



**'A mentored internship scheme to foster an entrepreneurial mindset
in Culture & Creative Students'**

EDUCCKATE

Education Culture and Creative Knowledge Alliance for Tomorrow's Entrepreneurs

**Report identifying existing initiatives & best practice in Europe on mentoring &
entrepreneurship training / internships
based on the findings of desktop research for**

WORK PACKAGE 1

Research and Needs Analysis

Produced by the *EDUCCKATE* project

Prepared by Centre for Applied Archaeology, University College London



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1. Introduction

1.1 The context of the Culture and Creative Sectors and an overview of the EDUCCKATE project

The cultural & creative (CC) sectors make places attractive to live, invest in & visit; it is widely recognized that CC industries contribute to place-making & are drivers of socio- economic growth (Creative Economy Report – 2008 - UNCTAD/DITC/2008/2). They can lead Europe out of recession & provide clean, green, knowledge based, labour intensive economies which enhance wellbeing & quality of life. CC industries not only offer social & economic benefits but allow those places where they are based to become innovative successful places where culture & creativity are central to community identity & the development of business skills – with networks key to this success (Rebanks, UNESCO World Heritage Review (Issue No 58:79-81).

The UK's Confederation of British Industry (CBI 2009) identifies entrepreneurial & business skills as essential to graduate employability & this is true in all project countries. Entrepreneurial skills teaching has been introduced in Higher Education (HE), but the focus is on Business Schools, which results in the exclusion of students of other disciplines from an entrepreneurial experience. Professional MAs focus on providing an academic grounding in CC disciplines at the expense of financial & business expertise & good management protocols which are not well integrated or specifically sought after by CC students. The entrepreneurial skills of CC people & their contribution to economic growth is not fully understood, formally taught or prized.

Furthermore, recent reductions in public funding have led to job losses and a subsequent loss of expertise in small & medium sized CC organisations (SMEs). In an insecure economic environment, large graduate employment schemes are over-subscribed & SMEs report an application shortage. As social & economic spheres are now increasingly intertwined it is more important than ever to boost entrepreneurship in CC sectors, which in particular are faced with contraction & loss of experienced staff, leading to a skills gap, problems with graduate employability & on-going professional training provision. In short, a new generation of entrepreneurs is needed to increase the long-term sustainability of the CC sectors & increase flexibility to future economic changes.

EDUCCKATE will build a Knowledge Alliance with the aim to unleash the innovation potential of HE institutions & CC companies through an innovative mentored internship scheme supported by customised training.



It aims to facilitate mutual exchange of academic & business knowledge by building a partnership / network between & within HE Institutions, CC business, students / graduates & stakeholders in 7 countries. This will support direct links between academic & business worlds for the exchange of knowledge to:

- Improve HE offer: Through involvement in the project, entrepreneurs will have a unique view on the readiness of students & graduates to undertake entrepreneurial ventures. EDUCCKATE will explore ways of enabling entrepreneurs to provide direct feedback to HE institutions, creating opportunities to update curricula.
- Infuse businesses with state-of-the art academic know-how: Entrepreneurs will benefit from academic knowledge & leverage new connections with academic expertise, receive mentoring training & attend events designed to help them find new business opportunities in a wide & diverse network in 7 countries & in Europe.

EDUCCKATE aims to open up the access to the business world to prepare tomorrow's CC entrepreneurs. HE institutes in CC fields prepare students academically but certain elements of entrepreneurial thinking might be better acquired through specific business competences & face-to-face contact with practitioners. Specifically, the project will:

- Identify entrepreneurial competences most relevant to the CC sectors & will develop specialised training material to upskill students/graduates.
- Train CC entrepreneurs & prepare them to act as mentors for students / graduates & transmit to them entrepreneurial know-how & experience.
- Provide opportunities to students / graduates for practical experience in CC businesses by implementing a sector-specific mentored internship scheme where none such exists & facilitate the development of innovative business projects in a range of specialisms & exciting new business ventures.

Our final aim is to support sustainability of the CC Knowledge Alliances and create a new generation of entrepreneurs. CC academic staff will be trained in key mentoring & entrepreneurial competences in order to contribute to project sustainability & continue to implement the mentored internship scheme after the pilot project ends with the aim to support CC entrepreneurship in the long run.

In summary, EDUCCKATE will provide students in CC related degrees with access to businesses, including CC SMEs and opportunities to develop business projects & new professional paths. It benefits HE Institutes through links with CC businesses and CC businesses by partnership with specialist HE departments in order to develop new sector specific services / products / prototypes with commercialisation potential that benefit from state-of-the art academic research / knowledge.

1.2 Aims of the desktop and primary research

The aim of this research is to identify existing entrepreneurship mentoring schemes designed for the CC sectors and to a lesser extent, schemes delivered to all sectors in Europe and internationally, based on a



concrete research framework for desktop research matching the aims of the **EDUCCKATE** project, while avoiding duplication of work and creating synergies between related initiatives funded by the EU and other national and international players and stakeholders.

This research forms the backbone for the activities of the **EDUCCKATE** project to follow in other WPs (especially WP2-Development/adaptation of a toolbox including training material for key mentoring competences for entrepreneurship and training material for key entrepreneurship competences – led by KNOWL) by enriching the partners’ knowledge and awareness of the CC entrepreneurship mentoring schemes in Europe and also of the ways in which **EDUCCKATE** can have a lasting impact on CC Business-HE alliances at a national and European level.

2. Research methodology

2.1 The phases of the research

The desktop research undertaken in was structured as follows:

1. Desk research was carried out by partners in related training programmes in project countries (AU, CY, DE, GR, HU, IT and GB), both in Europe and internationally. Specific countries were allocated to each partner by the work package leader as defined in the project proposal (see below for the allocation of countries). An on-line survey was translated and disseminated through the partners dissemination channels. The target for the on-line survey was 150 responses per country (750 in total). An interview protocol and interview questions were drafted by UCL and agreed by the consortium and then translated into partner languages. A minimum of 5 interviews were conducted in each country.
2. In the second phase, partners sent all the findings to the WP Leader (UCL) and the WP Leader drafted the present report based on them. When the draft report was completed, it was distributed among partners for feedback and recommendations in order to safeguard its quality.
3. The last phase - the finalising of the report by the WP leader - included the incorporation of partners' comments and suggestions as well as the production of the final version of the report. This version will be submitted to the funding agency, and will be uploaded on the project website and accessible to interested parties: HE & CC departments; student entrepreneur programmes; entrepreneurs' associations; policy makers etc.

2.2 Research sources

The project partners used a large variety of sources in order to collect data. The criteria followed for the implementation of desk research included the:

- aims of the **EDUCCKATE** project;
- target group, i.e. CC entrepreneurs, mentors in CC sector and more generally;
- end- beneficiaries; i.e. CC students and entrepreneurs;
- search terms and key words, such as CC sector, supported mentor schemes, CC entrepreneurship courses, mentoring for entrepreneurship etc., which represent the aims and focus of this research.

The sources used for the collection of data included:

- ADAM and EVE databases;

- state websites (e.g. Ministries, National Accreditation Organisations, Chambers of Commerce and Industry, Employers and Industrial Federations, LLP contact points);
- Organisations providing information on CC sectors at a European or International level (i.e. OECD, EC);
- Direct contact with managers of national CC sector programmes;
- HKU (2010) The Entrepreneurial Dimension of the Culture and Creative Industries (EC commissioned study);
- CC sector specific articles;
- websites of national / public organisations working in the CC Sector;
- websites of companies working in the CC sector;
- national CC sector contact points;
- University websites;
- Business social networks like LinkedIn.

In Southern Europe (MT, PT, GR, BG) there were problems identifying projects implemented in CC entrepreneurship and especially for students in relevant HE programmes. Most of the programmes that were identified were about separate initiatives in entrepreneurship, mentoring or culture. Research in the countries above was conducted in the sources mentioned below. For a full list of sources see Appendix 3. A specific template (Appendix 1) was used by all partners in order to produce consistent findings. Limitations to this format of research included issues of language (as most partners undertook research outside of their country in English, and not all websites have English versions), and time.

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- end- beneficiaries; i.e. CC students and entrepreneurs;
- search terms and key words, such as CC sector, supported mentor schemes, CC entrepreneurship courses, mentoring for entrepreneurship etc., which represent the aims and focus of this research.

The sources used for the collection of data included:

- the ADAM database;
- the EVE database;
- others;
- state websites (e.g. Ministries, National Accreditation Organisations);
- organisations

2.3 Working scheme

The consortium partners involved in this WP undertook mapping of existing content (**i.e. training / mentoring schemes for CC entrepreneurs and CC student entrepreneurs**) on: mentoring courses for CC entrepreneurs; entrepreneurship for CC students at a national level (i.e. AU, CY, DE, EL, HU, IT, UK); and state-of-the-art mentoring courses and CC entrepreneurship materials in Europe and internationally in order to identify good practices.

Partners were assigned with research in specific countries as follows:

- **Die Berater (AU):** conducted research in Austria (AU), Poland (PL), Slovakia (SK) and Croatia (HR)
- **Cyprus Centre for European and International Affairs, University of Nicosia:** conducted research in national initiatives on CC mentoring and entrepreneurship in Cyprus (CY), Belgium (BE), Spain (ESP), and Sweden (SW);
- **R&DO:** conducted research in national initiatives on CC mentoring and entrepreneurship in CY, Luxembourg (LU), and Czech Republic (CZ).
- **Knowl (GR):** conducted research in national initiatives on CC mentoring and entrepreneurship in Greece (GR); Bulgaria (BG); Malta (MT) and Portugal (PT).
- **CATRO (HU):** conducted research in national initiatives on CC mentoring and entrepreneurship in Hungary (HU), Latvia (LV) and Slovenia (SI);
- **BUPNET (DE):** conducted research in national initiatives on CC mentoring and entrepreneurship in Germany (DE), Estonia (EE), Lithuania (LT) and Romania (RO);
- **Link Campus University (IT):** conducted research in national initiatives on CC mentoring and entrepreneurship in Italy (IT); Finland (FI);
- **CAA-UCL (UK):** conducted research in national initiatives on CC mentoring and entrepreneurship in the United Kingdom (GB); Denmark (DN); The Netherlands (NL) and Ireland (EI).

2.4 Expected results

The expected results from this desktop research were the following:

1. The collection of data in project countries (i.e. AU, CY, DE, GR, GB, HU, IT), in Europe and internationally relevant to **training / mentoring schemes for CC entrepreneurs and CC student entrepreneurs**;



2. Acquiring understanding of best practice in training for CC entrepreneurs on mentoring and for CC graduates on entrepreneurship; cooperation among countries and organizations, and recommendations for action so HE and CC businesses can build strong Knowledge Alliances to improve the HE offer and sustain and grow the CC sector;
3. Specific information on mentoring and entrepreneurship competences for inclusion in the EDUCCKATE training project
4. Awareness raising and information of all interested actors (i.e. CC sector of HE, CC entrepreneurs' associations, chambers, policy makers) of the possibility of building Knowledge Alliances that support mentor training for CC business representatives / entrepreneurs and mentoring schemes for CC students at a national and EU level in a formal way and through the provision of validated learning outcomes.

2.5 Structure of the report

This report has the following structure:

- The Reveal and its level-5 validation system and Euoweaving / ComNet to be incorporated into by the **EDUCCKATE** project;
- Mentoring and CC entrepreneurship programmes identified in AU, CY, DE, GR,GB, HU and IT;
- Mentoring and CC entrepreneurship programmes identified in other European countries and internationally;
- Results from the on-line survey into Mentoring and CC entrepreneurship;
- Results from the questionnaire with Mentors and CC entrepreneurs.

The report concludes by highlighting the main findings and providing recommendations for action at a national and European level so that mentoring provision for CC students can be enhanced and built into HE institutes in close partnership with employers.

3. Mapping schemes in project countries and in Europe

The following section broadly presents the mentor training and mentored entrepreneurship schemes that are implemented in project countries and in Europe that focus on or are relevant to the CC sector. For each country the same template was used (See Appendix 1) so as to consistently collect and present information about these programmes.¹ Limitations to the research methodology include language and the wide-scope of the CC sector. Partner countries conducted their research in their main language, any additional languages and in English. Project partners found it difficult to identify projects implemented in CC entrepreneurship for students in HE programmes; most of the programmes that were identified were about separate initiatives in entrepreneurship, mentoring or culture. Mentoring programmes for people with social issues (drug addiction, crime etc.) were only included if there was an entrepreneurial element.

The discussion of mentoring and entrepreneurship programmes in the CC sector begins with the presentation of the EU co-funded **Reveal** project and **Euroweaving / ComNet** projects, the results of which are integrated and customised by the **EDUCCKATE** project, and then programmes implemented in AU, CY, DE, EL, HU, IT and the UK are presented. Following this there is a discussion of training programmes in other European countries and internationally.

3.1 The Reveal project

Since 2005 a comprehensive methodology for assessing & validating competencies acquired in informal learning settings has been developed & tested in four European funded projects. The LEVEL5 evaluation & validation system describes competences on the basis of learning outcomes & classifies them on five levels. The system has been initially developed in a multilateral partnership (9 member states) in a Socrates 6.1 project, coordinated by the Pedagogic Seminar of the University of Göttingen. A large scale valorisation strategy was initiated. In this framework the partnership decided to further develop the LEVEL5 approach and the networking activities under the umbrella of the blended learning institutions' cooperative, Göttingen.

The cooperative was founded in 2005 to provide a common basis for European educational providers in the field of blended learning. In 2010 REVEAL – the Research and Evaluation Group for Validation, Evidencing and Assessing of Informal and Non-formal Learning was founded as a sub-section of the blinc eG to provide an expert pool for the evaluation and validation along the LEVEL5 system. The partners of the first Socrates project decided to join in as members of REVEAL and to transfer all actions relevant for ownership issues to the blinc eG as cooperative legal body under German law. For this purpose an agreement of the first project partners was developed in the framework of the ACT project regulating the

¹ This report is accompanied by a database of identified VET programmes.



use and access rights for the approach and the software. Geographically LEVEL5 has already been valorised in more than 20 EU member states through the REVEAL network.

3.2 Euoweaving and ComNet

Euoweaving and its follow-up project ComNet developed the guidance publication 'The art of networking': a European training course and Resource pack for networkers, a collection of learning materials and management tools for acting in European networks in education and for effectively managing such professional and inter-organisational networks. Both publications can be downloaded at www.networks-in-education.eu. Although the content is tailor-made to the needs of educational networks, many learning and training inputs will be valuable for the present project too, e.g. modules 2: Social networking skills, 5: Cultural diversity in networks, 6: Information and Communication Technologies for networks and 7: Learning in a network. What the two projects have in common with the present one is the challenge to arrange cooperation structures between different players (higher education, SMME. Training providers) with multiple, diverse and interests and needs.

3.3 Supported mentoring schemes in CC entrepreneurship in project countries

The trend in most project countries is towards business incubator projects that offer mentoring either to students still at university or to young / aspiring entrepreneurs through a matching scheme where the mentor is an external advisor. Other common partners are government bodies, chambers of commerce, national professional organisations, international companies or charities. In most of the project countries (CY, DE, GR, IT) European Commission funded projects represented at least 50% of the initiatives identified.

AUSTRIA (AU)

In AU two university programmes on CC entrepreneurship and mentoring (for artists and Romance studies students), and eight general mentoring for entrepreneur schemes were identified (targeting subject specific disciplines such as medicine or science, or people specific such as migrants or young women). Two European projects working on entrepreneurship in the CC sector were also found.

Mentoring for female artists (since 2011) – This CC specific action was launched by the Austrian Federal Ministry for Education, the Arts and Culture in 2011 and is still running. The programme aims in reducing disadvantages of young female artists through mentoring, to gather more public attention and to extend their personal network. In 2011 11 artists mentored 11 students, for 2012 no data was available. Web address: <http://www.bmukk.gv.at/mentoring>

Peer – Mentoring für Romanistik Studenten - Mentoring programme for Romance Studies students –

This CC specific programme provides support during the transition from school to university learning, and



aims to assist participants to develop self-organisation competences, academic learning. Mentors are students of higher semester who receive support from the academic staff. Web address: <http://romanistik.univie.ac.at/studium/mentoring/>

Cross mentoring for female junior staff (since 2008) – Offers support of personal development of female junior staff members through an experienced manager (from another company) for private companies; targeted on high potential female staff members. The network shows about 15 mentoring partnerships on the website, since 2008. Web address: <http://xmc.jimdo.com/mitglieder/>

EPU – Mentoring Programme in OÖ – Single persons enterprise – Mentoring programme in Upper Austria (since 2008) – People operating as a sole trader) enterprise receive mentoring from an experienced entrepreneur for 6 months. . This scheme aims to provide EPU's entrepreneurial skills. Up to now they had over 350 participants for the 6 month mentoring period. Currently they have 100 mentees. One mentor supports between 3 and 4 mentees, every month for 2 hours. Web address: http://portal.wko.at/wk/format_detail.wk?angid=1&stid=646853&dstid=8345

Mentoring Programm junge Wirtschaft Tirol (since 2011) – Mentoring programmes for young entrepreneurs. This programme offered by the chamber of commerce of Tirol started in July 2011. It aims to support young entrepreneurs by strengthening their skills and networking abilities to help them to gain new perspectives. The programme starts in June with the application phase for mentors and mentees; matching is done by November and the mentoring process takes place from December until April (5 months of mentoring). The participants meet three times during this period. This scheme has been conducted twice; Initially each mentor had one mentee, the second time each mentor supported two mentees. Both strategies worked well. Web address: <http://www.mentoringprogramm.at/Kontakt>

Mentoring Programm Niederösterreich (Since 2002) – This programme aims on improving the professional competence of entrepreneurs. The programme has between 30 and 25 participants every year; the participants have to complete eight modules. It is not a direct 1:1 mentoring but the participants are supported by professional mentors. Web address: <http://www.mentoring-wb.at/kontakt.php>

Mentoring for medicine students (since 2009) – This mentoring scheme aims to support the professional and personal development of medical students. . Mentoring is considered a valuable way to support young academics and improve their networking abilities. The programme runs at the Medical University, Graz. Web address: <http://www.meduni-graz.at/16737>

Mentoring programme for students of the Medical University of Vienna – The mentoring programme of the Medical University Vienna has two parts: Peer Mentoring (for students in their first year) and Senior Mentoring (for students in their second year). The programmes seek to help the participants establish



personal contacts with doctors and scientists; become aware of their own strengths and weaknesses; help them to establish a carrier network and gain key competences for their career. The Peer Mentoring focuses on the development of individual student strategies; the Senior Mentoring focuses (amongst other things) on support for the student's dissertation.

