

TRAINING MODULES FOR ENTREPRENEURSHIP EDUCATION

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E N T R E P R E N E U R S H I P



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Training Modules for Entrepreneurship Education

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INTRO



This manual has been created as the intellectual output of the Erasmus + funded project 360 Degrees Entrepreneurship. It aims to provide input on social entrepreneurship, on the state of social entrepreneurship in all the countries that participated in the project, and especially to provide insight for those who are or want to develop themselves as educators in the field of social entrepreneurship.

The manual contains a wealth of information, however depending on the reason why you picked up this manual all of the information may or may not be useful to you. For optimum results it is recommended that you read this manual based on what information you want or need at this moment, and to keep the rest of the information to be absorbed when you need it. Information is best seen as food, take in as much as you need to consume to avoid getting weighed down with an information overload.

To help you in navigating this manual to find what you need, here is a brief explanation of each section:

Section 1: Overview of the 360 Degrees Entrepreneurship project, its goals and objectives, and the partners who were involved in implementing it.

Section 2: Providing a general context for why entrepreneurial learning matters in youth work and an overview of the competences needed for youth workers.

Section 3: Deeper explanation of what is entrepreneurship, what is social entrepreneurship, and what is a social enterprise.

Section 4: Overview of the entrepreneurship eco-system and examples of startups in the countries that participated in the project, including: Estonia, Italy, Turkey, United Kingdom, Spain and Portugal.

Section 5: Overview of the entrepreneurship education programmes in the countries that participated in the project, including: Estonia, Italy, Turkey, United Kingdom, Spain and Portugal.

Section 6: Detailed description of the process of implementing an entrepreneurship training program within the context of the project. This example can be used as inspiration and/or a basis for entrepreneurship trainings.

Section 7: Inspiration and ideas regarding social entrepreneurship, including; interviews with current and future social entrepreneurs, article on what drives a social entrepreneur, and what are the common obstacles to being a social entrepreneur and how they can be overcome.

Section 8: Conclusion of the entrepreneurship education manual.

1 Overview of the 360° entrepreneurship project

1.1 Background of Project

360 Degrees Entrepreneurship was a long-term international project. The project is funded by Turkish National Agency under KA2 - Strategic Partnerships for Youth in frame of Erasmus+ Programme of European Commission in 2015. Through “360 Degrees Entrepreneurship” young people will benefit from the combination of the knowledge of universities, the experience of NGOs, and mentors and trainers with experience and knowledge in establishing and sustaining new businesses.

1.2 Overall goal and objectives

To develop youth workers’ skills on entrepreneurship and in particular social entrepreneurship, creativity, financial management, strategic planning, employability and entrepreneurial skills in order to overcome the youth unemployment and to make NGOs sustainable. They will have the opportunity to not only learn these skills, but also to implement them in starting up their business, collaborate with other startups and be mentored through the business incubator model.

The specific objectives are:

- To develop creative thinking, innovation, employability (soft) skills, financial management, strategic planning and entrepreneurial skills of youth workers.
- To create a training module on how to develop, validate and implement social entrepreneurial projects and enterprises.
- To work with and train mentors in how they can support young people in developing entrepreneurial paths.
- To explore practical ways of supporting young people and NGO set up social enterprises, taking into consideration legal, financial, management and social requirements.
- To create new tools and methods designed to develop entrepreneurial skills among young people.
- To provide young people with a platform where they can exchange experience and expertise in the field of social entrepreneurship.
- To develop solidarity, promote tolerance and foster mutual understanding between generations and cultures by creating a common platform for development that includes a wide variety of generations and cultures

1.3 Partners of Project

1.3.1 Istanbul Kultur Univesity



Istanbul Kultur University (IKU) is project coordinator of 360 Degrees Entrepreneurship. IKU is a Foundation University with a public entity, which was established on 15 July 1997. IKU was established by a foundation where educators who have successfully been dealing with education since the 1930s. Following inspections and evaluations conducted by the Higher Education Council in Turkey (YÖK), the university became entitled to state support for 14 years. IKU has 7 Faculties (Economics and Administrative Sciences, Law, Engineering, Architecture, Art and Design, Education) and 2 vocational schools (Business Administration and Technical Sciences). Under the roof of the Faculty of Economics and Administrative Sciences there are four departments, namely Business Administration (BA), International Relations, Economics and International Trade.

International Relations Department offers eight undergraduate and four graduate courses on EU related issues. The courses on the undergraduate level are: 1) Introduction to the EU: History, Institutions and Politics, European Security and Defense Issues, European Integration I, European Integration II, European Culture, European Union Law, European Union's Mediterranean Policy, Germany's Foreign and European Policy. The graduate courses offered are: External Relations of the EU, International Politics of the EU, Policy-Making in the EU, The EU-Turkey Relations.

Website: www.iku.edu.tr



1.3.2 Global Ideations

Global Ideations was founded in Michigan, US in February 2013 and in Istanbul, Turkey in September 2014 and in London, United Kingdom in September 2016.

**GLOBAL
IDEATIONS**

The mission of Global Ideations is to support the development of individuals, organizations, companies and societies in order to solve problems and reach their full potential. This goal is achieved through multiple methods including training, coaching, mentoring, consulting and public speaking. Global offers training, consulting, coaching and long term training academies for individual, companies or societies. Global ideations currently operates in the UK, Lithuania and Turkey.

Website: www.globalideations.com



1.3.3 IASP World Headquarters

Created in 1984, the International Association of Science Parks and Areas of Innovation (IASP) is a knowledge-based network which brings together existing and developing science and technology parks (STPs), areas of innovation (AOIs) and innovation-based business incubators (BICs), as well as R&D institutions, universities, consultants and experts in economic regional development and technology- and knowledge transfer. IASP gathers 381 members in 71 countries, which in turn represent a network of over 142,000 companies, most of them belonging to the innovation and knowledge economy. The mission of the IASP is to be the global network for STPs and AOIs, and to drive worth, internationalization and effectiveness for its members.

Website: www.iasp.ws



1.3.4 Madan Parque

Madan Parque is a science and technology park established in 1995 and active since early 2000, whose mission is to play an interface role between academia and businesses. The core activities consist of the promotion of NTBFs and its acceleration, as well as the development of knowledge intensive projects within the region. Madan Parque runs a technology-based incubator whose role is of a facilitator and accelerator for its tenant companies, namely in what concerns the internationalization of the later. The main goal is thus to stimulate the creation of NTBFs affiliated to various scientific areas, benefiting from the physical proximity to FCT-UNL (Faculty of Sciences and Technology | NOVA University of Lisbon) which is Madan's most important shareholder.

Website: <http://madanparque.pt>



1.3.5 Educacion en Andalucia

Educación en Andalucía (GEMS) is a Spanish organization involved in Lifelong Learning programs that promote the personal and social development of individuals at exclusion risk. The subject areas of our work are children and young people, ethnic minorities, lifelong learning, fundamental human rights, European citizenship and battling discrimination. We implement several projects, on national and international levels, for young people aiming to increase their skills and abilities and make them more competitive, self-confident and brighter. The overall objectives of the organization are promotion of tolerance and intercultural dialogue among young people; battle against racism, xenophobia and discrimination, promotion of active participation of young people and European citizenship. Fields of Activity: Human rights,

International/Cultural relations, youth and education and equal opportunities.

Website: <http://geagems.blogspot.it>



1.3.6 Worldview Impact Ltd.

Worldview Impact Ltd. is a global social enterprise that provide bespoke services for cooperatives of small hold organic farmers in developing countries to integrate and expand agroforestry integrated farming systems that bring local products to market and create market linkages with the merging sectors of regenerative supply chains and agro-ecotourism. For our clients we also do project development, feasibility studies, capacity building and training, environmental, social and economical impact assessments, marketing and financing. The vision of Worldview Impact Ltd. is to create a Sustainable Business for a Sustainable Future by attracting impact investment for green growth projects to create green jobs for young people globally. By making your green investments grow, in projects that are mitigating climate change at the grassroots level, we will see sustainable livelihoods created for the poor and poverty reduced. As a global social enterprise it has a three-fold mission:

1. Protecting the environment and biodiversity through the mitigation of climate change.
2. Enabling local economic growth through the creation of sustainable livelihoods for the poor.
3. Supporting social development through poverty reduction initiatives.

Website: www.worldviewimpact.com



1.3.7 Nucleo Educativo per la Formazione Europea al Lavoro Internazionale

Nucleo Educativo per la Formazione Europea al Lavoro Internazionale is an educational organization born with idea to empower civil society to get a better future looking beyond the national borders. Our Trainers and International experts provide a comprehensive service covering all educational needs of our members. Our members get trainings and education thought the high competencies of our internal staff. We combine formal and no formal education using innovative methods and new teaching methodologies. Main aim is to increase the participants' performance in self job coaching and personal skills improvement. We try to help everyone to find its own talent, professional staff follows the educational process of the training's participants since the beginning to the end of the training session. We organize meetings for different target groups, with people from

different backgrounds. The aim is to enlarge points of view and to share information, fears, and project proposals.

Website: <http://www.nefelieducation.eu>



1.3.8 Euro Kalliskivid

Euro Kalliskivid is a non-profit organization established in February 2010 in Tallin which operates in a socially and geographically disadvantaged rural area. Staff and beneficiaries aim to strength an international and European cooperation in order to share knowledge, ideas and expertise to better develop their activities in the frame of social development with special regards to social inclusion, participative democracy and rural development. It favors educational activities and vocational training involving the local community and the people who come from local rural areas. Euro Kalliskivid is acting to develop European projects in order to involve young adults, adults, students, and socio-disadvantaged people. For this aim it is establishing partnerships with other European countries and promoting lifelong learning cooperation's. Our organization acts to create EU opportunities for our target groups to better improve their awareness of the European dimension and European citizenship.

Website: eurokalliskivid.weebly.com



1.3.9 Turkish Informatics Foundation

Turkish Informatics Foundation established in April 1995. The main purpose of the Foundation is to contribute build of infrastructure for Turkey's transformation into an information society, and to conduct economic and social studies by carrying out scientific researches and development activities, to generate project and make effort to have these projects implemented. The Foundation, while carries out services set forth in line with its purposes, aims to perform its works and studies publicly and in a level to affect to lighten public service load of the state. The Foundation is an independent legal entity under the direction of nothing but its Board of Directors. The Foundation is subject to the inspection and audit of the General Directorate of Foundations, and is available for any kind of legal inspection. The Foundation does not engage in political activities and may not be benefited for political aims.

Website: www.tbv.org.tr

1.4 Project Team

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2 Entrepreneurial learning in youth work



2.1 Skills and competences needs of youth workers

In the discussion of the place and role of youth work in the entrepreneurship education continuum, the role of the youth workers is key. Youth workers can be the drivers for increasing entrepreneurial learning in youth work, but at the same time they can also be a barrier. Entrepreneurial learning is not the main objective of much youth work. Thus, the ability to provide explicit entrepreneurial learning to young people is not necessarily a natural thing to do for youth workers.

The youth worker population is not homogeneous. A recent study reveals that youth workers in the Member States have many different educational backgrounds. The common educational routes into youth work include social pedagogy, social sciences, social work and social care, and educational sciences. However, the majority of the youth worker population are volunteers – some with only a 1-day course addressing aspects of youth work (Dunne, Ulicna, Murphy, & Golubeva, 2014).

In addition, the roots and objectives of a youth work organisation or activity significantly influence the skill and competence needs amongst youth workers. Some provide intervention-based youth work in the street, some are involved in organisations and NGOs and some work in the formal youth work sector (Dunne, Ulicna, Murphy, & Golubeva, 2014).

Finally, there are differences in how education and learning are delivered to young people. Many youth organisations are non-formal learning providers. Learning outcomes obtained by the young people participating in the activities are often a result of pre-prepared educational programmes with predefined learning outcomes. In other cases the learning is informal in its character. Thus there are no explicit learning objectives, the activities are not formulated as a learning process and there is no reflection on learning outcomes.

Taken together, these factors mean that it is not possible to assess with any precision the skill and competence needs for youth workers, if they are to facilitate high-quality entrepreneurial learning. It all depends on the educational background of the youth worker, the routing of the youth work and the target group of the youth work.

Nevertheless, it is possible to identify some common areas. In fact, many youth work activities share quite similar methodologies. The learners are often put at the centre of a personal development process. Very often, learning-by-doing and peer-learning methods are applied while youth workers coach and support the learners.

One of the conclusions of a seminar that was arranged as part of this study was that entrepreneurial learning requires innovative ways of teaching in which real-life learning experience and project work have the main impact on the pedagogical development of an entrepreneurial mindset. Following this logic, the learning methodologies applied in youth work are optimal for entrepreneurship education and entrepreneurial learning (cf. the seminar report (Annex 5) for further information).

Several studies and tools have already been developed to assess youth worker competences. The Steering Group of the European Training Strategy (ETS) of the 'Youth in action' programme requested a competence model targeting trainers, youth workers and youth leaders working at an international level – the so-called ETS Competence Model for Trainers (Salto-Youth Resource Centre, 2017). This model defines six **competence areas**:

- understanding and facilitating individual and group learning processes;
- learning to learn;
- designing educational programmes;
- cooperating successfully in teams;
- communicating meaningfully with others;
- intercultural competence.

In addition, the Council of Europe has developed a Youth Work Portfolio, which is a tool to help youth workers assess and further develop their competences. This tool defines **eight functions that youth workers should be able to undertake**. The eight functions are (Council of Europe, 2015):

1. addressing the needs and aspirations of young people;
2. providing learning opportunities to young people;
3. supporting and empowering young people in making sense of the society they live in and in engaging with it;
4. supporting young people in actively and constructively addressing intercultural relations;
5. actively practising evaluation to improve the quality of the youth work conducted;
6. supporting collective learning in teams;
7. contributing to the development of their organisation and making policies/programmes work better for young people;
8. developing, conducting and evaluating projects.

Although these two models, which each operationalize and conceptualize competences in youth work, are not identical, they do overlap. Perhaps this illustrates a more profound consensus on the competence needs of youth workers. Entrepreneurial learning is implicitly part of most youth work activities, and so youth workers ought to be well equipped to provide entrepreneurial learning.

In general, however, this is not reflected in the self-image of the youth worker population judging from the interviews conducted for this study. First, youth workers are largely unaware of the broad understanding of entrepreneurship and the efforts that have been undertaken to operationalize the concept. A respondent formulated it in the following way:

One example of this is ‘**Young leaders**’ in the Netherlands. ‘Young leaders’ is a national program and concept focused on youth in vulnerable neighborhoods. Young people are invited to participate in up to 10 training sessions aimed at helping them to become role models in their neighborhoods and organize activities to make their neighborhoods better and safer places. During the first part of a training session, the participants are placed on a slide, where most participants gradually move outside their comfort zone and into their stretch and even stress zones. In the second part of the session, the participants are introduced to new knowledge and then, gradually, they are equipped to ‘climb the stairs’ to gain new knowledge, skills and attitudes. Exercises, equipment, expected outcomes and timings for this process are described in detail. According to an evaluation of the concept, the training model has proved very effective in the target group (Noorda & van Dijk, 2015). The advantage of the program is that the trainers need not have a

professional youth worker background to deliver entrepreneurial learning. In addition, the 'Young leaders' concept is well documented, making it easy to scale and transfer to other settings.

Second, the [Salto-Youth Training and Cooperation Resource Centre](#) is currently working on a new handbook on the formulation of learning outcomes for participants in youth projects. This is still a work in progress, but once completed the handbook could be one way to translate the EntreComp into practice for the youth worker population and for the participants in youth projects.

Third, peer-learning activities where youth workers meet, present each other with cases or specific approaches and receive feedback from their peers are another potential way of enhancing the skills and competences of youth workers in delivering entrepreneurial learning, because peer learning has entrepreneurial learning as a side effect per se. This is one of the lessons learned from [Laboratori Urbani \(LU\)](#). LU is an initiative led by Regione Puglia in Italy aimed at recovering old public buildings and transforming them into spaces for young people. Within these spaces, young people get together to organize and attend artistic performances, social events and training activities. Peer learning has been a key component to be integrated in training modules on entrepreneurship, since it allows youth workers to share their own experiences with peers and learn from others' experiences and assessments.

Finally, conceptualization of entrepreneurial learning could be a way to enhance the quality of the entrepreneurial learning in youth work. The conceptual approach clarifies goals and conditions for the teaching and provides detailed guidance on how to carry out exercises and what should come out of these activities. The advantage of the conceptual approach is that the threshold for providing entrepreneurial learning is lowered, making it easier for youth workers — including the many volunteers — to provide quality education.

3 Defining social entrepreneurship

3.1 Entrepreneur vs Entrepreneurship

The term entrepreneurship has a wide range of meanings. Many of them can be found with a simple Google search. The Global Entrepreneurship Monitor (GEM) identified **two types of entrepreneurs**:

Firstly, there is the **necessity entrepreneur (NE)**, who is a person who started a business because he/ she “has no better choices for work”. GEM distinguishes the NE from an **opportunity entrepreneur (OE)**, who has started a business to take advantage of a business opportunity. This distinction is important because it determines the primary motive for participating in the start-up, whether they are willing volunteers (OE) or feel they are ‘forced’ into creating a new business (NE).

Economic growth and necessity entrepreneurship (NE) are closely and positively linked. (Source: Frederick, H (2004) Toward High Growth Enterprise in New Zealand, The Unitec Global Entrepreneurship Monitor New Zealand 2003/4, Research Report Series, Vol 3, No.1.) The necessity entrepreneur is someone who never considers starting or owning a business until there is no other option. (Source: Kroll, L (2003) The Accidental Entrepreneur. Forbes, Volume. 171 Issue 10, p. 90) The more generous the welfare system is, the lower the rate of necessity entrepreneurship. In a developed nation such as Australia or New Zealand, generous welfare benefits may result in an unemployed person choosing to enjoy a greater amount of leisure time rather than work, commonly referred to as the labor/ leisure trade off. This however is not the case in many developing countries, where (welfare) systems are often less generous.

Additionally, the higher the proportion of the adult population with pension provisions, the lower the rate of NEs. Developed countries rely on pension systems to provide for individuals when they become inactive in the labor market due to old age. This creates an additional incentive to work in order to raise total lifetime income from work related sources, especially in those countries such as South Africa where there is a non-provision of state funded pensions. Similarly, where barriers to market entry by new businesses are high, the rate of necessity entrepreneurship will be low. Entry barriers in the economic sense refer to potential obstacles that operate to discourage entry.

Since there is a direct correlation between NE and economic growth, and that high growth is achieved by raising the necessity rate (GEM 2002), it is important to develop the escalation of NE. Moreover, it is equally

important to foster higher levels of OE, as these enterprises are more likely to scale up and grow than NE enterprises. This may include interventions (such as business incubation) that aim at assisting NEs to become more opportunity oriented, with particular reference to the informal sector (unregistered businesses) necessity entrepreneurs and support for OEs to scale up and grow. This will and does include the promotion of knowledge and information flow to start-ups, highlighting issues such as entrepreneurial capacity (skills, motivation), entrepreneurial opportunity, business churning, market replication, market creation, financial support, access to physical infrastructure and commercial infrastructure.

Austrian economist Joseph Schumpeter considered entrepreneurship as an emphasis on innovation and new products, new production methods, new markets and new forms of organization. Many people use the term 'entrepreneur' to encompass any small business owner. While entrepreneurial ventures and small businesses have many aspects in common, this overlooks important differences. Entrepreneurial ventures are more likely to create wealth as opposed to simply generating income for the owner. They are far more likely to grow and to grow faster than other business ventures and involve higher levels of risk and substantial innovation. As Peter F Drucker noted in 'Innovation and Entrepreneurship', "innovation is the specific tool of entrepreneurs, the means by which they exploit change as an opportunity for a different business or a different service".



Entrepreneurship is an important driver of our local, national and global economies. Entrepreneurially minded individuals who start small businesses create jobs and wealth. They lead industry sectors through their spirit that encourages innovation.

As an incubator manager, you have the ability to promote an entrepreneurial culture that can maximize economic and social success on a local, national and global level. Your role as an incubator manager also requires an entrepreneurial spirit. By having an entrepreneurial spirit and applying the key principles and elements

discussed in the following section, you will be better able to create the necessary entrepreneurial environment and setting for incubated business owners.

It is generally agreed that the following five characteristics are what entrepreneurial spirit is all about:

- Technical Preparation;
- Business and Management Skills;
- The capacity to use resources and information to take advantage of business opportunities; (and more specifically for individuals)
- Personal characteristics including genuine passion, flexibility and hard working values; and
- Interpersonal skills to understand social impact of business development.

(Source: Hernandez-Gantes, V. M. (1996) *Fostering Entrepreneurship through Business Incubation: The Role and Prospects of Postsecondary Vocational-Technical Education. Report 1: Survey of Business Incubator Clients and Managers*, National Center for Research in Vocational Education, Berkeley, CA.)

3.2 Social Entrepreneurship

Social entrepreneurship is a recent concept and there is no consensus about its meaning. There appears to be a shared understanding that social entrepreneurship combines innovation and social impact with a sustainable business model (Brock, Steiner & Jordan, 2012). It is, however, how to understand 'social impact' that divides the waters. One school uses a quite narrow understanding in which social enterprises should benefit the most disadvantaged groups in society, mainly through offering employment. Others have a wider perspective, where 'social' is understood as focusing on achieving 'wider social, environmental or community objectives impact' (The Social Business Initiative team, n.d.). The latter understanding is applied by the European Commission in its Social Business Initiative, which offers the following definition of a social enterprise, which we will use as a guide to understanding the role of youth work in social entrepreneurship.

A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees,

consumers and stakeholders affected by its commercial activities (The Social Business Initiative team, n.d.).

Social entrepreneurship is the foundation for the starting-up of social enterprises, but can also take place within the realm of the public sector and in civil society (Nyssens, 2006). Through social entrepreneurship, societal challenges can potentially be addressed both in the outcome (product or service creating social value) and in the process itself (employment and inclusion of vulnerable groups).



Although the potential of social entrepreneurship is far from always being realised (Guo & Bielefeld, 2014), social entrepreneurship has demonstrated its ability to promote social cohesion — not least by acting as a pathway to both labour market and social inclusion for vulnerable groups. At the same time, the model has promoted new and more efficient ways of addressing social challenges (social innovation) with the potential for scaling and spreading into new geographical areas and sectors. The business element of social entrepreneurship also entails a financial outcome, which can be reinvested in the social purpose, thereby having the potential to strengthen the sustainability of the social value creation (Baldwin, 2009; SEETF, 2012).

Thus, initiatives that enable young people to embrace social entrepreneurship have — at least in theory — the unique potential to address not only the social- and employment-related challenges of the

young people themselves but also wider societal challenges. Youth work is potentially an important enabler in this regard.

Aside from a facilitating role, youth workers and youth organisations can apply social entrepreneurship by implementing sustainable business models integrating young participants in an employee-type role. In this capacity, youth work organisations can be important partners for social services by providing a more inclusive and facilitating approach to young people than is usual in social work.

	BUSINESS DEVELOPMENT SERVICE PROVIDERS	BUSINESS INCUBATORS	TECHNOLOGY PARKS
TARGET ENTERPRISES	Any SME	Early-stage enterprises with high growth potential	Emerging and established technology businesses
KEY FEATURES	<ul style="list-style-type: none"> • Ad hoc, demand-driven assistance. • Focused on a particular issue for which the entrepreneur asks for assistance. • Usually broad business support, including training and advisory services. 	<ul style="list-style-type: none"> • Emphasis on co-location and the “cluster” effect between enterprises. • Ongoing supply and demand-driven assistance until an agreed upon performance milestone has been reached. • Integrated mix of intensive strategic and operational support focused on the enterprise in its early entirety. 	<ul style="list-style-type: none"> • Emphasis on co-location and the “cluster” effect between enterprises. • Demand-driven assistance. • Emphasis on provision of state-of-the-art real estate, office space, and research facilities and networking opportunities.
REVENUE SOURCES	Government / donor subsidies, fee-for-service	Government / donor subsidies, fee-for-service rent, royalties, equity	Government / donor subsidies, fee-for-service rent, royalties, equity
BUSINESS MODEL	Non-profit or profit-making		

Table - Intermediary Vehicles for Innovative Enterprise Development

3.3 Social Enterprise

Social enterprises are businesses that are changing the world for the better. Like traditional businesses they aim to make a profit but it's what they do with their profits that sets them apart - reinvesting or donating them to create positive social change. Social enterprises are in our communities and on our high streets - from coffee shops and cinemas, to pubs and leisure centres, banks and bus companies.

By selling goods and services in the open market, social enterprises create employment and reinvest their profits back into their business or the local community. This allows them to tackle social problems, improve people's life chances, provide training and employment opportunities for those furthest from the market, support communities and help the environment.

Social enterprises exist in nearly every sector from consumer goods to healthcare, community energy to creative agencies, restaurants to facilities management. Well known examples include The Big Issue, Divine Chocolate and the Eden Project but there are over 80,000 social enterprises throughout the country contributing £24 billion to the economy and employing nearly a million people.

They're creating jobs and opportunities for those most marginalized from the workforce, transforming the communities they work in and making the Sustainable Development Goals a reality. It's business for good and when they profit, society profits.

We define social enterprises as businesses that:

- Have a clear social and/or environmental mission set out in their governing documents
- Generate the majority of their income through trade
- Reinvest the majority of their profits
- Are autonomous of the state
- Are majority controlled in the interests of the social mission
- Are accountable and transparent

Source: <https://www.socialenterprise.org.uk>

4 Entrepreneurship eco-system in the participating countries

4.1 Introduction

Entrepreneurs improve economies and people's lives by creating jobs, developing new solutions to problems, creating technology that improves efficiency, and exchanging ideas globally. Many of the conditions that help entrepreneurs also help the economy as a whole, providing even broader gains from supporting entrepreneurship.

The research below will briefly explain the entrepreneurship ecosystem in United Kingdom, Spain and Portugal; the comparison between them and the conclusion followed by the discussion in which the author shares its opinion based on the information.



