



*TelNet is an Equal funded joint transnational collaboration between Portugal, Scotland, The Czech Republic and the Netherlands*

# TelNet REPORT

Version 1 – April 2007

Equal



Europe and Scotland  
Making it **work together**



**Groen Ondernemerschap**



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## Background to Partnership

Four Organisations – Delta (Czech Republic), Nova (Portugal), Equal Enterprise Scotland (Scotland) and The Green Entrepreneurship Project (The Netherlands) first came together in Scotland in March 2005.

All four Development Partnerships are part funded by European funding from the Equal Community Initiative, which seeks to test and promote new ways of combating all forms of discrimination and inequalities faced by those groups most disadvantaged in the labour market. Collectively the four countries are known as TelNet (Transnational Entrepreneurial Learning Network). All four organisations from the four Countries have their own specific key target groups and projects (although these share many similarities), however they all share the same overall aim – encouraging entrepreneurship by testing approaches to make sure that mainstream business support is developed to meet the needs of excluded groups.

During their initial Meeting in March 2005, the TelNet Partnership produced a Transnational Co-operation Agreement. This document provided clarity on the levels of co-operation between the four Partners and listed their intended outputs from the collaboration. This document is included at **Appendix 1**.

Over the next two and a half years, the Partnership met regularly to hold meetings, Conferences and Seminars in the four European Countries. The Steering Group formed in Scotland in March 2005, met at these gatherings and independently to plan, monitor and evaluate the work of the Partnership. Several Study Visits, when one or more Partners visited another Partner to pilot innovative learning opportunities, were also undertaken. A list of the events undertaken and the documents produced can be found at **Appendix 2**.

Each one of the four Transnational Partners, represents its own diverse National Partnership. These National collaborations include Local and Regional Authorities, Chambers of Commerce, Labour Offices, Private Organisations, Voluntary Organisations, Careers Services, National Infrastructure Organisations and Colleges and Schools. The blend of different organisations involved at a local, regional, national and European level, has allowed the TelNet Partnership a unique opportunity to share good practice and disseminate experiences regarding a whole range of diverse new initiatives developed by the different organisations who make up the Partnerships, in their own countries or as a result of joint or parallel working, between countries.

Contact details for each of the National Partnership Lead Body Organisations, and information regarding where to access other TelNet Partnership Outputs can be found at **Appendix 3**.

## Introduction To Document

The TelNet Partnership has shared good practice and potential challenges and solutions, as well as developing interventions in parallel and jointly.

This document aims to provide the reader with an overview of the work undertaken, the objectives and outputs achieved and lessons learned.

The nature of the TelNet Transnational Partnership means that there will be several versions of this final report. This first version is being collated on behalf of all Partners by the Scottish DP and will cover the period to 30th April 2007, in order to be ready for dissemination at the Final TelNet Conference in Portugal. A second version will be prepared for the end of June 2007, when both the Scottish DP and the Portuguese DP will cease their transnational activity in accordance with the national Equal rules for their countries. This second version will include outcomes from the Transnational work taken forward in May and June 2007 – the Final Transnational Conference and two Study Visits.

Partners from the Netherlands and the Czech Republic will continue beyond that period, with the Czech DP finishing latest in March 2008. To allow for recording and reporting of activity beyond June 2007, the DPs from the Netherlands and Czech Republic will add to this document and produce additional versions as appropriate to meet their needs.

The information contained within this document has been arranged in chronological order to reflect the development of the Partnership and its work since its inception. The reader should be able to get a sense of the relationships developing as a result of the continued partnership working and the outputs devised and Study Visits undertaken in response.

## TelNet Developments 2005

### ***Preparation Meeting (1st Steering Group) – March 2005***

March 2005 saw the first meeting of the TelNet Partners taking place in Scotland. The Partners spent two days discussing and agreeing the content of the Transnational Co-operation Agreement. This document lays out the common interests and underlying problems shared by the Partners, it states their common objectives and outputs and includes a work programme and working methodology. This document is attached at **Appendix 1**.

**In particular, the TelNet Partners recognised the importance of entrepreneurship and employability opportunities in relation to:**

- Unlocking Individual Potential
- Enhancing Competitiveness

**A Common Interests Methodology was identified:**

- Engaging with Target Groups/New Approaches/Tools
- Support Networks Exchange of Best Practice
- Sustainability Staff Exchange/Study Visits
- Raising Awareness Interventions/Exchange of Information

**The common objectives of the DPs were identified:**

- Promoting the Sprit of Entrepreneurship and Innovation in Education
- Develop a pilot and series of intervention strategies to kick start Entrepreneurial journeys
- Stimulate entrepreneurship with a focus on older people, women, people with occupational disabilities, youngsters, and persons receiving (long-term) benefits
- Encourage socially responsible business within local and rural areas
- Developing sustainable support structures within local/regional, European communities
- Develop and link European entrepreneurial learning networks for target groups and trainers
- Develop and link European entrepreneurial learning networks for target groups and trainers
- Promoting the spirit of enterprise among youngsters within the educational process
- Identify approaches/methodologies to change culture within institutions and re-orientating to meeting entrepreneurial needs
- Identifying local or regional new innovative opportunities for business creation and the promotion of employability

**The common/complementary products/deliverables foreseen:**

1. Joint approach
2. Identify and implement Best Practice
3. Development of local/regional, national and EU wide strategies
4. Development of Entrepreneurial learning networks
5. Optimisation of products developed in all partner DPs
6. Common seminars linked to the main themes
7. Specific reports for special interest groups

***2nd Steering Group Meeting – September 2005***

In September 2005 The Steering Group appointed at the meeting in Scotland, met for the second time in Portugal.

This second meeting of the Steering Group, six months after the preparation of the TCA allowed the Partners to reflect on national developments, since the activity phase of the domestic projects went live and to set about planning the first Transnational Kick Off Meeting, due to take place in the Netherlands two months later during November 2005.

At the Steering Group meeting the Scottish Partners presented a Matrix showing their domestic Partners and the work they would like to engage in as part of the transnational element of their project work. All Partners agreed they would like to produce a Transnational Matrix showing how each DP would like to engage with the others. A Transnational Matrix was developed and is attached at **Appendix 4**.

A programme for the Kick Off Meeting was agreed – see **Appendix 5** – and a draft Agenda for the next Steering Group Meeting to take place in the Netherlands on the second day of the programme, was drafted.

***1st Kick Off Meeting – Netherlands, November 2005***

The 1st TelNet Transnational Kick Off Meeting took place in the Netherlands on 17th and 18th November 2006. The Meeting and Conference were hosted by Clusius College in Hoorn (Netherlands). All four Transnational Partners gave presentations to describe the work of their domestic Development Partnerships (DPs) on the first day of the Conference. This allowed all those involved in the four DPs who had not been directly involved in the development of the TCA or in the Steering Group Meeting, further information regarding the Partners involved across the four countries and the innovative work they were taking forward in their own countries to develop entrepreneurship.

In the afternoon of the first day, Partners participated in an exercise devised by the Dutch Partners to promote experiential learning. The focus of this exercise was to show partners, by getting them to experience the situation, how some aspects of Transnational work can be very challenging. The exercise showed how even a slight change in wording can affect how different countries view a task and the confusion that can arise when people are speaking different languages with different understandings of a task. This was a fun, but thought

provoking way of introducing Partners to some of the challenges of Transnational work and encouraging Partners to ensure there is a shared understanding of work and language at the beginning of a task.

On the afternoon of the first day, there were four workshops with each of the Partners taking the lead in a workshop. These gave further information and detail on a specific area of the work of the four DPs.

### **3rd Steering Group Meeting**

On the second day of the Conference, the delegates split into two. The Steering Group members met to discuss monitoring and development and to plan the next Meeting, while the other delegates were escorted on a tour of Clusius College.

In the afternoon, all delegates were taken on two Study Visits to local entrepreneurial businesses. Presentations were made and delegates had the opportunity to see around the businesses and to ask questions.

In the late afternoon our Dutch Partners from the Steering Group presented to the group on the outcomes of the latest Steering Group Meeting. Partners were advised that the Group had decided they wished to prepare a questionnaire on behalf of TelNet to distribute within the four countries. This questionnaire would collect opinions from the four countries on What Makes an Entrepreneur an Entrepreneur? The exercise would concentrate particularly on Young Entrepreneurs, as this was a target group shared by all the Partners. The information from this exercise would be collated and analysed and the results disseminated to the TelNet Partnership. The Steering Group would then consider how the opinions and suggestions contained within the document, would impact on the work of the TelNet Partnership and the individual DPs. The Analysis Document is included at **Appendix 6**

The Newsletter prepared by the Dutch Partners is included in this document at **Appendix 7**. This document gives more detail and includes some pictures taken at the time of the Meeting and Conference.

### **1st Study Visit**

In December 2005 two members of staff from Kilmarnock College in Scotland, went on a Study Visit to Clusius College in the Netherlands. The focus of the Visit was on the early sharing of information regarding innovative delivery of training, including enterprise training. It was hoped that this exchange of ideas, would lead to other Study Visits involving staff and Students of the DPs, to participate in joint training events.



## TelNet Developments 2006

### ***2nd Study Visit***

In March 2006, a team of seven members of staff from Clusius College participated in a Study Visit to Kilmarnock College in Scotland. The theme for this visit was to build on the work done between the Colleges from the previous Study Visit in December 2005. A busy programme was arranged with Partners visiting Glaisnock House in Cumnock (one of the Equal Enterprise Scotland Partners) to view the facilities of this newly renovated resource and having a presentation on the Critical Skills programme – an innovative and dynamic learner centered teaching initiative.

The Partners agreed that staff and students from Holland would visit Scotland in June 2006, at the same time as the next Transnational Meeting and Conference, to engage in a week long enterprise event.

During the Spring of 2006, TelNet Steering Group Members responded to the Analysis of the What Makes an Entrepreneur an Entrepreneur document, giving examples of good practice and commenting on where the findings contained within the document would impact on the national work of the four DPs (This document is attached at **Appendix 6**).

For example, those responding to the questionnaire highlighted that they felt it was extremely important when designing enterprise training to ensure that actual entrepreneurs themselves were involved where possible in some aspect of the delivery. Respondents felt that the inclusion of real life entrepreneurs lent training a dynamism and credibility. Beneficiaries of the training would have the opportunity to hear real life experiences, and to ask questions and get answers based on actual situations and not on text books. The respondents also felt that involving entrepreneurs in enterprise training would motivate beneficiaries to think seriously about setting up in business for themselves, as they could see a real life example of this in action in front of them and an opportunity to hear about the actual challenges and rewards of running your own business. All TelNet Partners recognised the validity of these comments and made a commitment to involve entrepreneurs in the delivery of enterprise training where appropriate.

### ***2nd TelNet Meeting – Scotland, June 2006***

In June 2006, the TelNet Partners convened for their second Meeting and a Thematic Seminar in Scotland. After a welcome from the Chairperson of Equal Enterprise Scotland, all four Countries gave an update on progress within their individual national DPs under the themes of networks, evaluation, training and resources.

Later in the morning delegates from Scotland and Holland gave an overview of the developments arising from the Study Visits undertaken by these countries and the potential resulting future joint projects.

In the afternoon Partners worked in four mixed groups to discuss and agree a SWOT analysis for the TelNet Partnership. When the findings of this exercise were shared by the teams at the end and amalgamated onto a single SWOT analysis flipchart, it clearly showed that Partners felt strongly that the Partnership had far more strengths than weaknesses and more opportunities than threats.

### **4th Steering Group Meeting**

Later in the afternoon, the TelNet Steering Group met to review and monitor the work of the Transnational Partnership to date and to plan the next developments and 3rd Transnational Meeting – due to take place in October 2006, in the Czech Republic. Whilst the Steering Group were meeting, the other delegates enjoyed a Study Visit to Glaisnock House (one of the Equal Enterprise Scotland Partners) to view this innovative facility.

### **3rd Study Visit**

On day two of the Meeting, Partners joined the final day of the Student Business Week event. Staff and students from both Clusius College, the Netherlands and Kilmarnock College, Scotland had come together for a five day enterprise event. Student Business Week is managed by Careers Scotland (an Equal Enterprise Scotland Partner) and was delivered by Careers Scotland and Kilmarnock College working in Partnership.

The Transnational delegates made up the audience for the final day of judging the efforts of the mixed teams from the Netherlands and Scotland. The students made a trade display stand, presented a verbal and written report and showed a short video advertisement that had been filmed to support their enterprise.

Later in the afternoon, Partners had feedback from the TelNet Steering Group on the current position of the Partnership with regards to meeting the TCA objectives and outputs, and plans for future development.

The Newsletter prepared by the Scottish Partners is included in this document at **Appendix 8**. This document gives more detail and includes some pictures taken at the time of the Meeting and Seminar.

Evaluation of the event was taken utilising the ppvote electronic voting system and clearly show that all involved found the event to be enjoyable and valuable. The evaluation of this Partnership Meeting is included at **Appendix 9**.

### **3rd TelNet Meeting – Czech Republic, October 2006**

The third meeting of the TelNet Partners was held in Most, Czech Republic on 5th and 6th October 2006. On the first day of the Conference each of the Partners presented on the development of their National projects. Two students from the local Secondary School for Marketing and Economics then presented on the opportunities for enterprise that they had identified for after graduation, based on the support and learning they had received through their education.

On the afternoon of the first day, delegates were split into two groups – one (Workgroup A)

concentrated on sharing experiences regarding statutory support for entrepreneurs and business start up and the other on enterprise in education (Workgroup B).

As the political, economic and social environments of all four participating countries are quite different, some basic information regarding how organisations operate within these environments was provided by all those presenting, to assist delegates in understanding how initiatives fit within their wider national landscape. After presentations from each of the four countries at the two separate workshops, there was time given to questions and discussion.

The Czech Partners produced a matrix showing the different support and initiatives available in the four different countries. This is attached at **Appendix 10**.

The morning of the second day of the meeting saw all delegates from all four countries coming together to share the learning from the day before. Delegates had a further opportunity to share information on support for business start ups and enterprise in education and to ask questions.

### ***5th Steering Group Meeting***

In the afternoon of the second day, the TelNet Steering Group met to monitor progress to date.

The Steering Group also met on the third day to continue discussions regarding progress and to formulate plans for continuing future co-operation.

The Newsletter giving further detail on this Transnational meeting and Conference is attached at **Appendix 11**.

## **TelNet Developments (to date) 2007**

### ***6th Steering Group Meeting***

In January 2007 the full Steering Group (comprising all four member countries) had its penultimate meeting in Portugal.

The purpose of this meeting was to again review progress to date and to prepare for the TelNet Final Conference, which is due to take place in May 2007 in Portugal.

The Steering Group agreed a workplan to take forward the remaining outstanding outputs and a draft programme for the Final Conference.

### ***4th Study Visit***

In February 2007, nine delegates from the Czech Republic visited Scotland. Most of the delegates were from Labour Offices in the Czech Republic. They attended a busy four day programme, which included visits to Kilmarnock College, Kilmarnock JobCentre Plus, the Prince's Scottish Youth Business Trust and Stirling Enterprise.

The Visit enabled Scotland and the Czech Republic to share information on how support is given to enable potential entrepreneurs to start up in business. The programme allowed the Czech visitors to gain a picture of the types of support available, both statutory and voluntary sector led – leading on from the discussion in Most (Czech Republic) at the TelNet Meeting in October 2006.

The evaluations from this Study Visit can be found at *Appendix 12*.

### ***5th Study Visit***

In March 2007, ten students and three teachers from Kilmarnock College along with two members of staff from Midlothian Enterprise – all Scottish Partners, attended a week long Study Visit in the Netherlands.

The five day enterprise programme encouraged mixed groups of students from both Scotland and the Netherlands to work together to prepare and present a business idea. The event was run as a competition with teams judged on their work and a winner being identified. The main enterprise element of the programme was developed and delivered by Midlothian Enterprise staff (one of the network Partners of Business Enterprise Scotland – an Equal Partner) and proved to be very popular.

The Partners from Scotland and the Netherlands worked together to devise an innovative process to enable them to jointly transnationally deliver, the ILM (Institute of Leadership and Management) Certificate in Exploring Enterprise. All participating beneficiaries from both countries successfully gained this award.

The analysis of the evaluation questionnaires completed by the Scottish students is attached at *Appendix 13*.

## **Future Plans for TelNet – 2007**

At the time of writing in April 2007 (in order for this document to be available as a first version in time for the TelNet final Conference in May 2007) plans are well underway for the Final TelNet Conference. This Conference will also include the final meeting of the entire (Scotland, Netherlands, Portugal and Czech Republic) Steering Group. Transnational Activity for both Portugal and Scotland ceases at the end of June 2007. The Steering Group will use the time to make final Conference arrangements and to plan for finalisation and dissemination of all TelNet outputs.

In addition to the Final Conference, which seeks to inform, disseminate and mainstream the work and lessons learned by the TelNet Partnership, two further Study Visits are also planned for June 2007.

The two Study Visits will see a team of staff and students from Clusius College in Hoorn (Netherlands) coming to Scotland for a week of enterprise activity and in addition, at the same time, a group of policy makers from the Czech Republic will attend a four day programme designed to inform them regarding Scottish business start up support provision. Outcomes from the Final Conference and the last two Study Groups will be incorporated into Version 2 of this document and be produced by the end of June 2007.

The EINET (The European Institute and Network of Enterprise, Education and Training) Project has been identified as the key dissemination and mainstreaming vehicle for the TelNet Partnership. The EINET website -([www.einet.org](http://www.einet.org)) will provide a forum for the TelNet Partners to disseminate their Equal findings and outputs, in addition to providing opportunities for identifying and developing future transnational co-operation.

### TelNet Outputs

All TelNet outputs will be available later in 2007 from the Equal-Works website: [www.equal-works.com](http://www.equal-works.com) under the Equal Enterprise Scotland DP and also from the EINET website: [www.einet.org](http://www.einet.org)

**For your information here is a short description of the main outputs:**

- ✓ What Makes an Entrepreneur an Entrepreneur? An analysis of the opinions taken from the questionnaires about entrepreneurship (and especially young entrepreneurs) completed by network partners in the four TelNet countries (Attached at **Appendix 6**)
- ✓ Framework for Supporting Entrepreneurs: a document which gives an overview of the TelNet Partnership and which identifies (from the learning and experiences shared by the TelNet Partners) the main essential ingredients necessary to ensure that potential entrepreneurs receive the optimum training and support. This document also incorporates several sub-documents:
  - Process Models: description of the interventions used by National Partners in taking forward their TCA outputs – these contain contact details for each individual involved operationally with the intervention to encourage future contact
  - Resource Models: descriptions of the main national resources Partners utilise to assist them in enabling and supporting enterprise and entrepreneurship
  - Training Manual: This provides a guide on what to look for when developing and delivering training for potential entrepreneurs
- ✓ Mainstreaming Map: This document visually outlines the main lines of communication for dissemination and mainstreaming of TelNet outputs and outcomes (Attached at **Appendix 14**)
- ✓ Final Report: This document, which will be prepared in several versions to take account of the differing transnational activity completion dates of the four TelNet Partners
- ✓ Joint delivery of the Institute of Leadership and Management – Exploring Enterprise Certificate (Scottish Evaluations Attached at **Appendix 13**)

### Evaluation

The Portuguese Partners (Nova) took on the role of internal evaluators for the TelNet Partnership. An evaluation questionnaire was devised by Nova and was subsequently sent to all Partners to comment on. Once the final version of the evaluation questionnaire had been agreed upon by all Partners, Nova posted this on to a protected area of their website and included a Partner password to allow all Partners to have access.

Prior to each Steering Group Meeting, members of this group were asked to go to the Nova website and complete the evaluation form on-line. These forms were then collated and analysed by Nova to produce an Evaluation Report for discussion at the next Steering Group Meeting.

## TelNet Evaluation

The Final Evaluation of the Partnership will be included in version 2 of this Report - due for completion at the end of June 2007. For this April 2007 Report, please see the following interim evaluation information from the Portuguese Partners.

### ***Mid-Term and Final Evaluation Report***

The TelNet partners agreed that no later than one month after the Final Conference in Portugal (May 2007) the Portuguese Monitoring and Evaluation team would release ***Mid-term*** M&E report. By September 2007 the Dutch partner (in cooperation with the Czech partner) will release one Interim Report and the Final Evaluation Report will be create by the Czech partner in March 2008.

The Mid-Term and the Final Report will be focused on:

#### **a) Transnational common deliverables**

The evaluation criteria are *efficiency, effectiveness, sustainability, relevance, and process evaluation*.

#### **b) Equal key principles;**

Innovation,  
Empowerment,  
Mainstreaming and dissemination (see annex 5).

Those reports will also pay attention to the way how the common work was developed in Telnet partnership (Equal transnational cooperation principle) and to the degree of satisfaction of Telnet stakeholders.

Finally the reports identify *conclusions* and *lessons learned* by Telnet.

At this moment, these are the conclusions we can evidence, by each focus area:

#### **1) Transnational common deliverables**

In this thematic we can test the efficiency of the deliveries, done by each partner.

The partners considered the products of the partnership relevant for the partners of the national products.

Partners assume the TelNet work as being very productive and all look forward for the continuation of it. This can be evidence by the bi-multilaterals activities after the project, or by Einet.

### **These are some testimonies of the Partners understanding about transnational work and transnational Partnership process:**

In the area "Transnational work":

- ◇ Partners fully understand their contribution to the partnership
- ◇ The strategies of individual projects are known and understood by all partners

In the area "transnational partnership process" the following criteria are distinguished:

- ◇ Any change in a process is communicated to all partners
- ◇ There is a constant encouragement to achieve consensus
- ◇ The processes adopted are consistent with the transnational partnership objectives

### **2) Equal key principles**

In this thematic the TelNet Partnership considered that innovation and Empowerment, are very present in the partners work. About mainstreaming and dissemination, we don't have evidences to appreciate these criteria.

For the self-evaluation, while instrument for the continuous improvement of the TELNET partnership, were chosen four important areas, namely:

- Empowerment of Partners in Transnational Activities
- The Transnational Work
- The Transnational Partnership Process
- The Principles EQUAL

The partnership has defined several criteria for each area.

