a coordinated response to youth development; developing supportive families and communities; achieving social justice; promoting healthy lifestyles and personal well-being; encouraging a positive perspective toward global issues and international understanding; developing positive attitudes.

The following are the key issues that emerge from a survey of the literature on youth policies in many countries, especially LDCs:

- There are no proper policy/programme linkages;
- Youth policies are not properly integrated with key macro economic policies;
- Youth policies are not properly integrated with key sectoral policies;
- There is a dominant welfarist perception of youth, and
- The policies lack effective implementation mechanisms.

## 2. Youth Enterprise Promotion Programmes.

There is no single policy model for the encouragement and promotion of entrepreneurial activity among youth. New programmes developed in various national and cultural settings tend to show more, rather than less, variety in their content and delivery different mechanisms. Enterprise promotion projects have different goals and objectives, in terms of clients, aspirations and types of interventions. Broadly speaking, however, programmes aimed at promoting enterprise among youth can be divided into two categories: those aimed at in-school youth and those designed to meet the needs of non-school youth.

### 2.1 In-School Youth Enterprise Promotion Programmes

The enterprise promotion programmes aimed at in-school youth seek both to raise awareness about the importance of entrepreneurship and to promote an entrepreneurial culture among young people. In general, these programmes can be divided into two categories:

#### 2.1.1 *School-based Entrepreneurship Education*

Many countries have already introduced new curricula which give to young people information that introduces them to concepts of self-employment. These programmes work through the general education system, whether through the school themselves, or extra curricula programmes, or through universities and graduate schools in general. They basically involve two types of programmes: enterprise education and entrepreneurship promotion programmes.

#### 2.1.2 *Training the Trainers*

Some enterprise promotion programmes for in-school youth seek to train teachers in entrepreneurship, teaching the teachers who in turn become facilitators.

### 2.2 Enterprise Development Programmes for Non-School Youth

The enterprise promotion programmes aimed at non-school youth are more practically-oriented and provide concrete support to business start-ups. include:

- Entrepreneurship promotion;
- Skills training;
- business development services;
- Financial services; capacity building; and
- Advocacy.

### 2.3 Creation of support Youth Networks

There are also a number of networks established to address the problems of isolation and lack of mutual support facing many youth businesses. Many of these networks operate at various levels: international, national, regional and local. An example of a youth organisation operating at the international level is the Yes for Europe.

### 2.4 Promotion of Value Addition and access to Higher Value Markets

Youth enterprise support programs should be based on strategies that enable young micro-entrepreneurs to move up the value chain. These include:

- Inter-firm cooperation;
- Sub-contracting;
- Networking;
- Franchising;
- E-commerce, and
- Exploring opportunities for youth from such global trade initiatives



### Entrepreneurial Framework Conditions (EFCs)

The Entrepreneurial Framework Conditions are one of the most important components of any entrepreneurship ecosystem and constitute “the necessary oxygen of resources, incentives, markets and supporting institutions for the creation and growth of new firms”

The EFCs can be considered an essential part of the puzzle that understanding businesses creation and growth represents. The state of these conditions directly influences the existence of entrepreneurial opportunities, entrepreneurial capacity and preferences, which in turn determine business dynamics. Hence, it is expected that different economies and regions have different structures and quality of EFCs or different “rules of the game” that directly affect entrepreneurial activity’s inputs and outputs.

We can see all the details about this Entrepreneurial Framework Conditions in the Global Entrepreneurship Monitor 2014 global Report.

<http://www.gem-spain.com/Mis%20archivos/Informes/Internacionales/GEM%20Global%202014.pdf>

**TABLE 3.2 ENTREPRENEURSHIP FRAMEWORK CONDITIONS MAIN INDICATORS**

**1** Finance **2a** National Policy—General Policy **2b** National Policy—Regulation **3** Government Programs **4a** Education—Primary & Secondary **4b** Education—Post-Secondary **5** R&D Transfer **6** Commercial Infrastructure **7a** Internal Market—Dynamics **7b** Internal Market—Openness **8** Physical Infrastructure **9** Cultural and Social Norms

	1	2a	2b	3	4a	4b	5	6	7a	7b	8	9
<i>Europe- European Union</i>												
Austria	2.51	2.46	2.60	3.58	1.66	3.02	2.82	3.40	2.49	3.33	4.12	2.46
Belgium	3.38	2.62	1.98	2.71	1.95	2.75	2.99	3.74	2.50	3.19	3.79	2.15
Croatia	2.32	2.15	1.55	2.27	1.68	2.35	2.04	2.90	3.37	2.08	3.67	2.02
Denmark	2.73	3.33	3.31	3.43	3.10	3.43	2.77	3.56	2.43	3.44	4.49	2.82
Estonia	2.86	2.43	3.58	3.39	2.63	2.99	2.92	3.21	3.39	3.12	4.39	3.39
Finland	2.82	3.17	2.95	2.77	2.28	2.70	2.61	3.20	3.23	2.72	4.25	2.76
France	2.77	2.99	2.96	3.17	1.75	2.92	2.73	3.06	3.02	2.34	4.04	2.14
Germany	2.84	2.93	2.87	3.46	2.13	2.81	2.75	3.34	2.84	2.81	3.82	2.65
Greece	2.11	2.07	1.74	1.95	1.50	2.31	2.26	3.05	3.42	2.12	3.53	2.47
Hungary	2.63	2.43	1.93	2.41	1.68	2.82	2.41	3.29	3.13	2.62	3.94	2.32
Ireland	2.87	3.24	2.64	3.26	2.09	2.95	2.82	3.29	2.59	3.13	3.71	2.95
Italy	2.55	2.40	1.50	2.08	1.68	2.33	2.18	2.83	3.50	2.61	2.92	2.22
Latvia	2.55	2.60	2.50	2.75	2.51	3.17	2.33	3.74	2.27	2.78	4.00	2.85
Lithuania	3.19	2.39	2.46	2.72	2.37	3.07	2.61	3.90	3.38	2.66	4.19	3.09
Luxembourg	2.76	3.41	3.22	3.47	2.13	2.90	2.98	3.50	2.76	3.05	4.04	2.56
Netherlands	2.81	2.59	3.13	3.15	2.85	3.17	2.88	3.68	2.85	3.40	4.82	3.58
Poland	2.77	3.07	2.16	2.77	1.75	2.54	2.44	2.77	4.04	2.75	3.79	2.96
Portugal	2.73	2.57	2.01	3.00	2.04	3.04	2.76	3.34	2.40	2.75	4.43	2.55
Romania	2.43	2.53	2.24	2.51	2.34	2.68	2.59	3.09	3.14	2.86	2.89	2.61
Slovakia	2.73	2.28	2.16	2.26	2.21	2.98	2.13	3.07	2.63	2.84	3.94	2.40
Slovenia	2.33	2.13	1.92	2.43	1.77	2.34	2.29	2.71	3.04	2.56	3.56	2.06
Spain	2.14	2.50	2.40	2.88	1.84	2.61	2.45	3.03	2.87	2.47	3.64	2.64
Sweden	2.63	2.74	2.53	3.00	2.55	2.75	2.65	3.28	3.13	2.80	4.25	3.07
United Kingdom	2.77	2.90	2.33	2.62	2.44	3.02	2.20	2.95	3.28	2.73	3.54	2.83
<b>Average</b>	<b>2.68</b>	<b>2.66</b>	<b>2.44</b>	<b>2.84</b>	<b>2.12</b>	<b>2.82</b>	<b>2.57</b>	<b>3.25</b>	<b>2.99</b>	<b>2.80</b>	<b>3.91</b>	<b>2.65</b>

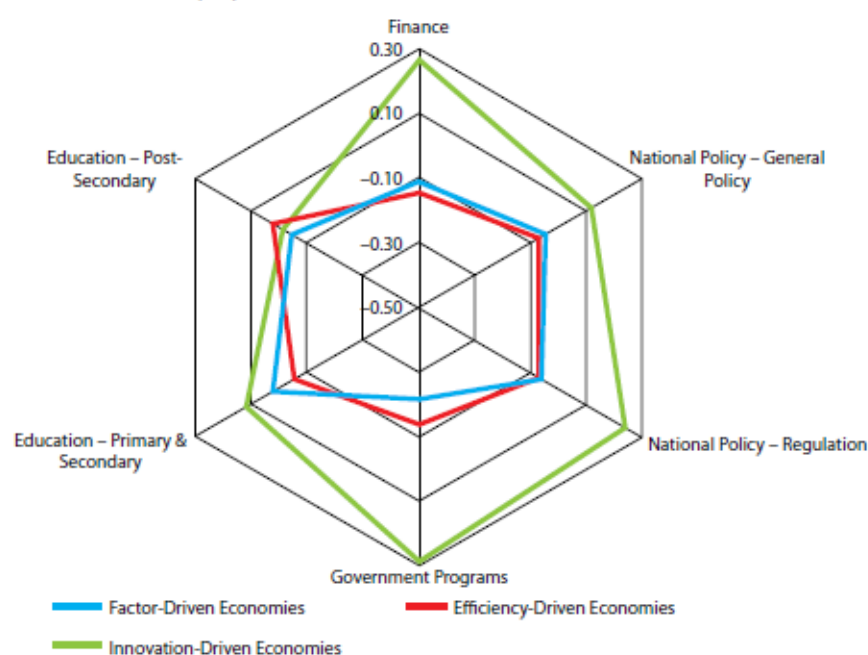
The averages included in Table 3.2 show some patterns among country-groups. For example, entrepreneurship education at basic levels (primary and secondary school) is rated rather unfavorably in most economies—only a few of them (Denmark, Singapore, Philippines and the Netherlands) stand out. This information is very important for policy makers, as this score shows the extent to which primary and secondary education encourages creativity, self-sufficiency, and personal initiative.

Other EFCs that have relatively low evaluations across countries are national policies related to regulation and R&D transfer. In contrast, as in previous years, physical infrastructure (roads, utilities, communications, water disposal) tends to obtain the highest evaluation in experts' ratings, with averages close to 4 or over 4 in all regions except Africa (whose EFC is evaluated as the best among other EFCs, but still at a much lower level than in other parts of the world). This EFC was granted outstanding evaluations in the Netherlands, Denmark and Japan.

Experts are usually quite critical about their country's entrepreneurship ecosystem, although they recognize it has some strong factors. In general, experts in more economically developed countries, like the members of the European Union and North America, tend to evaluate their EFCs with higher ratings.

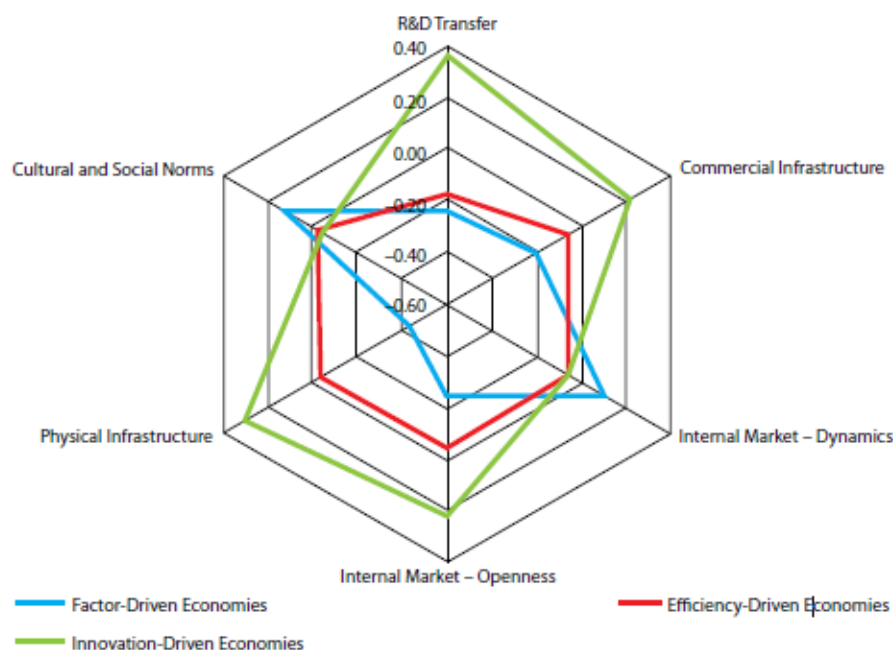
To visualize the differences in EFCs scorings, Figure 3.4 and Figure 3.5 include standardized mean Z-scores for each EFC. These figures show that many EFCs do differ according to the economic development phase. The items with the clearest differences in the 2014 NES results are finance, government programs, national policy regulation (Figure 3.4), and R&D transfer and physical infrastructure (Figure 3.5). However, some other EFCs do not have such clear differences; for example, entrepreneurship education at post-secondary level gets a higher evaluation in efficiency-driven economies, whereas cultural and social norms are evaluated much higher in factor-driven economies.

**FIGURE 3.4 COMPOSITE INDICATORS ON ENTREPRENEURSHIP INSTITUTIONS, BY STAGE OF DEVELOPMENT (1/2)**



Note: Values of indicators are based on averaging the Z-scores (standardized values) for the economies in each of the three phases of economic development.

**FIGURE 3.5 COMPOSITE INDICATORS ON ENTREPRENEURSHIP INSTITUTIONS, BY STAGE OF DEVELOPMENT (2/2)**



Note: Values of indicators are based on averaging the Z-scores (standardized values) for the economies in each of the three phases of economic development.

## Overview from the partners countries

### United Kingdom

Over the past decade an increasingly active and positive youth entrepreneurship movement has grown in the UK. This has come on the crest of the wave of general entrepreneurship promotion and the knock-on effects of the recession, namely youth unemployment.

Across the country there is a strong and positive culture in support of youth entrepreneurship, both as a feasible route for young people to build their own career, but also as an important learning experience for all- delivering Enterprise skills, positive business awareness and raising

Aspirations for the future: Support structures and programmes have proliferated and Enterprise education is increasingly at the Forefront of the UK government's agenda.

The country has good momentum for Youth Entrepreneurship and values its contribution to the economy and society. This momentum looks likely to continue and increase but it is necessary to ensure this converts into viable businesses being set up and thriving. It is therefore important to be cautious of creating an aspiration which is not appropriate for everyone, nor achievable for all. For

this, it is vital to differentiate the difference between Enterprise education and genuine entrepreneurship.

### France

France used to be suffering from a lack of offer regarding entrepreneurship at school due educational and ideological reasons. If this line of reasoning is not out dated yet, things are changing slowly.

More young people are planning to create a business or to lead one even though not creating it and want to do it in the next coming years.

### Italy

During the last 5 years, Italy suffered the effects of the global economic crisis, affecting severely an economic and social context already touched by a structural long-lasting crisis.

During these 5 years, in order to find a solution to one of the worst effects of the crisis, youth unemployment, Italian government and business organizations (widely considered) dedicated their efforts to promote entrepreneurship as a mean to stimulate the growth of the economy and to compensate the lack of job places.

The process is difficult and requires a socio-cultural change in the country; Italians are used to permanent contracts and the security of the jobs in the public sector as insurance for life. They count on welfare and state support with limited interest in self-employment and risk taking. In this context, entrepreneurship education was missing and generations after generations, young people were educated to become employees and not entrepreneurs.

Several entrepreneurial models have been imported from other EU countries, both from Public bodies and private organizations. Italy got the Startup fever as the rest of Europe and several programs have been dedicated to: entrepreneurship education at school, incubation of start-up, financing of new entrepreneurs.

### Germany

During their schooling, students have the opportunity to attend a variety of entrepreneurial initiatives that suit a younger target group. Ideally, the offered project work is based on real scenarios and simulates the start-up of an own business over a longer period. In these setting virtual simulations, games and competitions play an important role. But in practice a commitment in this area is highly dependent on the schools and teachers, as entrepreneurial thinking and acting is not yet part of the official curriculum in every federal state of Germany.

In a further step projects with a concrete link to businesses of the region and young entrepreneurs are implemented outside formal educational settings. They offer professional knowledge through workshops and help the younger to form their own ideas and network and to profit by the experiences of successful entrepreneurs and so-called “economical seniors”, who consult on voluntary basis.

The example of the funding program “Exist” targeted on young academics shows, that also concrete funding instruments are offered for the younger. Nevertheless, most people tend to set up their own company first after they gained some experience as an employee.

The Federal Ministry of Economy and Energy, the Federal Ministry of Education and Research the state ministries and the chambers are the first contacts and multipliers for interested found-ers. They are also crucial in the financing of entrepreneurial initiatives -in addition to employment agencies, business angels and firms/private investment. In some cases resources from the European Social Fund had been utilised to run projects.

### Spain

Spain is the country of entrepreneurs. The majority of the city and town councils have ADL programs or other specific services used for direction of entrepreneurs and offer them resources that they probably need.

There are economic aids as well for the promotion of entrepreneurship spirit and consolidation in all Spanish regions like institutions making more possible financing of new created companies for instance ENISA, CDTI, IVF.

The most enterprising autonomous regions in Spain are Madrid, Barcelona and Valencia.

During last decade entrepreneurship has been stimulated though public bodies, private organizations and non-for-profit organizations reaching not only education levels promoting enterprising and riches generation, but structural as well. It happens for instance trough deductions in social security.

In Spain there are a lot of events for entrepreneurs like educational programs, business incubators, funding round etc. (EJE, EDEM, Operación Emprende, Lanzadera, Eweekend, Día de la Persona Emprendedora, Ideas UPV...)

### Cyprus

There are several entrepreneurship initiatives, mainly driven by the private sector. A combination of the financial crisis the country is going through, combined with the crisis in the banking sector, has limited the number of initiatives to the minimum. There are still a number of incubators and a network of business angels supporting entrepreneurship initiatives, but no specific/targeted programs are in place.

### Sweden

INSEAD Business School’s Global Innovation Index 2011 ranks Sweden in second place once again. The index measures the degree to which countries have an infrastructure that enhances a creative environment and allows for innovation, as well as actual output. Sweden has strengths in terms of both output and input. Strong output is demonstrated in many new published research and technical papers, and many registered patents. Sweden is also seen to have a good input basis, with a stable political climate and relevant, high-quality education.