The Global Entrepreneurship Index stays at the foundation of this research, therefore it is important to know what it is and how it works. The Global Entrepreneurship Index short for GEI is a composite indicator of the health of the entrepreneurship ecosystem in a given country. The GEI measures both the quality of entrepreneurship and the extent and depth of the supporting entrepreneurial ecosystem. The Global Entrepreneurship and Development Institute (THEGEDI, 2018) identified 14 components that are important for the health of entrepreneurial ecosystems, identified data to capture each, and used this data to calculate three levels of scores for a given country: the overall GEI score, scores for Individuals and Institutions, and pillar level scores (which measure the quality of each of the 14 components)

Component of the entrepreneurship ecosystem	What does it measure?
Pillar 1: Opportunity Perception	Can the population identify opportunities to start a business and does the institutional environment make it possible to act on those opportunities?
Pillar 2: Start-up Skills	Does the population have the skills necessary to start a business based on their own perceptions and the availability of tertiary education?
Pillar 3: Risk Acceptance	Are individuals willing to take the risk of starting a business? Is the environment relatively low risk or do unstable institutions add additional risk to starting a business?
Pillar 4: Networking	Do entrepreneurs know each other and how geographically concentrated are their networks?
Pillar 5: Cultural Support	How does the country view entrepreneurship? Is it easy to choose entrepreneurship or does corruption make entrepreneurship difficult relative to other career paths?
Pillar 6: Opportunity Start-up	Are entrepreneurs motivated by opportunity rather than necessity and does governance make the choice to be an entrepreneur easy?
Pillar 7: Technology Absorption	Is the technology sector large and can businesses rapidly absorb new technology?
Pillar 8: Human Capital	Are entrepreneurs highly educated, well trained in business and able to move freely in the labour market?
Pillar 9: Competition	Are entrepreneurs creating unique products and services and able to enter the market with them?
Pillar 10: Product Innovation	Is the country able to develop new products and integrate new technology?
Pillar 11: Process Innovation	Do businesses use new technology and are they able access high quality human capital in STEM fields?
Pillar 12: High Growth	Do businesses intend to grow and have the strategic capacity to achieve this growth?
Pillar 13: Internationalization	Do entrepreneurs want to enter global markets and is the economy complex enough to produce ideas that are valuable globally?
Pillar 14: Risk Capital	Is capital available from both individual and institutional investors?

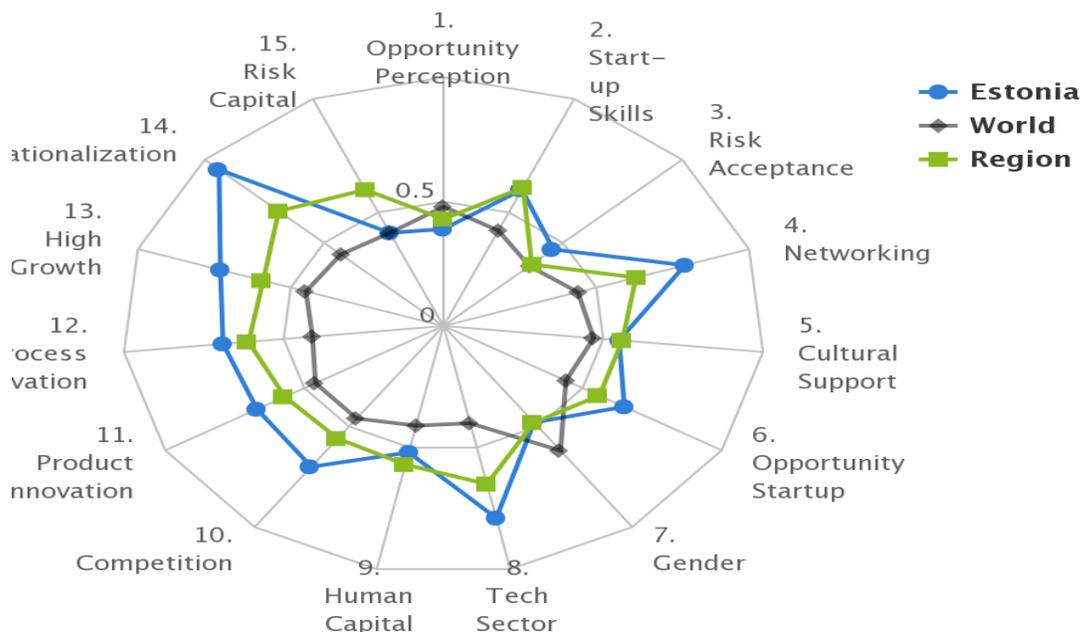
4.2 Eco-system of entrepreneurship in Estonia

4.2.1 Abstract

The combination of government initiatives and private sector support is key to developing the innovation and startup ecosystems, as highlighted by a new report from Compass on the startup ecosystem in Estonia. The country also benefits from a global outlook of startups from day since the local market is limited for companies looking to scale up rapidly.

While small, the Estonia startup ecosystem is growing very rapidly, building on several success stories - including Skype and TransferWise. The former is often considered the trigger of Estonia's emerging startup ecosystem; Skype's acquisition by eBay for \$2.6 billion in 2005 put the Baltic state on the global map of innovation and fueled it with financial resources and startup experience. Estonia is a small country with 1.3 Million inhabitants, with small domestic market so companies with high ambition to grow need to look beyond estonian borders. While Estonia is known to generate a huge number of innovative startups per capita, the majority of entrepreneurial businesses in Estonia are quite traditional and are stuck in subcontracting activities, what it means that there's no enough number of them to produce a big impact on the economy.

15 Pillar Comparison



4.2.2 Innovation and startup ecosystem in Estonia enabled by full government support plus a global outlook

The combination of government initiatives and private sector support is key to developing the innovation and startup ecosystems, as highlighted by a new report from Compass on the startup ecosystem in Estonia. The country also benefits from a global outlook of startups from day since the local market is limited for companies looking to scale up rapidly.



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A key to the success in this country is the government support for the ecosystem, helping it gain momentum. Initiatives such as e-government, the digitization of public agency processes, and e-Residency, offering foreigners a government-issued digital identity and the opportunity to run a trusted company online, have been well-received by the startup community. Accordingly, an impressive 66 percent of Estonian startup founders expressed satisfaction with regards to the national government whereas the global average lies at only 25 percent.

The private sector has been very active as well. The establishment of many accelerator programs and co-working spaces as well as the development of a growing investor community have been crucial in fueling the ecosystem with know-how and capital. The contribution of Skype alumni is notable, with several early employees becoming angel investors and the co-founders starting an active venture investment group.

The Estonian Business Angels Network now counts more than 100 members. While this has meant improved funding for startups, the average investment amount for seed rounds is, at \$0.45 million, still significantly below the European average of \$0.62 million. Additionally, SmartCap, the investment arm of the Estonian Development Fund,

invests up to €3 million in startups with high growth potential on equal conditions with a private co-investor. The fund has so far invested in 22 startups.

The growing appetite for starting and developing their own high growth businesses but with only a small network of local funding sources has meant that many startups choose to raise money in other ecosystems such as London and Silicon Valley. For this reason, **Estonian startups receive on average \$4.75 to 5 million for Series A**, only slightly less than the European average (\$5-5.0 million). In addition to VC financing, Estonian startups have to focus outside the country for two other key elements. First for **customers**—in comparison to many other ecosystems around the world, its local market of just over 1 million people forces startups to think global from the onset. As was explained in Compass' Startup Ecosystem Report on Waterloo, Canada, this can play to an ecosystem's advantage.

Estonia's early-stage startups have an average 60 percent of foreign customers, which is 4 percent higher than the European average. However, considering its local economy is even smaller than Israel's, a percentage equal to or above Tel Aviv's (74%) would correspond to a healthier level of global focus.

Secondly, Estonian startups have to look outside their country to find **talent**. Estonia has produced some great entrepreneurs and top talent but across skillsets stakeholders agree that the quantity is insufficient to meet the growing need. In order to close that gap with a small population, immigration must be part of the solution. With only 24 percent of foreign employees versus 53 percent for London, much can still be done. Having achieved a high immigration success rate and short visa response time, efforts have turned to attracting high-quality technical talent, especially from Russia and former Soviet Bloc countries where large pools of top quality talent are looking for exciting startups to join. The last two years have seen an increased influx of such talent.

However, Andrei Korobeinik, entrepreneur and board member of the Estonian Business Angels Network, explains, "There is a lot to do to ensure that our ecosystem continues to grow sustainably. Latvia and Lithuania have much better immigration policies in place, which is going to hurt Estonia's competitiveness if we fail to take immediate actions."

The Compass report says that in conclusion, while Estonia has some of the special ingredients that make an ecosystem successful, more work needs to be done to close its funding and talent gaps so that high potential startups can grow without moving to the US and London.

4.2.3 Problems in Estonia's entrepreneurial ecosystem identified by major report



Commissioned by the Estonian Development Fund and facilitated by the Global Entrepreneurship and Development Institute (GEDI), a new comprehensive report “Towards a More Entrepreneurial Estonia, Call for Action” has been conducted. Estonia has achieved relatively high position in the index, but there are also many reasons to be concerned.

The positive news is that, according to the report, Estonia's entrepreneurship ecosystem ranks 21st among 120 countries, a solid achievement. The globally leading entrepreneurship ecosystem is the United States, followed by Australia. All Scandinavian countries are ahead of Estonia, but the tiny country ranks ahead of its neighbours Latvia and Lithuania, as well as many old EU countries such as Greece, Italy, Spain, and Portugal.

Like all countries that have reached the innovation-driven stage, Estonia needs to nurture its entrepreneurial potential, the report suggests. It argues that to harness the potential of entrepreneurship and innovation, Estonia does not necessarily need more entrepreneurs: it needs better, innovative and growth-oriented entrepreneurs. To facilitate this goal, GEDI report suggests a national entrepreneurship policy framework for the country and is fairly critical on many current aspects.

The number of innovative start-ups not sufficient to produce a major impact on the economy. Although praising the start-up culture, the report clearly indicates that a wider approach to the national economy is required.

“While Estonia is known to produce a disproportionate number of innovative start-ups per capita, the majority of entrepreneurial businesses in Estonia are not very sophisticated and are stuck in subcontracting activities. Because of this imbalance, the number of innovative start-ups is not sufficient to produce a major impact on the economy. In order to enhance the sophistication of the Estonian industrial landscape, an ecosystem-wide approach is required,” it says.

“Estonia needs to develop a coherent set of ecosystem resources with distinct roles so as to be able to offer comprehensive support for innovative, growing businesses. Some of the ecosystem bottlenecks can be alleviated through quick action (e.g. training programs for entrepreneurs), while others require more time and strategic changes, for example, in Estonia’s education system (e.g., shaping positive attitudes towards entrepreneurship should start already at the primary school level),” it adds.

4.2.4 The key insights in the report

Estonia “punches above its weight”, relative to its GDP per capita, in terms of the performance of its entrepreneurship ecosystem: it ranks 21st in the global ranking of entrepreneurship ecosystems, ahead of countries such as Latvia and Lithuania, Spain, Portugal and Greece, and even ahead of countries such as South Korea and Japan. Importantly, Estonia ranks high relative to its GDP per capita. The only countries ranking higher than Estonia in the GEDI ranking with a similar level of GDP per capita are Puerto Rico and Chile.

While Estonian performance is strong overall, its entrepreneurship ecosystem also exhibits softness – notably, in individual-level attitudes towards entrepreneurship. This bottleneck drives softness in entrepreneurial skills, which further drives softness in innovation and in entrepreneurial finance.

It brings out four key bottlenecks that hold back Estonian entrepreneurial performance: innovation; finance; attitudes towards entrepreneurship; and skills for entrepreneurship.

4.2.5 How does Estonia’s performance compare with its competitors?

Despite the global image of being a startup country and open for entrepreneurship, Estonia only ranks 111th among 120 countries in terms of how high a status an entrepreneurial career enjoys in Estonia. Similarly, the country only ranks 98th in terms of risk acceptance – or Estonians’

responses to the question of whether fear of failure would prevent them from starting new businesses. Estonia ranks 91st in terms of entrepreneurial skill perception, 71st in terms of how many people personally know entrepreneurs and 67th in terms of how many people believe there to be good opportunities for starting a new business in the area where they live.

“The poor attitudes toward an entrepreneurial career choice are bad news. When considering which career to choose, individuals consider not only money, but also, whether the career is valued by others. Poor attitudes towards entrepreneurship are therefore likely to deter people from choosing this career,” GEDI says.

Estonia performs relatively less well in comparison against EU countries than globally. The report confirms that Estonia underperforms in terms of career status (where it ranks 27th out of 29 EU countries), risk acceptance (18th) and skill perception (15th). In the EU comparison, Estonia’s weakest pillar overall in the entrepreneurial ecosystem is risk capital (27th), followed by cultural support (19th), quality of human resources (19th), start-up skills (16th), product innovation (16th), and process innovation (16th).

4.2.6 Lack of innovation; a serious concern

The reports also highlights serious attitude problems when it comes to innovation and lack of networking when it comes to collaboration in the name of common aims.

“Risk aversion inhibits innovation, as individuals and entrepreneurs prefer operating in a safe comfort zone and run lifestyle ventures. In consequence, there is little growth ambition and internationalization orientation, reinforced by risk averse and short-termist shareholders. Attitude problems also inhibit networking, thereby inhibiting collaboration crucial for innovation. As a result, there are too few innovation role models for entrepreneurs to follow,” the GEDI says.

“Collaboration is poor between small and large firms due to lack of trust and legitimacy, as the poor innovation track record of entrepreneurial businesses in Estonia undermines their credibility as innovation partners,” it adds.

To overcome some of the shortcomings, it suggests that Estonia needs to invest more in facilitating networking between large and small firms, and also, among new firms and SMEs. In order to strengthen Estonian innovation culture, the report advises among other things to increase efforts for international brain gain.

“Estonia should actively seek to attract post-graduate students globally to increase its pool of talent. Today there already are some bachelor’s and master’s students who come to study in Estonia for a short period of time, but this flow of talent should be substantially increased and upgraded also to include PhDs.”

According to GEDI, another issue is that Estonia’s incentive structure does not effectively support innovation.

“The high labour tax inhibits the ability of entrepreneurial firms to hire skilled personnel, thereby hampering their innovation capability. There are few tax incentives for R&D and innovation – an issue associated with Estonia’s tax structure. A partly attitude-driven issue is that talented individuals are not inclined to become entrepreneurs and have few incentives of doing so.”

4.2.7 Suggestions on how to overcome the shortcomings and nurture the entrepreneurship in Estonia

In the most intriguing part, the GEDI report calls for a concrete action on how to nurture the entrepreneurship – something that would probably provide local politicians with an interesting evening read, four months before the national elections. The report has identified various bottlenecks probably better than any other institution before, and offers clear solutions how to overcome the shortcomings.

I. Innovation

- Increase the participation of start-ups in research funding and public procurement. Top up research funding for projects with start-up and industry involvement with additional funding. Upgrade public procurement policies to engage with start-ups and expand the role of the public sector as a lead customer for new technologies.
- Create a soft landing package for foreign talent. Offer support to foreign talent and their families to settle into the Estonian society; this involves building new international schools and childcare facilities.
- Create an action plan to attract postgraduate students (including doctoral level students) to Estonia.
- Introduce scholarships and internships for university students and student teams in Estonian start-ups (also in foreign offices) and nearby start-up hotspots (e.g., the Aalto University ecosystem in Espoo, Finland).
- Introduce industrial companies to lean start-up methodologies. Create a programme for established companies to learn effective customer and market validation approaches that they can use when creating new-to-market products.

II. Skills and Attitudes

- Launch an 'Entrepreneur at School' initiative. A detailed action plan needs to be drafted in cooperation with local municipalities, entrepreneurs, schools and government.
- Create a dedicated Executive MBA programme for entrepreneurs in cooperation with a strong foreign university.
- Launch a programme that helps start-up teams grow innovative global start-up companies from conception into start-up phase.
- Create a bank of teaching case studies of Estonian entrepreneurial businesses.
- Draft and launch spin-out programme for people with industry backgrounds and for university spin-outs.

III. Finance

- Create an employment tax honeymoon for new businesses.
- Create a legal framework for crowdfunding and related syndication activity.
- Create tax incentives to encourage business angels and crowdfunding investors.
- Allow tax exceptions for in-moving global talent. Propose changes in current legislation to make it easier for start-ups to attract and employ foreign talent.
- "In entrepreneurship, quality matters more than quantity."

"Therefore, to be entrepreneurial, a country does not have to have the most entrepreneurs: it suffices if it has the most innovative and growth-oriented ones," GEDI points out, adding that "To prosper, innovative and high-growth start-ups need skilled employees. They need external sources of technologies, such as universities. They need a well-functioning infrastructure. They need specialized advise and support in, e.g., marketing, legal matters, and financing. They need access to appropriate forms of finance."

4.2.8 Recommendations for Estonian startups

SprayPrinter is a smart spray can technology which prints pictures from smartphones to different surfaces. For that, users need a SprayPrinter, the smartphone app and spray cans. The phone tracks movements of the printer and knows when to release paint and when not. It is like a colouring book plus a pencil. SprayPrinter was founded in 2015 and is based in Tartu. The young company did a successful global crowdfunding campaign on Indiegogo which resulted with over 200 pre orders and massive amount of inquiries from retailers, promoters and strategic partners. Shipitwise Founded in 2015, Tallinn-based Shipitwise aims to

end the hassle to ship unstandardized items overseas as a small business or an individual. In order to do so Shipitwise built a mobile platform and service to help businesses with easy and affordable shipping. Shipitwise claims to be the only international delivery company offering transparent pricing for small-business users. The promising startup already secured about €400K in funding through equity crowdfunding and angel investments.

Weps is a chatbot which helps you building a website in two minutes. Founded in 2015, Weps is one of the first to make something as complex as creating a website be as easy as talking to a friend. By answering simple yes-or-no questions the user gives Weps all the data it needs. In seconds it analyzes thousands of options and creates a website instantly. The young company is headquartered in Tallinn but also successfully took part in the Berlin-based accelerator program Axel Springer Plug and Play.

Palleter was founded in 2015 and connects trucks and nearby freight offers. Thanks to Palleter, Truckers get freight offers relevant to their trips. Shippers get a convenient way to book transport on nearby trucks. The Tartu-based startup Palleter made it into the 2016 class of Techstars Berlin, where it secured seed funding as well as valuable advise and industry contacts.

Clanbeat is an ongoing feedback tool for monthly performance reviews, targeted at managers who care. The Tallinn-based startup helps managers to become leaders and employees to discover their full potential through 1-on-1 meeting culture. Among active clients are Transferwise, Volvo, Ericsson and Telia. Before founding Clanbeat, CEO Ragnar Saas co-founded Pipedrive. Clanbeat just secured funding from 500 Startups and plans to relocate to the Silicon Valley.

TransferFast enables instant money transfer between banks. No matter the time or day. TransferFast moves your money from bank to bank in just a few moments. The Tallinn-based startup was founded in 2015 and so far secured about €155K in venture capital. TransferFast works particularly well with Nordea Bank, Danske Bank, Swedbank, SEB, Krediidipank and LHV.

Barking has created thousands of new parking spots in cities by cross-using already existing parking facilities. Businesses, schools, hotels, apartment buildings etc. can rent out their parking spots on closed areas while they are not using them. Barking connects electric barriers and gates to the cloud and thus provides access to those areas via mobile app. Drivers can now park on those areas by opening barriers via the Barking Mobile App. The Tallinn-based startup was founded in 2015 and secured about €240K in funding.

4.3 Eco-system of entrepreneurship in Italy

4.3.1 Abstract



Throughout history, Italy has been recognized as an excellence for creativity, style, and outstanding entrepreneurship. This creativity, however, didn't translate to startups. Italy trails behind every other big European country with an abysmal share of the overall startup investment.

In general, the Italian ecosystem is growing and shows encouraging signs. It has a fragmented growth depending on regions: some, in fact, invest in youth and innovation, while others are still struggling to invest in startups. According to the latest report by the Italian Chambers of Commerce, the number of innovative startups increased by 5.8% in the first three months of 2016 and job creation has also increased. The presence of women is still not adequate but we should point out that there is quite a lot of youth present in the ecosystem and is more significant than in other "non-startup" business sectors. Young people are active mainly in business services and are taking on a central role in the research field. The region of Lombardy is the queen of startups with a total of 1,183 startups, but Trentino-Alto Adige is the region with the highest incidence of startups in relation to capital companies.

4.3.2 What's the startup Eco-system like in Italy?

I. Italian Startups and Startupper Identities

In Italy there are nearly **5,500 startups**, representing only 0.35% of all the country's corporations. At the end of March 2016 the number of innovative startups totaled 5,439 with an increase of 296 units compared to the end of December 2015. On average Italian startupper are between 30 and 49 years old and more than 70% hold a Master's degree.

Startups operate mainly in services with about 72% of innovative startups providing business services such as production software and computer consultancy, R & D and activities of intelligence services.

II. Accelerators

According to Hot Topics magazine, **7 out of the top 100 most worldwide influential accelerators are Italian**. That list includes: LUISS ENLABS, b-Ventures, TechPeaks - The people accelerator, Startalia, Industrio, Nana Bianca. Another important accelerator is H-FARM, specialized in the digital field, with more than 100 startups in its portfolio.

III. Startups Success Stories

In the Italian startup scene there are several interesting companies that stand out. Here is a small selection of some of the hottest startups from Italy:

- Talent Garden created in 2011; Talent Garden was one of the first co-working spaces in Italy. With 14 locations worldwide at the moment, Talent garden is one the greatest innovation hubs in Italy.
- Dove Conviene: Dove Conviene is a platform used to browse more than 20 million leaflets and geo-referenced catalogs from all major retailers and brands. The service is also present in Spain, USA, Brazil, Mexico and Indonesia, and has 14 million users.
- Musement: Musement has hundreds of museums and attractions in Europe and in the United States. The application provides detailed information on each activity or event available. In November, Musement was nominated startup of the year by Ernst & Young Italy.
- MoneyFarm : MoneyFarm is a platform that allows users to plan and manage investments. You can get free advice without having to sign up.
- Soundreef: Soundreef was created in London by Italian founders. It manages copyright and royalties for authors ensuring faster payment than the SIAE, the Italian copyright collecting agency.
- Satsipay: Satsipay is an application which allows you to send money from one smartphone to another. You just need to sign up, enter your Iban code and then you can start making your transactions.

Guest post about the Italian Entrepreneurship Ecosystem by Natalia Rizzi, Office Manager at the Italian Accelerator Nana Bianca and Brand

Ambassador for Startup Festival Uprise who recently moderated the FACE Entrepreneurship event in Munich. She is attracted to creativity, innovation and entrepreneurship and in February became the local co-organizer of Startup Europe Week in Florence.

4.3.3 Where are the Italian startups?

In the wake of Renzi's historical and visit and Tech.eu's post on European tech companies, I couldn't help but wonder for the umpteenth time: Where are the Italian tech startups? Why aren't they getting more ink? Are there just not that many Italian companies out there?



A recent report by the Startup Europe Partnership, which has been mapping Italian "scaleups", found that over 100 ICT startups in Italy broke the early-stage level barriers in the last three years and were supposedly poised to become large global companies. Approximately 68% of the identified companies raised between \$500,000 and \$2.5 million while 17% received between \$2.5 million and \$5 million.

In terms of IPOs, semantic technology company Expert System raised over \$27 million to go public on the Italian stock exchange AIM Italia. The listing was reportedly the largest debut on AIM Italia with a €39.5 million valuation on trading day. Additionally, Triboo Media, a specialist in online advertising strategy and digital publishing, debuted on AIM Italia in March, raising €24 million with a market value of approximately €64 million on the day of the IPO.

MailUp, an email marketing software provider in Italy for over 10 years with offices in Milan, Cremona and San Francisco, also debuted its IPO in July raising €3 million.

As for M&As, they are low, but growing. SEP Monitor shows that more than 50% of the Italian ICT acquisition deals have been by Europe-based buyers.

4.3.4 Putting it into context

One thing is certain – whenever the subject of Italy’s tech sector arises there is no shortage of opinions from both inside and outside of the country. In the midst of a triple dip recession with nearly 43% unemployment rate among those under 25, a shaky political structure and lower-than-average broadband take-up, it’s easy to dismiss the country as a digital hotspot in Europe.

However, despite these hostile conditions, a growing tech ecosystem is starting to emerge – and with it, a new generation of entrepreneurs who are set to kick off the next wave of innovation in the country.

According to the International Monetary Fund, Italy, in 2014, is the eighth largest economy in the world and the fourth largest in Europe. Italy produces in spite of its problems – and it didn’t get there by chance. Entrepreneurship is embedded deeply into the culture and, historically, plays a huge role in the country’s GDP.

With an aging population of just over 60 million scattered around densely populated cities that lie in the shadows of its magnificent Alps and Apennine mountain ranges, one could be forgiven for wondering how such a country could kickstart a digital ecosystem.

4.3.5 A new digital wave

And yet, in this difficult economic climate, where job security is scarce, many people are seeing starting their own business as an attractive option.

The Italian Ministry of Economic Development recently revealed that over 2,500 startups across the country have been registered on their database in the past 18 months. Of course, the number of startups alone is not indicative of a great ecosystem. If anything, it might signify a lot of very unemployed people. However, among these many startups there are some diamonds in the rough and many accelerators and incubators are separating the wheat from the chaff.

Italy’s [growing number of accelerators focused on the digital economy](#) including H-Farm, The Net Value, Nanabianca, Digital Magics and Enlabs are also helping to provide more favourable conditions for early-stage startups to mature to the next level.

So, what are some factors contributing to this new wave and is there anything that can further drive this sector to maturity? Perhaps, then, we can finally see more Italian-led companies on European tech company roundups.

Moving forward

First of all, Italy has been working hard to develop a more hospitable environment for entrepreneurs and the ecosystem is increasingly becoming more structured. In terms of financing, this means a new generation of tech-focused venture capital firms, including United Ventures and P101.

“Indicators such as the arrival of Google Ventures and Y Combinator in Europe are extremely positive for any tech ecosystem on the continent as it signals a renewed interest in European startups from Silicon Valley,” said Massimiliano Magrini, founder and managing partner of United Ventures.

In the past, lack of support during the embryonic stage of the ecosystem limited growth potential of local startups. The average level of VC investment related to GDP per capita was 1/6th of the European average and even less in comparison with France and Germany. Even more restraining was institution-related issues, especially the legislation and bureaucracy with regards to company formation, management and exit/failure.

On the other hand, the number of multi-sector funds that are investing into tech is notably growing. These include 360 Capital Partners, Innogest, Principia SGR, Vertis Sgr, TT Venture and Atlante Ventures as well as angel investor networks such as Italian Angels for Growth. Following suit, are also pre-seed programs such as SeedLab, TechPeaks, Working Capital and Make a Cube as well as equity crowdfunding platforms such as SiamoSoci. But these are all signals of a much deeper trend that highlights a significant cultural shift towards embracing digital entrepreneurship.

4.3.6 The talent dilemma

The skill pool in Italy is something that cannot be ignored. With a number of notable technical training institutions such as the Politecnico Sant Anna and the Politecnico of Torino, the number of skilled engineers is growing fast. The cost of development in Italy is also much lower than in most other places in Europe.

One of the issues facing Italy at the moment is that a large number of entrepreneurs, scientists and developers are leaving for more lucrative shores. It's not surprising considering the prospects facing the domestic workforce compared with those, say, in London, New York or San Francisco.