Web address: <https://www.meduniwien.ac.at/mentoring/allgemeine-informationen/>

Mentoring für MigrantInnen – Mentoring for migrants (since 2008) – Led by the Austrian Federal Economic chamber this program supports the integration of migrants into the local labour market and promotes the internationalisation of the local economy by supporting migrants in reaching their potential. The programme also supports migrants who want to found their own companies. The mentoring programme lasts six months; each mentor has one mentee for five hours every month. Mentors assist mentees with networking and application writing skills. The labour market service collects the applications and the chamber of commerce is responsible for matching. The application process also includes an interview. Web address:

http://portal.wko.at/wk/format_detail.wk?angid=1&stid=493148&dstid=8769&cbtyp=2&titel=Mentoring%2cf%C3%BCr%2cMigrantInnen

mentoring@WU – Hand in Hand durchs Bachelorstudium - mentoring@Vienna University of Economics and Business (since 2012) – Integrated in the BA degree, it aims to provide orientation for new students. Mentors are contact point for all beginner questions, support the mentees during the planning of the first semester, connect the mentees with relevant service points, teach self-organisation and time management, prepare the foundation of learning groups among mentees and provide support for exam preparation. 11 mentors support groups with 10 to 12 per group, in total approx. 130 persons, most mentees wanted to enlarge the mentoring to one year. Web address:

<http://www.wu.ac.at/students/bachelorstudents/excellence/mentoring>

Creative Trainer II (2010) – A European Project led by the Austrian SFG-Innofinanz GmbH and involving partners from BG, FR, DE, IT, IR, ES, SI, GB. This project has produced training courses on innovation management, creativity techniques, lateral thinking techniques, idea evaluation and innovation marketing. Web Address: www.creative-trainer.eu

AU is also partner in two EU projects; see **CR@FTS-MAN** (ES) and **IDEA TO ENTERPRISE** (CZ).

CYPRUS (CY)

In CY four schemes promoting entrepreneurship were discovered, but none for mentoring. The University of Nicosia has taught courses on entrepreneurship but no mentoring or enterprise programmes. There are some university programmes on CC entrepreneurship available (only some entrepreneurship related courses are offered within the framework of Business Administration programmes).



Support Scheme for the Promotion of Youth Entrepreneurship (2008-2013) Aims to develop, support and promote entrepreneurship in young people (20 -39 years old) in any economic/business activity. This includes: financial support, training and the creation of new, sustainable very small enterprises. It targets young people and is run by Cyprus's Ministry of Commerce, Industry and Tourism. Web Address: [http://www.mcit.gov.cy/mcit/mcit.nsf/0/7B859401B5485299C225766D002F0364/\\$file/BA3.1.52 %20\(GR-pdf\)%20Odigos%20Sxediou%20-Yout%202009.pdf?OpenElement](http://www.mcit.gov.cy/mcit/mcit.nsf/0/7B859401B5485299C225766D002F0364/$file/BA3.1.52%20(GR-pdf)%20Odigos%20Sxediou%20-Yout%202009.pdf?OpenElement)

Grants Scheme for the Promotion of Entrepreneurial Innovation (2012-2013) Provides financial support to SMEs that plan to introduce new products or services to the market with a particular focus on SMEs. It is also run by Cyprus's Ministry of Commerce, Industry and Tourism. Web Address: <http://www.mcit.gov.cy/mcit/mcit.nsf/All/D3C2917E5FF72BBEC225794F00412F98?OpenDocument>

Support Plan for the Promotion of Women Entrepreneurship (2008-2013) Also run by Cyprus's Ministry of Commerce, Industry and Tourism, the project targets women (18 -55 years old) aims to develop, support and promote entrepreneurship in any economic / business activity though financial support, training and the creation of new, sustainable very small enterprises. Web Address: [http://www.mcit.gov.cy/mcit/mcit.nsf/All/49D78D8AADF2EBA0C225766D00303F92/\\$file/BA3.1.42%20\(GR-pdf\)%20Odigos%20Sxediou%20-Female%202009.pdf?OpenElement](http://www.mcit.gov.cy/mcit/mcit.nsf/All/49D78D8AADF2EBA0C225766D00303F92/$file/BA3.1.42%20(GR-pdf)%20Odigos%20Sxediou%20-Female%202009.pdf?OpenElement)

Although not strictly a mentoring programme, **The Cyprus Entrepreneurship Competition** has been organized on an annual basis since 2003. Its main aim is to cultivate the entrepreneurial spirit of young scientists and researchers, challenging them to transform their ideas into real business opportunities and future leading companies. Since 2003 over 100 teams have taken part in the annual competitions and CyEC alumni have successfully launched start-up companies, some with significant investments and revenues. Web Address: <http://www.cyec.org.cy/>

There were also several European projects in which CY is a partner;

See **STARTENT (ES)**

See **Network of Youth Entrepreneurship - NYE** and **From Research to Market – Support to Knowledge-based Entrepreneurship** (both LT)

See **Certificate of Entrepreneurship Competencies, LdV (GR)**

GERMANY (DE)

In DE one university programme on CC entrepreneurship, one initiative by the German government and one European training project on innovation were found. The **Urban Creative Poles** project's content is translated into several languages; unfortunately the information on the government programme is only



available in German. DE also participates as partner in several European consortiums whose projects have a mentoring element for creative / crafts employees and entrepreneurs.

Urban creative poles (2011-2012) Involved partners from 5 cities in PL, LT, EE, SW and targeted jobseekers and entrepreneurs from the CC sector, comprising of advertising, architecture, crafts, design, film, photography, broadcasting, software/ games, (electronic) publishing, music, visual and performing arts. Led by Brandenburg University of Technology. Web Address: <http://www.creativepoles.eu/>

Initiative Kreativ und Kulturwirtschaft – Initiative Creative and Cultural Industries is an ongoing web-based resources that aims to strengthen the CC sector by monitoring programmes and funding opportunities. It includes business know-how (including insurance, tax, contracts, acquisition etc.) Downloadable content is available as is individual consulting for start-ups. Web Address: <http://www.kultur-kreativ-wirtschaft.de/>

See **Creative Trainer II** (AU)

See **MOBILITAS - Erasmus Young Entrepreneurs** (IT)

See **Network of Youth Entrepreneurship – NYE** (LT)

See **Certificate of Entrepreneurship Competencies, LdV** (GR)

UNITED KINGDOM (GB)

In the GB a course search engine “Hot courses” had 129 entrepreneurship courses, 119 mentoring courses on its on-line database <http://www.hotcourses.com/>. However, these are formal learning courses, not mentored entrepreneurship opportunities, so have not been reviewed in more detail although some MAs are post-graduate courses are listed if they have a mentoring or CC element.

There were eight national CC mentoring programmes were discovered, led either by professional organisations (e.g. Media Trust) or governmental organisations (Arts Council England). In terms of the HEI; there were 28 initiatives found, six of which were degree programmes. A total of eleven - 38% - are in GB’s capital city. In England’s other regions four initiatives were found in the West, four in the South, two in the East and 6 initiatives at three universities in the Midlands, where there is a strong history of applied teaching and enterprise. For additional initiative were identified in the North. There was one scheme found in each of the other GB countries (Wales, Scotland and N. Ireland). Ten European schemes were identified.

Once again the prevailing trend was towards mentoring schemes for business incubators (37%). Of the remainder, the majority were specific to the creative sector (targeting ‘creative entrepreneurs’) or



specifically the theatre, film, fashion or design sectors. 'Cultural and Creative' are most commonly grouped in the titles of MA programmes (e.g. City University, Goldsmith's University).

National

The **Media Trust** - together with its corporate members that include well-known mass media outlets - works with the media industry to empower charities and communities to have a voice. It provides variety of training and actively works with mentoring schemes. Web-address: www.mediatrust.org

National Council for Graduate Entrepreneurship is a large network that works with many partners across the UK and internationally. One of its major aims is raising the profile of entrepreneurship in education. Trainings and mentoring programmes are the part of its projects. Web-address: <http://www.ncee.org.uk/>

Business Enterprise Support aims '*to provide dynamic support which nurtures people's enterprising aspirations, skills and talents, to create sustainable futures that grow tomorrow's economy*'. The services are available to everyone with business initiatives, although the organisation targets specific groups at times too. A large part of the work of this social enterprise is delivered by Enterprise Coaches. Web-address: www.enterprisesupport.org.uk

Creative Employment Programme, in partnership with the Arts Council England and with the Creative & Cultural Skills Council, undertakes this £15m initiative that will create 1,600 traineeships, 2,900 Creative Apprenticeships and 2,000 paid internships in the creative industries. Web-address: www.creative-employment.co.uk.

Cultural Leadership Programme, that ended in 2011, was organised in by the Arts Council, Creative & Cultural Skills and the Museums, Libraries and Archives Council. It reached out to 20,000 emerging, mid-career and established leaders, and organised coaching, mentoring, training and cross-sector learning for over 600 leaders. Web-address: <http://www.artscouncil.org.uk/what-we-do/arts-council-initiatives/past-initiatives/the-cultural-leadership-programme/>

Young Creative Entrepreneur Programme of the British Council takes place annually since 2004. The network meet frequently at BC and partner run networking events, workshops and seminars and at international industry events, to share market information, new ideas and business opportunities. Web-address: <http://creativeeconomy.britishcouncil.org/creative-entrepreneurship/young-creative-entrepreneur-programme/>

Nesta: Creative Business Mentor Network was launched at the end of 2012 by the independent charity Nesta and aims at creative businesses. Thirty 'mentee' businesses will be selected from across the UK to work with one of the CBMN mentors. Web-address: http://www.nesta.org.uk/areas_of_work/creative_economy/creative_business_mentor_network



Nesta also runs **Digital Makers** – a programme is also expected to make a small number of grants. Alongside the grant, a package of tailored support will be offered; this includes expert advice and mentoring, access to Nesta, Nominet Trust and Mozilla's expertise and networks, desk and event space. Web-address:

http://www.nesta.org.uk/areas_of_work/public_services_lab/digital_education/assets/features/digital_makers

The **University of London** includes a number of other universities whose work is relevant to EDUCCKATE, not least of which is UCL:

UCL Start-up Summer is yearly 3 months programme, designed for creative undergraduates and post-graduates. It includes workshops and networking with mentors. The programme is led by UCL Advances. Web-address: <http://www.ucl.ac.uk/advances/students/training/summerprogramme/2013/start-up-summer>

UCL Seed Camp is active since 2007. It is a 7-month long programme with yearly intake that provides early stage micro-seed finance and mentoring programme. The participants receive office space, learning sessions and tailored support from programme partners. Web-address: www.seedcamp.com

London Entrepreneurship Challenge is a workshop programme and business plan competition open to all members of UCL, SOAS, Royal Veterinary College, Birkbeck, the School of Pharmacy, and the London Business School that aims to show participants the process of starting a business by helping them do it for themselves. Web-address: www.londonentrepreneurschallenge.com

London Business School: Entrepreneurship Summer School targets Business school graduates. It runs yearly in July-September, where the students assess and shape an opportunity; present conclusions to a panel of angel investors in the form of a customer-driven feasibility study. Web-address: <http://www.london.edu/facultyandresearch/subjectareas/strategyandentrepreneurship/Entrepreneurshipsummerschool.html>

University of London (other)

Royal Holloway: Alumni volunteering scheme. Among other things, this programme attempts to connect alumni with students and graduates of Royal Holloway. As part of it, there is a scheme to establish one-to-one relationships between mentor and mentee. Web-address: <http://www.royalhollowayentrepreneurs.com/mentors/>

School of African and Oriental Studies: Student Enterprise offers SOAS students a range of workshops, events, competitions, sign-post opportunities for funding and give advice. It is relevant to the arts, culture and heritage, and is undertaken in collaboration with SOAS Careers Service and the Students' Union. Web-address: www.soas.ac.uk/studententerprise

Goldsmiths: MA in Creative and Cultural Entrepreneurship. This is full Master's degree course that trains students in Theories of the Culture Industry, in Creative Practice and in Entrepreneurial Modelling. Web-



address: <http://www.gold.ac.uk/pg/ma-creative-cultural-entrepreneurship/>

London South Bank University offers several programmes such as Enterprise Associate showcase, Enterprise and Entrepreneurship Link Scheme (EELS), and Make it Happen - Business Plan Competition. All programmes assist the students to develop real life business initiatives. They offer networks and mentoring schemes. Web-address: www.lsbu.ac.uk/business

University of East London: Make it Global project is a £1.5 million project that aims to support the internationalisation of women-led small and medium enterprises in London. The project is part-funded by the European Regional Development Fund. Web-address: www.uel.ac.uk/makeitglobal

London Region

Microwave scheme: Film London. Microwave provides majority financing for selected films. Successful teams are mentored by leading industry figures. It is open for different levels of film-makers. Web-address: <http://microwave.filmlondon.org.uk/>

Central Saint Martins (University of the Arts, London): Business training project. This creative industries business program has been designed for creative professionals who are already in business. It includes evening classes and trainings. Web-address: <http://www.csm.arts.ac.uk/innovation/supportingourgraduates/businesstraining/>

London College of Fashion offers various programmes including **New Fashion Pioneers** and **New Fashion Venture**. The programmes provide designers with strategic business support through regular bespoke one to one sessions with industry experts and occasional skilled workshops. Web-address: <http://www.csm.arts.ac.uk/innovation/supportingourgraduates/businesstraining/>

City University: BA Cultural & Creative Industries. Dedicated three years long BA course as part of the City University, London (delivered by School of Arts and Social Sciences, Centre for Cultural Policy & Management Department of Creative Practice & Enterprise). Web-address: <http://www.city.ac.uk/courses/undergraduate/cultural-and-creative-industries>

City University: MA Cultural Policy and Management. One year MA offered yearly with 3 month placement for EU nationals with a partner institute. Web-address: <http://www.city.ac.uk/courses/postgraduate/culture-policy-and-management-pathways-programme>

Western England

Bath Spa University

Launch Pad & Artswork. The Launchpad scheme is proposed as a pioneering and unique opportunity for graduates to have the support of a 15-month incubation residency to kick start their own performance



company. Web-address: <http://www.artsworkbathspa.com/labs/performance/view-page.php?page=Launchpad>

Mentoring programme aims at linking the local businesses to the university and provide talent. The university sets up initial meeting, sets boundaries and expectations, and timeframe, facilitates. Web-address: <http://www.bathspabusiness.com/enterprise/industry-mentors-programme/>

University of Bristol: Through its Careers Network, the UoB allows current Bristol students, staff and recent Bristol graduates registered with the Careers Service to network with more than 750 graduates and former research staff of the University of Bristol in order to gain careers insights. Web-address: <http://www.bris.ac.uk/careers/network/index.asp>

University of Exeter through its **Career Mentor Scheme** gives all current students the opportunity to work on a one-to-one basis with a professional working in their chosen future profession. Web-address: <http://www.exeter.ac.uk/careers/research/mentor/>

Southern England

University of Kent: The Creative Challenge is an Enterprise Masterclass & work placement scheme. It brings together industry, academia and students in a personal and professional skills development programme that includes training, mentoring, work placements. Web-address: <http://www.ucreative.ac.uk/>

Oxford University Dept. Continuing Education: Social Entrepreneurship Short Course. This is a 3-month adult education course as part of larger continuing education programme of the university. Web-address: <http://www.conted.ox.ac.uk/>

Oxford Brookes University: The Teir1 (Entrepreneurship support for International students) supports international students to develop a business idea and assists them with their visa. Web-address: <http://www.brookes.ac.uk/business-and-employers/the-tier-1-graduate-entrepreneur-scheme-for-non-eea-international-graduates/>

Oxford University: LinkUp! (Alumni Mentoring): 3-month long courses links students to young Oxford alumni. Web-address: <https://www.alumni.ox.ac.uk/page.aspx?pid=548/>

Eastern England

Cambridge University: Ignite Scheme includes mentoring and lectures / classes. The mentor spends half a day of his or her time with each mentee per month. It brings together researchers and managers from established organisations with students, graduates and academics. Web-address: <http://www.cfel.jbs.cam.ac.uk/programmes/ignite/programme/mentor.html>



University of East Anglia: MA Creative Entrepreneurship. This one-year MA course, supported by Barclays, is for arts and culture specialists establishing careers in the fields of Visual Arts, Music and Literature or in cultural provision. It offers opportunities to showcase creative work and placements in London and the UK. Web-address: <http://london.uea.ac.uk/ma-creative-entrepreneurship>

Midlands

Coventry University

Creative futures. The course has modules that support entrepreneurship skill development, and it contains embedded emphasis on professional practice and strong engagement with professional artists and industry links. Web-address: <http://www.coventry.ac.uk/life-on-campus/faculties-and-schools/coventry-school-of-art-and-design/enterprise-and-careers/creative-futures/>

Creative Enterprise Education: It is characterised as an 'alternative approach' and the project aims to evaluate approach to enterprise education based on realistic and varied career paths in the creative industries. It includes workshops. Web-address: www.altent.co.uk

Birmingham University

Social Enterprise UnLtd: The programme provides training to build entrepreneurial skills and business knowledge to turn ideas into a viable social enterprise. In addition, there is an office space in the dedicated Entrepreneurship & Innovation Incubator on campus. Web-address: <http://www.birmingham.ac.uk/alumni/benefits/entrepreneurs.aspx>

BeSeen: This training scheme includes mentoring from experts, access to grant funding to grow their business, and office space in on-campus incubator. Web-address: <http://intranet.birmingham.ac.uk/as/employability/ei/programmes/bseen.aspx>

Birmingham City University

Idea Birmingham programme aims to put Birmingham and the Midlands on the map by establishing an internationally-renowned Design Expo of innovative, authentic, regionally-based brands by showcasing upcoming graduate and entrepreneurial talent driven by business and university collaborations. Web-Address: <http://ideabirmingham.co.uk/>

MA in Media & Creative Enterprise is aimed at graduate students and professionals of culture and creative sectors. One of the key benefits of the course is the networking and exchange of ideas between students, lecturers and guest speakers. Web-address: <http://www.bcu.ac.uk/pme/school-of-media/courses/media-and-creative-enterprise-pgcert-pgdip-ma>

Northern England

Lancaster University

Career Mentoring Scheme: This programme is mainly aimed at first year students, and gives them an opportunity to spend time with a working professional through which they gain an insight into the real life scenarios of working life. Web-address:

<http://www.lancs.ac.uk/sbs/ceec/students/mentoring/index.html>

MA in Professional Contemporary Arts Practice: designed in consultation with industry professionals. The course is working to acknowledge and develop the contemporary artist as a self-employed entrepreneur. Web-address: <http://78.158.56.101/archive/palatine/files/makingtheatrework.pdf>

Manchester International Festival (MIF) is an artist-led, commissioning festival presenting new works from across the spectrum of performing arts, visual arts and popular culture. It was launched in 2007 and takes place biannually, and includes a mentoring programme. Web-address: <http://www.mif.co.uk/>

University of Huddersfield Enterprise & Entrepreneurship: This is the programme for postgraduate research students. It is an intensive support package for graduate start-ups, providing Huddersfield graduates with the business knowledge, contacts and environment to make their business ideas reality. Web-address: <http://www.hud.ac.uk/enterpriseandentrepreneurship/>

N. Ireland

Queens University Belfast: Enterprise Toolkit. It was completed in March 2013. Activities that have a demonstrable effectiveness will be collated to develop a resource of materials that can be adapted and used to deliver enterprise education (curricular and extracurricular) by members of Enterprise Educators UK. The resource will be disseminated among members of Enterprise Educators UK via a web portal which will be developed as part of the project. Web-address: <http://www.enterprise.ac.uk/>

Wales

Gower colleges, Swansea: Entrepreneurship Academy: Aimed at school leavers (16-19 years old), this programme offers: start up a social enterprise; lectures and master classes; 4 week work placement; workshops and networking events. Web-address: <http://www.entrepreneurshipacademywales.co.uk/node/5>

Scotland

University of West Scotland: MA in Music Innovation & Entrepreneurship. The course includes a core project-based Innovative Enterprise module. The final third of the MA takes the form of a 'live' business proposition within the current music business environment. For this project students will have the



support of academic and industry mentors. Web-address: <http://www.uws.ac.uk/schools/school-of-creative-and-cultural-industries/>

On-line distance learning

Open University

Entrepreneurship. This is the programme for postgraduate MBA students. As part of it, the students examine a wide variety of entrepreneurial activity in commercial and social enterprises around the world, with some opportunities to focus on areas of particular interest. Web-address:

<http://www3.open.ac.uk/study/postgraduate/course/bb846.htm>

Mentoring at work. This course and free resources are designed for managers and practitioners to improve the effectiveness of their mentoring as a response to growing importance of mentoring. Web-address: <http://www.open.ac.uk/health-and-social-care/transforming-care/mentoring-at-work>

European projects

European Business & Innovation Centre Network is non-governmental pan-European network that brings together many business training, incubation and innovation centres. It acts as a large hub for many new business and entrepreneurs and provides wide range of assistance. Web-address: www.ebn.eu

European Cultural Learning Network, LdV (2012) The objectives are to: identify the pattern, applications and current qualification routes within National VET systems across Europe that are relevant to the field of Cultural Learning; specify the range of occupational profiles performed by Europe's Cultural Learning Practitioners; create new, European sector-relevant EQF-compliant professional qualifications, specifically in relation to the 'transferable' and 'spill over' skills that are generated by the work of Cultural Learning professionals; develop, test and implement methods for the certification of new qualifications for Cultural Learning Practitioners; through the creation of a new web-based Observatory, to widen opportunities and platforms for dialogue, share information, practice, research, and expertise across the sector; establish - as a sustainable and ongoing outcome from the Network - a new European Association of Cultural Learning (EACL). The project is led by Collage Arts, UK (Leader) and involves partners from several Partner countries, including CY, GB, and IT. Web Address: <http://www.collage-arts.org/european-cultural-learning-network/>

CENTRES – Creative Entrepreneurship in Schools (ongoing) is a European project targeting school-aged students and encouraging them to become young entrepreneurs in the creative sector through transnational networking. It is led and sponsored by the British Council and involves partners from DK, FI, EE, LT, PO, SL, CZ and GB. It collated and made accessible Guidelines, Toolbox, and is a source of on-line information on best practice. Web address: <http://www.centres-eu.org/>



Quality & Innovation in Vocational Training for Enterprise Cultural Heritage Management (2009-11) was a LLP project led by the University of Salford, Manchester, which aimed to support SMEs in traditional “creative” sectors. The consortium consisted of university and business partners from IT, FI, GR and CZ. The project targeted Craft SMEs with little access to specialised training. It developed an open web community and open source e-learning platform. It supported craft entrepreneurs to recognise and manage the strategic value of the Enterprise Cultural Heritage and to improve employability of managerial and technical profiles. It encouraged employees of SMEs to facilitate their personal and company development. Web Address: <http://www.enterprise-cultural-heritage.org/>

See **Creative Tools** (BE)

See **Creative Trainer II** (AU)

See **mENTERing** (BG)

See **STARTENT** (ES)

See **MAITRE** (IT)

See **CREAM Creative Blended Mentoring for Cultural Managers** (IT)

GREECE (GR)

In GR no university programmes on CC entrepreneurship were identified but eight general mentoring programmes for entrepreneurs, two national and six European, as presented below.