The development of the transnational work made, in a gradually and consolidated way, allows to identify that the presence of some criteria was tested and, for most of them, this presence was tested with strong intensity.

**This fact indicates that the partnership is working in a good way of functioning, as the defined model, and that incorporates and puts in practice the Equal principles assumed.**

This fact indicates clearly the influence of the continued work, of the practices and relations, either in the verification of the quality criteria or in its intensity, which tends to increase



## Conclusions and Recommendations

The TelNet Partnership has involved seven Steering Group Meetings, seven Study Visits and four Transnational Meetings and Conferences (including seminars and round table meetings etc.), between March 2005 and June 2007.

This level of co-operation and regular in person contact (in addition to regular phone and e-mail communications between meetings) between Partners has been instrumental in developing a cohesive and positive working Partnership. With only a couple of minor early changes, the main personnel involved in the Steering Group has remained constant and this has allowed for continuity of progress and understanding between Partners.

The Partnership hope that those picking up their documents, in particular the Framework for Supporting Entrepreneurship Document, will find the information contained within these documents to be accessible and helpful to them. The Process Models in particular, were designed to provide concise information to provide readers with a short overview of an innovative intervention. This allows the reader to quickly and easily decide if they wish to access more information or resources relating to that intervention. The contact details provided give phone and e-mail details (as well as full postal addresses) for quick access to the individuals involved operationally with each intervention.

### *The Transnational Partnership Model*

**The TelNet Partnership would like to highlight the importance (from their experience) of the following good practice regarding developing effective and innovative Transnational Partnerships:**

- Adequate time allocated to preparation of the TCA
- Each Steering Group Meeting minuted and an Action List prepared – clearly showing the action agreed, the Partner responsible and the deadline for completing the task
- Time for the Steering Group to meet outside of the main Transnational Meetings – for example, after the second Steering Group Meeting, the members of the TelNet Steering Group agreed that subsequently they would allow at least a full additional day for the Steering Group to meet at all future Transnational Meetings which involve Conferences, seminars and wider partnership participation. This arrangement worked very well and the additional time allowed for better discussion and understanding as well as effective monitoring and planning for meeting TCA objectives and outputs
- A Transnational Newsletter prepared following each Transnational Meeting (compiled and distributed to National DPs by the host Country) – giving information on the meeting

- and its outcomes. National Steering Group Members were then responsible for dissemination within their own National DPs.
- Additional Study Visits (outside of the main Transnational Meetings and Conferences), involving two or more of the Partner are very important. These Study Visits, allowed the development of innovative, significant joint working initiatives. The Transnational Conferences are ideal for giving an overview of the work being taken forward and for sharing information, experiences and good practice etc, however they do not lend themselves well to the intense discussion needed to develop joint initiatives at a more significant level. The Scottish Partners were involved in all seven Study Visits (either as hosts or visitors) and found that the added value of these Visits really enhanced the impact of their transnational work at local, national and transnational level. The students and staff who attended the Study Visits (and who might not normally have attended a Transnational Meeting or Conference), both Scottish and Dutch, reported that they really benefitted from their involvement with the TelNet Partnership and their experiences would have a profound and long lasting effect on them. The Staff members from the Czech Republic also reported finding their Study Visit to have been a very valuable experience.
  - The Transnational Partnership Matrix produced by the Partners in the first six months of their collaboration proved to be very helpful in ascertaining how National DPs and their Partners wished to work within the TelNet Partnership (This document is attached at *Appendix 4*)

### ***Supporting Entrepreneurs***

**The main findings of the TelNet Partnership in how best to support potential entrepreneurs is contained within their Framework for Supporting Entrepreneus document, however there follows a synopsis of some of the main learning points identified by the Partnership:**

- Training developed to inform, support and encourage potential entrepreneurs, should involve input and delivery by actual real-life entrepreneurs. This lends the training programme vibrancy and credibility
- Beneficiaries of the training should be encouraged and enabled to impact on the design and delivery of the training
- Providing appropriate training to potential entrepreneurs (in particular, young entrepreneurs) requires a creative and interactive approach

- Taking a politically holistic approach to enterprise and entrepreneurship encourages a culture where enterprise is considered to be a positive thing by the population at large and this proves to be enabling for future enterprise development
- Support for developing entrepreneurship (particularly for young entrepreneurs) ideally encompasses, pre-start advice, support, funding and aftercare. These four components provide the very best chance of encouraging entrepreneurship and sustainability of new enterprises. The Prince's Scottish Youth Business Trust was identified as the best example from within the Partnership of encompassing all four elements into its support model for young entrepreneurs.
- For groups furthest from the labour market, very specialised intense interventions will require to be designed to meet the needs of this group, if they are to become successful, sustainable business owners.

## ***Impact***

**Finally, in summing up the work of the TelNet Partnership, from the anecdotal and documented (evaluations etc.) evidence from Partners, non Partner stakeholders and beneficiaries, it would be fair to say that the TelNet Partnership has impacted on those involved in the following ways:**

- Local Level –
  - providing opportunities for staff and beneficiaries to learn about how enterprise and entrepreneurs are supported and encouraged in other countries
  - enabling staff and students to experience enterprise training and cultural awareness with staff and students from other European countries
  - providing an ILM certificate in Exploring Enterprise to students
  - promoting and encouraging discussion internally within Partner organisations about the work of TelNet, its experiences and its outcomes
  - impacting on good practice locally within individual DP Partners
- National Level –
  - providing opportunities for National DP Partners to work together strategically to present a National view regarding good practice
  - providing opportunities for members of National DPs to share experiences and good practice at transnational level

- and to hear about the experiences and good practice of others at transnational level
- good practice identified impacting on the work of the DPs and being mainstreamed into national practice and brought to the attention of key policy makers through dissemination and mainstreaming
- European Level –
  - Experiences and good practice identified by the TelNet Partnership were disseminated in May 2006 at Employment Week in Brussels – attended by organisations and policy makers from all over Europe
  - Each of the TelNet Conferences has enabled transmission of progress and information about good practice identified and initiatives developed under Equal to an audience from at least four European countries
  - The EINET website has Partners from all over Europe and will provide an exciting showcase for the findings and outputs of the TelNet Partnership in a European Arena as well as encouraging future collaborations
  - Transnational delivery of the ILM Certificate in a European setting
  - The Scottish Chambers of Commerce have made some good contacts with their Czech counterparts, as a result of our Transnational Partnership working and hope to work with them on projects in the future.

Ultimately all Transnational Partners agree that the opportunity to be involved in the Equal TelNet partnership has been an extremely valuable and worthwhile experience.

## TelNet TCA

### *Equal – Round: 2*

#### *Secretary*

Netherlands   Groen Ondernemerschap

#### *DPs involved*

Czech Republic   DELTA

Portugal   nova agricultura - novo desenvolvimento rural

UK-Great Britain   Equal Enterprise Scotland

### *A. Rationale and Objectives*

#### *1. Common interests/methodology/underlying problem*

The partners in TELNET recognise the importance of entrepreneurship and employability opportunities in relation to

Unlocking individual potential

Enhancing competitiveness

It is recognised that Europeans prefer to work within an established enterprise, and with less entrepreneurial dynamism in Europe than America, and have greater fear of failure where there is potential to fail.

In support of emerging policy options for entrepreneurship and employability opportunities, the partners in TELNET also recognise the need to work on two levels.

Individuals-need to be made aware of the concept of entrepreneurship and employability opportunities and be motivated to maximise the options available to them.

Society-needs to develop a positive appreciation of entrepreneurs in society through the development of supportive networks.

Education and training is the foundation on which to foster the mindsets of individuals and support frameworks necessary to stimulate and boost entrepreneurial dynamism throughout Europe.

- not enough start ups.
- differences between regions
- poor cultural attitude to entrepreneurship
- entrepreneurship, employment and self-employment.
- insufficient tools and approaches for entrepreneurship, disadvantaged groups, no integrated approach between key agencies

- existence of non developed sectors from which beneficiaries could profit innovation

The common interests and methodology can be outlined as:

- Common Interests Methodology
- Engaging with Target Groups New Approaches/Tools
- Support Networks Exchange of Best Practice
- Sustainability Staff Exchange/Study Visits
- Raising Awareness Interventions/Exchange of Information

### 2. Lessons learned from previous relevant actions

Well-functioned co-operation among key agencies from various sectors of society creates a good base for finding solutions to problems of starting business and avoid exclusion from working life. Developing effective solutions and action models requires participation of relevant public, private and third sector (non-profit) organisations.

Clearly set objectives, experimentation of measures, evaluation and learning from international co-operation establish a base for achieving good results, which then will be disseminated and mainstreamed horizontally and vertically.

Only the Dutch project "Innostart" and the project "Partnership for Innovation and Enterprise" from Scotland were involved in previous EQUAL round 1 projects and also European programmes as Employment, ADAPT, DG XXIII, Equal Opportunities and Leonardo.

The lessons learned from previous relevant EU actions specified:

- Roles and responsibilities should be clearly set out;
- Partnership should have a clear and effective management;
- Good communications must be established;
- Good operational benefits;
- Good strategic benefits;
- Subgroups are necessary to meet all project needs, i.e. specific teams on certain areas.
- Good monitoring & evaluation of the Transnational workplan and objectives.

Except lessons learned from previous relevant actions during executing European Programmes as Employment, ADAPT, DG XXIII, Equal Opportunities and Leonardo there were other lessons learned.

- Improving the access to the knowledge about entrepreneurship legal frame and about the ways of support and financing.
- There are lots of information that must be put into a common database.
- This information must reach target groups and that it is necessary to have persons who "translate" and "transfer" those information to them, creating a proximity service (among target groups that have lower qualification).

- It is important to have a local/regional approach. The success of new enterprises can be secured if linked to a process of local/regional economic development. The local and regional authorities have a very important role in the creation and functioning of local organisations that involve and interact with the main social and economic agents.
- The implication of the public administrations and social collaborators in the recognition of new job profiles and in the establishment of quality standards for the new services is an essential incentive for the growth and professionalism of the new entrepreneurs.
- Spreading of the use of new technologies of ICT in order to increase the competitiveness and to reduce general costs and administrative burdens.
- The after-care stage, right after the foundation of a company will be a key element for the consolidation, development and growth of small enterprises.
- It is necessary to improve access to financial funding as the ones existing are not adaptable to the reality of unemployed people.
- In the field of company foundation and social economy (third sector) the active labour-market policies can be supported by means of agreements with public administrations, which allow the companies to compete for providing services within them.
- It is necessary to take account of the family environment (services to help family like catering, child care, etc.).
- It is necessary to teach people how to separate family or personal budgets from enterprise budgets.
- It is necessary the support agencies are able to understand the specific needs of the target groups.
- It is necessary to have incubator processes for start-ups on a growing up system of paying the rent.
- Start-ups ought to understand the necessity of buying specialist services.

### 3. The common objectives of the DPs

- Promoting the Spirit of Entrepreneurship and Innovation in Education
- Develop and pilot a series of intervention strategies to kick start Entrepreneurial journeys
- Stimulate entrepreneurship with a focus on older people, women, people with occupational disabilities, youngsters, and persons receiving (long-term) benefits.
- Encourage socially responsible business within local and rural

areas.

- Developing sustainable support structures within local/regional, European communities
- Develop and link European entrepreneurial learning networks for target groups and trainers
- Promoting the spirit of enterprise among youngsters within the educational process.
- Identify approaches/methodologies to change culture within institutions and re-orientating to meeting entrepreneurial needs
- Identifying local or regional new innovative opportunities for business creation and the promotion of employability.

#### **4. The (common/complementary) products/deliverables foreseen**

1. Joint approach
2. Identify and implement Best Practice
3. Development of local/regional, national and EU wide strategies
4. Development of Entrepreneurial learning networks
5. Optimisation of products developed in all partner DPs
6. Common seminars linked to the main themes
7. Specific reports for special interest groups

#### **5. Added value on the strategy and intended results of each of the DPs involved**

The project aims, objectives and products bring additional benefits in the shape of exchange of information and ideas, exchange of expertise and development work. The transnational partners provide a pool of expertise and experience that will identify areas of potential development. The DPs will also establish data and exchange information on methods of piloting new and innovative ways of achieving the projects aims and objectives, i.e. testing of new interventions, support frameworks and systems, benchmarking tools and methods, enduring policy making on a local/regional base, skills auditing and training needs analysis.

#### **Summary of added value contributed and obtained:**

##### **Partner Scotland**

- Added value contributed:  
Diverse national network of organisations (expertise in areas including: Training the Trainers, Developing entrepreneurial mindsets through innovative and inclusive learning opportunities, working with young entrepreneurs and impacting positively on policy.
- Added value obtained:  
Exposure to alternative ways of approaching issues and developing interventions to tackle similar challenges. Access to expertise in developing innovative initiatives within rural and



coalfield areas

#### **Partner Portugal**

- Added value contributed:  
Established network working closely within a large rural geographic area – expertise in areas including – regeneration of rural areas, rural entrepreneurship and rural networks
- Added value obtained:  
Ability to identify and develop good working practice, in particular in connection with rural entrepreneurial learning and teaching methodologies and policy impact

#### **Partner Czech Republic**

- Added value contributed:  
Diverse network with expertise in a wide range of issues, including – vocational and non vocational approaches to training with a variety of target groups and regeneration of coalfield areas
- Added value obtained:  
Exposure to partners who are tackling similar issues in alternative ways. Access to expertise, particularly regarding networks, regeneration of coalfield areas and impacting on policy

#### **Partner The Netherlands**

- Added value contributed:  
Expertise in innovative entrepreneurial interventions - specialist in agricultural entrepreneurial learning and teaching methodologies
- Added value obtained:  
Opportunities to work with Partners to develop new rural entrepreneurial interventions and exposure to best practice in establishing and embedding rural networks

- (1) Exchange of information and expertise between the DPs
- (2) The early identification of alternative solutions or approaches
- (3) New tools developed to meet demand in participating countries
- (4) Maximum use is made of expertise
- (5) Production of methods of support systems and facilities
- (6) A transnational contribution to meeting project aims and objectives
- (7) An insight into other practices and transnational organisations – national perspectives are taken into account

- (8) An insight into the problems, methods and approach in other European countries outwith the TELNET partnership.

Each DP brings into the transnational partnership experience on practices and culture of co-operation between different kind of actors from various sections of society.

The DPs also contribute to the common transnational objectives by developing and experimenting new tools/methods and sustainable support and policy making structures.

### **B. Work Programme & Working Methodology**

#### **1. Transnational activities foreseen**

##### **a. Overall transnational strategy**

The overall transnational strategy is to identify linkages, common objectives, aims and activities by developing a communication strategy (dissemination by products and seminars), a working strategy (working packages) and this Transnational Co-operation Agreement that promotes and enhances the national project of the individual partners.

We are working with persons from disadvantaged groups. Each member state has its own policy on stimulating entrepreneurship in general and in the following target groups:

- Women
- Ethnic Minorities
- Young People under 25 years
- Older People over 50 years
- Unemployed/employed People 25 to 50 years
- Entrepreneurs (employed and unemployed 25 to 50 years)
- Regeneration Areas (Areas disadvantaged by decline in industry and/or agriculture)
- Disadvantaged people (including disabled)

The various activities can be divided in terms of 'strategic level' (sustainability of co-operation relevant actors & policy making on a local/regional approach, benchmarking best practices and dissemination, mainstreaming) and 'operational level' by establishing a range of thematic expert groups.

Transnational activities will be:

1. TCA Secretary Tasks
  2. Transnational meetings
  3. Creating common mainstreaming
  4. Exchange of staff
  5. Seminars (as a part of the exchange activities)
- 
1. TCA Secretary tasks are formulated and agreed on to be executed in a rotating scheme between all partners during the project period.

## 2. Transnational meetings

All 4 partners in the TC have broad experiences with different methods and instruments for various target groups to stimulate entrepreneurship and employment on different stages in the life time of a company (pre-start, during start and after start).

These methods/instruments build the base for the ongoing transfer of the results of local/regional approach and adaptation of good practice to different systems of the member states involved.

This expertise will be part of the following meetings:

- a) 1 x kick-off meeting including two seminars in November 2005
- b) 2 transnational meetings each includes a seminar about one of the key themes
- c) 1 x final conference May 2007
- d) 1 x Mainstreaming Conference (to be confirmed)

Activities are:

- exchange of reports, materials on profiles, aims, objectives, skills and competencies.
- Exchange of staff and students to test/pilot intervention Centre for Entrepreneurship
- Produce dissemination tools.

Development and adaptation of specific tools, methods, support systems and innovative approaches

These activities are pointed at bilateral and joint development of instruments and methods to:

- overcome specific barriers for starting enterprises and new opportunities for employment
- give unemployed a perspective on self-employment
- get better access to existing and new services
- empower persons to help themselves

Also these activities are addressed to transfer different strategies, methods to influence local, regional and national policy.

These activities are:

- a) Analyse and share information regarding the operational environment of partners.
- b) Development of support systems, networks and structures on local and regional levels.
- c) Research, exchange and development of training materials/modules, experiences, methods and approaches during the different transnational meetings and seminars. The existing cultural differences between partners will be taken into account.
- d) As an outcome of the exchange of information and

- experiences, it is stressed that parallel development of innovative products, including IT, will be aimed for.
- e) The preparations will be executed by bilateral contacts of partners.

### 4) Exchange of staff

Exchange of trainees/trainers/experts and staff (including policy makers)

The exchange of trainees, trainers, experts and staff is an important part within the transnational co-operation partnership. It follows the common aims of the co-operation and should bring, together with the other planned activities and tasks as much as possible experiences and practices of each partner into the partnership and the involved regions. Depending on the target group of the exchange is the quantity and duration of the exchange visits. The aim is that the transfer of experiences will take place at the level of the involved groups to ensure that the experiences are exchanged on the level of developers. The exchange of trainees/trainers, experts and staff is part of the joint development of methods in the transnational co-operation.

Evaluation

The bilateral and joint development within the transnational partnership needs in many areas common and/or joint evaluation for better overall outcomes and dissemination of results.

The evaluation processes, instruments and tools will be adjusted by the responsible evaluators in a common start up meeting, where they will also prepare the joint evaluation workplan for the TC.

#### b. Typology of activities

<i>Transnational activities intended</i>	<i>Rating</i>
Exchange of information and experiences	***
Parallel development of innovative approaches	**
Import, export or adoption of new approaches	****
Joint development	
Exchange of trainees/trainers/staff	****

#### c. Description of the activities/tasks

**1. Transnational meetings TCA secretary:** Organizing TCA Telnet, monitoring project plan and producing reports (ETCIM) will be a responsibility of the Dutch partner. The activities are: - dissemination of Research findings through website and documentation. - organising a workshop & seminar. - publishing website & seminar on website and in documents. The outputs are: - parallel development of materials database - website links established for all partners

**2. Exchange of information and experiences:** There will be 1 kick-off meeting in november 2005, 2 transnational meetings including a seminar about one of the key themes and 1 final

conference in 2007. A mainstreaming conference is yet to be confirmed. The partners will exchange methods, reports, materials on profiles, aims, objectives, skills and competences. The Czech partner will monitor these activities (scheme and planning) The activities are: - Dissemination of research findings through website and documentation. - Workshop (including website and documents) - Workshop & Seminar (including website and documents) - Seminar (including website and documents) Outputs are: - Parallel development of good practice guide for engaging young people in entrepreneurial learning initiatives. - Development of guide on impacting on policy vertically and horizontally. - Piloting of Glaisnock entrepreneurial learning programme for young people. - Parallel development of Train the Trainer manual and Selection Process Mode.

**3. Common mainstreaming:** Scotland will be responsible for the development and activation of a common mainstreaming product. It will be a specific tool based on existing methods, support systems and innovative approaches from all partners. The activities are: - Dissemination of research findings through website and documentation. - Workshop (including website and documents) - (Round Table) Conference - Workshop + Seminar (including website and documents) - Seminar (including website and documents) - 2 (Round Table) Conferences The outputs are: - Parallel development of Process Model for good Practice in establishing and embedding rural networks. - Parallel development of Process Model for good Practice in establishing and embedding mentor networks.

**4. Exchange of staff, trainers and experts:** The Dutch partner will be responsible for the execution of the exchange programme of trainers and experts. It is part of the joint development of methods in the TCA Telnet

**5. Monitoring & Evaluation:** Portugal will be responsible for the on-going process of monitoring and evaluation. This will be on the website and will be part of the agenda of the meetings within the TCA Telnet and relates to Monitoring & Evaluation Procedures (Part E of TCA) The activities are: - executing evaluation and monitoring process The outputs are: - Development of Transnational Monitoring and Evaluation forms and procedures guide

## ***2. Methodology for sharing information, results and working tools***

The co-operation within the Transnational Consortium (TC) is split into specific topics as described above. According to the main areas on strategic and operational levels and preferred joint activities the co-operation will be carried out directly between specific projects and target groups within the TC.

Continuous exchange will be supported via all the available (ICT) tools to structure and document development processes. The co-operation will be intensified by the exchange of experts/staff and bilateral and common seminars which guarantees common agreements on shared information, interests, results, working tools and methodologies. Details on transnational work packages and structures will be defined during the first start up phase and to be decided on the kick off meeting 17 & 18 November 2005.

Typology:

- Email
- Internet on line facilities

- Telephone/Fax
- Face to face meetings of different levels (management and executors) within the partnership
- Seminars

### 3. Time schedule for milestones, outcomes and events

Time Schedule for milestones, outcomes and events

March 2005: Preparation

- Partnership building and transnational development stage
- Communication and exchange of transnational documents
- Establishment of Steering group composition
- Identification of thematic priorities
- Preparation of TCA

Initial Steering Group Meeting (Portugal 15 & 16 September 2005)

- Review of project progress to date
- Meeting of Steering group
- Preparation of the First Transnational Meeting
- Exchange of information

First Transnational Kick off Meeting The Netherlands (17 & 18 November 2005)

- Review of project progress to date
- Presentation of national projects
- Revision of partnership workplan
- Compare training materials/methods
- The first TM includes a small thematic seminar
- Preparation of the next meeting
- Change of the chairman - TCA
- Planning of the exchange of experts/target groups

Steering Group Meeting (November 2005)

- Review of project progress to date
- Reports form thematic groups
- Preparation of Second Transnational Meeting

Second TC Meeting Scotland (May 2006)

- Review of project progress to date
- Reports form thematic groups
- Comparison of the tools used to date for the promotion of

entrepreneurship: advantages and disadvantages.