However, a large portion of the fastest-growing 'scaleups' - such as Beintoo, Hyperfair and Timbuktu - are born in Italy and then grow up in the US. A gradually increasing number of startups, backed by domestic

investors, are also scaling up in Italy – MusiXmatch is a prime example – and several bootstrapped companies in Italy are turning into ‘scaleups’ that generate revenue – such as 7Pixel.

4.3.7 Global ambitions

The Italian ecosystem is also becoming more and more international with a number of companies expanding their footprint globally. The mantra among many of the startups today is ‘start with an international view from day one’ – this was not the case five years ago when entrepreneurs were quite content on concentrating on the home market.

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When it comes to going global, one oft-cited Italian company is Yoox, the fashion e-commerce site founded by Federico Marchetti that is now a major player on the international stage worth over £1.6 billion and dubbed the Amazon of the fashion world.

Of course, there are many others, but just to highlight a couple of interesting Italian-led companies expanding globally. There’s MusiXmatch and Stereomood in the music space. The fashion tech sector is also booming with startups such as fashion e-commerce company NextStyler, in-store visual tracking startup Pathflow and customer interaction platform Vivocha. In the WiFi space, there is Cloud4Wi, the cloud WiFi solutions provider recently expanding to Silicon Valley after raising €5 million, and Decisyon, which raised \$22 million recently.

4.3.8 Politics, politics

And what of interventions at a political level? What is being done to facilitate change and why was Renzi focusing on Silicon Valley?

In 2012, the Ministry of Economic Development, under the Monti government, formed a task force to promote the creation and development of startups. This was then legislated into a set of reforms that simplified the setup of new companies and facilitated private investments.

Key elements included a tax relief of 19-27% on investments fueling startups, public guarantees on bank loans covering 80% of the sum, fail-fast mechanisms, 35% tax credit for the hiring of highly-skilled personnel and flexible labor laws.

All notable initiatives from a government keen to tap into this emerging economy, but initiatives at top-level take time to trickle down and shape cultural behavior. Two years later, it finally seems to be happening as the Renzi government is now busy appointing digital movers and shakers including Paolo Barberis and Riccardo Luna – both notable players in the Italian digital sphere – who will doubtless prove to be huge assets.

In addition, the Fondo Italiano di Investimento, a notable private equity fund linked to the government, has allocated part of its capital (€50 million) to VC funds providing an opportunity to start new funds.

4.3.9 Looking ahead.

Italy has without a doubt a huge and relatively untapped potential in the digital sector that could be leveraged through a stronger integration with the global players of innovative entrepreneurship.

With backing from the government – in particular the Ministry of Economic Development’s legislation for startups – to reduce the barriers of starting a business and support entrepreneurs as a key area of growth in the country, it looks like there’s light at the end of the tunnel for entrepreneurs wanting to start a company in Italy.



Undoubtedly, we still have a long way to go, but it’s certainly a market to watch and I am convinced that in the next two to three years there will be a notable presence on a global scale of Italian-run startups making waves in the international digital scene.

4.3.10 Important example: TRINNO project “Business ecosystem for Tradition and Innovation”

Enterprise creation, development, growth and innovation are central issues to EU policy. They are identified as a key to promote economic recovery and competitiveness of European regions.

7 partners from Italy, Hungary, Ireland, Slovenia and Spain have launched the TRINNO project – “Business ecosystem for Tradition and Innovation”. The partnership is led by the Arezzo Innovazione from Italy. The 5-year project (April 2016 - March 2021) was approved within the Interreg Europe programme financed by the European Regional Development

Fund. Interreg Europe programme helps regional and local governments across Europe to develop and deliver better policy.

The TRINNO project promotes competitiveness in European regions by improving policy instruments for business support systems. Improvements focus on the application of digital innovation (products and process) in regional economies, specifically in their traditional sectors.



The kick-off meeting of the TRINNO project took place from 30th - 31st May 2016 in Barcelona, hosted by Barcelona Entrepreneurship Institute of University of Barcelona. Partners were learning about the Barcelona Business Support Ecosystem and visited Barcelona Scientific Park and Barcelona Activa facilities including the start-up incubator.

Barcelona Activa is the Barcelona City Council Economic Development agency with 30 years expertise in the field of innovation, entrepreneurship and support to start-up creation. Partners also visited the new MediaTic start-up house and learned about training to promote entrepreneurship in Barcelona and Catalonia, offering entrepreneurs tools to develop their project, including business design, business plan preparation and how to obtain financial support.

Partners also met with some entrepreneurs (companies Ordesa and FAE) and with the people in charge of actions carried out to support local enterprises and new firms such as start-ups within the Barcelona and Catalan Ecosystem. They met with representatives from Government of Catalonia (Generalitat de Catalunya) and learned about their public agency ACCIO for the competitiveness of the Catalan companies and entrepreneurship promotion programme Catalunya Emprem.

TRINNO partners attended the BIZ Barcelona event on 1st and 2nd June 2016 which focus on entrepreneurship promotion, start-up creation and growth. In the last two years it has also included a branch for SMEs innovation and internationalization.

The TRINNO kick-off meeting started a process of interregional exchange on creation of business support ecosystems in all TRINNO regions. Project TRINNO aims to identify the necessary components of business ecosystems in participating regions, to identify specific ecosystem

components necessary to promote digital innovation in the local economy and define measures in the Regional Action Plan to introduce or develop these components.

The results will be achieved mainly thanks to 9 participative Interregional Learning events further investigated during 4 Staff exchanges. Initial content for it will be created through 2 good practices shared (Barcelona Business Support Ecosystem and Tuscany traditional-innovation programmes). Collected knowledge will enable project to contribute to EU external policy learning by organizing 2 international events: mid-term event in Szeged, Hungary and final conference in Arezzo, Italy. Partners will be working closely with local political and technical stakeholders creating local stakeholder groups which will be maintained as part of the business ecosystem.

4.3.11 Top list of the most promising Italian startups

Archon is a startup that allowed the execution of remotely controlled automated operations, through the use of a team of drones. The platform will provide several apps for the management and coordination of different types of robots that client companies can use to delegate to the drones repetitive or dangerous procedures, regardless of the application area.

Athonet is startup that stood out during the 2012 earthquake in Emilia Romagna where the mobile telephone network coverage was interrupted. Primo, the name of Athonet product, immediately activates a LTE and 3G network with HSPA WiFi which support a level that allow the first Mobile communications.

B-more is a special app. There are hundreds of apps to collect points or to encourage the purchase within a certain network. The interesting aspect of the “b-more” solution is that for collecting points, the social security number card, that everyone owns, is enough. ie: how to fix the authentication to various services without having to go crazy with different access cards sites and credentials.

CarBrian offers a solution that could solve the problem of road accidents that happen while you are in reverse. According to their research this kind of accidents are nearly the 75% of the total worldwide. The little box with parking sensors and rear view cameras may solve several problems, even the economic ones, for example for drivers who have no desire, or money, to buy a new car.

Credimi is a Fintech startups allows companies to transfer their claims of invoices not yet executed by anticipating the payment within 48 hours. This is an example of an alternative financing service which, thanks to the web, cuts costs and commissions. Credimi has been authorized by the Bank of Italy to exercise the activity of granting loans to the public.

Ego has a feature which makes it odd compare to the others Italian startups: you do not connect to the Internet. It is a “private library” to store and interact with their data without using cloud or online services. It’s not really a normal external drive, its design uses a particular encrypted wireless communication technology, run by a native software that allows a double updatable backup without the Internet.

Kopjra defines itself LegalTech startups and aims to resolve disputes concerning intellectual property and the protection of privacy on the Internet. Kopjra is a service based on a methodology in three phases: detection of infringements on the Internet, acquisition of digital forensic evidence to support the cause and the takedown notice to those involved all through SaaS platform.

Mind the gum was born from the experience of a young student of the Bocconi University. It is a chewing gum and dietary supplement, designed to improve mental performance. The recipe, which is authorized by the Ministry of Health, includes 15 active components, useful to the concentration and the stimulus of the short- and long-term memory.

Play2Rehab apply gamification to physiotherapy rehabilitation. It is designed as a video game that uses similar principles to the Kinect technology made popular by Microsoft’s Xbox. Equipped with a sensor kit for the capture of the movement, the system can be installed on different media, even on medical and hospital equipment

Xnext is among all the other Italian startups, according to the Bocconi University Xnext is the best startup of the 2017. The centre of the Xnext idea is an X-ray system, X-Spectra, which proves to be more effective than the current and which helps to determine the exact chemical composition of an object, identifying any foreign bodies in production processes.

Pandora is a personalized music-recommendation service which tailors stations to suit a listener’s music taste and relies on feedback about songs and artists. By providing a personalized listening experience, individuals enjoy music selected just for them, which gives users a unique experience, a feeling that they matter, and most of all deep brand loyalty. Pandora is expected to raise \$231 million in the sale of 10 million shares.

Taboola which is at a revenue run rate of \$100 million--and with only 120 employees, one of the highest revenue generating companies per employee in the world--is a content-discovery platform that recommends video and other content that users are likely to be interested in based on the content they’re currently viewing. While not the only content-recommendation platform, Taboola has decided to take a forward-looking approach of democratizing recommended content by putting control in the hands of end-users.

Voxy is a mobile app that helps Spanish speakers learn English through bite-size, daily lessons based on real-life experiences. With advanced proprietary technology, the company could have expanded service to other languages, but decided to stay focused on teaching English, particularly to Spanish speakers. By keeping this focus, Voxy has established great presence in the market and has over 3 million users and \$15 million in funding.

Gett is a mobile ride-ordering app which makes it easy to order a taxi or black car in 20 cities including New York, London, Tel Aviv and Moscow. Gett first launched in Israel, became a resounding success, and then expanded to Europe and the U.S. It is largely as a result of its global expansion that Gett now has more than 1 million users and about 1, 500 enterprise clients, including Google. Gett is revolutionizing how people navigate cities and has raised \$42 million.

ShoeDazzle is a personalized online styling platform and store, which helps women find and purchase shoes, apparel and accessories. Since its 2009 launch the company has built a user base of over 13 million members and has raised \$66 million in funding. However, things weren't always dazzling. In 2011, the startup ditched its successful subscription model. This tried-and-trusted e-commerce model has since been reintroduced and the company is once again thriving. Takeaway? If it's not broken, don't fix it.

2U partners with top universities to bring their degree programs online. The company, which has raised nearly \$100 million in venture capital and is a leading player in the education-tech world, offers infrastructure, marketing and software-as-a-service technology to help universities digitize and scale their programs. At the heart of 2U's success lies highly advanced learning-management software and suite of great tech products that support students, faculty and the entire learning and campus-management processes. By focusing on technology and hiring some of the best technologists in the industry, 2U set itself apart.

Prismatic is a newsreader which uses algorithms to create newsfeeds tailored to suit a reader's unique interests. Based on a user's reading habits and liked content, the platform suggests other relevant news. Prismatic has more than 25,000 weekly users and \$16.5 million in funding. Much of the startup's success lies in its super collaborative, hands-on working environment where engineers work very closely with designers, researchers and the entire team. Bradford Cross, Prismatic's CEO, learned about the intricacies of design so he could be actively involved in their uber-collaborative process.

Apartment List is a rental marketplace which helps renters find the ideal apartment. The site consolidates millions of listings in one easy to search

online map, making the traditionally inconvenient home-hunting experience convenient and hassle-free. Instead of competing with Craigslist or reinventing the wheel by trying to build an entirely new marketplace like Zillow, Apartment List has partnered with several leading real-estate marketplaces and is using their inventories to power a \$15 million startup.

MapMyFitness, which was acquired by Under Armour for \$150 million, is a fitness-tracking platform that relies on GPS technology to map and record workouts. MapMyFitness initially only offered a fitness tracker but has since added other fitness resources including online training tools, a nutrition-tracking product and fitness calculators. Since being founded, MapMyFitness has grown to over 13 million users and is compatible with over 200 devices including FitBit and Garmin bike computer. This device agnostic approach contributes to the platform's appeal and its consequent success.

While there may be no such thing as a startup recipe for success, there is a great deal to be learned from these startups that made it big. Whatever lessons you take away from these success stories, one thing to keep in mind is that it takes much more than a good idea for a startup to thrive.

Antlos is a Venice-based startup offering an online peer to peer marketplace for all inclusive boat holidays with trusted skippers. Antlos enables its users to search by activity or location, request an itinerary from the skipper and pay safely online. The promising startup was founded in 2014 and secured about € 680K in seed funding. The biggest amount (€ 500K) was invested in summer 2015 by Incos Invest.

XMetrics is a wearable device and app which was designed to empower your performances in sports. Especially for swimming and other water sports, XMetrics is a useful activity tracker – due to its ergonomic design. XMetrics gives you real-time audio feedback while you are swimming. The device combines biomechanical sensors with advanced algorithms for exceptional precision. XMetrics was founded in 2014. The Bussero-based startup so far secured \$ 1 million in venture capital.

ChatSim, founded in 2015, creates a revolutionary Sim card which allows its users to chat with all the messaging app – almost for free. ChatSim was designed to let you keep in touch with everyone wherever you are. As soon as you put it in your smartphone, it is ready to let you chat with the world's leading ChatApps. In total, the Milan-based startup raised about \$ 2.6 million in funding

Drexcodes is a new kind of a web-boutique that provides a unique fashion experience. Drexcodes gives you the opportunity to rent dresses and accessories from the latest collections. By working directly with the designers, Drexcodes selects the outfits seen at fashion shows, with

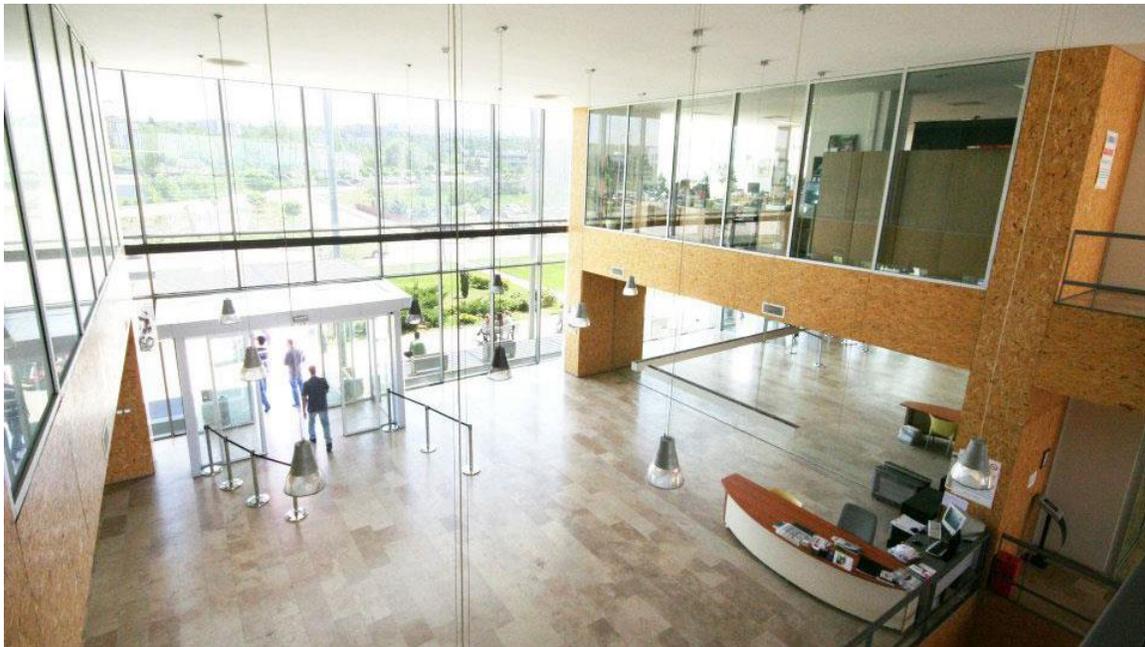
particular regards to those suitable for special occasions. The Milan-based company was founded in 2014 and raised roughly € 1.8 million.

Unfraud is Milan-based startup that detects transaction frauds thanks to the power of artificial intelligence, thus preventing fraudulent activities. Through simple APIs the startup's technology is able to constantly monitor a user's activity, with an artificial intelligence based method which helps in real time prevention. Founded in 2014, the promising startup raised seed capital of so far \$ 133K.

4.4 Eco-system of entrepreneurship in Turkey

4.4.1 INTRODUCTION

In the post-crisis world economy, Turkey is one of the rising emerging market economies. In 2011, Turkish economy has been the 16th largest in the world, largest manufacturing exporter in the fastest growing economy in Europe. Amid the recent economic turmoil in Europe and political turmoil in the Middle East, Turkey has emerged as an island of economic and political stability.



Vali Nasr, former adviser to Obama Administration, emphasizes the key role of entrepreneurs in Turkey's economic and political transformation. Indeed, the position of Turkey as an entrepreneurship hub in its region was once more demonstrated at the Second Global Summit on Entrepreneurship in December 2011, the follow-on event to President Obama's summit in Washington D.C. The long-run entrepreneurship culture in Turkey is also gradually becoming reflected in the technology entrepreneurship area. Recent investments by global early-stage investors such as Kleiner Perkins, Intel Capital and Amazon to Turkish start-ups are signs of growing international interest in Turkish entrepreneurs.

Yet Turkey has risks as well. In 2011, the chronic current account deficit of the Turkish economy has risen to the level of the second largest in the world (after the United States). Domestic economy is overheated, while exports to Turkey's traditional markets stagnate as crisis endures in Europe. Meanwhile, as Arab Spring turns into Arab Winter, according to

some commentators, the international tensions that involve Iran, Israel, as well as Syria entail further risks for Turkey.

Given the overheated economy and relatively weak technology transfer from universities, it is no surprise that most start-up activity in Turkey is now focused on e-commerce. Global connections of Turkish entrepreneurs are yet to develop, Angel and venture capital activity is low, and entrepreneurship related public policies and programs are complex. Entrepreneurship activity is concentrated in Istanbul and Ankara. Whether Turkey will be able to transform its tiny but fast evolving into well-functioning eco-system is yet to be seen.

4.4.2 Main Social Indicators

- Turkey has a population of 74.7 million, which has grown at an average of 1.38%
- annually since 2001. 16.7% of the total population is comprised of young population, between the ages of 15 and 24.
- Unemployment remains to be an important problem of the economy. While Turkey
- managed to decrease unemployment from 11.9% in 2010 to 9.8% in 2011, 2.6 million people are unemployed.
- Labor force participation rates are also quite low in Turkey, with only half of the eligible population participating in the labor force. Female labor force participation is even lower, at a rate of only 27.6%.

4.4.3 Innovation system

- Turkey has completed its transition from being a low-tech producer to a middle tech producer. However, Turkey's transition to becoming a high-tech producer is yet to be completed.
- Universities play an important part in the innovation system, in the development of human capital: In 2010, over 30 thousand students graduated with engineering degrees.
- R&D activities in Turkey are supported via laws concerning Technology Development Zones (TDZs), corporate taxes and the law "Supporting Research and Development Activities".
 - TDZs bring together universities, research institutes and manufacturing industries, allowing them to develop partnerships and new products that can compete in international markets.

- The law concerning corporate taxes of the institutions that have R&D expenditures aims to alleviate their burden by reducing corporate taxes these institutions are subject to.
- R&D incentives regulated by law are capital support provided for technology-related business ideas, several tax reductions and support of insurance premium payments of R&D personnel in TDZs.
- The main institutions that support R&D activities of small and medium enterprises (SMEs) in Turkey are Ministry of Finance, Ministry of Science, Industry and Technology, Scientific and Technological Research Council of Turkey (TUBITAK), Turkish Patent Institute, Technology Development Foundation of Turkey (TTGV), KOSGEB and the European Commission. The programs of TUBITAK, TTGV and KOSGEB on R&D and SMEs are detailed below.
 - **TUBITAK** has a wide array of support programs for SME's with technology and innovation focus. Some of these programs are; Industrial R&D Funding Program, (SME) R&D Startup Funding Program, International Industrial R&D Projects Funding Program, R&D Project Market Platform Support Program, Patent Application Promotion and Support Program and the Support Program for the Initiative to Build Scientific and Technological Cooperation Networks and Platforms.
 - **TTGV** supports technological SMEs during the process of project commercialization and technology development. TTGV's main support programs for SMEs are Pre-Incubation Support, Technology Development Project Support Program, Joint Technology Development Project Support Program, Risk Sharing Support Program and Seed Capital Funding.
 - **KOSGEB** supports R&D and innovation projects by providing funding for the office expenses in a Technology Development Center, seed capital, machinery, software and other equipment for production, staff expenditures and travel costs to related conferences, fairs or cooperation visits to abroad. KOSGEB also provides support in consultancy, training and promotion.
- The heart of the innovation system in Turkey lies in the TDZs, spread throughout the country. Today, there are 43 TDZs in Turkey, 37 of which are currently active. 1,178 firms in total operate in these TDZs, and these firms altogether employ 11,195 people.
- Most TDZs are located, surprisingly, in Ankara. While the largest cities, especially

- Istanbul, are the main attraction for businesses as the financial and commercial centers of Turkey, TDZs have expanded to the eastern regions of Turkey as well.
- Aside from TDZs, Turkey is currently the home of 20 incubators and accelerators. Some of these incubators and accelerators are the local branches of international NGOs, such as Startup Labs. Others vary from being a part of a university, such as Bilkent Cyberpark, to private organizations such as E-tohum. Endeavor, an international NGO supporting and assisting effective entrepreneurs, also has an office in Turkey.
- Government of Turkey has recently drafted a new regulation that will give tax breaks to local angel investors. Once the draft law is enacted by the Parliament, accredited angel investors will be able to deduct 75 to 100% of their investments to companies from their personal taxable income.

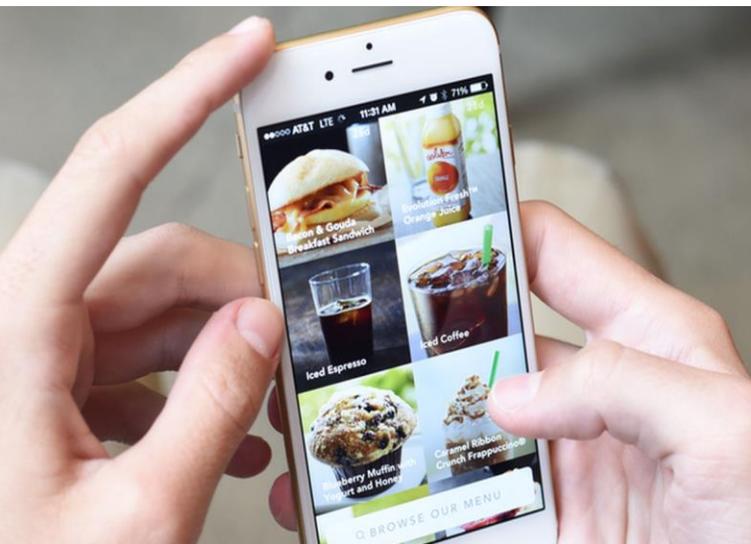
4.4.4 Entrepreneurship Indicators

- Among the 24 efficiency-driven economies examined by Global Entrepreneurship Monitor, Turkey ranks 12th in total early-stage entrepreneurial activity. In the existence of improvement-driven opportunities for entrepreneurs, Turkey ranks 10th in these 24 countries.
- GEM 2011 Global Report indicates that early-stage entrepreneurship in Turkey is quite male-dominated. In the early-stage entrepreneurship activity, the rate of male entrepreneurs is more than twice as much as female entrepreneurs.
- According to OECD Report “Entrepreneurship at a Glance 2011”, the image of entrepreneurs is quite favorable in Turkey, compared to Asian tigers such as South Korea, Japan, China, and even to European powers such as Germany, UK, France and Italy.
- McKinsey’s Entrepreneurial Context Index puts Turkey behind most of the emerging and mature economies, while indicating that Turkey has relatively favorable conditions for entrepreneurship culture.
- The same report states that entrepreneurship in Turkey is a complementary economic engine, rather than being the primary force for economic development. It is not as strong a driver of employment and value added as it is for China, Brazil or Argentina.

4.4.5 Major Local Angel Networks and Funds

- Angel Investor Networks
 - Galata Business Angels
 - METUTECH-Business Angels
 - Lab-X
- Venture Capital Funds
 - 212 VC
 - iLab Ventures
 - Young Turk Ventures
 - Golden Horn Ventures
- Private Equity Funds
 - Turkven
 - İş Venture Capital
 - Actera
 - Rhea Girişim
 - Standard Ünlü PE

4.4.6 Successful Startups in Turkey



[Yemeksepeti](#) is Turkey's first online food ordering site enabling users to order food from their favorite restaurant through the internet. Yemeksepeti is Turkey's first and biggest online food ordering site enabling users to order food from their favorite restaurant through the internet. The company operates in 58 provinces and has partnered with nearly 8,000 restaurants in providing its services. The portal provides customers direct access to their favorite restaurant and have their food delivered to their door step within 30-45 minutes.

The company later on expanded to the Middle East with their global brand Foodonclick.com and currently serves in the UAE, Oman, Qatar, Saudi Arabia, Lebanon and Greece.

Even though Uber recently launched in Istanbul, [BiTaksi](#) continues to be the more popular option when it comes to getting a cab quickly in the city. Founder Nazım Salur has also recently launched the app [Getir](#), which allows users to order items that range from food to personal care and much more.

In a country where only around half the population has a bank account, the prepaid card provider [İninal](#) really found their niche market and became very successful with over one million users in a year. Users can buy and add money to their prepaid card from the website or select sellers without having to open a bank account.

An open source in-memory data grid based on Java, [Hazelcast](#) launched in 2010 and quickly began to compete with big names such as Oracle. With offices in Ankara, London, Paris, Madrid, India, Korea, and Palo Alto, the startup has already worked with big clients such as Capital One, Deutsche Bank, and Ellie Mae

After launching in 2007, [Düğün](#) was finally ready to compete in the international marketplace by 2015, launching in eight countries in the Middle East. The startup allows users (couples) to connect with the wedding marketplace to ease their planning. The startup's website offers everything from wedding photographers and planners to wedding locations

Beyoğlu-based [Kolay IK](#) wants to streamline the human-resource departments of Turkey's three million SMEs by integrating employee meal cards, insurance providers and banking details for a monthly fee. It raised \$450,000 in July 2016 and plans to expand into at least one more country in 2018. [kolayik.com](#)

"In my first startup, [BiTaksi](#), we sent customers taxis within three minutes," says co-founder Nazım Salur. "I thought, 'What else can we send?'" [Getir](#) delivers 700 items to customers in an average of ten minutes, through its franchise network. It's on track to hit two million orders by autumn 2017. [Getir.com](#)

[Buy Buddy](#) is an end to end solution for retailers to democratize easy check-out and manage in-store inventory. Buy Buddy is the maker of Hitag, the smart apparel security tag and the connected analytics platform, that help the retailers manage inventory, customer behavior and employee efficiency.