Business Mentors (2011-2013) is a 24-month initiative implemented by a consortium including partners from GR only and is co-funded by the European Commission, under DG Enterprise & Industry. It is the Greek part of the European Network of Mentors for Women Entrepreneurs, and aims to: boost female entrepreneurship; recognize and support the distinctive nature of women’s business start-ups; ensure sustainability of newly-established business led by women entrepreneurs – especially during the first very challenging years of their operation. Web Address: www.businessmentors.gr

Mentoring training (ongoing) is a specialized service - selected mentors support new or candidate female entrepreneurs who are at the beginning of their professional careers. Mentors are selected according to their professional background and proven track record. This service not only reinforces the spirit of entrepreneurship and enhances the competitiveness of the local economy, but also brings the beneficiaries in contact with successful business people which cultivates the quest for self-knowledge. Its target group is mentors of women entrepreneurs. Web Address: <http://www.ergani.gr>

2INS Clusters project (2010-13) is a 36-month initiative co-financed by the European Commission, in the framework of the Programme MED. It is led by Business and Innovation Centre of Attika (GR) and involves



partners from FR, IT, ES and MT. It aims to design and validate a transnational coordinated Integrated Framework for the establishment of viable collaborative platforms, whose mission will be to promote and enhance regional competitiveness through the support of knowledge-based and internationalized entrepreneurship. 2InS introduces: Knowledge-Innovation and Internationalization as critical factors for developing sustainable SMEs and regional competitiveness; local partnerships as a potentially powerful means for the support of SMEs' Innovation and Internationalization. Web Address:

www.2insclusters.net

Certificate of Entrepreneurship Competencies, LdV (2009) A European project, targeting very small enterprises (VSEs) operating in the manufacturing and handicraft sector. It is led by Kentro Epaggelmatikis Katartisis - Geniki Synomospondia Epaggelmaton Viotechnon Emporon Elladas (GR) and involves several EDUCCKATE country partners (CY - Cyprus Confederation of Professional Craftsmen and Shopkeepers, DE - Berufsbildungswerk Gemeinnützige Bildungseinrichtung des Deutschen Gewerkschaftsbundes GmbH, IT - International Training Centre of the International Labour Organisation). Its objectives are: 1) establish European standards on entrepreneurship as relates to VSEs; 2) facilitate the comparison of the competencies beyond national frontiers, and therefore contribute to the geographic mobility of employees, employers and self-employed; 3) support the transparency of recognition of entrepreneurial competences, including those acquired through non-formal and informal learning; 4) support the development of innovative ICT-based services, pedagogies and practice for life-long learning; 5) contribute to the development of Entrepreneurship through the update of competencies and exchange of experiences. Web Address: <http://eu-cec.eu/>

See **mENTERing** (BG)

See **C.H.I.M.E.R.A** (IT)

See **ENTER –Project** (PT)

See **Network of Youth Entrepreneurship - NYE** (LT)

See **Quality & Innovation in Vocational Training for Enterprise Cultural Heritage Management** (GB)

HUNGARY (HU)

In HU there are few mentoring programs in this sector. Business-related schools and faculties seek to provide their students with basic entrepreneurial skills in compulsory subjects, but mostly within the context of business studies. The non-business faculties can be divided into three groups: 1) faculties which offer no entrepreneurial training or even refuse to do so; 2) faculties which seek to provide basic entrepreneurial training as part of short compulsory or optional subjects; and 3) faculties which also offer wider-ranging entrepreneurial skills as part of compulsory subjects (+ optional subjects).

Two thirds of non-business faculties report the existence of academic chairs geared to teaching these subjects (Baseline study – Focus on Youth Entrepreneurship 2010: 55). Entrepreneurship is a basic competence in the Hungarian national curriculum but the curricular content has a different weight in the 21 vocational trade groups of the Hungarian National Qualification Register. At present the Hungarian competence-based modular vocational training system offers 422 qualifications. Several modules contain entrepreneurship programs, so entrepreneurship appears in the majority of qualifications. Where vocational qualifications do not cover entrepreneurship schools may teach it outside the compulsory curriculum, and a majority of them do so (Baseline study – Focus on Youth Entrepreneurship 2010:67).

Two Mentoring Programmes related to CC were identified and eight general mentoring programmes:

Bring the Art Home - BAH (since 2009). The objectives of the programme are to design the workstations, offices, event spaces and exhibition areas with respect to unique needs, integrating contemporary art into the work environment. This successful event has reached the third year. In the previous period BAH's professional jury hand-picked 20 portfolios from over 100 artists. These were exhibited in a mobile exhibition in fifteen Hungarian offices and other locations, directly on potential buyers and sponsors' walls. Web address:

<http://wien.lofficecoworking.com/index.php?searchengineUrl=BAH&language=de&language=hu>

Virtual Theatre – is operating now. The project is implemented under the Hungary-Romania Cross-Border Co-operation Programme 2007-2013. The aim of the project is to build a cultural bridge between Hungarian and Romanian talented youth actors, e-producers, e-trainers and the audience by setting up a platform where talented singers can interact, discover a new ways to communicate, learn and to co-produce live joint concerts together with the support of ICT. Web address: <http://e-theatrum.eu/en/content/project>, http://www.huro-cbc.eu/en/managing_authority_hu

General mentoring programmes:

Complex Integration Programme Based on Competence Development (Since 2011). The aim of this programme is to support the integration of refugees and person under humanitarian protection living in Hungary. Web address: <http://menekultek.artemisszio.hu/index.php/en/about-the-program>

HOOK Mentors Programme (2009-11) Run by the Higher Education Mentoring Network targeted first year HEI students from all sectors providing scholarships, advice and information on job opportunities. In 2010, 1100 mentees and 320 mentors were involved; in 2011, 1670 mentees and 370 mentors. Web Address: <http://www.168ora.hu/itthon/ujra-lenduletben-a-hook-mentorprogram-78260.html>

GoInno (since 2013). The aim of this action is to promote the development of innovative enterprises. This action of the National Innovation Agency started in 2013. The mentors help entrepreneurs for one year,



at least on a monthly basis at no charge. As part of a mentor club legal, patent – and business related information is provided. Sixteen young entrepreneurs were mentored by experienced mentors.

Web address: <http://www.nih.gov.hu/sajtoszoba/2013/mentorprogramot-inditott-130222>

Microsoft YouthSpark (since 2012). The aim of the programme is the eradication of youth unemployment. Microsoft employees in Hungary participate as a volunteers to help a talented students develop business knowledge (?), whilst student mentors help their peers. The programme was attended by 99 young people between the ages of 16-24, who are open to social change. Web address:

http://www.microsoft.com/hun/news/press/130329_01.aspx,

http://www.microsoft.com/hun/news/press/120921_01.aspx

Supporting Women Entrepreneurs (since 2011). The aim is to help women entrepreneurs to start a business. The selected mentors run their own established business with demonstrable experience of resolving problems. They can transfer their business knowledge and experience to women entrepreneurs located in different parts of the country; various business sectors are covered by 24 mentored entrepreneurs. Web address:

http://magzrt.hu/index.php?option=com_content&view=article&id=834&Itemid=247

<http://www.mentor-net.hu/programunkrol>

<http://seed.hu/kategoria/mentoralas>

Uni-Spin Mentoring Programme (2009-2012). Uni-Spin supports university research of innovative enterprise frameworks, to ensure the creation and communication of necessary infrastructure, skills, human resources and technical support institutional background. The action was started by University of West Hungary. Over three years and more than 30 mentoring programmes were run, seven contracts were signed of which five businesses were formed and two patent licenses registered.

Web address: http://www.nyme.hu/fileadmin/dokumentumok/projektek/spinoff/UNI-SPIN_2012_web.pdf, <http://www.nyme.hu/index.php/14148/?&L=1>

Team Academy (since 2011). The students launched an independently operated company during their studies. The principle is that all knowledge related to business life is achieved through practice.

Web address: <http://www.hirlabor.hu/2011/09/29/sajat-vallalkozasaikbol-tanulnak-a-bgf-hallgatoi>

See **European Commitment to Entrepreneurship** (BE)

ITALY (IT)

In Italy thirteen national / regional mentoring programs were identified, but it proved difficult to distinguish between academic and sector-led initiatives. Most mentoring programmes were comprised of partnerships between government and private companies. A further thirteen European projects (five of which were led by Italian organisations) were also identified with either a mentoring or entrepreneurial training element.



National projects

Laboratori dal Basso - Bollenti Spiriti MENTORING (2011-ongoing) led by Apulia Region's ARTI (Regional Agency for Technology and Innovation). The Mentoring project targets young entrepreneurs and matches them with experienced business people from all sectors. Web Address:

http://www.laboratoridalbasso.it/?page_id=15; http://www.laboratoridalbasso.it/wp-content/uploads/2013/02/Mentoring_Avviso-28-gennaio-rev-FINALE.pdf

Mentori – Mentors (2012). A Piemonte based programme targeting young people who aspire to become entrepreneurs. This project matches under-35s with experienced business people for a mentoring relationship. It is run by Regione Piemonte in partnership with Union Camere Piemonte. Web Address:

www.pie.camcom.it/imprenditoriagiovanile, http://www.regione.piemonte.it/pianogiovani/07_pat.htm

Art for Business (2007, ongoing) A small project - each year on 5 - 10 arts students are mentored by business from universities involved (Catolica Milano and LLUIS University). Mentoring is focused on how to provide creative elements to traditional business activities. Web Address:

<http://www.artforbusiness.it/mentorship/?cat=8>

100 x 100 (20011-12) Led by Alma Mater School Bologna to help students develop business ideas. 100 students matched with 100 mentors. Web Address:

http://www.magazine.unibo.it/Magazine/Universita/2011/11/14/100x100_e_il_Mentorship.htm

Progetto Concreto (2012) Led by ProSpera Association. Transfer of skills to young graduates through training from managers and top-level professionals in prestigious companies. 60 Graduates (50% women) from Design, Architecture, Engineering departments of Politecnico Milano, Politecnico Torino, La Sapienza Roma. Web Address: http://www.prospera.it/media-center/comunicati-stampa/Pages/progetto_mentoring.aspx, <http://www.prospera.it/progetti/Pages/IL-PROGETTO-CONCRESCO.aspx>

Percorsi imprenditoriali al Femminile: cultura di impresa e mentoring - Entrepreneurial paths for women: corporate culture and mentoring (2011-12) Targeting young female aspiring entrepreneurs, this project offered mentored internships and created a network. It was led by the Italian Network of Committees for Women Entrepreneurs. Web Address:

<http://www.imprenditoriafemminile.camcom.it/P42A370C181S346/Percorsi-Imprenditoriali-al-femminile--cultura-d-impresa-e-mentoring.htm>

Informiamoci (2010, ongoing) led by RENA - Rete per l'Eccellenza NAzionale targeted high school students. An information day was run to encourage creativity and talent at six schools, followed by the establishment of a mentoring relationship. Web Address: informiamoci@progetto-rena.it

Be-Win (follow-up of WAI) (2011, ongoing). Women entrepreneurs were targeted in this programme aiming to transfer business knowledge led by Unione Camera Toscana in partnership with Council of Ministries Presidency - Legacoop - ConfCooperative - Unioncamere Nazionale. 32 mentors were paired with 64 mentees. Web Address: <http://www.be-win.it/>, <http://www.womenambassadors.it/>



SPEED MI UP (2013, on-going) Bocconi University Milan, Municipality of Milan, Chamber of Commerce Milan. This scheme will provide a training programme for students developing start-ups, Incubation services, Financing etc. Web Address: <http://www.speedmiup.it>

Mentore – “Ce la puoi fare” Mentor “You can do it” (2011 ongoing) Run by Mentore Association it targets unemployed young people and tries to build confidence and preparedness for work. www.mentore.org

Da Mentors Offers young people four hours mentoring to develop and have a business idea assessed. <http://damentors.com/>

Prospera - Mentoring and tutoring activities provided to young people by senior business managers, academics, entrepreneurs and professionals working in over five hundred businesses. Web Address: <http://www.prospera.it>

Mentoring – Politecnico di Milano (2012-13) Monthly meetings with Architecture and Design MA students over the course of a year. Web Address: <http://www.careerservice.polimi.it/go/Home/Polilink/Career-Service/Progetto-Mentoring>

European projects

MAITRE (2004 -07) A European partnership (LDV) project led by Amitié - Mentoring USA-Italia and involving partners from ES, FR, GB, LV. It reviewed mentoring programmes to improve training schemes, techniques and materials for mentors. An on-line training manual was produced.. Web Address: <http://www.amitie.it/maitre/en/index.htm>, <http://www.amitie.it/maitre/training/html/home.html>

CREAM Creative Blended Mentoring for Cultural Managers (2011-13) the LLP-LDV project created a platform for distance mentoring for cultural managers or aspiring graduates. The project was led by Istituto Sturzo and included partners from GB, BE, TR, ES, CZ and FI. Web Address <http://mentoring.projectcream.eu/> <http://www.projectcream.eu/it>

MOBILITAS - Erasmus Young Entrepreneurs (2009, ongoing) Led by Quality Program (IT) involving partners from Quality ES, IE, DE, RO targets young entrepreneurs and aspiring entrepreneurs, involving them in a mentoring / shadowing project with an experienced entrepreneur from all sectors. 9000 young entrepreneurs are registered to date. Web Address: www.erasmus.qualityprogram.it, www.erasmus-entrepreneurs.eu

Creative Holism to Improve Management and Entrepreneurial Role models and Approaches /

C.H.I.M.E.R.A. (2012) A LLP- LDV project led by Superficie 8 srl. with partners from GR, RO and ES. It targeted entrepreneurs and managers and involved them in VET training, encouraging work-placed training and apprenticeships, the development of creative skills among entrepreneurs and managers to improve new innovation-driven role models and management approaches. A range of materials were produced (including curricula, teaching material, website, evaluation methods, CD-ROM, procedure for the analysis and prognosis of the vocational training requirement, materials for open learning). Web Address: http://www.adam-europe.eu/prj/9903/project_9903_fr.pdf



A EC financed LDV project **Organising New Skills for Creative Enterprises and Networks in Europe** (2012) led by Dipartimento di Scienze Umane e della Formazione, Università degli studi di Perugia (IT) this scheme involves partners from GR, IT, GB and ES. The project targets set designers and theatre technicians. It pilots courses, learning labs and created a Video Dossier. Web Address: http://www.adam-europe.eu/prj/9916/project_9916_en.pdf

See **Certificate of Entrepreneurship Competencies, LdV** (GR)

See **Creative Trainer II** (AU)

See **IDEA TO ENTERPRISE** (CZ)

See **mENTERing** (BG)

See **2INS Clusters project** (GR)

See **STARTENT** (ES)

See **ENTER –Project** (PT)

See **CR@FTS-MAN** (ES)

See **Quality & Innovation in Vocational Training for Enterprise Cultural Heritage Management** (GB)

See **European Commitment to Entrepreneurship** (BE)

3.4 Supported mentoring schemes in CC entrepreneurship schemes in other European countries

Below are CC Business Mentor training and mentored CC entrepreneurship schemes in other European countries.

BELGIUM (BE)

In BE six projects were identified, all of which were European in scope.

The European Project '**European Commitment to Entrepreneurship**' (2008) targeted students to help them develop entrepreneurial skills. It was led by Belgium (Dienst Beroepsopleiding - Vlaams ministerie - departement Onderwijs & Vorming) and involved partners from BG, FI, HU, SW and IT. In terms of impact, five teachers / trainers and 30 users (students, pupils, young entrepreneurs) per partner were directly involved in the project. Web address: <http://ece.euproject.org/index.cfm>

Creative tools (2009) led by Flanders District of Creativity and involved partners from FI, SP and the GB. Arts entrepreneurs, employees and employers were targeted in a project that aimed to make



entrepreneurial and creativity skills widely recognised as important skills in an innovation driven economy through the development of teaching materials and methodologies. Web address: www.thinkkit.org

Mentoring Business Transfer (2007-09): EUROCHAMBRES. The Association of European Chambers of Commerce and Industry coordinated the project with the assistance of two lead partners, the Regional Chamber of Commerce and Industry Rhône-Alpes and the University of Savoie (Both FR) - both of whom had expertise in business transfer. 33 Chambers of Commerce throughout eighteen EU Member States actually delivered the mentoring services on the ground. The project provided a mentoring service and evaluation of mentoring service. 890 entrepreneurs received mentoring/coaching. Web Address: <http://www.eurochambres.eu/Content/Default.asp?PageID=272>

Three further European projects in which there was a BE partner were also identified. See **IDEA TO ENTERPRISE** (CZ); **STARTENT** (ES) and **CREAM Creative Blended Mentoring for Cultural Managers** (IT).