The Swedish government has chosen to focus strategic investments on three key areas: medicine and bioscience, technology, and climate.

Sweden is particularly strong in biotechnology. Pharmaceuticals are a key export, and Swedish medical innovations include the asthma medicines Bricanyl and Pulmicort; the growth hormone Genotropin; and the stomach ulcer drug Losec, one of the world's best-selling drugs.

Research is not confined to giants such as AstraZeneca and Pfizer-Pharmacia; many small biotechnology companies conduct their own research. A key area of interest is healthcare. Rapidly growing markets include medical devices such as imaging equipment, orthopedic implants, dialysis equipment, heart-lung machines, and ECG equipment, as well as laboratory studies of medicines.

Microelectronics is another growth market. Sweden is at the forefront of research into silicon-based components, high-speed electronics, organic electronics, photonics and systems design.

## Bulgaria

Youth community in Bulgaria for the past 20 years has been characterized by dynamic change.

Most young people seem to be striving for independence and self-realization. Activity of young people radically shifted - from public and political life to the private sector of the economy. The majority of young people in Bulgaria are willing to develop their own business, despite strong competition. 50% of them say that they are driven by the need for new challenges, avoiding unemployment and the desire to be "my own boss".

As all young people they need support both at the start and in developing their own business, because despite a lot of best practices and projects, entrepreneurial culture among young people is still underdeveloped and the access to information, advisory services and financing for setting-up and development of entrepreneurial initiatives of young people is still limited.

But although of this as we describe in our research a lot of initiatives, such Start up conference next, Innovative incubator and mentorship programmes are realized. And a lot of young people develop their own business – BoyanBenev, Adel Zakout, Boris Kolev, Victor Rombaut... Most of them famous not only in our country. All they believe that they could make changes in macro-level in our country benefit from the crisis and redefine their positions.

## Finland

Youth entrepreneurship education is relatively new thing in Finland. All the case-study programs for youths gathered in this report are invented in last 10 years. Entrepreneurship lectures and programmes are finally made or making their way to being a permanent part of any education in Finland.

Entrepreneurship is mostly practiced in schools via co-ops, where the risk is minimal and acts as a learning platform. Depending the size of the business, after school student can stay and bill through the co-op or start a company.

Universities in Finland have their own models for youth entrepreneurship. They are similar to what other universities have in Europe, so this report does not focus on them. Aaltoes in Helsinki is the biggest and best-known example, check [aaltoes.com](http://aaltoes.com) for more info about entrepreneurship education in universities. Stakeholders focus mainly on the universities/technology schools when seeking new start-ups to fund.

## Turkey

When we look at youth entrepreneurship in Turkey, it can be said that Turkey has a quite sophisticated environment for youth entrepreneurs. Looking at the challenges of youth entrepreneurs, it can be said that there have been some obstacles, including the high costs of navigating the inefficient and inconsistent bureaucracy. Besides, an entrepreneurial culture is another important issue. Although entrepreneurs “by necessity” are generally respected for their work ethic, entrepreneurs “by choice” who have other promising career options are often discouraged by their families. There also lie challenges with skills and within the education system. Among young Turks, vocational high school students are more inclined to explore entrepreneurship as a career path than the more skilled students, but they lack business skills and the necessary self-esteem due to a “vocational school stigma”.

There are various good practices aiming to encourage and support youth entrepreneurship provided by institutions and organizations in Turkey. Within education, some of these practices are “10,000 Women Entrepreneurs” project by Center for Entrepreneurship in Istanbul Ozyegin University, Entrepreneurship and Innovation Platform which offers a combination of services to entrepreneurs by Istanbul Okan University, “TeknoJumpp” program by Middle East Technical University (METU) Technopark, and “Enter Prize” entrepreneurship competition by Bogazici University. Beyond education, various organizations such as Small and Medium Enterprises Development Organization (KOSGEB) Programs, Ministry of Youth and Sports, and The Scientific and Technological Research Council of Turkey (TUBİTAK) support youth entrepreneurship. Moreover, some private organizations such as Junior Achievement teach young people about entrepreneurship, financial capability and help them to get employability skills.

## Portugal

Unfortunately there is no significant amount of research and available information regarding the evolution of “youth” entrepreneurship in Portugal. There are, however, many programmes and incentives that aim to boost (young) entrepreneurship, which will be further detailed in questions 2 and 3.

Latest data available goes back to 2011-- 2013, and it shows that the entrepreneurship activity in Portugal did not suffer any major drawbacks, despite the economic, financial and social crisis that the country was, and still is, facing. This has been recognized in the GEM report.

Several initiatives of different nature have taken place in Portugal over the past years with the overall aim of raising awareness of both the importance and advantages of entrepreneurship, especially among younger generations, encouraging them to become entrepreneurs and come



forward with innovative business concepts and ideas. Many companies, banks, universities and even entrepreneurship associations launch continuously programmes, contests and even lines of credit to further promote entrepreneurship. Hence, nowadays, more and more people in Portugal are setting up their own businesses.

#### Benefits for a start-up business

Being in a co-working space has many benefits for a start-up, not only does it provide a positive and engaging work environment for a new team, but it gives them immediate access to a wider community which they can be part of.

The tangible benefits derived from this include finding suppliers that you can talk to everyday, selling work themselves or picking up small contracts to keep the finances in order. Furthermore, conversations can lead to new ideas, collaboration, finding mentors and expanding our network.

It is a difficult balance for a small team and often a separate office is a better choice, however as co-working spaces grow they will be able to curate space specifically for small teams and this is likely to become increasingly popular in the future.

### Discussion about Youth Entrepreneurship in the Consortium.

Several initiatives of different nature have taken place in the European Union over the past years with the overall aim of raising awareness of both the importance and advantages of the entrepreneurship, specially among younger generations, encouraging them to become entrepreneurs and come forward with innovative business concepts and ideas.

Many companies, banks, universities and even entrepreneurship associations or public institutions launch continuously programmes, contests and even lines of credit to further promote entrepreneurship.

The discussion in Valencia about encouraging Youth Entrepreneurship was carried out through two different workshops where all the partners discussed different aspects of youth entrepreneurship in groups, so finally each group ended up with conclusions and a general overview of the situation of the youth entrepreneurship in their countries, in terms of the actual situation and best practices to be taken in order to engage young people in entrepreneurship and develop the necessary skills to do so.

During the workshops in Valencia, we also presented two case studies:

#### **FLORIDA UNIVERSITARIA**



Florida is a higher, technical education and business center, in which graduate programs, college, vocational training, secondary education, continuing and occupational training and language are taught.

Florida is an innovative and dynamic institution, aware of the needs of business and society, in which the young and professional training is based on the acquisition of skills and knowledge to enable them to participate successfully in the new business scenarios, professional and social.

#### **VIT EMPRENDE-FUNDACIÓN INNDEA**



“VIT EMPRENDE” is the network of innovative entrepreneurs of Valencia, that the Valencia City Council has implemented through the InnDEA Valencia Foundation. Its members have the opportunity to share knowledge, collaborate together, transfer technology and implement synergies through networking and maintain contact with prominent actors in the field of entrepreneurship in Valencia.

“VIT EMPRENDE” brings together entrepreneurs, investors and companies from different sectors with innovation as a common denominator. Whatever the sector they come from, the network of innovative entrepreneurs in Valencia includes all companies whose product or service is innovative.

Specifically, VIT EMPRENDE includes within the Community, firstly members, who are entrepreneurs and startups and in second place, facilitators, which are mentors, investors, the consolidated companies (aged 5 years) and entities to support entrepreneurship.

Being a member of this community or a facilitator has no cost for the actors, with the only requirement that the address for entrepreneurs or the seat or establishment for startups is located in the Valencian Community.

## Promoting and skills development entrepreneurship within education

There are many ways to help young people to develop the necessary skills and knowledge to be a good entrepreneur, a good employee and a good citizen. Any education system would benefit from giving attention to enterprise skills, business capabilities and professional attitudes from a young age. The specifics can vary but providing this structure throughout education, with the support of business and employers is a very good start.

Academic institutions have a significant responsibility in the delivery of this education but are not alone. There should be engagement from all members of the community, support from all stakeholders (government, parents, business), and guidance from employers, entrepreneurs and businesses that will enable and empower teachers to bring learning to life and make it relevant for each students future. Due to the potential impact it can have on society and the wider economy, Entrepreneurship education should be something that governments plan for and support financially.

Below are some best practice ideas that can be used in advancing enterprise education:

- **Training the teachers** - this should be a key point as teachers should have the training to give them the necessary knowledge and encouragement to promote entrepreneurship and to develop the necessary skills in their students
- Here are some examples of simple **good practice** that will help with the general objective:
  - Primary education: introduction to financial education and terminology; practical projects “learning by doing”; visits to workplaces and classroom-based activities and projects that complement the visits; develop curricula skills but also extra curricula (competitions, job fairs).
  - Secondary education: further application of financial education and finance skills; group projects with skills from other subjects; students who have similar career interests form groups and are responsible for searching relevant professionals from that industry in which they are interested to come into their school and speak.
  - College: practical work experience in companies (national apprenticeship scheme); small internships in companies; practical experience in developing their ideas (generate and bring into life their own idea, virtual business games for teaching entrepreneurship).
  - University: simulation, incubators, business school.
- Supporting structures for entrepreneurship can be integrated in formal education (space, communication tools, mentoring, support...), so young people would have access to them in early stages.
- **Specific classes** dedicated to entrepreneurship.

- **Support cooperatives inside schools.** This is a good initiative that can be taken at almost secondary school levels and high school. The idea is young people working together through cooperatives so they can learn easily and early how to run a business. And this could be the first steps for a future business. This action, moreover, would help schools and teachers, to promote good and profitable skills for the business, so it can be taken into consideration also for skills development in young people.

### Promoting and skills development entrepreneurship outside education

It is critical that the responsibility for supporting, promoting and encouraging entrepreneurship and enterprise is shared by all, this includes the government, public institutions, academic institutions and importantly organisations outside of normal education structures. These partners, the community organisations, NFP enterprises, businesses and wider programmes all have a significant role to play as they are closely connected with real life, real experience and better able to innovate and give experience outside of the confines of academic institution. Beyond this, there is the opportunity for all to co-operate together and work towards aligned goals for the young people involved.

The development of a positive entrepreneurial culture across communities, countries and Europe is also valuable to all. A network built from all stakeholders and organisations has the capacity to deliver excellent value and effective collaboration internationally. The result could be an inspirational enterprising culture that works across generations.

Some good actions to be taken in order to engage young people in enterprise, business and entrepreneurship, not inside school or the educational system, but by other institutions and areas, can be:

- **Funding and advisory services** are always necessary for young entrepreneurs. Entrepreneurs may have a good idea but they don't know how to start it, so advice is necessary at least in first steps. This can be held by public or by private institutions like **private foundations** whose aim is supporting new entrepreneurs. In terms of funding, **public grants** given by governments would help entrepreneurs to obtain the necessary capital. The ease with which entrepreneurs can find **financial support** is a key factor on them starting a business. Thus, all banks and grant makers are involved and funding institutions who need to be aware and flexible in the support they can offer entrepreneurs.
- Another big group of actions that can be taken to promote entrepreneurship are **Business Competitions**, that provide good opportunities and awards for the participants and winners. This could be done inside school and integrated in the educational system or in a parallel way by other institutions. The focus, prizes and process can all vary to be made appropriate.

- Related with the previous point is the idea of an **Entrepreneurs's camp**, where entrepreneurs can join and receive classes from experts and other consolidated entrepreneurs and they put in words and paper their business idea so at the end of the camp, the best one can also receive some award or grant.
- **Role models and inspirational stories** are always usefull in promoting entrepreneurship. Young people can be afraid of doing something new and having some success stories and role models telling them it is possible can be a great help and inspiration.
- **Networking** is a basic tool nowadays to promote entrepreneurship. Networking events where teachers, mentors, professionals, students, consolidated entrepreneurs... come together and talk, discuss different topics and aspects related to economy, different business sectors or entrepreneurship in general terms.
- Hand by hand with advisory, we have the **training**. Workshops and training from different social agents such as institutions or non-profit organizations could help and give a lot of young people the needed knowledge and skills (as we will se in the next paragraph) to start their businesses. Also here, European projects can be usefull.

## APPENDIX: Best practices from each country

### UK

#### Campus London

#### Within Education – Case Studies from the UK

**Tenner Challenge** – this is a very simple idea which has spread nationally and gives over 25,000 young people a year a taste of being an entrepreneur on a small and manageable scale. A central bank gives each participant (or team) £10 for a month. During this time they have to try and make as much profit as possible and at the end of the month the initial loan is repaid (plus a contribution to increase the pot for next year).



This is a great idea for each country to launch and is a practical experience using all the skills and abilities needed in the real world. In the UK it has been funded by business and government.



[Speakers 4 Schools](#) – though not directly focused on entrepreneurship, S4S has built a very impressive collection of distinguished and eminent figures with varied backgrounds. Schools are then able to sign up and request a speaker (with choices available for different content or industry etc.) All speakers give their time for free so there is no cost to the school or college.

This is an excellent means of giving young people access to inspirational and successful professionals throughout their education. A significant part of enterprise education revolves around access to professionals and this is a great first step for any community or country.



**Enterprise Passport & Vocational Module 'Working For Yourself'** – were two recommendations made by the Lord Young review on Enterprise Education delivered in June 2014.

The Enterprise passport is another simple idea – an electronic record for every young person of all their enterprise and entrepreneurial activities throughout education. This will ensure they remember what they have done, encourage building their skills and reflecting on their development and future aspirations. It will also provide incredibly useful content when they come to apply for their next step whether it is into education or employment.

'Working for Yourself' has been targeted at vocational courses where many young people learn trades but do not have the knowledge or experience necessary to work for themselves. It will provide simple and clear content giving them an understanding of how they would be able to work for themselves when they have their trade mastered.

[Global Entrepreneurship Week](#) – is a very easy project for a school to be a part of and it raises the profile of entrepreneurship and provides a week's worth of activities to be involved with. For organisations not sure how to start – this is a good first port of call!

### **Beyond Education – Case Studies from the UK**

[MyKindaCrowd](#) – works with business to create challenges for students to complete related directly to their real business challenges and focusing on the skills they look for in their own employees. The result is that through engaging with their website (available nationally) students have access to a wide variety of exciting and interesting activities with rewards and prizes available at the end. There is support for students, teachers and companies to give young people the chance to develop their skills, understand their strengths and apply what they learn in mainstream education to the real



world. A great organisation and a great opportunity!



[UnLtd](#) – is a foundation established in 2000 for supporting and funding social entrepreneurs. A part of this involves working with young people ([Living it](#)) and they do this successfully through a mixture of events, resources available for schools and the

opportunity for young people to create an idea and receive finance to bring it to life. All this is delivered under the umbrella of social enterprise so that people build skills and experience but also gain an understanding of their capacity to contribute to society and their own community. It is an excellent example of something all young people should be challenged to try – and the outcomes speak for themselves.



[Shell LiveWire](#) – sponsored by Shell, this is a competition that gives young entrepreneurs the chance to submit their business ideas and win a cash prize and PR support. Beyond this it provides free online business advice and a community in which young entrepreneurs can

access peers and network effectively. It has now been running for many years and one of its strengths is being clear about what it offers and not trying to be too involved with its award winners. There are other similar opportunities in the UK that give profile and confidence to young entrepreneurs as well as the chance to see what experts think of their ideas.

[Start-Up Loans](#) – is a government funded scheme to provide business loans and mentors for entrepreneurs. They have now backed over 20,000 businesses and lent over £100,000,000. There are a wide range of loan providers who organise the additional support and assess the business plans requesting finance. This is a very good opportunity for young people who need finance to start their business, and it offers a good value loan to achieve this. It is a clear indicator of central government support for entrepreneurs. A positive initiative but there must be a note of caution that systems must be in place to ensure only viable businesses progress and there is not a large cohort of young people in debt.

## France

### 1. Within Education, case study

ESSEC Ventures

## ESSEC Ventures

ESSEC Ventures is a tool dedicated to entrepreneurs from the ESSEC group (business school). It provides them trainings, incubator, seed capital funds and special events to connect entrepreneurs and investors.

### Junior ESSEC



Created in 1967, Junior ESSEC is the first *Junior Entreprise* in France. It is a non-profit economic organization integrated within ESSEC business school. Today, it deals with 1,6M€ of turnover. *Junior Entreprises* are composed only with students. European *Junior Entreprises* gathered in the Junior Association for Development in Europe (JADE) founded by the French federation of *Juniors Entreprises*.

### Institut d'Administration des Entreprises de Paris (IAE)



The IAE of Paris is known as being the business school of the Sorbonne. The IAE has created a specific diploma called “*Diriger, Créer ou Reprendre une entreprise*” (« Run, create or take over a business»). After graduation, each participant can be supported by the incubator ENSAM ParisTech during 18 months.

### Teaching Entrepreneurship from 11 years old until high school Diploma

In April 2013, Fleur Pellerin<sup>3</sup>, French minister has announced the will of the government to integrate an entrepreneurship option at school. This proposition finds its basis in the cultural issue that we have talked about earlier. To fight the bad image that French people have of entrepreneurship, it has to be well known. It is true that economics and all topics related to it are not really taught to students (economics is optional in high school).



## 2. Beyond education, case study

Entreprendre pour apprendre, the mini-business<sup>4</sup>



EPA France is a federation of regional associations in France. Its goal is to promote economical life in schools. Its main realization is called mini-business. It is happening at schools, 10 to 20 young volunteers define an idea to start a business, elaborate a business plan, and open a bank account if the idea is validated. Then they distribute main roles inside the company and develop a product. EPA is helping them since the beginning of the idea until the commercialization. Since 2004, 1400 mini-businesses have been created, involving around 20 000 youngsters.

100 000 entrepreneurs

100 000 entrepreneurs is an association that aims to spread entrepreneurship culture toward youngsters aged from 13 until 25. The association organizes sessions in school where they invite entrepreneurs to present their work. Since its creation in 2007, the association has educated more than 30 000 young students.