Hitags gives customers the option to automatically self-checkout on their phones, without the hassle of having to wait in line, while giving the dynamic inventory data to the store managers and the detailed analytics/reporting to the retailers.



Beyond replacing the known RFID security against theft, Buy Buddy allows customers to directly pay through their mobiles and check out, skipping the queues at cash counters. Hitags collect in-store customer behavior, in-depth inventory data, dynamic employee performance, and product efficiency for retailers. The Buy Buddy platform in turn presents this data and reporting to companies in real-time.

Buy Buddy is an end to end solution for retailers to democratize easy check-out, manage in-store inventory and make informed merchandising decisions based on dynamic data.

Loacal is Airbnb of local experiences, a bridge between travellers and activities & tours. Currently, a live website in Cyprus & Turkey, soon to be an app. Recently won a grant from a local Entrepreneurship program. Yet, no other similar platform serving this niche exclusively in Mediterranean.

Paraşüt offers finance administration for small businesses, which make up around 99% of the Turkish economy but are not yet as efficient as larger corporations. Founded in 2013 by Sean Yu, the startup created a cloud platform for managing finances that has already garnered more than 12,000 users.

Insider launched in 2012 and helps online businesses create unique content for each user with a predictive algorithm provided by the startup for a monthly fee. The startup has already grown tremendously with offices not only in Istanbul but also London, Moscow, Singapore, Dubai, Warsaw, Istanbul, Kuala Lumpur, and Jakarta.

One of the biggest e-commerce platforms for Islamic fashion, **Modanisa** has most recently garnered more than 220,000 daily users and has already planned to expand into the markets in Europe and the Middle East.

Evdekiyardimcim users can order house cleaning easily, from referenced cleaning teams that passed our trials and interviews. Evdekiyardimcim also provides unique services such as Organic Cleaning mainly for houses with newborns, and For Me services for hourly services for various housework.

Urbansurf is a mobile app that aims to bring like-minded locals and travelers together, help them discover the city better, learn from each other and make new friends.

Motor-in is a social platform and a help portal for motorcyclers. Motor-in aims to be the bridge between the brands, distributors, service points, vloggers of motorcycle industry and motorcycle owners, and to help development of motorcycle culture in Turkey.

StartupScore provides psychometric measurement and analysis enabling the investors find unicorn startups easier and the startup founders to find a core team that will increase their chances of success. To solve the credibility problem of evaluating startups without metrics, StartupScore can measure team harmony and entrepreneurial spirit and prioritize startups.

Fofomo is a mobile app that enables users to track the live music events and venues in the city they live in or will travel to. Fofomo lists the live music events weekly, the popular venue and programs can be followed and notifications can be received from selected events.

Papirux is a cloud and person based memory system for shared documents. Users can publish meeting minutes, explanations, project plans as memos with regarding people on the system. Unowned document problems and document not able to be found, the main issues on document sharing are solved by Papirux,

Muslimface is the first Sharia compliant global social network platform for Muslims world-wide. Muslimface is designed to connect Muslims all over the world, promoting development of new initiatives and projects in the Islamic world. In addition to the social networking features, Muslimface also offer prayer times, location services (business, restaurants etc.) Education Module, Live streaming job postings and other revenue generating features available in 11 languages. Education Module is available in 12 major languages and later on it will have 47 more languages available worldwide.

SuKolay is a mobile application introducing users the fastest and the most convenient water ordering system. SuKolay app allows users to order bottled water to their address by selecting through many brands

and sizes. The users can also get information about products, working hours, deposit costs and special offers for all retailers and brands.

Educain is a social network bringing students and teachers together. In Educain, students take photos of the unsolved questions, teachers create videos solving unsolved questions and submit to the system.

Ofisim.com is a cloud based CRM solution for SMEs that differentiates itself with its simplicity, ease-of-use and low cost of ownership. Ofisim.com enables its users capture and manage relevant information about their business and customers from anywhere and from any device. And through rich reporting and analytics provided by Ofisim.com, they can streamline their sales related activities and improve customer satisfaction in the long run.

MyTrustedWill enables their users to be in touch with their loved ones, even after they pass away. With MyTrustedWill the users can contact their loved ones by SMS, phone calls, audio, video, documents and gifts.

Lucy Survey is reinventing customer experience management by collecting customer feedback via messaging apps (Facebook, SMS, etc.) through a series of short, automated conversations (produced by screenwriters). As customer's engage with the Lucy experience, Lucy Survey provides businesses with customer data along with actionable insights and the ability to connect with customers 1:1 to market personalized offers and incentivize return visits.

CepYol is Turkey's first mobile travel agency, with average booking time less than 2 minutes. CepYol offers their users the widest Turkish transport options via all international and domestic airlines, domestic sea ferry terminals, all domestic (coach) bus companies, 700+ car rental locations, 250k+ international and domestic hotels. Users can search and compare their travel options, and make their bookings in less than 2 minutes.

4.5 Eco-system of entrepreneurship in United Kingdom

4.5.1 The Upside to starting up in the British capital:

The startup scene in this country is bright. The UK - and London in particular - has one of the richest ecosystems in Europe and some of the most dynamic entrepreneurs. This is why more and more startups and technology entrepreneurs are deciding to set up shop in this country and use it as a launching pad for their products, services and ideas. (Face Entrepreneurship, 2018)



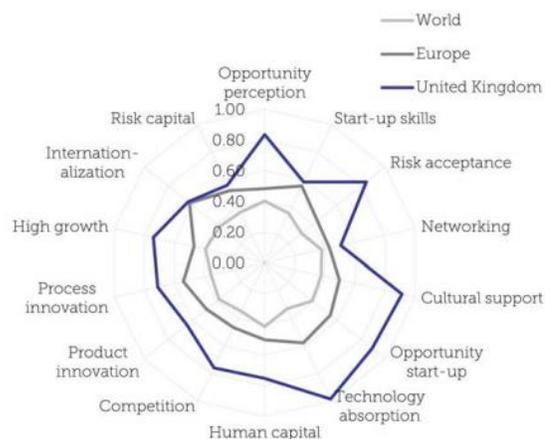
Strongest area: Technology absorption



Weakest area: Networking

14 Pillar Performance:

Opportunity perception	0.83
Start-up skills	0.58
Risk acceptance	0.84
Networking	0.51
Cultural support	0.91
Opportunity start-up	0.89
Technology absorption	0.98
Human capital	0.75
Competition	0.76
Product innovation	0.65
Process innovation	0.71
High growth	0.74
Internationalization	0.64
Risk capital	0.56



Source: (Global-Entrepreneurship-Index, 2017)

London



In London, a company can be created in less than 5 days and registered online for £15

£ 860m investment

275.000 startups

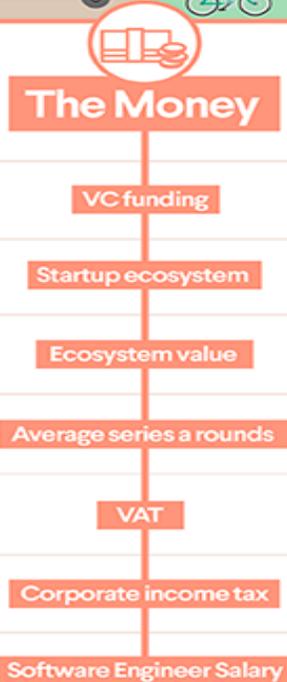
£ 38 billion

£ 5,88 million

20%

25%

£ 49.000



If we take into account the number of exits that occurred in the previous year as a way to measure the excellent state of the startup ecosystem here, according to data from the ([European Tech Exits Report ,2015](#)) there were 82 cases of young technology companies that 'died' successfully in the UK. This figure was only surpassed by Germany with 119 exits throughout the whole year. According to the same report, venture capital in Europe grew last year and in this aspect UK is the undisputed leader, having executed 594 start-up investment operations in front of their faithful follower, Germany with 358. If you are thinking about starting up in the British market and what you need is capital; you can resort to these financial institutions: Passion Capital, Balderton Capital, MMC Ventures. These three companies manage many millions of euros to finance start-ups.

4.5.2 The downsides to starting up in the British capital

There is a latent shortage of office space, co-working centers are overwhelmed and requests to enter incubators are greater than the available space. This makes the price of office space soar which usually means that the available spaces are occupied by the large technology companies that can afford such prices. Although there is an abundance of talent -national and abroad- large companies, startups and even non-technology companies are all vying for the best. In the battle to try to get the upper hand they offer big salaries, which in turns makes the salary expectations of candidates increase and therefore there are few startups that are able to actually attract the best.

- The cost of living in London is just too high.
- Rent in London is 217% more expensive than in Berlin.
- Lunch is 138% more expensive.
- Monthly transport is 110% more expensive.
- A glass of beer is 70% more expensive.

In essence, for all of London's advantages, it is simply too costly for many start-ups.



Cost of living in London is 43% higher than Berlin

The Work/ Life balance

Rental prices are 70% lower in Berlin

£23,31

Internet Service
monthly: 10Mbps, unlimited data, cable/add

£19,23

£130

Monthly transport
London transportation is 100% higher than in Berlin

£62,37

£4

Beer in a bar
Beer in a bar in London is 70% higher than in Berlin

£2,35

£2,61

Coffee
Cappuccino pricing in London is 40% higher than in Berlin

£1,87

£15

Lunch
A meal in an unexpensive restaurant in London is 138% higher than in Berlin

£6,28

£1.679

Rent
1 bedroom apartment in the city center
Rent prices in London are 217% higher than in Berlin

£530,17

Based on 2015 European Digital City Index report, The Global Startup Ecosystem Report 2015 and cost of living facts from numbeo.com



London has the most diverse ecosystem in Europe



The People

32,6

Founder age

31%

Remote employees

24%

Female employees

53%

Foreign employees

50%

Foreign customers

(Source: <http://www.face-entrepreneurship.eu/en/blog/articulos/is-berlin-about-to-usurp-london-as-europe-s-first-tech-city>)

4.6 Eco-system of entrepreneurship in Spain

After a devastating economic crisis brought the country to its knees, Spain has started to build itself back up – in part thanks to the country’s developing startup ecosystem. Spain has had a difficult decade, with its unemployment having risen to as high as 26 percent in 2013. However, in 2017 Spain’s economy finally returned to its pre-recession size, with new opportunities for entrepreneurs promising to combat the still-high level of unemployment. (EGUSA, 2018)



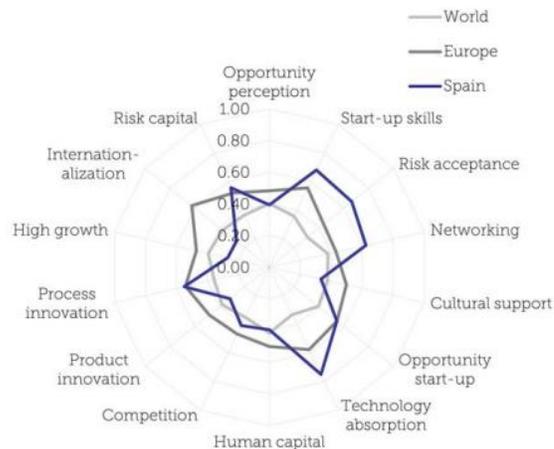
Strongest area: Technology absorption



Weakest area: Internationalization

14 Pillar Performance:

Opportunity perception	0.39
Start-up skills	0.68
Risk acceptance	0.66
Networking	0.62
Cultural support	0.33
Opportunity start-up	0.54
Technology absorption	0.75
Human capital	0.39
Competition	0.41
Product innovation	0.32
Process innovation	0.55
High growth	0.27
Internationalization	0.26
Risk capital	0.56



Source: (Global-Entrepreneurship-Index, 2017)

Local, highly educated human capital is finding opportunities at home. A high quality education system is the bedrock for the development of any startup ecosystem — and Spain excels in this regard.

Not only does the country boast a tertiary education rate of 40.1 percent, higher than the average for the European Union, it also is home to a number of impressive educational institutions, with three Spanish universities making the top 10 in Financial Times' annual European Business School Rankings for 2017. Moreover, Barcelona's IESE has been ranked the number one executive education program by Financial Times three years running.

In years past the economic crisis drove an enormous brain drain, forcing many Spanish graduates to leave their home country in pursuit of careers abroad. However, as Spain's economy stabilized and its startup ecosystem developed, more bright young minds came home to be involved in their local scenes once again. In just a few years, the country's youth unemployment has fallen from nearly 60 percent to below 40 percent.

In a [VentureBeat](#) article, investor James Cameron of Accel Partners notes a surprisingly positive outcome of the economic hardship saying, "The recession that plagued Spain after 2008 seems to have created a new breed of entrepreneur — one that isn't phased by a fear of failure or red tape, the two traditional Achilles heels of the Spanish startup ecosystem." And Spanish entrepreneurs agree. "Being an entrepreneur is something that's now very accepted culturally," said Carlos Matilla, founder of drone startup FuVeX, to the Financial Times. "Before, you practically had to be a civil servant."

And as more and more graduates are deciding to stay home and take advantage of what the vibrant startup community has to offer, Spanish entrepreneurs have the competitive advantage of being able to snap up skilled developers and engineers at a fraction of the Silicon Valley cost. What's more, favourable living conditions and an attractive lifestyle continue to draw international entrepreneurs and digital nomads to set up shop in Spain, too. In fact, a number of Spanish cities are featured as some of the most attractive for places for digital nomads, including Barcelona and Valencia, based on cost, internet, fun and safety.

4.6.1 Public and private institutions picking up the slack with funding

The truth is, though, starting a business in Spain isn't easy. In fact, the World Bank ranks Spain 86th of 190 countries in this regard. But that's not to say that the government has sat idly by.

In the heat of the economic crisis in 2013, the Spanish government launched an Entrepreneurs' Law that was designed to foster its startup culture, and in turn boost its economy. Despite the good intentions, critics would go on to label the effort ineffective, and later chastise the government yet again for an "Exit Tax," among other measures, that harmed entrepreneurs and their startups.

Yet in step with more and more talent embracing the entrepreneurial mindset, the Spanish government and other private institutions have finally set out in supporting the startup environment in a major way. With funding.



Historically, finding capital has been Spanish entrepreneurs' — and venture capitalists' — biggest obstacle. In 2013, the Spanish government responded to this challenge by launching FOND-ICO Global, a €1.5 billion fund-of-funds, to support the creation of venture capital funds that would invest in the country's most promising startups. Since then, the country's venture capital scene has exploded; Spanish startups have seen venture capital investments skyrocket from about €150 million in 2013 to almost €800 million in 2017, marking an all time high in amount invested and number of deals.

These findings suggest that the seeds of the startup ecosystem are finally being sown. In 2017, the number of pre-seed and seed deals, in particular, grew tremendously, accounting for almost 50 percent of the rounds closed. Accordingly, the country has begun pumping out a number of

new startups, as well as institutions to support them. Science and technology parks that encourage this type of innovation play a very important role in the country's startup ecosystem, which is home to more than 80 technology parks, with about 6,500 operating companies. Entrepreneurs can also rely on the support of a growing number of incubators and accelerators designed to bring their ideas to life.

Said K FUND investor Jaime Novoa in an interview with EU-Startups.com, "The Spanish startup ecosystem is fairly young. Although the first tech companies in the country were created around the dotcom era, it hasn't been until very recently that we've seen an explosion in the number of tech companies and entrepreneurs in the country... We've had several in the past few months, Ticketbis acquired for eBay for €160 million, Privalia sold for €500 million, SocialPoint acquired by more than \$250 million, and hopefully that trend will continue in the near future with some great Spanish startups such as Typeform, Carto and many others. It's a great time to be an entrepreneur and investor in Spain."

4.6.2 Support organizations are making Spain a geographic hub-of-hubs

In most countries, startup activity is centred around one main dominant hub. Think London in the United Kingdom, Berlin in Germany or Paris in France. There might be smaller regional players too, but everyone knows who is boss.

What makes Spain unique, however, is that its entrepreneurial activity is spread throughout the whole country. Barcelona and Madrid have long battled it out for the title as the leading Spanish hub, however smaller regions like Valencia, Andalusia and the Basque Country are beginning to come into their own as well.

According to the [European Digital City Index \(EDCI\)](#), which measures how well different European cities support digital entrepreneurship, Barcelona is the highest ranked in Spain, and the ninth ranked overall. Local authorities have put extensive effort into making it the world's leading digital city with a number of initiatives, such as smart traffic management, free public wifi, an open data initiative and the creation of the 22@ Innovation District.

Following close behind Barcelona on the EDCI is Madrid, which ranked 14th overall. In Spain's capital city, incubators and accelerators play a particularly important role in the growth of the startup ecosystem. Telefónica's accelerator program Wayra has a strong presence, in addition to others such as Tetuan Valley, Seedrocket and IE Business School's Venture Labs — not to mention Madrid also hosts South Summit, one of Europe's leading startup conferences. Together, these support

organizations have created a healthy environment to launch more startups like Cabify, which can proudly call Madrid its home.

But outside of these top two, other regions have showed extreme promise as well. One of these cities, Valencia, was also ranked on the EDCI at 42nd, due in part to its extensive entrepreneurship network of more than 33 investor funds, 500 startups, 40 startup communities and 60 coworking spaces and accelerators, including Silicon Valley's Plug and Play. However, the autonomous communities of Andalusia, which is home to 150 startups and the largest number of incubators in the country, and the Basque Country, are both gaining fame as hot Spanish startup hubs as well.

Despite a devastating economic crisis, governmental challenges, Spain has managed to develop an impressive and thriving startup ecosystem. There is no doubt that a number of challenges remain, but the country's resilience instills confidence in the prospect of its future as a global startup hub. (EGUSA, 2018)

4.7 Ecosystem of entrepreneurship in Portugal

During the past few years, many have covered the remarkable and rapid road that Portugal, and particularly its capital, Lisbon, has travelled by reframing its financial and economic woes into an opportunity for the nation to reinvent itself as a global startup hub.

Portugal



Overall
GEI score

47%

Individual
score

58%

Institutional
score

67%

Improving the conditions
for entrepreneurship by
10% could add

\$ 49 billion

to the economy

#29

of 137
countries
globally

#18

of 41 in the
Europe region

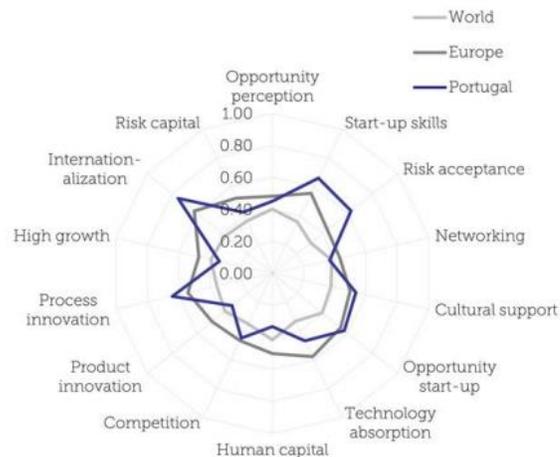
Strongest area: Internationalization



Weakest area: Product innovation

14 Pillar Performance:

Opportunity perception	0.45
Start-up skills	0.66
Risk acceptance	0.63
Networking	0.37
Cultural support	0.53
Opportunity start-up	0.57
Technology absorption	0.47
Human capital	0.33
Competition	0.45
Product innovation	0.32
Process innovation	0.64
High growth	0.34
Internationalization	0.75
Risk capital	0.42



Source: (Global-Entrepreneurship-Index, 2017)

“The Portuguese scaleup ecosystem is growing twice as fast as the European average” reads the headline of the report released in May 2017 by the SEP Monitor, entitled “Portugal Rising.” Unsurprisingly, Lisbon has the highest concentration of activity, representing 40 percent of scaleups and raising 65 percent of the total money made available to Portuguese scaleups.

“It’s interesting to note international investors are playing a central role in the scale-up of the Portuguese ecosystem. 62 percent of capital made available to scaleups – 86 percent of later stage rounds – comes from abroad.” Ricardo Marvão, cofounder and Head of Global Projects at Beta-i, commented in the report’s highlights.

There couldn’t be stronger validation that the bustling startup ecosystem that was kindled just seven short years ago is thriving, and is well on its way to launching the kind of big ticket exits that seem to be inevitable at this pace. The timing of the report accompanied the latest edition of the Lisbon Investment Summit that also ran this week, organized by Beta-i, notably one of the central pillars responsible for the current Portuguese startup renaissance. Beta-i codeveloped the report in partnership with Mind the Bridge, a foundation that promotes entrepreneurship around the world.

Lisbon’s recovery is very much owed to the likes of Beta-i’s founders, battle-tested executives that, unlike many of their peers, didn’t leave their country at the outset of the recession but instead chose to work alongside the grassroots community and an incredibly supportive government, turning the tide of their economy by leveraging a mix of favorable factors that Portugal is renowned for.

Those favorable factors include an English-speaking workforce, a wide pool of technical talent, and a low burn rate that together have been drawing in an increasing supply of startup founders that choose Lisbon as their base. The year-round sunny, warm, climate and exceptionally high quality of life may also have something to do with it.

“The Portuguese ecosystem has the right ingredients to prosper in the future. Of course, it still needs some companies to exit over \$100 million and/or IPO to help inject the ecosystem with more capital, but progress is in the works,” said Google Cloud’s Europe VC and Startup Manager, David Roldan. He also pointed to English-language TV in the country as a big plus, since it has made for a large population of English speakers. (A government spokesperson told that because Portugal hasn’t had the budget to dub foreign shows, they run instead with subtitles instead, so Portuguese children grow up hearing a lot of English.)

In fact, waves of all sorts of foreigners are splashing onto the shores of Lisbon. The resurgence has spread along parallel lines to produce a thriving art scene that draws in the creative types that reminds one of the kind of conditions that led to Berlin's blooming startup scene. But trying to tie down the evolution of Lisbon and Portugal by looking for some reference point, as if that could capture what's happening here in the west coast of Europe, is somewhat of a futile exercise.

One of the billboards across Portugal



“This is not the New Berlin” and “This is not the New Silicon Valley”, no, “This is Portugal” read the highway billboards that have been plastered around the country by StartupPortugal in order to set the record straight and curb the twirling associations that attempt to tell the story before it’s had a chance to unfold for itself.

Over the past several years, dozens of incubators, accelerators, hubs, coworking spaces, and boot camps have appeared, and even the top universities, like the Instituto Superior Técnico, have pivoted their curriculum to prioritize entrepreneurship.

“A lot has changed in the last few years regarding the way entrepreneurship is seen by the Portuguese people, but we still have a lot of work to increase the numbers of those that decide to start new and innovative businesses,” explained Antonio Lucena de Faria, founder of Fábrica de Startups, a four-year-old accelerator that runs boot camps for aspiring startup founders, including applicants from Brazil, Macao, and other Portuguese-speaking lands.

João Vasconcelos, Secretary of State of Industry for the Portuguese Industry, told that half of the new jobs being created in the country are coming from companies less than five years old. He said that this news, as well as news like Mercedes opening a digital hub in Lisbon with plans to hire over 300 people, is important to stopping the brain drain and attracting some of the best talent that left Portugal in the financial crisis back to the country. (BOZORGZADEH, 2017)

4.8 Comparison

Of the most populous EU countries, only the United Kingdom places eighth among the top 10 countries. The other large European countries rank in the middle: Germany is 12th, France is 13th, Portugal 29th and Spain is 32nd followed by Italy in 48th place. While the UK, France, and Germany are relatively well balanced over the 14 pillars, Poland, Spain, and Italy are entrepreneurially less efficient. A likely explanation for the EU countries' relatively weak economic performance over the last decade is their low level of entrepreneurship. (Global-Entrepreneurship-Index, 2017)

The map below shows the overall GEI score for each of the 137 countries in the 2018 Global Entrepreneurship Index



Although, the year 2017 just finished the most recent data shows major changes in position for Portugal, Spain and especially United Kingdom. The table below shows the rank of the compared countries in the 2018

Index:

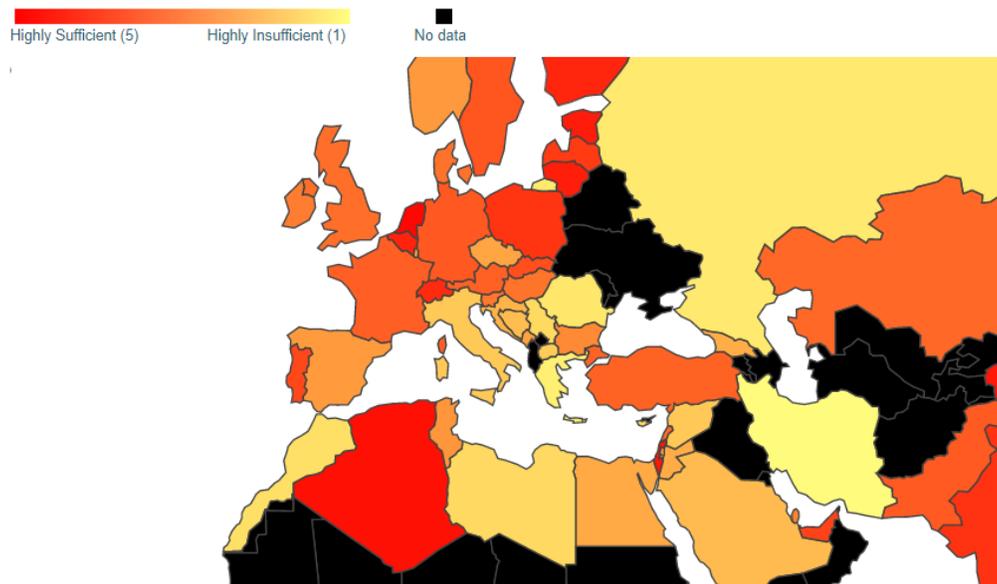
Country	Rank	GEI %
United Kingdom	4	78%
Portugal	31	49%
Spain	34	45%

(Global Entrepreneurship Index, 2018)

United Kingdom went up 4 positions (from 8 to 4), Portugal decreased from rank 29 to rank 31, while Spain went down 1 position (from 33 to 34).