BULGARIA (BG)

One mentoring project and three European entrepreneurship training programmes were identified:

mENTERing (2011-13). Led by E BGCPD – branch PAZARDZHIK, it involves partners from GR, GB, IT. It is a 24-month initiative co-funded by the European Commission (LLP) that aims to better equip VET trainers in the business sector interested to learn how to mentor entrepreneurs. It uses a blended train-the-trainer course on mentoring skills and competencies especially designed to encourage entrepreneurship whilst contributing to the cooperation between VET institutions, trainers, mentors, and stakeholders at a national and European level. Web Address: <http://mentering.eu>

Top class (2011-2012) led by the Centre for Entrepreneurship and Development aimed to provide a platform for sharing experience among entrepreneurs and managers, whilst helping them to expand their business network. Entrepreneurs acted as trainers and mentors to help participants address the challenges faced. Its target groups were managers and entrepreneurs. The project provided them with monthly practical training, B2B meetings, conferences and exchange of experiences / best practices. Web Address: <http://www.ceed.bg/web/ProgramSites/TopClass/Pages/Program/default.aspx>

European House of Entrepreneurs - EUROENT (2010). Led by the Bulgarian Development Agency with partners from SW, BE, TR, IT, the programme aimed to develop a product to identify, train and support young entrepreneurs and to prepare efficient methods for networking focused on international business. The project encouraged practical training, simulations, role playing and projects defined by enterprises and offered a series of tutorials based on best practices from participating countries (e.g. one tutorial considered Corporate Social Responsibility (CSR)). The project aimed to create a "European House of Entrepreneurs" that educational institutions could use if they chose to work according to the new method. Its target groups included students & teachers / faculties / citizens / owners of enterprises. Web Address: <http://www.bg-da.eu/en/projects/2010/euroent/185-euroent-project-partners.html>



See **STARTENT** (ES)

See **Creative Trainer II** (AU)

European Commitment to Entrepreneurship (BE)

CROATIA (HR)

No specific mentoring programmes were identified in HR, this is basically because of language issues. All available information found through research either in Croatian or a (eg: ETUC Training & Mentoring programme, EU project SIS Catalyst).

CZECH REPUBLIC (CZ)

Quality & Innovation in Vocational Training for Enterprise Cultural Heritage Management (2009-11) aims to support SMEs with a rich cultural enterprise background - particularly in traditional “creative” sectors. It assists SMEs who currently do not have access to specialised training. It developed an open web community and open source e-learning platform. It supports entrepreneurs to recognise and manage the strategic value of the Enterprise Cultural Heritage and to improve employability of managerial and technical profiles. It encourages employees of SMEs to facilitate their personal and company development.

IDEA TO ENTERPRISE (2012-14). This LLP funded European project involves partners from CZ, PT, BE, AU and IT. It aims to provide a Europe-wide set of training modules and certification for entrepreneurial skills of young people. The proposed project aims to deliver to innovative young minds the qualification to turn their product and service ideas into an enterprise in a successful and sustainable manner. Web Address: <http://www.eurosc.eu/site-menu-168-en.php>

See **Quality & Innovation in Vocational Training for Enterprise Cultural Heritage Management** (GB)

See **CREAM Creative Blended Mentoring for Cultural Managers** (IT)

See **Centres – Creative Entrepreneurship in Schools** (GB)

DENMARK (DK)

In Denmark, thirteen programmes were identified, five of which targeted the CC sector, four the creative sector and two the cultural sector. Other programmes were general business or student mentoring programmes, targeting entrepreneurs or specific groups such as women. The majority of these were national or local, with one international and one regional Baltic programme.

Copenhagen Goodwill Ambassador Corps in partnership with the Danish Agency for Universities and Internationalisation promote the programme titled Youth Goodwill Ambassadors Denmark in



international level since 2010. The aim of the programme is 'to increase the number of international students seeking to study in Denmark and to develop a platform for career opportunities between international students and Danish companies'. The companies mentioned include cultural institutions. Web address: <http://www.youth.ambassadornet.dk/about>

keōja Mentoring Scheme (2012-2015) focuses on sharing knowledge and experience in order to develop the performing arts management field, and targets Nordic-Baltic countries. The programme puts emphasis on mentoring and works with partners across the region. Web- address: <http://www.kedja.net/>

Kulturiværk is an independent network where entrepreneurs of CC sectors can get assistance from experienced advisors. The web-resource of the programme provides profiles of potential advisors and describes success stories. Web-address: <http://www.kulturivaerk.dk/>

Rebel Academy is a private project of its creator, Carla Cammilla, and hopes to become 'a platform that inspires, supports and helps evolve great talent within the creative and cultural fields'. The programme supports creative and cultural entrepreneurs through networks, ideas and projects, and also offers mentorships with experienced mentors. Web-address: <http://rebelacademy.org/>

Kubulus' mentor programme is the University of Copenhagen initiative that helps Danish and international Masters students apply for a career mentor from around 30 high-profile companies and institutions. It includes organisations of CC sector, although majority of mentor organisations are in other areas of economy. Web-address: <http://alumni.ku.dk/mentorprogram/english/abouttheprogramme/>

Mentoring scheme for artists and cultural institutions is an initiative of the Civil Arts Council (Denmark) that focuses on cultural diversity and intercultural projects and priorities for artists and cultural institutions in Denmark. It promotes opportunities for a professional artistic career of intercultural artists resident in Denmark and raising awareness of artistic projects related to intercultural issues. Web-address: <http://kunstoginterkultur.dk/vidensbase/artikler/statens-kunstrad-lancerer-interkulturelt-radgivningsprojekt>

META FILM MENTOR: mentoring scheme initiative of Meta Film production company that aims to 'sharpen' the young producers by providing support at the beginning of their career as producers to prepare them for the Danish and international reality that they are to face. Web-address: <http://metafilm.dk/en/om-meta-film/mentor/>

Discover Your Creative Business Genius is a private initiative of designer Sidsel Dorph-Jensen and offers a four week live online group mentoring program. Web-address: <http://www.sidseldorphjensen.com/creative-business-genius/>

See **Centres – Creative Entrepreneurship in Schools** (GB)



ESTONIA (EE)

In 2005, a mapping exercise was conducted by the government in order to design new support measures for CC industries. Programs are implemented by Enterprise Estonia, which is one of the largest institutions within the national system for entrepreneurship support, providing cooperation opportunities and training for entrepreneurs. The role of cultural and educational institutions is to focus on the early stages of the creative industries value chain (including the creation phase) through educating creative professionals and mediators and supporting the core arts fields and cultural industries. One national and two European projects on CC mentoring and entrepreneurial initiatives were identified.

Entrepreneurship Home for Young People (2007-08) targeted unemployed 16-26 year olds from all sectors. The project was run by University of Tartu's Centre for Entrepreneurship with the support of the European Social Fund and Estonian Government. Young people were trained in entrepreneurship, project management and business skills. Mentors were brought in to support and judge the results. Several CC organisations were set up as a result of the project. Web address: <http://www.evk.ut.ee/1021931>

See two further European projects, **CREAENT** (FI) and **Urban creative poles** (DE).

FINLAND (FI)

In Finland five National projects and seven European projects were identified, two of which were led by Finnish organisations. Aalto University's work (see box) is of particular relevance to this project.

Creative Industries Finland (2010) target creative entrepreneurs businesses and students in FI. Led by Aalto University in partnership with the Finnish Government. National plans, strategies and lines of actions are set out to develop the creative sector, research and innovation and cross-cutting application of creativity to the traditional economic sector. The programme developed incubators, training paths for university students on creativity and a network of mentors to support start-ups. Web Address: <http://www.creativeindustries.fi>

Aalto University Mentoring Programme (1999 on-going) 100 pairs of students and mentors are matched yearly from The School of Arts, Design and Architecture. Web Address: <http://biz.aalto.fi/en/services/alumni/cooperation/mentoring/>

Aalto Start Up programme Business incubator set up by students from Arts Media Design at Aalto University. 80 companies (25 CC) involved, with six staff at the unit. Web Address: <http://www.start-upcenter.fi/en/yrytyshautomo/hautomo/>

Finland Small Business Centre – Aalto University. Training developed on entrepreneurship and entrepreneurship education (management and leadership, strategy, sales, marketing and customer, relationships, business economics, internationalization and international cultures). Web Address: <http://pienyrittyskeskus.aalto.fi/en/>



Start-up Sauna - Aalto University For high-tech student start ups with a yearly 'SLUSH' conference involving students and businesses from across Northern Europe. Web Address: <http://startupsauna.com/>

European projects

IESTEK - International Education System for Transferring Entrepreneurial Knowledge (1999, 2010-2012) targets teachers and students of The School of Arts, Design and Architecture. It encouraged teachers to enhance their entrepreneurial skills and create a more industry-specific approach in their pedagogical methods. International standards for teaching entrepreneurship skills were formulated and tested to develop a professional mentoring system for students to assist with their integration into the work force. Led by it involves partners from ES, NL, and Iceland. Web address: <http://www.iestek.net/drupal/>

The European Project, **Creative entrepreneurship training network CREAENT** (2011) targeted the creative industries, particularly cultural managers and crafts people in the Central Baltic Region. Led by the Helsinki School of Economics Small Business Center (HSE SBC), it involved partners from EE, LV, SW. It set out to improve mobility between states and increase networking using an on-line tool. It also explored entrepreneurial competences in the region. Web address: <http://www.creaent.fi/>

See five further European projects - **European Commitment to Entrepreneurship; Creative Tools** (both BE), **Quality & Innovation in Vocational Training for Enterprise Cultural Heritage Management** and **Centres – Creative Entrepreneurship in Schools** (both GB) and **From Research to Market – Support to Knowledge-based Entrepreneurship** (LT).

FRANCE (FR)

There were four National and seven European Projects found in FR. Target groups include; teachers, ICT / Media (3) and cultural and creative business managers.

Programme Enseignants-Entreprise (2003, on-going) Lyon. Targets teachers and companies in order to establish a dialogue to transfer entrepreneurship experiences to the educational field. It is combined with a programme of internship for teachers in companies involved. Led by Institut Entreprise. Web Address: <http://www.institut-entreprise.fr/index.php?id=198>

Chaire Entrepreneuriat (2007 on-going) Led by ESCP Europe - ESCP Alumni - TEDx – Ernst & Young. The project aims to develop and support new companies coming from the training provided by ESCP Europe school through incubation and acceleration for new ICT media companies born from aspiring and young entrepreneurs. Web Address: <http://www.chaireeee.eu/>

AGORANOV Incubateur Public Parisien (2009, ongoing). Media and ICT Start-up related to research and development at four Parisian universities: UPMC, Université Paris-Dauphine, Ecole Normale Supérieure, Paris Tech (Institut des Sciences et Technologies), in partnership with INRIA (2010). To date 234 Projects



incubated, 195 enterprises created, 2000 people employed, 110 Projects awarded by Ministry of Higher Education and Research. Web Address: <http://www.agoranov.com/index.php>

Cap Digital promotes competitiveness within the digital content and media industry targeting young entrepreneurs and start-ups. There are 700 members, 200 start-ups & SMEs have benefited from expertise raising capital, mentoring for entrepreneurs, support from major companies, 120 start-ups and SMEs have received advice and support on recruitment and management. Web Address: <http://www.capdigital.com/>

Shared Enterprises for Cultural Employment in Europe (2009) A EC financed LDV project led by ARTENREEL (France) that targeted entrepreneurs from various sectors (including artists and performers) and promoted shared enterprises to local authorities and the cultural sector (?). This project adapted cultural enterprise tools from the legal and business environment in the partner countries. Partners from Spain, France, Italy and Germany were involved. The outcomes include a website and study on cultural employment. Web Address: <http://www.entreprise-partagee.eu/>

See **ENTer- Entrepreneurship enhancement and reinforcement** (PT)

See **2INS Clusters** (GR)

See **MAITRE** (IT)

See **CREAM Creative Blended Mentoring for Cultural Managers** (IT)

See **Network of Youth Entrepreneurship - NYE** (ILT)

See **Mentoring Business Transfer** (BE)

IRELAND (IE)

In Ireland, 23 mentoring schemes were identified, both national and regional scope. The majority of these were CC specific schemes which targeted the creative sector, mainly artists but also architects, composers and musicians. For the Culture Sector there were two programmes, one targeting archaeologists working in the aerial photography sector, and others for business operating in cultural tourism. Four of the 23 schemes specifically targeted young people and two were designed for students.

County Enterprise Boards were established in Ireland in 1993 to provide support for small businesses with ten employees or less, at local level. This particular programme seeks to match up the knowledge, skills, insights and entrepreneurial capability of experienced business practitioners with small business owners who need practical and strategic one-to-one advice and guidance. Among other things, it provides support through mentoring and advice, and businesses in CC sector are eligible too. Web-address: <http://www.enterpriseboards.ie/index.aspx>



SCCUL Mentors is a mentoring programme for small business owners and start-ups/ emerging businesses in Galway City and County. It facilitates pro-bono mentoring for entrepreneurs. This initiative is open to long standing SME's as well as start-ups and new businesses. Web-address: www.scculmentors.ie

Media Mentoring Scheme is offered by the Arts Council, Ireland starting from 2009. *'In this scheme, experts from a variety of organisations offer their services as mentors to arts organisations looking to build relationships with new and existing audiences online.'* Web-address: <http://artsaudiences.ie/activity/mentoring-scheme-new-media-marketing/>

NDRC's Swequity Exchange is an initiative by the National Digital Research Centre and it is envisioned as a place where budding entrepreneurs, mentors, and experts in tech, business and the creative industries will form teams and develop potentially winning tech start-ups. Web-address: www.inventorium.org/events/swequity

Connect Mentoring programme is intended as a learning resource tool to support organisations and artists interested in mentoring. The programme was developed by Common Ground and Create and was supported and funded by the Arts Council of Ireland. Web-address: <http://www.commonground.ie/artists/mentoring.html>

Fire station mentoring programme (2013-14) offers mentorships for limited number of disabled artists. It hopes to support visual artists with disabilities and to build capacity within the sector. The programme will run from Sept 2013 - March 2014. Web-address: <http://www.firestation.ie/programme/disability/mentoring/>

Artist in the Community Scheme is an artist mentoring scheme that is open to artists from any of the following art form disciplines: architecture, circus, street art and spectacle, dance, film, literature (Irish and English language), music, opera, theatre, visual arts and traditional arts. Web-address: <http://www.create-ireland.ie/arts-councils-artist-in-the-community-scheme-sceim-an-ealaiontora-sa-phobal.html>

Bizcheck is a Business Mentoring and Advisory Service that was run during 2009 by Fáilte Ireland (the National Tourism Development Authority) as a series of workshops on using interpretation to improve the visitor experience at heritage sites and piloted a heritage interpretation mentoring programme. Web-address: www.failteireland.ie

The Artists' Residency Programme is the Irish Museum of Modern Art's residency programme. *'The ARP provides opportunities for artists, curators, critical writers and art professionals to research and develop their practices, it supports both emerging and established professionals, working in any medium by application or invitation and is open to Irish and international applicants.'* Web-address: http://www.imma.ie/en/nav_11.htm



Artists Mentoring Programme is organised by Kildare County Council Arts Service in partnership with Barretstown and Helium and focuses on artist - child mentoring. Web-address:

<http://helium.ie/wordpress/index.php/artist-mentoring-programme-at-barretstown-camp/>

Strings Attached is a mentoring programme for String Quartet with The Vogler Quartet (2012-14) attempts to guide or create a string quartet and works with The Royal Irish Academy of Music. Web-address: <http://www.musicindrumcliffe.ie/strings-attached.php>

Project Evolution by the Association of Irish Composers is the a mentoring scheme that will see selected member composers of the Irish Composers' Collective paired with composers from an AIC panel. Web-address: <http://cmcireland.wordpress.com/2013/04/26/project-evolution/>

RTÉ National Symphony orchestra offers **Mentoring Scheme for Advanced Young Musicians** (web-address: <http://www.rte.ie/orchestras/nationalsymphonyorchestra/nso1213mentorscheme.html>).

The Information Architecture Institute provides **Mentoring Program** for creating young specialists and students, although the programme primarily aims at the specialists of information architecture sector. Web-address: http://iainstitute.org/en/members/mentoring/mentoring_program.php

Aidan Walsh Consultancy provides specialist advice on the management and development of cultural projects, programmes and organisations. However, it is available as consultancy and advice rather than mentoring (web-address: www.aidanwalshconsultancy.com). There are also artists such as **Padraig McCaul** who offer mentoring for arts entrepreneurs. Web-address: www.padraigmccaul.net.

ArtLinks Clinic Mentoring provides artists of all disciplines the opportunity to discuss their practice and development during a 2-hour face-to-face session with a specialist mentor expert in their specific art form. Web-address: www.artlinks.ie/support/mentoring

Artist Mentors Online is '*dedicated to working with artists and designed for artists to further their art careers online.*' Web-address: http://www.artistmentorsonline.com/?page_id=45.

Several universities offer mentorship schemes in Ireland.

Keough Internship Immersion Programme places University Students (Notre Dame) in positions in Dublin relating to politics, commerce, culture and social service, allowing talented students to participate in various work environments. Web-address: <http://oconnellhouse.nd.edu/academic-programs/the-keough-interns>



Cork Business Mentors Programme is offered by University College Cork and provides participant students with a temporary business adviser, known as a 'mentor'. Web-address:

http://ignite.ucc.ie/who_we_are/mentors.html

Trinity College Dublin offers 'Student-to-student' mentoring. Web-address:

http://student2student.tcd.ie/volunteer/mentoring/headmentor_selection.php

National University of Ireland (Galway) also offers a mentoring scheme. Web-address:

<http://www.student-connect.nuigalway.ie/>

Creative Trainer II (2010) – see Austria

LATVIA (LV)

In LV, as in other new Member States, the overall situation is generally very weak. Entrepreneurship is not integrated across the curriculum, although some courses on management do exist. Business and entrepreneurship courses are missing in non-economic fields of study, and more generally interdisciplinary approaches are rare (Baseline study Entrepreneurship 2010:56). A total of four mentoring programs were identified: two aim to support the women in the business environment; one for young people with a specific environmental focuses.

Integration of Women into the Business Community (2003, ongoing) by the Latvian Business Women Association; involves lectures, meetings, access to business and legal advice and mentoring from women who recently started their business activity. Web Address:

<http://www.lbwa.lv/en/projects/integration-of-women-into-the-business-community/>

Mentoring Programme for Entrepreneurs (Since 2005) various mentoring programmes have been run with women and young entrepreneurs in LV with the involvement of the Association Līdere the supported by Ministry of Economics of Latvia, the Women's Enterprise Agency (FI), the WES - European Network to Promote Women's Entrepreneurship (SW). Web Address:

http://www.lidere.lv/dl/mentor_resear_2005.pdf

Brigade (2012-13) targets young entrepreneurs (by Latvian Centre of Contemporary Art and Soros Foundation). The aim is to raise the quality of life of local communities by sustainable entrepreneurship. 15 young entrepreneurs will receive scholarships through the programme. Web Address:

<http://www.brigade.lv/en/news/news/the-latvian-centre-for-contemporary-art-and-the-soros-foundation-latvia-presents-program-brigade/>

See **CREAENT** (FI)

See **MAITRE** (IT)



See **MOBILITAS - Erasmus Young Entrepreneurs** (IT)

LITHUANIA (LT)

A total of four European projects were identified.