MoovJee



MoovJee is an association created in 2009 that aims to help young people to consider entrepreneurship as a real career after their education training. The association is supporting young people (from 18 until 30) to create their own business. Volunteers are organizing sessions to promote and support entrepreneurship. Every year a contest is organized. The association is also acting as a network in the entrepreneurship area.

Petit Poucet



Created in 2002 by a former student who created his own business while he was still studying, Petit Poucet is providing support to students who want to create their own business. Petit Poucet receive ideas of businesses, select the one that seem to be sustainable and help the creator to make the idea concrete. It is a support from the real beginning until the end of the creation. Each year, Petit Poucet selects 30 businesses ideas. The jury who is selecting projects is composed by winners of the competition. In May 2013 and since its creation.

### Italy

**Best projects, initiatives, opportunities, and programmes that exist in Italy to encourage and support youth entrepreneurship delivered within education**

- Case study 1: The Entrepreneurial School

The project "**The Entrepreneurial School**" will produce a Virtual Guide to Entrepreneurial Learning. In this guide, we will have 75-100 entrepreneurial tools and methods organised in 35 teacher-friendly packages.

The materials will be for both for primary, secondary, upper secondary and vocational schools. In addition, initial teacher training and continuous professional development is a main focus.

The intent is to make it easy for teachers to apply entrepreneurial learning in any subject area and for any age group. Schools will have access to a quality framework and assessment tool which helps educators set milestones and assess progress.

**'The Entrepreneurial School'** won co-funding from the European Community, Competitiveness and Innovation Programme (CIP). The aim of the CIP programme is to promote projects with a high-added value at the European level in education for entrepreneurship.

The lead partner of the project is Junior Achievement Italy. Junior Achievement is a no-profit international organization dealing with the transfer to young people and to schools of the competences and skills for a better professional future.

<http://theentrepreneurialschool.eu/>



#### - Case study 2: A Scuola di impresa

Aim of the project is to spread the culture of enterprise in young people and the development of entrepreneurship through the activation of practical experience of learning.



The project aims to:

- *contribute to the cooperation between the academic world and the business world through the definition of experimental directed to support integrated training courses for students of secondary schools aimed at promoting entrepreneurship , even by comparison with other national and European;*
- *promote to young corporate culture and the development of entrepreneurship through the activation of practical experience of learning, training courses and seminars;*
- *develop character dell'interregionalità regarding the creation of networks at regional, national and international level through study visits aimed at the comparison between the practical experience of learning experiences .*

To achieve these aims, the project aims to involve schools in the area to allow students in the fourth year of high school to participate in competitions with experimental and innovative. The students, divided into teams, following a targeted training, simulating a business plan, starting a business idea conceived by them . At the end of that path, the teams of the schools involved are compared with each other through the course of a race, during which will be awarded the best business plan.

Students will fulfill all the way from a business idea to a business plan, which is the end product of the training phase.

For the winning team is reserved for a prize with a study visit to Brussels.

For the best ideas will be organized opportunities to meet with potential companies interested in the project and with any lenders.

<http://www.scuolaimpresa.net/#!home-eng/c1vbg>

#### - Case study 3: The simulated training firm (Impresa formativa simulate – IFS)



The simulated training firm (Impresa formativa simulate – IFS) is an innovative learning methodology where students can learn real work processes by simulating the set up and running of virtual enterprises, working in a network and supported by real enterprises.

[http://www.ifsnetwork.it/portale\\_ifs/index.php](http://www.ifsnetwork.it/portale_ifs/index.php)

#### - Case study 4: University incubators

The start-up phenomenon took universities to create spaces where to support students willing to create their start-ups and develop a new business while studying and getting their degrees. While the spin-off model was already used and spread in the university world, the rise of these incubators is something brand new for Italy.

In the framework of these incubators, students can have the support of the professors, can develop new researches, have the look of investors thanks to the publicity done by the university. If they fail it was just a game for them so they are also protected in terms of investments.

Some examples are:

- Incubatore Universitario Fiorentino <http://www.unifi.it/cmpro-v-p-9827.html>

- Incubatore Universitario dell'Università di Padova <http://www.startcube.it/>
- LUISS ENLabs <http://led.luiss.it/>
- Incubatore Politecnico di Torino <http://www.i3p.it/>
- SPINLAB Università di Catania <http://www.spinlab.unict.it/incubatore.htm>

**Outside of schools and colleges, what programmes, encouragement and support is available for young people to learn about enterprise and entrepreneurialism? Please try to include all forms of support ranging from early stage (eg introducing the idea of starting a business) to more advanced stage (access to finance to grow a business). Again please provide a minimum of four clear case studies.**

- Case study 1: MOBILITAS project (Erasmus for Young Entrepreneurs programme)



MOBILITAS is one of the European partnership financed by EC under the EYE programme. We consider this project as a good practice as it is giving, during the last 5 years, the chance to Italian Young Entrepreneurs and Wanna Be Entrepreneurs, to travel in Europe and meet experienced entrepreneurs and mentors from the same sector.

The initiative is currently involving more than 50 entrepreneurs per year (both New and Host), giving the chance to use the best pillar of European Union: Mobility.

The project results were so relevant that during the last two years, the Italian organization managing the consortium, Quality Program, has been the first Intermediate Organization of the whole EYE programme for entrepreneurs matched.

[www.erasmus.qualityprogram.it](http://www.erasmus.qualityprogram.it)

- Case study 2: The Confindustria Young Entrepreneurs Movement



The Confindustria Young Entrepreneurs Movement was formed within the framework of the Confindustria associations system as a group of individuals whose aim is to strengthen awareness of the entrepreneur's role and to set it apart from conventional organizations set up as business associations.

The Confindustria Young Entrepreneurs Movement is proud of having started the idea of identifying, searching and connecting several young entrepreneurs' associations all around the world, bringing them all together for the first time at the first G8 Young Entrepreneurs Summit held in Stresa (Italy 2009). It is also an honour to be amongst the founding members of the G20 Young Entrepreneurs' Alliance, a fundamental step towards building up a global awareness about youth entrepreneurship.

The group seeks to play the role of "critical conscience" within the Confindustria System, and as "innovation laboratories" with respect to civil society.

The main activities of the Young Entrepreneurs Movement include (i) encouraging the spread of business culture and the growth of entrepreneurial opportunities within society; (ii) supporting the affirmation of the free market and competition, merit and social mobility with a view to furthering Italy's competitiveness; and (iii) enhancing the role of the entrepreneur, the latter being viewed as an active and responsible player for Italy's economic, social and civil development.

The Young Entrepreneurs Movement is composed of individuals aged between 18 and 40 years old, who have held management positions within companies that are registered with Confindustria local member associations. The Division has greatly expanded over the years and today counts 12.500 members associates, organized across 105 Provinces and in 20 Regional Committees.

<http://www.g20yea.com/en/members/italy/>

- Case study 3: Youth Business Italy



On 9th July 2013 Youth Business Italy was established via a partnership between Youth Business International (YBI), the Italian microcredit PerMicro and the non-profit enterprise PerMicroLab.

The social mission of the partnership is to expand and enhance support for under-served young entrepreneurs (18 – 35 years) across Italy to start sustainable businesses, to fulfil themselves, and creating jobs and stronger communities. It aims to support more than 300 youth start ups (18 to 35 years) per year with a mix of loan finance and comprehensive start up support.

## Germany

### Summary:

During their schooling, students have the opportunity to attend a variety of entrepreneurial initiatives that suit a younger target group. Ideally, the offered project work is based on real scenarios and simulates the start-up of an own business over a longer period. In this setting virtual simulations, games and competitions play an important role. But in practice a commitment in this area is highly dependent on the schools and teachers, as entrepreneurial thinking and acting is not yet part of the official curriculum in every federal state of Germany.

In a further step projects with a concrete link to businesses of the region and young entrepreneurs are implemented outside formal educational settings. They offer professional knowledge through workshops and help the younger to form their own ideas and network and to profit by the experiences of successful entrepreneurs and so-called “economical seniors”, who consult on voluntary basis.

The example of the funding program “Exist” targeted on young academics shows, that also concrete funding instruments are offered for the younger. Nevertheless, most people tend to set up their own company first after they gained some experience as an employee.

The Federal Ministry of Economy and Energy, the Federal Ministry of Education and Research the state ministries and the chambers are the first contacts and multipliers for interested founders. They are also crucial in the financing of entrepreneurial initiatives - in addition to employment agencies, business angels and firms/private investment. In some cases resources from the European Social Fund had been utilised to run projects.

### **1. Short overview of youth entrepreneurship in your country – what it means, how popular it is and the various stakeholders involved**

Not only in supporting adult entrepreneurs but also in the provision of information about entrepreneurship-trainings, entrepreneurial competitions and business simulations for young people, the Federal Ministry of Economy and Energy is a strong player in Germany. It is also involved in the financing of those initiatives. We consider that as a strong factor in the assessment of the possibilities for young founders in Germany. A positive example is the ministry’s administration of the nationwide network “Unternehmergeist macht Schule (Entrepreneurial Spirit for Schools)” [www.unternehmergeist-macht-schule.de](http://www.unternehmergeist-macht-schule.de).

At the moment this network offers an overview over 39 different entrepreneurial initiatives for school students and young people. Those can be filtered by regions, type of school and age level. The network also provides other practical assistance in the implementation of economic projects in school. For instance free teacher-trainings and online-trainings on entrepreneurial basic knowledge. 165 different print materials for teachers can be downloaded. In addition, an online browser game "BeBoss" is offered by the ministry to train and simulate the founding and survival of a young company within the context of school education.

About 500 teachers participated in the teacher's training since 2010. And each year, an estimated number of 30,000 students take part in projects of "Entrepreneurial Spirit for Schools"

But for all that, the federal Ministry still sees the entrepreneurial-related training in Germany as a point of weakness in international comparison. The main indicator for the Ministry hereby is, that no independent school subject "economy" can be found in all of the federal states of Germany. The Federal Ministry of Economy and Energy claims a nationwide subject "economy" in every types of school. In 2016/2017 the federal state of Baden-Württemberg is going to implement the new school subject "Economics, career choice and study preparation" in all general schools.

In a specified study the federal Ministry point out that 84 percent of Germans are of the opinion that economic issues should be taught more in the classroom. And 86 percent of young adults aged 18-24 - many of them still in school - would support such a subject.

Therefore, the Federal Ministry of Economy and Energy is already engaged in schools and supports the exchange of economic and entrepreneurial knowledge. Many economic and social stakeholders have co-initiated the network "Entrepreneurial Spirit for Schools" and are active in its various initiatives. Among others, the German Federation of Chambers of Industry and Commerce (DIHK), the German Association of Self-Employed Professions (BFB), the German Central Confederation of Skilled Crafts (ZDH), the Boston Consulting Group, the German Children and Young People Foundation (DKJS), various school co-operatives, the Theoprax Center of the Fraunhofer ICT Institute and the German Business Founder Award.

As many of those actors are also active in financing and administrating start-up programs, there are good possibilities for an "entrepreneurial journey" during and after education in Germany. Nevertheless, most people tend to set up their own company after they gained some experience as an employee. In one of the most popular nationwide coaching programs for the formation of a company "Gründercoaching Deutschland (Start-up coaching at the KfW Bank)", co-financed by the European Social Fund, the percentage of participants under 25 years is not higher than 3,7 percent. This is similar to the number of the 55-59 year old (4,9 percent). The measure increases significantly in the age group 25-30 years (12.0 percent). The highest participation is reached among the 30-34 aged people (18,3 percent).

Sources:

- Evaluation der Programme „Gründercoaching Deutschland" und „Gründercoaching Deutschland - Gründungen aus der Arbeitslosigkeit“, Abschlussbericht Oktober 2013 (Evaluation of the programs (Start-up coaching Germany "and "Start-up coaching Germany -



starting from unemployment, Final Report October 2013)

- [www.unternehmergeist-macht-schule.de](http://www.unternehmergeist-macht-schule.de) (08.09.14)

## 2) Best projects, initiatives, opportunities and programs existing in your country to encourage and support youth entrepreneurship delivered within education (5-25 years)



### 2.1) „Jugend gründet“ (realbusiness – Economic simulation for high and economy schools)

Description	<ul style="list-style-type: none"> <li>• “Jugend gründet” (Youth Start-Ups) is an online business game contest. School students and apprentices are invited to contribute with their own business ideas in the industrial, trade and services sectors. Participants simulate managing a company based on their own business plan and supported by e-learning modules. The aim is to market the product successfully under realistic conditions in a virtual business world.</li> </ul>
Objective	<ul style="list-style-type: none"> <li>• Raise young people’s awareness of the issue of company start-ups and high-technology</li> <li>• Encourage school students to demonstrate responsibility, initiative and entrepreneurial talent</li> <li>• Help school students to find out more about economic processes “through learning by doing”</li> <li>• Familiarize young people with self-organized learning through online modules which are both entertaining and scientifically founded</li> <li>• Integrate “Youth Start-Ups” in teaching in order to supplement curricula in the areas of science, technology and economics.</li> </ul>
Phases	<p><b>Phase 1: The business plan phase:</b> Participants draw up a business plan. They have online support from a business plan assistant and also a hotline for queries. The business plans are assessed by a panel of experts.</p> <p><b>Phase 2: The business game phase:</b> Participants start, plan and manage their virtual company. The company's development over a total of eight years is simulated. The school students receive specialist advice from a virtual Business Angel and per e-mail.</p>

	The best teams are invited to the finals and are part of the "Young Founders - Entrepreneurial Talent" fair.
<b>Target group</b>	<ul style="list-style-type: none"> <li>Young people between the ages of 16 and 21</li> </ul>
<b>Coordination</b>	<ul style="list-style-type: none"> <li>Federal Ministry of Education and Research</li> </ul>
<b>Financed</b>	<ul style="list-style-type: none"> <li>Federal Ministry of Education and Research</li> </ul>
<b>Contact</b>	<ul style="list-style-type: none"> <li>Prof. Dr Barbara Burkhardt-Reich, Blücherstrasse 32, 75177 Pforzheim</li> <li>info@jugend-gruendet.de</li> </ul>
<b>Website</b>	<ul style="list-style-type: none"> <li><a href="http://www.bmbf.de/en/5278.php">http://www.bmbf.de/en/5278.php</a> (English), <a href="http://www.jugend-gruendet.de">www.jugend-gruendet.de</a></li> </ul>



## 2.2) Exist

<b>Description</b>	<ul style="list-style-type: none"> <li>EXIST is a support program of the Federal Ministry of Economics and Technology</li> </ul>
<b>Objective</b>	<ul style="list-style-type: none"> <li>EXIST improves the start-up environment in universities and research institutions and helps to convert new ideas and research results into innovative new start-up companies.</li> </ul>
<b>Programmes</b>	<ul style="list-style-type: none"> <li><b>Culture of Entrepreneurship:</b> Supports projects at universities to build up an infrastructure for providing skills and support for technology and knowledge-based innovative ventures.</li> <li><b>Business Start-Up Grant supports the preparation of innovative business start-up projects at universities and research institutions. The grant aims to help scientists, university graduates and students developing their business ideas into business plans and to advance their ideas for products and services</b></li> <li><b>Transfer of Research</b> promotes technology-based business start-up projects in the pre-start-up and the start-up stage. "EXIST Transfer of Research" complements the broadly targeted "EXIST Business Start-Up Grants" with an excellence-oriented measure for high-tech start-ups.</li> </ul>

Target group	<ul style="list-style-type: none"> <li>Graduates from universities and other research institutions, graduates or former academic associates (up to five years after graduation/leaving association), students who have completed at least half of their course at the time of application, start-up teams of up to three people.</li> </ul>
Coordination	<ul style="list-style-type: none"> <li>Forschungszentrum Jülich GmbH, Forschungszentrum Jülich GmbH</li> </ul>
Financed	<ul style="list-style-type: none"> <li>Ministry for Economics and Energy, European Structural Funds(ESF)</li> </ul>
Contact	<ul style="list-style-type: none"> <li>Ralf Dolk, <a href="mailto:ptj-exist-gruenderstipendium@fz-juelich.de">ptj-exist-gruenderstipendium@fz-juelich.de</a></li> </ul>
Website	<ul style="list-style-type: none"> <li><a href="https://www.exist.de/exist/index.php">https://www.exist.de/exist/index.php</a></li> </ul>

# Junge Menschen gründen Unternehmen



## 2.3) Start-up Power-Junge Menschen gründen Unternehmen” (Start-up Power-young people start their own business)

Description	<ul style="list-style-type: none"> <li>A very important decision in the job choice is to be independent or to work as an employee. The project “Start-up Power” should help young people to take this decision earlier.</li> </ul>
Objective	<ul style="list-style-type: none"> <li>Motivate young people by letting them founding a company. Encourage them to develop and materialize their ideas. Show them that there is a serious energy and working expenditure behind the creation of a company. The students will also learn that next to the responsibility for their own life, they will be also responsible as employer for someone other’s life, their employees.</li> </ul>
Modules	<ul style="list-style-type: none"> <li>Twice a year the Wirtschaftsjunioren (Business juniors) offer intensive workshops which last several days and are directed to young people. Main focus of the workshops is how to apply knowledge and ideas for future companies.</li> </ul>
Target group	<ul style="list-style-type: none"> <li>Students between 14 and 24 years old, nationwide</li> </ul>

Coordination	<ul style="list-style-type: none"> <li>Wirtschaftsjunioren Deutschland e.V. , which are part of the G20 Young Entrepreneurs Alliance (global network of young entrepreneurs and the organisations that support them)</li> </ul>
Financed	<ul style="list-style-type: none"> <li>Ministry for Economy and Energy</li> </ul>
Contact	<ul style="list-style-type: none"> <li>Wirtschaftsjunioren Deutschland e.V., Weinstraße 45, 91058, Erlangen, Germany Stefan Schraner: stefan.schraner@schraner.de</li> </ul>
Website	<ul style="list-style-type: none"> <li><a href="http://www.start-up-power.de/">http://www.start-up-power.de/</a></li> </ul>



#### 2.4) Jugend denkt Zukunft/Youth thinks future

Description	<ul style="list-style-type: none"> <li>The project provides exchange possibilities between school students and companies. A company organizes a 5 day innovation game and invites students from the same region. They have to develop ideas which could help the company and which are related to the topic of the 5 day innovation game. Making so the young have the possibility to simulate a real innovation process as they are on “real” working conditions. At the end the participants have to present the results to the company.</li> </ul>
Objective	<ul style="list-style-type: none"> <li>Letting young people being aware of their ideas and their possibility to apply them. It’s a praxis-oriented way of learning, as the learning place is a company. For the students Innovation becomes an interesting and a future horizons way of thinking. “Jugend denkt Zukunft” contributes to future capacities of Germany’s innovation districts and regions.</li> </ul>
Program	<ul style="list-style-type: none"> <li>5 day game</li> </ul>
Target group	<ul style="list-style-type: none"> <li>Pupils from the 9th grade (14 years old)</li> </ul>
Coordination	<ul style="list-style-type: none"> <li>IFOK GmbH and Federal Ministry of Education and Research</li> </ul>
Financed	<ul style="list-style-type: none"> <li>Agentur für Arbeit (Employment Agency)</li> </ul>

Contact	<ul style="list-style-type: none"> <li>IFOK GmbH</li> <li>Tel 0 62 51/84 16-900</li> <li>Fax 0 62 51/84 16-16</li> <li>E-Mail: <a href="mailto:info@jugend-denkt-zukunft.de">info@jugend-denkt-zukunft.de</a></li> </ul>
Website	<ul style="list-style-type: none"> <li><a href="http://www.jugend-denkt-zukunft.de">www.jugend-denkt-zukunft.de</a></li> </ul>

3) Outside of schools and colleges, what programmes, encouragement and support is available for young people to learn about enterprise and entrepreneurialism? Please try to include all forms of support ranging from early stage (e.g. introducing the idea of starting a business) to more advanced stage (access to finance to grow a business). Again please provide a minimum of four clear case studies.