- Proposal for the parallel development of tools for entrepreneurship support
- Thematic Seminar
- Agreement evaluation procedures
- Change of Chairman – TCA

Steering Group Meeting (May 2006)

- Review of project progress to date
- Reports form thematic groups
- Preparation of Second Transnational Meeting

Third Transnational Meeting Czech Republic (October 2006)

- Review of project progress to date
- Reports from thematic groups
- Thematic seminar
- Change of Chairman –TCA

Steering Group Meeting (October 2006)

- Review of project progress to date
- Reports form thematic groups
- Preparation of Second Transnational Meeting

Planning Meeting for the Final Conference Portugal (January 2007)

- Preparation of the Final Conference

Final Conference Portugal (May 2007)

- Prepare an agreement about the next common steps
- Presentation of the results of common methods or approaches
- Presentation of the evaluation
- Seminars held in each country
- Results of the project
- Communication of results through publications and networks
- Change of Chairman – TCA

Steering Group Meeting (To be confirmed)

- Prepare the mainstreaming

Mainstreaming Conference (To be confirmed)

## ***C. Financial Provisions***

### **Arrangements for cost sharing and avoiding double funding**

Whenever possible, the general procedures for handling the common transnational costs will be reciprocal arrangements. Exceptions to the principle of reciprocity may be given in cases of expenditure for activities in a desired sub-co-operation of less than all national DPs (see D.3). In cases of a desired sub co-operation, the arising costs from common activities will be shared between the participating national DPs. The principal of reciprocity has to be applied especially to joint activities and developments. The application of the principle of reciprocity has to be agreed unanimously.

The transnational co-ordinators are responsible for the implementation of a system of financial control of the budget as described in section C. 1. of the TCA. The system of financial control guarantees that common transnational activities costs will be, where possible, borne on an approximately equal basis by participating DPs.



The following costs will be paid individually by the concerned DPs:

1. Costs arising from the organisation of transnational conferences, working meetings, events, information visits and placements of participants (e.g. meeting facilities) will be paid by the hosting national DP.
2. Costs for travel, accommodation and meals (e.g. for conferences, working meetings, information visits and placements of participants) will be paid by visiting DPs.
3. The costs for a Co-ordination Secretariat will be paid by the responsible national DP.
4. Translations into the agreed working language will be paid by the national DP who produced the text/manuscript in another language than the agreed working language.
5. Interpreters will be paid by the national DPs who ask for an interpretation.

### ***D. Organisational and Decision Making Arrangements***

#### **1. Contribution and responsibility of each DP**

The partners agree on the following principles:

- a. Every DP partner has equal importance and status.
- b. Every DP partner must be capable of fully participating with equal responsibility in the management of the project.

A Steering Group will be established form TCA secretariat to plan/manage and evaluate the implementation of the TCA.

In practise, the TELNET partners are in agreement to the following operational principles:

- Four Meetings will take place with equal frequency in each country (in rotation) and assistance in finding appropriate accommodation will be given to the visiting country representatives.
- Each partner is obliged to be present at the meetings, subject to agreed variations.
- The host partner will be responsible for the complete organisation of the meeting, supplying an agreed agenda for the meeting, and drawing up the minutes of the meeting.
- The minutes of the meeting will be agreed upon and copies supplied to all representatives in due course.
- Transnational expenses must follow the rules laid down in the transnational budget.

#### **2. Role and tasks of TCA secretariat and external expertise**

- Each partner is responsible for the realisation of the project in his/her country and for all local and national management authority relations.



- All partners are required to supply free of charge the organisation and management during the meetings of TELNET in their country.
- Whenever project material produced by one partner is requested by another, it will be supplied free of charge and in the original language with all right of reproduction, translation and adaptation but only within in the TELNET project and will include the TELNET partnership logo.
- For the efficient running of the transnational activities, it has been decided to use the English languages for documents and meetings also in order to ensure the smooth transfer of experience to other transnational systems.
- Expenses incurred prior to the approval of the project are the responsibility of the individual partner.
- The operational costs, during the project preparation phase will be the responsibility of the individual partner, who will then budget them in his/her own project.
- Expenses for transnational meetings will be the responsibility of each individual partner regarding the payment. The host partner will budget for the costs of subsistence, outwith Bed & Breakfast, Hotel accommodation and internal driving.
- The partners are committed to respect the total budget and its adjustments as shown in the specific form.

### **3. Role and tasks of TCA 'Secretariat' and of the external experts**

The TCA Secretariat will rotate among the partners of the transnational co-operation. Every participating national DP is responsible for the TCA secretariat at least one time in Action 2. Exceptions to this rule have to be decided unanimously between all participating DPs. The STEERING GROUP will ensure that the responsible national DP take over the tasks and obligations of the TCA secretariat (to transfer after each TM).

The TCA secretariat is responsible for:

- The first draft of the working programme
- Communication between the transnational co-ordinators of the partners
- The input of data into the ETCIM system
- Monitoring the transnational reports and review of TELNET
- The general flow of information in the transnational co-operation
- The organisation of meetings and conferences in the host country
- The control of the principle of reciprocity
- The support of the mainstreaming of conference summaries
- Organising a first draft of the final report

- Organising the publication of the final report and putting into the ETCIM-system

The TCA Secretariat fulfils every task/obligation/commitment which has been decided unanimously between all participating DPs. If a transnational co-ordination has not fulfilled a task/obligation/commitment in the period of its responsibility as TCA Secretariat, it has to fulfil it in the following period as soon as possible.

### **TCA Secretariat Steering Group**

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### **Rotation Scheme TCA Secretary**

1. Host for initial TELNET Meeting Period of Secretariat  
Henny Wink October 2005 To November 2005
2. Host for 2nd Transnational Meeting To May 2006  
Brenda Walker
3. Host for 3rd Transnational Meeting October 2006  
Karel Borecky
4. Host for Final Transnational Conference May 2007

Inacia Rebocho

5. Provisional Dissemination Conference October 2007  
(to be confirmed)

### 3. Arrangements for decision-making

The general principle of decision-making in this TCA is the principle of unanimity between all involved DPs. The principle of unanimity will be used in all cases of co-operation of the DPs. Changes and supplements to the agreements and rules in this TCA need the vote of all participating DPs through the Steering group

Exceptions to the rule of unanimity may be given in cases of desired cooperation of less than all DPs. This TCA allows the opportunity for desired transnational cooperation between two or more national DPs (sub co-operation). In cases of a sub co-operation between two or more DPs, the principle of decision-making is reduced to the unanimity of the participating DPs in this sub co-operation.

The Transnational Co-ordinators get the Power of Attorney for each participating DP. The Transnational Co-ordinators:

- Are the responsible representatives of every participating national DP and have the right to vote for its national DP in questions of this TCA;
- Are obliged to co-ordinate and represent the will of their national DP in the decision-making processes, which are necessary to implement the objectives and actions of this TCA;
- Support the evaluation of the common transnational objectives and actions according to this TCA.

### 4. Working language(s)

EN

## ***E. Monitoring and Evaluation Procedures***

### 1. Mechanisms for monitoring and evaluating of transnational experience and results

Rationale

TELNET is challenged with continuous monitoring and evaluation of its objectives and the leading principles of Equal and how they impact on policy and practice.

- Monitoring and Evaluation will play an important role in ensuring sound implementation and management of the TCA.
- An agreed M & E tool will assess the added value of the Transnational Co-operation.
- M & E will help to identify factors leading to good practice and to establish a baseline for benchmarking strategies and methods. Moreover M & E will help to identify, validate and disseminate best practice.
- M & E represents a mechanism/instrument to control the

- results, the standards of quality and optimise the process.
- Evaluation will give the results and lessons learned which will influence the next programming period.

### Reference

- M & E refer to the European Foundation for Quality Management (EFQM) framework being the operational and benchmarking framework for the evaluation process.

### Subjects

- The internal relationship of the TC: the process, the participation and co-operation of the internal the (national) partners, the development of common thematic fields, the role and responsibility of each partner.
- Resources: are these adequate in terms of the objectives of the transnational cooperation?
- Activities: are these an appropriate way to achieve the objectives of the TC?
- Participation: is the participation in the TC both widespread and inclusive?
- Reaction: does the TC provoke useful reactions from other key partners and players?
- Awareness: is the TC informing people and institutions about new developments and the results of the TCs?
- Actions: does the TC stimulate appropriate and effective actions in terms of stated objectives and goals?
- Impacts: does the TC begin to have positive impacts on the environment in which it operates?

### Thematic fields

- the processes and experiences of the transnational co-operation within the Leading Principles of Equal, empowerment, innovation and equal opportunities.
  - The outcomes and products of transnational cooperation (were objectives reached, were the outcomes as useful as expected, were any unforeseen results obtained?)
  - The perspectives of future transnational cooperation after the EQUAL Programme.
  - The added value of the TC for policy development at the local, regional and national level.
  - The innovative approach of each project and the possibility of the transfer and adoption
  - The mainstreaming process and the contribution to change labour market policies at the regional or national level.

Target Groups

- The evaluators in cooperation with the transnational coordinators

How

- The TC will organise an on-going assessment of their strategy, implement and activities in order to monitor the process and results of their common work programme.
- It will be necessary to consider the guidance from our (specific) Managing Authority. There we can see what kind of data the partners will have to monitor, record and transfer to the (national and transnational) evaluators.
- The methodology and organisation of the M & E process has to allow frequent feedback between the evaluator and those within the DP who are engaged in, or responsible for the transnational coordination and activities.
- A mix of an independent evaluation by each DP represented in the partnership and of a peer evaluation, in which each DP is responsible for conducting transnational evaluation on behalf of another DP within the partnership.
- An annual evaluation of the peer evaluation.
- A continuous exchange with the evaluation of each DP.
- M & E will be concerned with defining (a) data, criteria and indicators for the transnational process and accompanying results, (b) manner and volume of data, (c) methods for monitoring and evaluation (analyses, reflections, interviews, etc.), (d) methods of capturing and disseminating the results.
- The results of the M & E process within each national DP shall be distributed at the co-ordination and Thematic group meetings with results presented at transnational meetings.
- Instruments and methods might be: interviews (individual or small groups), common developed questionnaire and empirical statistics, common work shops.

Timeschedule

- The partners of each project have to conclude a common work programme at the First Steering Group Meeting; preparations will be made in September 2005.
- There will be meetings of the steering group and thematic groups during or after the TMs.
- There will be also a planning meeting in January 2007 for the Final Conference of Action 2.
- Exchange of the objective, thematic fields, criteria, data processes and instruments for the M & E process of each national evaluator via e-mail.

- Exchange of the national M & E process via e-mail.
- Common development of a M & E System.
- Start for the M & E of the projects: at the beginning of the first meeting.

### **2. Mechanisms for updating work programme, working methodology and organisational arrangements**

The Transnational Co-ordinators and agreed to meet each other at least five times during the execution of the TELNET Project. Updating of the work programme, working methodology and organisational arrangements is one of the main topics during these meetings. Day-to-day communication lines are clear and transparent and part of the TCA tasks. Changes and/or updates in the work programme have to fit in the aims and objectives of TELNET. There can be changes in the timetable, changes in the activities, changes in the intensity in certain parts of the programme etc

## **TelNet – Events and Documents 2005 - 2007**

### ***Steering Group Meetings***

- March 05 all Partners to Scotland
- Sept 05 all Partners to Portugal
- Nov 05 all Partners to Netherlands
- June 06 all Partners to Scotland
- Oct 06 all Partners to Czech Republic
- Jan 07 all Partners to Portugal
- May 07 all Partners to Portugal

### ***Study Visits***

- Dec 05 Scotland to Netherlands
- March 06 Netherlands to Scotland
- June 06 Netherlands to Scotland (Evaluations)
- Feb 07 Czech Republic to Scotland (Evaluations)
- March 07 Scotland to Netherlands (Evaluations)
- June 07 Netherlands to Scotland
- June 07 Czech Republic to Scotland

### ***1st (Kick Off) Meeting in the Netherlands – November 2005***

- Newsletter
- Report
- Evaluations

### ***2nd Meeting in Scotland – June 2006***

- Newsletter
- Report
- SBW Report – Scotland and Netherlands
- Evaluations

### ***3rd Meeting in Czech Republic – October 2006***

- Newsletter
- Report

### ***Final Conference – Portugal – May 2007***

- Entrepreneur Analysis
- Framework Document
- Final Report
- Mainstreaming Map

## Contact Details – Lead Partners

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Portugal	Nova	Inacia Rebocho Tel: 00 351 266 490 090 E-mail: <a href="mailto:inacia.lrebocho@monte-ace.pt">inacia.lrebocho@monte-ace.pt</a>
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Further information on the Individual Partnership organisations can be accessed from:

- Nova Agricultura – [www.nova-agricultura.org](http://www.nova-agricultura.org)
- Delta – [www.iks-delta.cz](http://www.iks-delta.cz)
- Equal Enterprise Scotland – [www.equalenterprisescotland.org](http://www.equalenterprisescotland.org)
- The Green Entrepreneurship Project – [www.clusius.nl/pages/Internationalisering.asp?id=62](http://www.clusius.nl/pages/Internationalisering.asp?id=62)

Access to this and other Transnational, parallel and jointly developed TelNet outputs can be obtained from the following websites:

- [www.equal-works.com](http://www.equal-works.com) (under Equal Enterprise Scotland DP)
- [www.einet.org](http://www.einet.org)



**Partner: Green Entrepreneurs – The Netherlands**

Exchange of Information and Experiences	Parallel Development of Innovative Approaches	Import, Export or Adoption of New Approaches	Exchange of Trainees/Trainers/Staff
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All partners wished to work at this level with the Netherlands. In particular:

<b>Czech Republic</b> <ul style="list-style-type: none"> <li>• Educational Programmes &amp; Methods</li> <li>• Training Tools</li> <li>• Project Management documentation</li> <li>• Human resources development (SW)</li> <li>• Analysis of working environment</li> <li>• Methods of start-ups</li> <li>• Publications</li> <li>• ICT products</li> </ul>	<b>Czech Republic</b> <ul style="list-style-type: none"> <li>• Middle Manager education programmes</li> <li>• Identification and overcoming of social barriers</li> <li>• Developing new ways of “personal education plan”</li> <li>• Development of project dissemination tools</li> </ul>	<b>Czech Republic</b> <ul style="list-style-type: none"> <li>• Motivation methods</li> <li>• Innovative educational methods</li> <li>• Innovative Tools</li> </ul>	<b>Czech Republic</b> <ul style="list-style-type: none"> <li>• Trainers exchange</li> <li>• Staff exchange</li> </ul>
<b>Portugal</b> <ul style="list-style-type: none"> <li>• Flexible and Innovative Training qualifications</li> </ul>			
<b>Scotland</b> <ul style="list-style-type: none"> <li>• Renewable resources within agriculture</li> <li>• BES membership</li> <li>• Rural regeneration</li> <li>• Supporting entrepreneurial activity amongst young people in rural areas</li> </ul>	<b>Scotland</b> <ul style="list-style-type: none"> <li>• Developing flexible training programmes (Clacks)</li> <li>• Business liaison link with Kilncraigs Incubator Unit</li> <li>• Links with Stirling University Research and Enterprise (Clacks)</li> </ul> <p>Developing Methodologies to promote best practice within learning environments</p>	<b>Scotland</b> <ul style="list-style-type: none"> <li>• Rural Networks</li> <li>• Chambers of Commerce</li> </ul>	<b>Scotland</b> <ul style="list-style-type: none"> <li>• Exchange of trainee Social Enterprise Managers (Clacks)</li> <li>• Exchange of Students</li> <li>• Host students at Glaisnock</li> </ul>

**Partner: Nova – Portugal**

Exchange of Information and Experiences	Parallel Development of Innovative Approaches	Import, Export or Adoption of New Approaches	Exchange of Trainees/Trainers/Staff
All partners wished to work at this level with Portugal. In particular:			
<b>The Netherlands</b> <ul style="list-style-type: none"> <li>Capacity building to facilitate strategic implementation of new agricultural opportunities</li> <li>Stimulation and development of local and regional networks</li> </ul>			
<b>Czech Republic</b> <ul style="list-style-type: none"> <li>Educational Programmes &amp; Methods</li> <li>Training Tools</li> <li>Project Management documentation</li> <li>Human resources development (SW)</li> <li>Analysis of working environment</li> <li>Methods of start-ups</li> <li>Publications</li> <li>ICT products</li> </ul>	<b>Czech Republic</b> <ul style="list-style-type: none"> <li>Identification and overcoming of social barriers</li> <li>Developing new ways of “personal education plan”</li> <li>Development of project dissemination tools</li> </ul>	<b>Czech Republic</b> <ul style="list-style-type: none"> <li>Procedures of marketing plan for new employment opportunities</li> <li>Methods of mobilising local actors</li> <li>Motivation methods</li> </ul>	<b>Czech Republic</b> <ul style="list-style-type: none"> <li>Σ Environmental experts exchange</li> </ul>
<b>Scotland</b> <ul style="list-style-type: none"> <li>Promotion of entrepreneurship amongst young people</li> <li>BES membership</li> <li>Clackmannanshire Tourist Association looking at Farm diversification and its links with Tourism</li> <li>Tailored support model for new business start ups in agricultural sector (PSYBT)</li> <li>PSYBT model of supporting youth enterprise</li> <li>Rural Networks</li> <li>Womens Mentoring Networks (Chambers)</li> </ul>			

**Partner: Delta – Czech Republic**

Exchange of Information and Experiences	Parallel Development of Innovative Approaches	Import, Export or Adoption of New Approaches	Exchange of Trainees/Trainers/Staff
<p>All partners wished to work at this level with Czech Republic. In particular:</p> <p><b>The Netherlands</b></p> <ul style="list-style-type: none"> <li>• Explore and develop innovative interventions to impact positively on the target groups</li> </ul> <p><b>Scotland</b></p> <ul style="list-style-type: none"> <li>• Chambers of Commerce links</li> <li>• Encouragement of enterprise activity amongst young people in the most disadvantaged communities (PSYBT)</li> <li>• BES membership</li> <li>• Glaisnock Interventions for young people</li> <li>• KC – innovative work in Schools</li> </ul>	<p><b>Scotland</b></p> <ul style="list-style-type: none"> <li>• Incubator Unit development (Clacks)</li> <li>• Global Challenge Programme (Careers)</li> <li>• Student Business Week (Careers)</li> </ul> <p>Identification of support needs for young people (PSYBT)</p>	<p><b>Scotland</b></p> <ul style="list-style-type: none"> <li>• Export of the successful SIP into Business (SIB) model of supporting disadvantaged groups and individuals set up in business (Clacks)</li> <li>• Women's Mentor Networks (Chambers)</li> <li>• Business Networks (Chambers)</li> </ul> <p>Development of local network structures (PSYBT)</p>	<p><b>Scotland</b></p> <ul style="list-style-type: none"> <li>• Exchange of Kilncraigs Incubator Unit staff</li> <li>• Exchange of Chambers of Commerce Staff</li> <li>• Exchange of Staff – Careers</li> <li>• Host staff at Glaisnock (explore Leonardo for Students)</li> </ul>

**Partner: Equal Enterprise Scotland – Scotland**

Exchange of Information and Experiences	Parallel Development of Innovative Approaches	Import, Export or Adoption of New Approaches	Exchange of Trainees/Trainers/Staff
All partners wished to work at this level with Scotland. In particular:			
<b>Czech Republic</b> <ul style="list-style-type: none"> <li>Educational Programmes &amp; Methods</li> <li>Training Tools</li> <li>Project Management documentation</li> <li>Human resources development (SW)</li> <li>Analysis of working environment</li> <li>Methods of start-ups</li> <li>Publications</li> <li>ICT products</li> </ul>	<b>Czech Republic</b> <ul style="list-style-type: none"> <li>Methods of working with people from ex-coalfield areas</li> <li>Identification and overcoming of social barriers</li> <li>Developing new ways of “personal education plan”</li> <li>Development of project dissemination tools</li> </ul>	<b>The Netherlands</b> <ul style="list-style-type: none"> <li>Developing a mentor programme</li> <li>Training of trainers and staff development</li> <li>Increasing skills of those who give Business advice</li> </ul>	<b>The Netherlands</b> <ul style="list-style-type: none"> <li>Exchange of mentors and teachers – February 2006 6 in-house staff?</li> </ul>
		<b>Czech Republic</b> <ul style="list-style-type: none"> <li>Procedures of marketing plan for new employment opportunities</li> <li>Methods of mobilising local actors</li> <li>Motivation methods</li> </ul>	<b>Czech Republic</b> <ul style="list-style-type: none"> <li>Trainers exchange</li> <li>Staff exchange</li> </ul>



**TCA TelNet**

**EQUAL**

**Programme of the kick-off meeting of the TCA TELNET meeting in Holland**

**Wednesday 16 November, 2005**

**Thursday 17 November, 2005**

**Friday 18 November, 2005**

**Saturday 19 November, 2005**

**TELNET**

**Kick-off Meeting**

**Clusius College**

Contact-person / Clusius College is **Mr. Anton Aker**.

His cell-phone number is: **0031 (0) 6-55 17 10 76**

For more information about the lead-partner of the EQUAL project Green Entrepreneurship please visit: [www.clusius.nl](http://www.clusius.nl) (partly in the English language)

You will be picked up from the airport. Please send your itinerary (fly-schedule) to Mr. Anton Aker: [a.aker@clusius.nl](mailto:a.aker@clusius.nl) with CC Mr. Oege Doornbos: [odoornbos@hetgroteoost.nl](mailto:odoornbos@hetgroteoost.nl)

There will be transportation from Schiphol Amsterdam to the Hotel Petit Nord in Hoorn. See for more information about the hotel accommodation: [www.hotels.nl/hoorn/petitnord](http://www.hotels.nl/hoorn/petitnord)

The hotel accommodation and the Clusius College are situated in Hoorn.