Network of Youth Entrepreneurship - NYE Led by National Development Institute Lithuania involving partners from PO, GR, FR, CY, DE and Russia. This project links formal and non-formal educational sectors, promotes entrepreneurship and its culture amongst young women and men, representing youth business interests to government, identifying and addressing the problems or barriers experienced by young people in business, promoting and marketing businesses that are owned and managed by young women and men, assisting in identification of new products, services and markets, facilitating access to business training and skill development. NYE ensures the sustainability of EVE project and achieved results. Web Address: http://networkye.eu/en.php/about_network.html

European project, '**From Research to Market – Support to Knowledge-based Entrepreneurship, LdV**' (2008-2010) targets researchers to help them commercialise their research. The project was led by Kaunas Regional Innovation Centre, with partners from CY, SK, FI. It produced an e-learning package for knowledge-based entrepreneurship available online in Lithuanian, Slovak, Greek, Finnish and English. Web Address: <http://www.remark.lt/>

See **Centres – Creative Entrepreneurship in Schools** (GB).

See **Urban creative poles** (DE).

LUXEMBOURG (LU)

In Luxembourg no mentoring schemes were identified only a financial scheme entitled **Start-up loan program - Prêts de création/reprise** offered by the Société Nationale de Credit et d'Investissement in conjunction with the Ministry of Small and Medium Business, Tourism and Housing; and a **Master program in Entrepreneurship and Innovation** offered by the Luxembourg University.

MALTA (MT)

In MT four schemes were identified, one of which is relevant to the CC sector. Only one is a mentoring scheme; the others focus on the entrepreneurship sector.

Knowledge Transfer Framework and Technology Entrepreneurship Programme: The Malta Chamber is currently participating in the European Social Fund project "Creating a Knowledge Transfer Framework and Technology Entrepreneurship Programme". This project is led by the University of Malta, while other partners include Malta Enterprise and the Malta Council for Science and Technology. The project aims to set up an intellectual property and knowledge transfer framework as well as introduce an intensive training programme in science and technology entrepreneurship at the University. Web Address: <http://www.maltachamber.org.mt/content.aspx?id=336739>



Entrepreneurship Unit, University of Malta: The aim of the Entrepreneurship Unit (E-Unit) is to act as a centre of excellence in Entrepreneurship at the University of Malta (UoM). It aims to train students and staff in the science and art of Entrepreneurship using a participant centred, hands on approach, by leveraging entrepreneurship expertise at the UoM and seasoned entrepreneurs. The E-Unit will also seek to co-ordinate start-up and venture capital funds for the development of an indigenous high-tech, science and technology based entrepreneurship sector. <http://atmosnet.org/E-Unit/E-Unit.htm>

Creativity Work: Led by the Maltese Government, the creative economy and the national strategy for the CCIs. The national strategy for the CCIs aims to ensure that creative individuals and enterprises are assisted to find their route to market through investment programmes, fiscal measures, and minimal bureaucracy, whilst promoting a sustainable entrepreneurial culture through professionalisation, inter-industry synergies and clustering. Web Address: www.creativemalta.gov.mt/ccis/malta2019s-use-of-structural-funds-in-the-cultural-and-creative-sectors

MALTESE MENTORING SOCIETY: The Society was set up aiming to promote Mentoring, develop ethical Mentoring practices and the Mentoring profession in Malta. The members come from various businesses, commercial and professional sector and provide formal or informal mentoring to those who seek their services. The Society is a non-profit making, autonomous and independent body and it benefits from close working relationship with various entities, which pertain or are responsible for Employment, Education, Industry and Commerce. Web Address: <http://www.maltesementoringsociety.com/>

See **ZINS Clusters** (GR)

THE NETHERLANDS (NL)

In NL, thirteen schemes were identified that incorporated mentoring, just under half of which targeted the CC sector (again, with Creative being more prevalent than Culture). The majority of these programmes were national in scope; two were international, two European and one local. Only four targeted young people or students.

Twist Theatre Development Projects is funded by the National Arts council of South Africa and the KZN Department of Arts and Culture. It aims to provide guidance to develop skills and find business partners through workshop process and mentored learning. Web-address: <http://twistprojects.co.za/about>

TAFI is an EU funded qualifications framework and training programme for artists' business skills. '*TAFI reviews the existing and developing models for training artists and creatives to work in business contexts and the need for intermediary platforms.*' Web-address: <http://trainingartistsforinnovation.eu/about-tafi/>

THNK, the Amsterdam School of Creative Leadership, is a structured program of PG level that offers collection of creative leadership tools and assessments. Web-address: www.thnk.org/



Game Research for Training and Entertainment (GATE) aims at improving learning systems and advancing new technology to SMEs in order to advance the sector and developing knowledge from applied research with SMEs. Web-information:

http://www.intracen.org/uploadedFiles/intracenorg/Content/About_ITC/Where_are_we_working/Multi-country_programmes/CARIFORUM/EDCCI_report-by-European-Commission.pdf

'Centre for Research in Arts and Economics (CREARE) organizes the *International Summer School in Cultural Economics*.' It aims to create better understanding of the challenges among its participants. Web-address: <http://www.crearefoundation.nl/>

Cultuur-Ondernemen '*stimulates entrepreneurship of cultural organisations and independent artists and creatives*'. It assists with financing, knowledge transfer and creativity in business, and also matches mentors with mentees. Web-address: <http://www.cultuur-ondernemen.nl/>

The Federation Dutch Creative Industries represents creative sub-sectors, and acts as an interlocutor of the government sector and number of creative organisations. Web-address: www.dutchcreativeindustries.com

De Theatreschool 'The Block' is a three month programme with workshops, lectures, physical and mental voyages and artistic try-outs for its students. Web-address: <http://www.ahk.nl/theatreschool/de-theatreschool/contact/>

Tilburg University's Liberal Arts program offers, upon graduation, extensive guidance and mentoring from an academic advisor. Web-address: <http://www.tilburguniversity.edu/nl/onderwijs/bacheloropleidingen/liberal-arts-and-sciences/why/>

In **MA programme in Arts and Culture in Leiden University** the mentors are assigned to the students/. Web-address: <http://en.mastersinleiden.nl/programmes/arts-and-culture/en/introduction>

Through **ISN Leiden / Utrecht mentor program**, foreign students can meet "Locals" (Dutch students or long term international students) and learn more about the local culture. Web address: Leiden: <http://isnleiden.com/content/mentor-program> Utrecht: <http://www.esn-utrecht.nl/content/get-mentor>.

Startupbootcamp is a mentorship driven program that runs across Europe including Netherlands. The programme has wide-ranging focus and can include CC sector. Web-address: <http://www.startupbootcamp.org/about-us.html>

Rockstart Accelerator provides mentoring for business start-ups, and although not CC specific can nevertheless include those sectors too. Web-address: <http://rockstart.com/accelerator/> Web-address: <http://www.hihohiho.com/underpinning/cafmjrsnmtrng.pdf>



POLAND (PO)

In Poland two national mentoring programmes and three more general entrepreneurship European programmes were identified.

The Mentor programme International Exchange Erasmus aims to support foreign students who want to study in Poland and is organized by the ESN – Erasmus Student Network. Web Address: <http://www.esn.pl/content/mentor-program>

The SAMP – Student Alumni Mentoring Programme; launched in 2013, from Cemsclub Poland. SAMP was launched to make sure that students have access to information about starting, building and developing a career.

See **Centres – Creative Entrepreneurship in Schools** (GB).

See **Urban creative poles** (DE).

See **Network of Youth Entrepreneurship - NYE - LT**

PORTUGAL (PT)

Three entrepreneurship EC-financed projects were identified, one of which was CC specific – CIAKL. Although CIAKL does not have a specific mentoring aspect, the university business co-operation is close to the mentoring culture that EDUCCKATE seeks to employ.

CIAKL – Cinema and Industry Alliance for Knowledge and Learning (2011-13) is an EC-co-financed Knowledge Alliance project led by the University of Lusofona with partners from SP, HU, DE, EE and NL. The project brings together Film & Media schools and related businesses to promote the joint development of curricula, courses and materials supported on learning technologies; promoting networking, joint infrastructure and applications for training, and both students, staff and trainers' mobility between members of the consortium. Web Address: <http://ciakl.ulusofona.pt>

ENTER –Project - ENTrepreneurship Enhancement and Reinforcement (2007-09) was a European project (LLP-LdV) led by Tecmaia - Maia Science and Technology Park, involving partners from PT, IT, GR and FR. It developed a training-mentoring methodology to promote Entrepreneurship around Europe, targeted at vocational trainees (level 3 and 4) with a business idea, mainly oriented to technical services. The trainees participated in an e-learning pilot course, matched with a mentor by national and international experts through a virtual learning community. Some of the trainees, selected based on successful business plans, started their own companies. The course helped trainees in developing the key competences necessary for understanding of the management process. It also enhanced the trainees' capacity to use their skills in relevant(?) situations and to self-promote. Web Address: www.enter-project.eu



See **IDEA TO ENTERPRISE (CZ)**

ROMANIA (RO)

Two national projects were identified to support creative young entrepreneurs starting up a business through mentorship, assistance and the creation of a network. Information was only available in Romanian. RO is a member of one EU consortium project.

Creative Products Workshop (2012-13) seeks groups of 3-5 to participate in a product development mentor experience. The project is led by the Creative Industries Association and involves a 3-month mentorship following a Demo Day, and a 4-day intensive training. Achievements include; 13 start ups have graduated from the programme and a further 3 are in the mentoring phase. Web Address: <http://apc.industriicreative.ro/>

Promoting Entrepreneurship in the Creative Industries (Ongoing 30 Months) targets young entrepreneurs from the creative sector. It involves taking participants through three training levels (from beginner to advanced) for young professionals; information and assistance to initiate and manage a business are provided, as are mentoring, counselling and direct financial support and support in network creation. Web Address: <http://www.crestetalente.ro/>

See **MOBILITAS - Erasmus Young Entrepreneurs (IT)**

SLOVAKIA (SK)

In Slovakia several mentoring programmes have been identified. Those programmes follow mostly an economic spirit and are about improving the potential of academic absolvents like **Mentoring for managers** from ADDA consultants, **Managerial Leadership Program** from Manageria or the **Mentor Network Program** from AMCHAM. There are two further mentoring programmes which aim on promoting women: The **Mentoring Hour** led by Business & Professional Woman Slovensko and **Guardian Angels for Female Entrepreneurs** led by the National Agency for Development of Small and Medium Enterprises.

See **Centres – Creative Entrepreneurship in Schools (GB)**.

See **STARTENT (ES)**

See **From Research to Market – Support to Knowledge-based Entrepreneurship (LT)**

SLOVENIA (SI)

In Slovenia, entrepreneurship is a compulsory module in the national curriculum both in upper secondary vocational education and in upper secondary technical education. The main objectives are to develop entrepreneurial attitudes and skills among young people, but also to give them more specific training on how to set up and run a business. In addition, practice firms are established in every business schools in



the VET system. In the school year 2007/2008 there were 235 practice firms with 3470 students (Baseline study Entrepreneurship 2010:68). In Slovenia five mentoring programmes were identified:

CEED Grow (since 1993) assists growth oriented entrepreneurs. Web address: <http://ceed-global.org/>

A model of the practical pedagogical training of students at the Faculty of Sport (2006-07)

Faculty of Sport, Ljubljana University. The research involved 62 teachers, who mentored students of the Faculty of Sport. See Majerič, M., Strel, M., Kovač, J. (2010) For article see Web Address: www.gymnica.upol.cz

EOF Vocational Support for People with Difficulty on Employment Access (2009-2011). The product outcomes were pedagogical and didactical training for mentees in companies in Slovenia, and included training was considered helpful for students' practical work. Web address:

<http://www.ementoring.eu/Report%20on%20Existing%20European%20Mentoring%20Programmes.pdf>,
www.eu-eof.net

Connecting Slovenian and Styrian Youth Work (2012 on-going). The project aims are: increasing employability and employment, housing issues, promotion of volunteering, intercultural cooperation, active participation of young people, recognition of non-formal education, strengthening the structured dialogue, promoting youth mobility, ecology, cultural creativity and intergenerational cooperation. It targets young people, mainly between 15 and 29 years, but is open to younger and older people as well and stresses the importance of intergenerational cooperation. Web Address: http://www.panthersie-fuer-europa.steiermark.at/cms/dokumente/11767547_71101550/a4641683/Catalogue%20of%20interested%20organisations.pdf

Info-training course on mentoring in Slovenia, MIND.TS project (2011, on-going). The objectives are the following: introduction in mentoring, learning on mentoring, transferring knowledge into practice.

<http://mindts.wordpress.com/2011/06/13/info-training-course-on-mentoring-in-slovenia/>,
<http://mindts.files.wordpress.com/2011/06/mind-course-in-slovenia-report-1-malta-meeting.ppt>

SPAIN (ES)

A European Project **CR@FTS-MAN: Transference of training material to e-learning methodology for the management of crafts SMEs (2009)** led by Spain's Institute for Vocational Training and Social Research, and involving partners from Austria, Spain and Italy, targeted craftspeople and aimed to help them improve their business management skills. The project produced training materials for use in e-learning methodology. Web Address: www.projects.ifes.es



STARTENT (2010-2011) is a European Project co-ordinated by the Canary Islands Institute of Technology (ES) with partners from ES, IT, GB, PT, BG, CY, BE. It aimed to contribute to developing the entrepreneurial culture of young people and improving entrepreneurship education in Europe. Its target groups were young people, would-be entrepreneurs, new entrepreneurs and academic and non-academic entrepreneurship educators. Its outcomes include a compendium of case studies on real examples of European businesses, successful practices of entrepreneurs operating in the EU and a Manual with methodological guidelines for successful cooperation between educational and business organizations. Web Address: <http://www.startent.eu/>

See **Creative Tools** (BE)

See **Creative Trainer II** (AU)

See **C.H.I.M.E.R.A** (IT)

See **2INS Clusters** (GR)

See **MAITRE** (IT)

See **CREAM Creative Blended Mentoring for Cultural Managers** (IT)

See **MOBILITAS - Erasmus Young Entrepreneurs** (IT)

SWEDEN (SW)

Three European projects were identified in Sweden, **CREAENT** (FI), **Urban creative poles** (DE) and **European Commitment to Entrepreneurship** (BE).

3.5 Supported mentoring schemes in CC entrepreneurship internationally

Two international schemes were identified, both run from GB. One was government funded through the British Council and the other was run by a charity led by HRH Prince of Wales. Again, the creative and general business start-ups are the central themes.

British Council Young Creative Entrepreneur programme 'seeks to celebrate, support and connect emerging innovative and entrepreneurial leaders in the creative and cultural industries around the world'. Large areas of creative industries are grouped under two overarching themes of Design and Fashion, and Media. The programme is also open for international applicants and puts emphasis on global reach. Web-address: <http://creativeconomy.britishcouncil.org/creative-entrepreneurship/young-creative-entrepreneur-programme>

The Prince's Youth business international joins together (Internationally) 15,000 mentors, who between them donate around 500,000 hours of time to young entrepreneurs, with a financial value of



US\$20million. Led by the Prince of Wales and supported by several donor organisations, Youth Business International helps young people to start and grow their own business and create employment. It offers support in three major areas: Training and technical assistance; Start-up capital; Mentoring. Web-address: <http://www.youthbusiness.org>

4. European Survey on entrepreneurship in CC Sectors

4.1 Discussion of findings

Survey responses

All countries had lower responses than expected. Our target was 750, but we only had 285 responses after a month of the survey being live. In **CY** and **GR** the economic crisis led to a decrease in business activities and the suspension of operations of many firms in the CC industry. In **GR**, a low number of responses may have been due to a lack of culture of participating in surveys. In **HU** there was a low response rate as there was no direct reason or incentive to complete the questionnaire and a short window in which to complete the research. In **DE**, partners felt that the target was too high in their experience of trying to receive survey responses. **IT** had the highest number of responses, possibly as their list was more targeted and they managed to ensure that a high profile blogger on the CC sector included the survey in his blog.

Country	Number of responses	Number of contacts disseminated to
AU	34	➤ 5000
CY	32	➤ 1000
DE	58	➤ 2000
GR	32	➤ 2000
HU	21	➤ 400
IT	63	➤ 300
GB	45 (33 of which are UK)	➤ 1000
Total	285	➤ 11,700

Table showing survey responses

Demographic analysis

In all consortium countries, slightly more women than men replied to the survey (with the exception of **IT**), and half of respondents had at least a MA / MSc degree. Their age range was 30-50, with the average respondent being in their late 30s. The vast majority of the businesses in the CC sector are small size entrepreneurial initiatives with five employees or less. The majority of responses had businesses that had existed for over three years.

Country	% Female respondents	Highest Education level	Type of business	Sector
AU	54%	61.8 MA/PhD	47.1% - 5 employees or less 29.4 % - 5 - 20 employees 8% - 20 - 50 employees	art consulting, art marketing, culture funding, art and theatres. Most of the creative sectors are tourism, event management, IT and web design, advertising agencies, consulting and education
CY	53%	56% MA / PhD	53% Small enterprises (<20)	Graphic design, advertising, architects, crafts, music, production,
DE	53.7%	62.9% MA / PhD	51.9% - 5 employees or less 22.2% - 5 - 20 employees 22.2% - 20 to 50 employees 3.7% - > 50 employees	IT web design, Web magazine, Computer games, Digital marketing, Advertising agency Tourism, Personal coach, Culture management, Culture funding, Architecture, Art marketing, Art, Photos, Design, Science Design, Film, Health, Consulting, Service consulting, Education, Higher education, Further education
GB	52%	70% MA / PhD / PG diploma	68% 5 employees or less 10% 5 - 20 employees 6% 20 to 50 employees 6% > 50 employees 3% Sole trader 6% Other	Health; graphic design; business advisor; Heritage; built / historic environment; media production; theatre; fundraising; music; animation; film; Heritage interpretation; education; social enterprise; archaeology; conservation; tourism; museums;
GR	52.2%	39.2 % MA / PhD	69.6 % 5 employees or less	Graphic design, Advertising, Museum protection, Fine Arts, Education, Communication, Public Relations, Web design, Art Gallery, Cultural Centres, Film production, Creative Leisure
HU	53%	23.8% MA	61.6 % 5 employees or less 23.8 % 5 - 20 employees, 14.3 % Sole traders	CC: consulting, music, theatre, performing arts; event management, advertising agencies, marketing sector, pearl jewellery makers, ceramists, folk artists, embroidery, furnishings. Others: business consulting, trade etc.
IT	30%	30% MA/PhD	67% - 5 employees or less	design, music and cultural activities
Total				

Table of Demographic information

Knowledge, Skills and Attitudes for being a successful entrepreneur

Participants were asked about the knowledge, the skills and the attitudes for a successful entrepreneurship and, in particular, which competences they considered most crucial/important in order to become a successful entrepreneur in the CC sector. They were presented with a list of competences which they were asked to rate on a scale of one-five, with one as the least important (see Appendix 3). Across the consortium countries, the element that was considered most important for an entrepreneur to

be successful in their business in the CCI was the Quality of the product/service, followed by Passion for the business, Personal development, and Customer Service.

A competence is the ability to apply a synthesis of knowledge, skills and attitudes in a particular situation and in a particular quality (Official Journal for the European Union, 2006). According to the CEDEFOP a competence is: the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).² A competence is not limited to the cognitive element (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organizational skills) and ethical values. It may therefore be more practical to create a specific reference system for the key competence “entrepreneurship” with descriptors and indicators against which the development of ‘entrepreneurial competence’ could be assessed.