#### Enterprise – Mecklenburg-Vorpommern

Model	<ul style="list-style-type: none"> <li><b>Consulting:</b> Young people get support on their way to a start-up, development of a business plan, coaching within the first years after business start</li> <li><b>Qualifying:</b> Practical knowledge on commercial and economic issues for young entrepreneurs</li> <li><b>Financing:</b> Access for low interest capital to start the business</li> </ul> <p>The idea is coming from the UK ("Prince's Youth Business Trust", experienced since the eighties). Similar approach also in Brandenburg and Thuringia.</p>
Modules	<ul style="list-style-type: none"> <li><b>Check-in, first consultancy:</b> Participants and Enterprise team get to know each other, services are presented, potentials of the business idea, agreement on next steps</li> <li><b>Business plan</b></li> <li><b>Qualification:</b> Training of commercial and economic basics (individually in coaching and digital material)</li> <li><b>Profiling:</b> Interview on motivation, personal aptitude, soft skills, social situation, fitting of start-up idea and personality, special needs</li> <li><b>Practical workshop:</b> Summary of commercial basics + communication training</li> <li><b>Financing:</b> Search for low interest financing</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Coaching:</b> During the first years of the start-up</li> </ul>
<b>Target group</b>	<ul style="list-style-type: none"> <li>• Young adults between 18 – 27 years from Mecklenburg-Vorpommern</li> </ul>
<b>Coordination</b>	<ul style="list-style-type: none"> <li>• Regionale Arbeitsstelle für Bildung, Integration und Demokratie (RAA) Mecklenburg-Vorpommern e.V.</li> </ul>
<b>Financed</b>	<ul style="list-style-type: none"> <li>• Ministry for Labour, Equalization and Social Affairs of Mecklenburg-Vorpommern + ESF</li> </ul>
<b>Contact</b>	<ul style="list-style-type: none"> <li>• Project Enterprise Mecklenburg-Vorpommern Am Melzer See 1   17192 Waren/Müritz Phone: +49-3991-669316   <a href="mailto:enterprise@raa-mv.de">enterprise@raa-mv.de</a></li> <li>• Director: Christian Utpatel</li> </ul>
<b>Website</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.enterprise-mv.de">www.enterprise-mv.de</a></li> </ul>



### enterprise – Your Start-Up Workshop

<b>Objective</b>	<ul style="list-style-type: none"> <li>• Preparation for starting a business (conceptually, formally, financially)</li> <li>• Basics for young entrepreneurs, individual coaching from a rough plan to a detailed business plan</li> <li>• Target group: Young people from Southwest Brandenburg</li> </ul>
<b>Contact</b>	<ul style="list-style-type: none"> <li>• Social Impact GmbH   enterprise   Schiffbauergasse 7   14467 Potsdam Phone : +49-331-6207944   <a href="mailto:enterprise@socialimpactlab.eu">enterprise@socialimpactlab.eu</a></li> </ul>
<b>Financed</b>	<ul style="list-style-type: none"> <li>• Financed by ESF and Ministry for Labour, Social Affairs, Women and Family of Brandenburg</li> </ul>
<b>Website</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.ig-enterprise.de">www.ig-enterprise.de</a></li> </ul>



#### Project: “Youth Meets Business – Dialogue on Sustainability”

<b>Objective</b>	<ul style="list-style-type: none"> <li>• Cross-generational information and experience exchange programme on the topic of energy and climatic change, sustainable consumption, corporate social responsibility</li> <li>• Active dialogue between stakeholders like schools, universities and enterprises on the topic of “sustainability, economy, society”</li> <li>• Discussing opportunities of a sustainable development and contribution for the future of economy and society</li> <li>• Companies present strategies, models, measures, products on “sustainability”; young people present their ideas, visions and requirements to the companies.</li> </ul>
<b>Modules</b>	<p>a) <b>Week-end and holiday events “youth meets business – dialogue on sustainability”:</b> Young people, entrepreneurs and scientists meet at locations with reference to the environment (e.g. biosphere reserve) for presentations, discussions, field trips to work on the topic of sustainability and to get to know each other’s point of view and expectations.</p> <p>b) <b>“Sustainability on site”:</b> Three hour events on premises of a company/institution. The company presents their models by company tour, presentation, discussion.</p> <p>c) <b>Entrepreneurs at school:</b> Entrepreneurs present their sustainability models within school/universities and discuss these with students.</p> <p><b>Extra modules:</b></p> <p>d) <b>Workshop within companies on “sustainability specifically”:</b> In-house workshop for young people of participating companies</p> <p>e) <b>Regional sustainability day for companies:</b> Common workshop on sustainability for several companies on a given location</p> <p>f) <b>Competition on sustainability:</b> Connects young adults and companies. Problem of a company is published on the project web platform. Young people can send in their solutions. Best answers get the opportunity for an internship in the company.</p>
<b>Financed</b>	<ul style="list-style-type: none"> <li>• contribution by participating companies, participation fee, additional</li> </ul>

	funding
<b>Coordination</b>	<ul style="list-style-type: none"> <li>B.A.U.M e.V., Hamburg</li> </ul>
<b>Partners</b>	<ul style="list-style-type: none"> <li>companies and students</li> </ul>
<b>Time frame</b>	<ul style="list-style-type: none"> <li>January 2012 – December 2013</li> </ul>



### SCHUFA – W<sup>2</sup> WirtschaftsWerkstatt (Business Workshop)

<b>Objective</b>	<ul style="list-style-type: none"> <li>Training initiative by SCHUFA to impart basic knowledge on responsible work with finances and data for young people</li> </ul>
<b>Website</b>	<ul style="list-style-type: none"> <li><a href="http://www.wirtschaftswerkstatt.de">www.wirtschaftswerkstatt.de</a></li> </ul>



Das Technologietransfer- & Existenzgründungs-Center der Universität Paderborn

### TecUP – Centre for Technology Transfer and Start-Up (University of Paderborn)

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Supporting students in the process of starting business directly after their studies at university</li> <li>Services are free of charge and addressed to students as well as academic</li> </ul>
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	staff from the university.
<b>Services</b>	<ul style="list-style-type: none"> <li>• <b>Three clusters:</b></li> <li>• Entrepreneurship and start-up as an alternative to a “traditional” career (presentations, competitions, start-up days, network of start-up ambassadors in the faculties of Paderborn University)</li> <li>• Paderborn School of Entrepreneurship and Innovation (lectures for students, workshops for students and staff)</li> <li>• Coaching, e.g. mentor panel with experts from the region, “TecUP Manufactur” (70 sqm room for working out the ideas)</li> </ul>
<b>Website</b>	<ul style="list-style-type: none"> <li>• <a href="http://tecup.de">http://tecup.de</a></li> </ul>

## Spain

### Utopicus

### Within Education – Case Studies from the SPAIN



Empresarios Jóvenes de Valencia

**Company and enterprenership initiative:** <http://www.ajevalencia.org>

Empresa Joven Europea is an educacional programe for entrepreneurial spirit promotion conducted by AJEV in Valencian Community with Education Council and the institution “Compromiso Social Bancaja”.

The educational project Empresa Joven Europea offers to high schools and further educational colleges students creation and management of their own mini-enterprise, which legal form should be a cooperative society. In this way, a cooperation society created during classes establishes commercial relations with mini-enterprises from other autonomous communities or other countries. The objects of commercial relations are product imports and exports among themselves. Imported products are commercialized on a local market to make later a results analysis and divide up obtained profits like it happens in case of real enterprises.

EJE cuenta con el reconocimiento de la Comisión Europea como ejemplo de buenas prácticas para el fomento de la cultura emprendedora en el sistema educativo,

De otro lado, durante el curso académico se gestionaron aproximadamente 100 cooperativas implicando la participación de 2.500 alumnos.

**Grado en ADE para Emprendedores:** <http://www.edem.es>



The **Grado en ADE-Emprendedores** is a educational project promoted by **Escuela de Empresarios EDEM** through its Centro Universitario assigned to the Universitat de València, with the aim of entrepreneurs training.

The **Grado en ADE-Emprendedores** is a project with a high demand level. Its object is a training of entrepreneurs and **intraentrepreneurs**, with support and collaboration from entrepreneurial world. An aim is to cover a society's need of entrepreneurs contributing an economic development and generating employment and riches.

**Paid internship with the aim of "Aprender a Emprender":** <http://www.fjme.org>



A program addressed to university entrepreneurs. Though its different editions there are 20 students selected from more than 3.500 candidates from 62 national universities. Students are selected through "Emprende tus prácticas" program which is the initiative of Jose Manuel Entrecanales' Foundation. A foundation object is promotion of entrepreneurship spirit among young students.

Interns submerge in entrepreneurship world by the period of introduction. During these days they know at firsthand how to create a Start Up, they know differences of traditional enterprise and funding methods. They can count on experience of two entrepreneurs participating in this project.

Thanks to this opportunity students familiarize with labour market in dynamic, creative and agile environment. In this environment they must learn to fight with challenges faced up by enterprises every day.

### Beyond Education – Case Studies from the SPAIN



#### Operation Emprende:

Operation *Emprende* is the initiative of AJEV shaped as a plan of training, support and funding for entrepreneurs with success. This initiative promotes development of innovative ideas with small capital and low resources and aspires to make them real.

AJEV runs-in operation *EMPRENDE* second consecutive year. It is a totally innovative project to stimulate a development of big entrepreneurial projects.

AJEV with the aim of this result fixes distance between entrepreneurial ideas and its boom, revitalizing entrepreneurship of Valencia, tries to motivate entrepreneurial initiatives and turns the Academy into meeting place for entrepreneurs.

The Academy – a tool of success: a jury integrated of professionals specialized in innovative and creation of company – belonging to organization as Bancaja, IVACE, Fundación Inndea, etc, and prestigious managers from Valencia famous by their entrepreneurial experience. The jury is in charge of selection of 25+1 projects. Those projects will enter into the Academy.

Participants being in the Academy receive specific training from professors leaded by an economist and adviser in marketing, Fernando Giner.

In the Academy, there are given disciplines like managing skills, marketing, DAFO Analysis, negotiations, oratory, presentations, etc. An object is to persuade an importance of knowing all necessary tools to achieve a success of Business Plan.

The initiative finishes by selection of 3 entrepreneurial projects. Those project receive an economic endowment and Network packet to run-in a Business Plan. AJEV accompanies to entrepreneurs during first months of their company's live.

**In present edition there were 140 projects presented. 25+1 of them were chosen and given a prize of 25.000 €**



**Lanzadera:** <http://www.lanzadera.es>

It is a Project of a totally private capital of entrepreneur from Valencia Juan Roig. The aim of this project is to identify entrepreneurs and help them to create companies with entrepreneurial foundations focused on a long term existence. This 11-months program is an opportunity to bring them the knowledge of contrasted business model and suitable tools for their entrepreneurial training.

Notifications are annual and there are placed: funding necessary to create a company, a project financing to 200.000 €, personalized training, constant advice and mentoring, support consultancy, Centro Emprendedor, possibility of inversion obtaining through rounds.



**Weekend Emprende:** <http://weekendemprende.com>

*Weekend Emprende* is a movement creating area for relation of entrepreneurs and professionals and promotion “birth” of new companies. It is a collaborative environment of teamwork. Entrepreneurs receive advices from mentors and help from others inscribed participants to run-in their plan of company, a minimum viable product.

The philosophy of this initiative comes from altruism of involved people being in favour of common good: a creation of new business projects for vitalize the economy, create riches and improve human position in the society.

Projects taking part in *Weekend Emprende* are startup project needing a push to take a stand on the market. Those projects are leaded by a person with passion and people committed with a company that they have established or they will establish.

This Project is developed across monthly events where leaders of different entrepreneurial projects explain to investors their different business. During events there are generated contacts, synergies, networking between participants, mentors and organization as well.



**Día de la Persona Emprendedora:** <http://diadelapersonaemprendedora.emprenemjunts.es>

“Día de la Persona Emprendedora” is carried out in all autonomous communities and provinces in Spain and it’s the ended act of a whole year of activities and resources for entrepreneurs

It is like a meeting point between people, organizations and companies related with entrepreneurial world and it is a perfect platform for different Networking activities, round tables, conferences, experiences etc.

It stimulates and facilitates entrepreneurial initiatives focused on enterprises creation. On the other hand, it shows potential of economy for support new businesses with diversity and capacities of support systems for entrepreneurs from institutions.

During all period there are various seminars, reports, ludic activities, prizes, competitions etc.



**Instituto Ideas:** <http://www.ideas.upv.es>

Instituto IDEAS for the Creation and Development of companies is an impeller and managing body of entrepreneurial initiatives created in UPV (Universidad Politécnica de Valencia).

A mission of Instituto IDEAS is to promote and develop entrepreneurial culture in UPV and to sensitize and vitalize a university community in the creation and support of new enterprises. Instituto IDEAS wants to support a creation and development of innovative companies with technologic base from Community of Valencia.

The Instituto IDEAS es además, la unidad responsable de informar, orientar y asesorar a la comunidad universitaria sobre el proceso de creación de empresas en la UPV, en el marco de la “Normativa sobre Creación de Empresas en la Universitat Politècnica de València a partir de la Actividad de Investigación Universitaria”.

Moreover the Instituto IDEAS is a unit responsible for inform, manage, and advise to university community about a enterprise creation process in UPV, under “Normativa sobre Creación de Empresas en la Universitat Politècnica de València a partir de la Actividad de Investigación Universitaria”.

## Cyprus

We will split the journey into two, the first part being **‘Within Education’** and the second **‘Beyond education’**. The clear difference being that anything that happens whilst in school – is within education, and everything else is beyond it!

Therefore, we ask that every partner includes in their research the following:

1. A short overview of youth entrepreneurship in your country – what it means, how popular it is and the various stakeholders involved.

Although the country enjoys high levels in terms of the people graduating from universities (both local and foreign), the country did not manage to start an entrepreneurship revolution. This is reflected in the high level of unemployment, at 16.4% in May and the fact that unemployment among the youth (under 25 years old) is at 42%.

As far as entrepreneurship is concerned, KPMG in a report on entrepreneurship (Cyprus Entrepreneurship Ecosystem, A Roadmap for Economic Growth, <https://www.kpmg.com/CY/en/IssuesAndInsights/ArticlesAndPublications/Documents/Survey-Reports/Cyprus-Entrepreneurship-Ecosystem.pdf>) a cultural issue has been identified. Specifically, while entrepreneurs are considered job creators and Cypriots show the strongest preference among all Europeans for self-employment, entrepreneurs are neither perceived favorably nor chosen in the top three preferred professions in Cyprus. In the same report KPMG identifies the need to educate youth and the society in Cyprus about opportunity entrepreneurship.

2. What are the best projects, initiatives, opportunities, and programmes that exist in your country to encourage and support youth entrepreneurship delivered within education (from age five – 25). Please provide a minimum of four clear case studies and where possible speak with the people involved in them.

There are several entrepreneurship initiatives, mainly driven by the private sector, such as:

- Cypriot Enterprise Link(<http://projectcel.com/>),
- Hack Cyprus (hackcyprus.com),

- TEDxNicosia,
- ChrysalisLEAP,
- Open Coffee events organised by a local telecoms operator.

Some of the local universities are also gradually moving into the area of entrepreneurship such as the European University Cyprus ([http://www.euc.ac.cy/easyconsole.cfm/id/788/course\\_id/1273](http://www.euc.ac.cy/easyconsole.cfm/id/788/course_id/1273)), and the University of Nicosia (<http://www.unic.ac.cy/study-with-us/ects-course-information-catalogue/information-on-degree-programmes/business-administration-concentration-in-entrepreneurship-innovation>).

3. Outside of schools and colleges, what programmes, encouragement and support is available for young people to learn about enterprise and entrepreneurialism? Please try to include all forms of support ranging from early stage (eg introducing the idea of starting a business) to more advanced stage (access to finance to grow a business). Again please provide a minimum of four clear case studies.

A combination of the financial crisis the country is going through, combined with the crisis in the banking sector, has limited the number of initiatives to the minimum. There are still a number of incubators and a network of business angels supporting entrepreneurship initiatives, but no specific/targeted programs are in place.