You can find some more information about this old town with 70.000 inhabitants on:

[www.hoorn.nl/main](http://www.hoorn.nl/main)

## *Time-Schedule Telnets Meeting*

### Wednesday 16th of November

- Arrival Schiphol on Wednesday the 16th of November and transportation to the hotel accommodation in the city of Hoorn which is approx. one hour by car.

Map of the  
restaurant



**Programme: Thursday 17th of November**

09:00 – 09:20	Transportation from the hotel to the conference place: Clusius College (you will be picked up)	Delegations from Portugal, Czech Republic and Scotland (20 pp)	Lobby of the hotel
09:20 – 09:30	All participants of the conference meet.	Delegations from Portugal, Czech Republic and Scotland (20 pp) and the Dutch delegation (10 pp)	Tulip-Room
09:30 – 09:40	Welcome and opening speech by Corry Noom CEO of the Clusius College NH (chair)	Mrs. Corry Noom CEO of Clusius College	Tulip-Room
09:40 – 09:45	Short update on the programme of the day	Project Coordinator NL	Tulip-Room
09:45 – 11:00	4 Presentations of the projects. Each presentation will take approx. 15 minutes	<ul style="list-style-type: none"> <li>• Delta</li> <li>• Nova Agricultura</li> <li>• Equal Enterprise</li> <li>• GreenEntrepreneurship</li> </ul>	Tulip-Room
11:00 – 11:15	Short break		Tulip-Room
11:15 – 12:45	Presentation: International Co-operation	Mr. Frans de Vlieger	Tulip-Room
12:45 – 14:00	Lunch break		Tulip-Room
14:00 – 14:45	<b>Workshop 1:</b> Encouraging and supporting Young Entrepreneurs	Mr. Martin Ferry	Tulip-Room
15:00 – 15:45	<b>Workshop 2</b> Young Enterprise. A project of the Clusius College	Mrs. Polly Weber	Extra Class-Room
16:00 – 16:45	<b>Workshop 3:</b> Encouragement of the new entrepreneurs in the Czech Republic	Mrs. PhDr. Helena Ulovcová	Tulip-Room
16:45 – 17:00	Summary of the first day activities and information about evening programme and Friday the 18th	Mrs. Corry Noom and project promoter NL	Tulip-Room
17:00 – 17:20	Transportation to the hotel		Hotel Petit Nord
19:30 - 22:30	Dinner in restaurant Ridderikhoff (lead-partner NL invites you for this dinner)	Complete delegation Restaurant Ridderikhoff	10 minutes walk from the Hotel Petit Nord

### Programme: Friday 18th of November

09:00 – 09:20	Transportation from the hotel to the conference place: Clusius College (you will be picked up)	Delegations from Portugal, Czech republic and Scotland (approx. 20 pp)	Lobby of the hotel
09:20 – 09:30	All participants of the conference meet.	Delegations from Portugal, Czech republic and Scotland (20 pp) and the Dutch delegation (10 pp)	Tulip-room
09:30 – 09:45	Short update on the programme of the day	Corry Noom, chair	Tulip-room
09:45 – 12:45	Steering group (excl. short break 11:00 hour)	transnational coordinator and project promoter Project Coordinator of each project	Tulip-Room
09:45 – 11:00	First part of the <b>Excursion 1</b> <ul style="list-style-type: none"> <li>indoor/outdoor styling</li> <li>green entrepreneurship</li> <li>mini-enterprise</li> <li>Garden of Clusius College</li> </ul>	All other delegation members	In and around the School building
11:00 – 11:15	Short break	Everyone	Tulip-Room
11:15 – 12:45	Second part of the <b>Excursion 1</b> <ul style="list-style-type: none"> <li>indoor/outdoor styling</li> <li>green entrepreneurship</li> <li>mini-enterprise</li> <li>Garden of Clusius College</li> </ul>	All other delegation members	Tulip-Room
12:45 – 14:00	Lunch break		Tulip-Room
14:00 – 15:00	<b>Excursion 2:</b> Working-visit to Fa. Potveer in Avenhorn see: <a href="http://www.potveer.nl">www.potveer.nl</a>	Every-one except TCA secretary NL	Touring- car
15:00 – 16:00	<b>Excursion 3:</b> Working visit to Proeftuin Zwaagdijk see: <a href="http://www.proeftuinzwaagdijk.nl/index.html">www.proeftuinzwaagdijk.nl/index.html</a>	Everyone	Touring- car
16:30 – 17:00	Summary of the meeting, information about evening- and Saturday programme.	Everyone incl. TCA secretary NL	Tulip-Room
17:00	Closing of the official part of the TCA Meeting and handing over the TCA secretary task to Scotland	Mrs. Corry Noom, TCA secretary	Tulip-Room
17:00 – 17:20	Transportation to the hotel		Hotel Petit Nord
19:00 – 20:30	Dinner in the Hotel (will be on your own expenses)		Hotel Petit Nord



**Programme: Saturday 19th of November**

09:30 – 10.00	Checking out of the hotel	Delegations from Portugal, Czech republic and Scotland (approx. 20 pp)	Lobby of the hotel
10:00 – 10.45	Transportation from the hotel to Amsterdam	Delegations from Portugal, Czech republic and Scotland (approx. 20 pp)	Lobby of the hotel

**VISIT TO AMSTERDAM**

**Activities depending on flying schedule.**

**Details will follow as soon as possible**





*TelNet is an Equal funded joint transnational collaboration between  
Portugal, Scotland, The Czech Republic and the Netherlands*

# What makes an Entrepreneur an Entrepreneur?

**TelNet – Equal Programme – Round 2 Action 2**

**Transnational Entrepreneurs Questionnaire**

**Analysis of Questionnaires – Appendix 6**

## Equal



Europe and Scotland  
Making it **work together**



## Groen Ondernemerschap

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## Introduction

This report was devised as part of the work of the EQUAL funded TelNet Partnership. The TelNet partnership is made up of 4 EQUAL Development Partnerships from four EU memberstates – Scotland, the Netherlands, Portugal and the Czech Republic.

In each of the four EQUAL projects, one of the goals is to develop training modules to increase the entrepreneurship capacities of entrepreneurs and staff. In November 2005, Partners agreed to ask entrepreneurs and staff explicitly what they themselves found worthwhile to include in training modules for entrepreneurship (instead of relying of the expert opinion of training developers). The main question to them was: “what makes an entrepreneur an entrepreneur”.

In November 2005, Partners discussed the possibility of jointly accessing information from each of the four countries concerning attitudes towards entrepreneurs and what makes them entrepreneurs. It was agreed that the questions would mainly relate to young entrepreneurs, as this was a target group shared by all Partners. A questionnaire was devised and jointly agreed by all the Partners. Each Partner then took responsibility for having the questionnaire translated from English (if necessary) and distributed to a variety of entrepreneurs and those who work with entrepreneurs within their networks, between February and May 2006.

Partners agreed that this piece of work would not attempt to provide a ‘scientific’ study. The focus would be on individuals’ perceptions of entrepreneurs and the attributes and attitudes that they feel make them entrepreneurial and also to enquire as to what those completing the questionnaires felt could be done in their country to encourage young entrepreneurs.

The TelNet partnership hoped this exercise would provide them with a comparison study as to the different perceptions held regarding entrepreneurs within the four participating countries, and suggestions for improvement to opportunities afforded to young entrepreneurs. This input would very valuable while developing training modules for entrepreneurship.

## Main Contacts for Each Development Partnership

<i>Country</i>	<i>Organisation</i>	<i>Main Contact</i>
Scotland	Equal Enterprise Scotland	Brenda Walker Tel: 00 44 (0)1563 523501 Ext 4077 E-mail: <a href="mailto:walkerb@kilmarnock.ac.uk">walkerb@kilmarnock.ac.uk</a>
Netherlands	The Green Entrepreneurship	Oege Doornbos Tel: 00 131 229 241430 E-mail: <a href="mailto:odoornbos@hetgroteoost.nl">odoornbos@hetgroteoost.nl</a>
Portugal	Nova	Inacia Rebocho Tel: 00 351 266 490 090 E-mail: <a href="mailto:inacia.lrebocho@monte-ace.pt">inacia.lrebocho@monte-ace.pt</a>
Czech Republic	Delta	Karel Borecky Tel: 00 420 476 000 600 E-mail: <a href="mailto:borecky.karel@cis-sbdk.cz">borecky.karel@cis-sbdk.cz</a>

Further information on the Individual Partnership organisations can be accessed from:

- Nova Agricultura – [www.nova-agricultura.org](http://www.nova-agricultura.org)
- Delta – [www.iks-delta.cz](http://www.iks-delta.cz)
- Equal Enterprise Scotland – [www.equalenterprisescotland.org](http://www.equalenterprisescotland.org)
- The Green Entrepreneurship Project – [www.clusius.nl/pages/Internationalisering.asp?id=62](http://www.clusius.nl/pages/Internationalisering.asp?id=62)

Access to this and other Transnational, parallel and jointly developed TelNet outputs can be obtained from the following websites:

- [www.equal-works.com](http://www.equal-works.com) (under Equal Enterprise Scotland DP)
- [www.einet.org](http://www.einet.org)

February 2006

## What makes an Entrepreneur an Entrepreneur?

The TelNet Transnational Partnership have agreed to carry out a survey in their respective countries to try to determine which qualities people believe are common to Entrepreneurs, and in particular young Entrepreneurs.

To enable you to complete the questionnaire, please note the following points:

- By the word 'Entrepreneur' we mean any business person who has set up their own company
- By the phrase 'Young Entrepreneur' we mean any business person who has set up their own company and is between the ages of 16 – 25 years old

Please answer the following questions and return the completed questionnaire by the deadline indicated to the address given.

**Date:**

**Country** – please delete as appropriate

**Scotland      Netherlands      Portugal      Czech Republic**

**Name of Person Completing this Questionnaire:**

**Title:**

**Company Name:**

**Company Address:**

**Sex:      Age Group:**

**E-mail address:**

**By the definition of the word 'Entrepreneur' at the top of this page – do you consider yourself an Entrepreneur?**

☐ **Yes**      ☐ **No**

**If you do not consider yourself an Entrepreneur – how often do you come into contact with Entrepreneurs or those interested in becoming an Entrepreneur, as a result of your job? (delete as appropriate)**

**Never      Occasionally      Regularly      Very regularly      Every day**

### 1. Any Entrepreneur must have the following skills/attributes to be successful:

Please score the following in order of importance (1 being most important and 18 being the least important)

Attribute	Score (1 – 18)
Energy	
Enthusiasm	
Excellent networking skills	
Risk taker	
Persistent	
Pleasant personality	
Organised	
Motivator of others	
Well presented	
Good head for figures	
Ability to speak well in public	
Good education	
Driven personality	
Resilient	
Ability to achieve good work/life balance	
Intuitive	
Good Leadership qualities	
Self Confident	

### 2. What skills or attributes do you feel are missing from this list?

Please state:

### 3. What do you feel is the single most important skill or attribute any Entrepreneur should have (from the list above at number 1 or your own suggestion)?

### 4. Why did you set up your own business – or if you are not an entrepreneur yourself, why do you think people decide to set up their own business? (Tick as many as you feel apply)

- ☐ Better work-life balance
- ☐ Better working conditions
- ☐ To be their 'own boss'



- ☐ To take more control over their future
- ☐ To make better use of their skills and attributes
- ☐ Better income

Another reason – (please add as many as you feel apply):

5. Regarding Young Entrepreneurs, do any of the skills/attributes you have scored or identified at question 1, NOT apply to someone aged 16 – 25 yrs?  
What and Why?

6. Would the way you have rated the skills/attributes at question 1, change for Young Entrepreneurs – is something now more or less important?  
What and Why?

7. Are there any additional skills or attributes that you feel apply only to Young Entrepreneurs?  
What and Why?

8. Do you think Young Entrepreneurs encounter any particular difficulties relating to their age?  
What and Why?

9. What can be done to help Young Entrepreneurs to overcome these difficulties?

10. Do you feel that young people are aware of the possibilities open to them through becoming an Entrepreneur?

- ☐ Yes      ☐ No

11. How could we improve young peoples understanding about Entrepreneurship and the opportunities it represents?

12. Do you believe that: (Please tick one only)

- ☐ Entrepreneurs are born and not made (i.e. no matter how excellent the training and support are or how much a person wants to pursue a career as an Entrepreneur, only those with certain personality traits will be successful Entrepreneurs)
- ☐ Entrepreneurs are made and not born (i.e. with the right training and support anyone who wants to can become a successful Entrepreneur)

Why do you believe what you do?

13. What sort of support and training do you feel local administration or Central Government could make available to develop entrepreneurial skills, attributes and attitudes in young people (please answer this question and give your suggestions even if you feel Entrepreneurs are born and not made)?

14. Do you believe that finance or funding is a problem when young people set up their own enterprise:

☐

Yes

☐

No

Why do you believe this?

Do you have any suggestions for how the issue of finance or funding for young entrepreneurs could be addressed in your country?

15. Please add any further comments or suggestions regarding your thoughts on Young Entrepreneurs:

End of Questionnaire

## Overall Analysis

(Main Questions from all 117 forms received from across the Partnership analysed)

Total Number of Completed Forms: 117

Gender Breakdown	Male:	86
	Female:	30
	(1 form no gender given)	

### Question 1 – Entrepreneur skills/attributes scores

No 1 across all countries: Enthusiasm

No 2 across all countries: Self-confidence

No 3 across all countries: Energy

### Question 3. Single most important skill or attribute

Enthusiasm and Risk Taker.

### Question 8. Difficulties encountered by young entrepreneurs relating to their age

Lack of experience.

### Question 12. Do you believe that Entrepreneurs are born or made

54 Born      51 Made

8 across all countries replied with both options as being possible.

### Question 13. Support and training by local administration or Central Government

Business advice/training and funding support.

### Question 14. Finance/funding a problem for young people setting up their own enterprise

102 Agreed 11 Disagreed

### Question 15. Any further comments or suggestions on young entrepreneurs

Encouragement, support and mentoring/education

## Comparative Analysis

### Gender Breakdown

	<i>Male</i>	<i>Female</i>	<i>Total</i>	
Scotland	10	7	17	
Netherlands	17	0	17	
Portugal	13	3	16	1 person did not complete this question
Czech Republic	12	5	17	

### Age Groups

	<i>16-25</i>	<i>26-39</i>	<i>40+</i>	
Scotland	0	5	10	1 person did not complete this question
Netherlands	6	5	4	2 people did not complete this question
Portugal	0	10	6	1 person did not complete this question
Czech Republic	5	4	7	1 person did not complete this question

### Do you consider yourself an Entrepreneur?

	<i>Yes</i>	<i>No</i>
Scotland	9	8
Netherlands	11	6
Portugal	15	2
Czech Republic	8	9

**If you do not consider yourself an Entrepreneur - how often do you come into contact with Entrepreneurs or those interested in becoming an Entrepreneur, as a result of your job?**

	<i>Never</i>	<i>Occasionally</i>	<i>Regularly</i>	<i>V. Regularly</i>	<i>Every Day</i>
Scotland	0	5	1	1	4
Netherlands	0	5	1	2	1
Portugal	0	0	0	1	0
Czech Republic	0	5	3	0	2

### Question 1. Skills/attributes scored most important

	<i>No 1</i>	<i>No 2</i>	<i>No 3</i>
Scotland	Risk Taker	Energy	Risk Taker (4) Energy (3) Enthusiasm (3)
Netherlands	Enthusiasm	Self Confident	Energy and Well Presented (joint highest scores for No 3)
Portugal	Energy, Risk	Self Confident	Energy, Enthusiasm, Persistent, Organised,
7 forms not	Taker and		Intuitive, Good Leadership, Self Confident
completed	Persistent (joint highest scores)		(joint scores)
Czech Republic	Self Confident	Energy	Persistent

**Skills/attributes scored least important***No 18*

Scotland	Well Presented and Good head for figures (joint scores)
Netherlands	Ability to speak in Public
Portugal	Resilient, Ability to speak in Public and Motivator of others (joint scores)
7 forms not completed	
Czech Republic	Well Presented and Good Head for Figures (joint scores)

**Question 2. Skills you feel are missing from this list***Main Themes Emerging*

Scotland	Ability to spot an opportunity, positive attitude/determination, self-belief
Netherlands	Good communication skills
Portugal	Creativity, positive, strategic vision, adaptable, open to learning
7 forms not completed	
Czech Republic	Creativity, good communication skills, self-belief

**Question 3. Single most important skill or attribute***Main Themes Emerging*

Scotland	Risk taker, self-confidence, enthusiasm and drive
Netherlands	Enthusiasm, organised
Portugal	Self confidence, enthusiasm and motivation
Czech Republic	Energy, persistence, self confidence

**Question 4. Why did you set up your own business or why do you think people decide to set up their own business?***Main Themes Emerging**Another Reason*

Scotland	To take more control over their future	Try something new, belief in product/service
Netherlands	To make better use of their skills and attributes	Work you enjoy, the challenge and achievement.
Portugal	To make better use of their skills and attributes	Try something new, the challenge, securing your own future
Czech Republic	To be their own boss	Lack of jobs available

**Question 5. Young Entrepreneurs, do any of the skills/attributes you have scored at question 1 not apply to someone aged 16-25 years?***Main Themes Emerging*

Scotland	Work/life balance as their new business will require most attention, especially at start up.
Netherlands	Experience and intuition, networking qualities
Portugal	Experience, lack of technical knowledge
Czech Republic	Work/life balance, intuition and experience

**Question 6. Would the way you have rated the skills/attributes at question 1 change for Young Entrepreneurs – is something now more or less important?**

*Main Themes Emerging*

Scotland	Majority would not change ratings.
Netherlands	Majority would not change ratings.
Portugal	Majority would not change ratings.
Czech Republic	Majority would not change ratings.

**Question 7. Are there any additional skills/attributes you feel apply only to Young Entrepreneurs?**

*Main Themes Emerging*

Scotland	Majority replied with all skills/attributes apply
Netherlands	Drive, self-confidence and intuition. (7 replies)
Portugal	Majority replied with no.
Czech Republic	Willing to take risks and flexibility

**Question 8. Do you think Young Entrepreneurs encounter any particular difficulties relating to their age?**

*Main Themes Emerging*

Scotland	Yes. Lack of experience/credibility. Access to funding
Netherlands	Yes. Lack of experience/credibility.
Portugal	Yes. Lack of experience/credibility. Access to funding
Czech Republic	Yes. Lack of experience

**Question 9. What can be done to help Young Entrepreneurs to overcome these difficulties?**

*Main Themes Emerging*

Scotland	Mentoring programmes/support. More flexible funding support
Netherlands	Mentoring programmes/support
Portugal	Mentoring programmes/support
Czech Republic	Mentoring programmes/support

**Question 10. Do you feel that young people are aware of the possibilities open to them through becoming an Entrepreneur?**

	Yes	No	Total	
Scotland	6	11	17	
Netherlands	11	6	17	
Portugal	11	6	17	
Czech Republic	11	5	16	1 person did not complete this question

**Question 11. How could we improve young peoples understanding about Entrepreneurship and the opportunities it represents?**

*Main Themes Emerging*

Scotland	Awareness raising/practical experiential learning starting in schools. Mentoring by entrepreneurs/local role models.
Netherlands	Providing more information. Practical experiential training. Mentoring by entrepreneurs.
Portugal	Awareness raising/training in schools. Showcasing positive examples of national/international success stories
Czech Republic	Awareness raising/training in schools. Showcasing success stories

**Question 12. Do you believe that Entrepreneurs are born or made?**

	<i>Born</i>	<i>Made</i>	<i>Total</i>	
Scotland	10	9	19	2 people felt that both options were applicable
Netherlands	12	8	20	3 people felt that both options were applicable
Portugal	15	2	17	
Czech Republic	8	10	18	1 person felt that both options were applicable

**Question 12. Why do you believe what you do?**

*Main Themes Emerging*

Scotland	Although people can be trained and supported, they may not have the drive or willingness to take risks for small returns or cope with rejection. The entrepreneurial spirit needs to be part of your personality traits
Netherlands	Experience. You have to have it in you.
Portugal	Experience and it appears that certain types of personalities are more likely to become successful entrepreneurs.
Czech Republic	Experience. With the right training, support and enthusiasm they can be successful.

**Question 13. What sort of support and training do you feel local administration or Central Government could make available to develop entrepreneurial skills, attributes and attitudes in young people?**

*Main Themes Emerging*

Scotland	Enterprise training in schools/colleges. Exposure to local role models they can relate to. Business advice, training, funding support and information on responsibilities in an easy to understand format.
Netherlands	Training including practical experience. Financial support
Portugal	Enterprise training in schools including practical training initiatives simulations. Provide support and information for those who want to start a business
Czech Republic	Training and practical experience including legislation. Financial support.

**Question 14. Do you believe that finance or funding is a problem when young people set up their own enterprise?**

	Yes	No	Total	
Scotland	16	1	17	
Netherlands	13	4	17	
Portugal	15	2	17	
Czech Republic	15	3	18	1 person felt both applied – "Depends on Business Plan"

**Question 14. Why do you believe this?*****Main Themes Emerging***

Scotland	Restrictions on funding due to risk, lack of assets, credit history
Netherlands	Banks do not like to take risks
Portugal	Experience of a lack of funding support
Czech Republic	Finance support needed/start up capital

**Question 14. Do you have any suggestions for how the issue of finance or funding for young entrepreneurs could be addressed in your country?*****Main Themes Emerging***

Scotland	Easier access to funding with preferential terms/rates.
Netherlands	Funding with preferential terms/rates.
Portugal	Funding with preferential terms/rates.
Czech Republic	Funding with preferential terms/rates.