Financing For Entrepreneurs: Most Recent Data

The availability of financial resources—equity and debt—for small and medium enterprises (SMEs) (including grants and subsidies)

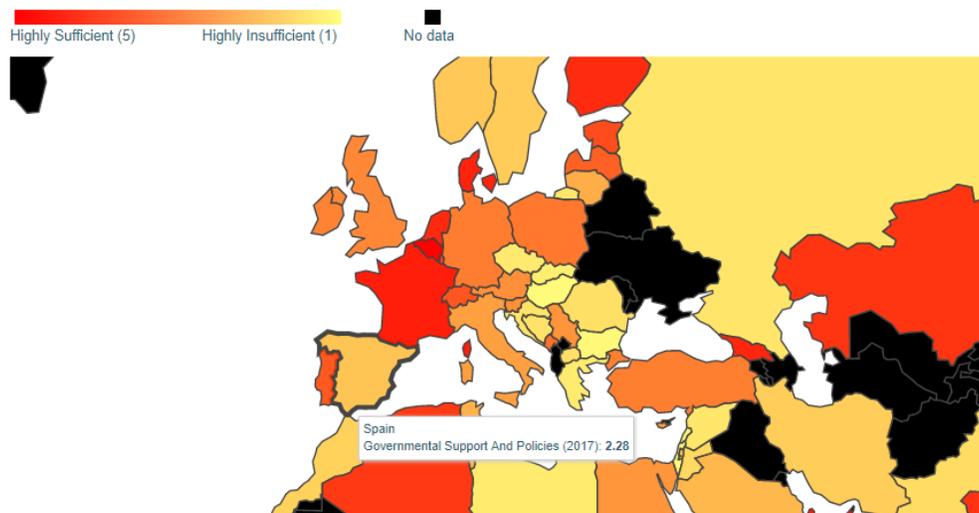


(Source: <http://www.gemconsortium.org/data>)

In terms of financing for Entrepreneurs Portugal is the most sufficient.

Governmental Support And Policies: Most Recent Data

The extent to which public policies support entrepreneurship - entrepreneurship as a relevant economic issue

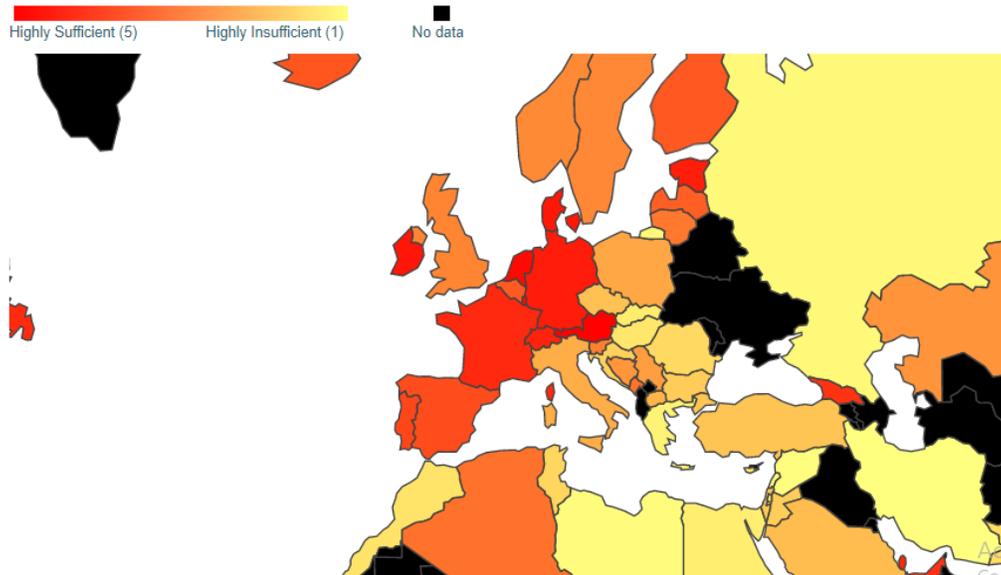


(Source: <http://www.gemconsortium.org/data>)

In terms of Governmental Support and Policies Spain situates itself in the insufficient end of the pole with a score of 2.28. Portugal being the most sufficient in this category followed by UK.

Governmental Programs: Most Recent Data

The presence and quality of programs directly assisting SMEs at all levels of government (national, regional, municipal)

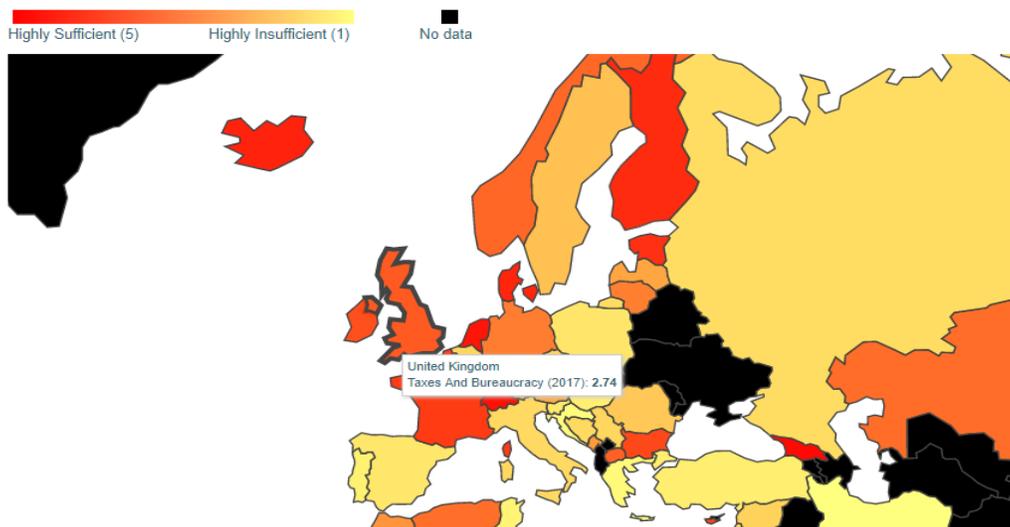


(Source: <http://www.gemconsortium.org/data>)

The presence and quality of programs directly assisting SME's is sufficiently felt by Portugal and Spain. United Kingdom situates in the middle of the Poll.

Taxes And Bureaucracy: Most Recent Data

The extent to which public policies support entrepreneurship - taxes or regulations are either size-neutral or encourage new and SMEs

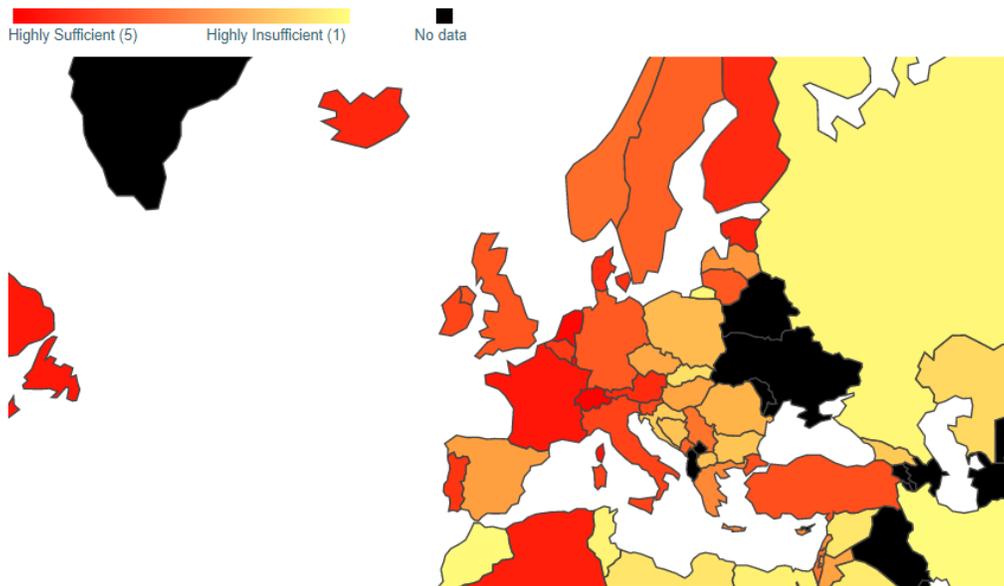


(Source: <http://www.gemconsortium.org/data>)

The taxes and Bureaucracy side for entrepreneurs is best supported in the United Kingdom. Spain and Portugal are close to highly insufficient.

R&D Transfer: Most Recent Data

The extent to which national research and development will lead to new commercial opportunities and is available to SMEs

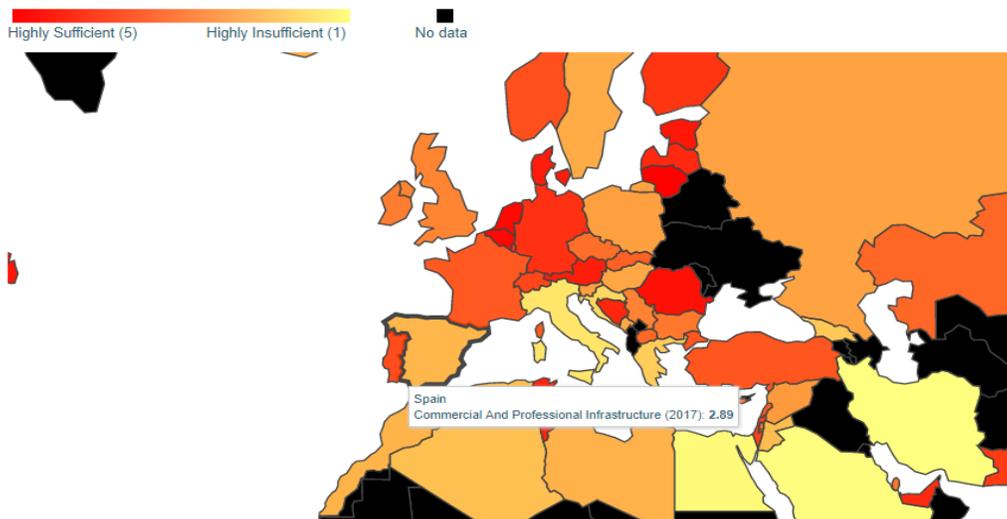


(Source: <http://www.gemconsortium.org/data>)

The lowest R&D Transfer according to the most recent data was found in Spain from the three compared countries.

Commercial And Professional Infrastructure: Most Recent Data

The presence of property rights, commercial, accounting and other legal and assessment services and institutions that support or promote SMEs

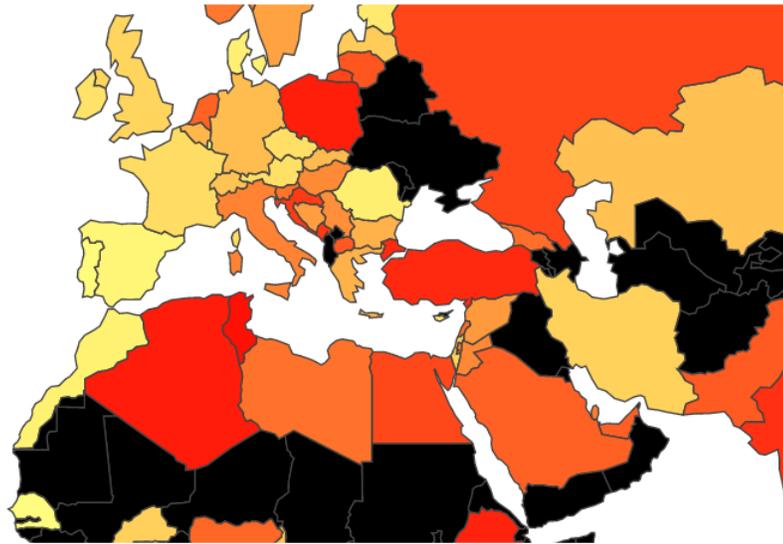


(Source: <http://www.gemconsortium.org/data>)

One again Spain is positioned on the third place in this research.

Internal Market Dynamics: Most Recent Data

The level of change in markets from year to year

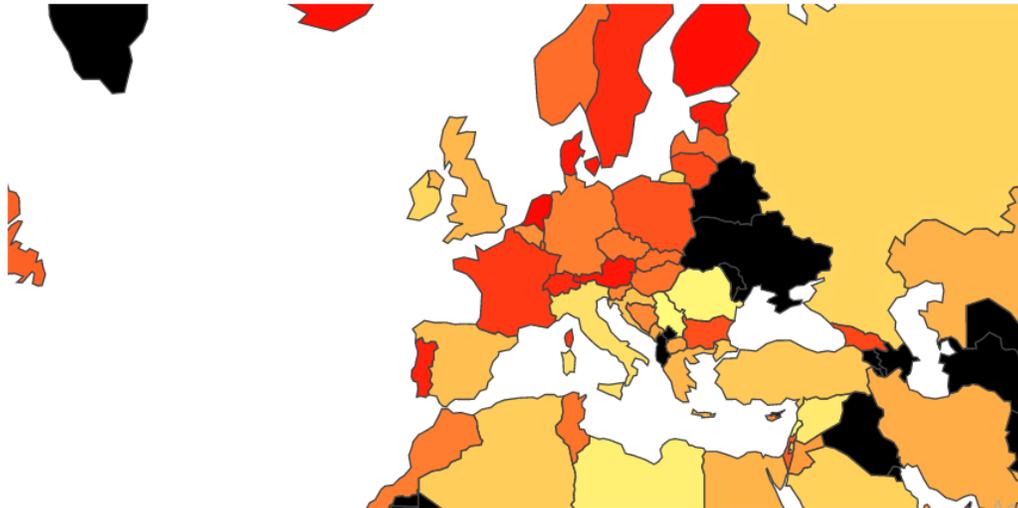


(Source: <http://www.gemconsortium.org/data>)

For the level of change in markets from year to year the 3 compared countries are highly insufficient.

Physical And Services Infrastructure: Most Recent Data

Ease of access to physical resources—communication, utilities, transportation, land or space—at a price that does not discriminate against SMEs

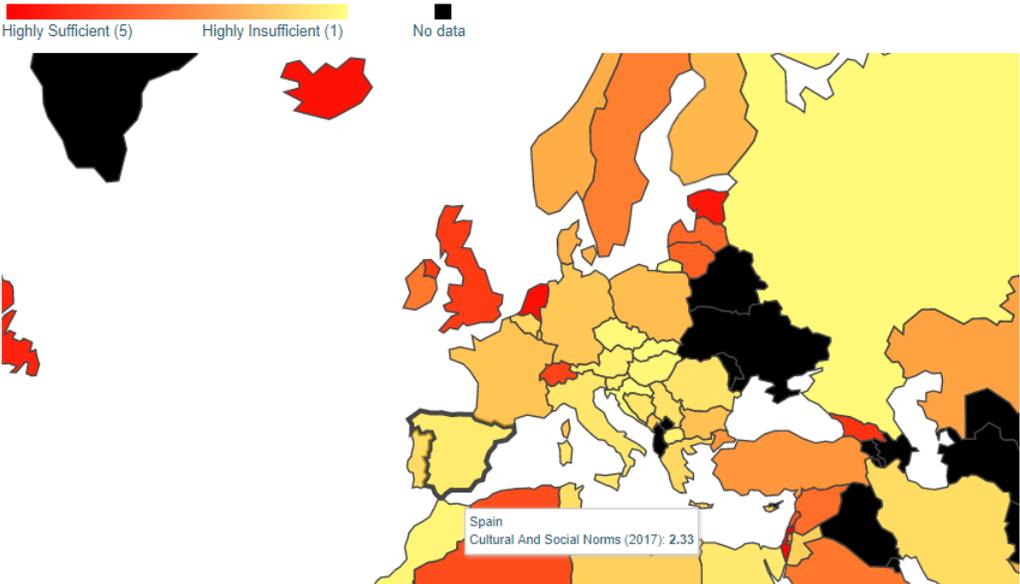


(Source: <http://www.gemconsortium.org/data>)

The ease of access to physical resources is best handled in Portugal, the country being highly affordable in terms of communication, utilities, transportation, land and space.

Cultural And Social Norms: Most Recent Data

The extent to which social and cultural norms encourage or allow actions leading to new business methods or activities that can potentially increase personal wealth and income



(Source: <http://www.gemconsortium.org/data>)

The last map shows us that the social context for entrepreneurship is best supported in UK while in Spain and Portugal is a rather disadvantageous situation.

4.9 Conclusion and recommendations

As seen on the charts each country has its strength and weakness. In order to improve the situation, the table below offer recommendations for each country:

Country	Weakest area	Entrepreneurs should do	Large companies should do	Policymakers should do
United Kingdom	Networking	<ul style="list-style-type: none"> - Find places where other entrepreneurs gather and engage (e.g. Kauffman Foundation's one million cups) - Join a forum, club, association or other group related to your concept 	<ul style="list-style-type: none"> - Sponsor formal networking functions as corporate recruiting - Encourage mentorship - Build formal intern and apprenticeship Programs - Host social events with entrepreneurs where entrepreneurs can learn what are the real pain points faced by companies, how they can add value, and/or what fish are too small for the large firm to fry 	<ul style="list-style-type: none"> - Improve ICT access and infrastructure - Promote vertical associations' networking activities - Sponsor an entrepreneurship week every two months. Showcase the work of startups in your area and invite the public - Create "incubation space" in economically depressed areas - empty cargo containers, a room with 4 walls - that is available to would be entrepreneurs, open 24/7.
Spain	Internationalization	<ul style="list-style-type: none"> - Identify opportunities to export your products/services to new markets. 		<ul style="list-style-type: none"> - Facilitate the interaction of individuals in increasingly complex networks in order to make products.
Portugal	Product Innovation	<ul style="list-style-type: none"> - Create products and services that are new to the market. 	<ul style="list-style-type: none"> - Invest in R&D 	<ul style="list-style-type: none"> - Foster collaboration in research between universities and industry, and the protection of intellectual property.

5 Entrepreneurship education

5.1 Introduction

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programs. Entrepreneurship education focuses on the development of skills or attributes that enable the realization of opportunity, where management education is focused on the best way to operate existing hierarchies. Both approaches share an interest in achieving "profit" in some form (which in non-profit organizations or government can take the form of increased services or decreased cost or increased responsiveness to the customer/citizen/client).

Entrepreneurship education can be oriented towards different ways of realizing opportunities. The most popular one is regular entrepreneurship: *opening a new organization* (e.g. starting a new business). The vast majority of programs on university level teach entrepreneurship in a similar way to other business degrees. However, the UK Higher Education system makes distinction between the creativity and innovation aspects, which it sees as a precursor to new venture development. Here Enterprise is defined as an ability to develop multiple ideas and opportunities that can be made real, and entrepreneurship is defined as the development of business acumen that can realise the full potential. This enables any discipline that is subject to the UK Higher Education's Quality Assurance Agency for Higher Education's guidance, to offer subject-based entrepreneurial curriculum.



The European Commission set out a series of learning outcomes that address the need for European-wide perspectives on how such learning should be evaluated, and highlight the need for teacher development at all levels. Best practice guidance for schools and teachers is also available via the Directorate-General for Enterprise and Industry's Entrepreneurship 2020 Unit. Moreover, in 2015 the OECD partnered the European Commission to produce guidance for the development of skills and competencies for entrepreneurship. An alternative approach is action-based entrepreneurship education programs. This is sometimes also labelled as **venture creation programs (VCP)**. In these programs the students launch a new business as an integral part of the learning process. The most comprehensive VCP programs therefore also run a business incubator on site and operate over a long time period.

The following is an overview of the entrepreneurship education programmes in the countries that participated in the project, including: Estonia, Italy, Turkey, United Kingdom, Spain and Portugal.

5.2 United Kingdom



5.2.1 Scotland

The Scottish Government's ambition is for Scotland to become a world-leading entrepreneurial nation. Scottish universities have a pivotal role to play in achieving this ambition, along with public and private business support agencies, industry and a range of other actors. (Government of Scotland, 2015)

The current ecosystem in Scotland is not structured to provide the rigorous, high quality entrepreneurial education that is needed to stimulate growth ambition, the first step in creating ventures with scale-up potential. Scottish universities and business schools are not routinely engaged in providing fundamental skills for growth training; i.e., that which returns to the fundamentals of entrepreneurship education, to business leaders who have not come through the university system. Additionally, most business schools in Scotland, like other university departments, employ mainly academic staff who do not have a background in industry or practical entrepreneurship.

Scottish Enterprise, in its Business Plan 2015–2018, recognizes that meeting Scotland's ambitions for an innovative economy will require a transformation shift, with the "need to adapt a more radical and flexible approach to supporting sectors and companies... seeking new delivery models alongside others like Business Gateway, to engage more

companies and generate much greater impact from that support". (The Royal Society of Edinburgh, 2015)

The following recommendations were identified:

- Universities should support all academic staff to understand what entrepreneurial education is and its importance, and to develop their capacity to introduce enterprise skills into the curriculum. This will require a multi-level approach targeted at different parts of complex university structures.
- Universities build enterprise education into the undergraduate curriculum, ensuring that all students have sufficient exposure to enterprise skills and opportunities to practice such skills in the context of their own subject area.
- Universities create opportunities for entrepreneurship and innovation and support students at both under- and postgraduate levels to develop their innovative ideas.
- Universities utilise experts from industry to teach modules and engage with students, providing access to role models who can demonstrate routes to success and provide inspiration.
- Universities develop a consistent entrepreneurial ecosystem with links outside the institution, providing routes and pathways into industry that will enable students to find support to develop their ideas and contacts.
- Universities, particularly through their business schools, consider how they can most effectively play a role in providing Scotland's existing business leaders with high-quality entrepreneurship education that fosters world-class leadership capacity, growth ambitions and creates strong foundations for growth.

5.2.2 England

In England, enterprise education is explicitly recognized and is a part of subjects "Personal, Social and Health Education" and "Economic wellbeing and financial capability". In Northern Ireland, enterprise education is also recognized and taught within "Personal Development and Mutual Understanding" and "Learning for Life and Work". In Scotland, enterprise education is recognized as a cross-curricular objective at all levels of school education. At some schools, it is delivered within the curriculum, at others as an extracurricular activity. The curriculum is within the competence of local authorities due to high autonomy within the educational system. In Wales, entrepreneurship education is recognized and is a part of subjects "Personal and social education" at primary schools. In secondary education, there is a separate compulsory subject "Careers and the World of Work". (School Education Gateway, 2016)



The landscape of initiatives to support enterprise education in the England is very diverse and a lot of good practice examples are available. Some initiatives focus on institutions, others on individuals, teachers and/or pupils. In line with the diverse target audience, the types of initiatives are highly varied as well. They include guidance materials for teachers and school leaders, various programmes, enterprise competitions for pupils, online resources, and a number of web portals (for example Enterprise village or Big Ideas Wales) which contain useful information, such as case studies or online forums to discuss entrepreneurship in schools.

One of the biggest initiatives for England is the [Impact Evaluation Framework](#). The Impact Evaluation Framework is a new tool, which is currently being developed by Ready Unlimited, in partnership with the Centre for Education and Industry at the University of Warwick and the Centre for Education and Training at Lappeenranta University of Technology.

Ready Unlimited was launched in 2005 by the Rotherham Metropolitan Borough Council as a school improvement programme for young people aged 4 - 19, to develop skills, attitudes and behaviours through enterprising and entrepreneurial learning. Today, it is an independent social enterprise which has trained approximately 1,800 teachers. The Centre for Education and Industry at the University of Warwick and the Centre for Education and Training at Lappeenranta University of Technology are the leading organisations of the above mentioned NSEE and the Measurement Tool for Entrepreneurship Education. The project team is working closely with practitioners (teachers and school

managers), whose feedback was very valuable for the development of the framework.

The framework covers the following areas: Ideas, Planning, Activity, and Capability. Each survey question is focused on an action or activity; for example, a question for head teachers asks whether they have an enterprise education policy, a question for teachers asks if they take local and regional industry strategies into account when they plan entrepreneurial learning for students, and a question for students asks whether they meet local business people and entrepreneurs. It not only enables those completing the surveys to measure what is and isn't there, but each question is a concrete and easily understandable action that can be undertaken by respondents.

The Impact Evaluation Framework is currently available only to a group of pilot schools. Early-stage feedback from users suggests that the tool has great potential because it aims for the triangulation of evidence sources. For example, teachers who have tested the tool commonly reported that capturing student views is "gold dust", which has enabled them to sense-check their own perceptions and reflect on who may and may not be benefitting from their entrepreneurship education activities and adjust their practice accordingly. (School Education Gateway, 2016)

5.2.3 Wales

Universities in Wales conduct and engage with a wide range of activities to support youth entrepreneurship in line with the [Welsh Government's Youth Entrepreneurship Strategy \(YES\)](#), which is targeted at 16 to 24 year olds. This forms part of a wider policy context which emphasises the importance of the role of universities in promoting economic growth and providing jobs for the economy through increasing interaction between universities and business, equipping graduates with entrepreneurial skills and experience, and in fostering entrepreneurship more generally. The recent track-record of universities in Wales is comparatively strong in this respect (National Assembly for Wales, Enterprise and Business Committee, 2015). For instance:

- There were 267 graduate start-ups from universities in Wales in 2010/11, nearly 10% of the UK total, i.e. almost double what you would expect for the size of the Welsh sector.
- The percentage of full-time first degree leavers from universities in employment six months after leaving was 91% for Wales compared to 90% for the UK in 2010/11.
- A recent analysis of delivery through the Higher Education Funding Council for Wales (HEFCW) funded Enterprise Support Programme showed that over 65% of students received entrepreneurship skills training as an in-curriculum activity.

- Wales has also pioneered on a range of initiatives in this area, including being the first to validate enterprise modules for teacher training.

Examples of good practice in Wales

- [Enterprise Support Programme](#), a pan-Wales activity led by the University of South Wales and involving all universities in Wales. This Programme seeks to identify innovative and effective practice across the whole of the HE sector and then to disseminate these activities to all universities in Wales. The Programme develops and encourages fledgling entrepreneurs from across the student body in Wales to realise their potential for creating new and innovative businesses and feeds into the support available from Welsh Government's Start-up Service. This includes, for instance, entrepreneurial effectiveness training and one-to-one sessions for students and graduates.
- [The Centre for Student Entrepreneurship](#) at Cardiff Metropolitan University is the South East Wales Youth Entrepreneurship Strategy (YES) HE regional entrepreneurship hub and provides the main focus for student entrepreneurship activities for universities in the South East covering all aspects of the YES strategy focussed on engaging, empowering and equipping young potential entrepreneurs. At Cardiff Metropolitan University, this focuses around the entrepreneurship society "Launch Pad" and a range of associated activities and programmes.
- [The Entrepreneurial University Development Group](#) at Swansea University, which was established by its Swansea Employability Academy, brings together all staff and student representatives who are concerned with an aspect of supporting and developing student entrepreneurship including teaching, start-ups and strategy development.
- [The Driving Enterprise and Innovation](#) in the Cardiff City Region is an excellent example of an initiative to embed entrepreneurship in a university through collaboration. Here we see the Cardiff City Council and HEFCW working with Cardiff University to drive innovation and enterprise within the city region. This initiative has two main strands - 1) the embedding of entrepreneurship across the curricula at Cardiff to ensure that graduates are exposed to entrepreneurship regardless of the discipline of the degree studied, and 2) the exploitation of basic research through grand challenges leading to innovative solutions.
- The University of Wales: Trinity Saint David was the first university in the UK to validate an [Entrepreneurial Educators module](#) for the teacher training qualifications, PGCE/PCET.
- The [annual Creative Futures Week](#) at Glyndwr University is a unique annual conference, for Glyndwr University's Creative Industries, Media and Performance 4 students, provided numerous opportunities to find out about different sectors of work including self-employment and learn from experienced professionals. A significant number of the speakers are graduates who came back to share their insight and knowledge to help

current students with their employability including e.g. talks on graduate start-ups and presentations from Dynamo Role models.