- ✓ Diogenes Business Incubators – Owned by the University of Cyprus (<http://www.diogenes-incubator.com/>), a state owned university
- ✓ Helix Business Incubator (<http://www.helixincubator.com/about.html>) is a collaboration between the University of Nicosia (private university), the Cyprus Institute of Neurology and Genetics, and the Government of Cyprus.
- ✓ Cyprus Business Angel Investors ([www.cyban.com.cy](http://www.cyban.com.cy)) - The only Angel Investment Network in Cyprus connecting innovating fast growth companies to equity finance through experienced angel investors.

The Cyprus Youth Organisation ([www.youthboard.org.cy](http://www.youthboard.org.cy)) is also trying to fulfil some of the gaps. If you have any questions about the research or would like some guidance and support to begin with, please contact us and we will be happy to help.

## Sweden

Examples within schools curriculum

### UNG FÖRETAGSHET

Creates in schools the Next Generation of Entrepreneurs

Budding entrepreneurs and community leaders will get the best help to build their business empire from Internationella Engelska Skolan.

After observing lessons and looking at materials used as part of a new entrepreneurship course, Ung Företagsamhet Gävleborg announced that Internationella Engelska Skolan Gävle provides the best course in the county.

Following a comparison of schools in Gävleborg, UFG was particularly impressed by the tuition, which is provided in English, at Internationella Engelska Skolan Gävle.

Award: (L-R) Ms Viklund, Mr Cowlin and Ms Eklund collecting the certificateThree teachers from the school were invited to collect an award for the first-class tuition they have been provided.

Mr Cowlin, one of the three to collect the award, said: "The SO department at the Internationella Engelska Skolan Gävle would like to take this opportunity to thank Ung Företagsamhet, Gävleborg for having the opportunity to work with this inspiring material.

"The module was well developed and easy to follow and our students gained valuable knowledge of the importance of both people and businesses operating within our local community.

"The programme was a true success and well received by both teachers and students alike and we look forward to building upon the important experiences gained this year."

Children who have taken part in the course also found it to be useful and interesting.

Lydia, from class 6F, took part in the exciting project. She said: "I have learned what the tax goes to and why we pay taxes."

Budding Entrepreneurs: (L-R) Lydia and classmate Malin The entrepreneurship project, Our Community, fits in well with the new curriculum and has seen students from throughout year six taking part.

Children looked at their own and other communities, concentrating on what funding is available, how people can work for society, what jobs are available for them, and what education is needed to provide the skills and knowledge needed to fill key roles.



The year six students also created their own business plan for an empty building in the town, and had the chance to quiz a team from Swedbank about how banks work and their role in society.

The course now looks set to be a regular feature of the year six curriculum.

#### Examples outside schools

##### Swedish Jobs & Society (NyföretagarCentrum)



Swedish Jobs & Society (NyföretagarCentrum), established 1985, is focused on the start-up of new viable enterprises and seeks to support serious entrepreneurship across all of Sweden by providing professional start-up advice to people thinking about starting a business.

It helps people to become successfully self employed, with the creation of additional jobs and tax revenues. It works on a local level through some 90 Enterprise Agencies, which cover 200 of Sweden's 290 municipalities. It acts as an umbrella for all Enterprise Agencies in Sweden.

In summary, NyföretagarCentrum:-

- Stimulates and facilitate the start-up and growth of new viable companies;
- Works through dedicated professionals;
- Gives help to self-help;
- Builds and maintains a network for transfer of best practice;
- Strengthens the local community;
- Strongly contributes to the renewal of Swedish private business.

To date, NyföretagarCentrum has been involved – via its advisors – in starting 180,000 new companies, in recent years on average 10,000 start ups a year. Typically, over 34,000 jobs are created in the following 3 years. In 2012, NyföretagarCentrum advisors met with 22,500 people, and helped 9,400 start ups. Businesses started and jobs created generate SEK 4,300M (USD 661M) in tax revenues each year (direct and indirect).

NyföretagarCentrum operates with 12 staff centrally, based in Stockholm, and 200 advisors, employed on a consultancy basis, in the 90 Enterprise Agencies.

## Bulgaria

### Sofia Holistic Co-working



The projects "**Education of young people** in entrepreneurial skills to create a competitive small and medium businesses" and "**Establishment and Development** of Centers to promote entrepreneurship in higher education in Bulgaria" were implemented by the Ministry of Economy, Energy and Tourism.

The project aims are to prepare students from the technological universities to start a business; assist in assessing the realization of technological ideas; study the market demand for their product and provide financial resources and support to companies of the newly graduated students.

In their work centers on entrepreneurship well aware that isolation from the problems of the real business and closing only in the academic environment and training will not lead to the achievement of their goals. Therefore, each center on the basis of their experience and vision of development has its own system for connection with a real life.

Project "**JOBS Job Opportunities** through Business Support" is implemented as a joint initiative of the Ministry of Labour and Social Policy and the United Nations Development Programme in partnership with the JOBS business centers. Its main objective is to surmount the high and increasing level of structural unemployment in Bulgaria and to increase the level of employment throughout the country by developing business centers, registered as non-governmental organisations (NGOs), which will provide technical and financial assistance to the emerging private sector. The Project aims at demonstrating a replicable model for employment generation through stimulation and creation of micro and small enterprises.

The Project "**Promotion of innovation** activity among young people in Bulgaria – Technostart" is implemented by the Ministry of Economy, Energy and Tourism in cooperation with the United Nations development and JOBS Business Centers. The project aims to encourage young entrepreneurs – students, PhD and graduates in the earliest stage of the entrepreneurial cycle – they have the chance to submit a business idea and win a grant of up to 20 000 BGN. In order to obtain the funding for the project, each applicant, after approval of his business plan, must register a company at the Registry Agency.

### **Innovative incubator**

Science and business work together in Plovdiv University "PaisiiHilendarski" to transform ideas and academic developments into the market innovative products. University launches new project to create a Technology Center and Office of Technology Transfer.



Projects will support the implementation of a strategy to build an effective system for the development of applied research, innovation and technology transfer. This includes the transformation of ideas and research into innovative marketable products, processes and services, as well as initiating and supporting joint projects for technology transfer between science and business at national and international level.

There are mobile and dynamic research teams of scientists with opportunities to establish collaboration and cooperation with other technology and research centers in Europe and participation in international research programs.

The centre also offers legal, marketing and logistical support to commercialize developments of scientists and companies in the region and the country. The office supports the establishment of joint teams of teachers and students from Plovdiv University and specialists from firms to solve problems in their production processes and improving its products.

PhD students have possibilities to prepare for future careers in business and they are able to follow the full cycle of a product, and then its supply and imposing to the market.

The project has realized several applied researches by scientists from the Faculty of Physics and Engineering Technology of Biological and Chemical faculties. Three of them are at the level of finished products.

#### Top Class programme <sup>2</sup>

The regional Top Class Programme supports young entrepreneurs in their personal, professional and business growth, motivating them to develop the mentality of globally successful entrepreneurs. The program enables members to access the right ideas, knowledge and people.

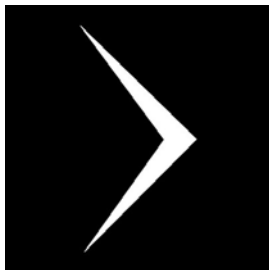
The Program includes practical trainings and mentorship programs led by successful entrepreneurs as well as networking activities.

#### **StartUP Conference NEXT, Bulgaria.**

The biggest start-up and entrepreneurship forum, the 8th edition of will take place on October 10 and 11 2014 at Sofia Event.

StartUP Foundation develops the startup ecosystem in Bulgaria, where entrepreneurs can meet partners, potential clients, business angels and investment funds through a series of events (conferences, forums, workshops etc.).

StartUP Conference is **the first event designed to promote entrepreneurship in Bulgaria**. The Conference was first held in 2007 and became **an annual tradition**. More than 120 hours of lectures and discussions have been presented to the visitors. The videos of the lectures are available free online on <http://startup.bg/archive/>



**Start It Smart** is an entrepreneurship organization founded in 2009 by five fellow students at the Sofia University “St. Kliment Ohridski”. At that time they were confronted with the difficulties of starting their own businesses which lead to the conscious need of creating a community of peers with the same interests and problems with whom to share their experience and learn from one another. A couple of months later they organized a “pitching competition” for innovative business projects which quickly grew to a national level and later formed the 3Challenge accelerator program. Their activity also grew by a series of inspiring events targeted at the Bulgarian entrepreneurship ecosystem.



Today more than a hundred people had been part of the team of Start It Smart and have transformed it into one of the leading start-up organization on a national and European level. Start It Smart is an entrepreneurship organization created to spread and develop the entrepreneurial way of thinking, while supporting young people to start their own business.

**Pre-accelerator project**-10 weeks training program, where people who have an idea and a team but do not know what to do, can learn how to develop their idea and turn it into business. Practically oriented training should know each start-ups, working in the following directions:

1. Team formation
2. Finding clients and communicate
3. Building the product
4. Establishment of product business model.
5. Financing the venture

For example, thanks to the project- **Ivan Lyutakov** - specialist in Gastroenterology, University Hospital Sofia creates "Electronic patient record" - online medical profile, the prototype is tested and the real product is already created.

Under this project start-ups do not receive only money, but the most important- the organization provides their contact networks that support business.

And also organize a **Mentorship program** - successful people with experience and vision to help startups.

One of the most important issues is **project financing**. We recognize 4 ways for financing:

1. Project itself to realize a product to sell and reinvest the money in the product expansion
2. Venture capital fund
3. Investment against the share of the company
4. Own financing

## Finland

### Case study: Tulisielut (tested model)

Tulisielut (Souls on Fire) is a 2-year education for people who have been entrepreneurs 0-5 years. It is government paid education, where a student develops his/hers company's marketing, customer segmenting or whatever they feel it is necessary for their company. Tulisielut uses "team-learning" methods created by Team Academy in Jyväskylä.

Each Tulisielut group has 16 students, and they gather once in every 3 months together for a 3-day intensive coaching event, there are different subjects in every event. The event is always held in countryside resorts, so participants can close their phones and focus on the subject. Between the coaching events students work on home tasks in their own companies, the rule is to put things planned in events into action between events. The group has always a big variety of entrepreneurs from different trades, so student gets advice from "out-of-the-box".

More info about Team Academy: <http://www.tiimiakatemia.fi/en/>

### Case study: Kulttuuricampus (pilot)

What started in Ikaalinen 2011 as a EU-funded pilot project (funding 2011-2013), Culture Campus keeps going strong and works as an umbrella for 14 full-time entrepreneurs. The model simplified: Start a co-op, gather it full of entrepreneurs, offer them office/workspace, education, and an opportunity to mix ideas during the workdays with different types of companies and entrepreneurs. Offers one way to start a business right off the school with reasonable costs and most importantly, one has always more experienced entrepreneurs around to ask for help. Big group together in same space offers great opportunity to do marketing, projects and events together with lower costs and time-consumption than doing them alone.

(read more about "best practices starting a start-up community" in Paris mobility documents)

### Case study: Team-entrepreneurs start programme (pilot)

Piloted in 2014 in Ikaalinen, this programme collected 12 youths who were about to graduate soon. Students were from creative professions, the programme took place in the last 6 months of their schools. Model insisted having own projects (real business deals from customers) and gather two times a month to show other participants what have they learned and done during the last meeting using Team Learning methods. Two coaches guided their dialog through these meetings, they also had two 24 hour- courses to get deeper into subjects like "pricing" and "marketing". The programme

final was the groups own exhibition, where they showed their learned skills about marketing, shopkeeping etc.

Programme was success, two new companies were born after the 6-month programme and the participants felt they got practical help and actions done for all the “starting-up-a-company” questions. Timing was the key here: the programme is meant to be participated right after or just before graduation. That way the youths mind is open for new ideas because he/she really needs in that point to figure out what they want to do now that school is over. Pilot funding came from a local banks funds.

#### **Case Study:Taivas&Helvetti(engl. Heaven and Hell, book)**

Author Mika Mäkeläinen felt sick of everybody talking about the change, but they didn’t do anything. He felt that only way through bad economical times is to encourage small entrepreneurship and make it easier. Mika had two goals when starting to write this book; to sell as many books as he can but also to give something back to society. The author came with a solution: for each sold book they are donating one free copy to a graduating youngster.

The book itself tells the story of 21 finnish entrepreneurs, they tell their story how they became entrepreneurs. They don’t hide the mistakes or bad or good times so everyone who reads it understands there are various paths to become and to be an entrepreneur. Best thing about this is that it gives an opportunity to so many young people to learn the real truths about owning a company, not just street legends.

Heaven and Hell vol1.started a phenomenon, and was the best selling professional book in Finland 2013. Vol 2.was released 5.9.14 and aims to sell 60 000 copies, and as many copies to donate for free to graduating students.

#### **ENCOURAGING AND SUPPORTING YOUTH ENTREPRENEURSHIP WITHIN EDUCATION**

**Young Entrepreneurship Society (NY)** purpose is to promote an entrepreneurial attitude and active involvement among young people in Finland by increasing young people's knowledge of entrepreneurship, entrepreneurial experience, employability and manage their own finances.

NY pursue its objectives by providing entrepreneurial and consumer education programs to support young people aged 7-25 in schools, colleges and universities. Programs are implemented in schools as part of the instruction.

The programs are NY entrepreneurship education path is a package that provides opportunities for collaboration lower grades to higher education. NYentrepreneurship education path has been developed in cooperation with theBoard of Education.

**NY 24h day camp** is a sustainable entity, during which the student will understand the overall business plan ideas to the finished presentation. At the camp young people learn to work as a team, set goals and take responsibility for their own and their group's activities. Interactive group learning develops interpersonal and negotiation skills and problem solving abilities.

After the camp, the students are able to form their own company's business plan and they have a good capacity to develop their ideas forward.

### **Pedagogical Co-Operatives**

A co-operative that has been established in conjunction with a college is an ideal learning environment for learners in the TOY process. In the best possible case, the college and the co-operative collaborate seamlessly, and both have their roles clearly defined. A co-operative is fully a part of the college's operations when the studies that can be completed there are in the college's formal curriculum. Coaching-style teachers of learners in a co-operative are flexible about the needs of the learners and working life. In this way, school structures are reformed to better meet the needs of learners, working life, and customers.

Co-operatives offer learners an excellent chance to do projects and customer assignments in their own time as well as during the TOY process. In the best case, learners can make extra money alongside their studies by doing projects in their own field, and they no longer need to take on part-time jobs working for someone else. Learners in co-operatives can employ themselves by doing customer projects. They can also work summers for other entrepreneurs through the co-operative. The other entrepreneur can buy the learner's services instead of hiring them.

### **TOY Entrepreneurship-based Learning**

TOY Model is a tool in entrepreneurship education. Its main purpose is to offer learners the change to develop both their professional and entrepreneurial skills during practical training periods. TOY is an alternative way for students to complete their practical training periods. As such, the model is different from the traditional way of doing these studies. In the traditional model, the learners go to develop their working skills in companies or other organizations, but in the TOY Model, they join a pedagogical co-operative and work in entrepreneurial roles rather than as employees.

The learning environments of the TOY Model are pedagogical co-operatives. Vocational skills and entrepreneurship are learned in practice by doing real-life customer assignments.



## Turkey

There are various good practices aiming to encourage and support young entrepreneurship provided by many institutions and organizations in Turkey. Such mechanisms, as well as providing financial support to entrepreneurs, contribute to the development of an entrepreneurial culture by means of transferring experiences about markets, production, and management issues. Some of good practices are given in below:

### 2.1. ISTANBUL OZYEGIN UNIVERSITY – CENTER FOR ENTREPRENEURSHIP



#### 2.1.1. Could you give little bit information about the center?

The Center for Entrepreneurship (CfE) serves as a platform that provides and develops the entrepreneurship activities and services of Özyeğin University (OzU). The Center aims to build entrepreneurship culture and skills with its educational, research and outreach programs targeting both real people and legal entities.

CfE will help OzU to achieve its strategic goals by providing a set of Best-in-Class professional services that are complimentary to OzU's other Business Units and enhance OzU's ability to offer highly successful solutions to its clients in the field of entrepreneurship while meeting the needs of society. Value of CfE - To Our Clients: CfE will help its clients significantly improve their capabilities and performance by assisting them in applying innovative ideas, new information technologies, and new management concepts in their business.

#### 2.1.2. What is the “10,000 Women Entrepreneurs” project?

10,000 Women is a social responsibility project launched by a global financial services firm Goldman Sachs in 2008 and it is currently conducted in 43 countries in the world. The aim of the project is to strengthen collaborative economic growth by means of providing education about entrepreneurship

and business world to women entrepreneurs who have their own businesses but are lacked of adequate facilities.

10,000 women project is carried out by a network which consists of over 90 academic institutions and non-governmental organizations in the world. Also, more than 45 of them are academic institutions.

10,000 Women Turkey Program was launched by Özyeğin University in 2009 in collaboration with Goldman Sachs. The main objective of this 4-year project is to provide business and management education to 400 women who have the potential to grow their business. Other objectives of the program are as follows:

- to expand women's share of business world work to create new business areas and to help bring more wealth to their families, communities and nations.
- to increase business capacity of women entrepreneurs who did not receive high-quality business education and empower them.
- to support graduate women entrepreneurs in the way of becoming a global player in business world by means of networking, mentoring and coaching services.

The training program, which is designed to fulfill all gaps about required proper business education consists of 6 modules. All trainings are given in 3 semesters throughout a year and participants do not pay any fees.

#### **2.1.3. What is the 10,000 Women project in Turkey doing? How many people are applying this program in Turkey?**

So far, 274 women entrepreneurs received training in the first three years of the project. In the last year of the 10,000 Women Entrepreneurs Program 130 women participated in the training program.

A total of 182 hours of training are given in six weeks which spread over a period of three months in the 10,000 Women Entrepreneurs Certificate Program. Training program includes;

- Entrepreneurship and Access to Capital
- Marketing and Sales
- Organizational Planning and Process Management
- Accounting and Finance
- Trade and Business Plan Development
- Business Plan Evaluation

During the program, trainings is carried out in support of laptops provided to each participant and the language of instruction is Turkish. Courses are provided by academics in Özyeğin University as well as experts in their field of professional consultants / instructors and guest speakers.