**Question 15. Any further comments or suggestions regarding your thoughts on young entrepreneurs*****Main Themes Emerging***

Scotland	Encouragement, more efficient support systems. Training on business start-ups. Encouraging banks/funders to support them
Netherlands	Support in the widest sense. Not to start too early. What do young people really want? (3 people answered this question)
Portugal	Encouragement and support. Promoting an entrepreneurial spirit from an early age starting at home and in schools.
Czech Republic	It is not easy to be an Entrepreneur (1 person answered this question)



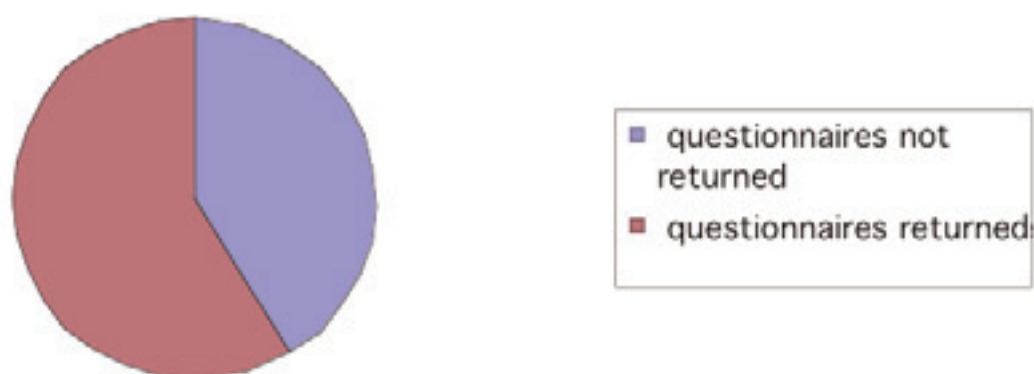
## Conclusions

### *Justification of analysis method used*

The Partners agreed to produce an analysis of all responses received. Each Partner was asked to provide 50 completed questionnaires, however in the event, the number of questionnaires provided varied for each of the Partners. One Partner was only able to provide 17 completed Questionnaires, while the most provided by one partner was 43. None of the Partners managed their full quota of 50 completed questionnaires in the timeframe. Partners discussed whether the original decision to request 50 questionnaires in the timeframe had been overambitious, however it was felt that if the number had been lower, perhaps Partners would have pushed themselves less to try to make the quota in the fairly short turn around time.

Overall the Partners provided 117 completed questionnaires. However, as we had such a wide variation in numbers produced by each Partner, it was felt that to provide any sort of meaningful comparative analysis, we would need to work with the lowest number provided and analyze the same number (chosen randomly – the first 17 from each country) for each of the Partners. This exercise was completed with 68 questionnaires (17 for each country) and a more comprehensive analysis provided on a country by country comparative basis, for all 15 questions.

### Questionnaire returns



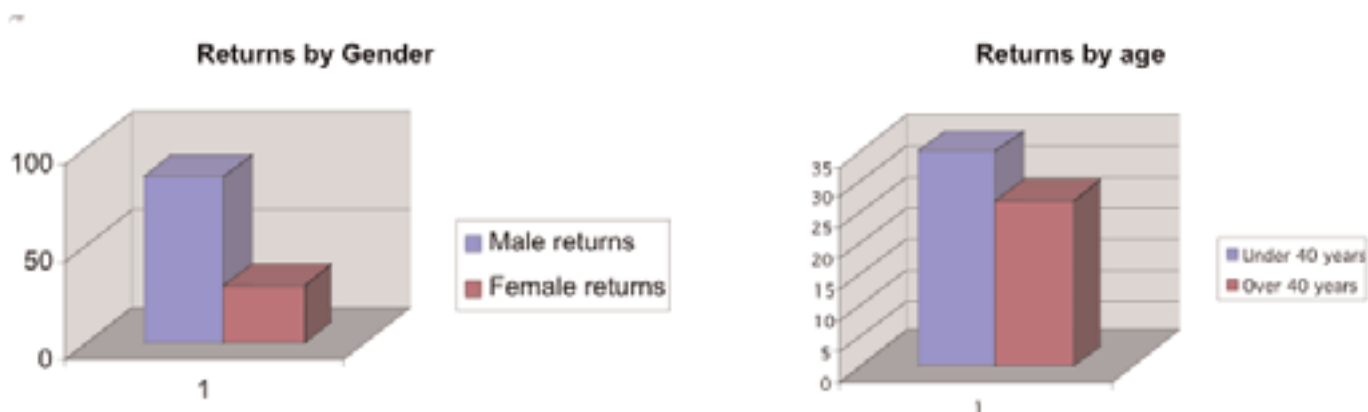
### *Respondents*

The Overall Analysis shows that those completing the forms were almost two thirds male (Male 86 – Female 30, 1 respondent not answering this question). This of course will have impacted on the results. Our Partners from the Netherlands feedback that some of those completing the questionnaire felt that it came across as ‘feminine’ – the fact that the vast majority of their respondents were male, would account for this perception. Of course language and cultural variations may also have had an impact on how the questionnaires were viewed by those who completed them. In the comparative analysis this trend for more male responses than female is even more marked – with 52 male and only 15 female respondents

(one respondent did not stipulate whether they were male or female) and so the results from this analysis will provide more insight into what men think makes an entrepreneur an entrepreneur than the thoughts on this subject of women from the participating countries.

The Comparative analysis shows that 11 respondents were between the ages of 16 – 25 years, 24 between the ages of 26 – 39 years and 27 who were aged 40 plus. Therefore 35 respondents were under the age of 40 and 27 over the age of 40. The results therefore show the attitudes towards entrepreneurs of a largely relatively young audience.

Regarding whether those responding were entrepreneurs themselves or not – the comparative analysis shows that 43 of those responding identified themselves as being entrepreneurs and 25 as non-entrepreneurs. Of those responding as non-entrepreneurs themselves, all had some contact with entrepreneurs through their work.



## Comparative Analysis

### Question 1 – Question 3

The most important attributes that an entrepreneur can have were identified as being a risk taker, having energy, enthusiasm, persistence and self confidence. The themes for the most important attributes were remarkably similar across all four countries, with enthusiasm being identified as one of the most important attributes by three (Scotland, Netherlands and Portugal) out of the four countries.

The least important attributes identified by the four countries again, showed marked similarities with both the Netherlands and Portugal stating that the ability to speak in public is least important and Scotland and the Czech Republic respondents identifying being well presented and having a good head for figures as being joint least important.

When asked what skills respondents felt were missing from the list given, their answers suggest that there was some ambiguity about some of the terms used to describe skills. For example some respondents stated that a positive attitude, self belief and determination were missing, whereas it was the intention that these skills were covered by the following terms

Positive attitude = Enthusiasm

Determination = persistent, driven personality

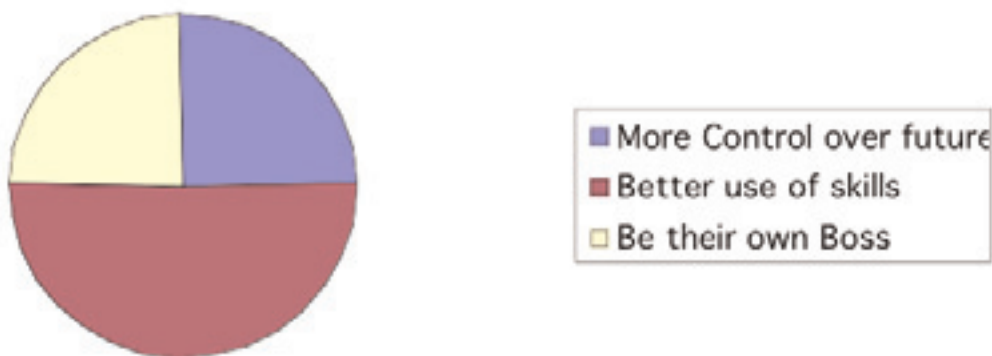
Self belief = self confident

This would suggest that not all the terms were generically understood to mean the same thing. This is of course a difficulty when working across different cultural environments and of course as most of the forms had to be translated from English into the native language of those completing the forms, there is also room for further departure from the original meaning intended.

#### Question 4

When asked the main reason why people set up in business, none of the respondents from the four countries answered that it was for a better income or better work-life balance. Again the answers were very similar, with the Netherlands and Portugal both stating it is to make better use of their skills and attributes, Scotland felt it was to take more control over their future and the Czech Republic stating it was to be their own boss.

### Why set up in business?



#### Question 5 – Question 9

Asked whether any attributes scored earlier as being important to entrepreneurs did not apply to young entrepreneurs (i.e. aged 16 – 25 years), respondents did not really refer to the exact attributes scored earlier – but rather identified experience, intuition and work-life balance as not applying to young entrepreneurs. However the most important attributes (self confidence, enthusiasm etc.) were just as important for young entrepreneurs as for those of any other age. Very similar themes emerged in this question across all four countries.

Answers to question 8, which asked whether respondents felt that young entrepreneurs

encountered any particular difficulties relating to their age, again showed remarkable parity across all four countries. All four countries answered that they felt that a lack of experience is a particular difficulty for young entrepreneurs. Both Scotland and Portugal also identified access to funding as being another particular difficulty.

All four countries again agreed that mentoring programmes/support were the main resource needed to overcome the difficulties faced by young entrepreneurs. In addition, Scotland also identified more flexible funding support. This is a very valuable result for the 4 EQUAL projects in TELNET. For instance, it means for the Dutch EQUAL project that they, while developing training modules for entrepreneurs and staff, will shift their focus from knowledge transfer to coaching and mentoring.

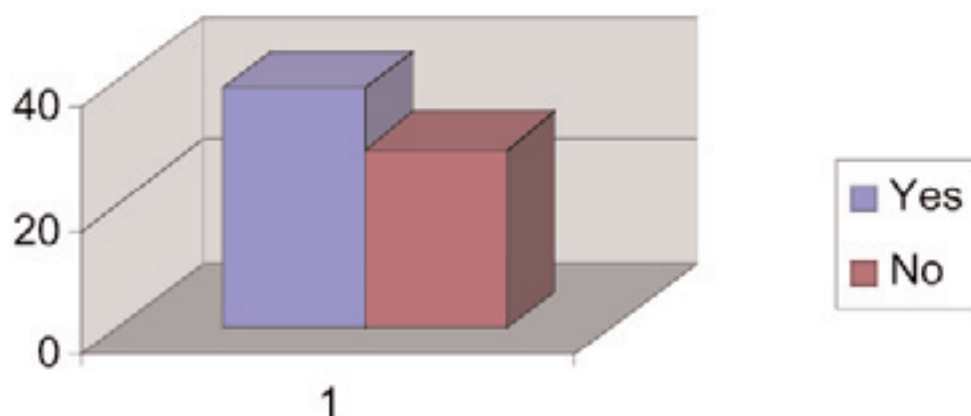
Scotland will ensure the results are feedback to all Partners, but in particular this section will be of interest to the Prince's Scottish Youth Business Trust to inform their activities. These findings support the PSYBT process of providing not just funding or finance, but also business support for up to two years after the business start up.

### Question 10

When asked if young people are aware of the possibilities open to them through becoming an entrepreneur, the Netherlands, Portugal and Czech Republic all replied yes with exactly 11 of their 17 responses. Scottish responses were exactly the opposite with 11 respondents answering no and 6 answering yes. In effect, this identifies that most respondents in Netherlands, Portugal and Czech Republic feel that young people are aware of the possibilities and most respondents from Scotland felt that young people are not aware of the possibilities.

The Scottish DP will ensure that the information from Question 10 is particularly fed back to PSYBT – they are aware that they need to raise their profile and develop an identity unique from other more generic business advice and support organisations.

### Are young people aware of entrepreneurial opportunities?



### Question 11

All four countries did feel that improvements could be made to support young people's understanding of entrepreneurship. Scotland, Portugal and Czech Republic all felt that awareness raising/training in schools would be important and Scotland and the Netherlands agreed that mentoring by entrepreneurs/local role models would be helpful. Again, this is a very valuable result for the 4 EQUAL projects in TelNet.

The information contained in the responses to question 11 will be valuable across the Scottish Partnership. Glaisnock Trust, Business Enterprise Scotland, Kilmarnock College, PSYBT and Careers Scotland are all engaged in entrepreneurial activities with young people and this need for more input from role models can be taken on board when designing interventions.

### Partnership Impact

**The Green Entrepreneurship Project (Netherlands) EQUAL Project**– while developing training modules for entrepreneurs and staff, the project will invite local entrepreneurs into the training classes and that they will organise more on site visits with students to local entrepreneurs at their businesses. Also the Dutch will, for instance investigate the possibility of implementing training modules on entrepreneurship with the new intake students when they enter vocational education schools instead of offering these modules when they are almost at the end of their vocational education.

**Delta (Czech Republic) EQUAL Project** – will use the results of this survey analysis for adding a programme for the support of skills for secondary schools students. This programme is being piloted at three secondary schools and lectures with successful businessmen will now be added, to enhance the students experience, in line with the results of this analysis.

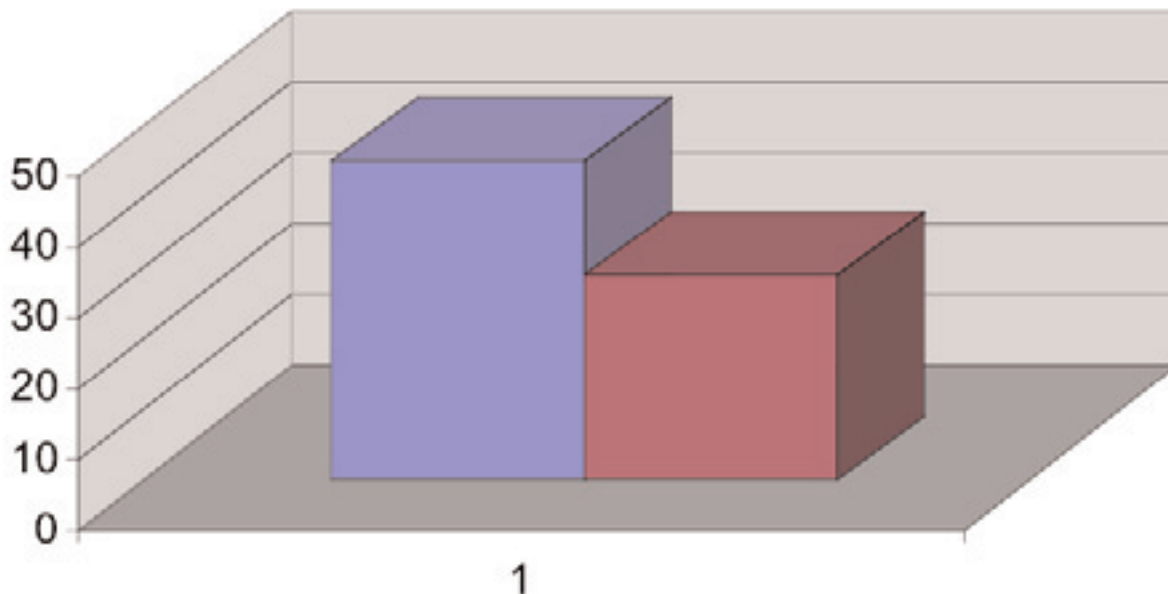
### Question 12

In answer to whether Entrepreneurs are born or made, there was a division of responses from all countries. However, Scotland had the most even split with just over half (10 to 9) believing that entrepreneurs were born and just under that they are made. Slightly more people (10 to 8) in the Czech Republic believed that entrepreneurs were made rather than born. The Netherlands responses showed that the majority of respondents (12 to 8) felt that entrepreneurs are born and not made, which suggests some work in changing attitudes could be considered by Clusius College who believe that entrepreneurs are made and not born. The biggest differential was from Portugal who overwhelmingly believed (15 to 2) that entrepreneurs are born and not made.

In reply to why people answered as they did, the overwhelming answer was their own experience. The main themes emerging from Scotland, the Netherlands and Portugal were that experience had taught that entrepreneurial attributes were present as part of an individuals personality. The Czech Republic responses also showed that they based their belief on experience, but here this showed that with the right training and support entrepreneurs can be made. This is interesting – particularly in light of the different political and cultural backgrounds of the four countries. The Czech Republic are the newest members of the European Union and their responses suggest that they hold the belief more strongly than respondents from the other countries, that if the correct support is made available

entrepreneurs can be 'made' regardless of their individual personality traits.

## Are Entrepreneurs born or made?



### Question 13 – Question 15

Respondents from all four countries reported that they felt that local administration or Central Government should make training available for young people to develop their entrepreneurial skills. The Netherlands and Czech Republic also identified the need for financial support.

A very large majority from all four countries felt that finance and funding are problems for young people setting up their own businesses. The reasons for this were given as banks not wishing to take risks and the young people themselves having a lack of assets and credit history, which compounds this. This response was also shown to be very similar in the Overall Analysis – with 102 of the total respondents agreeing that finance and funding are a problem for young people, and only 11 disagreeing.

When respondents were asked for suggestions on how finance and funding for young entrepreneurs could be addressed in their country, the Netherlands, Portugal and the Czech Republic all stated that funding with preferential terms and rates, would be their preferred way forward. Scotland agreed, but also added that ease of access to these preferential terms and rates would be needed.

This proves to be a very valuable result for the 4 EQUAL projects in TelNet. For instance, it means for the Dutch EQUAL project that they, while developing training modules for entrepreneurs and staff, will include modules on financing. Dedicated attention will be given to topics like: How to finance a company, where to find loans, funds and grants and how to finance start up and subsequently the next development phase of a company.

For the Scottish Partners these results confirm that PSYBT are providing a well rounded and

valuable service, ensuring that young people have access to business start up support in addition to funding and finance with preferential terms.

At the end of the questionnaire, respondents were asked for any further comments. The key words used were – support, encouragement, and funding.

## Final Conclusion and Recommendations

### *Conclusion on the method of a comparative survey*

This was the first piece of tangible work (other than the Transnational Co-operation Agreement) taken forward by all four Partners together. The proposal was discussed at the first TelNet Transnational kick-off Meeting in the Netherlands in November 2005. As the reigning Secretariat, Scotland agreed to provide the first draft of the questionnaire for consultation with all other Partners, in addition to collating the returned completed questionnaires and providing an analysis (this document) for discussion by all Partners.

Though the Partners had no intention from the beginning of producing a 'scientific' research level of method, process or report from this piece of work, it was soon apparent that there were many challenges ahead in even providing a meaningful short comparison of attitudes to entrepreneurs across the different countries. However, all Partners agreed that the main output of this analysis would be in obtaining information that would be helpful in developing the work of the Partnership.

This analysis document does raise as many questions as it answers and there could be several variations on how the documentation could have been taken forward. For example would the results have been the same if all four countries had produced exactly fifty questionnaires, half from entrepreneurs themselves and half from those who work with entrepreneurs? Would a more equal input from female respondents have had an impact on the answers given etc. However, what came across clearly from the exercise was that in most of the really key questions, responses from all four countries were remarkably similar.

Despite the fact that the resulting analysis was difficult to produce in a meaningful way, for a new Partnership this was an excellent first exercise in becoming familiar with the challenges associated with discussing, agreeing, formatting, collating, analyzing and debating an output of four way parallel transnational co-operation.

Challenges identified for the Partnership included:

- Lack of time to discuss proposed pieces of work in detail, face to face with all contributing Partners available. This could lead to lack of understanding about exactly what has been agreed and the timeframe or lack of commitment.
- Interventions from priorities in national DP work on a daily basis, impacting on Partners ability to meet deadlines and achieve targets.
- Parity of understanding across all countries regarding language and terminology can lead to differing interpretations of questions and answers. Of course, this is the case when answering any questionnaire, even in your own first language and this is only compounded when four different languages and interpretation are involved.



***Recommendations on the method of a comparative survey***

Recommendations for the continued improvement of parallel transnational work are as follows:

1. More time is given at Transnational Meetings to Steering Group discussions regarding parallel work. This has already been discussed at the June 2006 Transnational Meeting in Scotland and Partners agreed that in future, the Steering Group will have a minimum of one full day of working together in addition to attendance at more generic Transnational meetings and seminars.
2. Better inter-meeting communication between Meetings. Again this was discussed at the June 2006 meeting in Scotland and a pro forma has been devised to facilitate improved communication by Partners between meetings.
3. Sharing of the current resources utilised in each of the Partner countries to encourage young entrepreneurs. This will be facilitated by the agreement between Partners to share the main resources regarding entrepreneurs available in each country. It may also be helpful for Partners to share information about processes. For example, as support and funding were so highly rated across the partnership, as being of key importance in encouraging young entrepreneurs, Scotland could arrange for a further presentation and discussion of the services provided to young entrepreneurs by PSYBT (Prince's Scottish Youth Business Trust), which includes start up advice and support, actual funding in the form of both grant and loan assistance and after care support for young entrepreneurs. Other Partners have access to other processes that will also have a positive impact on these and other key areas of support to young entrepreneurs, including training. The Process Models that are being produced by TelNet should assist in capturing some of these Processes in a concise format – easily shared across the Partnership.
4. The impact of this piece of work and resulting analysis was discussed in some detail by the Steering Group at their Transnational Meeting, in Czech Republic in October 2006. All Partners felt the analysis exercise to have been a valuable one. In some instances, the findings confirmed the initiatives being taken forward contained some or all of the elements identified as necessary for the effective support of entrepreneurs and in particular, young entrepreneurs, whilst in others it pinpointed missing elements that would enhance the support packages on offer. Each Partner identified how they felt the outcomes from the analysis exercise would positively impact on their future work.

### ***Conclusions and recommendations on the results of the comparative survey***

Although the method used to develop and execute the survey could be improved, the Partners are impressed by the results from the survey. Each partner could derive valuable input from the survey for their own national projects. For instance, as previously mentioned, the Dutch will use the outcomes of the survey in their discussion with their training developers. They will suggest to them:

- To include alongside knowledge transfer, sufficient time for coaching, mentoring and peer to peer discussion and review
- To include dedicated modules on how to finance a start up and how to finance the next, developmental phase of a company

### **Partnership Impact**

**The Green Entrepreneurship Project (Netherlands)** – will also discuss with management of the vocational institutions implementing training not only to aim at graduation students, but also the new students when they enter the school at a young age.