In order to make some general observations on which competences were seen as central, the answers were divided into three clusters:

- Competences marked 1-2 - Highly ranked > 70% of answers
- Competences marked - 3-4 Medium ranked 50-70% of answers
- Competences marked 5 - Lowest ranked < 50% of answers

These groups draw emphasis to the highest scores, although competences that were ranked as medium and low are still relevant as are competences which are not listed below.

Country	Highly ranked (above 70%)	Medium Rank (50-70%)	Lowest Rank (below 50%)
AU	<ul style="list-style-type: none"> - autonomy - problem solving ability - decision making ability - marketing competences - information management - communication - learning to learn 	<ul style="list-style-type: none"> - Flexibility - Negotiation competence - Critical thinking - Creativity - Teamwork - Sense of initiative - Sustainable planning competences - Networking - Virtual / online communication and marketing - Resource management competence - Intercultural and Diversity competence - Corporate social responsibility 	<ul style="list-style-type: none"> - self-reflection - counselling - corporate social responsibility - intergenerational management
CY		<ul style="list-style-type: none"> - creativity - decision-making - problem solving 	

² Source: Cedefop, 2004, European Commission, 2006a.

		- communication	
DE	<ul style="list-style-type: none"> - Flexibility - Autonomy - Problem solving - Decision-making - Creativity - Teamwork - Marketing competences - Information management - Communication management - Networking - Learning to learn 	<ul style="list-style-type: none"> - Leadership - Decision making - Sustainable Planning competences - Resource management - Counselling competence 	<ul style="list-style-type: none"> - Negotiation - Self-reflection - Sense of initiative - Virtual/on-line communication - Conflict resolution - Intercultural and diversity competence - Corporate social responsibility - Intergenerational competence
GR	NA	NA	<ul style="list-style-type: none"> - Problem solving - Decision making - Negotiation skills - Creativity - Teamwork - Communication - Self-knowledge
HU	NA	<ul style="list-style-type: none"> - Team work - problem solving skills 	<ul style="list-style-type: none"> - flexibility - communication - conflict solving skills - leadership - decision making - planning
IT	<ul style="list-style-type: none"> - flexibility; - problem solving; - creativity; - sense of initiative. 	- Long term vision	

GB	NA	<ul style="list-style-type: none"> - Autonomy - Leadership - Negotiation competence - Critical thinking - Creativity - Teamwork - Self-Reflection - Marketing competences - Sustainable planning competences - Information Management - Communication competence - Networking - Virtual/online communication and marketing - Resource-management competence - Conflict resolution competence - Counselling competence - Intercultural and Diversity competence - Corporate social responsibility - Learning to learn - Intergenerational learning competence 	<ul style="list-style-type: none"> - Flexibility - Problem solving - Decision-making - Sense of initiative
Total			

Table showing Knowledge, Skills and Attitudes for a successful entrepreneurship

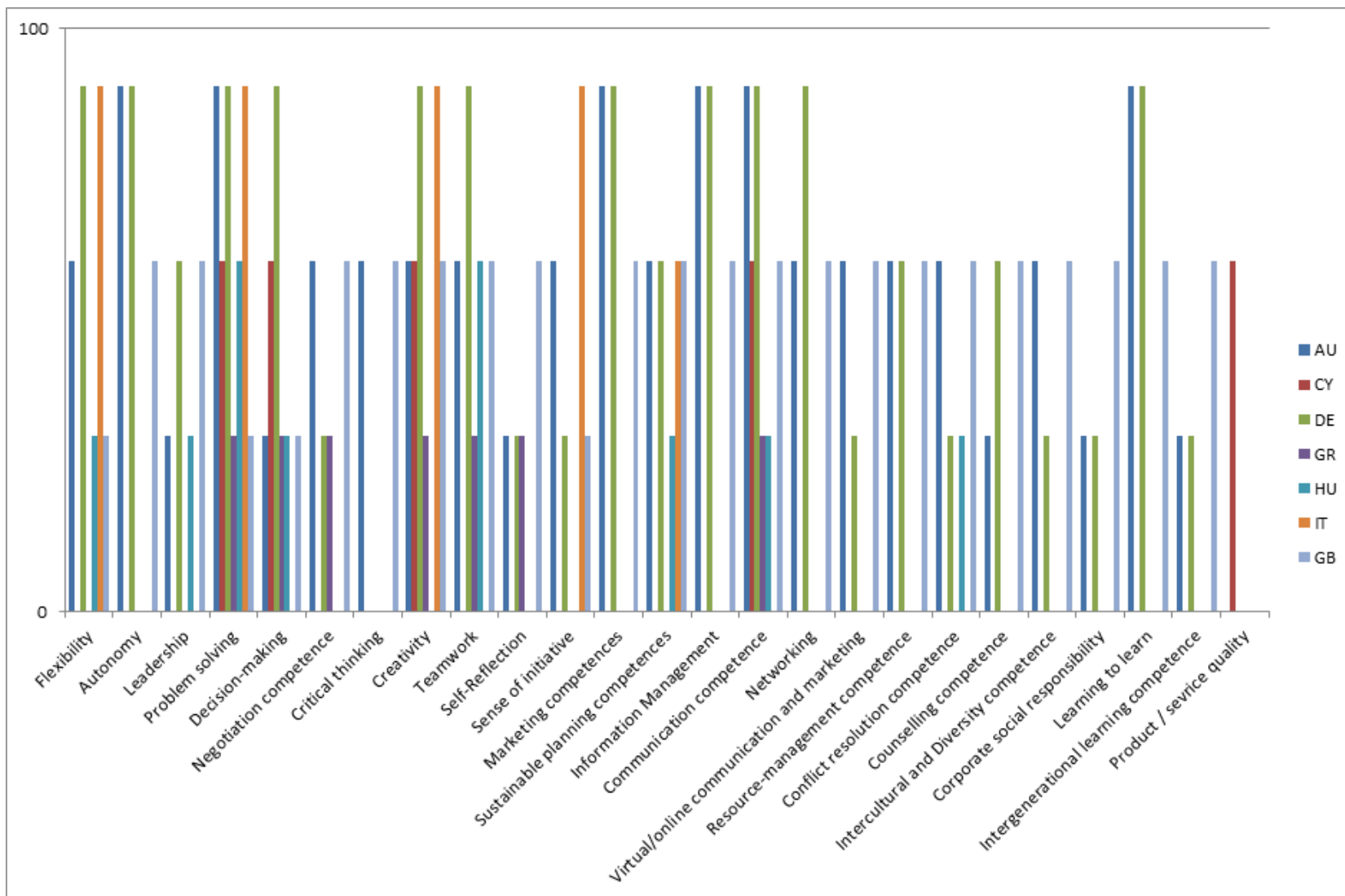


Chart showing the clusters of competences as high (>70) medium 70-50, and low <50

The chart shows that there are certain competences that are of clear interest across the 7 partner countries, who on average have selected them as of high or medium importance. These are:

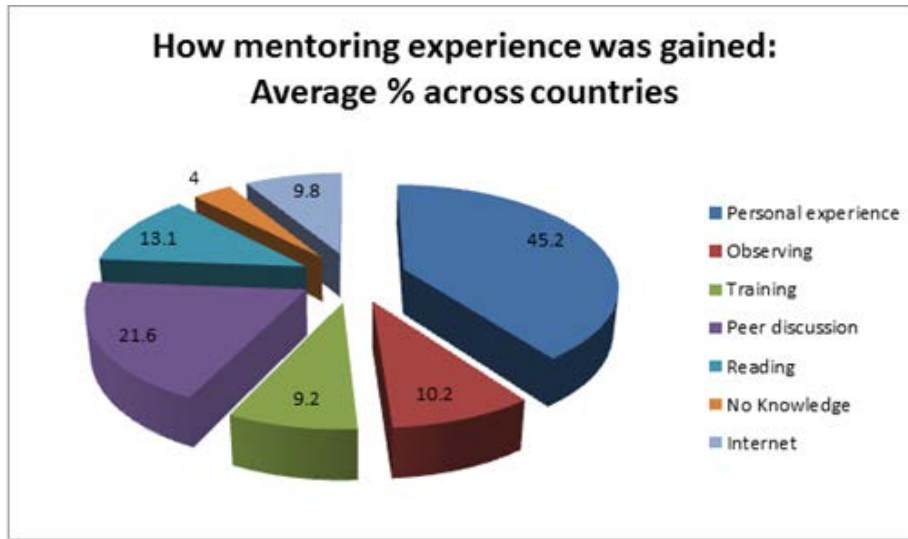
- Problem solving
- Decision making
- Creativity
- Teamwork
- Communication
- Marketing
- Sustainable planning

Previous training

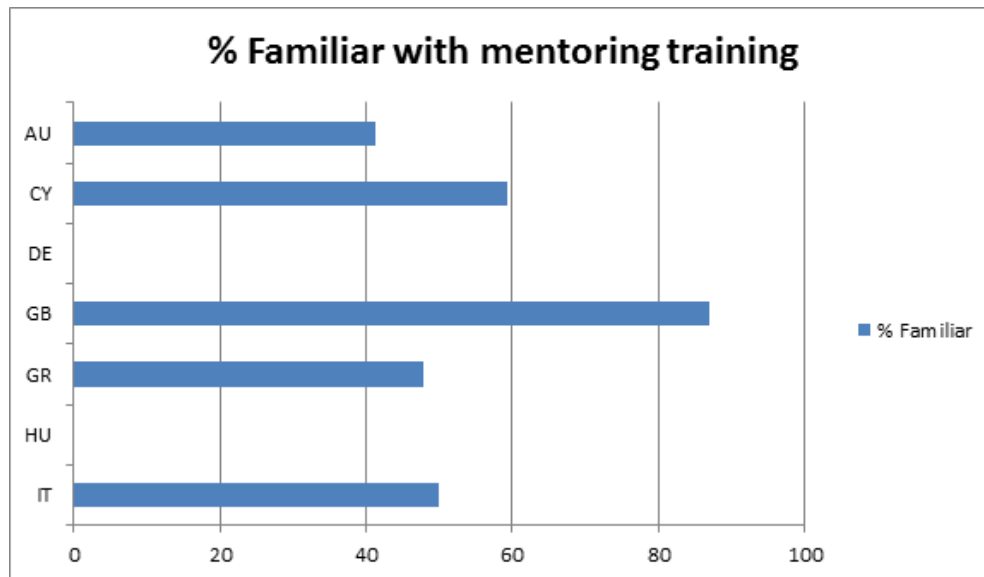
Country	Entrepreneurial training	% who found it helpful
AU	32.4%	100%
CY	44.4%	91.6%
DE	38.9%	100 %
GB	45%	71%
GR	34.7%	17.4%
HU	52.4	72.7%
IT	37%	60%
Total		

Table showing previous training in entrepreneurial skills

Relatively low numbers (30-45%) of respondents had attended training in order to start their businesses and they had found it very useful. More than half of them (47-57% of respondents) consider their mentoring skills – gained overwhelmingly through personal experience – as good or very good, while a small percentage thought they need to improve their experience and knowledge about mentoring. In the table below, some responses selected more than one way experience was gained, so the % reflects the number of times each method was selected overall.



Pie chart showing how mentoring experience was gained

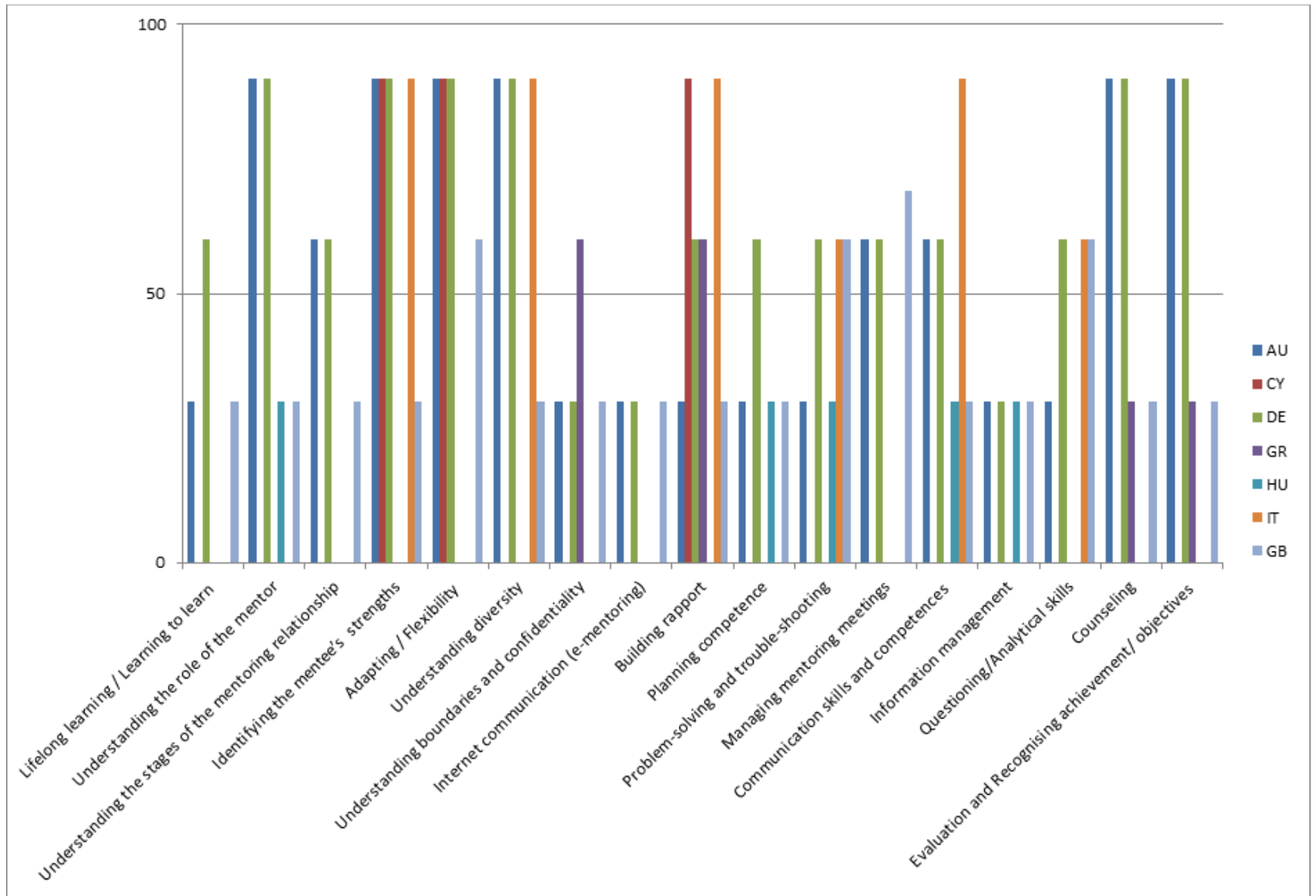


Bar chart showing percentage of respondents familiar with mentoring training

Mentoring competences

Respondents were asked which competences they considered being most important for a good mentor from a list of suggested competences (see appendix 2). As before, the selected competences can be described in three clusters:

- Competences marked 1-2 - Highly ranked > 70% of answers
- Competences marked - 3-4 Medium ranked 50-70% of answers
- Competences marked 5 - Lowest ranked < 50% of answers



Country	Highly ranked (> 70%)	Medium Rank (50-70%)	Lowest Rank (< 50%)
AU	<ul style="list-style-type: none"> - adapting / flexibility - the evaluation and recognition of achievements / objectives - understanding the role of the mentor - identifying the mentee's strengths - understanding diversity and counselling 	<ul style="list-style-type: none"> - Understanding the stages of the mentoring relationship - Networking - Managing mentoring meetings - Communication skills and competences - Questioning analytical skills 	<ul style="list-style-type: none"> - Questioning/Analytical skills - information management - problem solving /trouble shooting - planning competence building rapport - internet communication - understanding boundaries and confidentiality - lifelong learning / learning to learn
CY	<ul style="list-style-type: none"> - building rapport - identifying mentee's strengths - adaptation flexibility 	NA	NA
DE	<ul style="list-style-type: none"> - Understanding the role of a mentor - Identify mentee's strengths - Adapting/flexibility - Understanding diversity - Networking - Counselling - Evaluation/Recognising achievements/objectives 	<ul style="list-style-type: none"> - Learning to learn - Understanding the stages of the mentoring relationship - Building rapport - Planning - Problem solving and trouble shooting - Managing mentoring meetings - Communication - Questioning/analytical skills 	<ul style="list-style-type: none"> - Understanding boundaries and confidentiality - Online communication (e-mentoring) - Information management
GR	NA	<ul style="list-style-type: none"> - Building relationships - Communication skills - Understanding of boundaries 	<ul style="list-style-type: none"> - Consulting - Evaluation
HU	NA	NA	<ul style="list-style-type: none"> - Problem solving - understanding of the role of the mentors - network - information management - ability for planning
IT	<ul style="list-style-type: none"> - Communication skills and competences; - Building rapport; - Understanding diversity; - Identifying the mentee's strengths. 	<ul style="list-style-type: none"> - Questioning/Analytical skills; - Problem solving and trouble-shooting skills. 	
GB	NA	<ul style="list-style-type: none"> - Sense of initiative - Flexibility - Problem solving - Decision making 	<ul style="list-style-type: none"> - Autonomy - Leadership - Negotiation - Critical thinking - Creativity

			<ul style="list-style-type: none"> - Team work - Self-reflection - Marketing - Communication - Networking - Virtual / online marketing - Conflict resolution - Counselling - Intercultural diversity - Learning to learn - Intergenerational learning - Resource management competence - Information management - Sustainable planning
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Table showing skills / competences required for being a good mentor

Most responses seemed to indicate that people think mentors are should provide strategic advice and interpersonal soft skills. Based on the clusters of highly ranked competences chosen by the majority of countries, these are:

- Identifying the mentees strengths
- Adaptability / flexibility
- Building rapport

Also selected by over half of the countries were the following competences

- Problem solving and trouble shooting
- Counselling
- Understanding the role of a mentor
- Evaluating and recognising achievements and objectives.

Hard business skills seem to be of less interest to the target group, although communication skills competence was also a highly ranked competence for many countries. For example, in **GB**, more mainstream skills like information management, sustainable planning and resource management scored the lowest of the skills required for a mentor.

It is important to point out that the “understanding the role of a mentor” and “understanding the stages of a mentorship relationship” are not really competences but rather indicators for knowledge on mentorship, hence they should be included on the cognitive dimension of a competence that could be called "mentoring competence".

4.2 Conclusions

The aim of the online survey was to get a broad picture of the background of CC entrepreneurs and identify the most relevant competences that an entrepreneur should have to become successful and to



be a good mentor for students/young entrepreneurs. Furthermore, we wanted to find out how those competences could be best acquired and assessed / measured.

Although over 11,000 people received the request to participate, the survey had only 258 responses; much lower than our target. However, those who participated gave full and complete answers and as such our results can be seen to be meaningful. Participants were largely running VSE or SMEs (5 employees or less), and were highly educated. The majority came from the CC sector, although their backgrounds were very wide ranging (architecture, advertising, design, film, performing arts, potters, artisans, photography, museums, heritage, art, music, digital engagement, marketing, events management, media, CC mentoring, HE, health).

Entrepreneurs agreed that the quality of their product and innovative power of services offered, as well as being forward-looking were all seen as key area for the entrepreneurs in running a successful business, but besides these, and the knowledge of IT tools - becoming more and more essential to running your own business – which skills are considered to be the most important for running a successful business?