#### 2.1.4. What are the main problems about women entrepreneurs in Turkey? What are the services provided after the course program?

Today, many business woman; are lacking in mentors, networks, consulting and other important support services. Under the program, each woman who is eligible for certification as a successful entrepreneur is being monitored for at least one year and various services such as business mentoring and coaching are provided by the program. Also, proper works is done for each year to benefit our graduates from grants and loans provided by Small and Medium Enterprises Development Organization (KOSGEB).

#### 2.1.5. Where can we find additional information (web links, photos, pdf's etc.) about the program?

Web site: <http://www.10000kadin.org/>

Facebook: <https://www.facebook.com/10000Kadin>

E-mail: [info@10000kadin.org](mailto:info@10000kadin.org)

### 2.2. ISTANBUL OKAN UNIVERSITY - ENTREPRENEURSHIP AND INNOVATION PLATFORM



#### 2.2.1. What kind of services in entrepreneurship and innovation platform are offered?

The platform services are divided into 5 categories as the basis. The content of these categories are mainly as follows:

1.CENTRES	1.1.Centre for Entrepreneurship
	1.2.Muhammad Yunus Centre for Microfinance and Social Business
	1.3.Social Entrepreneurship and Social Responsibility Application and Research Centre
2. TECHNOLOGY TRANSFER OFFICE	2.1.R&D Directorate
	2.2.Incubation Centre
3. CERTIFICATION SERVICES	3.1.Small and Medium Enterprises Development Organization (KOSGEB) Programs
	3.2.The Scientific and Technological Research Council of Turkey (TUBİTAK) Programs
	3.3.R&D Management Certificate Program
	3.4.Technology and Innovation Management Certificate Program
4. ACADEMIC PROGRAMS	4.1.Undergraduate Level Entrepreneurship Courses
	4.2.Entrepreneurship Graduate Program
5. COMPETITIONS	5.1.Social Entrepreneurship Camp
	5.2.Social Entrepreneurship project competition for High School Students
	5.3. Realize Your Idea with Okan University (Competition)

Source: <http://gyp.okan.edu.tr/index.html>

### 2.2.2. Could you give us information about some services related to entrepreneurship within the platform?

Within **Centre for Entrepreneurship**, main objective is to spread culture of entrepreneurship, innovation and creativity, and to develop new business ideas in Turkey. For this purpose the center can be found in the following activities:

- a. to make training programs to grow contemporary entrepreneurs,
- b. to provide mentoring and coaching services to entrepreneur students,

- c. to provide an environment which enables the creation of new ideas with corporate partnerships,
- d. to meet students with industry representatives in their professional fields,
- e. to cooperate with international organizations (e.g. ENDEAVOR, JCI, IBM, etc.) in the field of entrepreneurship, to organize events, to prepare projects to and to find resources for projects implementation,
- f. to establish a convenient library and archive to do research on entrepreneurship, to set up an electronic communications network in both national and international level,
- g. to collaborate with academics in the field of entrepreneurship and to contribute to the training of new academics.

Also we can direct to students with new business ideas our Incubation Center to develop and implement new projects.

**Muhammad Yunus Centre for Microfinance and Social Business** aims to be the center of excellence in applied research, advisory services, teaching and executive training on microfinance and social business at the Okan University. It aims to improve the knowledge on the mechanisms of microfinance and social business by giving people the solutions and propositions along with the financial tools they need to work their way out of poverty.

The Center intends to create a culture within academia, with the goal to serve society's most pressing needs through social business to

- Conduct practically relevant academic research in the area of social business
- Design curricula for social business
- Initiate social business activities for students
- Provide physical space as well as assistance to students, allowing them to work on and develop social business ideas.

The Centre offered first training session with the Grameen Creative Lab in June, 2012. During the three day training week the Center and GCL will impart knowledge about social business including most recent case studies and best practice examples. In a small group of around 20–30 people we developed a systematic understanding of social business to understand the benefits that social business can have for society. The group identified existing social needs in specific regions and collectively brainstorm and create ideas for social businesses for this region. They learned about different creative workshop methodologies and identify concrete steps to set up a social business and build up the foundation for the social business initiative.

**Our academic programs** within the platform is intended for undergraduate and graduate students. At the undergraduate level, the "entrepreneurship course" is offered in every fall and spring

semesters for 14 weeks and 3 credit hours. In these courses a total of 86 leading professionals in business world shared their experiences with students between years 2008-2014.

Although entrepreneurship excitement is high in Turkey, there has many initiatives fail in a short time. The main reason for failure of a business idea is the lack of necessary knowledge and skills in transforming this idea to a successful business. In this context, the objective of the **Entrepreneurship Graduate Program** is to give knowledge and skills to startups at the graduate level. The program spreads three semesters and includes courses such as “Strategic Planning”, “Managing and Organizing of Start-up”, “Business Environment and Institutions in Turkey”, “Financing of Start-up”, and “Marketing Strategy”. At the end of the program, each student prepare a business plan for a new initiative with a group of three students.

#### 2.2.3. Where can we find additional information (web links, photos, pdf’s etc.) about the program?

Web site: <http://gyp.okan.edu.tr/index.html>



#### 2.3. MIDDLE EAST TECHNICAL UNIVERSITY (METU) TECHNOPARK – TEKNOJUMPP PROGRAM



##### 2.3.1. What is the TeknoJumpp Program?

Teknojumpp program modeled by the METU Technopark in 2013 is the Turkey's first international-dimensional acceleration program. The main objective of the program is to gain experience, knowledge and connections which accelerate the process of internationalization of technology-based initiatives.

Teknojumpp stands out as an acceleration program which is fairly well constructed and driven directly to the success of entrepreneurs in terms of both operation model and all the facilities in Turkey.

The program consists of two stages in Turkey and the United States. The aim of the first stage in Turkey is creation of a basic infrastructure for customer development of entrepreneurs in international arena and the receiving investment. In this 6-week program, entrepreneurs could receive support about CEO of residence, mentoring, corporate valuation, investor presentations, mini-MBA program, business model workshops and marketing. A Demo Day holds at the end of this process and the selected entrepreneurs are supported by including in the United States program.

The main objective of the 4-week U.S. program is to provide business development and enable entrepreneurs to attract investment. Also, trainings about unique rules of the United States market and consultancy activities in field of law, accounting, marketing, sales, and presentation is provided to adapt entrepreneurs quickly to market conditions.

#### **2.3.2. What is the current state of the program and the applications?**

Teknojumpp was able to bring big sound in the entrepreneurial ecosystem in the first year. In 2013, 20 entrepreneurs were accepted into the Turkey program, then eight entrepreneurs included in the U.S. program. During this period, supported entrepreneurs within teknojumpp program began talks with foreign investors and they were able to reach new customers.

#### **2.3.3. What are the expectations from initiatives as teknojumpp program? What kind of support can receive initiatives under the program?**

The most basic evaluation criteria is to offer grow fast and scalable technological products or services. Also, in order to be included in the program, entrepreneurs required to have already introduced products into the market. Among the applicants, the most suitable of 20 are accepted into the program.

Teknojumpp entrepreneurs will receive the following services:

- CEO in Residence
- Mentoring
- Demo Day
- Consulting and Networking
- Team Coaching
- Training (Business Model, Entrepreneur Financial Modeling, Investment Process, Investor Presentation, Business Valuation, Market Research, Microeconomics and Pricing, Branding, Finance, etc..)

#### **2.3.4. Where can we find additional information (web links, photos, pdf's etc.) about the program?**

Web site:



[http://odtuteknokent.com.tr/portal/faces/teknoumpps-navigation/home?\\_afLoop=1163771276417712&\\_afWindowMode=0&\\_afWindowId=azcbb9hk6\\_122#%40%3F\\_afWindowId%3Dazcbb9hk6\\_122%26\\_afLoop%3D1163771276417712%26\\_afWindowMode%3D0%26\\_adf.ctrl-state%3Dazcbb9hk6\\_144](http://odtuteknokent.com.tr/portal/faces/teknoumpps-navigation/home?_afLoop=1163771276417712&_afWindowMode=0&_afWindowId=azcbb9hk6_122#%40%3F_afWindowId%3Dazcbb9hk6_122%26_afLoop%3D1163771276417712%26_afWindowMode%3D0%26_adf.ctrl-state%3Dazcbb9hk6_144)

E-mail: [selin.kiral@odtuteknokent.com.tr](mailto:selin.kiral@odtuteknokent.com.tr)

#### 2.4. BOĞAZIÇI UNIVERSITY- ENTERPRIZE COMPETITION



##### 2.4.1. What is the Enter Prize Competition Program?

Enter Prize Entrepreneurship Competition Program, which is took place first time this year by Boğaziçi University, hasbrought together the university students which have business ideas from all universities in Turkey with the leading entrepreneurs, investors and educators in entrepreneurial ecosystem. The program organized an 8-month contest stage and after the first phase of the contest, groups have received trainings in the areas of creating business plans and models, financial management, business law, marketing, human resources, and advanced presentation techniques in context of Entrepreneurship Summit. The competition program holds annually.

##### 2.4.2. What are the rules of the competition and the evaluation criteria?

All undergraduate, graduate and doctoral students in Turkey can participate in competition. Also, students from different universities can create groups together. The number of members of a competing team shall be a minimum of 1 up to 4 students.

Assessment is based on five criteria. These criteria;

- Ethical Values
- Market Potential and Financial Return
- Sustainability (viability)
- Social Impact
- Innovativeness

##### 2.4.3. What are the process and awards of competition?



Incoming projects are considered by the Board which consists of Bogazici University Business and Economics Club Board and Entrepreneurship Sub-Committee, precious faculty members from Bogazici University, and other elite universities in Turkey, angel investment agencies and representatives of the sponsor companies.

At the end of the first evaluation stage, the first 50 groups are eligible to participate in trainings in Entrepreneurship Summit. In Entrepreneurship Summit, the groups which attends all sessions and trainings can move on to the next stage and send their online business plans. The commission which performs the first qualifying, evaluate business plans and most successful 10 groups are announced. The 10 selected groups are required to develop their business ideas until the time of final presentation. In this stage, the groups receive 500 Turkish Liras financial support by the commission. Also, groups have the opportunity to work together a total of 12 hours with mentors on their business plans for 6 weeks.

In the final stage, teams perform their final presentations developed with mentors to the jury. The jury determine the successful first three groups and these groups receive their awards by the main sponsor companies. Besides, private company sponsors determine the most successful groups in accordance with their respective industries and give awards.

The winner awards include 35,000 Turkish Liras, 6-month mentor support, a technical office in incubation center for 6 months, a special business idea presentation right to strategic partners, and right to make presentation in The European Trade Association for Business Angels.

Second place awards include 20,000 Turkish Liras, 6-month mentor support, a technical office in incubation center for 6 months, and a special business idea presentation right to strategic partners. Finally, third place awards include 12,500 Turkish Liras, 6-month mentor support, a technical office in incubation center for 6 months, and a special business idea presentation right to strategic partners. Additionally, many special prizes are awarded by the strategic partners under competition.

#### **2.4.4. Where can we find additional information (web links, photos, pdf's etc.) about the program?**

Web site: <http://bogazicienterprize.com/>

Facebook: <https://www.facebook.com/ikboun>

Youtube: <http://www.youtube.com/user/ikboun>



**3. Outside of schools and colleges, what programmes, encouragement and support is available for young people to learn about enterprise and entrepreneurialism? Please try to include all forms of support ranging from early stage (eg introducing the idea of starting a business) to more advanced stage (access to finance to grow a business). Again please provide a minimum of four clear case studies.**

### 3.1. MINISTRY OF YOUTH AND SPORTS - APPLIED YOUTH ENTREPRENEURSHIP TRAINING PROGRAM



#### 3.1.1. What is the Applied Youth Entrepreneurship Training Program?

The program is organized by Ministry of Youth and Sports in collaboration with Small and Medium Enterprises Development Organization (KOSGEB). In the first stage, program involves 12 provinces (Adiyaman, Ankara, İzmir, Bursa, Diyarbakir, Erzurum, İstanbul, Kayseri, Kocaeli, Konya, İzmir and Trabzon) and it is aimed to spread program 81 provinces in Turkey. The young entrepreneurs who successfully complete entrepreneurship training eligible to receive a certificate, shall have 30,000 Turkish Liras (TL) start-up grant and interest-free loans of up to 70,000 TL provided by KOSGEB.

**3.1.2. What is the content of training?**

Training program consists of the following four main modules covering a total of 70 (seventy) hours of classroom lectures and workshops.

Module 1; 8-hour training involves testing of entrepreneurial characteristics, business plan development, and creativity exercises.

Module 2; 18-hour training involves the concept and elements of the business plan (market research, marketing plan, production plan, management plan, and financial plan).

Module 3; 24-hour training involves workshops aimed at reinforcing elements of business plan (market research, marketing plan, production plan, management plan, and financial plan).

Module 4; 20-hour training involves issues to be considered in writing and presentation of the business plan.

The main modules mentioned above are given by the same instructor. Also, additional modules can be integrated into the program in line with the sectoral and local level needs (e.g. e-commerce, foreign trade, etc.). Classes can be up to 30 (thirty) students and participants do not be charged. The participants who participated in at least 80% (eighty) percent of the main modules of education, can eligible to receive a certificate. The target audience of Applied Youth Entrepreneurship Training Program is young people in the age range 18-29 who want to start their own business.

**3.1.3. How to determine who will participate in training?**

The applicants who will participate in the education are determined by an interview under the supervision of a commission which is formed in Youth Centers in provinces.

**3.1.4. Where can young people find additional information (web links, photos, pdf's etc.) about the program?**

Web site: <http://gencgirisimciler.gsb.gov.tr/#/genc-girisimciler/anasayfa>

Facebook: <https://www.facebook.com/GencGirisimcilerGsb>

Twitter: <https://twitter.com/GencGirisimGsb>

Also, potential participants can receive detailed information in Youth Centers.

**3.2. GALATA BUSINESS ANGELS**



### 3.2.1. Who is Galata Business Angels?

Galata Business Angels (GBA) is Istanbul's premier angel investor organization. The Galata Business Angels (GBA) is an organization committed to scouting, mentoring and finding funding to great young companies from start through a successful exit and that aims to increase the quantity, quality and success of angel investments in Turkey and in doing so create a greater pool of capital for innovative start-up companies.

GBA operates as a not-for-profit organization and acts as a platform where member angel investors and aspiring entrepreneurs meet to exchange ideas about startups and discuss opportunities. GBA also provides access to active national and international networks that enable improved access to follow on capital, markets, and mentoring for emerging businesses.

GBA comprises of executives, entrepreneurs and seasoned angel investors who aid in accelerating innovative, impactful, cutting edge startup companies to market leadership. The current members of GBA have founded and built world-class companies like Mynet, Airties, Gittigidiyor, Yemeksepeti, Markafoni, Pozitron, VepaGrup, ReklamZ, DBI, 41-29 and been senior executives at pioneering companies like Apple, eBay, Maxim, Turkcell. We come from a wide array of industry expertise and together create an extensive network of entrepreneurial support. We mentor and coach the entrepreneurs, provide networking and help with team building, strategy and fundraising.

### 3.2.2. What is GBA's role in the sector?

- Being an entity where the Business Angels act together,
- Ensuring the recognition of the concept of Business Angels as the first network founded in Turkey,
- Supporting and guiding the entrepreneurs who want to establish their own business and to progress and simplifying their access to the necessary financial resources,
- Gathering the entrepreneurs and the business angels,
- Being a network where the Business Angels can meet and share their experiences,
- Ensuring the recognition of Angel Investment as a professional activity,
- Collaborating with universities and educational institutions in order to develop the ecosystem,

- Ensuring the strengthening of the present ecosystem of entrepreneurship,
- Inviting the Angel Investment Networks to Turkey and ensuring the flow of information,
- Developing the ethical rules in the sector.

#### **3.2.3. What is the investment process of GBA?**

We meet up with entrepreneurs and discuss their needs every month. Once a month, participants are trained and counseled on the different aspects of establishing a venture under the mentorship of Turkey's and the world's leading entrepreneurs. They receive information and advice on every topic ranging from the idea and revenue model and team and marketing strategy to growth and financing.

As a result of this investment-oriented exercise, GBA carries out an internal evaluation and proposes to participate as a group in the projects it has selected. If it is decided for a partnership as a result of the meetings held with entrepreneurs, GBA members coordinate with each other for active portfolio management and assign one of the members as the lead investor.

#### **3.2.4. What do Galata Business Angels look for? What does look for in Business Angels?**

We provide both capital and intensive mentorship as well as network for entrepreneurs. We are primarily focused on investments in Turkey. GBA Members will invest in these sectors with particular interest:

- Internet
- Mobile
- Software
- Telecom

We are currently NOT investing in biotech, life sciences, real estate, or movies. We concentrate mostly on seed stage investment rounds.

The main criteria used by Galata Business Angels to decide which businesses to invest in varies greatly, however, the following issues are taken into consideration:

- The expertise and track record of the founders and management;
- The businesses competitive edge or unique selling point;
- The characteristics and growth potential of the market;
- Compatibility between the management, business proposal and the business angel's skills and investment preferences;
- The physical and financial commitment of the entrepreneur.

The company must also ensure that the business angel willing to invest in them is right for their company. Before signing an agreement the business must ensure that:

- The management team and the business angel are compatible and will be able to work together.
- Business Angel's skills match the companies' needs.

#### **3.2.5. What are the processes in the GBA?**

- 1 - GBA Venture Academy
- 2- Entrepreneur's presentation
- 3- Internal evaluation in GBA
- 4- Investment appraisal
- 5 - Investment negotiations
- 6- Partnership
- 7- Identification of new targets and plans
- 8- Value development
- 9- Implementation of the business plan and objectives
- 10- Sales and marketing
- 11- Preparation for the next investment
- 12- Finding investors and funding
- 13- The investment after from GBA

#### **3.2.6. Who are the members of GBA by stage or by sector?**

BA members are generally semi-retired successful high technology founders or executives, and have an interest in investing in high-risk startups. Our members are separated from each other both by stage (investment, finance, and marketing) and sector. The sectors are social media management, business development, team building and management, risk management, project management, technology and intellectual property rights, mobile, and social entrepreneurship.