- [The Academic Champions of Enterprise Project](#) demonstrates the impact that the fostering of academic entrepreneurship in universities more generally can have for encouraging young entrepreneurs and is reported to have led to a marked increase in student enterprise activity with the ACE schools/departments at the three consortium partners – Aberystwyth, Bangor and Swansea Universities, led by Bangor University. The project led to the introduction of innovative assessment practices (such as the use of Dragon’s Den style assessments).
- [Skills and Employability Framework](#) - In 2012, Higher Education Wales (HEW), the Confederation of Business & Industry (Wales), National Union of Students (Wales), and Higher Education Funding Council for Wales (HEFCW) jointly developed a framework for skills and employability that commits the four organisations to working in partnership to improve the job-related skills of Wales’ graduates. The vision is to support growth in providing highly skilled, quality jobs across Wales and to produce graduates that are able to demonstrate and communicate their value to prospective employers in Wales and further afield. The accompanying action plan focuses on three areas: work placements and work experience; employer approved courses; and embedding employability (including entrepreneurship) skills.
- [The Graduate Opportunities Wales](#) (GO Wales) offers a range of services proven to help students, graduates and business in Wales including: work placements, funding for training, an online database of jobs in Wales and the Graduate Academy, and a „free-lancer academy“. GO Wales is managed by HEFCW and is delivered by University Careers Services in Wales. Between 2009-2011, 1413 students and graduates have secured paid GO Wales work placements with businesses in Wales; 65% of students and graduates on placement were offered longer term work once the work placement had ended; 1128 students and graduates have taken part in a Work Taster to improve their employability; 1650 businesses have taken part in GO Wales.
- The University of South Wales is leading on [Welsh Government’s Youth Entrepreneurship Strategy CPD Hub](#) for Wales over the next three years to provide a pan Wales approach to the development of entrepreneurial teaching and learning, seeking to embed a culture of entrepreneurship in Welsh institutions by developing staff and in turn increasing the number of small firms in Wales, 5 increasing alternative forms of enterprise and increasing skill levels to develop Wales’ potential for growth.
- A range of on-line resources has been developed, in particular, by the Open University in Wales. This includes, for instance, a self-service careers advisory area, the [Open Learn portal](#) which provides a free 20 hour web resource on entrepreneurial behaviour, free audio podcasts and themed around entrepreneurial opportunities on their iTunes U channel and will include access to an on-line non accredited course in rural entrepreneurship.

5.2.4 Ireland



Entrepreneurship is becoming an increasingly popular and valid career choice in today's world. The 2016 GEM Report on Entrepreneurship in Ireland found that 16.9% of the adult population aspire to be entrepreneurs compared with 9.8% in 2006. Part of the reason for this is the continued development of internet and mobile technologies, which has helped level the playing field for many entrepreneurs. As a result, having capital and premises is no longer necessarily a prerequisite for setting up a business. Instead, drive, knowledge, ambition and great ideas are key.

Ireland's National Skills Strategy 2025 was published by the Department of Education and Skills in January 2016. It includes a commitment to develop an Entrepreneurship Education Policy Statement which will inform the development of entrepreneurship guidelines for schools. The Department of Education and Skills already supports enterprise in schools through the development of a basic understanding of scientific principles and methods and of business. It also encourages active and collaborative learning, the development of ICT skills in the revised primary curriculum and good arts education, all of which foster creativity, innovation, risk-taking and other key elements in entrepreneurial thinking and action.

Skills underpinning entrepreneurship are also central to the new Framework for Junior Cycle and there are many examples of good work being undertaken in many schools at transition year in mini-company formation and other projects designed to foster entrepreneurship. All of the above skills, allied with the attainment of competence in a second modern language, form an important basis for lifelong learning and for creating a culture of enterprise. Educators are free to complement the above with specific entrepreneurship education resources such as those shown below. (CIT, 2015)

At Primary level, entrepreneurship education can be incorporated directly as part of discretionary curriculum time or indirectly in areas such as Drama, Art, Oral Language, Creative Writing, Project Group/ Activity or Art. At Secondary Level, it can be incorporated into Business Subjects or Transition Year Projects.

I. Primary Level

- Junior Entrepreneur Programme
- Junior Achievement Ireland
- BizWorld Ireland

II. Second level

- [The Student Enterprise Programme](#): Each year over 22,000 secondary level students all over Ireland get to find out what it's like to run their own business by taking part in the Local Enterprise Offices Student Enterprise Programme.
- [Foróige Network](#) for teaching entrepreneurship, The Young Entrepreneur Programme. Transition Year students Get up and Go mini company project
- [BT Young Scientist & Technology Exhibition](#) (Primary schools can also participate in showcasing Science, Technology, Engineering and Mathematics projects for evaluation).
- [BT Young Scientist Business Bootcamp](#) (In association with Nova UCD). An extension of the BT Young Scientist & Technology Exhibition. A four-day innovation and skills camp welcomes a number of second-level students from across Ireland who demonstrate an ability to understand how and why a simple idea can be developed into a commercially-viable enterprise. The students are selected from over 1,200 secondary school students who competed in this year's BT Young Scientist & Technology Exhibition.

III. Free Online Entrepreneurship Education Resources

- The Student Enterprise Programme provides teacher resources to support the 22,000 Plus secondary school students taking part in the Programme. The resources include a teachers' manual, student workbook, sample student business reports and videos including helpful tips from successful entrepreneurs. Free teacher resource packs are available from Local Enterprise Offices and through the www.studententerprise.ie website.

- [The Entrepreneurial Schools Virtual Guide](#) to Entrepreneurial Learning is one of the largest entrepreneurship education initiatives in Europe, co-funded by the European Commission through the Competitiveness and Innovation Programme (CIP). It aims at supporting teachers professional development in applying entrepreneurial learning in several subjects and learning environments (primary, secondary, upper secondary and vocational schools).

The Virtual Guide is a practical and useful tool for teachers in primary, secondary and vocational schools that want to mainstream entrepreneurial education in teaching methods and learning processes they set up in classroom every day. The guide contains more than 100 tools and methods to support entrepreneurial teaching and learning, good practices and framework documents from 85 different schools in 10 countries. It also includes self-assessment and review tools for teachers and schools who want to assess how entrepreneurial their learning process are and to review their progress on a regular basis.

The tools range from running an Autumn Market to Students identifying and invite an entrepreneur to be interviewed by them to running a Student Company and much more. The various tools can be searched [here](#).

IV. Other Information

- [Entrepreneurship 360](#) is a collaborative initiative of the European Commission and the Organisation for Economic Co-operation and Development (OECD). It aims to nurture entrepreneurship as a key competence in schools and technical and vocational institutions.

Entrepreneurship360 offers a freely available self-assessment instrument that will support institutions and individual teachers in advancing their strategies and practices to promote entrepreneurship, as well as to develop a platform for exchange amongst peers. It also gives the opportunity to individuals and schools and VET providers to learn from each other's practices, and share their own. (DBEI GOV, 2016)

5.2.5 List of Universities and Technical Institutions in UK



I. Bachelor Degrees

There are more than 60 Universities in United Kingdom which offers Bachelor Degree's in Entrepreneurship (Bachelorsportal, 2018). According to (Whatuni, 2018) the most popular choices are:

- De Montfort University Leicester - Business Entrepreneurship and Innovation BA
- Pearson College London - Business Management and Entrepreneurship BA
- Teesside University - Team Entrepreneurship BA
- Richmond, The American International University in London - Business Management: Entrepreneurship BA
- University of Warwick - Digital Innovation and Entrepreneurship BSc
- University of Surrey - Business Management (Entrepreneurship) BSc
- Nottingham Trent University - Business Management and Entrepreneurship BA
- Northumbria University - Entrepreneurial Business Management BA
- University of Southampton - Business Entrepreneurship BSc
- Royal Holloway University of London - Management with Entrepreneurship BSc
- Falmouth University - Business and Entrepreneurship BSc
- Swansea University - Business Management (Entrepreneurship) BSc
- University of Worcester - Entrepreneurship BA
- University of Westminster London - Entrepreneurship BA

- Bristol University of the West England - Business (Team Entrepreneurship) BA
- University of Reading - Entrepreneurship BA
- Plymouth University - Business Enterprise and Entrepreneurship BSc
- University of Buckingham - Computing and Software Entrepreneurship BSc
- City, University of London - Business Management, Digital Innovation and Entrepreneurship BSc
- St Mary's university, Twickenham - Business Management and Entrepreneurship BA
- University of West London - Business studies with Entrepreneurship BA
- University of Portsmouth - Business Management and Entrepreneurship BA
- London South Bank University - Accounting and Entrepreneurship BA
- University of Greenwich - Business Entrepreneurship and Innovation BA
- University of Roehampton - Business Management and Entrepreneurship BSc
- Kingston University - Entrepreneurship and Innovation Management BSc
- University of Exeter - Engineering and Entrepreneurship MEng
- University of Hull - Business Management with Entrepreneurship BA
- University of Essex - International Business and Entrepreneurship BSc
- University Campus Barnsley - Enterprise and Entrepreneurship BA
- Coventry University - Enterprise and Entrepreneurship
- University of Manchester - Management (Innovation, Strategy and Entrepreneurship) BSc
- University of Northampton - Business Entrepreneurship
- Oxford Brookes University - Business Enterprise and Entrepreneurship BA
- Bishop Grosseteste University - Business (Team Entrepreneurship) BA
- Edinburg Napier University - Business Studies with Entrepreneurship BA
- Goldsmith, University of London - Management with Entrepreneurship BSc
- Lancaster University - Entrepreneurship and Management BSc
- Bath Spa University - Business and Management (Entrepreneurship) BA

II. Master Degree's

The Masters portal identified 109 Master degrees with Entrepreneurship component (Masters Portal, 2018). The first 10 listed ones, are as follows:

- City, University of London - Entrepreneurship M.Sc.
- University of the Arts London - Central Saint Martins Birkbeck M.B.A.
- University of Leeds - Enterprise and Entrepreneurship M.Sc.
- Birkbeck, University of London - Business Innovation with Entrepreneurship and Innovation Management M.Sc.

- Oxford Brookes University – Business Management (Entrepreneurship) M.Sc.
- Glasgow Caledonian University – International Management and Business Development M.Sc.
- Bath Spa University – Business and Management (Entrepreneurship) M.A.
- Durham University – Management (Entrepreneurship) M.Sc.
- Imperial College London Business – Innovation, Entrepreneurship and Management M.Sc.
- Newcastle University Business School – Innovation, Creativity and Entrepreneurship M.Sc.

III. PHD's

- PhD Degrees are currently available in the UK. (PhD Portal, 2018)

IV. Other qualifications

- For those who cannot afford to study entrepreneurship in the University context there are other opportunities such as certified courses (Short Courses Portal, 2018) (Coursera, 2018), online courses (Alison, 2018) (Entrepreneur, 2018) (Eship, 2018) and numerous events and workshops (Unltd, 2018) that can enhance entrepreneurial skills.

5.3 Spain



Spain has been active in implementing entrepreneurship education for a number of years. These efforts date back to the reform of the Act on Education in 2006, when provision for entrepreneurship was first introduced to the legal framework. In 2011 the Action Plan to Support Entrepreneurship by the Ministry of Industry, Energy and Tourism reinforced the position of entrepreneurship as a subject in schools at all levels.

These developments led to entrepreneurship being positioned as a compulsory subject and it is now taught in a variety of forms in primary and secondary schools, as well as in vocational education and training. Some challenges faced by teachers however still remain.

To support teachers, provide access to resources and help implementation, institutions such as the Fundació Escola Emprenedors, offer external help. They develop new methodologies and devise new materials. In addition to national initiatives, the regions have a prominent role to play and are gradually taking over this effort through initiating new projects. These types of new initiatives are offered by private companies as well as by regional authorities and educational institutions. (School Education Gateway, 2017)

Some of the most important ongoing initiatives addressing Entrepreneurship Education in Portugal are:

5.3.1 Be an Entrepreneur

The 'Be an Entrepreneur' Programme is run by the "Fundació Escola Emprenedors" and is primarily aimed at students in secondary education,

vocational training and universities in Catalonia, Spain. The programme's main objective is to promote the entrepreneurial mindset of students through innovative methodologies that strengthen initiative taking, self-esteem and confidence. It consists of 13 classes of one hour each, during school hours, and it teaches beginners in entrepreneurship.

Through the programme students discover their own passion and interest and develop a business plan, which is presented in public at the end of the final session. Particularities with this programme include that the programme is delivered by active entrepreneurs and entirely in English. These are features which set the initiative apart from other programmes in the region.

MINIEMPRESA EDUCATIVA

Educational mini-company is an initiative of the government of Andalucía through which young people can develop small businesses and learn about the entrepreneurial culture. The programme is part of the Action Plan for the Promotion of Entrepreneurial Culture in the public education of Andalucía. Some of the learning outcomes for the programme include management skills, presentation skills and basic commercialisation of products. The programme also helps link students with businesses and provides experiential learning opportunities. The final part of the programme is a fair through which the student teams are invited to present their mini-companies and sell their products to the wider society. The programme has been implemented in eight provinces in the region. In 2014 each province developed between 30 and 60 student mini companies

5.3.2 Emprenejoven

Emprenejoven is an initiative promoted by the Andalucía Public Foundation in collaboration with the Ministry of Education, Culture and Sports. The initiative opens up possibilities for student business projects to compete between each other through a scheme that helps them develop their innovative skills and competitiveness. As such, young people are encouraged to take a test and compete for a place at the Centre for Entrepreneurial Development (CADE) where they can learn about entrepreneurship and visit companies in the region. Around 400 Vocational Training Institutes participate in the programme

KITCAIXA JOVEN EMPRENEDORS

The KixCaixa Young Entrepreneurs is an initiative of Fondació la Caixa that offers a toolkit for educators in schools and youth clubs for entrepreneurship education. The toolkit comprises innovative educational material with a dynamic and creative methodology. Part of the content is digitalised and offers the opportunity for participants to compete for a challenge and win a prize of an educational trip to the

Silicon Valley. Provision of technical assistance and support is part of the programme and user can use the opportunity to get advice on how to use the toolkit.

5.3.3 How to Successfully implement entrepreneurship and business subject

Fundació Escola Emprenedors launched a teacher course entitled 'How to successfully implement Entrepreneurship and Business subject' as a support material for teachers who work with pupils involved in the 'Be an Entrepreneur initiative'. In 'Be an Entrepreneur', secondary and VET level pupils are engaged in real company development and through the programme they acquire skills for creating and leading a company, managing team(s) and finding innovative solutions and products ready for a competitive market. The teachers have a role to support and mentor their students, hence this teacher course serves as an introduction to the opportunities and challenges of the programme and prepares the teachers to serve as a support to their students in the best possible way.

5.4 Portugal



In the light of European policies that promote better skills for better jobs and lives, Portugal has undergone a critical structural reform of education to cater for better learning outcomes. The ultimate objective is to bring the students closer to the labour market at the end of their schooling. Although most of the attention is given to vocational education and training and higher education, there are also efforts to increase initiatives addressing pre-tertiary education. As a consequence there is an increasing prominence of entrepreneurship education in Portugal.

Progress is evidenced for example by the establishment of the first virtual platform specifically for entrepreneurship education. The Portugal Entrepreneurship Education Platform (PEEP) works towards raising awareness of, and providing information on, entrepreneurial learning opportunities. PEEP works in close collaboration with international partners and projects, thus providing young people of different age groups with international exposure to entrepreneurship programmes. (School Education Gateway, 2016)

Some of the most important ongoing initiatives addressing Entrepreneurship Education in Portugal are the following.

5.4.1 Portugal entrepreneurship education platform - PEEP

Portugal Entrepreneurship Education Platform (PEEP) is a virtual platform for the development and implementation of educational programmes related to entrepreneurship. It is a non-profit organisation that collects and develops research projects, helps capacity building and

supports policy development. The platform serves to inform the Portuguese, as well as the international community, on the state of play in entrepreneurial teaching and learning opportunities through national programmes, bilateral and multilateral collaboration initiatives and other European resources

5.4.2 You(th)Start entrepreneurial challenges

The You(th)Start Entrepreneurial Challenges is an initiative developed and implemented by PEEP, the Portugal Entrepreneurship Education Platform. The initiative is designed to target students at primary (aged 8-11) and secondary (aged 13-17) levels, by offering the institutions and teachers an alternative school protocol through which the students can learn about entrepreneurship through practical experiences. As a large European project in entrepreneurship education (implemented in four EU Member States), the objectives are set at several levels covering policy, evaluation and schools.

The programme consists of three modules: Core Entrepreneurial Education, Entrepreneurial Culture and Entrepreneurial Civic Education. The programme benefits from the direct involvement of top-level authorities in education and from the knowledge exchange in the fields of education, training and youth. In order to assess the effectiveness of the programme, the evaluation includes a randomised controlled trial methodology using a quasi-experimental protocol with an ex-ante and ex-post approach in three stages.

5.4.3 Exchange

EXchange is a set of measures that focuses on female entrepreneurship. As part of the initiative additional efforts are made to include women and girls of immigrant or ethnic origin that are often excluded from such opportunities and at the margins the society. The eXchange programme includes five work packages, each with specific goals and activities, and each supporting collaboration, leadership and skills development at different levels. The overall aim of the project is to reduce the gender gap in entrepreneurship and unlock the potential of a great number of women that are usually overlooked by similar courses and society in general. There are also plans to develop a comprehensive capacity-building pilot model for supporting NGOs, one that will contribute to gender equality among this target group.

5.4.4 JEVE, youth for green entrepreneurship and employability

JEVE, Youth for Green Entrepreneurship and Employability is a project to support young people in the development of skills, knowledge and entrepreneurial attitudes within the green economy. This educational programme offers development of these three different sets of skills through a free elearning platform where participants can select different

learning modules. Throughout the projects, participants are supported and encouraged to think of environmental problems and sustainable solutions that can be successfully marketed. Developing digital skills is also an integral part of the project. The Project was developed by Portuguese and is being implemented in partnership with Nordland Research Institute of Norway, Bifrost University of Iceland, Universidade Aberta and ACM (High Commission on Migrants) of the Portuguese Government.

Interview 1 – Richard Dickins

Q: What is your view on the current social entrepreneurship education?

A: Poor, too robotic. There is too much emphasis on teachers rather than self-development. Teachers should nurture entrepreneurs' confidence. There is also a big gap between the Business plans and their social value (business plan – gap – social value)

Q: Is there any school/university in which you can especially learn about social entrepreneurship?

A: Yes, there is The School for Social Entrepreneurs (<https://www.the-sse.org>), did you hear about it?

The interview was taken on 06.02.2018 during a workshop hosted by UnLtd - Richard Dickins (Social Entrepreneurship Consultant).

5.5 Estonia



In Estonia, at the national level, several Ministries and the Estonian Chamber of Commerce have adopted a policy document on the promotion of entrepreneurship education entitled “I am an entrepreneur”. Entrepreneurship education is recognised as a cross-curricular objective at all levels of schooling. Entrepreneurial competences are among the essential competences that ought to be acquired at all school levels.

In secondary education, it is a part of the compulsory subject “Civic studies” and the optional subject “Economics and business studies”. There are methodological materials (guidelines) available for schools and teachers to implement entrepreneurship education throughout the country. Support available to schools and teachers is diverse. Examples include the Enterprise in Schools, an initiative aimed at changing the curriculum and embedding entrepreneurship as an integral part of the teaching. In Estonia is very famous the **ENTRUM** programme, which presents a different approach. Recognised as one of the best youth entrepreneurship programmes, it promotes the development of the students’ entrepreneurial mindset and skills through bridging school-based learning with the outside world.

The objective of ENTRUM is to provide access to entrepreneurial activities to young people. ENTRUM started in 2010 based on the premise that there is an ideal personality with an enterprising mindset, and young people can be taken through a four-step methodology to acquire this status. The main objective of programme is to create a new generation with a strong entrepreneurial mindset and appropriate practical skills,

professional contacts and experience with launching business ideas. The programme focuses on the fields of information technologies, creative industries, ecological business, services and social entrepreneurship. The enterprising mindset is defined as a personality which:

- Acts wisely: Is determined to achieve the goal, is able to adequately assess him or herself and the consequences of choices made, is able to consciously use resources, is able to establish relationships and cooperate
- Thinks creatively: Is curious, open and willing to learn; is able to find new ideas/solutions; is able to solve problems creatively and can learn from mistakes; is able to notice and use global opportunities
- Initiates courageously: Is self-motivated and independent; dares to dream big and ambitiously and set high goals; wants to achieve the best; dares to make decisions and take risks
- Takes responsibility and cares: Takes into account people and the surrounding environment, acts responsibly, and copes with failure and uncertainty

More than 200 different organisations are involved in the ENTRUM Network, including secondary and vocational training centres, universities, centres for vocational guidance and counselling, chambers of craft, entrepreneur counselling services, trade and trainees associations, other youth programmes, and international, large and small enterprises. More than 70 mentors support the participants in practical ways and help them to start their own projects. www.schooleducationgateway.eu

The 3 main partners involved in planning and implementing the ENTRUM programme are the Chamber of Commerce of Estonia, Enterprise Estonia, Foundation Creative Estonia, and the Ministry of Economic Affairs and Communications.

5.6 Italy



Entrepreneurship education is gradually being introduced across all levels of education in Italy, both nationally and regionally. It is recognised as a key competence. In 2013, new guidelines for planning and implementing initiatives in entrepreneurship education were published, under the auspices of the [Institute for the Development of Vocational Training](#) (ISFOL).

These guidelines set out support for education institutions, head teachers and teachers. The document proposes the integration of programmes that connect education and industry through teaching and experimental learning, especially at the vocational and technical education level. Although the main focus is at the level of vocational education, entrepreneurship is recognised as a cross-curricular objective and this includes promotion at the primary school level.

Entrepreneurship promotion-related initiatives are evident across Italy. [Junior Achievement Italy](#) is actively delivering non-formal educational programmes across the country through initiatives such as Leader for a Day, Innovation and Creativity Camps and Enterprise without Borders. At the regional level there are many regional strategies supporting entrepreneurship education in evidence. For example, the regional strategy in Puglia includes a number of entrepreneurial education activities, which target different age groups.

Junior Achievement Italy is also involved in the implementation of an Erasmus+ funded research project called Innovation Cluster for Entrepreneurship Education (ICEE). The project is a collaborative effort of education ministries and agencies from across Europe.

The project has four innovation clusters:

- The first cluster is analysing national strategies,
- the second is identifying the most suitable contents and tools for entrepreneurship education,
- the third is recommending approaches to embed in initial teacher training courses
- the fourth is recommending approaches to assessment which best capture entrepreneurial learning outcomes.

Together the clusters will create a progression model through which entrepreneurial education can flow from primary to upper secondary level education.

Enterprise without Borders is a Junior Achievement initiative, aimed at secondary school children to teach the importance of international trade. In the Italian programme, the economic principles underlying the European market are introduced and entrepreneurship is promoted in a global context. Some of the concepts addressed through the programme are: trade agreements, balance, value chains, cooperation, culture and impact on business, supply and demand, customs, import/export, joint-venture, market leadership, marketing.

The initiative engages the students through a learning-by-doing methodology and makes them think about innovative solutions to real problems. The programme runs weekly for three months, and the student teams are encouraged to develop a mini-company, register it through a European portal and go into joint ventures with other European student companies. The process is supported by experienced mentors and business professionals and the programme encourages schools and teachers to come together.

Insure your Success is a new initiative created for secondary school students aged between 15-17 years. The initiative is available in Milan, Rome and Turin and it is implemented by Junior Achievement Italia. The programme structure builds on the engagement of students through two meetings. During these two meetings, the students learn about money management and savings, including the concept of savings, different investment options and "risk" and "protection".

The meetings are conducted by experienced volunteers of AXA Assicurazioni, the Italian branch of the global investment bank. The meetings are designed with the ultimate objective to help students weigh up financial decisions, plan their own costs and consider unexpected events. The first meeting introduces basic concepts on planning one's costs and savings. The second meeting provides students with ideas how to tackle unpredictable situations to help them avoid financial problems

5.7 Turkey



5.7.1 Abstract

Entrepreneurship acts as a remedy for unemployment and growth problems that are caused by the recent global economic crisis are the major issues in the political agenda of all countries today. However, for improving entrepreneurship and creating entrepreneurs that can create new jobs, adequate human resources and knowledge base are strongly required on national level. Entrepreneurship education gains importance for building entrepreneurship driven economy by making individuals acquire entrepreneurial skills, knowledge and mindsets.

As a significant part of the formal education on creating entrepreneurs, entrepreneurship courses in higher education need to be focused and priorly improved. In this context, this study aims to explore entrepreneurship education in public universities in Turkey. By this aim, we searched and analysed Web sites of 360 academic units including business administration and engineering faculties, science and technology, social sciences institutes of 95 public universities in Turkey. Research findings showed that entrepreneurship courses in public universities in Turkey are not sufficient to provide skills or mindsets that are required for creating entrepreneurs that can contribute to economic growth and employment for students.

[Entrepreneurship Education at Universities: Suggestion for a Model Using Financial Support](#)

The public sector is not the only one that creates more and better jobs in developed countries. In addition, the private sector seems to have a

major role in solving the problem of unemployment. But according to recent studies, the oldest and largest private companies cannot seem to provide new opportunities to combat unemployment. This poses a question: which type of companies can provide employment to those individuals seeking it? Lately, it seems that only companies which use advanced technology and startup companies can provide new jobs to those seeking employment.

Currently, the mission of the university as an institution has changed. Education of entrepreneurship is the one of the important areas of study in universities all around the world. Developments on information and technology have reached a high level, creating new challenges and problems for universities. Additionally, universities have to change their teaching models and methods to reach contemporary levels. It is possible for universities to revise their missions and visions. These missions should include objectives of education and a suitable strategy that considers the private sector and its expectations from universities.