The competences mentors and entrepreneurs look for in young entrepreneurs were very broad in scope. They are all highly important to become a successful entrepreneur, indeed, if they were missing, success as an entrepreneur would be highly unlikely. They are basic and essential skills required by any entrepreneur. However, based on those the skills most frequently selected, and given the highest scores in the majority countries, the key competences are:

- Problem solving
- Decision making
- Creativity
- Teamwork
- Communication
- Marketing
- Sustainable planning

It is important to point out that those competences ranked as medium and less important still received a high percentage of preferences, so none of the competences included in the survey should be considered irrelevant.

Roughly half of respondents had some experience of mentoring, and of this group, approximately half say their mentoring skills came from personal experiences. The skills mentioned as key to be a mentor are those related with the ability to create a link and a deep connection with the mentee. Responses indicate that people think mentors should provide strategic advice and interpersonal soft skills; hard business skills were of less interest. The most important competences that a good mentor should have were identified as:

- Identifying the mentees strengths

- Adaptability / flexibility
- Building rapport

Also selected by over half of the countries were the following competences

- Consensus
- Understanding the role of a mentor
- Evaluating and recognising achievements and objectives.

It has been observed by one partner that ‘understanding the role of a mentor’ and ‘understanding the stages of a mentorship relationship’ project partners have observed that, rather than competences, these should be seen as indicators for knowledge on mentorship and could be called ‘mentoring competence’. Similar to the ‘entrepreneurship competence’ we should establish a general reference system for a ‘mentoring competence’. To achieve this we should produce a sound description of:

- mentoring context
- mentoring activities (actions and behaviours carried out by mentors) and a related
- reference system including knowledge skills and attitude scales

Other competences - such as ‘networking’ and ‘diversity management’ - could be added if a mentor is interested in making these competences visible.

Across the seven countries surveyed, those that had undergone training considered it to be very important in starting and running their business but they felt that their mentoring skills needed to be enhanced. Training / mentorships usually lack a scheme or structure, and those competences that can be called ‘mentoring competences’ are mostly acquired informally. Over 50% of respondents said they were familiar with mentoring (a range of 40-82%). The fact that their knowledge of mentoring this was mainly gained through personal experience indicates that they would benefit from specialised training to reinforce and confirm their knowledge Tailor made training, not only as regards knowledge but in as holistic, competence based learning is the best option for this type of learning as formal training neither covers the needs nor the practice and would therefore not produce a good result.

The survey also asked whether entrepreneurs and businesses would be interested in finding out more about the project and or participating, but positive responses were quite low (e.g. DE - 33%, GR – 0%). The exception was **HU**, where 52.4 % of the respondents want to be more informed about this mentoring system, 33.3 % would be glad to have a personal meeting about the details of the research and 61.6 % want to be informed about the further steps of the project. This suggests that cold-surveys are not a good method for recruiting people to take part in such projects.

5. Qualitative interviews with CC entrepreneurs

5.1 Discussion of findings

Background of interviewees

A total of 42 in-depth qualitative interviews were conducted in the seven partner countries (target 35). The majority of our interviewees were of the desired profile i.e. entrepreneurs with a background in mentoring. Just over 50% of interviewees were women. The age range spanned from 30-50 but the majority were 30-40. The majority of interviews were conducted face-to-face. When this was not possible, Skype and telephone were used. In **CY** the questions were e-mailed in advance and face-to-face meetings were held afterwards to establish a rapport.

COUNTRY	No. of INTERVIEWS	PROFILE	SECTOR
AU	5	4 women, 1 man	Employment, management, mentoring
CY	5	3 Women, 2 Men. All young.	4 entrepreneurs, 1 trainer: public affairs and communication, advertising, music, dance and research
DE	5	4 women, 1 man	Small business owners
GB	11	3 Female, 8 male aged 30-50	Mentoring, film, heritage advice, museums advice, cultural enterprise-digital engagement, social enterprise, media designer.
GR	5	4 women, 1 man, aged all aged between 30-40s	Experts in mentoring/entrepreneurship training in CC sector (web design, film production, marketing communications)
HU	5	2 women / 3 men	2 HEI teachers, one with music background, the other with business background; craft designer and producer; arts agency director; business mentor.
IT	6	2 women / 4 men aged between 30-40 years old.	Design and IT; university professor expert in mentoring start-ups, social entrepreneur; an expert in volunteering; a business mentor; and, a venture capitalist.
Total	42		

Table showing profile of interviewees

In **AU**, 2 interviewees had a background in mentoring, one was very experienced and the other had developed a peer mentoring programme for students. In **CY**, four out of five had experience in mentoring and supervising interns with successful outcomes. In **DE** most of them had had some experience in mentoring or had been mentees themselves at the beginning of their career. In all cases they never reported on a structured and deliberate mentoring process but rather on an informal or “unconscious” way mentoring, a kind of “mentoring on the job”. In **GR**, the respondents were all experts in

mentoring/entrepreneurship training with experience in mentoring entrepreneurs. In **GB**, three out of eleven were professional business mentors and coaches for the CC sector, and all eleven had experience of being mentored and of mentoring. In **HU**, three interviewees had mentoring experience; in **IT** five out of six interviewees had many years (in some cases decades) of experience in the field of mentoring, providing support to entrepreneurs and start-ups, both in Italy and abroad, e.g. supporting projects on European and intercultural exchange.

What are the key entrepreneurial competences and the best way to acquire such skills? What qualities do you look for in an intern?

In all countries the key competences mentioned for future entrepreneurs were a mixture of generic business skills (sector knowledge, business models, sustainability, awareness of intellectual property, IT skills) and social and personal competences (friendliness, openness, flexibility, communication, confidence and positive approach, partnership building, determination, learning from mistakes/challenges). With the exception of **DE**, all interviewees thought there was a place for both formal and practical experience.

In **AU**, entrepreneurship was linked to job experience and educational background. Interviewees warned against building mentored work placements into all degree structures, fearing that if all students were forced to do internships problems in quality management would arise.

In **CY** the key entrepreneurial competences were listed as friendliness, creativity and good communication skills. The best way to acquire such skills included a combination of formal education with practical experience; formal education provides the knowledge demanded but the skills are formed and acquired through practical experience.

In **DE**, key entrepreneurial competences included: flexibility; creativity; customer orientation; teamwork; communication; planning and autonomy. All entrepreneurs interviewed agreed that in order to learn how to run a business successfully the best way to acquire such competences is not through formal education but through practical experience; an internship or work placement is very important for students and young entrepreneurs.

In **GB**, the majority of those interviewed emphasised the importance of generic business and interpersonal skills, e.g. marketing, sales, a 'can-do' attitude, team work, communication. Although not as frequently the more "theoretical" and legal aspects of business knowledge were also mentioned by interviewees, such as basic business models for generating profit and being sustainable, intellectual property and acknowledging the 'risk' element of running a business. Only one interviewee diverted from this expectation, in saying that actually naivety was the ideal quality in an entrepreneur as this made individuals more likely to take risks; this interviewer also emphasised the importance of accepting one's own weaknesses and acknowledging failures when these do happen.

In **GR** respondents favoured the ability to set priorities for main business issues, active and authentic listening skills in order to learn from the mentor and a positive attitude necessary in order to be address challenges. Entrepreneurs could gain this knowledge, skills and attitudes in different ways including peer learning or formal training. Mentoring is very important in order for entrepreneurs to learn from the mentor's experience and be able to address real life challenges.

In **HU** political relations, commercial and industrial/sectoral knowledge, openness to new trends, the knowledge of new communication technology, interest in learning, talent and education commitment, awareness, flexibility and good adaptability were seen as important qualities for entrepreneurial success, together with commitment and humility. Confidence and flexibility are also essential. Business, legal, and economic knowledge plays an important role in starting an enterprise. The question on the best ways to aquire such skills elicited very different responses. Some say that all forms of education are equally important; one wanted to foreground group training and development of self-awareness and communication skills; one of the enterpreneurs mentioned that these competencies are mainly innate and can only be partially taught. Two respondents replied that practical experience is important; an intern should have a mix of luck, pluck, "strong physique" and motivation: a balance between the desire to be self sufficient, find his/her place in society, know exactly what he/she wants. One entrepreneur said that money is second to sensitivity and dedication.

In **IT**, when interviewees were asked about the knowledge, skills and attitudes necessary to be competitive in their field of business, a mix of talent and self-confidence was considered the foundation of any successful enterprise; spirit of sacrifice and self-denial, perseverance and attitude to overcome obstacles while the leadership allows to co-ordinate a group and an activity. Moreover, flexibility and openness to change are the two qualities that allow people to adapt their business to the needs of the market. One interviewee added a further five abilities to his definition:

- to capitalize on existing capacity;
- to limit risks;
- to form alliances;
- to learn from difficulties.

Interviewees saw these skills are partly innate, but many of them could be acquired or enhanced over time, through study and especially through practical experience gained through work, mediated by a mentor who monitors activities but also creates moments of reflection. The profile of the students should be highly motivated, ready to learn and adaptable.

What are the benefits & challenges of mentoring? Are you interested in participating?

The majority of countries reported back that their interviewees had strong ethical positions concerning work placements / internships and the unfortunate reputation that some providers have in exploiting students.

In **AU**, all agreed that mentoring is very powerful and useful. Using experienced entrepreneurs to mentor students 1:1 allows both parties to gain knowledge; it is a gift to be able, in spite of their experience, to be open to new ideas. Management skills can also be gained. Challenges for the mentor may be to manage the new task organisationally (time management), to motivate the mentee and to recognize his or her strengths and weakness. None of the interviews has the necessary resources or the adequate work environment for mentoring an intern.

In **CY**, all interviewees stated that they had the necessary resources to mentor an intern who has a good knowledge of the field he / she will be mentored.

In **DE** entrepreneurs saw the mutual benefit of mentoring to both parties in the relationship, but particularly welcomed the possibility of having a tool box to draw on, one that included an evaluation element. They were all interested in the possibility of attending mentoring training.

In **GB**, several entrepreneurs mentioned that it was important to give something back, and that mentoring made you feel good. Museum entrepreneurs said it was a good way of recruiting staff. All mentioned that it gave access to new and fresh ideas, and gave mentors managerial skills.

In **GR** mentoring was viewed as a new concept. However, entrepreneurs have started to realise the benefits of mentoring and they seem interested to participate in such an experience although they are not completely aware of the contribution that mentoring can make to their business practice and the way it can facilitate them towards entrepreneurial learning and development. When asked about the main challenges when mentoring entrepreneurs, respondents replied that the mentors had to be willing, committed and available; they should be ready to devote time to the mentoring relationship and furthermore they should have specialised knowledge and experience to share with the mentee.

In **HU** trainees are too often considered as cheap labour. Overcoming this trend is a real challenge as there is a lack of budget for paying trainees. More positively, many saw it as a potential route to recruitment. Three interview subjects did not have the time to participate in the training; two would be eager to participate in it.

In **IT** finding mentors and mentees that share a similar goal is the biggest challenge. For the mentor having enough time to dedicate to the mentee was also very important, more so than other resources or space. All of the interviewees were interested in taking part in the programme. Companies must also be interested in acquiring a new point of view as well as a professional help when conceiving the internship as a profitable opportunity for exchange. Besides motivation, it is also necessary that the mentor of an intern has time enough to carry out this task; this is in fact the most important resource perceived by interviewees, much more important than space and equipment.

What are the main competences needed to be a good Mentor? What's the best way of acquiring them?

Across the project countries, having an ethical, open-minded, positive approach to mentoring was highly valued. The main competences were interpersonal soft skills such as communication parallel with knowledge of your sector and enterprise. Bringing practical experience but also inspiring trust and confidence were also important. Being aware of the role of the mentor, more an indicator of a mentor's knowledge than a competence, was also mentioned across the 7 countries.

In **AU**, interviewees emphasised the importance of sector knowledge and experience, organisational skills a positive open-minded approach to mentoring. Interviewees viewed entrepreneurial skills gained through experience as more important than evidence of mentoring skills. Further important competences, such as organisational and communication skills, may be delivered through training. Also mentioned was the ability to think outside the limits of a specific academic discipline. Other important qualities were: leadership ability, active listening, recognising the strength of the mentee, flexibility to be responsive to mentees questions, to be self-reflective.

In **CY**, all interviewees highlighted the importance of practical experience and more specifically the valuable guidance and inspiration of a good mentor.

In **DE** interviewees highly valued an ethical approach, understanding strengths/ weaknesses.

In **GB** the most evident requirement for a mentor, according to 50% of the interviews, was understanding the role of a mentor; what this role was meant to achieve and what it should not involve. However, the specifics were subject to greater variation of opinion. Developing a relationship – “a rapport” – was a common theme, although two interviewees also mentioned the importance of mentors being aware of ethical codes and by insinuation that certain boundaries must be established. One interviewee suggested that mentor and mentee should be matched based on similar ambitions, e.g. gender, personal objectives (such as having a family or not). This same person believed that cross-sector matching may be more valuable as it would offer a more objective perspective, although it should be noted that this interviewee came from a finance-to-social-enterprise background, not a cultural or creative background where the value of learning the specifics of these sectors could be considered a key benefit of a mentoring scheme.

In **GR** the skills and competences needed to effectively act as a mentor to an entrepreneur include communication in order to build rapport. Also, both parties must be committed to the mentoring process in order to overcome the discrepancy between the mentors and mentee's level and type of knowledge and experience. The mentor should also have a positive attitude and be able to inspire the mentee and motivate him / her to address the challenges faced in business. The respondents mentioned that their own mentoring skills had improved by experience and specific training.

In **HU** a pedagogical approach was recommended, as was openness to the world.

IT believed that a mentor must be able to build a relationship of trust and show his / her credibility to the mentee through a strong certified competence. By transmitting strength and determination in the implementation of the project - but without assuming a dominant behaviour - the mentor must be empathetic and co-participate, ready to split working time with training time in order to create formal moments of reflection. These skills could be partly learned on the job and partly through professional training.

What would you expect from Mentor training? Needs / expectations / methods

There seemed to be consensus that blended learning was ideal for mentor training i.e. a mix of face-to-face and on-line learning taking place. Role play and practical exercises were favoured in the format of seminars, workshops, discussion groups.

In **AU**, interviewees recommended that the training communicate the role of a mentor clearly. The understanding of the role / the function of a mentor must be generated. Necessary communication and organisation skills should be delivered. An efficient way to deliver training could be a mix of distance learning methods (e-Learning) for theoretical subjects and face-to-face teaching for practical exercises, role play etc. E-Learning is optimally connected with tutoring, to allow more in-depth work to be conducted. Concerning role play, it would be reasonable that one participant acts as mentee, one as mentor and a third party watches, evaluates and reflects the situation. Only one interviewee was interested in joining a training programme for mentoring skills – this person was interested in understanding the experience of other mentors. All interviewees said that they would be open to discuss the progress, issues and achievement with us and other mentors generally.

In **CY**, all interviewees were interested in participating in a training to be organized within the framework of the project with preference to seminar format and workshops or discussion groups. They all expect to develop skills and gain knowledge on mentoring processes and methodology that will help them improve as mentors resulting in a win-win situation. They presented a genuine interest in participating in the trainings and undertake the role of the mentor, especially during these crucial and difficult times.

In **DE** interviewees stated a preference for informal, innovative, short, based on blended learning and that they should be able to find material on-line on a web-platform (such an e-portfolio). The importance of receiving feedback (both parties; mentor and mentee) was highlighted.

In **GB** there were no consistent needs or expectations about what potential mentors expected from training. E-mentor training was mentioned as a potential approach by two interviewees, but this in responses to the question on preferred mentoring approach no-one indicated a strong desire to provide mentoring over the internet. However, training could focus on the different ways mentoring can potentially be provided, so that those with no knowledge of e-mentoring might feel more comfortable using this platform in the future. Two [different] interviewees articulated the need for a definition of

what the role of a mentor was, whilst a third suggested that networking and learning the methods of other mentors could be useful. Another interviewee desired some clarity on the expectations of how much time the mentor would have to commit to the mentoring relationship and someone else suggested using this time to learn about prospective mentees.

An informal, peer-to-peer event was proposed by 60% of the **GB** interviews. Flexibility in terms of when one must attend was also requested by two interviewees, or at least plenty of notice. From the remaining 40% of interviews only one person suggested a formal intensive one-day course, another person proposed on-line training or webinars, and the remaining two interviews did not make any indication of how they felt training should be conducted. The general consensus was that mentor training should identify what is expected from mentors and would be best achieved by an informal day of discussion with final conclusions being drawn together in the form of a seminar.

In **GR**, interviewees highlighted that the appropriate selection of mentors and the effective matching with mentees contributed to the effectiveness of the mentoring relationship as a whole. Elements that counted in the matching process were the needs expressed by mentees, both parties' personalities and values as well as their expectations from the mentoring relationship.

In **HU** all expected a well-established method in practice, in the format of lectures and seminars.

In **IT** there were various levels of response according to the aspirations of the mentor. For those who aspired to be professional mentors, real (not-web-based) extended courses and master classes were desirable, whereas for professionals who considered the mentorship as a side activity informal meetings in the form of workshops, conferences and seminars over one day seemed sufficient. All respondents say they would be interested in attending training as these courses can transfer relational skills that improve building a relationship with the mentee and sharing their professional skills.

Do you have any advice on recruiting and matching mentors with students? (what could be done to attract more CC entrepreneurs to take part in interning and mentoring schemes)

The official question concerned what could be done to attract more CC entrepreneurs to take part in interning and mentoring schemes. Interviewees interpreted this by providing suggestions on what they expected from the mentor-student selection / matching process.

In **AU**, it was stressed that the time and effort as well as the expectations of a mentor should be very clearly communicated. Most people asked to be a mentor will assume a further work load, and most of them are entrepreneurs or have a leading position therefore already have a big work load. Also the benefits of being a mentor should be stressed.

In **GB** two interviewees explicitly expressed the necessity of mentors and mentees meeting before a final match was made, to ensure that the mentors had some say in the mentee they were matched with. The

importance of not being matched at random was strongly emphasised by these interviewees. An informal setting for these introductions was the preferred option for both. A third interviewee suggested a more structured setting; an event at which the mentors offered short presentations (10-20mins) about their work and values, and the projects that the mentees would be involved in. The remaining six interviews did not specifically articulate a format of introducing mentors and mentees but certain comments – such as the need for rapport between mentor and mentee – indicate that a random partnership would not be the preferred option.

In **HU** there was a unanimous response: the importance of identifying the interests of a trainee's commitment to systematic control, communication, consultation and work towards developing a congenial relationship. Financial incentives and better information, public and professional opportunities would be preferred in order to attract more entrepreneurs from the CC sector.

The responses from **IT** said that the best way to engage the business world in this type of programme is through the provision of financial incentives and marketing opportunities. The best way of matching mentors and mentees is linked to motivation and common desire to work together on an enterprise project. These factors are very personal and related to individual aspiration. Matching should follow a one day event, e.g. a workshop or seminar that allows entrepreneurs, university staff and students to meet and develop their ideas of how to collaborate during the project.

What are your expectations of the mentee and the placement? How should the relationship should be managed (e.g. amount of contact)

Interviewees suggested that mentees should have a good knowledge of their sector of interest, strong communication skills, and be friendly and self-motivated. The internship should be well structured, with clear goals set and evaluated. It should also allow for an element of flexibility, so that interns can work from the company and other locations (as some e.g. performance / film companies may not have a fixed office space). The intern should be exposed to real work problems and gain familiarity with situations that encourages them to strengthen their hard business skills and life in the workplace.

In **AU**, all interviewees agreed concerning the expectations from an intern: basic knowledge in of business area, good communication abilities and highly motivated. The relationship between mentor and mentee should be well structured, but levels of contact will depend on the individual relationship and needs of the placement.