#### **3.2.7. Where can young people find additional information (web links, photos, pdf's etc.) about the program?**

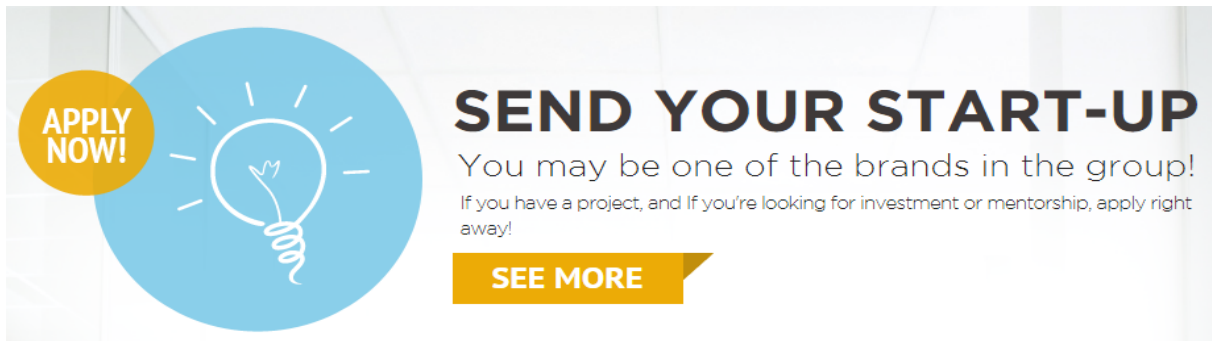
Web site: <http://www.galatabusinessangels.com/>

Facebook: <https://www.facebook.com/galatabusinessangels>

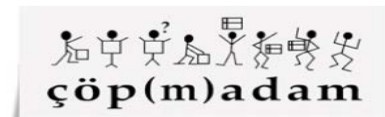


Twitter: <https://twitter.com/galataba>

E-mail: [info@galatabusinessangels.com](mailto:info@galatabusinessangels.com)



### 3.3. ÇÖP(M)ADAM



#### 3.3.1. What is çöp(m)adam?

Çöp(m)adam is a Turkish company established in 2008 that designs, manufactures and sells original lifestyle products for good people. The products from our range are designed for everyday use, from casual to stylish. Many of our products are practical and some are just simply nice. They also come in variety of styles and are always great to own or to give away.

When revamping its corporate social responsibility efforts, Unilever Turkey was pleased to learn that they can contribute to a community-based project that would allow the company and the university to address current social needs of Turkey ranging from waste reduction to women empowerment. Carefully researched to identify gaps in the marketplace and provide meaningful solutions to critical issues while simultaneously aligning with both sponsors's business and sustainability objectives, çöp(m)adam together with Unilever Turkey joined forces in the last two years in order to contribute more effectively to our planet.

Questioning what is worth saving or not, çöp(m)adam started as an experimental project in Western Turkey addressing the issues of women's employment and the importance of recycling/re-using; and

aims to utilize waste in a creative, aesthetically and unique way. Unilever Turkey got into the picture as the “Main Sponsor”, committed itself by sharing its waste and PR services. The result; *çöp(m)adam*, the newest fashion trend in handbags, are sweeping Turkey and putting shopper’s money towards a good cause. A cause that in one hand touches the issue of women empowerment, on the other waste reduction. Made entirely out of wrappers, a group of Turkish women have created a one-of-a-kind accessory that puts glamour into recycled goods. Made especially for ladies, these trendy bags give flavour to fashion, support the enhancement of awareness on environment.

“*çöp*” means “garbage” in Turkish; “*madam*”, the same as the French word indicates. “*çöp(m)adam*” (Garbage Ladies) is symbolic of this meaning – taking garbage and turning it into something fashionable and fun; even though it sounds weird.

### 3.3.2. Why *çöp(m)adam*?

According to the data from the Turkish Ministry of Environment, in the year 2005, only 27% of the plastic waste was recycled. The total amount of plastic waste produced in the same year reaches at 500.910 tons. In İstanbul alone, 10.000 tons of waste are produced everyday. In a year the number reaches at 3,5 m tons. The rate of recycling of this amount stays only at 18%.

When we look on women’s employment; Women’s population comprises 49% of the whole Turkish population. The employment rate is also very low in Turkey. Only 1 out of 4 women is into the official work force, which is equal to 25% of the women population in Turkey. The rate of undeclared work is very high in the country, reaching at 75% which means that all the women working are not under a social security scheme.

Besides, we offer regular work to around 100 women in Turkey, who have a real passion for their work and are highly committed to *Çöp(m)adam*. All of our women are working in healthy and hygienic surroundings and are paid a fair wage. The fact that we are in a position to guarantee regular employment means that our women are able to make significant contributions when it comes to providing sustainability for their families and communities.

### 3.3.3. What does the *çöp(m)adam* do?

*Çöp(m)adam* is a company that has a soul. We are not just selling products, we are doing something that is making a positive change in the world. We practice fair trade. Our mission is to create high quality fashion without the exploitation of workers and the environment that is too often present in our industry. We set-up our own manufacturing facilities in Ayvalık/Balıkesir and Diyarbakır (in cooperation with KA-MER [www.kamer.org.tr](http://www.kamer.org.tr)) in Turkey to leverage the artisanal talent embedded within the Turkish culture and to provide opportunities for women in impoverished communities. We care for each and every one of the *çöp(m)adams*. They are the ones that put their skills and love into making the products. To make a *çöp(m)adam* bag, it takes from ½ to 5 days.

We are proud to pay fair and meaningful wages, (they are paid per item) not the minimum wages that dominate the industry, while offering our products at reasonable prices. We are proud to offer a



clean and safe working environment and a job opportunity that lets mothers spend time with their families.

Every product that carries our logo has been designed with the input of our ladies. We are continually on the look-out for trends in the fields of fashion and the environment and are in constant dialogue with our customers in order to ascertain their needs, ideas and taste. We also ask our sponsors to look for new materials that may have potential for us. In this way, our brainstorming sessions with our ladies, sponsors, customers and sale points usually generate all manner of good ideas that we then go on to examine with a critical eye. Only the very best ideas are then developed further. If one of our products is ever going to be sold to the public, it will need to fulfill a number of requirements.

#### 3.3.4. What is the label ofçöp(m)adam?



#### 3.3.5. Where can people find additional information (web links, photos, pdf's etc.) about the program?

Web site: <http://www.copmadam.com/>

Facebook: <https://www.facebook.com/pages/çöp-madam-the-garbage-ladies/>

Email: [info@copmadam.com](mailto:info@copmadam.com)

#### 3.4.JUNIOR ACHIEVEMENT - INTERVIEW WITH KERIM CALISKAN

**3.4.1. Could you give little bit information to us about yourself?**

I have had B.A degree from Business Administration. I worked as Corporate Operations Manager Istanbul at Domino's Pizza, Turkey from 2009 until 2010. I was accountable for realization of sales and operational profits of 34 stores, growing & developing the business, devising yearly sales plans & strategies, planning & budgeting, training for the team, marketing as well as ensuring adherence to company standards. Prior to this, I was District Manager at Starbucks Coffee, Turkey from 2006 until 2008. I was responsible for managing the district including 12 stores, in terms of profit, cost management, planning & budgeting. I also worked on implementing the sales strategies at the district & store levels and developed project plans to increase sales. Earlier, I was Regional Sales Chief at Dia Supermarket, Turkey from 2001 until 2006 and was responsible for managing a team of store managers, sales team and stores. I also worked at Migros, Turkey as a Store Manager for over two years. I have an experience of about 13 years in marketing. Since 2011, I have been working for JA Turkey as Interim CEO.

**3.4.2. What is the Junior Achievement?**

JA is a non-profit organization teaches young people about entrepreneurship, financial capability and helps them to get employability skills.

**3.4.3. What is the Junior Achievement in Turkey doing? Are there any events that you do annually? How many people are applying this program in Turkey and from which high schools?**

JA Turkey inspires and prepares young people to succeed in a global economy. We implement financial literacy and entrepreneurship programs for youth in Turkey. Our main programs are JA Company Program for high school students and JA More than Money Program for primary school students. We organize innovation camps and trade fair events annually. We have around 2000 students applying Company Program mainly in Istanbul, we have several schools in Izmir and one in Adapazari provinces. The program is implemented in both private and public schools. We have around 90 schools in Istanbul applying this program.

**3.4.4. Are there any real projects that have turned into reality from the Turkish students?**

There have been very good projects but our main goal is to inspire the young people during their school time. Therefore we do not have very good channels to follow the students after they

graduate. The one I remember was in Izmir American College, one student continued to produce the product and sell after he graduated.

**3.4.5. How do you see these young Turkish entrepreneurs? What do you think about them?**

Our young Turkish entrepreneurs have a great potential, first of all we try to give them courage to create new thing. I really believe our young generation will develop new thing to change the World. We must show to them a good role model, and our young generation must follow new development because everything is changing rapidly in our world. We need more innovation and more search to create new thing. I believe everyone will be successful if you are hardworking, I think this is the best key to be a successful person and do not afraid to be an unsuccessful. Most of successful businessman have had a many unsuccessful stories in their life.

**3.4.6. Were there any projects that made you very excited? What was your favorite product from the past?**

We've seen a lot of creative product in our Company program which was produced by student Company. I've seen a different product was in Company of the year challenge in Romania. The Company has produced special application to communicate with deaf people the application was showing some special moves get communicate with deaf people.

The Company has won the challenge they were the winner of the Company of the year.

**3.4.7. What are your future plans?**

Our plans is to grow and spread around Turkey while increasing the number of students, schools and teachers applying our programs.

**3.4.8. What do you think about the entrepreneur ecosystem in Turkey?**

We need too much road to go to improve entrepreneur ecosystem in Turkey, I think future concept is going to be the internet trade so we must find the way being inside this World.

**3.4.9. If you were an investor, will you invest in Turkey? Why?**

My answer would be yes because economic indicators show that our economy is growing fast and we have a young population which is crucial criteria for the labor force participation and the market economy.

**Source:**

<http://www.youngturkishentrepreneurs.com/interviews-with-turkish-entrepreneurs.html>

**3.5. WWW.FONGOGO.COM – A STARTUP STORY**



### 3.5.1. Could you tell us about yourself briefly?

We have a dynamic 6-people team including founder partners (Ali Celebi, Ali Tirkes, Louise U.Westerlind). We are a company located in Istanbul. We do massive support, better known as "crowdfunding." Outside of our team, we have Fongogo representatives who believed in this concept in order to increase awareness and dissemination of massive support both in Turkey and abroad. Besides we are moving together with many solution partners such as non-governmental organizations, entrepreneurs, incubators and angel investor networks. All of these partnerships allow us to find quality and reliable projects and also to meet project owners with the appropriate support networks.

### 3.5.2. Could you give some information about your online web page? What type of products / services do you offer, what type of needs can you meet?

In Fongogo.com, we provide an alternative service method to the entrepreneurs, small and large companies, fictitious individuals and non-governmental organizations who seek to implement their own projects. This method is called as mass support, in other words crowdfunding. This is how it works: Projects are creating pages, locate in our system, they are announced, interested people or institutions are supporting them, so we can find large funds with little supports. Also project promotion can be done in this way. There is a reward corresponds to each amount of support. At the end of the project, rewards are being sent to supporters.

Fongogo alsoworks directly with project owners except and offers close supportin project development stage. During the project itgives marketing strategies and press and announcements support.

### 3.5.3. Where the idea of online commerce arose from, how did you decide? What are the benefits of selling services or products online in comparison with selling in physical environment?

Mass support is based on the idea that many people can support with small amounts. As for the spreading projects to a wide audience, social media is very critical. In particular, we are reaching new generation through social media. Those who want to support can easily support by online payment system. At the same supporters obtain details of projects and time can easily see updates on internet.

#### **3.5.4. Have you received support in deciding whether to do this job?**

As mentioned we have three partners. Shareholders believe in this idea after a long research and investigation process. Each one believes mass support wholeheartedly.

#### **3.5.5. What are the challenges of doing online business?**

First, of course, to announce your site to a wide audience. Also, to ensure understanding and safe use of the system. Of course, compatibility between the target audience and internet users is important. However, the most important issue that we challenge is to make massive support concept understandable and to spread it as far as possible.

#### **3.5.6. What kind of marketing activities do you effort to provide traffic to your site and publicize it?**

Social media takes a very big place in our business model. We are progressing by means of announcing our projects in the most influential social media platforms, as well as coming together with our representatives and our partners in offline meetings. We use the press as much as possible.

#### **3.5.7. How do you assess online sales sector in Turkey?**

Turkey has a great potential in the online sales. Each year, considerable growth rates are taking place. However, it is hard to be said that online business models fully adopted for all sectors in Turkey. See the examples from global markets, we still have a long way to go. However, we are very hopeful. Every online business model that can meet the right audience at the right time will take its share of this growth.

#### **3.5.8. What should be considered in doing online business? What do you recommend those who want to do this job?**

Firstly, they need to fully understand the potential in Turkey. Each year many start-ups are forced to close their companies without grow up by a lot of reasons. Turkey is growing very fast in terms of online sales, but it does not mean that all kinds of online business will be successful. They should analyze the sector very well, make research and develop the right strategy. Also they have to be flexible to the market data and able to change themselves immediately.

## Portugal

### *Abstract:*

*"An economic crisis first hit the country in 2011, putting it in its worst recession period for 40 years. The collapse of both the jobs and housing markets meant*

*citizens started looking elsewhere for income, and at the prospect of running their own limited company.”<sup>1</sup>*

*Many young people in Portugal and the EU cannot find employment. This has become particularly acute since the onset of the financial crisis in 2011. EU figures suggest that In March 2013, 5.7 million young persons were unemployed in the EU-27, whilst the unemployment rate in Portugal was over 35 per cent (EU measures to tackle youth unemployment European Commission - MEMO/13/464 28/05/2013).*

*“The July 2012 country-specific recommendations sought to ensure that youth employment remains high on the policy agenda of all Member States where youth unemployment rates are particularly dramatic. The European Commission proposed in December 2012 a Youth Employment Package to help Member States specifically tackle youth unemployment and social exclusion by giving young people offers of jobs, education and training (see IP/12/1311 and MEMO/12/938,). ”<sup>2</sup>*

### **1. A short overview of youth entrepreneurship in Portugal**

Unfortunately there is no significant amount of research and available information regarding the evolution of “youth” entrepreneurship in Portugal. There are, however, many programs and incentives that aim to boost (young) entrepreneurship, which will be further detailed in questions 2 and 3.

Latest data available goes back to 2011-2013, and it show that the entrepreneurship activity in Portugal did not suffer any major drawbacks, despite the economic, financial and social crisis that the country was, and still is, facing. This has been recognized in [the Global Entrepreneurship Monitor](#) (GEM) report.

Several initiatives of different nature have taken place in Portugal over the past years with the overall aim of raising awareness of both the importance and advantages of entrepreneurship, especially among younger generations, encouraging them to become entrepreneurs and come forward with innovative business concepts and ideas. Many companies, banks, universities and even entrepreneurship associations launch continuously programs, contests and even lines of credit to further promote entrepreneurship. Hence, nowadays, more and more people in Portugal are setting up their own businesses.

According to OECD’s publication **Entrepreneurship at a Glance 2014**<sup>3</sup>, the number of enterprises created over the past years has in fact increased, has figure 1

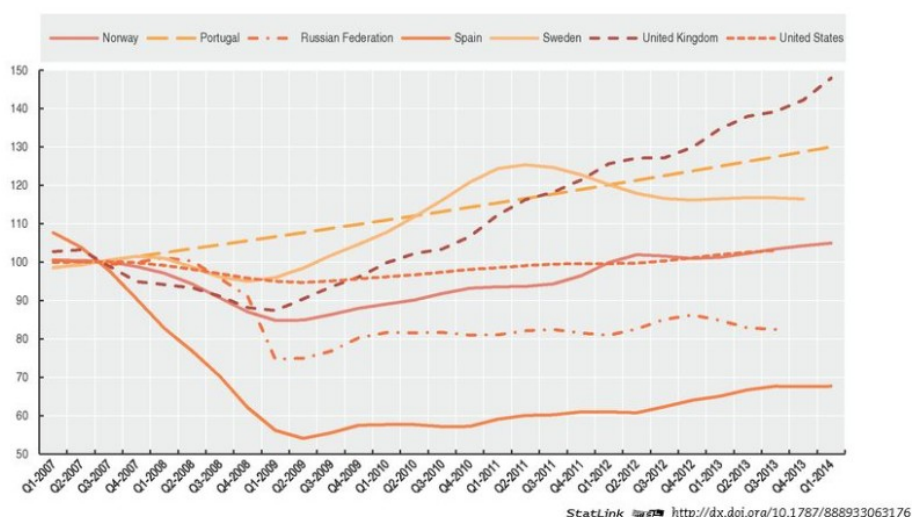
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<sup>1</sup> <https://www.rapidformations.co.uk/blog/the-rise-of-young-entrepreneurs-in-portugal/>

<sup>2</sup> [http://europa.eu/rapid/press-release\\_MEMO-13-464\\_en.htm](http://europa.eu/rapid/press-release_MEMO-13-464_en.htm)

<sup>3</sup> <http://www.oecd.org/std/business-stats/entrepreneurshipataglance.htm>

shows us.



**Figure 1 --Number of enterprises created**

The boom in Portugal's number of entrepreneurs and start-up company formations reveals that every year around 30.000 companies, on average, are created (although, unfortunately around 20% of this number never goes ahead due to fear of investment and risk-taking). Of this number, around 58,3% of early-stage entrepreneurs create a business motivated by opportunity, 26,2% motivated by needs and around 15% claims that it is a balance of these 2 options. It is important to highlight, however that the number of early-stage entrepreneurs motivated by "need" has increased over the past years.

The next table presents us the age range of early-stage entrepreneurs in Portugal for 2011 and 2012.