**Delta (Czech Republic)** – will use the outputs of the survey in their national project in the following areas:

- Σ• Strengthen the gaining of practical experience for business for young people in the form of e.g. providing short-term placements in successful companies. Positive outputs will be spread within National Thematic Networks and recommended to key policy makers.
- Σ• Include lectures of important and successful entrepreneurs in programme “Entrepreneurship step by step” that is being piloted in the Czech Republic

**Equal Enterprise Scotland** – will ensure that all Partners are aware of the findings of the survey, in particular those who work with potential young entrepreneurs. The following will be amalgamated into intervention design, where appropriate:

- More input in training and enterprise events from role model entrepreneurs
- More information made available regarding potential sources of funding, finance and support

In addition, Equal Enterprise Scotland will be happy to share further information about the organizational framework and services provided by PSYBT, who provide both finance and support to young entrepreneurs in a very innovative process. They have been very successful in achieving high numbers of sustainable business start up by young people. Their model seems to encapsulate the support identified through the questionnaire analysis exercise, as being of paramount importance for the development of young entrepreneurs.



**Nr. 1,**  
**Dec. 2005**



*This project is made possible with finance from the European Social Fund.*

### *What has happened so far?*

After we found each other as partners, we sat together for the first time in March 2005, in Scotland. There we have drawn up and signed a plan for the TCA.

Within TelNet the three separate projects have a common aim: Increasing the entrepreneurial skills and chances. Within this common aim there are three head areas: Materials, Training and Networks and Self Evaluation during the project. These actions are translated in products and divided with the participating member states.

The second meeting took place in Portugal, in September 2005. Everyone got more insight in what every partner wants to get done within the project. It is proved there are more resemblances between the projects then it seemed to be at first sight.

Portugal puts all information on an Internet site to improve the transnational cooperation.

In the period to the next transnational meeting, in November in the Netherlands, we prepared the workshops that each member state is considered to do.

*This is the first TelNet Newsletter. In this edition you can read all about the transnational meeting at Clusius College in Hoorn, The Netherlands, November 2005.*



### *Day one at Clusius College, 17 November 2005*

#### **Welcome and opening**

Corry Noom, President of Clusius College, welcomed everybody. In a brief presentation Corrie explained about the bad image of green education the region suffers from. Clusius College tries to make a better picture by renewing the names of the different courses. For example 'Flower Power', 'Mighty Machines' and 'Animal Friends'. The number of students at Clusius College in pre vocational education is raised. The fulltime students stayed about the same and the students for apprenticeship increased.

Yvonne Marcus, of the Department of Economic Affairs, Agriculture and Environment of the Province of Northern Holland, opened the day officially. She is coordinator for the plan of rural development of the Province of Northern Holland. The Province is one of the partners in the Dutch Equal project Green Entrepreneurship. In her speech Yvonne explained why: the Province and the project share the same aim; to stimulate green entrepreneurship in the region. Agriculture is very important for Northern Holland. Flower bulbs, farm holding and greenhouse cropping are the



**Corry Noom, Director of Clusius College.**



**Yvonne Marcus, Province of Northern Holland**

strongest economic agricultural sectors. But the number of green entrepreneurs has been decreasing in the region. The Province wants to turn this negative development. Innovation, education and entrepreneurship are the main keys in realising this turnover.

# TelNet Newsletter

## *The four countries presented their projects to the group.*

### *The project presentations*

Karel Borecky, TCA Manager of the Czech project Delta, gives comment about the Czech project. In the project Delta there are 3 municipalities involved. One of them, Most, is suffering from an unemployment number of 25%. The general aim of Delta is the development of a regional educational and counselling structure as the background for systematic support of new entrepreneurs from disadvantaged target groups in the Usti region. The target groups vary, but all have a distance to the labour market.

Inacia Lopes gives the presentation about the Portuguese project Nova Agricultura. Portugal deals with the problem most partners recognize; young people don't want to work in agriculture anymore. The project goals are the creation of an employability model in the agricultural sector that will be sustained by the transformation processes occurring in the sector and in the rural world. Young people are trained in sufficient competencies. Also technical training for farmers will be realised. Older farmers are often not aware of the new technologies in the agricultural sector. A third target group is the local community.

## *All partners presented more information about their project in a small information market.*



Brenda Walker, of the Kilmarnock College and project manager in the Scottish project Equal Enterprise Scotland, is next in line to give a presentation. Brenda introduced all of the eight partners involved in the Scottish project. Most of them worked together during Equal Round 1. The projects mission is to realise their vision of an equal, creative and dynamic Scotland, through stimulating and enterprising culture that is fully inclusive, by building busy, vibrant networks that develop innovation and encourage sharing of best practice. The main target groups are disabled people, older people, young people and rural communities.

Polly Weber, finally, closes this range of project presentations with a presentation about the Dutch project Green Entrepreneurship. Clusius College, where the project is concentrated, has two main aims: a drastic change in both structure and contents of its green education, and an increase in the numbers of middle management graduates at level 4. Clusius College wants to use the development of training in entrepreneurial skills as a motor of educational change. The basic idea is that entrepreneurs are not born, but are made.



*Karel Borecky, TCA Manager of the Czech project Delta*



*Inacia Lopes, TCA Manager of the Portuguese project Nova Agricultura*



*Brenda Walker, project manager in the Scottish project Equal Enterprise Scotland*



*Polly Weber, TCA Manager of the Dutch project Green Entrepreneurship*

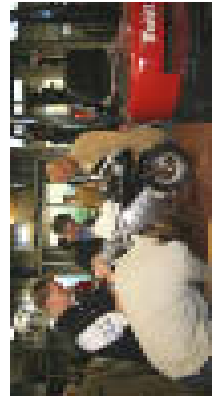


# TelNet Newsletter

## The workshops

### Workshop International Cooperation

In the first workshop of the day 'International Cooperation' Frans de Vlieger shows us what problems are expected in cooperation between different countries. With practical exercises we learn that working together can often struggle in different rules. Frans has translated the regulation for a card game in the languages of the present nationalities. However, the rules are different. The players do not know this and are not allowed to speak, but experience this way that interpreting of the rules in a different way can work obstructing. This is illustrating the cultural differences.



### Workshops in the afternoon

After a lunch break we continue the workshops. Martin Ferry, of The Prince's Scottish Youth Business Trust, one of the Scottish partners, shows a demonstration of a few young enterprises this Trust has supported.

Yvonne Jonkman continues the serial of workshops. She explains the way entrepreneurship is fixed in the education at Clusius College. Corry Noom assist in showing a few products student have been inventing and selling. A little wooden box with tulip bulbs, which can be grown in water, has won an innovation price. Corry proudly announced that the same evening she and the responsible students will take

the price of €1.500,- in reception. The winning of the Clusius College students was read in the newspapers.

Milena Bublikova and Pavel Weiss give the last presentation of this first day. Milena treats the subject encouraging and supporting young enterprise in Czech secondary education. She explains the importance of practice firms in secondary education. Pavel Weiss gives a presentation about the Most project. Unemployed young people with unfinished secondary education or just basic education are disadvantaged in the labour market. They are trained in entrepreneurial skills with the aim of starting their own business.

## Steering group meeting and the Clusius tour

The next morning the group is split in two groups. The steering group comes together to talk about the state of TelNet and to make further agreements. The minutes of this meeting are being spread to all the partners.

The other group gets a tour, guided by Pierre Voswijk through the buildings of Clusius College and the area outside. We see a big computer space with at least 40 students behind computers. Pierre explains computers are getting more and more important in education. The original

library, which is compared in the same space as the computers, is getting smaller and there is no student to be seen.

The next stop is a classroom that looks like a garage. We see a lot of big machines. But the students seem to be interested in a very small machine. They are working on a mini motorbike. They learn to weld in this class and brought in their private hobby to make learning more fun.

In a greenhouse guest students, in this case young children with learning difficulties, are learned how to level the ground.



*Corry Noom proudly shows the price winning product for innovation. A box with tulip bulbs to be grown on water.*



*Pavel Weiss*



# TelNet Newsletter

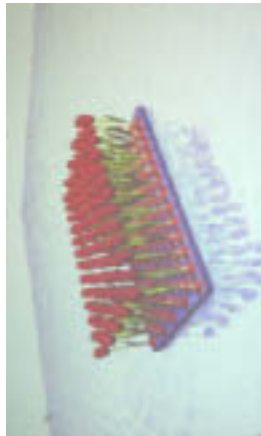
After the teacher has showed them how to do it, they take the spirit level and the shovel and try it themselves.

In another 'classroom' in the greenhouse a small group of girls work on 'In and Outdoor Styling', the newest study direction at Clusius College. It's a good example of looking for new segments in the green market. Two students tell us about their training periods. The teacher makes clear this direction is very popular at the moments and there is a need for these students in the green market.

In the class for animal care we see a normal classification of a classroom. Students listening to their teacher, sitting in a row of tables. All the cages with animals in the same room, makes this classroom a special one. As the teacher speaks we hear guinea-pigs moan. As we look through the window we see a student entices two sheep with a bucket fodder. The other students don't seem to notice it at all. This must be just another day in animal care.

Cropping en growing bulbs and flowers are also important subjects in this school. We see beautifully arranged bunches of all kinds of flowers in a class. In the greenhouses and outside these flowers are cultivated by the students.

We end the tour in a big hut. There we see an enormous motor tractor, some agriculture machines and even a Clusius boat!



*These trays are made by Firma Potveer. Bulbs can be grown on only water this way.*

## Excursions

In the afternoon we visit two green enterprises. First we go to Firma Potveer, in Avenhorn. Firma Potveer makes all kinds of machines and products for bulb growing companies. This company is a good example how innovation stipulated what becomes produced at that moment within the company. Potveer has many years of experience and good contacts with the bulb growing market. So they are aware of the always changing needs of the market. When the company was established, in 1926, they made boats. Bulb growers needed these boats to get to their lands in that time. This region existed from small islands then. The last innovation of Potveer is a rubber tray intended for bulb growing on only water, and no sand.



*At Proeftuin Zwaagdijk they can even tell when a flower opens!*

In the second excursion we went to Proeftuin Zwaagdijk, a professionally practically-oriented research in flower bulbs, vegetables, and agriculture. Proeftuin Zwaagdijk is a research partner of the innovative green entrepreneurs and wants to stimulate good developments in horticulture and the agriculture. They do research for all kinds of diseases and find out how to occur these diseases. Bulb growing is a market where the profit can be very small per flower. It is very important to eliminate all factors that can damage a bulb or flower. Proeftuin Zwaagdijk can be very helpful with their researches.



*Clusius College*

## Closing of the transnational meeting

At the end of the second day Polly Weber closes the meeting with a summary of the meeting. She emphasises that we must focus now on a joined philosophy. Thereby the main questions are at this issue: What makes an entrepreneur an entrepreneur? And what should we teach our young people? Scotland will spread a questionnaire and processes the answers for the following transnational meeting in Scotland. With that input every development partnership starts building the products (training, assessment, toolkit etc). After testing, the best practices and strategies will be ready for mainstreaming. Finally Polly transfers the secretariat of the project to Brenda Walker, transnational manager of Scotland with a symbolic EU-flag. Most of the group joined a nice meal together that evening. The next day everybody has travelled back.



Issue 2, July 2006



# TelNet Newsletter

TelNet is an Equal funded joint transnational collaboration between Portugal, Scotland, The Czech Republic and the Netherlands.

## Partnership Overview

The four organisations that make up the Equal funded TelNet Partnership are Nova (Portugal), Delta (Czech Republic), Equal Enterprise Scotland (Scotland) and the Green Entrepreneurs Project (Netherlands).

The EQUAL Community Initiative tests and promotes new ways of combating all forms of discrimination and inequalities faced by those groups most disadvantaged in the labour market.

In March 2005, the Steering Group of the Partnership had their first meeting in Scotland to develop a Transnational Co-operation Agreement. In September 2005 the Steering Group met for the second time to review activity and plan future activity.

The first Transnational meeting was held in the Netherlands in November 2005 and featured a Thematic Seminar and study visits. A Steering Group Meeting was also held.

In December 2005 two members of staff from Kilmarnock College (Lead Partners of Equal Enterprise Scotland) visited Clusius College in Hoorn, Netherlands (partners within the Green Entrepreneurs Project) to learn more about their approaches to entrepreneurship and learning. Following this visit, in March 2005 eight members of staff from Clusius College came on a study visit to Kilmarnock College to learn more about how they encourage entrepreneurial mindsets in both staff and students.

The second Transnational meeting was held in Scotland in June 2006 and this Newsletter provides information on the activities and outcomes from that meeting.

***This is the second edition of the TelNet Newsletter, in this edition you can read about the second Transnational Meeting of the Partnership that took place in Scotland in June 2006.***



## Thematic Seminar – Thursday 8 June 2006

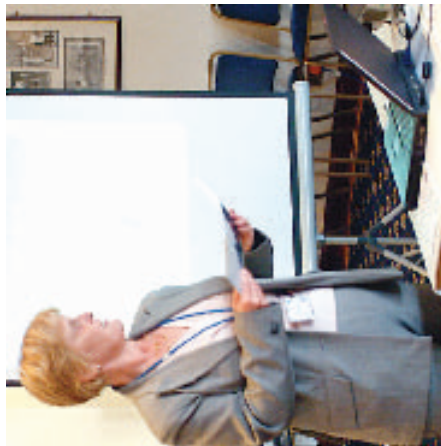
use of the extensive artistic facilities, the Centre will promote the spirit of entrepreneurship and empower those who participate in developing entrepreneurial mind sets.

Each individual Partner then gave an overview of their national project development to date, highlighting challenges and good practice. Following the overview, each Partner then went on to describe their progress with regards to the field for which they have special responsibility, as detailed in the TCA. The Scottish Partners spoke about Networks, the Portuguese Partners described their work around Evaluation, the Czech Partners focused on Training and the Partners from the Netherlands presented on the theme of Resources.

Dave Wilcock from Kilmarnock College (Scotland) and Polly Weber from Clusius College (Netherlands) then provided the audience with an update on the parallel working being taken forward following the study visit by Scotland to

Netherlands in December 2005 and the visit by the Netherlands to Scotland in March 2006. Both Dave and Polly were very enthusiastic regarding the good practice that had been shared over the course of the study visits. As a result of these visits, both Colleges are now considering the possibility of devising a joint Qualification, which would contain a Transnational element.

All Partners then divided into three groups, containing a mix of Partners from each of the Countries present to devise a SWOT Analysis – detailing the strengths, weaknesses, opportunities and threats that they felt applied to the TelNet Partnership. The Partners reported they had enjoyed working together as mixed teams on this exercise and encouragingly once each team had reported back with their findings, it transpired that the Partners think we have far more strengths as a Partnership than weaknesses and more opportunities than threats.



Linda Kenny (Chairperson of Equal Enterprise Scotland and Director of Enterprise at Kilmarnock College) welcomed all the Partners to the TelNet Transnational meeting. Linda spoke about her hopes for an enjoyable and productive meeting for all those present, she then went on to give a short overview of the innovative work being taken forward by the Glaisnock Trust. Linda explained to the Partners how the Trust has taken over and completely renovated a beautiful old building (Glaisnock House) on the outskirts of one of Scotland's most disadvantaged towns. The building has been finished to a very high standard and contains art rooms, a dance studio, a music room, meeting space and offices. The building will also be further enhanced to include residential accommodation. This facility will be utilised to provide a diverse range of learning opportunities for people from all over Scotland and Europe. Using innovative learning techniques and making

# TelNet Newsletter

## Study Visit

The Partners enjoyed a Study Visit to Glaisnock House just outside of Cumnock. It was a beautiful day, so Partners were able to enjoy seeing not only the majestic new interior of the building, but also the extensive mature grounds. Partners reported that they were very impressed with the facility and by the concept of using a building such as this, to provide a venue for innovative learning through the arts. All Partners expressed an interest in the possibility of utilising Glaisnock House in the future for some of the groups with whom they work.



*Below left, Partners outside Glaisnock House, and above, admiring the space in the Glaisnock Dance Studio.*

## Steering Group

The Steering Group discussed the progress of the TelNet partnership to date to ensure that all activities and outputs outlined in the TCA were being met and to plan for the next phase of the Partnership.

The Partnership agreed that Equal Enterprise Scotland would provide some further analysis to the Entrepreneurs Questionnaire results – an exercise developed jointly by all Partners to be discussed further at the next meeting.

The Group agreed the format and schedule for the outputs detailed within the TCA and discussed the general meeting framework for the third meeting of the TelNet Partnership, due to take place in October in the Czech Republic.



## Meeting Evaluation

The TelNet Transnational meeting was concluded with the handing over of the responsibility of the Secretariat from Scotland to the Czech Republic and a Partnership evaluation of the meeting. The evaluation was carried out utilising the ppvote electronic voting system to allow Partners to vote anonymously and to see the immediate results of their evaluation shown to them on screen. Partners from Portugal, the Netherlands and the Czech Republic had not previously used this system and were very impressed with the results. The evaluation clearly showed that Partners had found the meeting to be valuable and informative. We now look forward to the next meeting in October 2006.





# TelNet Newsletter

## Student Business Week – Friday 9 June 2006



The Student Business Week (SBW) initiative had been running for the full week from Monday 5th June until Friday 9th June. Clusius College in the Netherlands had sent over two staff and ten students to take part in the event. The Transnational Meeting was organised to coincide with the final element of Student Business Week. All Partners, therefore joined the Student Business Week event on its final day.

Mr Del Cotton – a local entrepreneur gave a presentation on his view of entrepreneurship and what makes an entrepreneur. The Transnational Partners, beneficiaries and local enterprise representatives listened as he spoke about his journey as an

entrepreneur, he then invited the audience to ask questions regarding his experience and thoughts of entrepreneurship and enterprise development.

Partners then had the opportunity to view the culmination of the different elements that the SBW students have been working towards all week. All the students have been involved in mixed teams in the hospitality simulation. This gives students a very realistic feel for the sort of skills, attributes, decisions and hard work that are involved in running a large enterprise. The students first presented their display stands – decorated and containing promotional literature on 'their hotel or hotel group'

exactly as they would be for a professional trade display. This was followed by viewing of their TV advertisement for their hotel, their imaginative use of actors and props had the audience rocking with mirth and a very enthusiastic applause followed these short ads. Students then gave their verbal presentation, involving several members of the group (some for whom English was not their first language) and some very professional powerpoint presentation slides.

Finally the teams were judged on all their work (including their business decisions throughout the week and a written company report) and the winners were announced. There were several categories and all teams won at least one award.

Partners were very impressed with the SBW initiative and in particular for the enthusiasm and professionalism shown by the students taking part. more on page 4

**Far left, winners of the SBW 'Teamwork' award. Below left, the overall winners of Student Business Week receive the news with glee! Below, the audience of Student Business Week views the Verbal Presentations**



# TelNet Newsletter



## Student Business Week

(continued)

Four teams of ten people took over the running of a 'virtual hotel group', during Student Business Week. Each team started with exactly the same information and from exactly the same point. They then had the responsibility of making business decisions to develop their organisation and raise their share price. Several 'Experts' from various different fields of business visited the Students throughout the five days to give advice regarding their special area of expertise. The week finished with all four teams being judged by external judges on their business performance and resulting products. Awards were available for – teamwork, written report, verbal report, display stand, TV advert and overall winners.

Evaluation information was sought from beneficiaries of the event, both on the first morning and the final afternoon.

When asked to rate the statement 'I know how to find out about a career in business if I want', the pre evaluation rating to the response yes, was 38%, this rose to 78 % at the end of the week. When replying to the statement 'I have skills and abilities that would be useful in business' the pre event percentage to respond to the reply 'many' was 37% , this rose to 73% at the end of the week.

Overall Student Business Week involving Students from two of the TelNet Partner Countries has been a huge success.

**The Jubilant overall winners of the Student Business Week initiative.**



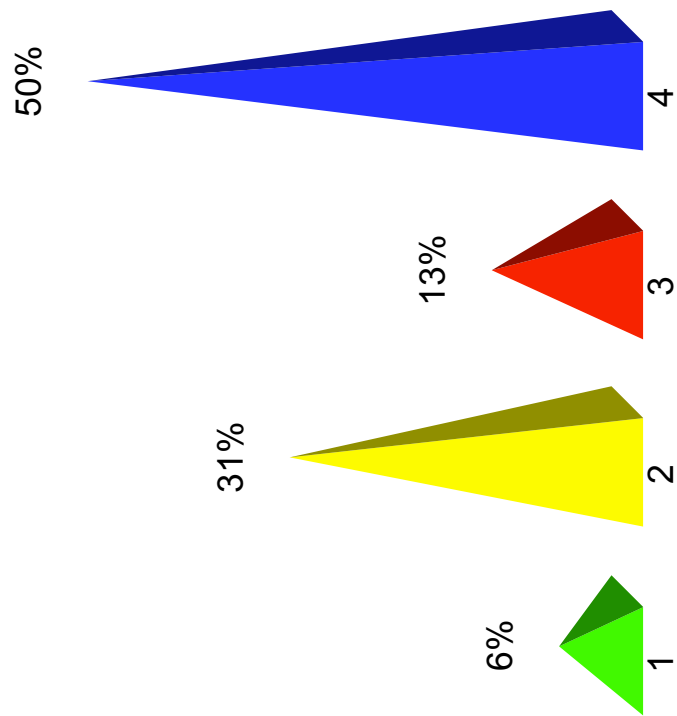
# Evaluation of Transnational Meeting

Scotland  
9<sup>th</sup> June 2006



# Which Country are you from?

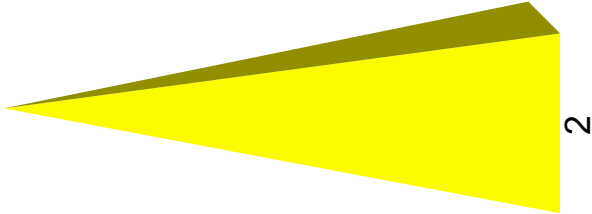
- 1. Netherlands
- 2. Scotland
- 3. Portugal
- 4. Czech Republic



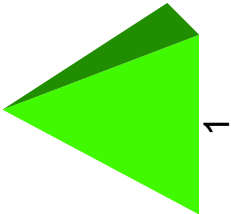
# Are you male or female?