In **CY**, interviewees were looking for students who were friendly, creative and with good communication skills. They were keen to foster a friendly relationship with clear expectations and goals set at the beginning of this relationship from both sides; they are all confident that if there is a good match, then the results would be excellent.

In **DE** interviewees said that the mentees should have a strong passion and a high interest in the area / sector of the business they wished to work in, possess the basic skills identified previously in the online survey (such as planning and communication skills) and be ready to be flexible and work hard. The ideal relationship is based on mutual collaboration; therefore a tool to explore the background and the initial competences of the candidate could be very useful as well as method to evaluate developments and achievements.

In **GB**, two different opinions emerged; some mentors understanding it terms of the practicalities of maintaining contact whilst others mentioned what they would offer as a mentor. In terms of the former, two interviews indicated a preference for face-to-face communication over e-mail, Skype, telephone calls etc.; another merely stated that they anticipated a flexible and informal working relationship (additional comments regarding methods of communication are mentioned below). The remaining interviewees (three interviews had no response to this particular question) discussed the aspects of business and entrepreneurship they hoped to share with prospective mentees.

There was a strong emphasis on providing practical working experience, knowledge of the financial and legal aspects of business (in particular intellectual property); one interview suggested that they would create scenarios that would introduce the mentee to experience business challenges. In terms of the amount of contact, only four interviews offered responses to this question, and with no clear conclusion emerging apart from that following an initial (face-to-face) meeting, communication should be regular, but on an as-and-when required basis. Following the initial meeting the interviewees were flexible about the form that communication should take (on-line, telephone, further meetings all suggested).

In **GR** the mentors agreed that there should be frequent contact and specific goals set each time to allow progress to be tracked.

In **HU** It is important to the identity of interests of the trainee and their commitment to taking part in a structured relationship, with strong communication and consultation. It is important that they work towards developing a team relationship.

In **IT**, the effectiveness of these courses depends to the structuring of the training, but all six interviewees saw the direct involvement of entrepreneurs and experts as vital.

5.2 Conclusions

The interviews were helpful as they helped partners to establish contacts and engage the candidate mentors in the project, with the exception of AU. In all countries the key competences mentioned for future entrepreneurs were a mixture of generic business skills (sector knowledge, business models, sustainability, awareness of intellectual property, IT skills) and social and personal competences (SPOC). In terms of competences, the survey clearly showed with its relatively high ranking of most of the offered competences, the SPOC skills mentioned include friendliness, openness, flexibility, communication,

confidence and positive approach, partnership building, determination, learning from mistakes/challenges. The interviews reinforced that it is difficult to set up a convincing “ranking” of those competences and they differ largely according to context. Considering the project aims to assess and validate these competences it is suggested to develop an inventory of those 10-15 SPOC for the entrepreneurial skills with respective reference systems for an evidence-based documentation of the competences and their development in the informal learning context (internship).

In terms of mentor profiles there were more creative mentors than cultural, with the exception of **GB**, where the lead partner (UCL’s Centre for Applied Archaeology) has stronger links with the cultural sector. The creative sector has been more dynamic, replacing the existing models with new approaches (e.g. designers, filmmakers, media professionals) that are more international in their scope and also business-oriented. Finding mentors, students and staff from the cultural sector will be a challenge as so much of the cultural sector is publically funded (e.g. 95% in **HU**, where the entrepreneurial and business-oriented approach are not universally accepted or seen as relevant).

The matching process should involve face-to-face meetings, ideally at least two, to allow the mentors and mentees to select / be matched with someone appropriate someone who is comfortable and receptive to a particular mentor’s attitude and methods. The common expectation by mentors for those students who are to be mentored to have some basic knowledge of business and entrepreneurship also suggests that it would be very useful for this to be a key focus in the initial mentee training, as business / entrepreneurship are not generally covered in those degree programs that are cultural or creative in focus. In terms of the relationship between mentor and mentee, the interview highlighted the need for commitment, authenticity and trust. Clear expectations and goals should be set at the beginning of this relationship from both sides. However, flexibility must be allowed in how mentors manage their relationships.

The mentor is the central figure in this project and must possess strong interpersonal skills and a passion for teaching and mentoring, in addition to having sufficient time and resources for mentoring. The experience, knowledge and skills of the mentor are instrumental in facilitating the mentee to enhance his/her own knowledge and skills and engage in more effective entrepreneurial practice.

Concerning the challenges of mentoring entrepreneurs these included the fact that mentors had to be committed and available, be willing to devote time to the mentoring relationship. Another challenge is the fact that not all the CC Entrepreneurs interviewed were entirely convinced of the benefits of engaging in a mentoring relationship when weighed up against the time commitment required. A general lack of awareness of the benefit of mentoring underlines the suggestion that there is a need for disseminating successful cases of mentoring relationships.

Respondents replied that they acquired mentoring competences through interaction with peers. Formal training in mentoring was less common but still relevant. Mentoring training opportunities seem to be



lacking in several project countries (**IT, CY, HU**), but would be very effective provided that they were properly structured and taught by experts. Seminar workshop formats were preferred for the mentor training, and mentors were keen to develop their skills.



6. Conclusion

6.1 Summary

This section provides a general conclusion summarising the aims and findings of this desktop research as well as including recommendations about ways in which to improve the training provided for business mentors and the mentoring provided to CC students on the theme of entrepreneurship.

CC mentoring courses in project countries, Europe and internationally

The trend in most project countries is towards business incubator projects that offer mentoring either to students still at university or young or aspiring entrepreneurs through a matching scheme where the mentor is an external advisor. Other common partners are government bodies, chambers of commerce, national professional organisations, international companies or charities. In most of the project countries (CY, DE, GR, IT), European Commission funded projects represented at least 50% of the initiatives identified. Surprisingly, given the nature of globalisation and technology, there were very few international mentoring programmes for the CC sector, indicating that these are still very grounded in their local contexts.

On-line Survey

Over 11,000 people received the request to participate, and the survey had 258 responses, largely from people running VSE and SMEs in the CC sector. The quality of these responses was very high. The Entrepreneurial competences selected by respondents in the report were very broad, and it has proved very difficult to select some above others. Furthermore, in the CC sector, these competences do not differ greatly from other sectors.

Basic analysis, with flaws, allows us to discuss the most frequently and highly rated competences, which comprise of:

- Problem solving
- Decision making
- Creativity
- Teamwork
- Communication
- Marketing
- Sustainable planning

Given the broad range of responses, and the relevance of all the competences, it may be more practical to create a specific reference system for the key competence “entrepreneurship” with descriptors and indicators against which the development of ‘entrepreneurial competence’ could be assessed.

Roughly half of the respondents had some experience of mentoring, though largely through personal experience (only 9.2% through training). On the other hand, 30-45% of respondents had undergone some form of training before setting up their business and found this very useful. Important competences for a good mentor include:

- Identifying the mentees strengths
- Adaptability / flexibility
- Building rapport

Also selected by over half of the countries were the following competences

- Consensus
- Understanding the role of a mentor
- Evaluating and recognising achievements and objectives.

Several of these should be considered as indicators for knowledge on mentorship and included on the cognitive dimension of a competence that could be called ‘mentoring competence’. To this end, we need to produce a sound description of:

- mentoring context
- mentoring activities (actions and behaviours carried out by mentors) and a related
- a reference system including knowledge skills and attitude scales.

Qualitative Interviews

The interviews were helpful as they helped partners to establish contacts and engage the candidate mentors in the project, with the exception of **AU**. In terms of mentor profiles there were more creative mentors than cultural, with the exception of **GB**, where the lead partner (UCL’s Centre for Applied Archaeology) has stronger links with the cultural sector. Most had acquired mentoring competences through interaction with peers, though recognised that they would benefit from training. A general lack of awareness of the benefit of mentoring underlines the suggestion that there is a need for disseminating successful cases of mentoring relationships. Interviews showed that mentors do not have much free time to follow mentees but do view mentoring as an additional burden. They are motivated by an “ethical” idea of counselling their successors or partners in the sector).

In all countries the key competences mentioned for future entrepreneurs were a mixture of generic business skills (sector knowledge, business models, sustainability, awareness of intellectual property, IT skills) and social and personal competences (SPOC). In terms of competences, the survey clearly showed with its relatively high ranking of most of the offered competences, the SPOC skills mentioned include friendliness, openness, flexibility, communication, confidence and positive approach, partnership building, determination, learning from mistakes/challenges.

The matching process should involve face-to-face meetings, ideally at least two, to allow the mentors and mentees to select / be matched with someone appropriate. Students should have some knowledge of



business and entrepreneurship, an easy expectation to meet as they will have been provided with this through the EDUCCKATE project. The mentored internship should be well structured, with clear expectations and goals set at the beginning, allowing for flexibility in how mentors manage their relationships.

6.2 Aims of the research

The aim of this research was to explore and map previous work undertaken in AU, CY, DE, GR, HU, IT and GB as well as in Europe and internationally in order to identify training programmes for mentors and mentoring schemes for CC entrepreneurs.

The consortium partners conducted research on available supported mentoring schemes for CC entrepreneurs so as to incorporate useful related knowledge and experience, identifying core skills and competences for mentors and HE trainers so as to incorporate this learning into **EDUCCKATE's** training and mentoring scheme. They also conducted primary research using an on-line survey and face-to-face interviews in order to understand more about the CC sector and the entrepreneurial competences that are important, as well as the competences a mentor should have to work with CC entrepreneurs.

The ultimate aim is for Knowledge Alliances to be built between HE Institutions and businesses to improve the HE offer, give business access to state-of-the-art CC knowledge / graduates and, ultimately, to involve more business mentors in supporting CC entrepreneurs so as to grow and strengthen the CC sector and the European economy.

6.3 Main findings relating to expected results

Out of the Business Student Mentoring schemes on CC entrepreneurship that were identified in project countries and in Europe, the following points can be highlighted:

- University mentoring programmes are found more often in the creative sector and concerned with helping students to commercialising creative products (art, fashion, theatre).
- General mentoring programmes in the CC sector

The projects identified in **AU** included two university programmes on CC entrepreneurship and mentoring and eight general mentoring schemes. Two European projects on entrepreneurship in the CC sector were also found. Of the CC specific programmes, one targeted disadvantaged female artists and another Romance studies students, who were not mentored by entrepreneurs but academic staff. There is a clear lack of a coherent strategy for the CC sector and very few opportunities for CC students to work with businesses.

In **CY** the projects focused young potential entrepreneurs and Small and Very Small Enterprises (VSE). **CY** does not have mentoring programmes, although it has services that help students find internships.



In **DE** one university programme on CC entrepreneurship, one initiative by the German government and one German-led European training project on innovation were found, as well as several EU projects on creative / crafts training.

IN **GB** eight national CC mentoring programmes, led either by professional organisations (e.g. Media Trust) or governmental organisations (Arts Council England), were discovered. For the HE sector; 28 initiatives were found, six of which were degree programmes, and over a third of these were concentrated in London. The prevailing trend for these is mentoring schemes for business incubators (37%) and the majority were specific to the creative sector targeting 'creative entrepreneurs' or specifically the theatre, film, fashion or design sectors.

In **GR** no university programmes on CC entrepreneurship were identified. However, there are general mentoring programmes for entrepreneurs (two national, six European).

In **HU**, two Mentoring Programmes related to CC (theatre/music, art) were identified and eight general mentoring programmes. Of the latter, not all are focused on entrepreneurship (e.g. refugees) but the majority focus on student enterprise, women or young entrepreneurs, IT, and two university programmes supporting spin-offs.

In **IT** the collaboration between universities and companies is important as students are able to both receive academic knowledge and experience the business world. Mentoring is a very recent activity, so long term impact is difficult to assess. However, this is also a point of strength as the projects are proving very popular due to their fresh innovative approach.

As regards the research conducted in the EU28, many of the supported mentoring schemes for CC are linked to the incubation of young companies and therefore do not target students alone. In **FI**, there is a national agency that guides and supports all mentoring initiatives using a top-down approach and the Aalto University is a major player.

All the identified projects can provide helpful insights to the **EDUCCKATE** consortium during the design of the Business-Student training and mentoring scheme.

The supported mentoring schemes operating on a national level targeted mainly creative enterprises and specific target groups (i.e. entrepreneurs, employers and employees, women, migrants) and focused on:

- students or young entrepreneurs
- SME and VSE in EU member states
- NGOs
- Chambers of Commerce
- Local authorities (e.g. Municipalities)



- Specific professional organizations dealing with culture and art e.g. Confederation of Professional Craftsmen and Shopkeepers

International and European target groups included lifelong learning from the CC sectors and are operating through:

- LLP consortium
- ESF projects
- Knowledge Alliance projects

A further aim of the research was to identify core competences for both the mentor and mentee to be included in the training package delivered by the programme. As this training will also build in the self-assessment of entrepreneurial competences it is advisable to include a sound explanation of what entrepreneurial skills and competences are. As regards the practicability it also seems useful to create one specific reference system for the key competence “entrepreneurship” with descriptors and indicators against which the entrepreneurial competence development could be assessed.

6.4 Action to be undertaken during the EDUCCKATE project

The situation described above in relation to the mentoring training for entrepreneurs and supported mentoring scheme for CC students underlies the gap in provision in Europe and stresses the need for the **EDUCCKATE** project which aims to provide a customised training to CC mentors in mentoring skills and competences, both face-to-face and online, so that they can become mentors of CC student entrepreneurs under the main objective to achieve a multiplier effect in the project countries and also at an EU28.

EDUCCKATE will provide a major contribution in the area of mentored internships that incorporates mentoring training and the delivery of key skills in entrepreneurship, validated using the Level-5 tool. Trainers in HEI will also benefit as they will be up-skilled in the mentoring process and key entrepreneurial competences / skills, enabling them to support the next generation of CC entrepreneurs.

EDUCCKATE will undertake specific activities so as to produce an on-line course for HE trainers in mentoring skills and competences for business mentors and CC students in CC entrepreneurship. These activities will be based on the findings of this desktop research as well as on the data of the primary research (i.e. a survey with CC entrepreneurs / mentors and interviews with experts) to be conducted in the seven project countries **EDUCCKATE** will:

- adapt tested training material of the Reveal, Euroweaving and ComNet projects and develop a training toolbox on CC entrepreneurship and mentoring skills. This tool box should consist of Modular and tailor-made small face-to-face training (deliverable in 1 day) that is supported by a repository of online materials. The tool box should contain:
 - open content modules (units);

- space to exchange with peers (mentors in the same situation);
 - deliver contents in a bottom-up way;
 - provide useful content inventories e.g. 10-15 SPOC for entrepreneurial skills with respective reference systems should be developed in parallel with a "mentoring competence" should be developed as part of the cognitive dimension of a competence (this will include e.g. "understanding the role of a mentor" and "understanding the stages of a mentorship relationship" as indicators for knowledge on mentorship);
 - not require much time;
 - convert much learning time into acting/practicing time to create direct value;
 - abstain from rather formalised content (this can be read in a book as well);
 - related rather to the required mentoring competence than to sheer knowledge input.
- develop new material on CC entrepreneurship and new material for mentoring CC entrepreneurs;
 - localise and translate the entire adapted and developed course into project languages (DE, EN, GR, IT, HU);
 - test the course in AU, DE, GR, GB, CY, IT and HU and implement updates.

EDUCCKATE will provide:

- A holistic competence based learning offer that relates on those competences that are considered to be important both for entrepreneurs and mentors
- Learning, that does not only relate to knowledge accumulation but which also addresses the activity and affective dimension of learning and competence development, hence:
 - Knowledge input as self-learning resources in a repository
 - Support practical experiences by accompanying the hosting phase
- Only short face-to-face input (to make it more attractive for people from the field)
- A matching phase (2nd training day with entrepreneurs?)
- Integrating assessment and documentation of competence development in the learning concept

This would result in the following plan:

1. Structure		
1.1	Face-to-face events	<ol style="list-style-type: none"> 1. Entrepreneurs (1 day, Autumn) 2. Mentors (1 day, Autumn) 3. Matching event (Autumn) 4. Hosting phase (Spring) 5. Final meeting after piloting (3 hrs)
2. Contents		
2.1	Contents (KNOWL)	<ol style="list-style-type: none"> 1. Entrepreneurs 2. Mentors

2.2	Theory on competences plus self-assessment stage 1 based on a questionnaire and a mentoring/entrepreneurship reference system (BUPNET)	
3. Methodology		
3.1	Blended learning (using an e-portfolio for interactive learning that should be linked with a Moodle site (BUPNET). This has the advantage that learners are active and provide content. It also contains CV templates and can be linked with LEVEL5 certificates.	
3.2	Face to face training sessions	<ol style="list-style-type: none"> 1. Short face-to-face input for mentors (1.1) 2. Short face-to-face input for entrepreneurs (1.1)
3.3	Self-learning activities in practice	<ol style="list-style-type: none"> 1. Including the matching activity in the learning programme (feedback and forms can be provided in the e-portfolio) 2. Hosting phase as central learning activity (spring 2014)
4. Final meeting with mentors/entrepreneurs as evaluation workshop with a final self-assessment activity.		



Appendix 1 Research Template

The template used as a guide by all partners to produce consistent findings in all researched countries.

EDUCCKATE

EDUcation Cultural & Creative Knowledge Alliance for Tomorrow's Entrepreneurs

A mentored internship scheme to foster an entrepreneurial mindset in Culture & Creative Students

WP 1	Research & Needs Analysis (Desktop research template)
Aim:	Research in existing initiatives & best practice in EU28 (e.g. mentoring & entrepreneurship training / internships) to ensure project products/processes meet needs of mentees & mentors. Research guidelines & criteria defined.
Partners involved:	All project partners conduct desk research in own countries and countries from EU28
Deadline:	31 st May 2013

Research Template

Project/ Initiative/Course Information

Country	
Project/ Initiative/Course Title	
Year/ Dates of implementation	
Objectives	
Relevant CC field	
Target group(s)	
Partnership/	



Responsible organisation	
Products/ outcomes	
Achievements / statistics e.g. no. of students trained;% of trainees gaining employment	
Contact details	
Website/ information source	

Appendix 2 List of Competences

Entrepreneurial Competences

Those marked with a * represent a shared interest across the partner countries ranked high or medium.

- Flexibility
- Autonomy
- Leadership
- Problem solving*
- Decision-making*
- Negotiation competence
- Critical thinking
- Creativity*
- Teamwork*
- Self-Reflection
- Sense of initiative
- Marketing*
- Sustainable planning*
- Information management
- Communication competence
- Networking
- Virtual/online communication and marketing
- Resource-management competence
- Conflict resolution competence
- Counselling competence
- Intercultural and Diversity competence
- Corporate social responsibility
- Learning to learn
- Intergenerational learning competence

Mentoring Competences

Competences marked with a * are those that were a shared interest across the partner countries. Those marked with ** should be seen as indicators of a 'Mentoring competence' based on knowledge of mentoring.

- Evaluation and Recognising achievement/objectives*
- Lifelong learning / Learning to learn
- Understanding the role of the mentor**
- Understanding the stages of the mentoring relationship**
- Identifying the mentee's strengths*
- Adapting / Flexibility*
- Understanding diversity
- Understanding boundaries and confidentiality
- Internet communication (e-mentoring)
- Building rapport*
- Networking
- Planning
- Problem-solving and trouble-shooting*
- Managing mentoring meetings
- Communication skills and competences
- Information management
- Questioning/Analytical skills
- Counselling*



Appendix 3 Sources

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