**Table 1 --- Data from GEM Report 2012**

Faixa etária	Taxa TEA por faixa etária				
	Portugal 2011	Portugal 2012	Economias orientadas por fatores de produção	Economias orientadas para a eficiência	Economias orientadas para a inovação
18 a 24 anos	6,1%	6,4%	20,0%	11,1%	5,1%
25 a 34 anos	10,9%	10,6%	29,1%	17,3%	8,9%
35 a 44 anos	7,9%	8,1%	25,5%	15,0%	8,7%
45 a 54 anos	6,4%	7,2%	20,9%	11,8%	7,1%
55 a 64 anos	5,0%	4,6%	15,9%	7,7%	4,4%



The age range of early stage entrepreneurs presents a higher rate between 25-34 years old, although the 18-24 intervals also present a significant percentage. Comparing the values with information from 2010, we can see quite a significant increase in the percentage of young entrepreneurs.

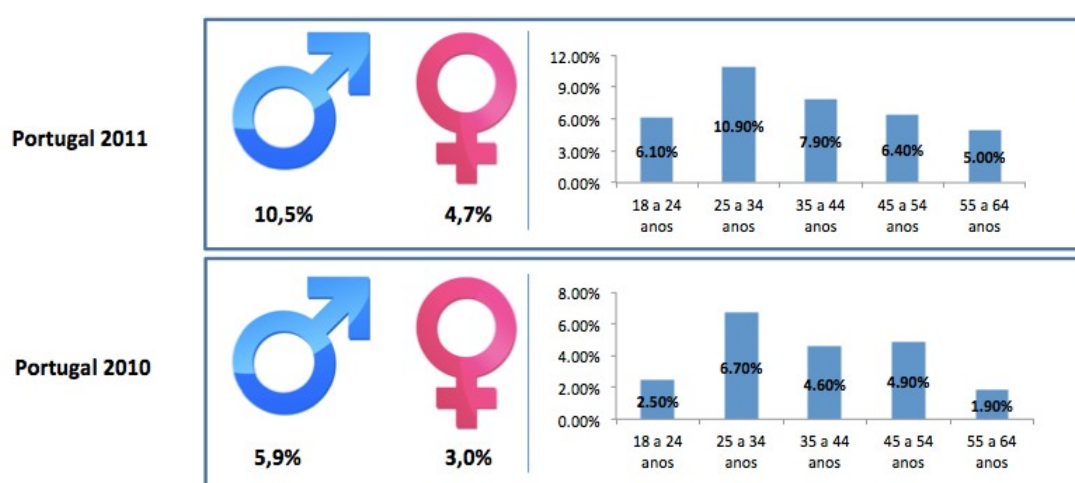


Figure 2 – Data from GEM Report 2012

*Some highlights that illustrate Portugal's entrepreneurship capacity*

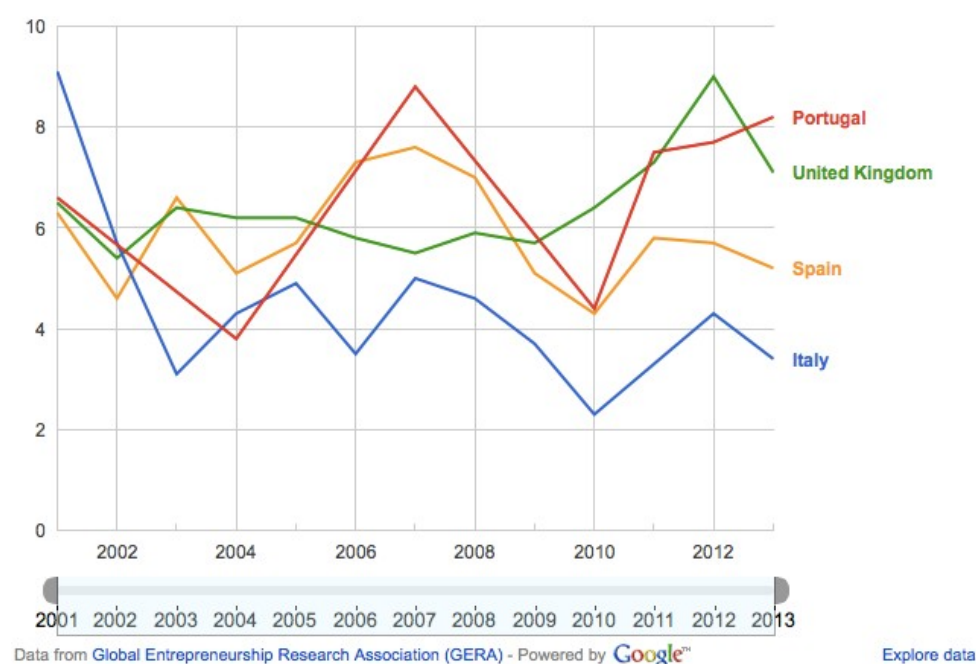
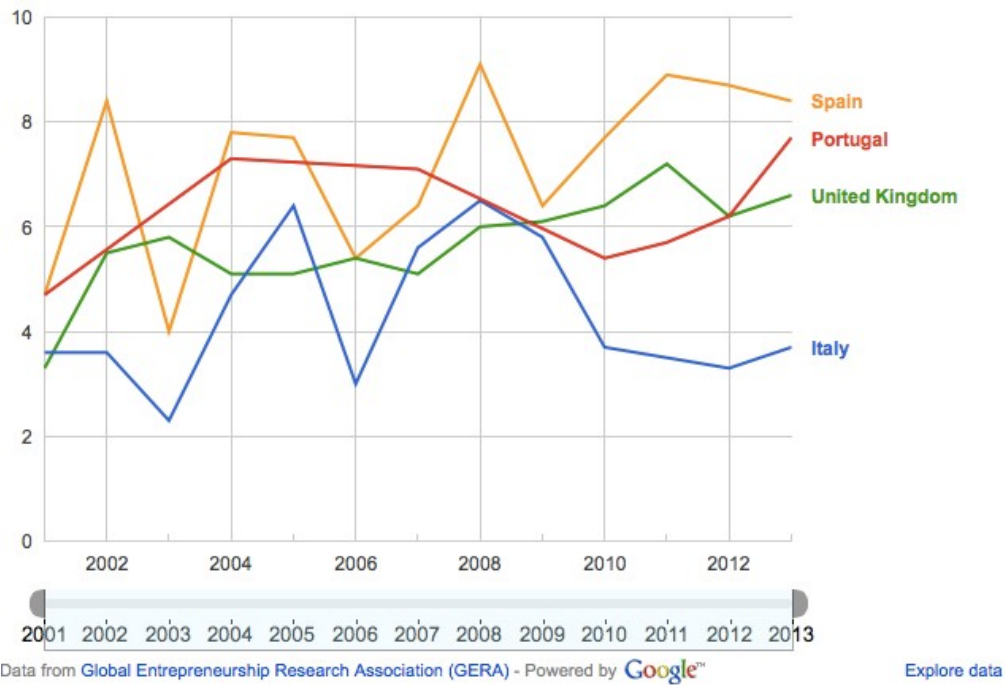
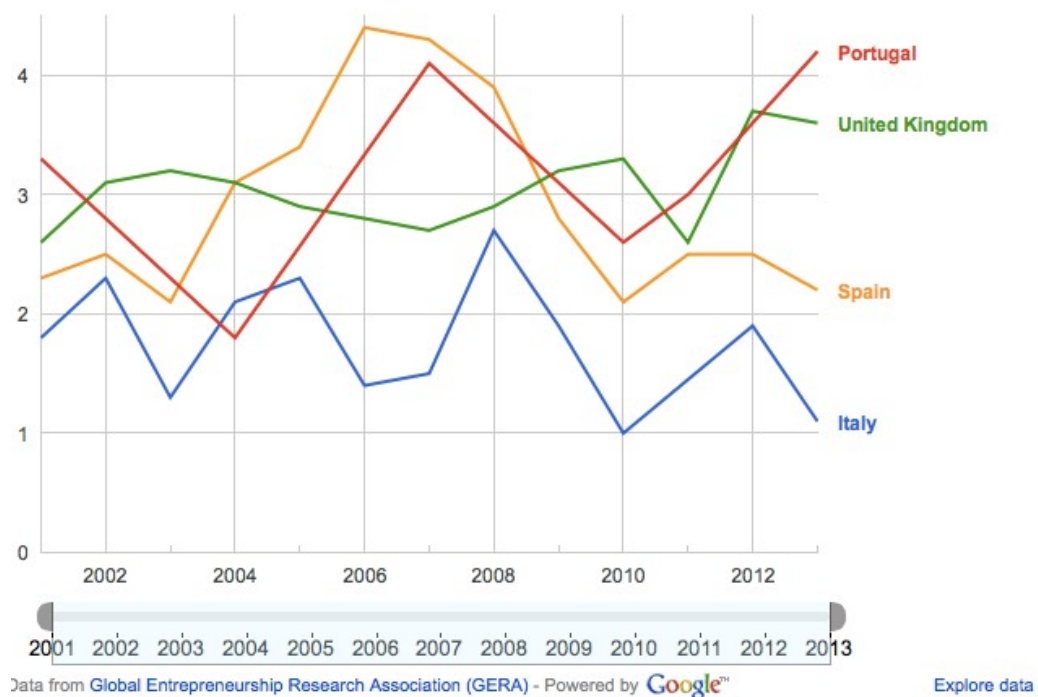


Figure 3 -- Total early-stage entrepreneurial activity (GEM Monitor)





**Figure 4 --- Established business ownership rate (GEM Monitor)**



**Figure 5 --- New business ownership rate (GEM Monitor)**

**2. What are the best projects, initiatives, opportunities, and programs that exist in your country to encourage and support youth entrepreneurship delivered within education (from age five – 25).**

There are several initiatives, opportunities and programs in Portugal to encourage and support youth entrepreneurship delivered within education (until 25). These are:

#### **INOVA! Competition: Young Creative Entrepreneurs for the 21<sup>st</sup> century**

An “idea” competition that aims to stimulate entrepreneurship and entrepreneur culture in public schools. The target are secondary-level students (14-18 years old). The idea is that each participant comes-up with a creative idea to address any specific problem or need and can be approached in any area: scientific, technological, social, environmental, among others.

*For further information, please consult here:*

<https://juventude.gov.pt/emprego/inovajovenscriativos/paginas/inovajovenscriativos.aspx>

#### **Academia Empreender Jovem**

Promoted by the Portuguese Industrial Association, this initiative aims to focus the attention of mentors and entrepreneurs in an integrated and supported work in primary and secondary schools, so as to create/foster an entrepreneurship charisma near younger generations. In detail, this academy aims to boost a set of competencies (related with entrepreneurship) and attitudes/behaviors via interactive lessons and activities (projects, exercises, etc.) that allow the youngsters and the school community to face the involving reality.

*For further information, please visit:*

[http://www.empreender.aip.pt/?lang=pt&page=info\\_geral/info\\_geral.jsp&detail=005e594b-1dd8-2f10-4b96-881bf1e65430](http://www.empreender.aip.pt/?lang=pt&page=info_geral/info_geral.jsp&detail=005e594b-1dd8-2f10-4b96-881bf1e65430)

**3. Outside of schools and colleges, what programs, encouragement and support is available for young people to learn about enterprise and entrepreneurialism? Please try to include all forms of support ranging from early stage (e.g. introducing the idea of starting a business) to more advanced stage (access to finance to grow a business).**

Young Portuguese entrepreneurs may recognize different types of financing, including: thematic, structural funds, finance instruments, internationalization mechanisms and support, among others, as there are several different types of supports and programs, most of them financed with the support from the European Commission.

#### Impulso Jovem: Passaporte Empreendedorismo & Garantia Jovem (starting at 16 years old)

This national initiative entails comprehensive re-programming of structural funds. €143 million of EU funding was reallocated to finance measures that will create opportunities for 90,000 young people until the end of 2015 and €200 million of the EU funding has been reallocated to support 4,500 SMEs. Such measures include employment passports relating to internships in key economic sectors as well support to contracting of people aged 18-30 years old via reimbursement of employers' social security contributions.

The measure **Passaporte Empreendedorismo** aims at supporting young entrepreneurs (aged between 18 and 29) to start their own businesses. Within this measure there are several types of programs and credit lines, depending on the type of business that will be created. The program guarantees advisory services, mentoring and financing. It is based on applications subjected to evaluation.

Other measures within **Impulso Jovem** – called **Garantia Jovem** – aim at increase the overall qualification of young people, especially those that have left the educational system, to facilitate the transition to the labor market and to reduce youth unemployment. By the end of April 2013, the program had covered 7,500 young people.

#### Success Story of Passaporte Empreendedorismo --- HealthyRoad

Healthy Road is the name of a start-up company and product – a review mirror that alerts the driver when he/she is falling asleep or losing concentration while driving. It has a device that monitors the facial expressions of the driver and, if the driver reveals any signs of fatigue, the mirror produces a rather loud sound – an alarm. The product is now being tested and developed (beta version) in Chile, Latin America.

Here is an excerpt from the blog of the start-up: "Our team fulfilled the

first goal and achieved our dream! We have launched the first prototype of the technology on time! For the next months we will be in the field testing and developing our technology, in order to fulfill the market needs and our dream, increasing safety, with the installation of devices in vehicles that will alert drivers and operators when they are in a state of fatigue or imminently falling asleep, advising them to make breaks.”

For further information, please visit: <http://www.healthyroad.pt>

#### **Empreende Jovem – Sistema de Incentivos ao Empreendedorismo**

This initiative is from the Azores Government and it aims at stimulating a risk culture and entrepreneurship will through the promotion of creation of innovation-based start-ups. For youngsters between 18 and 35 years old. For further information, please visit the website: <http://www.investinazores.com/index.php?op=textos&codtexto=12>

#### **Success Story: Portugal Inspira!**

Social entrepreneurship initiative that aims to promote the brand “Portugal” through a platform of identification of products and national services bringing added-value to the economy and to the country. Portugal inspira aims to contribute to the national production of goods, especially through the consciousness that each individual should help boost the national economy by buying Portuguese products. For further information, please consult here: <http://jovenscomfuturo.azores.gov.pt/?p=1548>

#### **Programa eESJOVEM**

Rewarding and valuing young people in the process of creating projects in the area of Social Economics is the main objective of the program that ESJOVEM part of the diversity, versatility, dynamism and irreverence social sector to address shared needs and improve overall quality of life. For further information, please visit the website: <http://www.anje.pt/portal/anje-programa-esjovem>

#### **FUNDO JESSICA PORTUGAL**

JESSICA Initiative supports the EU member countries in investments in urban regeneration. JESSICA Holding Fund Portugal (JHFP) is the operationalization of the JESSICA initiative in Portugal, through a financial engineering instrument. In the form of a fund holdings support this collects a total of € 132.5 million in opportunities. For further information, please visit the website: <http://www.anje.pt/portal/anje-fundo-jessica-portugal>

#### **FINICIA**

It facilitate access to financing solutions and technical assistance in the creation of companies, or in companies in the early stage of its life cycle, with differentiating business projects, close to the market or potential economic value. The recipients are entrepreneurs and SME start-ups divided in 3 axis: I - existing or being created SMEs; II - Business / start-ups and micro-enterprises; III: small companies with activities of local relevance. The programme finances business start-up on 3 axis:

- Axis I --- Projects Strong Content and Innovation: getting 85% equity to a maximum of € 2.5 million through venture capital operations, the remaining 15% borne by the developers or by other groups investors; obtaining debt capital through mutual guarantee;
- Axis II --- Business Emerging Small Scale: obtain 90% of the capital by a company for venture capital projects to 50,000.00 euros to exceed this value and needs to 100,000.00 euros, prosecutors can secure the resources directly or by other investors; obtaining debt capital for investments up to 25.000,00 euros, with possibility of access to micro credit banking medium / long term (over 3 years), 75% guaranteed by the intervention of mutual guarantee system;
- Axis III --- Business Initiatives Regional Interest: funding up to EUR 45,000.00 in the form of bank loan of medium / long term, firms may be financed up to 100% of your investment.

*For further information, please visit [www.iapmei.pt](http://www.iapmei.pt)*

#### **EMPREENDER+**

This initiative aims to capture business ideas and resources investment and targets young people over 18 years, who are holders of ideas (natural or legal persons), and potential investors (holders of capital, "know-how", technology, facilities, equipment). In detail the programme supports ideas and resources exchange; Competition of Business Plans; Scientific Partnerships for Innovation.

*For further information, please visit [www.iapmei.pt](http://www.iapmei.pt)*

#### **Apoios: Bolsa de Ideias e de Meios; Competição de Planos de Negócio; Parcerias Científicas para a Inovação**

The objective of this initiative is to support business creation projects that contribute to boosting local economies through investment credit, guaranteed bonus and the interest rate. The recipients of the programme are young people looking for 1st job (between 18 and 35 years old), inclusive, with a minimum of secondary education, unemployed, who have

never conducted business on their own or of others. The programme is sponsored by:

Line of credit guarantee and bonus interest rate:

- Microinvest line (up to 15,000.00 euros of investment and financing)
- Line INVEST + (15,000.00 to 200,000.00 euros of investment, with a maximum funding limit to 100,000.00 euros (95% of investment and 50,000.00 euros per job created) --- 7 years with 2 years grace capital repayment being made in 5 years with monthly payments listed equity (Euribor 30 days, plus 0.25% with a minimum rate of 1.5% and maximum 3.5%);

Technical support to the creation and consolidation of projects that get funding: monitoring the approved design and consultancy to support the development of the project

*For further information, please visit [www.iefp.pt](http://www.iefp.pt)*

#### Other initiatives promoted by Municipalities and private banking:

- IN.AVE nas escolas --- <http://www.inave.pt/index.php/inavenasescolas>;
- Concurso Escolas Empreendedoras - <http://www.dnacascais.pt/8.º-Concurso-Escolas-Empreendedoras.aspx?ID=625>;
- Caixa Jovem Empreendedor - <https://www.cgd.pt/Particulares/Solucoes-Segmentos/Jovens/Pages/Caixa-Jovem-Empreendedor.aspx>
- Jovens empreendedores Amarante --- <http://jovemempreendedoramarante.pt>

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