Collaboration with industry and other related sectors can support universities, and encourage them to add courses like “Entrepreneurship” to their curricula. In addition, this encourages universities looking for new partnerships. One such partnership is called **KOSGEB** (in Turkish), which is a state owned “Small and Medium Enterprises Development Organization”. KOSGEB can provide fiscal aid, some refundable and some not, to all small and medium enterprises. KOSGEB also provide huge opportunities to potential entrepreneurs who want to establish a new business through its Entrepreneur Support Program.

One component of the program is to provide monetary support - up to 100,000 TRL in total. In this study, we will discuss the Entrepreneur Support Program of KOSGEB, and whether it is feasible for solving the problem of unemployment after university education. We ask if this program is a good collaboration to help students, and how universities can apply this support program to their academic program.

5.7.2 Entrepreneurship education in South East Europe and Turkey

Despite significant political, economic and social challenges, the EU’s pre-accession countries of South East Europe (Albania, Bosnia and Herzegovina, Former Yugoslav Republic of Macedonia, Kosovo*, Montenegro and Serbia) and Turkey have begun to address entrepreneurship education systematically, including through regional cooperation and peer learning. And some countries are already achieving inspiring results.

Measuring progress in entrepreneurship education: the SBA assessment
Within the framework of the Small Business Act for Europe (SBA), the EU’s policy framework for promoting entrepreneurship, special attention

is devoted to entrepreneurship education. Education is seen as playing a key role in building an entrepreneurial culture in the EU and its future member states, which in turn will result in a more competitive economy, job creation and social cohesion.

Currently, EU-28 countries provide limited information on progress achieved in the area of entrepreneurship in their SBA reporting. However, in the pre-accession countries the SBA assessment for entrepreneurship education is an in-depth analysis of existing policies and practices carried out every two years.

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Led by the European Training Foundation and SEECCEL, in cooperation with each country's public authorities and business world, the assessments effectively measure the extent to which an entrepreneurship education "eco-system" is in place. This means looking not only at policy and the curriculum, but also looking at the institutional culture of schools, teacher training, stakeholder cooperation, monitoring and evaluation, good practice exchange, etc.

The SBA assessment is complex and demanding: it consists of dozens of indicators and requires both desk research by local experts and critical discussions at national stakeholder meetings. But it is worth the effort: the assessment provides each country with a good picture of its achievements and a road map of how to improve its entrepreneurship education policy and its implementation.

Preliminary results in South East Europe and Turkey: commitment, cooperation and implementation

The SBA assessment has been taking place since 2006. The results of the latest SBA assessment, which will be officially published in early 2016, show the following positive trends in the region of South East Europe and Turkey:

- Political commitment to the entrepreneurship agenda has been confirmed through the Charter for Entrepreneurial Learning: the Keystone for Growth and Jobs, jointly signed by ministries from all countries in the region in 2012.

- Policy commitment also exists since all countries have included entrepreneurship education into relevant national strategies, with some even developing separate entrepreneurship education strategies.
- Regional cooperation has played a significant role in the process, despite geo-political tensions. Namely, SEECEL was established upon the request of all the countries of the region in order to support the entrepreneurship agenda in each country, including through peer-learning between schools and experts.
- Implementation of entrepreneurship education is now taking place in all countries' primary, secondary and tertiary education systems through piloting an instrument developed by SEECEL. There are over 170 pilot institutions, and the positive impact on the acquisition of relevant learning outcomes has been confirmed by independent experts, as well as by the schools and teachers themselves.
- In addition to these general achievements, examples of intelligence gathered from the SBA analysis demonstrate the value of the assessment process in capturing progress within the countries:

Montenegro has begun the full-scale implementation of entrepreneurship as a cross-curricular competence in primary and secondary schools, and has ensured special training for teachers and school principals in every school.

Turkey has set up a highly original structure for promoting entrepreneurship in higher education through an Entrepreneurial and Innovative University Index.

Bosnia and Herzegovina is implementing a state-wide project on introducing entrepreneurial learning as a cross-curricular competence in secondary education and in non-formal education.

In most countries in the region, the unemployment rate is over 20% (more than double the rate of the EU-28 average), and youth unemployment often reaches 40% or more. The significance of entrepreneurship and entrepreneurship education in such countries is therefore huge. Maybe it is precisely these countries that will soon be making the most rapid progress in entrepreneurship education.

Details on

http://www.kosgeb.gov.tr/Content/Upload/Dosya/Mali%20Tablolar/Gisep_2015-2018_EN.pdf

6 Implementing an entrepreneurship training program



6.1 The Heart of an Entrepreneur

- An entrepreneur has a heart that cannot be tamed, a passion beyond what can be enacted in traditional employment. They can't help but see beyond the present and into the future, beyond the current annoying problems into solutions that can be used for generations to come.
- An entrepreneur is able to take risks not because they are so brave, but because the option of monotony without purpose seems like a risk far greater than that of losing money or reputation fighting for what they really want.
- An entrepreneur knows how to not take no for an answer, but rather to tirelessly adapt the project, presentation, target audience or approach until they get no less than a "hell yeah".
- An entrepreneur never truly rests or takes a vacation, not because they are crazy workaholics but rather because they don't know what they would be taking a rest or vacation from. What they do is a part of their being, a part of their soul, and taking time away from it would be similar to two lovers trying to take a vacation from each other.
- An entrepreneur's mind is constantly creating, in fact they have already created a new reality and if you ask them about it they can passionately tell you about a world that doesn't even exist yet.

- An entrepreneur sees money for what it is, one of many tools needed to fuel their dream. They are not obsessed with it, they know from experience it can be made and lost in a heartbeat. And deep inside they know that value brings value, and they know that what they have is valuable and will eventually bring them value in return. They are not thinking about "what value can the world give me" but rather they are thinking "what value can I give the world".
- Entrepreneurs care deeply about every client, every project, every detail, and if they're ever in a situation where they need to ignore their nature for gain it will leave them restless and dissatisfied.
- Entrepreneurs can make excellent employees, but only in an environment that favors creativity, progress, and individual initiative rather than adherence to outdated rules. They flourish in an environment that embraces leadership based on inner qualities rather than control of one group over another based on position and title, with endless bureaucratic measures to ensure that the useless artificial hierarchy is respected.
- They are always asking themselves "What is the goal? What is the purpose? What is this useful for? How can we do this better?" If the leadership is focused on dominating human nature, they will only feel stifled, frustrated and rebellious, whereas if the leadership is focused on bringing out and developing the best of human nature, they will grow and blossom faster than ever thought possible.
- The reason an entrepreneur can seem rebellious is that they have their own inner compass. If the values of the environment are aligned with those values, they will be your greatest ally. If they are opposed to them, they will bring you no end of sorrow. Don't try to control an entrepreneur, it's a losing battle. Rather look for ways to bring out their qualities and support them in creating the reality they are fighting for. You will be amazed with what can happen once they are supported and appreciated instead of suppressed.
- Although you may think that you can only find entrepreneurs in startups or in business school, this couldn't be farther from the truth. There are closet entrepreneurs everywhere... that entrepreneur could be your friend, your colleague, your child, your employee, your spouse. Perhaps they never had the support they needed to spread their wings and fly, and you could be the one in a position to change that.

If you recognize this in someone else, set them free. If you recognize it in yourself, set yourself free. The world will be better off when you do.

6.2 Example of the entrepreneurship education process

Following is the training module that we have implemented to give participants with little or no experience in entrepreneurship, let alone social entrepreneurship, some building blocks that they could use to start their enterprise. Included are also some comments and insights from the training team throughout the process, so you can have a better idea of what transpired and what aspects may be applicable to you when you implement a social entrepreneurship training.



6.2.1 1st session – Welcome Evening

Although we would normally implement an organized “getting to know you” session, in this case we let it happen organically because we were in a beautiful place in nature outside of Tallinn, and participants seemed already eager and interested to get to know each other in an informal way. This natural atmosphere that evolved around a bonfire (both in terms of nature and in terms of how the participants were interacting with each other) set a very good tone for the rest of the training.

6.2.2 2nd session – Getting to know each other and the program

With this session a few getting to know you games were played, and were very useful to capture the attention and engagement particularly of the participants who hadn’t had the chance to bond the night before. After this participants gained an overall view of the program, its main objectives, and had the chance to ask questions and comment on the overall plan.

6.2.3 3rd session - Teambuilding challenge

Here the participants were asked to create something, using only the resources available in nature, that was:

- Beautiful
- Useful
- Creative
- Environmentally friendly

They were also informed that everyone needed to be involved in the process. Using their own initiative, participants divided themselves into 2 groups and set out to complete their task. As you can see from the pictures, this activity had impressive results. One group created a natural dog house, while the other one created a nature spa. During this session, even the participants who were normally a bit more shy became very engaged at the opportunity to create something with their hands and in nature. This session was very useful in understanding the phrase “making something out of nothing” and also outlined the irony and the beauty of learning about entrepreneurship while being in the middle of nature.

6.2.4 4th Session - Understanding Social Entrepreneurship

Here participants had a chance to brainstorm and write down what were their current definitions of entrepreneur, entrepreneurship and social enterprise, without checking online but only relying on their current knowledge. The session was conducted in a world cafe style, where participants spent some time on one heading and then moved onto another one.

This was followed by a presentation from each of the groups on what they had come up with, followed by input from the trainer on the actual definitions of each term and addressing some common misunderstandings. For example, when a lot of qualities were written down as being essential for an entrepreneur (creative, communicative, leader, responsible, etc.) the trainer



clarified that while it is certainly an asset to have all these qualities, the only real definition of an entrepreneur is one who sees a problem/need and creates an enterprise to fulfill that need.

Also when it was mentioned that business entrepreneurs were “greedy bastards” while social entrepreneurs were heart oriented and wanted to change the world, the trainer contributed that while social entrepreneurship is about making a difference in the world, there are a lot of strategies that we can learn from those that we might call “greedy bastards”, and that actually there is nothing wrong with making money ethically and especially when the cause is good.

At this point and other points throughout the training, it became clear that there was a sort of aversion to the idea of making money, and that many of the participants were actually much more focused on the social side rather than also being focused on the entrepreneurship side.

Challenge for you: If you have a group of participants who are mostly socially minded, how can you bridge the gap to the entrepreneurship mindset and the initiative and desire to make a profit? Conversely, if you have a group of entrepreneurs who are mostly focused on the bottom line, how can you bridge the gap to the social mindset and the initiative and desire to create a social or environmental impact?

6.2.5 5th Session - Developing My Idea

This session started with some basic input on how to begin the thinking process about a new idea, based on the what/why/how frame. Here was emphasized the importance of the “why” part, as their own motivation is what will keep them going in the challenging process of starting their own enterprise.

Their motivation can come from having experienced a problem themselves and wanting to solve it for their community, or from a loved one having experienced that problem, or from a passion that they have always had, or in potentially many other ways, but should be internal motivation rather than external motivation.

It was also shared that at times our why can come from our greatest pain (someone wanting to start a social enterprise to do groundbreaking research on cancer may have experienced cancer themselves or been close to someone who has). Then participants were given the task of defining their own “what and why”, with the understanding that we would deal in detail with the how in the following sessions.

6.2.6 6th to 9th Sessions - Working with the Business Model Canvas

Here participants were introduced to the “Business Model Canvas”, a model created by Alexander Osterwalder which is a step by step process for creating a practical business plan that isn't as time consuming as the traditional business plan, and more based on actionable information. It is ideal to spare at least one full for all the steps of business model canvas. The business model canvas (images included below) includes the following sections:

I. Value Propositions

- What value do we deliver to the customer?
- Which one of our customers' problems are we helping to solve?
- What bundles of products and services are we offering to each segment?
- Which customer needs are we satisfying?
- What is the minimum viable product?

II. Customer Segments

- For whom are we creating value?
- Who are our most important customers?
- What are the customer archetypes?

III. Channels

- Through which channels do our customer segments want to be reached?
- How do other companies reach them now?
- Which ones work best?
- Which ones are most cost-efficient?
- How are we integrating them with customer routines?

IV. Customer Relationships

- How do we get, keep, and grow customers?
- Which customer relationships have we established?
- How are they integrated with the rest of our business model?
- How costly are they?

V. Key Resources

- What key resources do our value propositions require?
- Our distribution channels?
- Customer relationships?

- Revenue streams?

VI. Key Activities

- What key activities do our value propositions require?
- Our distribution channels?
- Customer relationships?
- Revenue streams?

VII. Key Partners

- Who are our key partners?
- Who are our key suppliers?
- Which key resources are we acquiring from our partners?
- Which key activities do partners perform?

VIII. Cost Structure

- What are the most important costs inherent to our business model?
- Which key resources are most expensive?
- Which key activities are most expensive?

IX. Revenue Streams

- For what are our customers really willing to pay?
- For what do they currently pay?
- What is the revenue model?
- What are the pricing tactics?

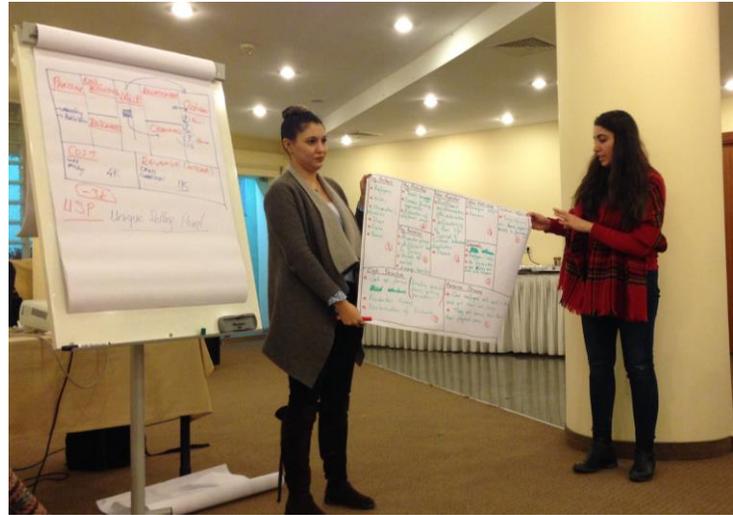
After being explained the canvas in full, participants spent the whole day being guided through the process of filling out their own business model canvas, with special support given to any sections they had more difficulty with. This proved to be a very challenging but at the same time very useful exercise for them, since most of them had never taken the time to carefully consider all these different aspects and were now in a better position not only to have a better view of their social enterprise idea, but also to be able to explain it in detail to any interested parties or potential stakeholders.

Some participants who weren't fluent in English had trouble understanding the terminology, and needed to be explained in simpler terms what was being asked (or in some cases in their own language).

Challenge for you: When you have participants in your training that are not fluent in English, and yet you are dealing with a complex topic and lots of specific terminology, how can you still engage them and ensure a significant learning experience for them? What alternative methods can you use to accomplish this?

6.2.7 10th and 11th Sessions - Presenting Business Model Canvas and getting feedback

For these sessions participants presented the business model canvas they had filled out in the following day to the rest of the group, and had the chance to answer questions and get feedback on their ideas. For the most part the ideas were quite original, creative and well thought out, however most of the participants had created what was more like a non-profit project idea than an enterprise. Therefore, most of the feedback was focused on how they could in some way profit from their idea, or at least bring it to a point of being self-sustaining.



As mentioned before, thinking as an entrepreneur was one of the main challenges for this particular group of participants. There was also an understanding that since the idea was based on supporting a disadvantaged group to solve a problem, that they should never be directly charged but that there should be another source of funding. Here the trainers added that while this may be the case, it isn't possible to make this assumption across the board and needs to be addressed on a case by case basis. For example, in the case of children with mental disabilities, it is possible that the parents can and want to pay for a quality service that will help them to develop their social and creative skills. Of course in the case of food re-distribution to homeless people this may not be the case, but then again there may be groups of people who are willing to pay for good food that would otherwise go to waste (for example someone organizing a big event on a tight budget).

6.2.8 12th Session - Branding and Marketing

This session started with understanding the difference between marketing and sales, and the method that was used for this was a role play by one of the trainers wanting to sell a chocolate. For the sales representation, the trainer went up to one of the participants and explained all the great aspects of the chocolate (how good it tasted, how

healthy it was, the low cost, etc.) In the marketing representation, the trainer was more focused on what the participant really wanted in a chocolate (what kind of taste, what kind of cost, what kind of wrapping, etc.) and tailored the chocolate to meet that demand, causing the participants to be the ones coming to the trainer demanding that particular brand of chocolate.

This made the difference clear for most of the participants, but one of the participants brought out that sales is more difficult than marketing because sales is about the real deal while marketing is just about manipulation. This started a discussion on the fact that although marketing can be manipulative, it is not always the case and it is up to use to use marketing in an honest and ethical way.

- In order to see some live examples of branding and marketing, participants were shown advertisements of 3 different well-known companies and asked to evaluate the advertisement not only in terms of content but especially in how it made them feel. It was then shared that a big part of branding involves creating an emotional response from the people who are in contact with your product, since many times humans aren't making decisions based on logic but rather on emotion.

For example, an airline will not necessarily include in their advertisement the details about their planes, how safe they are, how they are maintained, etc., even though the planes are the primary product. Instead they will make an advertisement that will bring out in you the desire to experience an adventure, reunite with loved ones, or in general just have a good time traveling the world. A shoe company is not necessarily going on about how their shoes are made, what material they use, how durable they are, etc. Rather they will make you reflect on what it feels like to take charge of your life and go for a run every morning, or to accomplish very difficult feats in sports successfully. So that they are in essence selling success and drive, and not necessarily the shoes themselves. A computer company on the other hand could go on and on about all the details of the hardware, how durable it is, and specifics of what you can do with it, but instead they will make you realize that anyone with a computer can change the world, and that you can be one of those people.

- After going over these examples and reflecting on them, participants were given the chance to think about the brand that they are creating, and to come up with the name, slogan and symbol that they wanted it to be represented by. They were then asked to share this in groups of 4 in order to flesh out their ideas a bit more and get some feedback for the other participants. This part was interesting because although some of the participants struggled a bit more with the other sections of the training, this part seemed to flow rather smoothly and they were able to quite easily come up with creative ideas for their name, slogan and symbol.

6.2.9 13th Session – Financial Planning, Legal Frame, Positioning

This was a session with a lot of different information about technical and practical things to consider when starting their enterprise in a particular country. For this they were offered the PESTEL model, which includes considerations about:

- Political Conditions
- Economic Conditions
- Social Conditions
- Technological Conditions
- Environmental Conditions
- Legal Conditions

They were given some information and examples on how to conduct research about these different aspects in order to ensure that they are knowledgeable and aware of these aspects and can be prepared for them when starting their enterprise, or conversely decide not to start their enterprise in a particular country.

They were then asked to do some research particularly on the legal frame that they would like to have for their enterprise (sole trader, limited company, non-profit organization, foundation, etc.) It was brought out that in many countries, even European countries, the legal frame “social enterprise” doesn’t exist. Therefore, it is up to them to choose a legal frame that fits with their structure and goals, and then to make the decision to run their enterprise as a social enterprise. We acknowledge that the lack of possibility to have the social enterprise legal frame in many countries can be a hindrance to truly fostering social entrepreneurship, and hope that this legislation can change in the future.

At this point participants seemed quite overwhelmed with all the information and everything that they needed to consider and learn about, so we encouraged them that they don’t have to think about everything at once and just to keep this information for the future moment when they will want to refer back to it. Although there was more information that could have been shared at this point, we decided to cut it short since they had reached their absorption capacity for the moment.

6.2.10 14th Session – Passion and Talent

This session was conducted at night and on the trampoline, in order to change the setting a bit and re-engage the participants. The topic was also quite different from what had been discussed until that point, so it was a nice way to switch to another mode.

- Participants were given the information about what is passion and what is talent, and how most of the time they are actually linked to each other since what we naturally do well is also what we are generally passionate about. Then there are leverage skills, something we are not naturally gifted at but learn along the way in order to survive or in some cases in order to implement our talents. Then there is the no talent, no passion and no leverage skills zone which is also important to know about so that we don't spend any time there unless it's absolutely necessary, since although we can still learn things that are in that zone it will take us so much time and energy and we will not make nearly as much progress there as we will in the areas that we are naturally gifted in.



There are 2 main reasons why we don't generally recognize our talents: the first is that we are generally looking for talents in the things we can actually see in others, for example that they are a good singer, or public speaker, or athlete. But the truth is that those actions are in reality expressions of a talent but not the talent itself, since the talent itself is the way that we think and feel (analytical, empathetic, learner, etc.) The other reason why we have a hard time recognizing our own talents is because they are so natural to us we tend to assume what is easy for us is easy for everyone else.

This couldn't be farther from the truth, and you can understand this if you think that someone can have empathy in every situation and understand the emotions of others effortlessly, while others can be completely clueless and no matter how hard they try to "train themselves" in it will never have the same ease in understanding emotions. Or someone who easily and naturally strategizes and thinks about exactly how something will develop and every possibility and obstacle, and the other who tries very hard to do the same and tries very hard to think it that way but

simply isn't able to come up with the same strategy. Because of this, we tend to see our talents as "normal" or "just us", when in fact they are unique and valuable particularly when we are in a context where that talent is needed. Conversely, any talent can become a negative when it doesn't fit with the context or clashes with others. Every talent needs the right context to be useful, otherwise it becomes a situation of "when all you have is a hammer everything looks like a nail", when in fact the moment when you need a hammer and the hammer is there to serve you is a moment of pure perfection.

- Next participants were presented with different examples of what talents can be, each written out on a paper on the ground, and asked to reflect on and write down what they felt were their 5 top talents (ex: empathy, communicator, learner, etc.) After this, participants were asked to look at all the talents present on the trampoline and to write down what they felt were their 5 top talents. Some participants knew this right away and quickly identified with different talents, and others needed more time and reflection since they were not very practiced in "knowing themselves".

It was interesting how open participants were about this part, some saying "I definitely know that I am this, I know myself really well" and others who shared "I don't know myself very well at all, never thought about this" creating the environment to discuss the importance of understanding ourselves and our strengths in order to make good decisions and be as effective as possible, and in some cases even helping us to understand the reason for past decisions (why we decided to go for a certain opportunity and not another) and the possible correlation between our decisions and our talents.

- Next participants were asked to think about what talents they believe are needed for their enterprise to be successful, and whether or not they have that particular talent, and if there were talents "missing" who they could collaborate with to add that talent to their enterprise. For example, one participant with the analytical talent realized that he could be excellent at building his product, but in order to actually sell his product he would need to collaborate with someone who had the relator or woo talent in order to actually sell his product.
- To close the session participants were asked to share what they had understood or learned from it, and what they shared was varied and interesting. For some it was a very clear awareness of what kind of person they needed to "recruit" in order to make their enterprise successful, for others it was realizing that they have been working very hard to suppress a talent (like competition) because they felt it was harmful, rather than finding the context where that talent can actually serve them. For others it was an understanding of why they wanted to create the enterprise that they chose (creating a career learning centre for migrants) understanding

that it actually combined all the talents that they had (empathy, inclusion, communication).

Challenge for you: If you are giving a training that involves both technical and practical skills and knowledge, as well as soft skills and emotional intelligence training, how would you manage it? How can you find the balance between them? How can you make a transition from one to the other, while still enabling the training flow to be natural and coherent?

6.2.11 15th Session – Leadership

This session was a simulation called HUMAN which was created by Leilani van Rheenen for the purpose of leadership training.

- Firstly 5 volunteers were requested, without mentioning what it was for. These volunteers were taken to a separate spot in the grass and then told that they were the lucky ones, because they would be the ones to know what was going on and the others would be the ones in the dark trying to figure it out. The other participants would be told that they had to write 360 degrees with the bodies of the volunteers. What they wouldn't be told is that each of the volunteers would have something that they like to do (doing yoga, taking pictures, checking facebook, etc.) and that they would refuse to cooperate unless they were shown interest for their particular needs and desires. It was up to them to decide when they felt the others were genuinely interested in their needs. It could be expressed by doing it with them, or by talking to them about it, or in many other ways, but they should feel genuine interest before cooperating.

So each of the volunteers got into their respective roles, while the others were given their instructions (write 360 with the bodies of the volunteers). They were also told that they could speak to the volunteers but they couldn't really confer with each other unless they made a certain sign to huddle separately to speak about what was going on and what they could do to accomplish their task.

- The trainer took the role of silent observer throughout the simulation, walking around and writing down parts of the dialogue that will later be used during the debriefing session to reflect on what happened. In some cases, participants were cajoling the volunteers trying to use emotional manipulation “everyone else is doing it, imagine what will happen if you don't”, in some cases suggesting to take them by force, and in other cases trying to wear them down by continually repeating the request to get into position. When they realized that these tactics weren't working, they made the signal to regroup and discussed what could possibly work.
- When one of the participants was finally catching on to the fact that they needed to show interest for their individual needs, another participant

said they knew what to do and started shouting at everyone to get together and get in position. When that didn't work they went back to discussing, at which point they started to understand that unless they showed real interest in their needs the volunteers would not cooperate. With this realization, they went one by one to the volunteers and first showed interest in what they were doing at the moment, and then asked them nicely for their cooperation, and one by one the volunteers got into position. Some were a bit easier to convince than others, but in the end they were successful in convincing all of them as you can see by the picture.

During the debriefing we discussed why it was hard in the beginning, and how the volunteers felt when they were being pushed to do something against their will. The other participants also expressed how confused they felt at the beginning when they couldn't accomplish their task, but later with their understanding of needing to focus on the needs how everything changed around. We reflected on how we are normally leading people, and the methods that we are using to get their attention and cooperation, and how we can be more effective by focusing on what they want and connecting it to what we want to accomplish as an enterprise.



It was then shared with them the Tree of Life, a model of understanding human needs created by Leilani van Rheenen. This model starts by describing the basic human need of safety and love, which is important even for the subconscious mind and at an infant stage. Without safety and love, a newborn will never be able to survive. Soon the organism has another need, growth. During the growth stage they are ready to try new things, learn and develop into a fully functioning organism. Then comes contribution, the stage in which we want to do something for others or for our societies, and this is the stage in which a tree will start to bear fruit or a human will start to work and create some kind of value for others. In

order to fulfill these needs of safety, love, growth and contribution, freedom is an essential element and is represented by the fresh air existing around the tree allowing it to grow and contribute to its full potential.