- 1. Male
- 2. Female

75%

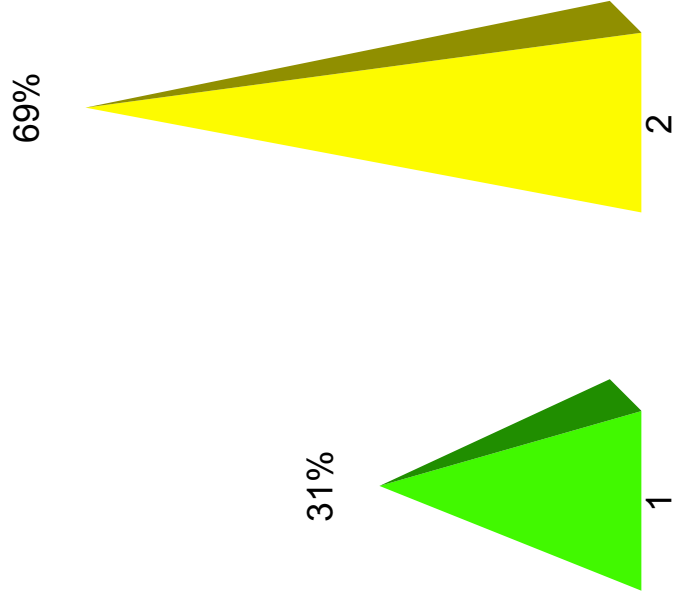


25%



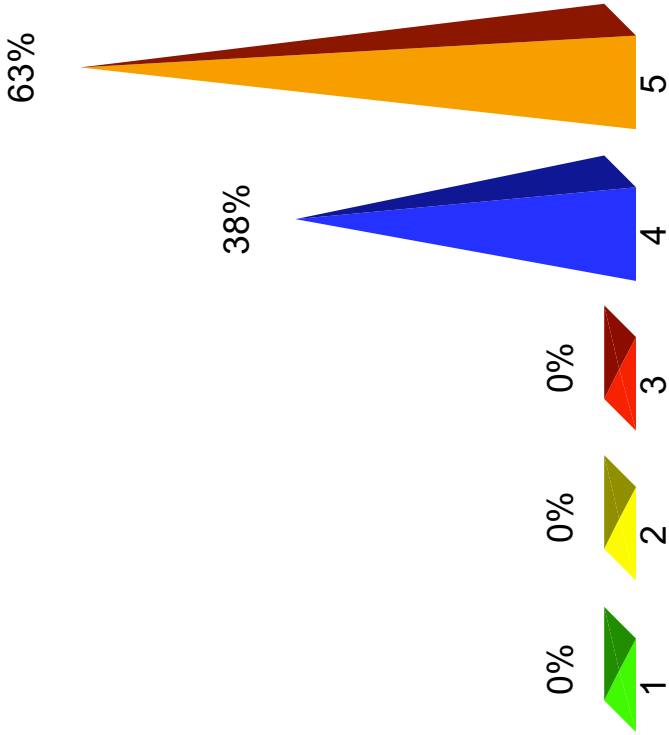
# Have you ever used an electronic voting system like this one before?

1. Yes
2. No



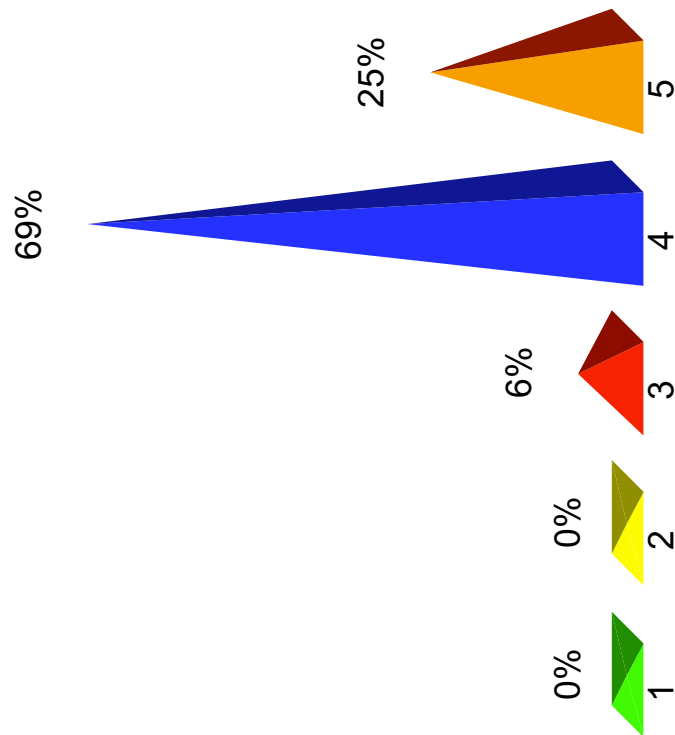
# What did you think overall of this Transnational Meeting?

- 1. Very poor
- 2. Poor
- 3. Average
- 4. Good
- 5. Excellent



# How would you rate the Thematic Seminar on Thursday morning?

1. Very poor
2. Poor
3. Average
4. Good
5. Excellent

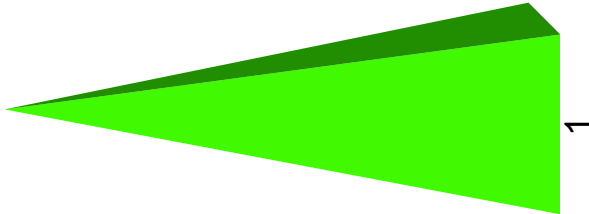




# Do you now feel better informed about the progress of the TELNET Partnership?

- 1. Yes
- 2. No

100%

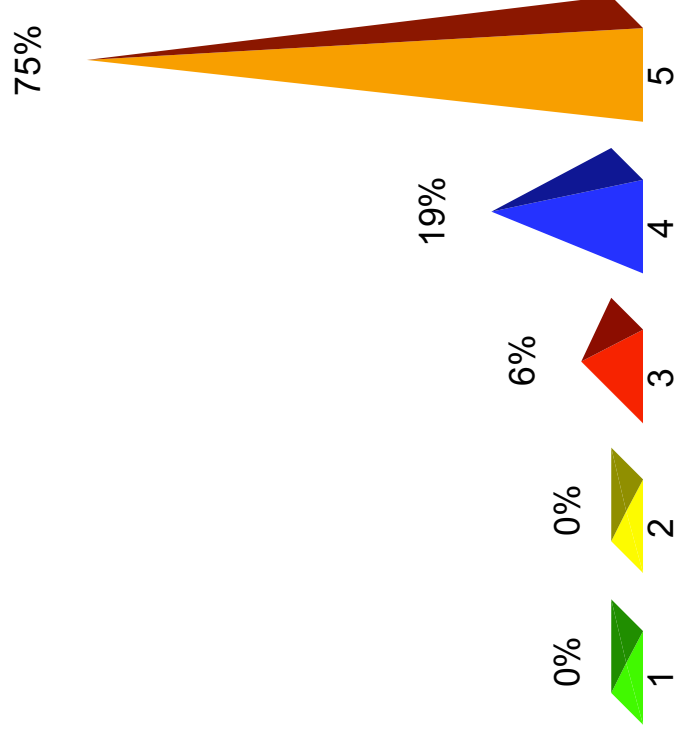


0%

2

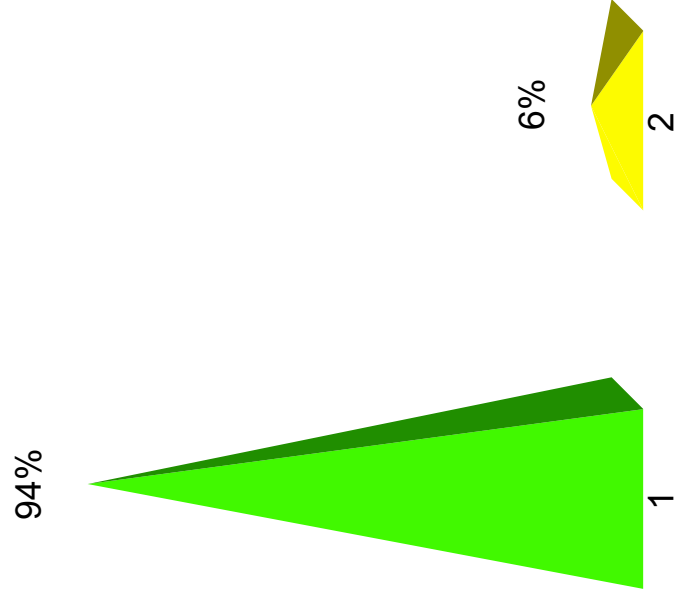
# How would you rate the opportunity today to view the final day of Student Business Week ?

1. Very poor
2. Poor
3. Average
4. Good
5. Excellent



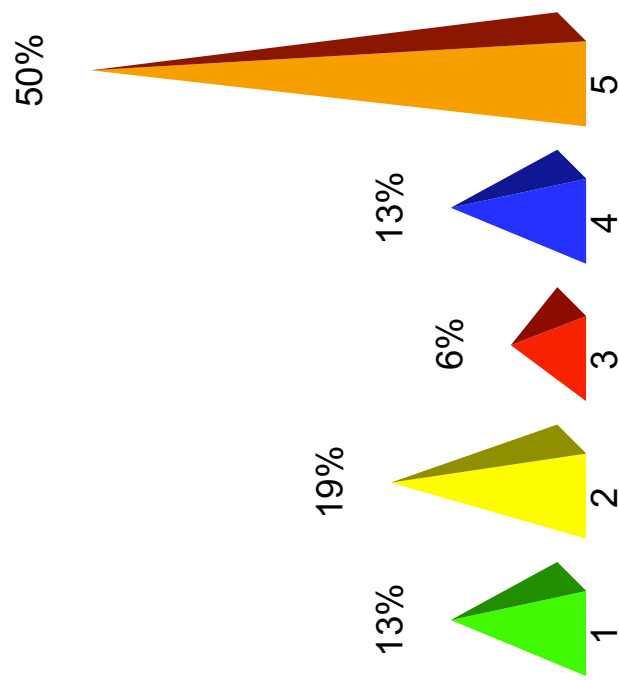
**Would your organisation/DP be interested in putting on a Business Week type programme for young people?**

1. Yes
2. No



# What would have improved this Transnational Visit?

1. More networking opportunities
2. More study visits
3. Longer Thematic Seminar
4. Something else
5. Nothing – it was just right





**Thank You!**



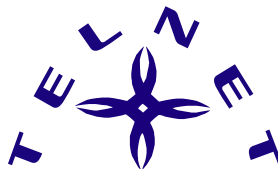


## Report from 3rd Transnational Conference of TELNET Partnership, Most, Czech Republic, October 2006



This project is cofunded by the European Union and the Czech republic





## Summary of conference

International conference that was held in the Centre for Bachelor Studies in Litvínov within the project EQUAL INNOSTART tried to answer a lot of questions. One of the questions was “Why to help with start up of entrepreneurship to disadvantaged people?” The conference participants stated that our structurally disadvantaged region does not give a lot of chances to find jobs to these groups in particular. They are often people who have good ideas, abilities and skills and who could be used as small entrepreneurs mainly in the branch of crafts that are still demanded on the market. This particular group of people has the most obstacles when beginning entrepreneurship and therefore they often resign to start up new business and they remain unemployed.

Another question was: “How can we help these people?” Members of Czech DPA stated that good experience from our foreign partners might be applied under our conditions only very slowly and in a difficult way. A lot of system tools needed for support of entrepreneurship of people from disadvantaged people is the question of political decision. Unfortunately last years have brought mainly decrease than increase of number of entrepreneurs.

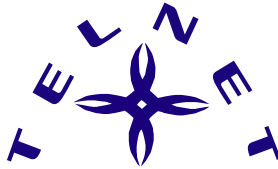
The project INNOSTART has tried to make specific tools that could help: for example activity of project HELPDESK or new advisory or educational programmes.

National Development Partnership DELTA thinks that during and after project INNOSTART cooperation with relevant institutions will be strengthened as well as with politicians and thus will necessary changes in legislation started. Unfortunately all the trying would be half finished and unemployment in Most region could not be lowered.

This project is cofunded by the European Union and the Czech republic







Conference continued with specialists work in two groups.

Work group A compared forms of support to new entrepreneurs by the state. Compared outputs showed interesting experience of Scottish partners who focus their support to businesses not directly to people because they think that the companies create jobs as well as business opportunities and this form of help is better than direct help to unemployed. The above mentioned Scottish partners also brought interesting experience that they let the new entrepreneurs try entrepreneurship "New Deal" when the person does not lose their entitlement to support and they do not have to pay anything to the state while in the Czech Republic the person must start paying to the state and state does not pay them anymore from the date of beginning entrepreneurship.

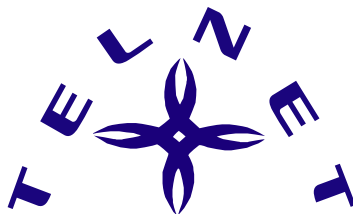
Work group B dealt with system tools of support of entrepreneurship at schools. Again Scottish partner's experience was interesting because they have a system support of business education from the very first stage of schools it is a programme "Determined to Succeed". It is compulsory for all pupils of elementary schools and it means at least one business activity for each pupil each year.

Our conference was very useful and friendly. It contributed to better understanding of conditions of support to beginning entrepreneurs from disadvantaged groups.

Team of DELTA National Partnership

This project is cofunded by the European Union and the Czech republic





Theme of Working Group A was

"Start of self-employment as an alternative to employment – support forms and instruments used by Labour Offices".

The aim of this short document is to describe different forms and instruments of support offered to beginning entrepreneurs via labour offices in 4 countries of the TELNET Transnational Partnership.



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This project is cofunded by the European Union and the Czech republic



# SCOTLAND

## Advisory:

- is not provided directly by the Labour office. Start up support, including advisory support is provided by Scottish Enterprise, a state owned agency
- advisory is provided by SE including aftercare support

## Education (Training):

- is not provided directly by the Labour office, but implicitly – by buying services from specialised institutions
- is provided free of charge

## Financial Support:

- Labour office doesn't provide direct financial support, but there exists a special form of specific financial grant:
  - The one exception is a special financial product "New Deal" provided through LO. – Client is able to 'test trade' the business for 6 months, and during that time he is still able to claim unemployment benefits
  - Young people under the age of 30 starting their own business are eligible for a young persons grant of GBP 1000. The grant is available whether the young person is unemployed or in employment prior to starting the business
  - Discretionary loans and grants are available from a number of other institutions

## INTERESTING POINTS:

- The Scottish system of start up support is focused on enterprise and economic development and not on social support. „Creating a culture of enterprise, helping employed people into self employment and helping established companies grow creates more economic growth than purely helping unemployed.
- Support now focuses more on employed and established companies they create enterprises new jobs
- Unemployed people can access support from Scottish Enterprise
- Start up support through Scottish Enterprise is available to all groups, whether moving from employment or unemployed. Additional support is available to women starting business and young people (young persons grant and through Princes Scottish Youth Business Trust). See web site [www.bgateway.com](http://www.bgateway.com) for full range of support available



# PORTUGAL

## Advisory:

- LO provides directly
- advisory is provided including support of aftercare

## Education (Training):

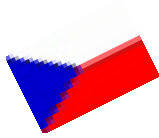
- LO provides and pays education

## Financial Support:

- LO has possibility of giving financial support

## INTERESTING POINTS:

- The forms and tools of support provided by labour offices are similar to CR



# CZECH REPUBLIC

## Advisory:

- is provided directly by the Labour office, by own staff or buying services from specialised institutions, and it is focused on:
  - ✓ getting competences for entrepreneurship
  - ✓ motivating applicants
  - ✓ training – preparing for enterprise
  - ✓ completion of conditions for obtaining financial support from LO
  - ✓ recommendation of approaches how to start business
- advisory is provided free of charge

## Education (Training):

- education and training in the field of competences for entrepreneurship is not provided directly by the Labour office, but implicitly – by buying services from specialised institutions
- Labour office offers re-training courses like „Business Basics“, „Small business“ – including aftercare
- training is provided free of charge (to unemployed)

## Financial Support:

- financial grant for creating a job; bridging grant
- means are from the state budget
- Forms: Repayable financial help, Settlement of credit interests, Subsidies

## INTERESTING POINTS:

The complete system of activities provided by LOs in the Czech Republic is more focused on the field of social support of the unemployed people, providing social benefits.



# NETHERLANDS

## Advisory:

- is not provided directly by the Labour office, but implicitly – by buying services from specialised institutions
- advisory is provided free of charge

## Education (Training):

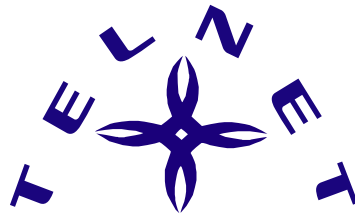
- education and training in the field of competences for entrepreneurship is not provided directly by the Labour office, but implicitly – by buying services from specialised institutions
- applicant must apply for education and Labour Office must agree with it
- training is provided free of charge (to unemployed)

## Financial Support:

- the applicant who is unemployed and receives social security, can obtain financial support from the local social service. This financial support is that for 36 months the applicant can work in his company
- If he/she earns per month less then the minimum social security, the social service will supplement his/her earnings up to the social security
- on top of that, if the applicant shows a convincing business plan, the social service can give him/her a loan up to euro 31.000

## INTERESTING POINTS:

The Support is concerned only to long-term unemployed (which means longer than 6 months in the Netherlands)



Theme of Working Group B was

"Education to entrepreneurship in educational systems of TELNET partners countries".

The aim of this short document is to introduce educational systems (CR, NL, PT, SC) and integration of education to entrepreneurship into educational systems in 4 countries of the TELNET Transnational Partnership.





# SCOTLAND

## PRE-SCHOOL EDUCATION

kindergarten  
age: 4 – 5

## PRIMARY EDUCATION

– programme for support of entrepreneurial skills "Determined to succeed" (all primary school children min.1 enterprise activity per 1 year)

primary school  
age: 5 – 11

## SECONDARY EDUCATION

– completed by obtaining HNC (higher national certificates) or HND (Higher national Diploma which can lead to University)

– various programmes for support of entrepreneurial skills:

The Business Experience

(2 days programme)

Young Enterprise Scotland

(1 year of managing own firm)

Student Business Week

(1 week competition)

secondary school  
age: 12 – 16  
12 – 18

colleges  
apprenticeships  
age: 16 – 20

further education  
age: 16 – 18

## TERTIARY EDUCATION AND LIFELONG LEARNING

– „individual learning accounts“ (within Lifelong learning strategy everyone has right to ask for contribution for education – educational courses in various branches), not specially oriented on entrepreneurship, many possibilities of branches

university

Bachelor study  
(4 years – in Scotland; in UK – 3 years)  
then:  
Master study  
(next 2 years)  
age:18 – 24





# PORTUGAL

## PRIMARY EDUCATION

primary school  
age: 6 – 10

## SECONDARY EDUCATION

- at age of 15 children decide if they want to stay at secondary school, go to vocational school or go to work
- vocational training is only on private schools
- education to entrepreneurship is not supported in the system of education, there is no integration of this theme to the curricula
- starting connection between students of different schools and businesses (practices)

secondary school  
age: 11 – 15  
15 – 18

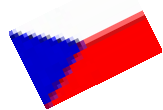
vocational training  
age: 15 – 18

## TERTIARY EDUCATION AND LIFELONG LEARNING

- nowadays the system is changing according to the Bologna agreement of EU – all branches of study should last 3 years
- some branches of study on universities are supporting entrepreneurial skills (in modules)
- there exist educational courses for unemployed oriented on entrepreneurship

university  
2 degrees:

a) technical – more practical (3 yrs.) age: 19 – 22	b) higher degree – more academical (4 – 5 yrs) age: 19 – 24
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# CZECH REPUBLIC

## PRE-SCHOOL EDUCATION

## PRIMARY EDUCATION

## SECONDARY EDUCATION

– comprehensive and vocational schools are finished by a leaving examination, the leaving certificate enables entrance on university (sometimes with passing entrance examination)

– general education:

no system integration of entrepreneurship into the curricula

– vocational schools:

practices (work in companies)

– economical schools:

practice firms

SIM GAME (simulation of economic situations)

– Entrepreneurship step by step now piloted in the EQUAL programme

## TERTIARY EDUCATION AND LIFELONG LEARNING

– Higher education – title DiS.

– Bachelor study – title Bc.

– Master study – title Mgr. or Ing.

– specialized branches

– re-training courses (for unemployed) oriented on entrepreneurship

kindergarten

age: 3 – 6

basic school

age: 6 – 15

comprehensive school

age: 15 – 19

vocational training

age: 15 – 19

apprenticeship

age: 15 – 18

university

2 possibilities:

Bachelor study  
(3 years)

Master study  
(5 years)

then:

Master study  
(next 2 years)

age: 19 – 24

higher education

age: 19 – 22



# NETHERLANDS

## PRIMARY EDUCATION

– 7th grade – national test : the type of secondary school is specified according to the results

primary school  
age: 4 – 12

## SECONDARY EDUCATION

– every phase results in a certificate. The certificate proves that the student successfully finished his/her pre-vocational education, secondary education or vocational education

– general education: no integration of entrepreneurship into the curricula (depends on staff)

vocational schools:

practices (work in companies)

Class projects

The Young Enterprise Programme

pre-vocational education  
age: 12 – 16

secondary school  
age: 12 – 16  
12 – 18

vocational education  
age: 16 – 20

higher education  
age: 20 – 22

university  
Bachelor study  
(3 years)  
then:  
Master study  
(next 2 years)  
age: 18 – 24

## TERTIARY EDUCATION AND LIFELONG LEARNING

– educational courses oriented on entrepreneurship



This project is cofunded by the European Social Fund of the European Union. TelNet - Transnational Entrepreneurial Learning Network - is a transnational partnership of 4 EQUAL projects from Scotland, Czech Republic, Portugal and Netherlands.

### **3rd Transnational Conference, 5th October 2006, Litvínov, Czech Republic**

The International conference of the Transnational Partnership TELNET was held in the Czech Republic on the 5-6th October 2006. The conference was split into two parts: the first part was held in the Centre for Bachelor Studies in Litvínov.