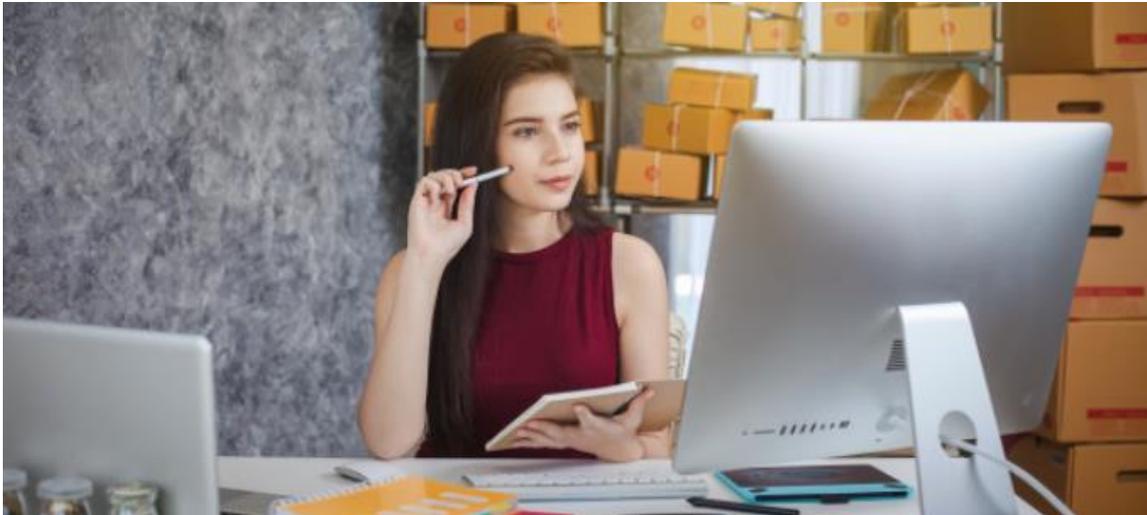
- Participants were then asked to draw their own tree, and to rate themselves on a scale from 1 to 10 how much each of their own needs were being met (safety, love, growth and contribution). They were then asked to share what was their lowest score, and what they could do to change that.
- Then to connect the session back to the topic of leadership, it was shared that effective leadership starts with self-leadership, and being aware of ourselves and how we can effectively meet our needs makes us able to recognize the needs of others and support them in meeting their needs, as well as in connecting their needs to what we want to accomplish with our social enterprise. For example, someone with an unfulfilled need for growth can be very motivated to help build an enterprise on a topic they are passionate about, and someone with an unmet need for contribution could love to be a part of an organization that is distributing food to those in need. By meeting someone's basic psychological needs, in addition to or instead of financial compensation, we can get their collaboration and an even stronger sense of loyalty than could have been accomplished with financial incentive alone.

After some more personal examples and reflections were shared, the session was closed with participants having a very clear understanding of the state of their own "tree of life" and what they can do to meet the needs that are not being sufficiently met for them. They also understood how they can link to another tree, that also has unmet needs, and together work to meet their needs and at the same time the needs of the "forest" (the community at large).



The training ended with an evaluation and an encouragement particularly to participants who didn't as of yet feel confident to be leaders in their communities to not be afraid to step out and implement the ideas that they have developed during the training and are already passionate about. It was shared that instead of looking for a leader to change things, that it is time to be that leader and that the capacity to do so is already in them and merely needs to be developed and expressed.

7 Inspiration and ideas



Following are some common obstacles that I have observed can hold someone back from becoming or from continuing to be an entrepreneur. It is important to mention that I don't think entrepreneurship is for everyone. Some people are very content to work in stable environments and to implement the ideas of others while making a living at the same time. And this is a totally valid choice. In fact, becoming an entrepreneur when you don't really feel the drive or motivation to dive into it isn't a good idea.

However, there are some cases where the person has a great idea, has all the desire and motivation to start, but still feels held back by the factors below. If this is the case, then it is worthwhile to look at what is holding you back (or them in case you are their trainer or coach) and to work with them to overcome these obstacles so that they are not held back from fulfilling their dreams.

Common obstacles to becoming a social entrepreneur:

7.1 Dreading the uncertainty

that comes along with it, particularly financial uncertainty

The fact that being an entrepreneur is uncertain, and that having a stable 9-5 job is certain, is actually an illusion. There is always the risk of losing your job, of the company you are working for going bankrupt, or a number of other factors that you can't avoid. Yes, for the short term being an entrepreneur will be more uncertain, but for the long term building

yourself up as an entrepreneur so that you are not dependent on anyone or any specific conditions in order to make a living is a much more freeing and sustainable form of certainty.

7.2 Worrying about not being good enough

or the idea not being good enough

The truth is, everyone thinks this! Furthermore, it's true. Most products, people and companies took many years to become what they are today. It may look easy and instantaneous to us, because we are only seeing the end result. We rarely see all the effort, time, sweat and tears that it takes for people, products and companies to become what they are. In the words of Harrison Ford, "If you think you can, or if you think you can't, you're right." The important thing is not that you or your initiative is flawless, but rather that you believe it has the potential to contribute to others in a significant way. If you believe this then go on with it until you make it as ideal as it can be, and then continue to make it better as you go. If you do you'll pretty soon end up with something pretty awesome in your hands that you can confidently share with the world.

7.3 Having a conscious or subconscious aversion to making money,

marketing, or other necessary aspects of having a business. Particularly for people coming from a non-profit background.

My image of "businessmen" used to be old men in overpriced clothes, overweight, sitting in a dingy restaurant with cigars making shady deals that manipulated or even harmed innocent people. And I discovered that a lot of people who have spent a lot of time being volunteers or working in the non-profit sector felt the same way (well different images maybe but same idea). As long as we have a conscious or sub-conscious aversion to making money, selling, marketing or any other aspect of the business we won't succeed in it no matter what we do. If you feel you may have such a block, try asking yourself "I believe money is..." or "I believe business is..." and see what comes out. If you uncover negative beliefs, change them so that your path can be open again to creating and contributing to the world in a way that is sustainable for you.

7.4 Feeling the need to know too much before getting started,

getting inundated with too much information and then becoming paralyzed and not taking action

Awareness + practice = success

Just doing without learning new things, getting needed information or developing ourselves can lead to just spinning our wheels, but at the same time just developing awareness and knowledge and taking too little action will make you a great academic but a very poor social entrepreneur. The best solution for this is to learn as you go. Start doing what you want to do, and it will become clear to you what you need to learn in order to do it, or to do it better. And make what you learn very specific and actionable. Instead of thinking “I need to learn about marketing” think “I need to learn about how to attract people to my live event”. If it’s not specific and if it’s not actionable, it won’t help you move forward.

7.5 Analysis paralysis:

spending too much time deliberating, analyzing the situation, hashing out scenarios and procrastinating the real action that needs to be done

This is similar to the scenario above, except it also includes also asking “what if” and dwelling on the worst case scenario. Only think about the worst case scenario or your enterprise’s potential “doomsday” as long as you need to make a plan B, or to make necessary preparations to be ready for it and to prevent it. Other than that don’t focus on these things at all, because what you focus on grows. And when you are focused on threats you will have a very difficult time seeing opportunities or being able to grow.

7.6 Thinking that a lot of money is needed to start an enterprise,

and that unless there is a large amount of money sitting in the account that it’s not possible to start.

Of course it depends on your enterprise, whether you’re planning to build rockets or sell your time and/or knowledge. But the illusion that it takes tons of capital to start any business is simply not true, and it’s not even wise to invest a whole lot before you have started selling and testing your products and services and making money from them. Think of the lowest common denominator of money when you start out, and you’ll find yourself avoiding a lot of stress and debt which could potentially break your business before it even makes a profit. The most important thing is not how much money you invest, but how much value you are providing to your customers. Sometimes providing this value will cost you nothing except for time, but if it is valuable to your customers you could prosper without spending anything except what you need to keep going. The big and unnecessary expenses usually come when we put too much value on image, and the advantage of being a social entrepreneur is that you can create a business model that is built on economic and environmentally

friendly solutions rather than image, for yourself as well as for your enterprise.

7.7 Perfectionism - wanting everything to be flawless before launch,

or spending too much time on projects or items that could be finalized less perfectly but more efficiently and still with good results

Perfection is not only an illusion, it's so subjective. Perfect according to what, whom, and for what purpose? Instead of asking yourself if it is perfect, ask yourself is it valuable? Is it making a contribution? Is it useful? And then keep developing it as you go, as you gain more information and expertise on how to improve it. The moment its perfect then your business will start to go down anyways, because believing that it is perfect will prevent you from improving it and continual growth is essential to a successful modern day enterprise.

7.8 Pressure from family,

friends or society to not take risks, to keep the stability, to not rock the boat and to maintain the status quo

As an entrepreneur you will have to develop some tough skin anyways, so you might as well start with those closest to you. Develop the habit of being able to listen to the opinions or concerns of others without taking them on, to be able to evaluate what is useful, what fits with your goals, and what doesn't and is just fear based and will bog you down. As a social entrepreneur it's very likely that you see a horizon and possibilities that don't even fully exist yet, or that others are not yet able to see. Remember that whatever you can imagine you can create, and the opposite is also true. If they aren't able to imagine your success, don't worry about it. You are the one creating it, not them.

7.9 Not investing enough time in creating the enterprise

due to also having a full time job or other obligations, and so the time that is invested is either not enough or is not quality time when the mind is in its optimum state.

Having too many goals or obligations will dilute your focus and energy. It is ideal to have only your enterprise to focus on (when it comes to work) but if that isn't possible for you yet, then what you can do is decide on a time when your mind is clear and focused that you will work on your enterprise. Although investing a lot of time is good, it's even more important that the time is quality time. So during that time in your day or

week (it should be regular) don't let anything else distract you and make sure that your brain is in its optimum state. Stick to this and it will be like building your enterprise brick by brick...it may take a while but pretty soon you will start to see it coming together beautifully. It's much better than trying to put together all the bricks as fast as possible all at once, that wall will probably crumble pretty fast.

7.10 Overinvesting in the new idea

and forgetting about living a balanced life and also investing in relationships, which leads to stress and burnout before the enterprise fully gets off the ground and negative feelings connected to building an enterprise

You as the social entrepreneur are the most valuable asset of your enterprise. Your ideas, your energy and your motivation are actually what will keep the enterprise going no matter what the other conditions are. So as the most important asset, make sure that you are investing in yourself every day and giving yourself what you need to be in your most optimum physical and emotional state.

Some standard things we all need as humans every day are healthy food, exercise, fresh air, fun and relaxation, supportive and loving relationships, and quality sleep. If you miss some of these things for a day or two it's no big deal, but if you make it into your lifestyle choice you will soon see the negative effects on yourself and on your enterprise. If you include all of the above in your life you will probably have less time to invest in your enterprise, but that is not a loss to you. It is a gain, because the time you do invest will be full of energy and motivation and you can literally get double the amount and quality of work done in half the time.

7.11 Becoming an entrepreneur just in order to not have to work,

normal working hours, under a boss, etc., rather than being truly motivated by the idea you want to build on. In other words, moving away from rather than towards

Wanting freedom and wanting to get out of oppressive working conditions can be a positive side effect of being an entrepreneur, but it cannot be the main reason. For your business to succeed you need to be mostly moving towards something that you want, rather than away from something you don't want. If I ask you the question of why you want to be an entrepreneur, and you give me mostly explanations about the things that you don't want in life, then you are moving away rather than towards. If this is the case, stop and think about what you want to build, what you want to create, and also what lifestyle you want to have. Being able to imagine it is the first step to being able to create it.

7.12 Spending too much time and money on image,

and other aspects of the business and spending too little time and money on creating and improving the actual products, services and customer relationships

Having yourself and your business look fantastic but lack in real content or value can be great for your ego but it is not sustainable for your enterprise and for you, because looks are not enough to create customer loyalty and generate sustainable sales. To switch from appearance to genuine value, instead of thinking of how it looks or about what people are thinking and saying about you, focus more on asking yourself how you and your enterprise can grow and contribute. This will get you thinking in the right direction and set you on the path of creating genuine value and genuine results.

7.13 Quitting too soon

expecting too much too fast and not having the long term perspective and patience needed for the enterprise to genuinely flourish

For my own enterprise, although of course I would like as much success as possible as fast as possible, the truth is that I don't care how long it takes. I'm so certain that this is what I want to do, and this is how I want to contribute to the world, that like a tree I don't mind if it takes its time to grow and to bear fruit. The important thing isn't that I see fruits immediately right after I plant it, what tree would do that anyway? Rather it's that I'm doing everything that I can every day to support it in growing, in a way that fits its current stage of growth. As long as I see that the tree is alive and it is healthy, I know that I am succeeding because an alive and healthy tree will always give good fruit sooner or later.

7.14 Interviews with current and future social entrepreneurs

7.14.1 Oliver Gardiner - UK

What is social entrepreneurship for you, and what inspired you to be a social entrepreneur?

For me social entrepreneurship is just following my own common sense, I'm just trying to be like Ghandi said "the change I want to see in the world". It's a bit flowery to say that, but that's what I'm trying to do. I've never really defined myself as a social entrepreneur, but other people have. So I guess I am a social entrepreneur :)

I work on different projects, and the first time someone told me that I was a social entrepreneur was on a tweet on facebook, "this guy has the essence of social entrepreneurship". It was after organizing an event, the UN climate change summit in Morrocco. The event was about alleviating poverty and addressing climate change through sustainable tourism. I had been working as a PR consultant for a travel agency and I had become their sustainability consultant. So I became very interested in how the travel sector could really address climate change, and could really address the well being of the people. So the reason why I put together that event is because the year after (this year) was the UN international year of sustainable tourism for development. So I thought to myself, as I was working for an NGO called Worldview Impact Foundation, that with them it would be great to organize a side event during the annual summit in Morrocco on sustainable tourism and see what kind of stories we can bring there.

In organizing that event I found 7 stories from around Africa, where social entrepreneurs and environmental entrepreneurs were focused on ecological restoration. And they had stories where they had restored degraded ecosystems and had created new travel destinations, ensuring that the industry was completely ethical. No big hotels, organizing home stays, and showing that all the money generated from tourism goes into the hands of local people.

What was the moment when you really decided to commit to this cause?

As an environmental activist, I always knew about the key concept of sustainable development. And one day somebody told me that the way we treat soils in the world contributes more to climate change than the whole transport sector. And if we could restore these soils, we could draw down enough greenhouse gas emissions to potentially reverse the effects of climate change. I was a journalist at the time, and that made me put my pen down and I thought to myself "Wow, this is quite incredible."

Because all the people that deal with climate change are always talking about mitigation, but here we are talking about reversal. And when you go beyond what is known, there is very little competition. And so that's when I saw the opportunity to look at the different business models that we can develop within this new paradigm that we call regenerative development. This goes beyond sustainability, because it's not about sustaining things that already exist but rather about regenerating stuff that isn't there anymore, stuff that is unsustainable.

What are you working on at the moment?

Right now I'm working on several projects, and they are all based around land degradation reversal to fix the climate. And they are based on 4 returns, inspirational return (inspiring people), social return, return of knowledge and power to people so they can make decisions about their own environments, and of course when you have these kind of returns you get an economical return as well.

What would you say to someone who is thinking about or aspiring to be a social entrepreneur?

Well I would say that the only way you get somewhere is with grit. Grit is stamina, and you just have to be in love with your project, in love with your convictions, and things have to be done naturally. I've messed up so many times, but I've been so in love with this, because for me there is nothing else. There is no way I would abandon it. If you feel like abandoning something, and you feel like you're in pain, it might be a good idea to look at something else. But if you really know what's right for you, and you really know that you do have a life path, and that you are able to follow your heartbeat instead of the noises in your head, then you can really get somewhere.

7.14.2 Sasha - Estonia

What is social entrepreneurship for you?

If anybody sees spaces in social life, we should close them and not ignore them, and social entrepreneurship is a possibility to do exactly this.

7.14.3 Aleksandra Galkina - Estonia

Why did you decide to be a social entrepreneur?

I decided to be a social entrepreneur because I studied music, and music doesn't bring you a lot of money. So I would like to connect music and entrepreneurship in order to make a living from it. I don't think that entrepreneurship connected to music is very popular yet, so I would like

to make it popular. I also think that money is not the most important thing, that's why I want to turn this into a social enterprise.

7.14.4 Enrico Dalle Mulle - Italy

Why do you want to be a social entrepreneur?

I would like to be a social entrepreneur because I think it could be really useful in my society to have people who take care of people's needs. In my opinion the best way to do that is by making activities and startups that improve everyone's condition. In order to achieve that goal, I really want to be a social entrepreneur. In my studies I'm mostly focusing on business law, so I think it can be very useful for me to open my own NGO and eventually a social enterprise.

What is your current project about?

My current social enterprise idea is about making an NGO which will support young people to be informed about current affairs and current events. At least in my country (Italy) I find that many people have a lack of information so they are basically uninformed about international affairs. So my idea is to give them a chance to be informed, through a platform where everyone is able to share opinions, articles and activities, so that this way everyone has the opportunity to be fully informed.

7.14.5 Lucia Albano - Italy

Why do you want to be a social entrepreneur?

I want to be a social entrepreneur because it's a very interesting field to get more knowledge about. It's new and I think it's the future. I'm not there yet, I'm just a student for now but I have many ideas and I think this is a great way to develop them and at the same time to make them have a real impact for social purposes. I'm also interested in asking the question of why business ended up so far from people, why are we even talking today about "social" entrepreneurship? This might seem a bit philosophical, but it's something to reflect on. Enterprises should not be born just to make money for the entrepreneur or for the stakeholders, it should actually serve some real purposes. Who are you addressing? Normally you are addressing people, humans, so why do we even need to be so explicit and say "social entrepreneurship"? In my opinion entrepreneurship should generally have humane purposes, but we ended up very far from that. So I'm glad that we are reflecting on these needs.

Can you give some information about your social enterprise idea?

My idea is related to food waste, since this is something that really concerns me, it always has. In Italy there is a lot of food waste. Last year

a law was passed that really facilitates collecting food and giving it away to people in need. It facilitates the process, but I think that we still lack real means of gathering people, volunteers and products and making it work really well. This implies a lot of factors, among others of course raising real awareness and education, more than has been done so far.

7.14.6 Lisa Zangrando - France

Why do you want to be a social entrepreneur?

I would like to be a social entrepreneur because I think that disabled children need a lot of help in this century, because they are not well integrated with non-disabled people. So I think that there should be lots of activities that can put together “normal” people and disabled people.

What is your social enterprise idea?

My idea is about starting with children, because they will be the adults of tomorrow. Doing activities between “normal” children and disabled children, to let them know that it's possible to live also with disabled children.

Where does your motivation come from to work on this particular topic?

I did a lot of volunteering for disabled people in the past, and I noticed that they are definitely not included in “normal” groups. So I think it would be a really nice thing to involve them more.

7.14.7 Dogukan Aksu - Turkey

Why do you want to be a social entrepreneur?

I wanted to be a social entrepreneur for the following reason: I have a startup company, and I wanted to develop my idea further. I wanted to have the chance to learn from the others in the group, from their ideas and from their different cultures (and have a chance to show my own). And I really hope that it will be useful for me.

What is your social enterprise idea?

I have a social project for disabled people, the ones who can't move parts of their bodies and can't explain their feelings or communicate in any way. I want to create a product to help them, they will say what they are thinking easily by using a computer and our products. This product will be developed as I think about it more and as I use the canvas model, so I will be able to develop my idea more professionally.

7.14.8 Ilker Yasin Durmaz - Turkey

Why did you become a social entrepreneur?

I became a social entrepreneur because of my awareness that the environmental resources should be used very effectively. So in investigating what we can do for this purpose, I created an idea for smart houses. This is actually a common idea, there are a lot of examples of it in the world right now. But mine is a bit different because you can control everything with a touch pad, or an i-pad, or a mobile application. You can control every electronic device with just one touch, lighting, climate, audio-video sources, and you can combine and integrate them with each other. So it's really useful for the end user. And regarding the energy consumption (the social side), energy consumption is really important because we have limited sources in the world. We need to use them really well, so you can manage the lighting level of houses according to the sun's position during the daytime. So it's possible to be very efficient with light consumption, saving money, time and resources.

Why do you think social entrepreneurship is important?

I think social entrepreneurship has become really important, because normally we think about only business entrepreneurship and only about the money. Yes money is important to survive, but it isn't the only thing in our lives. So we need to enlarge our vision about the business plan, we need to add valuable things in our idea, and this can be done with a social mentality.

7.14.9 Beatriz Escalante - Spain

What is your social enterprise idea and why do you want to be a social entrepreneur?

I want to help women in Latin America to be empowered, and also help to reduce the rate of child stunting in these countries. I think that we can make a difference, but realistically we also need to make a living. So with social entrepreneurship we can combine both, and as such really make a difference in the world.

What would you tell someone else who is considering being a social entrepreneur?

I think it's definitely something to consider, but I feel new on the subject so please ask me again in 5 years :)

7.14.10 Leilani van Rheenen - Netherlands

Why do you want to be a social entrepreneur?

Being a social entrepreneur is just a natural result of where my ideas, my thoughts and my passions are naturally taking me. Because I'm always thinking about how to improve emotional health, what kind of education is needed, and the problems that are created because of a lack of it. So I never actually thought about being a social entrepreneur, I just thought "I want to solve this problem and I don't care how long it takes or what I have to invest in terms of time or energy or resources". I've seen this problem in different ways in every part of society, in every culture, in every different class, so it's a human problem. And I don't see that enough effort or knowledge is being invested into this exact topic, so I feel that it is my life's calling to do that. So I guess that is what makes me a social entrepreneur.

Can you tell something to yourself in 2 or 3 months, when you're reading this again, what are you feeling right now, being here with us and teaching all of us?

I feel inspired and at the same time overwhelmed, because I know from implementing these trainings and also from the work that I do on myself, how difficult it can be to get all the ideas and all the information that is in our heads into some kind of structure or plan. So it really overwhelms me, but I also know how important it is because the last thing that any of us would want is that by the time our lives are over all of these things just remained "a good idea" and "I wish I had..." so for me it's just a matter of just getting down to business, literally, to do the things that we say we want to do and to actually take part in solving the problems that we personally are aware of and have the knowledge and abilities to solve.

8 Conclusion

We hope that the information and insights in this manual have been useful for you. We wish you the best on the challenging but exciting journey of being an entrepreneur and/or an entrepreneurship educator. In our ever changing world it is essential that more and more people develop the mindset of an entrepreneur and are capable of creating employment possibilities for themselves and for others.

“In a world of change, the learners shall inherit the earth, while the learned shall find themselves perfectly suited for a world that no longer exists.” Eric Hoffman

9 Authors of Manual

9.1 Zek Dundar:

Zek Dundar is a professional trainer and consultant on personal development, international project development and management. He is project Consultant of 360 Degrees Entrepreneurship.

He studied electrical engineering at Yildiz Technical University in Istanbul, Turkey.

He has dual master degrees in International Business Management from EAE Business School and Camilo Jose Cale University in Madrid, Spain.

He is involved in the trainings and alternative education since he was 17th years old. Having a curious and ambitious character encouraged him to discover the world. Driven by his passions he continued his professional life in the training field on global level.

In this journey, he delivered around 200 training courses or seminars in more than 30 different countries across Europe, Asia and North Africa.

He is founder /co-founder of Kaizen Gate Hotel & Training Center (www.kaizengatehotel.com), Dynamic Development Association (www.dd.org.tr), Centre of Innovative Approaches (www.ciacic.org), Acting Global Ltd, and Global Ideations (www.globalideations.com).

He is passionate about writing, reading, developing peaceful communication and harmony. He published his first novel in 2014 titled as Dream Reality and Imagination.

Living as a world citizen provided him opportunities to discover many cultures and languages so that he can communicate in Turkish, English, French, Spanish, Kurdish, Azerbaijani, Russian and partly Italian, Polish.

More information can be found at: www.zekdundar.com



9.2 Giancarlo Vettori:

DR. Giancarlo Vettori is a history teacher and interreligious researcher. For almost 15 years is participating to European Projects funded by European Commission with different tasks: Project writer, project manager, financial administrator and trainer.

He was advisor of Anna Lindh Foundation located in the Bibliotech of Alexandria Egypt for almost 3 years in middle east zone and he was researcher in Euromed zone project promoted and funded by Salto Euromed Programme: with a group of experts from different countries he analyzed the multiplies dynamics of interreligious connection in Jerusalem East and West.

He has been in North Kenya closed the border with Ethiopia in Human development project for Italian Ngo as coordinator of a research on educational system in 3 different local tribes (samburu, turkana and Pokot). As conference speaker and trainer has been invite in many countries (Siberia, Azerbaijan, Armenia, Georgia, Tanzania, Brazil and almost in all Europe).

He is co-founder of 16 ngos all around the world 12 in Europe 1 in Tanzania 1 in Kenya, 1 in Argentina and 1 in Morocco



9.3 Dr. Bremley Lyngdoh:

Dr. Bremley Lyngdoh is a Climate Change and Sustainable Development professional with over 20 years experience working with Governments, IGOs, NGOs and the Private Sector developing a range of innovative projects in Asia, Africa and South America aimed at producing ecologically sound and economically viable activities that contribute directly to reducing rural poverty, and generating productive sustainable livelihoods for vulnerable local communities. Bremley has all the relevant experience in project sourcing and development. His strength lies in building strategic partnerships with various governmental agencies, NGOs and multilateral development agencies.

Through his previous assignments working with the United Nations and the World Bank in Asia, Africa and Latin America, he has gained expertise in the effective monitoring and evaluation of field-based programmes.

Bremley developed projects on climate change adaptation, integrated agroforestry, sustainable tourism and renewable energy. This field experience has given him the ability to advise policy makers in different countries on developing their own sustainable development strategies. Bremley is the Founder & CEO of Worldview Impact a Global Social Enterprise providing agricultural services for projects in India, Sri Lanka, Kenya, Uganda, Brazil, Colombia, Mexico and Myanmar.

9.4 Leilani van Rheenen



Leilani van Rheenen is of Dutch origin, was born and raised in Brazil and has lived and worked in Turkey and Europe for the last 13 years. Her diversified background is reflected in her style, as she combines passion with strategy and emotion with logic. She is trained as a certified life coach by Fowler Wainwright Institute, as a strategic interventionist by Robbins Madanes Centre for Strategic Intervention, and as a non-formal education trainer by the EU Salto Training of Trainers.

For 8 years she worked extensively in the non-profit sector in Turkey, initially working with orphans and Iraqi refugees and then going on to a managerial position. At this time she also became involved with the EU Erasmus + projects and developed herself as a project manager and then as trainer working for the Turkish National Agency for EU Education and Youth Programs.

Her desire to focus all her energy on personal development trainings and more specifically emotional intelligence eventually led her to branch out as an entrepreneur and start her own company.

Leilani's insight on emotional intelligence, and more importantly how to develop it, is coming not only from her background and experience with delivering 83 trainings around the world to date, but also from understanding and overcoming seemingly insurmountable challenges in her own life. Her work is based on the principle that emotional intelligence, or as she calls it emotional fitness, can be developed by anyone through awareness and practice. She believes that everyone deserves the chance to change their lives for the better by becoming more emotionally fit. Piece by piece, she put together the most essential elements of emotional fitness in a set of comprehensive training programs that are now the foundation of her social enterprise Emotional Fitness Academy.

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