The Common part of the conference dealt with the introductions of each national project within the TELNET Partnership. Each national project was introduced by the representatives of TELNET DPs: Scotland - Brenda Walker, Portugal - Inacia LopesRebocho, the Netherlands - Polly Weber and the Czech Republic - Dagmar Prošková.

There were also representatives of the Czech state and Local Government at the conference: The Czech Ministry of Labour and Social affairs was represented by Milena Blatníková, the Ústí region



Issue 3, November 2006

Vladimíra Ilievová spoke about a special educational programme for new entrepreneurs called SMALL BUSINESS. Nelly Kopecká held the participants' interest with her presentation of her practical experiences working at the HELP DESK, which is an initiative of the INNOSTART Project.

The first part of the Conference was concluded with a presentation from students of a secondary school for marketing and economics. Hana Balochová and Marcela Lindnerová, presented the opportunities they have identified for their future enterprise after graduating from school.

All partners also expressed thanks to our two interpreters Renata Menclová and Jana Vránová.

### **Partnership Overview**

*The four organisations that make up the Equal funded TelNet Partnership are Nova Agricultura (Portugal), Delta (Czech Republic), Equal Enterprise Scotland (Scotland) and the Green Entrepreneurship project (Netherlands).*

*These four projects are focused on support of starting entrepreneurs from disadvantaged groups - young people, unemployed, low-qualified people and other groups of persons with special needs.*

*The EQUAL Community Initiative tests and promotes new ways of combating all forms of discrimination and inequalities faced by those groups most disadvantaged in the labour market.*



was represented by Zuzana Kadlecová who talked about possible future funds from the EU in the future programming period 2007-13.

Pavel Kouda, a representative of the Regional Government, highlighted the necessity and importance of such future projects. The Director of the Most Labour office, Oldřich Malý also voiced his appreciation for the good results shown by the INNOSTART Project. Especially important was the contribution of the towns of Most and Litvínov. Representatives of both towns, Milan Šťoviček and Pavel Weiss both also expressed their views on the importance of the success of the INNOSTART Project. The DALKIA Endowment fund introduced possible forms of support for new entrepreneurs.

Viktor Kolářek introduced one of the outputs of INNOSTART - an educational programme for secondary schools called "Entrepreneurship Step by Step" that is now being piloted.



## Presentation of TELNET in the media

The entire conference was followed by the regional media. TV coverage was shot.

It presented basic information about the conference of the TELNET Partnership. The TV coverage also



*Inacia from Portugal speaks with TV*

showed participants from Scottish, Dutch and Portuguese national partnerships.

Four articles were published in regional and state press and Dagmar Prošková was also live on Most radio. The Conference therefore

was published not only in the region but also in the whole Czech Republic and received some very positive responses.



*Milan Šrovíček, representative of the town Litvínov and media*

# TELNET Newsletter



## Results of common work - summarised into a report

A specific report on the Conference has been prepared. It will be one of the shared outputs of the work of the TELNET Partnership. This report is in two parts. Each part deals with the outputs of either working group A or B.



*Report shows result of common discussion*

**Progress up to date**  
Each national partner introduced up to date progress for each national project.

Dagmar Prošková summed up information about developments in the INNOSTART Project. She stated that all project activities were currently on track in line with the agreed schedule.

Within the INNOSTART Project there was one important change. A new partner joined the partnership. Deloitte BPO G&I substituted partner Výzkumný ústav pro hnědý uhlí. All outputs of projects are valuable and well advanced.

The Scottish partner have increased their students and staff exchange activity from their initial project plan and the Dutch partner has also increased this activity.

The Portuguese partner negotiated with their managing authorities for a long time about the extension of their project for two more months. This change was approved by their National authority in November 2006.

All partners of the TELNET Partnership also specified common outputs of process and content and they agreed on the time schedule for the final outputs of TELNET Partnership.



*Czech project manager Dagmar Prošková and one of Czech national partners Mr. Jiří Škrábal*



*Foreign partners could taste typical Czech cuisine*

## Hněvín Castle

*At the end of conference there was a social evening at Hněvín Castle.*

*This provided a possibility to exchange ideas and experience and to broaden the informal relationships among the members of each partnership team.*

*Foreign guests could taste typical Czech cuisine and learn something about the history of the region of Most. All national partners of DP DELTA also took part in this event with their visiting guests.*

# TELNET Newsletter



**Exchanges - an opportunity to learn new things and to meet different culture**  
Having experienced Student Business Week in Scotland in June 2006, the Scottish and Dutch partners highlighted the positive contribution that transnational exchanges of students and also of staff from the institutions engaged in the TelNet Partnership in all member countries make.

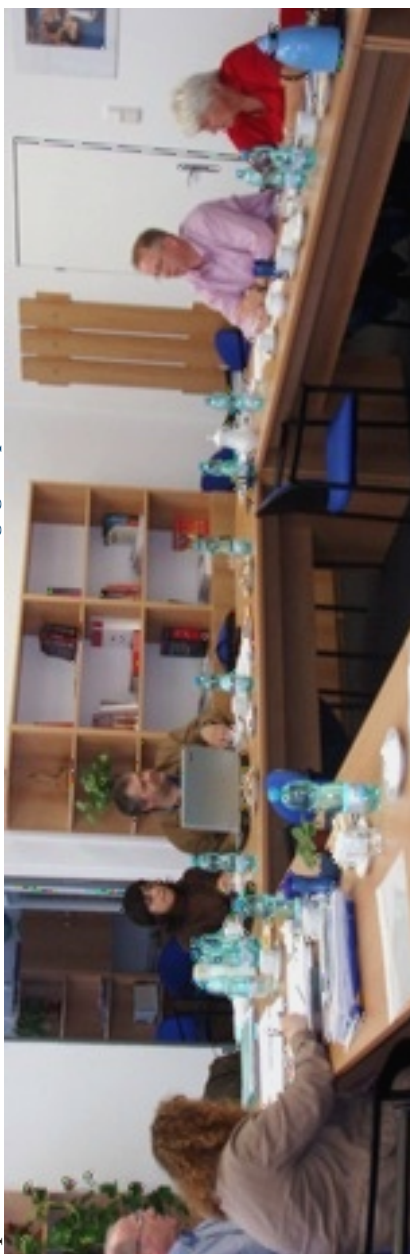
For this reason, TelNet partners agreed to focus on exchanges and study visits as an important and effective way of co-operating. A number of exchanges were planned and discussed at the Steering Group Meeting to be engaged in over the next phase of projects. This will include the participation in exchange of students and experts, including - advisors, teachers, mentors and other specialists.

**Steering group meeting**  
The Steering Group Meeting took place in the offices of the Re-training and Information Centre, which is the Lead Partner of the Czech Innostart Project.

The Group agreed the format and schedule for the outputs detailed within the TCA and discussed future possible ways of working in partnership.

The members agreed to create one main document - "Support Framework for Creating Entrepreneurship" that will consist of various methods, tools, processes and approaches. After testing, these strategies and examples of best practice, will be ready for mainstreaming. TelNet will also create a Dissemination/Mainstreaming Map, showing the best ways of promoting entrepreneurship within the TelNet Partnership countries.

*Steering group members held a brisk discussion*





Working group A met in a room of the Most Labour office, on the afternoon of 5th of October 2006. Its target was to analyse possible forms of support for new entrepreneurs provided by the State. At the beginning all participants were welcomed by the Director of the Labour office, Mr. Malý. Ivana Matusčinová explained the type of support available for new entrepreneurs in the Czech Republic.

Robin Miller and Derek Gavin introduced Scottish support available for entrepreneurs and the work of Business Enterprise Scotland. One of the current Scottish initiatives- "New Deal" is a programme for new entrepreneurs which allows them time to try setting up in business. They also talked about the other types of support currently available for prospective and new entrepreneurs. Those present found this information very interesting and valuable.

Dutch partner, Oege Doornbos and Portuguese partner, Jorge Coelho introduced forms of business support in their countries in the discussion that followed. All systems were compared and processed into a special report.

Working group B met at the School for Marketing and Economics. At the beginning all the work group participants were welcomed by school headmistress,

*Working group A at the Labour office*



# TEINET

## Newsletter



### Sharing information and experience: workshops & thematic seminary 5th & 6th October 2006

the participating countries and to focus on finding information about tools for supporting enterprise in educational settings. Tereza Viceníková from the Czech DP Delta, gave an overview of the education system in the Czech Republic and introduced a special new programme that was developed within the INNOSTART Project - "Entrepreneurship Step by Step".

She also talked about practice firms and other programmes used for business education in the Czech Republic. Jan ten Cate gave information regarding new ways of teaching at Clusius College in the Netherlands. Miriam Smith presented very interesting information regarding Scottish programmes of support for entrepreneurship, particularly targeted at children within primary education.

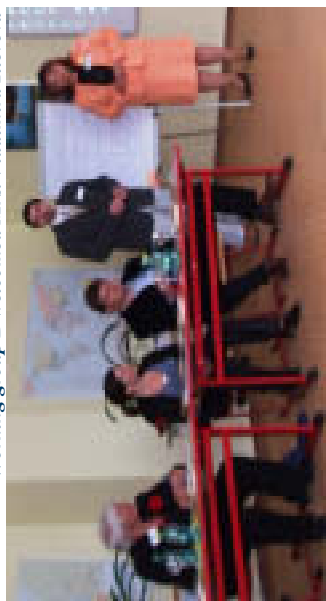
Inacia Lopes Rebocho presented information regarding the education system in Portugal. At the end of workshop there was a discussion with students. This was so lively and interesting that participants ran over the programmed meeting time. The opportunity to

starting at the very early age of four. All the systems are basically very similar. As far as support of entrepreneurship is concerned apart from Scotland, specific tools are not incorporated into the educational systems. The Scottish Policy Initiative "Determined to Succeed" ensures that every school child in Scotland will have at least one enterprise activity at school annually.

In the other three partner member countries there exist various educational programmes for support of business education in the secondary education. But they are not an integrated part of the system.

While in the Netherlands and Scotland these educational programmes are often part of education, in the Czech Republic they are used only by specialist economic schools. In Portugal the connection between schools and companies is just beginning and the integration of business education into curriculum has yet to be started

*Working group B welcomed Mrs. Vladimira Ilieva*



discussion identified the similarity of the Czech, Dutch and Portuguese systems.

The outputs of working group B were introduced by Kristýna Drienová. Particularly interesting points in the Dutch system, were the special kind of secondary education called "pre-vocational education" and also the school attendance

## Study Visit – Czech Republic to Scotland

### Evaluation

#### Background

The Study Visit by our Partners from the DELTA DP in the Czech Republic saw our visitors arriving in Scotland on Monday 26th February and returning home on Saturday 3rd March 2007. The Programme for their visit covered Tuesday to Friday and was as follows:

- Tuesday** Visit to Scottish Enterprise – Atlantic Quay  
Visit and Lunch with PSYBT – Head Office (including  
Study Visit to a young entrepreneur's business)
- Wednesday** 7 Partners visited Kilmarnock College for a tour and  
lunch followed by a presentation by JobCentre Plus in  
Kilmarnock  
2 Partners visited Beeslack High School in Midlothian  
to discuss possible school links
- Thursday** Visit to the 'Welfare To Work' Conference exhibition –  
networking and picking up appropriate literature
- Friday** Visit to Stirling Enterprise Park for presentations on the  
work of Business Gateway, Stirling Enterprise and  
PSYBT local, followed by a study visit to a Conference  
being hosted by a Women's Group of Entrepreneurs

These evaluations were completed on the final afternoon of the Study Visit.

**Question 1** – to the request – 'On a scale of 1 to 10 (1 being the lowest and 10 the highest) please rate how successful the Study Visit was for you overall' – the evaluations recorded the following:

Total Possible Score	Actual Score
(8 people x 10 maximum points)	
80	74

**Question 2** – to the question 'On a scale of 1 to 10 (1 being the lowest and 10 the highest) – 'How would you rate the general organisation of the visit by your hosts?'

Total Possible Score	Actual Score
(8 people x 10 maximum points)	
80	76



**Question 3** – to the request ‘Please state which part of the Study Visit you found to be of most interest – the following was recorded:

STEP	x 7
PSYBT	x 2
JobCentre Plus	x 2

\*Some Partners listed more than one event

**Question 3a** – when asked to state why to explain why they felt as they did at question 3 – the following was recorded:

#### STEP

- It was very useful for my work
- It was full of new ideas useful for my work
- Inspiration for our advisers in Labour Offices (Dept. Business)
- It was inspiration for my work

#### STEP & PSYBT

- We got some ideas for work with beginning entrepreneurs
- New information, inspiration from creating a module of group advisory for beginning entrepreneurs

#### PSYBT and JobCentre Plus

- Information in the area of unemployment advisory when searching for a job

#### JobCentre Plus

- I got experience closest to my work

**Question 4** – to the request ‘Please state which part of the Study Visit you found to be of least interest’ – the following was recorded:

JobCentre Plus	x 2
Everything was interesting	x 5
The weather	x 2

\* Some Partners recorded more than one answer

**Question 4a** – when asked to state why to explain why they felt as they did at question 4 – the following was recorded:

#### JobCentre Plus

- It was too general and we’d appreciate inspiration
- Information was too general and we didn’t get any examples

#### Weather

- Only raining!

**Question 5** – Partners were then asked to add any suggestions they had for how we could make a future Study Visit more successful – the following was recorded:

- Programme was optimal
- This was optimal Study Visit
- To focus at and discuss more cases in detail (during this journey we got more general information)
- I don't have any comments
- Meeting new Business People – informal discussion with them, how are networks created?, Preparation for business in School System
- Nothing more is needed (x 2)

**Question 6** – When asked to provide any additional comments regarding the study visit – the following was recorded:

- Thanks for the great work and your time, everything was great and very useful and it will help support new businesses in the Czech Republic
- Thank you very much – you've been great
- Study Visit was successful and it met my expectations
- No comment
- In STEP – everybody was very kind and it would be great to make a visit in STEP apart of policymakers visit – thanks for very good work

### **Conclusion**

In conclusion, taking all elements of the completed evaluations into account, the Study Visit has been very successful.

Our Czech Partners rated the Visit overall as very successful – with an actual score of 74 points awarded out of a possible 80.

The organisation of the visit was seen as even more satisfactory with a rating of 76 points out of a possible 80.

From the responses when asked about the most interesting part of the Visit, it would appear that the STEP programme was most popular, followed by PSYBT and JobCentre Plus.

The comments regarding JobCentre Plus are very helpful, as they will allow us to convey to third parties who are hosting an event for us with Partners, how important it is to introduce real examples and case studies. This appears to have been one of the features which impressed them about the visit to STEP, the actual examples featuring real people, really aiding their understanding of the method being presented (this information was provided verbally by the Lead Partner).

The request for more detailed discussion is noted, however given the language issues and the fact that people are taking in such a lot of new information at one time, this can be difficult to

do. However, we could consider a programme which includes an overview and then perhaps later on in the visit, following the chance for those Partners who are visiting to have their own discussion and develop some questions about specifics, we could arrange an opportunity to have a further informal discussion to take this forward.

Unfortunately there is nothing to be done about the weather – if only!

*Brenda Walker*

*12th March, 2007*

## ***Study Visit – Scotland to Holland***

**23 to 30 March, 2007**

### **Scottish Student Evaluation Analysis**

**1. To the question 'On a Scale of 1 to 10 (1 being the lowest and 10 the highest) please rate how successful the Study Visit was for you overall?'**

The students gave the following rating:

Maximum possible rating	Actual rating given
90	86

**2. To the question "On a Scale of 1 to 10 (1 being the lowest and 10 the highest) - how would you rate the general organisation of the visit by your hosts?"**

The students gave the following rating:

Maximum possible rating	Actual rating given
90	88

**3 + 3a When asked to state which part of the Study Visit was of most interest, and why - students responses were:**

- 4 The Dutch culture
  - Their language was interesting
- 4 Creating a Business Plan
  - I have never done this until the trip
- 4 The final presentation
  - It is not something that I do every day
- 4 The country and the people
  - I like meeting new people from different countries
- 4 Working with the Dutch students (x 3)
  - I like mixing with new people
  - Meeting new people and learning about their culture
  - A chance to do something different
- 4 The talk on presentation skills
  - It taught me how to present myself when giving presentations
- 4 The presentation given by the Dutch and Scottish Staff
  - It further developed my skills and knowledge

**4 + 4a When asked to state which part of the Study Visit was of least interest, and why - students responses were:**

- 4 Marketing presentations and duties (for the sake of writing something)
  - Done it before
- 4 Cash flow statement talk/follow up work
  - Little interest or ability with figures
- 4 I found all of the trip interesting (x7)

**5 Students were asked to make any suggestion for how we could make future Study Visits more successful – they responded:**

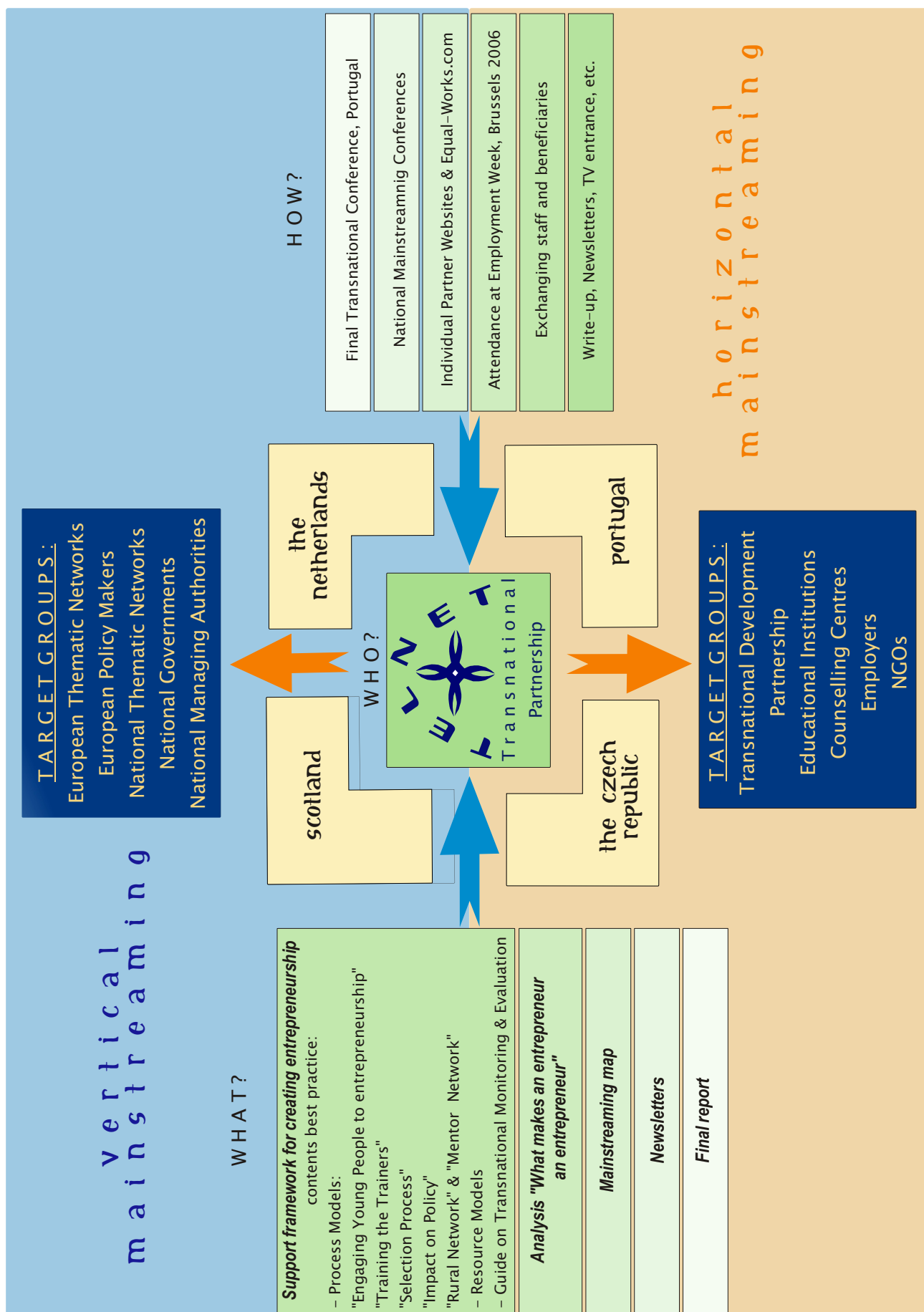
- 4 I think the Study Visit was a great success and if a future visit was made the programme should remain the same
- 4 Could have had a bit more time
- 4 Don't make any changes
- 4 Next time we should be introduced to the Dutch people from the first day
- 4 The computers could be changed to UK settings to make them easier to work on
- 4 To work with the hosts more
- 4 More readily available resources at the college
- 4 I feel it could not have been better

**6. Students were then asked for any additional comments regarding the Study Visit:**

- 4 I really enjoyed the visit to Holland, I think it was a good experience and helpful to my studies at College
- 4 Very good programme
- 4 I got so much from the programme that I would love to go back
- 4 It was a very enjoyable experience
- 4 It was overall a great learning experience from which I gained a lot for my future endeavours
- 4 Extremely pleasant experience which I'd recommend to anyone – it taught me a lot about life as well as business – a thoroughly enjoyable time

**Conclusion**

It is clear from the student replies to the evaluation questionnaire, that they were extremely pleased with the entire experience. The rating of 88 out of 90 for organisation by the host country shows that Clusius College did an excellent job. Overall student's comments show that they found the Study Visit both a valuable and enjoyable experience.





**PARTNERSHIP  
MAINSTREAMING AND  
DISSEMINATION MAP**

TelNet is an Equal funded joint transnational collaboration between Portugal, Scotland, The Czech Republic and the Netherlands



**Groen Ondernemerschap**

conferences  
seminars  
steering group meetings  
study visits

**common actions:**



**common work:**

entrepreneurs survey  
parallel development of products  
joint development of products  
monitoring and evaluation